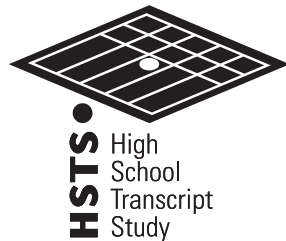


U.S. Department of Education
Institute of Education Sciences
NCES 2005-483

The High School Transcript Study

The 2000 High School Transcript Study User's Guide and Technical Report



The High School Transcript Study

The 2000 High School Transcript Study User's Guide and Technical Report

August 2005

U.S. Department of Education
Institute of Education Sciences
NCES 2005-483

Stephen Roey
Nancy Caldwell
Keith Rust
Lloyd Hicks
Janice Lee
Robert Perkins
Eyal Blumstein
Westat

Janis Brown
National Center for Education Statistics

Janis Brown
Project Officer
National Center for Education Statistics

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Grover J. Whitehurst
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006

August 2005

The NCES World Wide Web Home Page is: <http://nces.ed.gov>

The NCES World Wide Web Electronic Catalog is: <http://nces.ed.gov/pubsearch>

Suggested Citation

Roey, S., Caldwell, N., Rust, K., Hicks, L., Lee, J., Perkins, R., Blumstein, E., and Brown, J. (2005). *The 2000 High School Transcript Study User's Guide and Technical Report* (NCES 2005-483). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

For ordering information on this report, write:

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

Call toll free 1-877-4ED-Pubs; or order online at <http://www.edpubs.org>

Content Contact:

Janis Brown
(202) 502-7482
janis.brown@ed.gov

ACKNOWLEDGMENTS

This report is the end product of the collaborative efforts of many individuals at the National Center for Education Statistics (NCES), Westat, and the American Institute for Research/Education Statistical Services Institute (ESSI) who contributed greatly to the High School Transcript Study (HSTS) project for the National Assessment of Educational Progress (NAEP) program. The combined talents, knowledge, and creativity of these individuals resulted in the successful completion of this report. Furthermore, the authors are indebted to all the schools and their staff that participated in the study and thus provided the information that made this report possible.

The NAEP High School Transcript Study project is funded through NCES, in the Institute of Education Sciences of the U.S. Department of Education. The Associate Commissioner for Assessment, Peggy Carr, and the NCES Assessment Division staff—Janis Brown, Steven Gorman, Andrew Kolstad, and Andrew Malizio—worked closely and collegially with the authors to produce this report.

The HSTS project at Westat is directed by Nancy Caldwell, with assistance from Stephen Roey and Carolyn Shettle. In addition, Barbara Brickman, Kay Gallagher, Carol Hannaford, Lloyd Hicks, John Kalter, Yan Yun Liu, Keith Rust, and Neha Singh contributed to the production of this report.

The authors greatly appreciate the comprehensive review of this report by several reviewers at NCES—Janis Brown, Steven Gorman, Andrew Kolstad, Ralph Lee, Andrew Malizio, Jeffrey Owings, Lisa Hudson, and Marilyn Seastrom—and ESSI—John Clement, Linda Hamilton, and Elizabeth Jacinto. The authors also thank Aileen Waters from ESSI for providing administrative assistance.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
1	INTRODUCTION	1
2	BACKGROUND: SAMPLE DESIGN	23
	2.1 NAEP 2000 12 th -Grade Sample Design	23
	2.2 Selection of NAEP Primary Sampling Units	23
	2.3 Selection of NAEP 2000 Schools	26
	2.4 Assignment of Sessions and Sample Type to Schools for NAEP	28
	2.5 NAEP Student Sampling	29
	2.6 Students Not Included in the Assessment	31
3	SELECTION OF PRIMARY SAMPLING UNITS, SCHOOLS, AND STUDENTS FOR THE 2000 HIGH SCHOOL TRANSCRIPT STUDY	33
	3.1 Primary Sampling Unit (PSU) Sample	33
	3.2 School Sample	33
	3.3 Student Sample	34
4	DATA COLLECTION PROCEDURES	43
	4.1 Training NAEP 2000 Field Supervisors as Data Collectors	43
	4.2 Contacts with States, Districts, and Schools	44
	4.3 Obtaining Course Catalogs, Sample Transcripts, and Other School-Level Information	46
	4.3.1 Catalogs	47
	4.3.2 Sample Transcripts	47
	4.3.3 School Information Form	48
	4.3.4 School Questionnaire	48
	4.4 Identifying the Sample Students and Obtaining Transcripts	49
	4.4.1 Schools with NAEP 2000 Materials	49
	4.4.2 Schools without NAEP 2000 Materials	52
	4.5 Students with Disabilities/Limited English Proficiency (SD/LEP) Questionnaire	53
	4.6 Sending Data for Processing	53
	4.7 Receipt and Review of Data from Data Collectors	54

TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
5	DATA PROCESSING PROCEDURES	57
	5.1 Establishing Student ID Control Lists	57
	5.1.1 Student Sampling Information System	57
	5.1.2 School Information Form	59
	5.1.3 Transcript Request Form.....	59
	5.2 CADE System for Entering Transcript Data	60
	5.2.1 Verification of Transcript Data	62
	5.3 CACE System for Coding and Editing Course Catalogs.....	62
	5.3.1 General Procedures for Coding Course Catalogs.....	63
	5.3.2 Entering Course Titles.....	64
	5.3.3 Classification of Secondary School Courses.....	67
	5.4 Matching Transcript Titles to Catalog Titles	72
	5.5 Standardizing Credits and Grades.....	74
	5.6 Performing Quality Control Checks	75
	5.6.1 Quality Control for Transcript Data Entry	76
	5.6.2 Quality Control for Catalog Data Entry	76
	5.6.3 Quality Control for Catalog Coding.....	76
	5.7 Scanning and Preparing the SD/LEP Questionnaires	80
	5.8 Scanning and Preparing the School Questionnaires	82
	5.9 Personnel Selection, Training, and Supervision	82
	5.9.1 Training Data Entry Staff.....	83
	5.9.2 Training Catalog Coders	83
6	WEIGHTING AND ESTIMATION OF SAMPLING VARIANCE.....	85
	6.1 HSTS 2000 Weighting Procedure.....	86
	6.1.1 HSTS 2000 Sample Weights.....	87
	6.1.2 HSTS NAEP-Linked Weights.....	105

TABLE OF CONTENTS (continued)

<u>Chapter</u>		<u>Page</u>
6.2	Variance Estimation.....	118
	6.2.1 Jackknife (JK2) Replication Method.....	119
	6.2.2 Calculating Replicate Weights.....	120
7	GUIDE TO THE DATA FILES AND CODEBOOKS	123
	7.1 Restricted-Use Data Files	123
	7.2 Content and Organization of the Data Files.....	124
	7.3 Course Offerings File.....	125
	7.4 Master CSSC File	127
	7.5 School File	128
	7.6 SD/LEP Questionnaire File	128
	7.7 Student File.....	129
	7.8 Transcript File.....	130
	7.9 Test and Honors File.....	130
	7.10 Linked Weights Files.....	131
	7.11 NAEP Mathematics and Science Data Files.....	132
	7.12 Research Issues	135
	7.12.1 Background Data Collected via NAEP	135
	7.12.2 HSTS Analysis Overview	137
	7.12.3 HSTS 2000 Tabulations	137
	7.12.4 Areas of HSTS Data Analysis.....	139
	7.12.5 HSTS 2000 Research Approaches and Procedures.....	141
8	REFERENCES	145

List of Appendixes

<u>Appendix</u>		
A	2000 High School Transcript Study Data Collection and Documentation Forms.....	A-1
B	2000 High School Transcript Study School Questionnaire and SD/LEP Questionnaire	B-1
C	2000 High School Transcript Study Classification of Secondary School Courses	C-1

TABLE OF CONTENTS (continued)

List of Appendixes (continued)

<u>Appendix</u>		<u>Page</u>
D	2000 High School Transcript Study Codebook for Course Offerings File.....	D-1
E	2000 High School Transcript Study Codebook for Master CSSC File.....	E-1
F	2000 High School Transcript Study Codebook for School File	F-1
G	2000 High School Transcript Study Codebook for SD/LEP Questionnaire File.....	G-1
H	2000 High School Transcript Study Codebook for Student File	H-1
I	2000 High School Transcript Study Codebook for Transcript File	I-1
J	2000 High School Transcript Study Codebook for Tests and Honors File.....	J-1
K	2000 High School Transcript Study Codebook for Math R2 Linked Weights File.....	K-1
L	2000 High School Transcript Study Codebook for Math R3 Linked Weights File.....	L-1
M	2000 High School Transcript Study Codebook for Science R2 Linked Weights File.....	M-1
N	2000 High School Transcript Study Codebook for Science R3 Linked Weights File.....	N-1
O	2000 High School Transcript Study Codebook for NAEP 2000 Math Data File.....	O-1
P	2000 High School Transcript Study Codebook for NAEP 2000 Science Data File.....	P-1
Q	2000 High School Transcript Study Glossary.....	Q-1

TABLE OF CONTENTS (continued)

List of Tables

<u>Table</u>		<u>Page</u>
1	High school transcript studies: 1982–2000	2
2	High school transcript study files: 2000	22
3	NAEP geographic regions used for stratification: 2000	24
4	The number of noncertainty strata in each major stratum for the NAEP national main assessment: 2000	25
5	HSTS subsampling rates for nonpublic schools by reporting group: 2000	34
6	Response rates of eligible schools by linking category, unweighted: 2000	36
7	Percentage of sampled students who were graduates and for whom completed transcripts were received: 2000	37
8	Response rates of graduates, unweighted: 2000	37
9	Response rates for NAEP, transcript study, and linked schools, weighted: 2000	38
10	Weighted after substitution school response rates, national main NAEP grade 12 science samples: 1996 and 2000	39
11	Weighted after substitution student response rates, national main NAEP grade 12 science samples: 1996 and 2000	40
12	Weighted distributions (in percents) of responding and nonresponding schools for the national main NAEP 2000 sample for grade 12 science	41
13	Weighted distributions (in percents) of eligible responding and nonresponding students for the national main NAEP 2000 sample for grade 12 science	42
14	HSTS numeric grade conversion: 2000	75
15	School nonresponse adjustment factors for the HSTS sample weights: 2000	95
16	Distribution of substitution adjustment factors for the HSTS sample: 2000	97

TABLE OF CONTENTS (continued)

List of Tables (continued)

<u>Table</u>		<u>Page</u>
17	Student nonresponse adjustment cells and factors for HSTS weights: 2000 ...	99
18	Poststratification adjustments for the HSTS sample: 2000.....	104
19	Distribution of final HSTS student weights: 2000.....	105
20	Total number of schools and students in the HSTS by HSTS/NAEP response status: 2000	106
21	Subject assignment weights ($ASBJWT_s$) by school type and assessment: 2000.....	109
22	Student-level subject allocation weights (SPL_s) by school type and assessment: 2000.....	109
23	Reporting factors (RPT_FCR_r) by reporting population, sample type, and SD and LEP status: 2000.....	110
24	Distribution of school nonresponse adjustment factors for the NAEP-linked HSTS samples by subject: 2000.....	112
25	Distribution of substitution adjustment factors for the HSTS NAEP-linked samples by subject: 2000	113
26	Student-level response dispositions for the linked samples by HSTS 2000 and NAEP 2000 student dispositions	114
27	Distribution of student nonresponse adjustments by assessment: 2000.....	116
28	Poststratification adjustments for the linked samples: 2000.....	117
29	Distribution of final HSTS student weights for the linked samples: 2000	118
30	HSTS and NAEP variable naming conventions: 2000	134
31	Comparison of records and nonzero weights in the HSTS Linked Weights Files: 2000.....	134

TABLE OF CONTENTS (continued)

List of Figures

<u>Figure</u>		<u>Page</u>
1	Student information processing and ID reconciliation	58
2	Data entry and coding process	65
3	Quality control processes for HSTS 2000 catalog coding	78

List of Exhibits

<u>Exhibit</u>		<u>Page</u>
1	Abbreviations for data entry	61
2	Values for flags	71
A-1	Disclosure notice.....	A-1
A-2	School information form.....	A-2
A-3	Transcript request form, version 1	A-14
A-4	Transcript request form, version 2	A-15
A-5	NAEP 2000 administration schedule	A-16
A-6	Documentation of missing transcripts	A-17
A-7	Summary of school transcript activities.....	A-18
A-8	Letter to superintendent	A-19
A-9	Letter to school principal	A-20
A-10	Transcript format checklist	A-21
A-11	Course catalog checklist	A-22
A-12	Shipping transmittal form	A-23

TABLE OF CONTENTS (continued)

List of Exhibits (continued)

<u>Exhibit</u>		<u>Page</u>
A-13	Carnegie Unit report	A-24
A-14	Standardization of grades.....	A-25
C-1	Organization of the secondary school taxonomy.....	C-3

FOREWORD

The 2000 High School Transcript Study (HSTS 2000) 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' coursetaking patterns in the nation's secondary schools. Since previous transcript studies measured the coursetaking patterns of 1982, 1987, 1990, 1992, 1994, and 1998 graduates, one research objective was to study changes in these patterns. Another research objective was to compare coursetaking patterns to study results on the 2000 National Assessment of Educational Progress (NAEP) mathematics and science assessments. 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 2000 High School Transcript Study is documented in three reports:

- *The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000*—This summary report highlights major findings from the HSTS 2000 and examines the trends and changes in high school curriculum and student coursetaking patterns for the decade between 1990 and 2000.
- *The 2000 High School Transcript Study User's Guide and Technical Report*—The User's Guide and Technical Report 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.
- *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates*—This upcoming report provides extensive tables that summarize the coursetaking patterns of high school students who graduated in 2000 and compare them to those of their counterparts in 1982, 1987, 1990, 1994, and 1998. The report also describes the relationship of the coursetaking patterns of 2000 graduates and the mathematics and science proficiencies as measured by the 2000 National Assessment of Educational Progress.

1. INTRODUCTION

This technical report documents the procedures used to collect and summarize data from the 2000 High School Transcript Study (HSTS 2000). Chapters in the report detail the sampling of schools and students (chapters 2 and 3), data collection procedures (chapter 4), data processing procedures (chapter 5), and weighting procedures (chapter 6). Chapter 7 describes the HSTS 2000 data files and codebooks that are encompassed by this report. Appendix A contains the HSTS 2000 data collection and documentation forms, and appendix B contains the associated NAEP 2000 study questionnaires. Appendix C describes the Classification of Secondary School Courses (CSSC), which was used to code the courses on the HSTS 2000 transcripts, and provides a complete listing of CSSC codes. The codebooks for all of the HSTS 2000 data files may be found in appendixes D through P. Appendix Q is a glossary of terms.

This chapter provides an introduction to the HSTS 2000 through a series of question-and-answer sections, each providing a brief overview of specific aspects of the study. At the end of each section, the reader is directed to a subsequent chapter or chapters in this report, or to the companion report *The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000* (Perkins et al. 2004), where selected topics are discussed in greater detail.

■ What is the High School Transcript Study?

Over the years, various reform efforts have sought to improve the quality of education across the United States. In the early 1980s, the focus was on statewide curricula in core courses, a response to the watershed report, *A Nation at Risk* (National Commission on Excellence in Education 1983). Since then, national efforts have addressed several issues concerning quality education, analyzing the content of courses in specific subject areas (mathematics and science, for example), the number of courses completed, and when courses are completed.

The High School Transcript Study (HSTS) is a periodic survey that provides educational professionals, such as administrators, policymakers, and researchers, with information regarding curricula being offered in our nation's high schools and the coursetaking patterns of high school students. It can also be used to provide information on the relationship of student coursetaking patterns to achievement as measured by the National Assessment of Educational Progress (NAEP). NAEP is an ongoing, periodic assessment of educational achievement in U.S. schools.

The transcript studies serve as a barometer for changes in high school student coursetaking patterns. School course offerings and student coursetaking patterns provide valuable information about the rigor of high school curricula across the nation. The first national transcript study was conducted by NCES in 1982 and captured baseline information on high school students' patterns prior to the publication of *A Nation at Risk* and the resulting changes in curricula and educational reform.

For HSTS 2000, about 21,000 transcripts of students who graduated from public and nonpublic high schools were collected from a nationally representative sample of schools from May through October 2000. The survey was conducted in conjunction with the 2000 National Assessment of Educational Progress (NAEP 2000) mathematics and science assessments in the 12th grade. A description of this survey can be found on the NAEP home page at <http://nces.ed.gov/nationsreportcard/>.

Since similar studies were conducted on the coursetaking patterns of graduates over the years, changes in these patterns can be studied and compared. Table 1 lists the seven studies that have been conducted beginning in 1982 involving the collection of transcripts of high school graduates.

Table 1. High school transcript studies: 1982–2000

Study	Approximate number of transcripts collected
1982 High School and Beyond	12,000
1987 High School Transcript Study.....	25,000
1990 High School Transcript Study.....	21,000
National Education Longitudinal Study of 1988 Second Follow-Up (1992).....	17,000
1994 High School Transcript Study.....	25,000
1998 High School Transcript Study.....	25,000
2000 High School Transcript Study.....	21,000

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School and Beyond (HS&B), 1982; National Education Longitudinal Study of 1988 (NELS:88) Second Follow-Up, 1992; High School Transcript Study (HSTS), Selected years, 1987-2000.

■ **Was participation in HSTS 2000 voluntary? Are the data confidential? Are student names or other identifiers available?**

Students' transcripts were collected by field workers for the sample of students that were selected for the NAEP 2000 assessment. Schools were contacted regarding whether or not to inform parents or obtain 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 their consent must be obtained, that request is met. It should be noted that, in the history of these studies, no school has ever requested consent forms for participation.

The data obtained from the transcript study were kept strictly confidential. Student names and any other identifiable information were deleted from the copies of the transcripts before these materials left the schools. Furthermore, in schools that participated in the NAEP assessments, each student received a NAEP ID that was also used in the HSTS. The list that linked the student's name with that NAEP ID remained in the school. High School Transcript Study staff did not have access to that list and could not recreate it if it were lost.

The restricted-use HSTS 2000 data files do not contain the students' names or other variables that directly identify the sampled students. Data files do contain the students' NAEP ID, which enables researchers to link the transcript data to the NAEP data. The HSTS follows NCES' strict procedures regarding the confidentiality of data files.

For more information regarding how the student transcripts were obtained for the study, please refer to chapter 4. For detailed information on how to obtain the restricted-use data files, and a description of the files, please see chapter 7.

- **What contextual background data does HSTS 2000 provide?**

Contextual background data for the HSTS 2000 are obtained from the NAEP 2000 questionnaires, the high school transcripts, and various school-level forms completed by a school coordinator or counselor.

QUESTIONNAIRES

- *School Questionnaire:* The School Questionnaire (see appendix B) was 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 2000 for the NAEP participating schools. Schools that did not participate in NAEP 2000 were also asked to complete the questionnaire.
- *Students with Disabilities/Limited English Proficiency (SD/LEP) Questionnaire:*¹ Prior to 1996, the questionnaire that collected information from school staff about

¹ LEP is used both to identify a specific skill level with regard to English proficiency and, more broadly, to refer to all students for whom English proficiency is an issue.

students with disabilities and students with limited English proficiency was called the Individualized Education Plan/Limited English Proficiency (IEP/LEP) Questionnaire. It was retitled 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 the 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. The information collected in this questionnaire can be found on pages 20–21.

For schools participating in NAEP 2000, 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 in appendix B. SD/LEP Questionnaires were also collected from schools that did not participate in NAEP by field staff involved with the HSTS 2000 data collection.

TRANSCRIPTS

The student transcripts provided data that were coded and entered into the data system by trained coders. These data included 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;
- Standardized test scores and honors (where available);
- List of courses taken in high school, including the grades received and the number of credits earned for each course; and
- Total number of credits received and, in many cases, total number of credits attempted.

SCHOOL FORMS

- *Transcript Request Form (TRF)*: A field worker completed a Transcript Request Form upon returning to a school to obtain requested student transcripts. The form contained student demographic data, including Title 1 and National School Lunch Program participation status, as well as their graduation status.
- *School Information Form (SIF)*: The completed School Information Form contained information about the school in general, such as sources of data collection information within the school, course description materials, graduation requirements, and grading practices.
- *School-level Catalog or Course Lists*: Data entry personnel entered a list of all course titles appearing in the catalogs provided by the schools. A curriculum specialist selected which course titles to enter, and a concerted effort was made to standardize the format of titles.

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

- **What were the HSTS 2000 procedures for collecting data?**

The field workers for the HSTS 2000 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 HSTS 2000 when they received information about NAEP 2000. This information included procedures that would be used to ensure confidentiality of the data, and the amount and nature of school staff time required for HSTS 2000 participation. Whenever possible, HSTS field staff assisted the school staff with data collection.

For eligible schools that agreed to cooperate, students sampled for NAEP 2000 were included in the HSTS 2000 sample. A brightly-colored Disclosure Notice (see exhibit A-1 in appendix A) was placed in their folder both to alert school personnel that information contained in the student's folder would be used for the HSTS 2000, and to serve as a visible marker for identifying the folders of selected students to facilitate finding their transcripts later.

Initial HSTS 2000 information requested from schools and collected by field workers at the time of the NAEP 2000 assessment included information which they were asked to provide on the School Information Form (SIF) (see exhibit A-2 in appendix A). Other requested information included copies of their school's course catalogs for the four most recent school years, including the current 1999-2000 school year, and three sample transcripts. Information provided on the SIF included the appropriate date

for the field workers to return to the school and obtain the transcripts. When completing the SIF, field workers also gathered general school policy data, including information about class periods, credits, and graduation requirements. This school policy data may appear in either the course catalog or a separate document.

Field workers completed 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 2000.
2. They provided HSTS 2000 staff with a quick way to review the materials, so that they could request additional information if needed.

This information was collected during visits to the schools prior to and at the time of the assessment.

When graduation information was posted on transcripts, a field worker returned to the school to obtain the requested transcripts. Schools that stored their transcripts electronically could provide an electronic copy of their transcripts. For schools that kept paper copies of their transcripts, the transcripts were manually pulled from their folders and photocopied at the school. The Disclosure Notice placed in students' folders at the time of the NAEP 2000 assessment helped to facilitate transcript collection in participating NAEP schools.

Once the transcripts were provided, the field worker completed the Transcript Request Form (TRF) (see exhibits A-3 and A-4 in appendix A). The worker first reviewed the transcripts to ensure that a transcript was received for each 12th-grade student who was selected for the NAEP 2000 assessment, whether or not that student had graduated. (Nongraduates were removed from the files at a later stage.) Which transcripts were received and not received were recorded on the TRF. For received transcripts, the field worker also recorded the sampled students' names and school exit status on the TRF, along with any missing student demographic information.

The field worker then checked each transcript for eligibility, understandability (e.g., whether all the codes on it were defined on the transcript or explained in the SIF), and completeness. He or she labeled each transcript with preprinted labels containing the School ID and the NAEP ID for the student. For students with missing transcript information, the field worker completed a Documentation of Missing Transcripts form (exhibit A-6) to explain any omissions.

After the field worker reviewed the transcripts for completeness and accuracy, he or she prepared the transcripts for removal from the school. 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.

For schools that did not participate in NAEP 2000 but agreed to take part in the HSTS 2000, contact was made near the end of the 1999-2000 school year, once the students’ final data were posted on their transcripts. The same information obtained for schools participating in NAEP was collected for schools not participating in NAEP. Depending upon the number of students in the graduating class, up to 50 students were randomly selected from the class list to participate in the transcript study.

For more information, and a detailed description of the process used in obtaining materials for the HSTS 2000, please refer to chapter 4.

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

When a field worker returned to the school to obtain the requested transcripts, the worker brought a Transcript Request Form (TRF) on which to record information about the HSTS sampled students. There were two versions of the TRF, Version 1 (exhibit A-3) and Version 2 (exhibit A-4). For each NAEP school, the field worker was given a TRF Version 1. Data available from NAEP 2000 files (NAEP ID and demographic variables) were already preprinted on the form. This information included the student’s NAEP ID, gender, birth month and year, race/ethnicity, SD status, LEP status, receipt of Title 1 services, and National School Lunch Program participation. The field worker recorded the student’s name, school exit status, and whether or not a transcript was received for the student.

The completed TRFs contained the following information:

- *Student Name* – Since names were never removed from the school, this column was blank when the TRFs 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 2000 Administration Schedule (exhibit A-5). The names were recorded only to ensure that the correct student folders were used.
- *NAEP ID* – The 10-digit NAEP assessment booklet numbers, or the SD/LEP questionnaire numbers for students excluded from the 2000 assessment, were preprinted on the TRF 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 a code to describe each student’s outcome at the school. The Exit Status codes are listed and defined on page 18.
- *Birth Date, Gender, and Race/Ethnicity* – Demographic information was generally preprinted for each sampled student. If not preprinted, it was recorded from the NAEP 2000 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* – Field workers recorded either “Yes” or “No” for student 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.

For each non-NAEP participating school, the field worker was given a TRF Version 2. This form captured the same data as Version 1 with the exception of a NAEP ID. Students from non-NAEP schools were given unique 10-digit IDs with 990 prefixes.

Personal identifiers were also removed from the Transcript Request Forms. Before sending the TRFs from the school, the field worker cut off the portion that contained 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? What are the various types of course catalogs? How are the course catalogs obtained?**

A course catalog is a listing and description of courses a high school offers. High schools generally publish a course catalog each year. A Classification of Secondary School Courses (CSSC) code (see the following section or chapter 5) was assigned to individual courses listed in a school’s course catalog, based on the descriptions the catalog provided. The coded course catalogs were then used to assign CSSC codes to individual course titles listed on the student transcripts. The course catalogs also formed the basis for the HSTS 2000 course offerings data file.

The HSTS has identified five types of course catalogs. Ranked from highest to lowest in terms of usefulness for catalog coding, the five catalog types are as follows:

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 that does not indicate which courses were offered at the HSTS participating school.

The highest-level catalog available is used for catalog coding.

Field workers requested course catalogs when they first contacted a school, then collected and carefully reviewed them when they visited the school for sampling. Field workers verified that the catalog contained all the courses that the 12th-graders of that year took 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 was 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 were taken from the school.

In most cases, the current course catalog and the ones from the three preceding years were collected. This collection allowed tracking of any changes in course offerings or the curriculum in the four years the sampled students attended high school. It also allowed 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 had changed during those four years.

For further details, please refer to chapter 4.

- **What is a Classification of Secondary School Courses (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 was 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 system presented in *A Classification of Secondary School Courses* (Ludwig et al. 1982). The CSSC, which contains 2,268 course codes, is a modification of the college course classification system presented in *Classification of Instructional Programs* (Morgan, Hunt, and

Carpenter 1991). Both course coding systems use a three-level, six-digit system for classifying courses. The CSSC uses the same first two levels as the Classification of Instructional Programs (CIP), which is represented by the first four digits of each code.² 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.

A taxonomy of course subject areas was developed for the 1987 High School Transcript Study. This taxonomy, documented in the 1987 HSTS tabulations (Thorne 1988), was developed with an emphasis towards academic courses. Computer-related courses were considered as a separate non-vocational subject, and there were fewer subgroups defined for vocational and personal courses. This taxonomy was applied to data from the 1982 High School and Beyond (HS&B) First Follow-Up Study and the HSTS 1987 data. The 1990 High School Transcript Study used a slightly expanded version of the same taxonomy in its reports.³

Starting with the 1994 study, the HSTS switched over to the Secondary School Taxonomy (SST). Originally developed in the late 1980s by the National Assessment of Vocational Education,⁴ the SST has a less purely academic emphasis and a more richly defined group of vocational education categories than the taxonomy developed for the earlier HS&B and HSTS studies. Computer-related courses became vocational courses, and general skills and military science courses became new subject areas. So to maintain comparability with the earlier transcript studies, the 1987 and 1990 HSTS studies, along with the 1982 HS&B study, were recoded using the SST.

With 2,268 codes in the CSSC, it is often neither practical nor desirable to tabulate estimates of each possible CSSC code. It is typically more useful, however, to analyze the courses in larger subject areas such as English, social studies, mathematics, or science. There is also interest in subgroups of these subject areas, such as biology, chemistry, and physics. The taxonomy presented in appendix C provides the structure for aggregating the courses to subject areas. For those researchers interested in the occurrence of each CSSC code among the NAEP-related high school transcript studies, the forthcoming online publication *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits*

² Specifically, 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.

³ 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: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates* (Legum et al. 1993a) and *USER'S MANUAL: 1990 High School Transcript Study* (Legum et al. 1993c).

⁴ A description of the development of the SST is provided in *The Secondary School Taxonomy Final Report* (Gifford, Hoachlander, and Tuma 1994).

Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates (Perkins, Roey, and Brown forthcoming) will contain a table that provides estimates for each CSSC code that appears in the HSTS student transcripts.

For further details about the CSSC, please refer to chapter 5. For a list of CSSC codes used in HSTS 2000 catalog and transcript coding, please refer to appendix C.

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

Codes are added to the CSSC whenever courses are found in the catalogs that have no match in the CSSC. Highly trained coders were used to code the school catalogs received from the field workers. These coders browsed through the catalogs and matched the appropriate CSSC codes to the courses offered, according to the content and description of the course. If a course that was offered did not have a matching CSSC code in the existing list, the coders wrote that course description in a special suggestion list. After the catalogs were reviewed, and all but those courses on the suggestion list were coded, a Coding Specialist reviewed the suggestion list and tried to match these courses to existing CSSC codes. If a course did not have a matching CSSC code, a new CSSC code was generated.

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. For every High School Transcript Study, the need arises to examine the list of CSSC codes and decide whether each of the courses that were offered in that particular year has a matching CSSC code that can adequately describe it. The CSSC code list contains 2,268 codes and descriptions of courses offered by high schools nationwide. In 1994, 12 new CSSC codes were added to the list. In 1998, the CSSC's computer science curriculum changed dramatically. New courses such as Web Design, Java Programming, and C++ Programming were added. Many courses that were labeled as honor courses in the past were reclassified as Advanced Placement (AP) courses. Many International Baccalaureate (IB) courses were added as well. In all, a total of 83 new or revised codes were added to the CSSC in 1998. In 2000, two CSSC codes were added, one in science and one in computer-related studies.

The examination of CSSC codes in HSTS 2000 also revealed five CSSC codes that were either duplicate codes or previously added codes that have never been used. These five CSSC codes were eliminated from the HSTS 2000 master CSSC list.

For further information about the CSSC codes, please refer to chapter 5. For a list of CSSC codes used in HSTS 2000 catalog and transcript coding, please refer to appendix C.

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

The staff hired to code the school catalogs consisted of individuals who had an extensive background in education, mostly teachers and counselors familiar with school curricula and the education system. These staff members underwent training to familiarize themselves with the CSSC coding scheme and how to code a course based on available catalog information. 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. The coder 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 Computer Assisted Coding and Editing (CACE) system, the coder looked at each course catalog title on the screen, located it in the hardcopy catalog, and reviewed whatever description was available. The coder then selected the most appropriate CSSC code for the course. Wherever possible, the catalog coder selected codes based on a course description rather than on the title. All of the courses found in the catalogs were coded months prior to the receipt of the student transcripts.

After selecting the CSSC code, the coder reviewed the course sequence, off-campus, language, remedial, honors, and special education status flags for that course and edited them as needed. If the coder found courses in the CACE catalog listing that should not be there, the courses were 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 the special education courses.

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

- **How are the HSTS 2000 data entered?**

The data from the HSTS 2000 were processed along three simultaneous paths as follows:

1. The process of sampling student information;
2. The Computer Assisted Data Entry (CADE) system; and
3. The Computer Assisted Coding and Editing (CACE) system.

With the exception of the transcripts and the course catalogs, some data entered for each process were collected by field personnel and some data had already been assembled for NAEP 2000 into data files by the Educational Testing Service (ETS). The relevant NAEP 2000 data files were obtained from ETS and merged with the HSTS 2000 data collected from non-NAEP 2000 participating schools. 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, the following tasks were performed:

- Establishing student ID control lists;
- Entering transcript data;
- Coding course catalogs;
- Matching transcript course 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 HSTS 2000 related to the 2000 National Assessment of Educational Progress?**

The HSTS is conducted in conjunction with the National Assessment of Educational Progress (NAEP). The HSTS 2000 was designed to allow an analysis of the coursetaking patterns of

students who graduated from American public and nonpublic high schools in 2000. It was further designed so that data on students' coursetaking patterns can be linked to the NAEP 2000 assessment results. NAEP provides results about subject matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., 12th-graders) and selected subgroups of those populations (e.g., male students). Changes in the relationship of HSTS coursetaking to NAEP performance can also be examined for similar studies in 1994 and 1998.⁵

NAEP provides the HSTS with data on assessments in different subjects. For HSTS 2000, the proficiency estimates of mathematics and science 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 2000 related to the HSTS 2000 samples?**

To maintain as many links as possible with NAEP 2000 scores, schools refusing to participate in NAEP 2000 were replaced by substitute schools, and the substitute schools, not the refusals, were asked to participate in the HSTS 2000. Of the 359 eligible schools in the original NAEP sample, 277 original/substitute schools participated in the HSTS 2000 survey, of which 265 were originally sampled and 12 were substitute schools. Of the 277 participating schools, 248 schools cooperated with both HSTS 2000 and NAEP 2000 and the links for the students were maintained, 13 schools cooperated with HSTS 2000 and NAEP 2000 but the links for the students were not maintained, and 16 schools cooperated with HSTS 2000 but not with NAEP 2000. The links between the students and their IDs are maintained at the schools in order to preserve the confidentiality of the students. As there is an interval of around six months from the time the student is assessed and the time the transcripts are collected, some schools inadvertently destroyed these lists. It was not possible to reconstruct these lists.

A total of 23,440 students were selected for the HSTS 2000. Of these, 22,010 students were from schools that maintained their NAEP 2000 administration schedules and were identified by their NAEP booklet numbers. Another 630 students were from schools that participated in NAEP 2000 but had lost the link between student names and NAEP booklet numbers, and 800 were from schools that did not participate in NAEP 2000.

⁵ The 1994 and 1998 transcript data were collected by Westat in coordination with the 1994 and 1998 NAEP (Legum et al., 1997; Roey et al., 2001b).

Because sampling was performed in most schools prior to graduation, not all sampled students were, in fact, graduates. Only graduates, however, were eligible for inclusion in the transcript study. It was determined that, of the 23,440 students in the sample, 21,085 actually graduated by October 2000 and 2,355 did not. From the 21,085 graduates, 20,931 transcripts were collected and processed, while no transcripts were received from 154 graduates.

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

Can the HSTS 2000 results be compared to other transcript studies?

Between 1982 and 2000, the National Center for Education Statistics (NCES) conducted seven high school transcript studies associated with the High School and Beyond (HS&B) survey in 1982, the Second Follow-Up to the National Educational Longitudinal Study in 1988 (NELS:88), and the National Assessment of Educational Progress (NAEP) in 1987, 1990, 1994, 1998, and 2000. One research objective of NAEP HSTS 2000 was to study changes in the coursetaking patterns among high school students over time, comparing its results with the other NCES-conducted high school transcript studies. While results are reported for trends over time, it should be noted that some differences exist between the high school transcript studies and some direct comparisons are cautioned.

The first high school transcript study was conducted in 1982. The 1982 study was part of the first follow-up to the longitudinal HS&B study. Transcripts were collected from seniors who were members of the 1980 HS&B sophomore cohort. In 1987, the first transcript study that was associated with the NAEP was conducted. The results from the NAEP HSTS 1987 were used to compare coursetaking patterns of high school graduates in 1982 and 1987. The four subsequent NAEP HSTS studies in 1990, 1994, 1998, and 2000 have been used by NAEP to track changes in the coursetaking patterns of high school graduates. For researchers interested in a data point between the NAEP HSTS studies in 1990 and 1994, the transcript component of the second follow-up to NELS:88 may be used. Numerous NCES studies and reports have included transcript data from the NELS:88 second follow-up study for comparisons with the results from the other transcript studies.

For more information about comparisons among the different HS&B and HSTS studies, please refer to chapter 1 of *The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990-2000* (Perkins et al. 2004) (also referred to as the Summary Report).⁶ For discussion

⁶ The Summary Report can also be found at <http://nces.ed.gov/nationsreportcard/>.

about comparisons with the transcript component of the Second Follow-Up to NELS:88, please refer to Appendix A of *National Education Longitudinal Study of 1988, Second Follow-Up: Transcript Component Data File User's Manual* (Ingels et al. 1995). The similarities and differences between the high school transcript studies' data (NAEP, NELS, HS&B) are also described extensively in the *NCES Handbook of Survey Methods* (Thurgood et al. 2003). The handbook looks at the comparability of the high school transcript studies' data based upon five criteria: (1) sample sizes; (2) oversampling of subgroups; (3) eligibility criteria for inclusion into the studies; (4) representativeness of cross-sectional and longitudinal populations; and (5) coding differences.

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

A weight is a numeric value assigned to a sampled item (e.g., school or student) so that the sample can reflect the entire population that it measures. The HSTS 2000 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 2000 data use sampling weights to ensure valid analysis of the transcript data.

Several sets of weights were created for HSTS 2000. The nonlinked weights, also called the “student weights,” were assigned for all eligible sampled students with completed, missing, or unusable transcripts in the transcript study. “Eligible” students are students who graduated in 2000, and “unusable” transcripts were those transcripts with less than 75 percent of the credits required by the school to graduate. Weights were set to zero for missing and unusable transcripts.

Weights were also created for students that were sampled for NAEP, whether or not these students had participated in NAEP. These weights are referred to as “linked” weights since the students were part of the NAEP study. Weights were assigned for both assessed and excluded students who graduated and for which usable transcripts were obtained. For the HSTS 2000, two sets of “linked” weights were created. In one set of weights, students with a disability or limited English proficiency students without accommodations were excluded; in the other set of weights, they were included. Since students in NAEP were assigned an assessment of a particular subject (mathematics or science), separate weights were developed for the students in each subject-specific assessment.

Student transcript data were weighted for the purpose of making estimates of coursetaking by high school graduates nationwide. The weights reflected the probability sampling scheme used to arrive at the sample of students for whom transcripts were requested. 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, was 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.

The HSTS 2000 weights were constructed without regard to the NAEP 2000 participation/nonparticipation status of schools and students. The HSTS 2000 weights reflected the impact of sample nonresponse at the school and the student level, and made weight adjustments to decrease the potential bias that might arise through differential nonresponse across population subgroups. Improvements to the precision of weighted estimates also resulted from the application of poststratification factors to the HSTS 2000 weights.

For further information, please refer to chapter 6.

- **Why are there two general sets of weights (linked and nonlinked weights) for HSTS 2000?**

Because the sample of students that participated in both HSTS 2000 and NAEP 2000 assessments was a subset of the larger HSTS 2000 student sample, the students represented in the linked weights databases required a different set of sampling weights. In particular, the school and student nonresponse adjustments will be larger for the linked weights than for the nonlinked weights. These larger adjustments are because a student or school had to participate in both the NAEP 2000 and the HSTS 2000 surveys to qualify as a “respondent” for the linked database. This criterion reduced the number of school and student responses, thereby increasing the nonresponse adjustment factors.

The nonlinked weights, found in the HSTS 2000 student file, allow making generalizations about the graduating 12th-grade population in the year 2000 based on the full sample of HSTS 2000 students for whom transcripts were collected. The linked weights, found in the four HSTS 2000 linked weight data files, allow making generalizations about the graduating 12th-grade population in the year 2000 based on the sample of students for whom both transcripts and NAEP assessment scores were

collected. All HSTS 2000 analyses that involve NAEP 2000 assessment scores should use the appropriate linked weights, while all other HSTS 2000 analyses should use the nonlinked weights.

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

■ **What is the Primary Sampling Unit (PSU)?**

For the HSTS 2000, the primary sampling unit, or PSU, is either a county or group of counties that formed the first-stage sampling units in the HSTS multistage sample. One purpose of the HSTS 2000 was to gather data that could be linked to NAEP results on a nationally representative sample of students who graduated from public and nonpublic high schools in the United States in 2000. For the HSTS 2000 sample of students to be as representative as possible, it included the sampled schools with 12th grades that were selected for NAEP 2000, regardless of whether they participated in the NAEP 2000 assessment.

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

■ **What is an Exit Status and how it is used?**

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.

1. Graduated with a standard diploma;
2. Graduated with an honors diploma;
3. Received a diploma with special education adjustments;
4. Received a certificate of attendance;
5. Still enrolled in this school;
6. Dropped out;
7. Other, such as transferred, General Equivalency Diploma (GED), or unknown;
8. Out of Scope (i.e., did not meet the eligibility requirements for participation in this study); or
9. Completed course requirements but did not pass required tests for graduation.

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 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, it was determined that a student had not actually graduated and the Exit Status was revised accordingly.

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

■ **How are the high school transcripts coded?**

Transcript coding starts with the schools' course catalogs. Course titles appearing in each school's course catalog were keyed into the Computer Assisted Coding and Editing (CACE) system. The resulting list was then checked, verified, and revised as necessary by a catalog coder and supervisor. Then, using CACE, the catalog coder assigned a Classification of Secondary School Courses (CSSC) code to each course listed in the catalog, referring to the catalog itself for a course description. CACE also prompted the catalog coder to set all flags that may pertain to a course, such as those for honors, remedial, or off-campus courses.

Next, using another portion of the CACE system, the catalog coder matched each unique course title appearing on a transcript from a school to a title included in the course catalog from that school. CACE then assigned the linking catalog identification to the transcript course title from that school. For schools that did not provide catalogs or course lists, the transcript courses were title-matched with a "generic" course catalog. The generic catalog included all of the current courses found in the CSSC. Grades and credits were entered for each course in the transcripts and standardized into a consistent system.

In the 1987, 1990, 1994, 1998, and 2000 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 who were taught in a language other than English. In 1998 and 2000, 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. In addition to codes for Advanced Placement and International Baccalaureate courses, most new codes reflect changes in course offerings in the technology area.

More detailed information about transcript coding, including coder training, is included in chapter 5.

■ **What student information is obtained?**

Information gathered for all students included the following:

- gender;
- race/ethnicity;
- birth year;
- birth month;
- student exit status;
- graduation date;
- type of diploma;
- disability status;
- limited English proficiency status;
- whether or not received Title 1 services;
- whether or not participated in the National School Lunch Program;
- date of entry to the school;
- 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 addition, all awards and scores on certain standardized tests (e.g., PSAT, SAT, ACT) taken by each student as reflected on the transcript were listed.

School personnel provided additional information for disabled and limited English proficient students though the NAEP 2000 SD/LEP questionnaire. Additional information collected for disabled students included the following:

- 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 for the student.

Additional information collected for students with limited English proficiency included the following:

- 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 for the student in testing; and
- the student's ability to speak, understand, read, and write English.

Chapter 4 discusses the collection of student data.

- **What data files are available for HSTS 2000?**

Table 2 lists the 13 data files that are available on the HSTS 2000 restricted-use data sets.

Table 2. High school transcript study files: 2000

Data File	Description of data file	Number of records on data file
Master CSSC File	Lists the Classification of Secondary School Courses (CSSC), including all modifications made to the original (1982) CSSC during the 1987, 1990, 1994, 1998, and 2000 transcript studies	2,268
Course Offerings File	Provides a listing of the courses offered in the schools included in the study, along with associated CSSC codes	68,238
School File	Provides detailed information on the schools from which the students were sampled	277
Student File	Provides demographic information on all students in the study, as well as sampling weights and summaries of their coursetaking histories	23,522
Mathematics R2 Linked Weights File	Provide weights for use when performing analyses relating transcript data to NAEP 2000 mathematics assessment results (nonaccommodations).	8,941
Mathematics R3 Linked Weights File	Provide weights for use when performing analyses relating transcript data to NAEP 2000 mathematics assessment results (accommodations).	8,998
Science R2 Linked Weights File	Provide weights for use when performing analyses relating transcript data to NAEP 2000 science assessment results (non-accommodations).	11,120
Science R3 Linked Weights File	Provide weights for use when performing analyses relating transcript data to NAEP 2000 science assessment results (accommodations).	11,136
NAEP 2000		
Mathematics Assessment Data File	Contains proficiency estimates for each HSTS sampled student who completed the NAEP 2000 mathematics assessment	6,542
NAEP 2000 Science Assessment Data File	Contains proficiency estimates for each HSTS sampled student who completed the NAEP 2000 science assessment	7,982
Tests and Honors File	Provides a list of honors and standardized test results that were included on the transcripts	19,381
Transcript File	Provides a complete list of all courses appearing on the transcripts of students in the study	995,035
SD/LEP File	Provides detailed information on students with disabilities and/or limited English proficiency	2,561

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

The NAEP 2000 assessment data files contain NAEP 2000 scores for the total number of 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 are present only in the NAEP 2000 assessment files and not in the transcript data files.

2. BACKGROUND: SAMPLE DESIGN

This chapter describes aspects of the NAEP 2000 sample design that affect the HSTS 2000. The HSTS 2000 used all public schools and about a 10 percent subsample of nonpublic schools from the 12th-grade NAEP 2000 assessment. The HSTS 2000 student sample consisted of the NAEP 2000 student sample in these subsampled schools. The focus of chapter 3 is on aspects of the selection of primary sampling units, schools, and students that are specific to the HSTS 2000.

2.1 NAEP 2000 12th-Grade Sample Design

The 12th-grade sample for the 2000 National Assessment of Educational Progress was a multistage probability-based sample of students. This was a national sample in which 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 session type and sample type 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 642 schools actually participated in the assessment for the 12th grade. Various blocks or packages of exercises were administered to students in these schools.

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 (PSUs). Each PSU met a minimum size requirement (a 1990 census population of at least 60,000 in the Northeast and Southeast and 45,000 in the Central or West regions). A PSU consists of a Consolidated Metropolitan Statistical Area (CMSA), a metropolitan statistical area (MSA), a New England County Metropolitan Area (NECMA), a county, or a group of contiguous counties in the U.S. (including Alaska, Hawaii, and the District of Columbia). Each

PSU was contained entirely within one of the four geographic regions defined in table 3. 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.

Table 3. NAEP geographic regions used for stratification: 2000

Northeast	Southeast	Central	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 ¹	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Texas
Virginia ¹			Utah
			Washington
			Wyoming

¹That part of Virginia which 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.

SOURCE: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2000.

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.

The 22 largest PSUs in the United States were included in the PSU sample with certainty. The remaining smaller PSUs were not guaranteed to be selected for the sample. These were grouped into a number of noncertainty strata and one PSU was selected from each stratum. In each region, noncertainty PSUs were classified as MSA (metropolitan) or non-MSA (nonmetropolitan), forming eight major strata. Within each major stratum, further stratification was achieved by ordering the noncertainty PSUs according to several additional socioeconomic characteristics, yielding 72 strata. The number of such strata formed within each major stratum is shown in table 4.

Table 4. The number of noncertainty strata in each major stratum for the NAEP national main assessment: 2000

Region	Number of strata for MSA PSUs	Number of strata for non-MSA PSUs	Total number of strata
Total	36	36	72
Northeast	6	4	10
Southeast	12	12	24
Central	8	12	20
West	10	8	18

SOURCE: U. S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2000.

The strata were defined so that the sum 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 to define a major stratum. For each major stratum, the characteristics used were chosen by modeling PSU-level State NAEP mean reading proficiency scores for 1988, 1990, and 1992. The same PSU geographic definition is used for the three NAEP studies, as well as for NAEP 2000. A linear regression model was run using the average reading scores for the three years against the various socioeconomic characteristics at the PSU-level. The characteristics that were most correlated with the average reading scores were selected as the stratum variables.

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 PSUs were selected with probability proportional to size (PPS) with the twin aims of obtaining approximately self-weighting samples of students, and having approximately equal workloads in each PSU.

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, PSUs varied considerably as to their probability of selection, since they varied greatly in size. In each region, noncertainty PSUs were classified as either metropolitan (MSA) or nonmetropolitan (non-MSA). The 36 selected noncertainty MSA PSUs had probabilities ranging from 0.03 to 0.58, while the 36 non-MSA PSUs had probabilities ranging from 0.03 to 0.11.

Since one PSU was selected from each noncertainty stratum, the distribution of the noncertainty PSUs in the sample is the same as the noncertainty strata, as shown in table 4.

2.3 Selection of NAEP 2000 Schools

For NAEP 2000, the second-stage of selection was the sampling of schools. A frame of 12th-grade schools was created by combining the NCES 1997–1998 Common Core of Data (CCD) frame of public schools and the NCES 1997–1998 Private School Universe Survey (PSS) file of nonpublic schools. The sampling frame of eligible 12th-grade schools was restricted to the selected 94 PSUs. There were 6,831 public and 4,272 nonpublic schools on the final school sampling frame.

Public schools from CCD included regular and state-run public schools, Bureau of Indian Affairs (BIA) schools, and Department of Defense Education Activity (DoDEA) schools. Regular and state-run public schools were schools with students who were classified as being in a specific grade, as opposed to schools having only “ungraded” classrooms. These schools included statewide magnet schools and charter schools. Both graded and ungraded schools are included on the CCD, though only graded schools were included on the NAEP school sampling frame.

Nonpublic school information was collected from the PSS conducted by the National Center for Education Statistics. The PSS list of schools is an ongoing registry of nonpublic schools that 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. The second source uses an area frame to identify and represent schools not on the list frame.

For each school in the 12th-grade frame, estimates were made of the number of eligible students in the 12th grade. This estimate was used to determine a school’s measure of size for sampling purposes. For the estimated 12th-grade student enrollment, public schools used the average student enrollment per grade (calculated as the total school enrollment from CCD divided by the school’s grade range), and nonpublic schools used the reported 12th-grade enrollment from the PSS file.

High-minority public schools on the frame were also identified for oversampling. A school was classified as high-minority if the percentage of Hispanic and Black students was reported to be

greater than 15 percent and the number of Hispanics and Black students was reported to be at least 15. Otherwise the school was classified as low minority.

Schools were selected (without replacement) across all PSUs, systematically from a sorted list with probabilities proportional to assigned measure of size, which was a function of the estimated number of 12th-grade students. The sorting variables included certainty/noncertainty PSU classification, NAEP region, public/nonpublic classification, type of location, high/low minority classification, PSU stratum, school type, and estimated grade enrollment. The order of the sort differed depending on public and nonpublic school classification and certainty/noncertainty PSU classification.

High-minority public schools were given double the probability of selection of a public school not designated high minority of 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. For a given overall sample size, this procedure reduces somewhat the reliability of estimates for all students as a whole and for those students not Black or Hispanic.

In NAEP 2000, nonpublic schools were heavily oversampled to meet explicit target sample sizes for reporting group (Catholic, Lutheran, Conservative Christian, Other Religious, Nonsectarian, and Independent) in order to provide reliable NAEP estimates for such students. The target student sample size was 6,000 for Catholic students and 1,500 each for the other reporting groups. In HSTS 2000, however, the oversampling of nonpublic schools was reversed so that the nonpublic school students in the HSTS were represented in proportion to their prevalence in the general 12th-grade student population (see chapter 3).

The 1997–1998 CCD files do not contain schools that opened between 1998 and the assessment dates. Therefore, special procedures were implemented to be sure that the NAEP 2000 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 CCD 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 CCD 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 CCD schools. As a result of this process, one new public school was selected.

Potential substitute schools were selected for all sampled schools in the NAEP 2000 where a close match could be identified. In the NAEP 2000, a new procedure was introduced to identify substitutes. No sampled school was assigned more than one substitute, and no school was assigned to be a substitute for more than one school. The criteria for assigning substitutes were quite strict; many sampled schools were not assigned substitutes at all as there were no schools that met the necessary criteria to be a substitute.

Substitutes were assigned by matching on minority composition and estimated number of eligible students. Sampled schools could only have substitute schools in the same school type group, with school type group defined as regular public, Bureau of Indian Affairs, Department of Defense, other public, Catholic, non-Catholic religious, and other nonpublic. Public schools could only have schools in the same PSU and with the same locality type as substitutes. Catholic schools could only have schools in the same district (usually diocese) as substitutes.

A nonparticipating school was replaced by a substitute when the nonparticipating school was considered a final refusal. Of the 642 participating 12th-grade sampled schools, 45 were substitutes.

2.4 Assignment of Sessions and Sample Type to Schools for NAEP

Twelfth-grade schools were assigned two types of sessions, mathematics and science. Schools were assigned either one or two sessions based on the estimated number of grade-eligible students from the frame. It was assigned one session if its estimated grade enrollment was less than 25 students, and two sessions if it was 25 or more students. Schools with two sessions were assigned one of each session type. Schools allocated a single session were systematically assigned a session type of either mathematics or science at rates varying by public/nonpublic schools. For public schools, 7 out of 16

single session schools were assigned mathematics, while 9 out of 16 were assigned science. For nonpublic schools, half of the single session schools were assigned mathematics and the other half science.

To determine the effect of using different criteria for excluding students from the assessment, two different sample types were assigned to schools. In sample type 3 (S3) schools, accommodations were offered to students with disabilities (SD) and students with limited English proficiency (LEP). In sample type 2 (S2) schools, no assessment accommodations were offered to SD/LEP students. Sample type was assigned to schools so that 50 percent of the schools were assigned S2 and 50 percent were assigned S3. Schools that were sampled for more than one grade were assigned only one sample type, which was used for all sampled grades.

2.5 NAEP Student Sampling

The fourth stage of sampling for NAEP 2000 involved the selection of students within the sampled schools. The student samples included oversampling of Black and Hispanic students in low minority public schools and disabled and/or limited English proficiency (SD/LEP) students in all schools. The student samples were drawn using a computer-based system carried out by field staff and specified through the use of session assignment forms.

Field supervisors 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 form in any order convenient to the school. Before carrying out the sampling, a field 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 within-school student sample size varied by public/nonpublic school and enrollment size. For public schools, if the number of eligible 12th-grade students on the student listing form was 110 or less, all students were selected. If the school had more than 110 12th-grade students on the form, 100 students were selected. Because nonpublic schools, which generally have small enrollment, were heavily oversampled, they were allowed to be selected or “hit” more than once (actually up to three times) to limit the number of schools in the sample. The more ‘hits’ the school has, the more students are selected to be assessed. The grade-specific enrollment size of the school determines its number of ‘hits,’ and the number

of ‘hits’ determines the number of students within a school to select. If the number of students on the student listing form for nonpublic schools was less than or equal to 62 students per “hit,” all students were selected. For those nonpublic schools with more than 62 students per “hit,” 60 students per “hit” were selected. For example, if a school was selected or “hit” three times, and if the number of students in Grade 12 was less than or equal to 186 ($62 * 3$), then all students would be selected. If the school had 500 students, then only 180 students ($60 * 3$) would be selected. Guidelines were in place for both public and nonpublic schools to alleviate sampling burdens.

Some schools that were originally assigned with two sessions were found to have significantly fewer students than was expected at the time of sampling. In these cases one of the session types was randomly dropped proportional to the session type allocation. That is, in such public schools the probability of dropping the mathematics and science session was $7/16$ and $9/16$, respectively. In such nonpublic schools the probabilities were 50-50 for mathematics and science. The enrollment size cutoff for dropping a session was 28 for public schools and 24 for nonpublic schools.

The students selected in the initial sample were allocated to session types based on the number of sessions assigned to the school and whether the school was public or nonpublic. If a school was assigned only one session, all students were allocated to the session type assigned to the school. For public schools assigned with two sessions, 7 out of 16 students were systematically assigned to mathematics and the other 9 students were assigned to science. For nonpublic schools assigned with two sessions, every other student was assigned to mathematics and the remaining half was assigned to science.

In public schools with low minority enrollment, an oversample of Black and Hispanic students was selected. (The race/ethnicity of students was determined from school administrative records.) After the initial sample was selected, the Black and Hispanic students not selected were identified and listed. They were then sampled to a total that, in expectation, was the same number of Black and Hispanic students as were already selected. In practice, if the number of students not selected was less than the number of selected students, then all Black and Hispanic students not selected were to be assessed also. Otherwise, Black and Hispanic students were sampled so that their overall within-school probability of selection was twice the rate of other students. Since nonpublic schools are generally small and homogeneous, no oversampling of minority students was conducted for this study.

An additional oversample of SD/LEP students was selected for all schools. The general intent of this oversampling 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). In each school, the initial sample of students was drawn from the full list of eligible students. In public schools in low-minority areas (i.e. less than 15 percent Black and Hispanic), an oversampling of Black and Hispanic students then occurred. Among those students in the school not selected for either of the two prior samples, the SD/LEP students were identified. A sample from among the identified SD/LEP students was drawn, using a sampling rate that would achieve the double sampling rate required overall.

The students selected in the SD/LEP and/or Black and Hispanic oversample procedure were also allocated to session types in the same fashion as the initial sample described above.

As part of the computer-based sampling system, a session assignment form was generated for each school where sampling was carried out and specified the students selected for sample. The form contained the following information:

- Number of students selected in the initial sample;
- Types of sessions that were to be administered at the school;
- Whether the school was eligible for Black and Hispanic oversampling;
- Line numbers (from the student listing form) specifying the students selected in the initial sample organized by session type;
- Line numbers for students selected for the Black and Hispanic oversample and/or the SD/LEP oversample organized by session type; and
- Special instructions as appropriate for the 2000 SD/LEP Questionnaire.

2.6 Students Not Included in the Assessment

Once the sample of students was selected, school staff members 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 members were also asked to determine whether any of the students identified as disabled or with limited English language proficiency 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 2000 HIGH SCHOOL TRANSCRIPT STUDY

This chapter presents the sampling procedure used for the NAEP 2000 High School Transcript Study (HSTS 2000). Included are details describing the primary sampling units, the school sample, and the student sample.

The purposes of the NAEP 2000 High School Transcript Study were to gather data on a nationally representative sample of students who graduated from U.S. public and nonpublic high schools in 2000 and link the data to the NAEP 2000 national main assessment. For the HSTS 2000 sample of students to be as representative as possible, it included all public schools and a subsample of nonpublic schools found in the 12th-grade NAEP 2000 sampling frame. A representative sample of students was included from each school. When possible, the students selected for the transcript study were the same as those students selected for NAEP 2000. When this was not possible, a systematic sample of students was drawn from the school.

3.1 Primary Sampling Unit (PSU) Sample

All 94 PSUs selected for NAEP 2000 were retained for the HSTS 2000. This retention was a departure from previous HSTS studies, where only a subsample of the NAEP PSUs was used in order to reduce field costs.

3.2 School Sample

The HSTS 2000 school sample comprised all 319 12th-grade public schools and a subsample of the 621 12th-grade nonpublic schools selected for NAEP 2000. The objective of nonpublic school subsampling was to reverse the oversampling of nonpublic schools in NAEP 2000 so that the nonpublic school students in the HSTS 2000 were represented in proportion to their prevalence in the general 12th-grade student population. While an oversample of nonpublic schools was necessary for the NAEP 2000 sample to meet student sample requirements, it was not desirable for the HSTS 2000 sample. Nonpublic schools tend to be smaller than public schools, so collection cost per transcript is much higher. To reverse

the oversampling, nonpublic schools were subsampled differentially by reporting group with probability proportional to size (PPS), as shown in table 5.

Table 5. HSTS subsampling rates for nonpublic schools by reporting group: 2000

Reporting group	Subsampling rate (percent)	Number of schools selected for NAEP	Number of schools selected for HSTS
Total	†	621	60
Catholic	11.0	127	14
Lutheran	1.2	54	1
Conservative Christian	10.6	130	14
Other religious	10.7	110	12
Nonsectarian	6.5	123	9
Independent	13.1	52	7
Unknown affiliation	10.7	25	3

† Not applicable.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

3.3 Student Sample

For schools participating in both NAEP 2000 and HSTS 2000, the same students were included in the two samples where possible. For privacy reasons, the only means of identifying the students participating in NAEP 2000 was a list left in the school office. Since the NAEP assessments were administered from January through March 2000, the schools were asked to retain the NAEP Administration Schedules until the HSTS data collection in the spring and summer of 2000.⁷ The Administration Schedules were forms produced specifically for each school. They included the assessment booklet IDs that were assigned to each school, which were listed sequentially on the forms. Once the student sample was drawn, the selected student's name was recorded on the Administration Schedule for the type of session for which he or she was selected. As this was done, the booklet ID on that line became the student's NAEP ID number. This form was the only place where selected students' names were recorded. To maintain the students' confidentiality, the part of the Administration Schedule with the students' names was never removed from the school. Other demographic information was also recorded on the Administration Schedule, which is shown in appendix A.

⁷ 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, 2000.

For schools that participated in NAEP 2000 but were missing their Administration Schedules, and for schools that agreed to provide transcripts but did not participate in the NAEP 2000 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) (exhibit A-3 in appendix A) and gave it to the school staff to draw the transcripts. The TRF also provided a place to record the students' graduation status, gender, race/ethnicity, birth month, birth year, disability status, limited English proficiency (LEP) status, receipt of Title I services, and National School Lunch Program participation.

When field workers went to the schools to collect the transcript data, they took sets of labels for each student NAEP ID at the school. As they collected the transcripts, they attached the ID labels to them to identify the student to whom the transcript belonged. To maintain confidentiality, the field worker removed the students' names from the TRF before taking the form from the school along with the transcripts. They also made sure that any identifying information on the transcripts was either erased or obscured, so that the student could not be identified.

For schools that had not participated in NAEP 2000, 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 23,440 students were selected for the HSTS 2000. Of these students, 22,010 students were from schools that maintained their NAEP 2000 administration schedules and were identified by their NAEP booklet numbers. Another 630 students were from schools that participated in

NAEP 2000 but had lost the link between student names and NAEP booklet numbers, and 800 students were from schools that did not participate in NAEP 2000.

Table 6 displays the number of eligible schools in the sample and the number and percentage of schools from which transcripts were collected, by linking category. Where it is indicated that transcripts were collected, it means they were usable transcripts of graduating students.

Table 6. Response rate of eligible schools by linking category, unweighted: 2000

School participation status	Number of schools in sample ¹	Number of schools where transcript data were collected	Percentage of schools where transcript data were collected
Total eligible schools in sample	359	277	80.8
Eligible original sampled schools	343	265	77.3
Original school participated in NAEP— IDs linked to NAEP IDs	258	236	91.5
Original school participated in NAEP— IDs not linked to NAEP IDs	13	13	100.0
Original school did not participate in NAEP	72	16	22.2
Eligible substitute schools	16	12	75.0
Substitute school participated in NAEP— IDs linked to NAEP IDs	16	12	75.0
Substitute school participated in NAEP— IDs not linked to NAEP IDs	0	0	0.0

¹A sampled school was defined as the original school. When a substitute school replaced an original school, this replacement did not change the number of schools in the sample. The 20 ineligible schools in the sample were not included in this table.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Because sampling was performed in most high schools prior to graduation, not all sampled students were, in fact, graduates. Only graduates, however, were eligible for the transcript study. From the exit status of the students, it was determined that of the 23,440 students in the sample, 21,085 actually graduated by October 2000 and 2,355 did not. From the 21,085 graduates, 20,931 transcripts were collected and processed. That is, 99.3 percent of the transcripts of eligible students were obtained. Table 7 displays the number of sampled students in the participating (original and substitute) schools and the number and percentage of completed transcripts of graduates that were processed.

Table 7. Percentage of sampled students who were graduates and for whom completed transcripts were received: 2000

School participation status	Number of students in sample	Number and percentage of sampled students who were graduates and for whom completed transcripts were received ¹	
		Number	Percentage
All schools	23,440	20,931	89.3
School participated in NAEP— IDs linked to NAEP IDs	22,010	19,547	88.8
School participated in NAEP— IDs not linked to NAEP IDs	630	609	96.7
School did not participate in NAEP	800	775	96.9

¹This number reflects the number of usable transcripts collected.

SOURCE: U.S Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

Table 8 displays the unweighted response rates for graduates in the eligible participating schools. Table 9 displays the weighted response rates for NAEP, the transcript study, and the linked schools.

Table 8. Response rates of graduates, unweighted: 2000

School participation status	Known graduates	Number of transcripts of known graduates collected	Percentage of transcripts of known graduates collected
All schools	21,085	20,931	99.3
School participated in NAEP— IDs linked to NAEP IDs	19,691	19,547	99.3
School participated in NAEP— IDs not linked to NAEP IDs	612	609	99.5
School did not participate in NAEP	782	775	99.1

SOURCE: U.S Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Table 9. Response rates for NAEP, transcript study, and linked schools, weighted: 2000

	Weighted school response rate before substitution (percent)	Weighted school response rate after substitution (percent)	Weighted student response rate (percent)	Overall response rate (percent)
Overall NAEP				
Mathematics R2	78.3	82.4	76.6	63.2
Mathematics R3	78.3	82.4	77.2	63.6
Science R2	77.4	81.9	75.9	62.2
Science R3	77.4	81.9	75.9	62.2
Transcript Study				
Overall	78.5	81.9	99.4	81.5
NAEP participating schools	89.0	93.3	99.4	92.7
Linked Schools				
Mathematics R2	78.4	81.7	79.9	65.2
Mathematics R3	78.4	81.7	80.1	65.4
Science R2	78.4	82.1	79.2	64.0
Science R3	78.4	82.1	78.9	64.7

NOTE: The R2 reporting sample is the nonaccommodated reporting sample. Sampled students include students who have neither a student disability (SD) nor a limited English proficiency (LEP), plus SD/LEP students from sessions in which accommodations were not allowed. The R3 reporting sample is the accommodated reporting sample. Sampled students include students who have neither a student disability nor a limited English proficiency, plus SD/LEP students from sessions in which accommodations were allowed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

For the NAEP-participating schools in the 2000 transcript study, the weighted school response rate equaled 93.3 percent, while their weighted student response rate equaled 99.4 percent. The overall response rate for the 2000 transcript study's NAEP students equaled 92.7 percent. When factoring in NAEP school nonresponse into the 2000 transcript study, the weighted school response rate equaled 81.9 percent, while the weighted student response rate equaled 99.4 percent. The overall response rate for the 2000 transcript study equaled 81.5 percent.

The HSTS 2000 attained both school and student response rates that were below 85 percent. According to NCES standards, any survey not achieving an 85 percent response rate must provide a nonresponse bias analysis. As the NAEP 2000 12th-grade assessment, of which HSTS 2000 is a component, also had school and student response rates below 85 percent, and because the HSTS 2000 response rates for NAEP-participating schools was above 85 percent, the nonresponse bias analysis for the NAEP 2000 12th-grade assessment would satisfy this requirement.

Following completion of the weighting for the NAEP assessments, a 2000 nonresponse bias study was conducted to determine if the 2000 data may have been biased by differential nonresponse that might explain, in part, the decline in science scores between 1996 and 2000. This report includes tables from this nonresponse bias analysis for the 12th-grade science assessment. For purposes of comparison with previous NAEP studies, tables 10 and 11 compare the NAEP nonresponse rates after school substitution from the 1996 and 2000 studies. Tables 12 and 13 compare the 2000 responding and nonresponding schools by school and student demographics. It was determined that the effects of school and student nonresponse were not sufficient as to result in suppression or annotation of the NAEP 12th-grade results.

Table 10. Weighted after substitution school response rates, national main NAEP grade 12 science samples: 1996 and 2000

Population	1996			2000		
	Sample size	Response rate	Standard error	Sample size	Response rate	Standard error
NAEP Region						
Northeast	62	76.7	6.5	164	77.0	5.0
Southeast	77	60.5	9.2	160	85.1	3.9
Central	67	74.5	7.9	154	87.4	2.7
West	87	80.7	6.0	212	81.9	4.5
School type						
Catholic	32	87.5	6.0	125	92.5	3.1
Other nonpublic	38	47.7	11.7	278	63.0	4.9
Public	223	79.3	3.7	287	88.7	2.1
School size						
1–49	44	62.8	9.4	214	82.3	3.5
50–399	195	77.0	4.2	389	84.5	2.4
400+	54	86.3	5.5	87	83.0	4.5
School location						
Large city	52	91.4	3.8	188	82.3	4.2
Midsized city	47	65.8	10.8	91	82.9	5.9
Urban fringe/large city	49	62.4	7.2	239	75.3	4.3
Urban fringe/midsized city	28	73.6	7.5	56	75.0	6.4
Large town	3	15.5	16.9	3	81.1	82.1
Small town	60	76.1	8.9	50	70.9	7.1
Rural	54	73.1	7.5	63	95.7	2.0
Minority status						
High Black/Hispanic public	126	87.2	3.1	182	88.3	2.7
Low Black/Hispanic public	97	75.9	4.9	105	88.8	2.8
Nonpublic	70	56.4	9.5	403	69.2	4.1

NOTE: The weighted rates use school base weights alone, unlike NAEP's traditional school-level response rates, which incorporate student enrollment as well.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Table 11. Weighted after substitution student response rates, national main NAEP grade 12 science samples: 1996 and 2000

Population	1996 S2 reporting population			2000 R2 reporting population		
	Sample size	Response Rate	Standard error	Sample size	Response Rate	Standard error
Overall	9,806	77.5	1.7	18,985	75.9	1.3
NAEP region						
Northeast	2,075	77.6	3.2	4,546	72.5	2.4
Southeast	2,552	83.5	3.8	4,728	78.7	2.3
Central	2,179	75.2	3.7	3,965	78.4	2.5
West	3,000	74.6	2.9	5,746	74.3	2.3
School type						
Catholic	1,017	91.4	2.3	3,242	87.5	1.4
Other Nonpublic	557	90.6	2.1	4,096	90.5	1.2
Public	8,232	76.0	1.8	11,647	74.7	1.4
School location						
Large city	2,105	74.0	4.3	5,126	70.8	2.8
Midsized city	1,828	69.0	4.0	2,417	67.4	3.8
Urban fringe/large city	1,565	72.6	4.3	6,747	72.3	2.7
Urban fringe/midsized city	1,013	73.3	4.3	1,593	79.2	3.0
Large town	57	75.4	‡	105	68.2	‡
Small town	1,914	83.9	2.8	1,530	87.6	2.6
Rural	1,324	85.5	3.6	1,467	86.7	2.2
Age category						
At modal age or younger	7,827	78.5	1.8	15,557	76.2	1.3
Older than modal age	1,979	73.3	1.9	3,428	74.8	1.7
Race/ethnicity category						
White	6,055	77.7	2.0	12,128	76.2	1.5
Black	1,644	76.2	3.2	2,831	72.1	2.5
Hispanic	1,432	74.3	2.5	2,821	76.9	2.4
Other	675	81.8	2.9	1,205	78.8	2.5
Gender						
Missing	2	‡	‡	105	15.6	9.2
Male	4,697	76.5	2.0	9,100	75.9	1.3
Female	5,107	78.5	1.6	9,780	76.2	1.3
SD						
Yes	296	67.4	3.4	566	69.7	3.6
No	9,510	77.8	1.7	18,419	76.2	1.3
LEP						
Yes	255	72.0	3.1	218	78.7	5.7
No	9,551	77.6	1.8	18,767	75.9	1.3
SD, LEP						
SD yes, LEP yes	10	37.8	13.7	14	83.7	7.4
SD yes, LEP no	286	68.0	3.5	552	69.4	3.6
SD no, LEP yes	245	73.3	3.0	204	78.4	5.9
SD no, LEP no	9,265	77.9	1.8	18,215	76.2	1.3

‡ Could not be computed due to insufficient sample size.

NOTE: The weighted response rates use student base weights, which do not include an adjustment for school nonresponse. The 1996 S2 and 2000 R2 reporting populations both define the nonaccommodated reporting population. The population includes students who have neither a student disability (SD) nor a limited English proficiency (LEP), plus SD/LEP students from sessions in which accommodations were not allowed.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Table 12. Weighted distributions (in percents) of responding and nonresponding schools for the national main NAEP 2000 sample for grade 12 science

Population	All schools			Responding schools			Nonresponding schools		
	Sample size	Percent	Standard error	Sample size	Percent	Standard error	Sample size	Percent	Standard error
NAEP Region									
Northeast	164	18.9	1.7	130	17.5	1.8	34	26.2	5.5
Southeast	160	20.8	2.2	131	21.2	2.5	29	18.7	4.6
Central	154	32.7	2.4	121	34.3	2.9	33	24.9	4.6
West	212	27.5	2.5	168	27.0	3.0	44	30.1	5.8
School type									
Catholic	125	5.6	0.7	115	6.2	0.8	10	2.6	1.1
Other nonpublic	278	21.3	2.0	192	16.1	2.1	86	47.5	5.4
Public	287	73.1	2.2	243	77.7	2.3	44	49.9	5.6
School size									
1–49	214	44.0	3.3	158	43.4	3.8	56	47.0	5.7
50–399	389	48.6	3.2	320	49.3	3.7	69	45.4	5.5
400+	87	7.4	0.9	72	7.4	1.0	15	7.6	2.4
School location									
Large city	188	11.6	1.4	151	11.4	1.5	37	12.3	3.2
Midsized city	91	9.4	1.7	74	9.3	1.9	17	9.7	3.2
Urban fringe/large city	239	22.2	2.4	191	20.0	2.4	48	33.0	5.4
Urban fringe/midsized city	56	8.0	1.6	43	7.2	1.8	13	12.1	3.2
Large town	3	0.6	0.5	2	0.6	0.6	1	0.7	0.7
Small town	50	13.2	1.4	34	11.2	1.4	16	23.1	5.9
Rural	63	35.0	3.2	55	40.2	3.6	8	9.0	4.0
Minority status									
High Black/Hispanic public	182	22.2	2.1	156	23.5	2.6	26	15.7	3.1
Low Black/Hispanic public	105	50.9	3.3	87	54.2	3.8	18	34.3	5.9
Nonpublic	403	26.9	2.2	307	22.3	2.3	96	50.1	5.6

NOTE: The weighted distributions represent school base weights alone. Details may not sum up to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Table 13. Weighted distributions (in percents) of eligible responding and nonresponding students for the national main NAEP 2000 sample for grade 12 science

Population	All students			Responding students			Nonresponding students		
	Sample size	Percent	Standard error	Sample size	Percent	Standard error	Sample size	Percent	Standard error
NAEP region									
Northeast	4,546	22.3	1.8	3,562	21.3	1.7	984	25.5	3.2
Southeast	4,728	25.0	1.6	3,910	26.0	1.7	818	22.1	2.6
Central	3,965	22.8	1.6	3,205	23.5	1.8	760	20.4	2.5
West	5,746	29.9	2.0	4,432	29.3	2.2	1,314	32.0	2.9
School type									
Catholic	3,242	5.7	0.5	2,848	6.6	0.6	394	3.0	0.5
Other Nonpublic	4,096	3.2	0.2	3,699	3.8	0.3	397	1.2	0.2
Public	11,647	91.1	0.6	8,562	89.7	0.7	3,085	95.8	0.5
School location									
Large city	5,126	17.3	1.8	3,908	16.2	2.0	1,218	21.0	2.4
Midsized city	2,417	11.2	1.7	1,876	10.0	1.5	541	15.2	3.2
Urban fringe/large city	6,747	33.7	2.7	5,320	32.1	2.8	1,427	38.8	3.9
Urban fringe/midsized city	1,593	11.5	2.5	1,306	12.0	2.6	287	10.0	2.7
Large town	105	1.2	1.2	72	1.1	1.1	33	1.6	1.6
Small town	1,530	11.0	1.7	1,347	12.7	2.0	183	5.7	1.6
Rural	1,467	14.0	2.1	1,280	15.9	2.3	187	7.7	2.0
Age category									
At modal age or younger	15,557	80.4	0.7	12,455	80.7	0.8	3,102	79.5	1.1
Older than modal age	3,428	19.6	0.7	2,654	19.3	0.8	774	20.5	1.1
Race/ethnicity category									
White	12,128	66.4	1.8	9,763	66.7	1.8	2,365	65.7	2.6
Black	2,831	13.3	1.2	2,115	12.7	1.2	716	15.5	1.9
Hispanic	2,821	13.5	1.3	2,242	13.6	1.4	579	12.9	1.6
Other	1,205	6.8	0.6	989	7.0	0.6	216	5.9	0.8
Gender									
Missing	105	0.2	0.1	47	0.0	0.0	58	0.5	0.3
Male	9,100	48.8	0.5	7,242	48.8	0.6	1,858	48.9	0.9
Female	9,780	51.0	0.5	7,820	51.2	0.6	1,960	50.5	0.9
SD									
Yes	566	4.4	0.5	394	4.1	0.5	172	5.6	0.8
No	18,419	95.6	0.5	14,715	95.9	0.5	3,704	94.4	0.8
LEP									
Yes	218	1.5	0.4	171	1.5	0.4	47	1.3	0.5
No	18,767	98.5	0.4	14,938	98.5	0.4	3,829	98.7	0.5
SD, LEP									
SD yes, LEP yes	14	0.1	0.0	11	0.1	0.1	3	0.1	0.0
SD yes, LEP no	552	4.3	0.5	383	3.9	0.5	169	5.5	0.8
SD no, LEP yes	204	1.4	0.4	160	1.4	0.3	44	1.2	0.5
SD no, LEP no	18,215	94.2	0.6	14,555	94.5	0.6	3,660	93.2	0.9

NOTE: The weighted response rates use student base weights, which do not include an adjustment for school nonresponse. Details may not sum up to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

4. DATA COLLECTION PROCEDURES

This chapter discusses the procedures used in the data collection for the 2000 High School Transcript Study. Included are sections on field worker training, contacts with schools, and obtaining course catalogs and transcripts.

4.1 Training NAEP 2000 Field Supervisors as Data Collectors

The field workers for the 2000 High School Transcript Study (HSTS 2000) were drawn from the pool of 2000 National Assessment of Educational Progress (NAEP 2000) field supervisors. They were trained in the data collection procedures for HSTS 2000 in December 1999. Conducted by the HSTS 2000 curriculum specialist/coding supervisor, the training consisted of three sessions which took a full day to complete.

The purpose of the first session was to establish the background knowledge needed to help field workers 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 2000 data. The first training session consisted of a presentation describing the purposes of the HSTS 2000, the procedures to be used in handling and processing HSTS 2000 data, and the most appropriate school sources to use in obtaining needed data. Specific examples were used throughout the presentation.

The second training session was held to familiarize field workers with the HSTS 2000 materials and forms and with the variety of materials they could expect to find in the schools. During the second session, field workers 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 for the HSTS 2000. The field workers learned how the information on each of these materials became the data needed at the school and student levels. Transparencies of screen prints of the transcript data entry and course coding systems were shown to them to demonstrate how the information from the specific material would be entered into the systems by data entry staff.

The third session provided an opportunity for field workers to work with sample catalogs and transcripts, and to fill out practice forms similar to actual materials used for the HSTS 2000. 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 HSTS 2000, 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 before the training session ended. 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, the physical layout of the materials, and the ease or difficulty of accessing the information in the materials. Transcripts were examined to show a number of ways that the following courses might be listed or described:

- special education courses;
- transfer courses;
- remedial courses;
- honors courses;
- off-campus location courses; and
- courses for students with limited English proficiency.

4.2 Contacts with States, Districts, and Schools

In September 1999, superintendents and principals were notified about the transcript study through the Summary of School Activities (see exhibit A-7 in appendix A), which was included in a mailout to all schools selected for NAEP 2000. The summary provided information about participating in the HSTS 2000, 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.

In December 1999, district superintendents of participating public 12th-grade schools sampled for the main NAEP and selected for the HSTS 2000 were mailed additional information concerning the HSTS. Items in the package included the following:

- An informational letter to school superintendents from NCES (see exhibit A-8 in appendix A)
- A list of schools in the district selected for the HSTS 2000; and
- A Summary of School Activities.

Once participation in the study was authorized by the district, the individual public schools were contacted. Private schools were contacted directly since no higher level authorization was required.

For contacts with both public and private school personnel, field workers followed the same procedures. They were provided with the following materials:

- An informational letter to principals from NCES (see exhibit A-9 in appendix A); and
- A Summary of School Activities.

Field workers provided these materials to the school principals and school coordinators during their initial visit to schools. They discussed the HSTS 2000 with the school coordinator prior to the sampling visit when they called to confirm the sampling date.

Initial HSTS information requested from schools included information school personnel 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 1999–2000, and three sample transcripts. This initial information was collected by field workers at the time of their first visit. The schools were also asked to provide a complete transcript for each graduate in the HSTS 2000 sample as soon as graduation information was posted on the transcripts. Information provided on the SIF indicated the appropriate date for the HSTS 2000 field workers to obtain the transcripts.

For eligible participating NAEP schools that agreed to cooperate, students sampled for NAEP 2000 were included in the HSTS 2000 sample, and a brightly-colored Disclosure Notice was placed in their folder by a NAEP 2000 field worker or school staff member. This notice served two functions:

- It alerted the school personnel that information contained in the student's folder would be used for the HSTS 2000.
- Because of its color, it also served as a visible marker for identifying the folders of students in the HSTS 2000 sample to facilitate finding their transcripts later.

Notification to the originally nonparticipating NAEP 2000 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 HSTS 2000 would not involve any student time.

For both NAEP 2000 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 2000 when they first contacted a school and collected these materials when they visited the school for sampling. There were 264 schools that participated in both NAEP 2000 and HSTS 2000 (although 13 of these schools did not maintain the NAEP-HSTS links). There were also 16 schools from the original school sample that participated in the HSTS 2000, but did not participate in NAEP 2000. The sample materials included, preferably, a course catalog (a list of courses) offered for each of four consecutive years, from 1996–1997 through 1999–2000; a completed School Information Form; and three sample transcripts, one 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 HSTS 2000 staff to examine them and call a field worker or the school (e.g., before school personnel left for the summer) with any questions that arose during the school year.

The field worker also gathered general information about class periods, course 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.

4.3.1 Catalogs

Course catalogs were carefully reviewed at the school. Field workers verified that the catalogs contained all of the courses that 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.

The HSTS requests course catalogs that contain the most comprehensive information about the courses offered by the schools. Ordered from most to least complete, the requested types of catalogs are as follows:

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.

All catalogs and course lists that were received by field workers were forwarded to HSTS 2000 data processing staff.

4.3.2 Sample Transcripts

Since transcript format varied greatly among school districts throughout the country, it was sometimes difficult to find the needed information on a transcript. This difficulty 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, three transcripts of previous graduates were obtained from each school by the NAEP field workers during the NAEP 2000 assessment. The three transcripts requested from each school included one that contained honors-level courses, one that contained special education courses, and one that contained just the “regular” courses. The HSTS field workers marked each transcript to indicate where on the transcript the needed information was found and how information regarding course level was coded. Attached to each marked-up transcript was a Transcript Format Checklist (exhibit A-10 in appendix A) indicating the key transcript information and whether or not that information was found or found and marked on the school’s transcripts.

4.3.3 School Information Form

The School Information Form (SIF) was forwarded for data processing along with the other preliminary materials as described above. The SIF was completed by the field worker or a school staff member or sometimes by both. The name and position of the school’s HSTS 2000 coordinator who helped fill out the SIF appeared on the first page. Along with general school information, the completed SIF contained the following information:

- sources of information within the school (if needed to complete HSTS 2000 data collection);
- the course description materials;
- graduation requirements;
- grading practices at the school; and
- 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 (see appendix B) is a NAEP 2000 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 2000 for the NAEP participating schools. Schools that did not participate in NAEP 2000 were given a School Questionnaire to complete by field workers during the data collection phase of the HSTS 2000.

4.4 Identifying the Sample Students and Obtaining Transcripts

The HSTS 2000 used the NAEP 2000 sample for selecting schools and students in NAEP participating schools. For schools that participated in NAEP 2000, the student sample was recorded on the NAEP 2000 Administration Schedules. For schools that did not participate in NAEP 2000, the field worker drew a sample of students at the school. Details on how this sample was drawn can be found in section 3.3. The procedures for identifying students in schools with NAEP 2000 materials and in schools without NAEP 2000 materials are described in detail in separate sections that follow.

4.4.1 Schools with NAEP 2000 Materials

Schools that participated in NAEP 2000 identified students participating in the HSTS 2000 at the same time that the NAEP 2000 sample was selected. For all HSTS 2000 participants, a brightly colored 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 sampled for NAEP 2000. They included all assessed students, sampled students who were absent during the NAEP assessment, and students with disabilities (SD) and limited English proficiency (LEP) students who were excluded by the school from participating in the assessment.

When graduation information was posted on transcripts, a field worker returned to the school to obtain the requested transcripts. That date was provided by the school on the School Information Form. For each NAEP 2000 school, the field worker was given a Transcript Request Form (TRF) (see exhibit A-3 in appendix A). 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, Title 1 participation, and National School Lunch Program participation. Data available from NAEP 2000 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 2000 Administration Schedule. These entries were made to correspond to the preprinted NAEP ID.
- **NAEP ID** – The 10-digit NAEP 2000 assessment booklet numbers and SD/LEP questionnaire numbers for students excluded from the 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:
 1. Graduated with a standard diploma;
 2. Graduated with an honors diploma;
 3. Received a diploma with special education adjustments;
 4. Received a certificate of attendance;
 5. Still enrolled in this school;
 6. Dropped out;
 7. Other, such as transferred, Graduate Equivalency Diploma, or unknown;
 8. Out of scope; or
 9. Completed course requirements but did not pass required graduation tests.

Sometimes the exit status was determined directly from the transcripts, and sometimes it was determined by other records or provided by school personnel.

- **Birthdate, Gender, and Race/Ethnicity** – Demographic information was generally preprinted for each sampled student. If not preprinted, it was recorded from the NAEP 2000 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 and Title 1** – Field workers recorded 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 TRF was completed by carefully transferring student information from the Administration Schedules, the field worker filled out the summary box at the top of the form and requested transcripts according to the procedures set forth by the school. As already noted, the Disclosure Notice placed in students' folders at the time of the NAEP 2000 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 print the transcripts. In other schools, the school coordinators pulled transcripts from their folders and photocopied them at the school.

When the request was filled, the field worker reviewed the transcripts to ensure that a transcript was received for each 12th-grade student selected for the NAEP 2000 assessment, whether or not that student had graduated. Even though nongraduate transcripts were not included in the HSTS, each student graduation status needed to be accounted for and verified. Each transcript was checked 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 then 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 the data processing staff. 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 from the school, the field worker cut off the portion that contained the students' names 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.

4.4.2 Schools without NAEP 2000 Materials

In schools that did not participate in NAEP 2000, 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 4 academic years were collected. The school was also asked to complete the NAEP 2000 school questionnaire. The information in the catalogs was documented by completing the Course Catalog Checklist (exhibit A-11 in appendix A). At this point, the procedure was different. Rather than obtaining and annotating three sample transcripts, as was done at the time of the NAEP 2000 visit to the school, the field worker used the Transcript Format Checklist to annotate three actual transcripts from among those that were collected.

For the schools that participated in HSTS 2000 but not in NAEP 2000, 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 2000. This list was requested during the preliminary call placed to the school when it was determined that the school would participate in HSTS 2000. Information collected for each student selected to participate in HSTS 2000 included the information needed to complete the Transcript Request Form, as outlined in the section above (with exception of the NAEP ID). These data were collected either with the list of 2000 graduates or after sampling, depending on which procedure was easier for the school. The SD/LEP Questionnaires were not collected for students in schools that had not participated in NAEP 2000.

As described in section 3.3, there were two basic sampling rules for the HSTS 2000. These rules applied to all schools that required a new sample of students.

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

Because the students in the HSTS 2000-only schools did not have NAEP 2000 identification numbers, a set of IDs was preassigned for up to 60 students in each school. The field worker, with the assistance of the school, completed the Transcript Request Form (Version 2) and submitted it to the school staff. The transcripts then were provided to the field worker, who reviewed and shipped them to the data processing staff in the same manner as transcripts from schools participating in NAEP 2000.

4.5 SD/LEP Questionnaire

The questionnaire that NAEP 2000 uses to collect information from school staff about students with disabilities and students with limited English proficiency is called the SD/LEP Questionnaire (see appendix B). Schools were asked to have the person most knowledgeable about a disabled or limited English proficient 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 NAEP 2000, the SD/LEP Questionnaires were collected as part of the NAEP procedures.

4.6 Sending Data for Processing

As with NAEP 2000, 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 2000 information was available, the ID number was the same as the student's NAEP 2000 booklet number. In schools where a sample of students was drawn specifically for the HSTS 2000, new IDs were generated.

After transcripts were collected and all information on sampled students recorded, field workers prepared the transcripts for transmittal to the data processing staff. They first compared the student ID and name 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 the HSTS 2000 field officer for data processing.

The field workers masked all personal 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, and ZIP code), phone numbers, Social Security numbers, and other student ID numbers.

A Shipping Transmittal Form (exhibit A-12 in appendix A) accompanied all shipments to the data processing staff and summarized the types and number of materials being sent. This form also gave information on whether the transcripts were from the NAEP 2000 list or a new sample and, if the school did not participate in NAEP 2000, whether course catalogs and a School Information Form were included in the shipment.

4.7 Receipt and Review of Data from Data Collectors

When transcript study materials arrived for data processing, 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 for data processing.

An automated receipt system was developed and maintained by HSTS 2000 staff. 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, Course Catalog Checklist, Transcript Format Checklists, School Information Form, and Shipping Transmittal Form.

Catalogs, sample transcripts, and School Information Forms were reviewed by the receipt clerk 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

The data from the 2000 High School Transcript Study (HSTS 2000) were processed through the student sampling information system, the Computer Assisted Data Entry System (CADE), and the Computer Assisted Coding and Editing System (CACE) simultaneously. To ensure the accuracy and consistency of data entry and coding, procedures were developed for the tasks described in detail in sections 5.1 through 5.9.

5.1 Establishing Student ID Control Lists

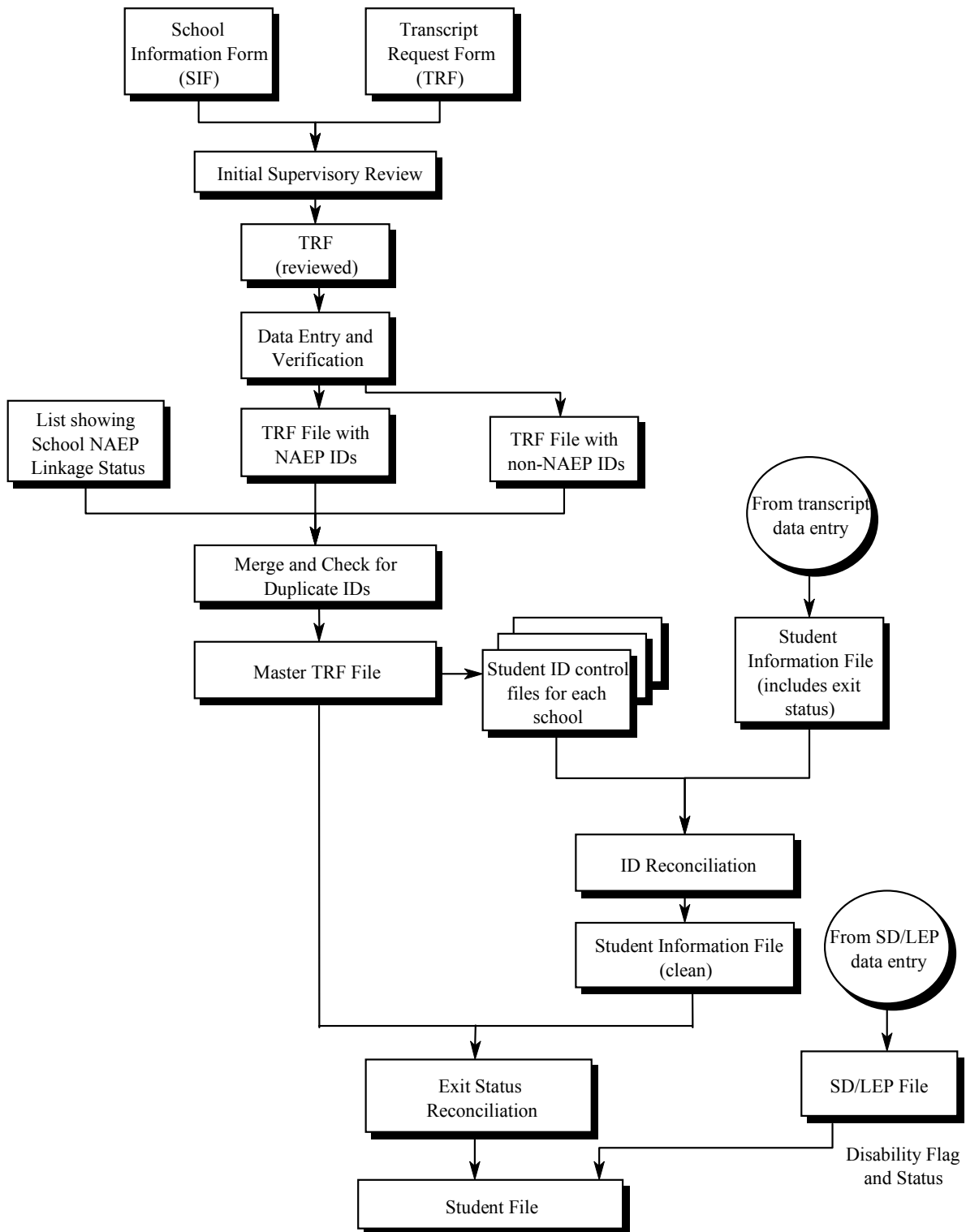
Student ID control lists were developed from lists obtained from the NAEP 2000 administration records for schools that participated in NAEP 2000. The control list for a school is the master list of IDs against which all other operations are checked. Only IDs matching those on the control lists are processed, 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 2000 students who were identified during the NAEP 2000 administration as 12th-graders were retained on the control lists generated from NAEP 2000. 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 2000, 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 such HSTS 2000 school, listing the valid student IDs for that specific school.

5.1.1 Student Sampling Information System

The Transcript Request Form (TRF) and the sampling section of the School Information Form (SIF) provided the student sampling information for each school participating in the study. Figure 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.

Figure 1. Student information processing and ID reconciliation



5.1.2 School Information Form

In HSTS 2000 schools that also participated in NAEP 2000, the student sampling rates were identical to those used in NAEP 2000 because the sample was identical. For the 29 schools in which field staff drew samples in the field, the number of students listed (i.e., the number of eligible seniors) and the number of students sampled was recorded in the sampling section of the SIF. This information was keyed into a file that was checked against the number of unique student IDs on the TRF and then used in the weighting process.

5.1.3 Transcript Request Form

The preprinted information on the TRF was drawn from the NAEP 2000 student file. For schools that kept their NAEP 2000 materials, data entry was uncomplicated. The preliminary processing 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, the demographic data preprinted on the TRF was corrected. All entries were then key-verified; that is, re-keyed and matched up with the original keyed entry to catch and correct data entry errors. Finally, the staff key entered and key-verified all the TRFs from the schools for which new samples were drawn in the HSTS 2000 study.

The NAEP 2000 and non-NAEP 2000 TRF files were merged and checked for valid IDs and duplicates. Information in the TRF file and receipt control file was used to create a list of valid school identifiers with a flag indicating each school's linkage status to NAEP 2000. The linkage flag (LINKED in the restricted data school file) had four possible values:

- 0 = School did not participate in HSTS 2000;
- 1 = Both school ID and student IDs linked to NAEP 2000;
- 2 = School participated in HSTS 2000 only; and
- 3 = School participated in NAEP 2000 but, because a new sample was drawn, the student IDs did not match the NAEP 2000 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 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 MS-Access-based Computer Assisted Data Entry (CADE) system included three basic levels of data entry, namely the school level, the student level, and the transcript level. The school-level data entry was handled by the School Materials and Information Component. It consisted of three screens: a School Receipt Control screen, a School Information screen, and a Transcript Receipt Control screen.

- The **School Receipt Control screen** recorded all material sent by the schools such as type of catalogs received, the number of transcripts requested, the number of transcripts received, and the types of diplomas or programs the school offered. The number of transcripts received from a school was matched to the number of transcripts that were processed throughout the different data entry and coding phases to reflect the progress of the different phases, provide accurate reports, and flag any outstanding or erroneous transcripts. A phase was completed only when all of a school's transcripts were processed. Verification could not commence until the data entry phase was completed, coding quality control checks could not be run until the verification phase was completed, and so on.
- The **School Information screen** recorded school-related information for standardization purposes. This information included the number of credits received for year-long courses (thus determining the Carnegie Conversion Factor or Carnegie Unit), the number of credits required for graduation in each subject area, a grade standardization scale, whether or not a state or district test was required for graduation, and which special programs were offered by each school. This information was used mainly in the data processing phase of the study.
- The **Transcript Receipt Control screen** recorded and tracked each student transcript that was received from a school and verified the student's exit status. The data entry staff identified whether or not a transcript was available to enter and made sure that the preloaded exit status reflected the correct graduation status of the student. Once this list of received transcripts was completed, it was used as a reference for data entry and verification completion.

The other two levels of data entry—student-level and transcript-level—was handled by the Student and Transcript Components of the system, each using a different dedicated screen. The Student Information screen recorded student-level information such as graduation date; rank in class; days absent each year; GPA as it appeared on the transcript; number of credits received, earned, and attempted;

standardized tests the student took; and honors the student received. The Transcript-level Information screen recorded the different courses as they appeared on the transcript. This information included the course title, credits and grade received for each course, the grade and the year in which each course was taken, and the different flags that indicated whether the course was an off-campus course, special education course, a course taught in English or in another language, and the level of the course (regular, honors, or remedial).

In addition to preloaded fields, the CADE system displayed labeled blank fields that the data entry clerk filled as directed. The system checked each entry to verify that it was within an allowed range and set a flag to inform the clerk when a potential error occurred. Clerks entered data exactly as it appeared on the transcript, using the Transcript Format Checklist as a guide to look for specific information on transcripts from a given school. The checklist included the 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 1) and to change any Roman numerals to Arabic numerals.

Exhibit 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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

The system included a type-ahead feature for the coding of course titles. As a data entry clerk entered a course title, the feature compared the letters entered against a list of course titles for the school and showed the first course title that started with the entered letters. If it was the correct course title, the data entry clerk could accept the course title. If it was the incorrect title, the clerk would continue

to type in the title. The type-ahead feature also automatically filled in known abbreviations. If a new course title was introduced to the system, it joined the list of available course titles for that particular school and became eligible for the type-ahead feature. This feature allowed for greater consistency of course titles. 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 grade, year, term, course name, test name, and honors name. These six fields were displayed and reviewed by verifiers but were not key verified. For the three “name” fields, performing a visual verification rather than re-keying proved more cost-effective, as those fields were not used for any automated analyses and required the greatest number of key strokes to enter. Allowing the verifier to see the keyed course, test, or honors name also ensured that the verifier entered data in the same sequence as the original keyer.

5.3 CACE System for Coding and Editing Course Catalogs

The Computer Assisted Coding and Editing (CACE) system is a component of the MS-Access-based Data Entry and Processing 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 presented each title in a school's catalog to the catalog coder one at a time. The catalog coder then examined a "suggestion list" of potential codes for that course. The list was synchronized with an online version of the CSSC so that the coder could simultaneously compare the description for the course in the CSSC with the course description in the school catalog. The coder could 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 was 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 2000 sample.

An alternative procedure allowed the catalog coder to type the CSSC code directly into the appropriate data field on the screen. The CACE system checked all entries against the master CSSC list before allowing the record to be stored in the database. If the items in the suggestion list were not good matches to the course description, the catalog coder could browse through the full online CSSC or refer to the hard copy of the CSSC. If the coder could not determine an appropriate code for a course, he or she could select a special code from the suggestion list that marked the course for further consideration by the coding supervisor.

5.3.1 General Procedures for Coding Course Catalogs

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 determine the ways in which course levels, special education, and other special programs were designated. Specifically, he or she examined the sequences of courses, descriptions of programs, graduation requirements, credits awarded, and/or other available information to acquire an overview of the curriculum. Then, using CACE, the coder matched each CSSC course title with its corresponding course from the catalog, based on the available descriptions from the CSSC documentation and from the school catalog. The coder had some automated procedures to match to the CSSC. The coder could provide keywords, subject information, exact titles, or a combination of the three, and the system supplied a suggestion list of possible CSSC courses that would best match the catalog course.

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, he or she deleted those courses. Similarly, if the coder found that a course was missing from the CACE listing of catalog titles, he or she added it to the list and coded it. After the coder finished coding the regular education courses for a school, the special education expert coded all special education courses.

Figure 2 is a schematic of the data entry and coding systems illustrating the process used. The following sections describe the specific steps of the coding procedure.

5.3.2 Entering Course Titles

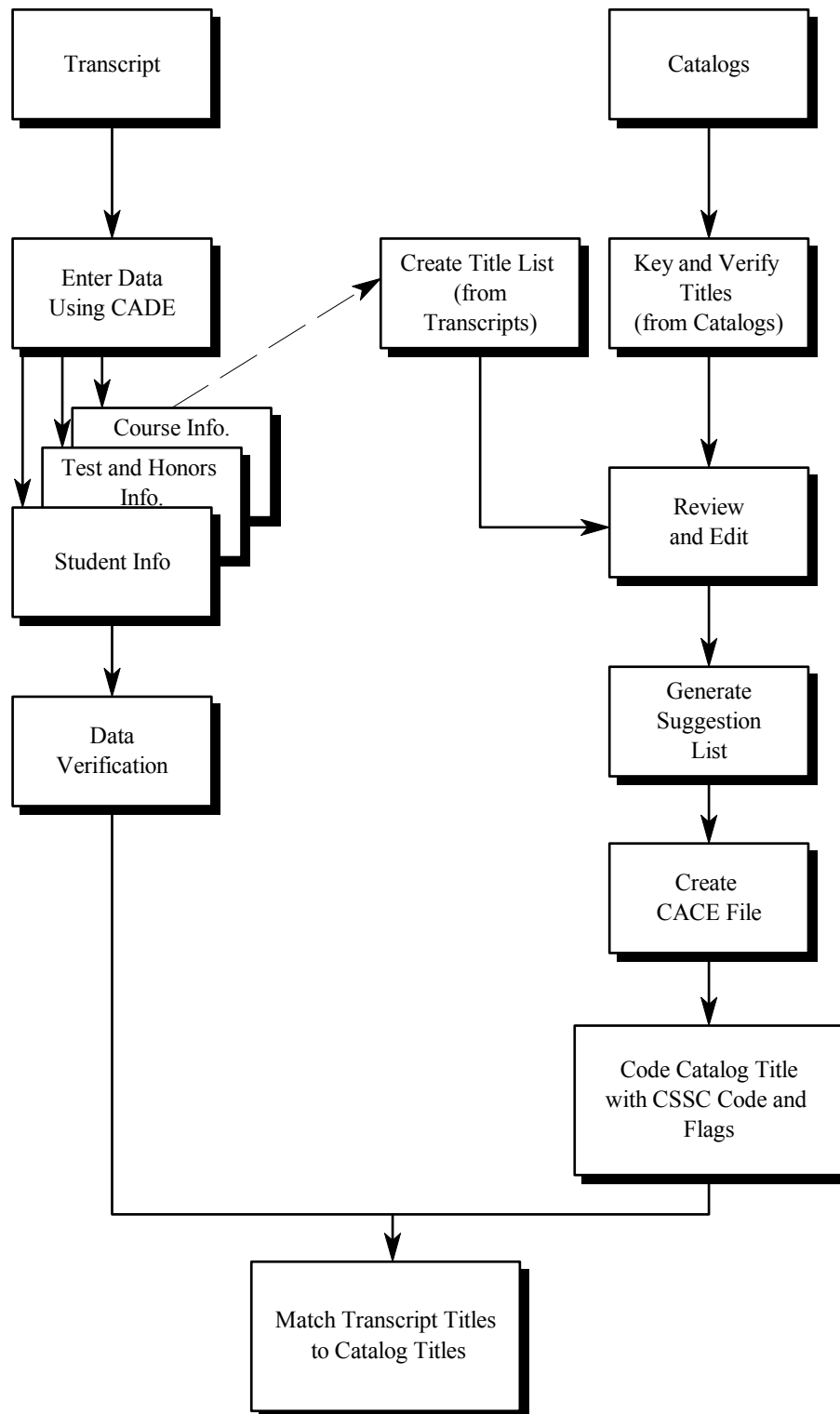
A curriculum specialist examined all catalog listings, regardless of how the catalog was created. Every attempt was made to eliminate duplication and ensure that course titles included appropriate annotations for grade (“English 10”), level (“Biology, AP”), or special programs (“Automechanics Coop Ed”). Errors were corrected by data entry personnel and the corrected list was again reviewed by the curriculum specialist.

Two variables in the School File indicate the source of information for a given school’s catalog. One variable indicates whether or not the course list was derived from transcripts. The other indicates the type of catalog that the school provided (school-level catalogs or course lists, district catalogs, or schools without catalogs). To facilitate ease of use, both variables are also included in the Course Offerings File. Around 89 percent of the schools provided school level, district level catalogs or school lists.

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. An effort was made to standardize the format of titles. For example, all Roman numerals were converted to Arabic numerals. Abbreviations 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 were the same as those used by the transcript data entry clerks (see exhibit 1).

Figure 2. Data entry and coding process



About 69 percent of the schools provided at least one catalog, and about 11 percent provide a school list. About 75 percent of the schools provided school catalogs or school lists for two or more years. 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. 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 2000 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-four schools (about 9 percent) provided catalogs of courses offered by their entire school district, while the individual school's specific course offerings were a subset of those courses included in the district catalog. These district catalogs often 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 2000 school (such as Advanced Placement English 12, Accounting, or Basic Biology) even if they did not appear on a transcript. Thus, the Course Offerings File represents the best approximation of the complete list of courses offered by the schools to their 2000 graduates in the sample.

5.3.2.3 Schools without Catalogs

Approximately 11 percent of the schools (31 of 277) did not provide any list of courses offered at the school. For these schools, which often had small student enrollments, 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. The resulting list of courses taken by students at the school was then treated as the school's catalog.

There were several limitations to creating catalogs for a school using the procedures described above. First, the list represented only the courses taken by students in the sample and might not include all courses actually offered at that school. Second, some courses had duplicates, since the same course might have been entered into the transcript file in two different formats (for example, “CONSTRUCTION 1” and “CONSTRUCTION TRADES 1” or “GLBL STDY 9” and “GLOBAL STUDIES 9”). Third, no course description was available to clarify the meaning of a title. These catalogs required considerable review and editing before course coding could proceed. To facilitate further review and edit, schools with catalogs generated using this procedure had the catalog title source variable CATSRCE set to 0 in the School File. Schools that provided catalogs or course lists had the CATSRCE variable set to 1.

5.3.3 Classification of Secondary School Courses

The Classification of Secondary School Courses (CSSC) was used as a standard for classifying and coding the courses offered by all HSTS 2000 schools and the courses appearing on all HSTS 2000 student transcripts. The CSSC is a hierarchical numbering system for all regular and special education courses offered in American high schools. Each CSSC entry includes a six-digit code, a course title and alternate titles, as well as a course description. The CSSC contains 2,268 course codes within 16 different subject areas as defined by the Secondary School Taxonomy.⁸ It includes modifications made for the 1987, 1990, 1994, 1998, and 2000 HSTS. For HSTS 2000, two new codes were added to the CSSC, while five previously existing CSSC courses that were not used or duplicative were deleted. Appendix C presents more detail about the CSSC, including the entire list of CSSC codes.

The CSSC coding system employed for this purpose was a modification of the system presented in *A Classification of Secondary School Courses* (Ludwig et al. 1982). The CSSC is a modification of the college course classification system presented in *Classification of Instructional Programs* (Morgan, Hunt, and Carpenter 1991). Both course coding systems use a three-level, six-digit system for classifying courses. The CSSC uses the same first two levels as the Classification of

⁸ The 16 Secondary School Taxonomy (SST) subject areas used in this study are as follows: Mathematics, Science, English, Social Studies, Fine Arts, Foreign Languages, Computer-Related Studies, Consumer and Homemaking Education, General Labor Market Preparation, Specific Labor Market Preparation, General Skills, Personal Health and Physical Education, Religion, Military Science, Special Education, and All Other Courses. The Computer-Related Studies and Special Education subject areas do not appear on the original SST. They were for HSTS research purposes.

Instructional Programs (CIP), which is 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.

A taxonomy of course subject areas was developed for the 1987 High School Transcript Study. This taxonomy, documented in the 1987 HSTS tabulations (Thorne 1988), was developed with an emphasis towards academic courses. Computer-related courses were considered as a separate non-vocational subject, and there were fewer subgroups defined for vocational and personal courses. This taxonomy was applied to data from the 1982 High School and Beyond (HS&B) First Follow-up Study and the HSTS 1987 data. The 1990 High School Transcript Study used a slightly expanded version of the same taxonomy in its reports. 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: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates* (Legum et al. 1993a) and *USER'S MANUAL: 1990 High School Transcript Study* (Legum et al. 1993c).

Starting with the 1994 study, the HSTS switched over to the Secondary School Taxonomy (SST). The SST was originally developed in 1987 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. In addition to the HS&B 1982 and HSTS 1987 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), both of which were coded using unique classification schemes that were not fully compatible with the CSSC. A description of the development of the SST is provided in *The Secondary School Taxonomy Final Report* (Gifford, Hoachlander, and Tuma 1994).

Although there is broad agreement between the taxonomy developed for the HSTS 1987 and the Secondary School Taxonomy, the SST has a less purely academic emphasis and a more richly defined group of vocational education categories. Computer-related courses became vocational courses, and general skills and military science courses became new subject areas. So to maintain comparability with the earlier transcript studies, the 1987 and 1990 HSTS studies, along with the 1982 HS&B study, were recoded using the SST.

⁹ Specifically, 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.

The SST is limited, however, 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.¹⁰ The expansion of the CSSC codes led to additional changes being made to the SST for HSTS purposes. These changes did not remove any of the original SST categories, nor did they change or remove any of the CSSC codes assigned to the original SST categories. These changes were as follows:

- A second-level category called “Computer-Related Studies” was added to Academic Courses. This new category contains all CSSC codes related to computer-related studies. All the CSSC codes that appear in this new category also appear in other second-level categories, most notably the Specific Labor Market Preparation category under Vocational Courses.
- A second-level category called “Special Education” was added to Personal/Other.
- Some additional third- and fourth-level categories have been added. These new categories did not change the definition of any existing SST category. The categories were added to either further define existing categories or provide categories of educational interest.
- 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 resulting combined category.

The addition of the Computer-Related Studies and Special Education categories caused some CSSC codes to be listed under two or more second-level categories. When totaling a student’s overall earned credits, or credits earned in academic, vocational, and personal/other courses, these CSSC codes were only counted once. They counted toward their original SST second-level category, not the newly added category.

Because the SST assigns courses differently to academic and vocational categories than the taxonomy originally used for the HS&B 1982, HSTS 1987, and HSTS 1990, analyses based on the SST report larger numbers of students following vocational curricula and fewer numbers of students following academic curricula. Based on academic track definitions, academic program students earn at least 12 Carnegie credits in the four core academic subjects—English, social studies, mathematics, and science—

¹⁰In addition to the studies cited earlier in this section, the Second Follow-up of the National Education Longitudinal Study of 1988 (NELS:88) collected transcripts from high school graduates and coded them using the CSSC. The students in the transcript component of the NELS:88 study graduated from high school in 1992. Researchers at National Opinion Research Center, which conducted the NELS:88 study for NCES, were able to use the codes in the 1990 version of the CSSC and did not need to add any additional codes.

but three Carnegie credits or less in each specific labor market preparation subgroup.¹¹ Vocational program students earned three or more Carnegie credits in at least one specific labor market preparation subgroup, but less than 12 Carnegie credits in the four core academic courses. Using the original taxonomy developed for HSTS 1990, 69.3 percent of 1990 high school graduates were in academic programs and 7.7 percent were in vocational programs (Legum et al. 1993a). When the HSTS 1990 data were recoded using the SST, 64.1 percent of 1990 high school graduates were in academic programs and 10.4 percent were in vocational programs (Perkins et al. 2005). These changes resulted from the SST itself, and not because of any changes made for HSTS purposes.

One other feature of the SST to keep in mind is that it classifies English as a Second Language (ESL) courses as Foreign Language courses rather than as English courses. Across all HS&B and HSTS studies, this classification has the effect of lowering the number of students who satisfy the recommendation of completing 4 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.

For the HSTS, there are two course descriptor flags associated with the CSSC: a one digit “disability” flag and a one digit “sequence” flag. The disability 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. These flags are not part of the actual CSSC code; they are included on the Master CSSC File available with the HSTS data files. The disability flag was added to the CSSC during the 1987 HSTS transcript study. The sequence flag was added during the 1990 HSTS study.

5.3.3.1 Flags

Additional information for each course was coded 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), 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 2.

¹¹ The eight specific labor market preparation subgroups are as follows: agriculture/renewable resources, business, marketing and distribution, health, occupational home economics, trade and industry, technical and communications, and unidentified subject.

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 catalog coder. The CACE system included screens where the coder could rapidly review the flags and then edit them. The browsing 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.

Exhibit 2. Values for flags

Language Flag	
0	Taught in English (DEFAULT)
1	Taught in language other than English
Off Campus Flag	
0	Not an off campus course (DEFAULT)
1	Yes, taught at area Vo-Tech
2	Yes, taught at Special Ed Center
3	Yes, other
4	Yes, taught at multiple locations
Remedial/Honors Flag	
1	Honors course
2	Regular course (DEFAULT)
3	Remedial course
4	International Baccalaureate
5	Advanced Placement
Sequence Flag	
0	Nonsequential course (DEFAULT)
1	First course in sequence
2	Advanced course in sequence
Special Education Flag	
0	Self-contained special education
1	Non special education (DEFAULT)
2	Resource-level special education
Transfer Flag	
0	Not a transfer course (DEFAULT)
1	Transfer course

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

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 were transferred to an HSTS 2000 school and accepted there. These courses were automatically added to

the catalog list appearing in CACE with the “transfer flag” set to indicate their transfer status. In coding these transfer courses, the catalog coder used 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 did not perform manual title matching on transfer courses. Transfer titles were automatically matched by CACE since the catalog entries were copies of transcript titles. For each transfer course, a copy of its title 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 were identical to those appearing in the transcript course list, they could be matched 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 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 and verification were 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 were entered on transcripts, even within the same

school. The task was also somewhat complex because both flags and course titles must be matched. For instance, “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 included 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 started 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 double-clicking the selected entry. The catalog title then appeared next to the corresponding transcript title in the upper window. This process continued until each transcript title was matched 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 therefore, was associated with the transcript title, based on a match of the title, course level (regular, honors, remedial), and flags (transfer, language of instruction, disability) for each transcript entry.

The matching process also served as a 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 have been marked with the transfer flag. The coder also reviewed the catalog to determine whether the course was erroneously omitted from the list of catalog titles. In previous HSTS studies, this process revealed that entire programs were not described or even mentioned in the school catalog. This discrepancy occurred because the only catalog provided was out of date and different courses were offered in the graduates’ high school careers 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 efforts (e.g., “ARCS”). Some titles could reasonably be assigned to a broad domain, if not to a specific course. “ABC Math,” for example, could 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 “60.0000” for “uncodable.”

The “60.0000” CSSC code was assigned to 5,707 of the 995,035 courses entered. It represents less than 0.6 percent of the transcript entries. Note that the “60.0000” code was used to code unspecified transfer course credits; that is, when the student’s transcript reported a number of transfer credits, but did not list any courses for those credits. The CSSC code was also used to add credits to those students’ transcripts that had all the other attributes of a graduated senior but under 16 Carnegie credits of courses.

5.5 Standardizing Credits and Grades

Since reported credits and grade information 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, 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 the majority of the schools, the Carnegie Unit factor was obtained from the School Information Form as reported by the school personnel. In addition, for each school, the catalog coder filled out a Carnegie Unit Report (exhibit A-13 in appendix A). 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 table shown in exhibit A-14 in appendix A. Information was then key-entered for each school by data entry personnel. Numeric grades were converted to standardized grades as shown in table 14, unless the school documents specified other letter grade equivalents for numeric grades.

Table 14. HSTS numeric grade conversion: 2000

Numeric grade	Standard grade
90–100	A
80–89	B
70–79	C
60–69	D
< 60	F

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

5.6 Performing Quality Control Checks

As noted already, CACE had a component for selecting and entering CSSC codes and flags for courses listed in a catalog. It also matched 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 on which was the most reliable source of information). The number of credits required for graduation was taken from the School Information Form. 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 less than 90 percent of the total credits required. This range was necessary because many students took more than the minimum requirements for graduation, while only a few students graduated with less than the required credits. When the total credits that a student had earned was either less than the number needed to graduate or more than 150 percent of the number required to graduate, the transcript and the data files were examined to see if an error had occurred. Any errors were corrected and the total credits were recalculated and compared to the graduation requirement.

The following sections describe the specific procedures used to ensure the accuracy and consistency of data entry and coding.

5.6.1 Quality Control for Transcript Data Entry

Measures to maintain the quality of data entry on transcripts included the following:

- 100 percent verification of data entry;
- 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
- reconciliation of IDs of transcripts entered with the list of valid IDs for the HSTS 2000.

Verification included all data entry fields except course titles and the term, year and grade the course was taken, test scores, and award titles.

Verification was performed by a CADE verifier who had not entered those 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 that were entered on the transcripts with the IDs of students on the HSTS 2000 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. When errors were found, corrections were keyed and then the list was reviewed again. For 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 2000 schools included the following:

- careful training and supervision of coders;
- formal reporting and resolution of coding difficulties;
- reliability checking throughout the process through independent coding of a sample of courses, or by complete review of codes for nontransfer courses by the curriculum specialist;
- extensive quality reviews; and
- automated quality assurance reports.

Each of these procedures is described separately. Selection, supervision, and training of catalog coders are discussed in section 5.9. Figure 3 is a schematic diagram of the quality control procedures for catalog coding.

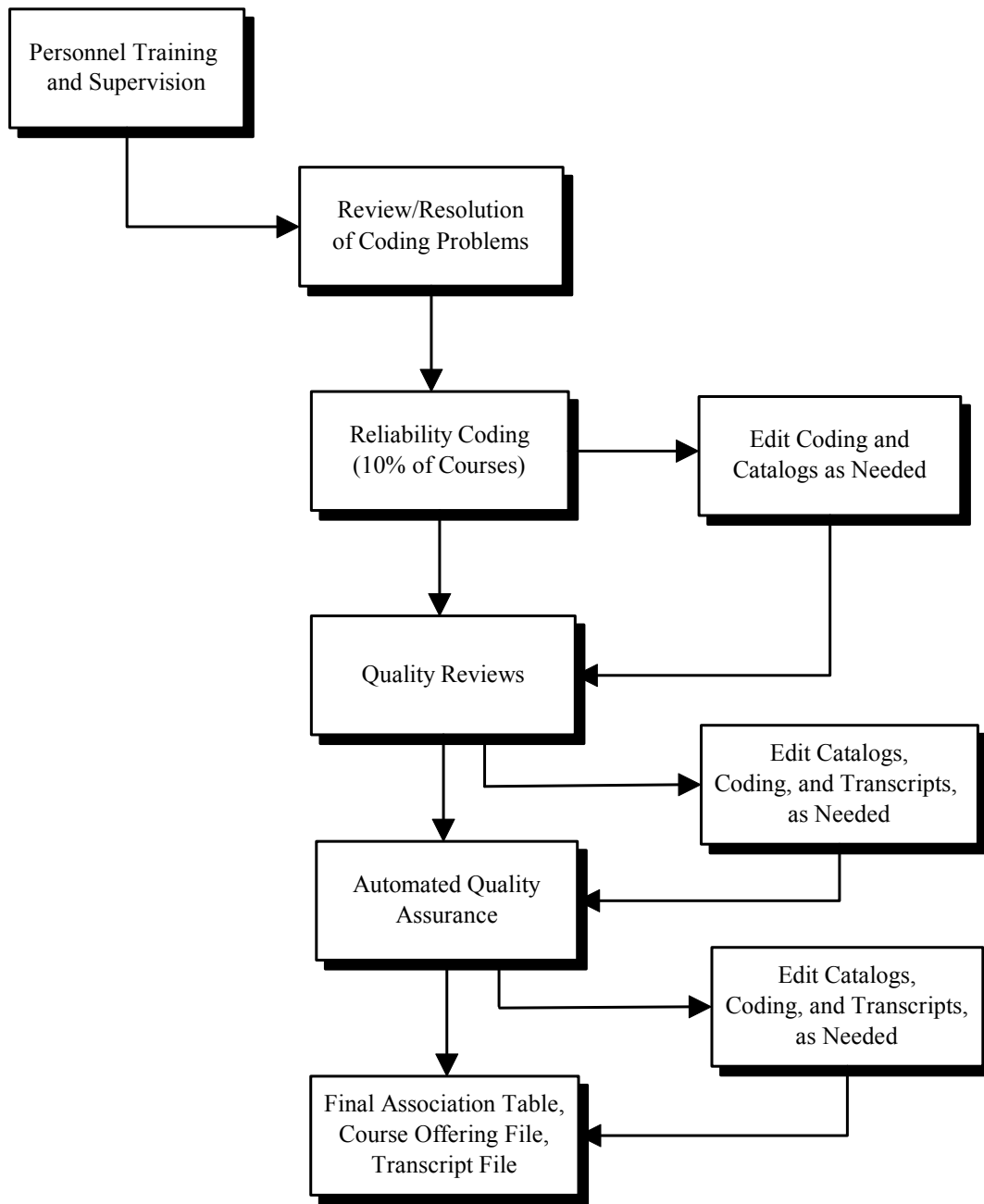
5.6.3.1 Difficulty Reporting

Problems in coding catalogs were reported directly to the curriculum specialist for review and final resolution. In some instances, additional information was obtained from school personnel to shed light on the problem encountered. Problems were resolved, and the decisions reached were documented.

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, a quality control manager coded a random sample of between 10 and 25 percent of the nontransfer courses in each school catalog.

Figure 3. Quality control processes for HSTS 2000 catalog coding



For schools with fewer than 50 nontransfer titles in their catalogs, every course was coded by the quality control manager. For schools with larger catalogs, 25 percent of the courses were coded by the quality control manager. This sample coding was then compared with the codes assigned to the same course by the catalog coder. An agreement was either an exact match of codes or a match to a code that the curriculum specialist determined was equally appropriate for the course. If 90 percent or more of the coding agreed, the quality control manager corrected the discrepancies and 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 original catalog coder, and all coding procedures and principles were reviewed, as necessary. Multiple levels of review ensured both accuracy and consistency in coding. Since all catalogs were reviewed by the coding supervisor and corrected, a high level of accuracy was achieved.

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 catalog courses that were uncoded, coded as “uncodable,” or coded “other.” Another report listed transcript titles that were unmatched or assigned an “uncodable” course code. The curriculum specialist reviewed all these uncoded courses and recoded and rematched to the fullest extent possible all courses for which he or 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 and catalog coding. When this review identified problems, the file was returned to a catalog coder to correct the problems, and the quality review procedures were repeated.

5.6.3.4 Automated Checks

An additional quality check took place just before the CACE files for a school were converted to an ASCII file format. Reports listing frequencies of occurrences that might indicate errors were sent to the curriculum specialist for further review. Each file was assigned one of the following status codes:

- Status 1: complete;
- Status 2: errors in transcript entry;
- Status 3: errors in catalog coding and associations; or
- Status 4: computer errors (such as duplicate course sequence numbers).

A file with a status of 2, 3, or 4 was returned to CADE and CACE for correction, a new report was generated, and the report was reviewed once more. 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 2000 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 cross-tabulation of graduation year by Exit Status was created and reviewed for outliers.
- A cross-tabulation of highest year (e.g., 11th grade, 12th grade) appearing in the transcript by Exit Status was created and reviewed for outliers.
- A cross-tabulation 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 Questionnaires (appendix B) collected during NAEP 2000 were scanned by Pearson and the files provided to the Educational Testing Service (ETS). ETS provided the HSTS 2000 with data for all 12th-grade students for whom the SD/LEP Questionnaires had been completed during NAEP 2000. Of all completed questionnaires, only the ones with corresponding records in the HSTS

2000 Student File were selected for the final HSTS 2000 SD/LEP File. A total of 2,561 students are represented in the final SD/LEP file.

The responses to the questionnaire were entered on optical scan forms by school personnel and scanned by Pearson. The data in the scanned data file were direct representations of the questionnaire responses. There were, however, seven items (questions 2, 8, 9, 10, 28, 29, and 30) on the scanned data file that needed some recoding:

- If the respondent checked a single response for the item, the value of that response was used;
- If the respondent checked two or more responses, the response code for “multiple response” was used; and
- If no response was checked, the code for “not reported” was used.

Similarly, the first item of the questionnaire, which asked for a description of the student’s primary disability, was structured in such a way that allowed for multiple responses. The recoding of this item was similar as above, except that, if two or more responses were chosen, the response 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 the pattern of answers to the content questions. The disability flag (HCFLAG) was set to 1 if no disabling condition was indicated in the study records; otherwise it was set to 2. Specifically, the disability flag was set to 2 if any of 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);
- The SD/LEP Questionnaire had at least one item that was filled-out in either the SD or LEP sections.

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

cross-tabulations 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 NAEP 2000 and was available for 242 of the 277 HSTS 2000 schools. The data were entered on optical scan forms by school personnel and scanned by Pearson.

When processing the School Questionnaires, the system used with the previous HSTS was used. As with the SD/LEP Questionnaire, processing consisted of converting the scanned responses to provide one variable per question. When necessary, the value was set to either “multiple response” or “not reported” as appropriate. A copy of the 2000 School Questionnaire is included in appendix B.

5.9 Personnel Selection, Training, and Supervision

Trained and 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 meant. 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. One of the coders had served in a similar capacity for the HSTS 1998.

A curriculum specialist holding a doctorate in Curriculum and Instruction, and with experience from participation in the 1990, 1994 and 1998 High School Transcript Studies, 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 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 used these transcripts as practice exercises to gain familiarity and skill in using the CADE system. In addition, two experienced HSTS 2000 data coders prepared a summary sheet for each school that 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. One of the catalog coders had coded catalogs during the HSTS 1998 and was highly experienced. He 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 four-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 operating the CACE system. Training materials included practice exercises based on actual catalogs and transcripts from HSTS 2000 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

This chapter presents a detailed discussion of the weighting methodology for the 2000 High School Transcript Study (HSTS 2000). Included are sections on types of weights, adjustment procedures, and variance estimations.

The HSTS 2000 used a complex multistage sample design involving the sampling of certain subpopulations (disabled and limited English proficient (SD/LEP), Black, and Hispanic students) at higher rates. Various estimation adjustments (such as nonresponse and poststratification) were also employed to improve precision. To account for the differential sampling and various weighting adjustments, each student was assigned a sampling weight for the NAEP-linked and NAEP-non-linked populations of analysis. Sampling weights are needed to make valid inferences from the student sample to the respective populations from which they were drawn.

Sampling weights are factors assigned to each student 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 student “represents.” A student with a sampling weight of 100 represents 1 sampled student and 99 other nonsampled (or sampled but nonresponding) students in the population. A student with a sampling weight of 1 represents only the sampled student.

Two types of HSTS 2000 weights, HSTS sample weights and NAEP-linked weights, are needed for these data. The 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 HSTS NAEP-linked weights are designed for any aggregations that include only transcripts from students who were in a particular NAEP assessment. Section 6.1 discusses the weighting procedures for both types of HSTS 2000 weights.

Student estimates based on the HSTS 2000 are subject to sampling error because they are derived from a sample, rather than from the whole population. The variance is a measure of sampling error and, for the most part, determines the reliability of an estimate. Sampling variance indicates how much a population estimate for a given statistic is likely to change if it were based on another equivalent sample of individuals drawn in exactly the same manner as the achieved sample.

Since the HSTS 2000 used a complex sample design with multistage sampling, unequal selection probabilities, and complex weighting procedures, use of standard textbook formulas or standard routines in software packages such as SAS and SPSS generally underestimates the true variance for survey estimates. Instead, through the use of a variance estimation technique known as replication, replicate weights have been provided for each set of sample weights to allow users to compute variances. While there are several possible replication methods to use, HSTS 2000 replicates were derived using the stratified jackknife method, the same technique used for NAEP 2000 variances. Section 6.2 describes variance estimation procedures used for the HSTS 2000 samples.

6.1 HSTS 2000 Weighting Procedure

The High School Transcript Study provides educational policymakers and researchers with two sets of data for analyses. One set provides information regarding the course offerings and coursetaking patterns of high school graduates in the nation's secondary schools. The second set provides information on students' coursetaking patterns that can be linked to the NAEP assessment results. Each set of data requires its own set of weights to make valid inferences about the appropriate population of analyses. The HSTS sample weights are designed for all high school graduate analyses that do not involve NAEP assessment results. All students in the HSTS sample were assigned a sampling weight. The NAEP-linked weights are designed for any high school graduate analyses that involve a particular NAEP assessment. Only those students that took a NAEP assessment were assigned a linked weight.

One set of weights was generated for the HSTS 2000 sample, and four sets – one for each assessment subject (mathematics and science) and reporting population (accommodated and nonaccommodated) – were generated for the NAEP 2000 linked samples. The sets of weights were computed separately using similar weighting procedures. These procedures involved constructing a student-level weight reflecting the student's overall probability of selection and various school- and student-level weighting adjustments in order to improve precision of sample estimates. The weighting procedures for the HSTS 2000 sample weights and NAEP 2000-linked weights are described in sections 6.1.1 and 6.1.2, respectively.

6.1.1 HSTS 2000 Sample Weights

The HSTS 2000 sample weights reflect the probability-sampling scheme used to arrive at the sample of students for whom transcripts were requested. The HSTS 2000 weights were constructed without regard to the NAEP 2000 participation or nonparticipation status of schools and students. They also reflect the impact of sample nonresponse at the school and student levels, 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 (as described in Section 6.1.1.9).

6.1.1.1 Student Base Weights

The student base weight reflects a student's overall probability of being selected for the HSTS 2000. The student base weight (*STU_BWT*) may be expressed as the product

$$STU_BWT = PSUWGT_M \times RSCHWT \times SCH_WT \times HSTSWT \times WIN_WT \quad (6.1)$$

where

- *PSUWGT_M* is the reciprocal of the probability of selection of the NAEP primary sampling unit (PSU);
- *RSCHWT* is the reciprocal of the conditional probability that a given nonpublic school was included on the Private School Survey (PSS) file, given the NAEP PSU;
- *SCH_WT* is the reciprocal of the conditional NAEP school selection probability, given the NAEP PSU;
- *HSTSWT* is the reciprocal of the conditional HSTS school selection probability, given the NAEP PSU and NAEP school; and
- *WIN_WT* is the reciprocal of the conditional HSTS student selection probability, given the NAEP PSU and the HSTS school.

The PSU weight, *PSUWGT_M*, is the reciprocal of the probability of selection of the NAEP PSU. A total of 94 PSUs were selected for the NAEP 12th-grade sample; 22 were certainty PSUs and 72 were noncertainty PSUs. Certainty PSUs, which have 100 percent chance of selection, have a PSU weight

of 1.0. PSU weights for the noncertainty PSUs reflect probability proportional to size (PPS) sampling with one PSU per stratum.

The PSS weight, *RSCHWT*, is the reciprocal of the probability of inclusion of a nonpublic school on the PSS file, the source of the main NAEP nonpublic school frame. Public schools, which are not part of the PSS study, were assigned a PSS weight of 1.0.

The NAEP 2000 school weight, *SCH_WT*, is the reciprocal of the probability of selection of the school for NAEP conditional on the NAEP PSU.

The HSTS school weight, *HSTSWT*, is the reciprocal of the probability of selection of the school for the HSTS 2000 conditional on the NAEP PSU and the NAEP school.

The HSTS within-school student weight, *WIN_WT*, is the reciprocal of the probability of selection of the student for the HSTS 2000 conditional on the NAEP PSU and the HSTS school. If the student participated in NAEP 2000 and his/her link to NAEP was intact, this weight is the same as the NAEP within-school student weight, and it took into account the oversampling of the Black, Hispanic, and SD/LEP students where appropriate. If the student did not participate in NAEP 2000 or his/her link to NAEP was not intact, *WIN_WT* reflects the HSTS 2000 student sampling scheme described in section 3.3.

6.1.1.2 Treatment of Substitute Schools

As mentioned in chapter 2, NAEP 2000 used substitution at the school level as a way to reduce overall nonresponse. A school that replaced a refusing school (i.e., a substitute school) was assigned the school-level weighting components of the refusing school. Thus, the substitute school was treated as if it were the original school that it replaced. A substitute school was activated if its corresponding original school refused to participate. Activated substitute schools that did not participate in NAEP 2000 were effectively ignored and treated as if they never were activated. The remaining refusing original schools were adjusted for in the school nonresponse step described in section 6.1.1.4.

The 343 eligible original schools in the HSTS 2000 sample consisted of 271 schools that had participated in NAEP and 72 that did not participate. Of the 343 eligible original schools in the HSTS 2000 sample, 265 schools cooperated, resulting in an unweighted response rate of 77.3 percent. Of the 72

nonresponding original schools, 12 schools were replaced with substitutes that participated, increasing the unweighted response rate to 80.8 percent.

6.1.1.3 School Trimming Adjustment

School trimming is a weighting adjustment procedure that involves detecting and reducing extremely large school weights. Unusually large weights can seriously inflate the variance of survey estimates such as weighted means. The variability in weights contributes to the variance of an overall estimate by an approximate factor $1 + V^2$, where V^2 is the relative variance of the weights. Unusually large weights are likely to produce large sampling variances of statistics of interest, especially when these large weights are associated with sample cases with rare or atypical characteristics. Weight reduction methods are typically employed to reduce the impact of these large weights on variances. The motivation behind weight reduction methods is to reduce the mean squared error of survey estimates. While the trimming of large weights reduces variances, it also introduces a small bias. However, it is presumed that the reduction in the variances outweighs the increase in the bias, thereby reducing the mean squared error.

In a number of cases, schools were assigned relatively large weights. One cause of large weights was underestimation of the number of eligible students in some schools, leading to inappropriately low probabilities of selection for those schools. A second major cause was the presence of large schools in PSUs with small selection probabilities, or large new schools in school districts with small selection probabilities. In such cases, the maximum permissible within-school sampling rate (determined by the maximum sample size allowed per school) could well be smaller than the desired overall within-PSU sampling rate.

There were several analytic approaches for detecting extremely large weights. The trimming algorithm for school weights was identical to the one used for the national main NAEP 2000 and had the effect, approximately, of trimming the weight of any school that contributed more than a specified proportion θ to the estimated variance of the estimated number of students in a given domain. Any school that contributed more than a specified proportion θ to the variance had its weight trimmed so that the school contributed exactly θ to the variance.

The following is a description of the trimming algorithm, including definitions of some variables to help in the discussion. Let

M = Number of schools in a given domain;
 $SCHBWT_i$ = School base weight assigned to school “ i ”, where

$$W_i = PSUWGT_M_i \times RSCHWT_i \times SCH_WT_i \times HSTSWT_i; \quad (6.2)$$

x'_i = Estimated number of 12th grade students in school “ i ”;

x_i = $SCHBWT_i \times x'_i$; and

$$\bar{x} = (1/M) \sum_{i=1}^M x_i .$$

The trimming criterion can be defined as follows: the x_i should satisfy

$$\forall i: (x_i - \bar{x})^2 \leq \theta \sum_{i=1}^n (x_i - \bar{x})^2, \text{ where } \theta = 10/M. \quad (6.3)$$

This criterion can be interpreted as saying that no school should contribute more than the fixed proportion θ to the overall variance. If the initial school base weights satisfy this condition as is, then there is no trimming; i.e., the trimming adjustments SCH_TRIM_i are all set to 1.

Otherwise, the algorithm sorts the schools in descending order of $(x_i - \bar{x})^2$. This order is maintained as the x_i values are altered, so the order can be viewed as fixed even as the x_i values alter. Thus $i=1$ corresponds to the largest $(x_i - \bar{x})^2$, $i=2$ to the next largest, etc. (Note that these largest values exceeding the θ value in practice always correspond to large x_i values, so for these large values this order corresponds to a descending order by x_i .) With this re-ordering, the values of i such that

$$(x_i - \bar{x})^2 \geq \theta \sum_{i=1}^M (x_i - \bar{x})^2 \quad (6.4)$$

are $i=1, \dots, c$.

The idea behind the algorithm is to look at the x_i values as they would be if the first e records on this listing were trimmed. The e trimmed values are all equal to a fixed value x_d that satisfies the following:

$$(x_d - \bar{x})^2 = \theta \sum_{i=1}^M (x_i - \bar{x})^2.$$

While trimming factors may vary, the x_d is invariant across all trimmed school records and the expression to the right of the equal sign may be rewritten as

$$= \theta e (x_d - \bar{x})^2 + \theta \sum_{i \notin A} (x_i - \bar{x})^2, \quad (6.5)$$

where e is the number of records trimmed and A is the set of records trimmed. Gathering all terms to the left of the equal sign results in:

$$(1 - \theta e)(x_d - \bar{x})^2 - \theta \sum_{i \notin A} (x_i - \bar{x})^2 = 0, \quad (6.6)$$

which may be rewritten as

$$(1 - \theta e) \left[\frac{(M - e)x_d - \sum_{i \notin A} x_i}{M} \right]^2 - \theta \sum_{i \notin A} \left[\frac{Mx_i - ex_d - \sum_{j \notin A} x_j}{M} \right]^2 = 0. \quad (6.7)$$

After expanding the squared expressions, this becomes

$$\begin{aligned} & \frac{(1 - \theta e)}{M^2} \left[(M - e)^2 x_d^2 - 2(M - e) \left(\sum_{i \notin A} x_i \right) x_d + \left(\sum_{i \notin A} x_i \right)^2 \right] \\ & - \frac{\theta}{M^2} \sum_{i \notin A} \left[e^2 x_d^2 - 2e \left(Mx_i - \sum_{j \notin A} x_j \right) x_d + \left(Mx_i - \sum_{j \notin A} x_j \right)^2 \right] = 0 \end{aligned} \quad (6.8)$$

which can be rewritten as a quadratic equation in x_d

$$\begin{aligned}
& \left[(1-\theta e)(M-e)^2 - \theta(M-e)e^2 \right] x_d^2 \\
& + \left[(1-\theta e)(-2)(M-e) \sum_{i \notin A} x_i + (\theta)(2e^2) \sum_{i \notin A} x_i \right] x_d \cdot \\
& + \left[(1-\theta e) \left(\sum_{i \notin A} x_i \right)^2 - \theta \sum_{i \notin A} \left(Mx_i - \sum_{j \notin A} x_j \right)^2 \right] = 0
\end{aligned} \tag{6.9}$$

This further simplifies to:

$$\begin{aligned}
(M-e)(M-e-\theta eM)x_d^2 - 2(M-e-\theta eM) \left(\sum_{i \notin A} x_i \right) x_d - \theta M^2 \sum_{i \notin A} x_i^2 \\
+ (1+\theta M) \left(\sum_{i \notin A} x_i \right)^2 = 0
\end{aligned} \tag{6.10}$$

Substituting $\frac{10}{M}$ for θ in the above expression gives

$$(M-e)(M-11e)x_d^2 - 2(M-11e) \left(\sum_{i \notin A} x_i \right) x_d - 10M \sum_{i \notin A} x_i^2 + 11 \left(\sum_{i \notin A} x_i \right)^2 = 0. \tag{6.11}$$

Solving for x_d produces this simple expression:

$$x_d = \bar{x} + \sqrt{\left(\frac{10M}{M-11e} \right) \sigma_x^2} \tag{6.12}$$

where $\bar{x} = \frac{\sum_{i \notin A} x_i}{M-e}$ is the mean of the x_i among untrimmed school records, and $\sigma_x^2 = \frac{\sum_{i \notin A} x_i^2}{M-e} - \left(\frac{\sum_{i \notin A} x_i}{M-e} \right)^2$ is

the variance of the x_i among untrimmed school records.

The critical problem that led to the use of an iterative process in the past is that, after trimming e records and assigning a new x_d to these records, the recomputed \bar{x} and sum of squares may indicate that further records (e.g., record $e+1$) may now violate the trimming criterion. Under this procedure, an x_d is generated according to these formulas for each and every potential value of e , going

down the sorted list in a single step. The correct final value of e is the first e value for which the recomputed x_i 's, the sum of squares, and proportions of sum of squares all satisfy the trimming criterion.

The trimming procedure for public schools was done within each NAEP region. For nonpublic schools, the trimming procedure was done by Catholic/non-Catholic status. The outcome of the trimming procedure was that one public school was trimmed in the West NAEP region with a trimming factor of 0.52325.

6.1.1.4 School Nonresponse Adjustment

The school nonresponse adjustment procedure inflates the weights of schools that participated in the HSTS 2000 to account for eligible schools that did not participate. School nonresponse leads to the loss of sample data that must be compensated for in the weights. Similar to the school trimming procedure, the purpose of the nonresponse adjustment procedure is to reduce the mean square error of survey estimates. While the nonresponse adjustment reduces the bias from the loss of sample, it also increases variability among the survey weights leading to increased variances. However, it is presumed that the reduction in bias outweighs the increase in the variance, thereby reducing the mean squared error of survey estimates.

As mentioned in section 6.1.1.2, substitute schools were used as a step to reduce nonresponse at the school level. A cooperating substitute school took the place of its corresponding refusing original school and was used in the subsequent student sampling stage. The school nonresponse adjustment was used to adjust for the remaining school that did not cooperate even after the use of substitution.

6.1.1.4.1 Determining School Nonresponse Cells

School-level nonresponse cells for the HSTS 2000 were determined based on the quasi-randomization approach (Oh and Scheuren 1983), where nonresponse cells are defined using school characteristics known to be related to response. Every school in the sample was assigned to a nonresponse cell based on its characteristics. The critical assumption under the quasi-randomization approach was that the response rate was homogeneous within the nonresponse cells. This approach was implemented using a

classification algorithm known as CHAID (Chi-square Automatic Interaction Detector). CHAID divides a population into homogeneous subgroups with respect to a target characteristic. In the case for defining nonresponse cells, the target characteristic was response propensity.

CHAID analysis was used to determine the nonresponse cells for the HSTS 2000 (Lee et al. 1989). The CHAID analysis began by dividing the population into two or more groups based on categories of the best response propensity predictor. Each group was then divided into smaller subgroups based on the best available predictor at each level. The splitting process continued until either there was no significant predictor remaining or the minimum cell size requirement was met. The CHAID software displayed the final subgroups in the form of a tree diagram whose branches (nodes) corresponded to the subgroups.

The HSTS 2000 used four school- or PSU-level variables in determining nonresponse cells. Nonresponse cells were defined based on cross-classifications of these PSU characteristics, and each was required to have a minimum of six cooperating schools. The four variables used to define nonresponse cells were:

1. Metropolitan/nonmetropolitan PSU status;
2. NAEP region;
3. Public/nonpublic school status; and
4. High minority status: whether or not the school had greater than 15 percent minority students

CHAID produced eight nonresponse cells as shown in table 16 in section 6.1.1.4.2.

6.1.1.4.2 School Nonresponse Adjustment Factors

In each nonresponse cell h , the nonresponse adjustment factor was calculated as follows:

$$SCH_NRAF_h = \frac{\sum_{B_h} SCHBWT_{h,j} \times SCH_TRIM_{h,j}}{\sum_{C_h} SCHBWT_{h,j} \times SCH_TRIM_{h,j}} \quad (6.13)$$

where

- $SCHBWT_{h,i}$ = the school base weight for school i in nonresponse cell h ;
- $SCH_TRIM_{h,i}$ = the school trimming factor for school i in nonresponse cell h ;
- B_h = the set of all eligible HSTS schools in nonresponse cell h ; and
- C_h = the set of all eligible schools in nonresponse cell h that participated in the HSTS.

As mentioned earlier, a participating substitute school took the place of a nonparticipating original school and took on the weighting components of the original school that it replaced.

Table 15 shows the definitions of the eight nonresponse cells, the number of HSTS 2000 participating schools, and the school nonresponse adjustment factor for each cell.

Table 15. School nonresponse adjustment factors for the HSTS sample weights: 2000

School nonresponse cell	Number of HSTS 2000 participating schools	School nonresponse adjustment factors (SCH_NRAF)
Public—NonMSA schools		
Northeast	7	1.2422
Southeast and Central	41	1.0649
West	18	1.0000
Public—MSA schools		
Northeast	35	1.4011
Southeast	44	1.0909
Central	32	1.4335
West	72	1.2144
Nonpublic		
All regions	28	1.3040

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

Each participating school in a nonresponse cell received the same nonresponse adjustment factor corresponding to that cell.

6.1.1.5 School Substitution Adjustment

The substitution adjustment factor adjusted for the difference in grade enrollment prior to sampling between the participating substitute school and its corresponding original school that it replaced. It applied only to participating substitute schools and was calculated as follows:

$$SUBADJ = \frac{GRD_ENRL}{SUB_ENRL} \quad (6.14)$$

where *GRD_ENRL* was the grade enrollment of the original school and *SUB_ENRL* was the grade enrollment of its corresponding substitute school.

This adjustment was necessary because the weights of students in a substitute school should reflect what the weights of the students in its corresponding original school would have been if the original school participated. *GRD_ENRL* and *SUB_ENRL* represented the best estimate of the number of students eligible for sampling in the original and substitute school, respectively.

To illustrate the purpose of this adjustment, suppose an original school that did not participate had 300 students enrolled in 12th grade and the substitute school that replaced it had 200 students in the 12th grade. The sample of 100 students from the substitute school each had a within-school weight of 2.0 (= 200/100). However, if the original school had participated, each of the 100 students in the sample would have had a within-school weight of 3.0 (= 300/100). The substitution adjustment factor of 300/200 was applied to the students in the substitute school so that the adjusted within-school weight was 3.0—that is, $2.0 \times (300/200) = 3.0$.

There were 12 substitute schools in the HSTS 2000 sample that required the substitution adjustment factors. All students in these schools received the factor corresponding to their school. Table 16 shows the distribution of the substitution adjustment factors across the 12 substitute schools. All students in the original schools received a *SUBADJ* factor of 1.0.

Table 16. Distribution of substitution adjustment factors for the HSTS sample: 2000

Distribution	Substitution adjustment factors
Minimum	0.6511
25 th percentile	0.8559
50 th (median)	1.0242
75 th percentile	1.1600
Maximum	1.4234
Mean	1.0175

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.1.6 Year-Round School Weighting Adjustment

The year-round adjustment factor applied only to students in year-round schools, where only a portion of the total student body was in school at any given point in time. The year-round adjustment factor inflated the weight to account for students who were on break at the time of student sampling. It was calculated as

$$YRRND_FC = \frac{1}{1 - PCT_OFF}, \quad (6.15)$$

where *PCT_OFF* was the percentage of students that were on break at the time of student sampling. Only 2 of the 277 cooperating schools were year-round schools. In both, 33 percent of the students were off track at the time of sampling. Each student in these two schools received a year-round factor of 1.4925. The students not in year-round schools received a factor of 1.0.

6.1.1.7 HSTS Student Nonresponse Adjustment

The HSTS student nonresponse adjustment procedure inflated the weights of “responding” students to account for “nonresponding” eligible students. Students who graduated in the 2000 school year were considered respondents (students with transcripts) if transcripts were received for at least 75 percent of the credits required by their school to graduate, and nonrespondents (i.e., students with missing

transcripts) otherwise. An exception was made for graduating students with a special education degree. They were considered respondents as long as at least one transcript was received. Students who did not graduate in school year 2000 were considered ineligible for the HSTS 2000, regardless of whether transcripts were received. They were not included in this adjustment but were retained since they were needed for the poststratification process.

Student nonresponse adjustment factors compensate the weights for the loss of data associated with the eligible students with missing transcripts. As with its counterpart at the school level, the student nonresponse adjustment was intended to reduce the mean squared error of the HSTS 2000 estimates.

Student nonresponse adjustment cells were determined based on the same approach as the school nonresponse adjustment using a CHAID analysis. The potential variables used to define the student nonresponse cells were the following:

1. Type of degree (standard degree, honors degree, special education certificate, certificate of attendance, or certificate of completion);
2. Age classification (born before 10/79, born on or after 10/79);
3. Race classification (1:White or Asian Pacific Islander; 2:Black, Hispanic, American Indian, or other race);
4. NAEP region (Northeast, Southeast, Central, West);
5. Gender (male, female);
6. School type (public, nonpublic);
7. Metro status (metropolitan, nonmetropolitan).

The minimum cell requirement was 30 responding students. Table 17 shows the definitions of the final student nonresponse cells.

Table 17. Student nonresponse adjustment cells and factors for HSTS weights: 2000

Cell number	Student nonresponse cell	Number of HSTS 2000 responding students	Student nonresponse adjustment factors
1	Standard degree; older age group; White or Asian Pacific Islander	2,518	1.0079
2	Standard degree; older age group; Black, Hispanic, American Indian, or other race	1,668	1.0119
3	Standard degree; younger age group; Northeast region; nonmetro area; male	136	1.0145
4	Standard degree; younger age group; Northeast region; nonmetro area; female	159	1.0000
5	Standard degree; younger age group; Northeast region; metro area	2,686	1.0028
6	Standard degree; younger age group; Southeast or Central region	6,265	1.0044
7	Standard degree; younger age group; West region; nonmetro area	784	1.0000
8	Standard degree; younger age group; West region; metro area; public school	4,570	1.0097
9	Standard degree; younger age group; West region; metro area; nonpublic school	73	1.0000

See notes at end of table.

Table 17. Student nonresponse adjustment cells and factors for HSTS weights: 2000—Continued

Cell number	Student nonresponse cell	Number of HSTS 2000 responding students	Student nonresponse adjustment factors
10	Honors degree; White or Asian Pacific Islander; nonmetro area	158	1.0065
11	Honors degree; White or Asian Pacific Islander; metro area	959	1.0000
12	Honors degree; Black, Hispanic, American Indian, or other race; older age group	56	1.0106
13	Honors degree; Black, Hispanic, American Indian, or other race; younger age group	336	1.0024
14	Special Ed or certificate of completion; Northeast or Southeast region; older age group; White or Asian Pacific Islander	69	1.0154
15	Special Ed or certificate of completion; Northeast or Southeast region; older age group; Black, Hispanic, American Indian, or other race	80	1.0467
16	Special Ed or certificate of completion; Northeast or Southeast region; younger age group	99	1.0854
17	Special Ed or certificate of completion; Central or West region; White or Asian Pacific Islander	59	1.0281
18	Special Ed or certificate of completion; Central or West region; Black, Hispanic, American Indian, or other race	68	1.0000
19	Certificate of attendance; White or Asian Pacific Islander	53	1.0178
20	Certificate of attendance; Black, Hispanic, American Indian, or other race	135	1.0091

NOTE: "Older age group" is defined as born before 10/81 and "younger age group" otherwise.

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

In each nonresponse adjustment cell h , the student nonresponse adjustment factor STU_NRAF_h was calculated as follows:

$$STU_NRAF_h = \frac{\sum_{B_h} STU_BWT_{h,i} \times SCH_TRIM_{h,i} \times SCH_NRAF_{h,i} \times SUBADJ_{h,i} \times YRRND_FC_{h,i}}{\sum_{C_h} STU_BWT_{h,i} \times SCH_TRIM_{h,i} \times SCH_NRAF_{h,i} \times SUBADJ_{h,i} \times YRRND_FC_{h,i}} \quad (6.16)$$

where

- B_h = the set of eligible HSTS 2000 students (i.e., graduates with or without transcripts) in student nonresponse cell h ;
- C_h = the set of graduates with complete and usable transcripts (i.e., respondents) in student nonresponse cell h ;
- $STU_BWT_{h,i}$ = the student base weight, as defined in section 6.1.1.1, for student i in student nonresponse cell h ;
- $SCH_TRIM_{h,i}$ = the school trimming adjustment, as defined in section 6.1.1.3, for student i in student nonresponse cell h ;
- $SCH_NRAF_{h,i}$ = the school nonresponse adjustment factor, as defined in section 6.1.1.4, for student i in student nonresponse cell h ;
- $SUBADJ_{h,i}$ = the school substitution adjustment, as defined in section 6.1.1.5, for student i in student nonresponse cell h ; and
- $YRRND_FC_{h,i}$ = the year-round school weighting adjustment, as defined in section 6.1.1.6, for student i in student nonresponse cell h .

The HSTS 2000 sample weight used in the student nonresponse procedure reflected the student base weight and all school- and student-level weighting adjustments prior to this adjustment.

Each graduate with complete and usable transcripts (i.e., respondent) in a nonresponse cell received a nonresponse adjustment factor, as calculated above, corresponding to that cell. Ineligible HSTS 2000 students (i.e., those who did not graduate) received a nonresponse adjustment factor of 1.0. Table 17 summarizes the student nonresponse cells along with the number of responding students and the nonresponse adjustment factors for each cell.

6.1.1.8 Student Trimming Adjustment

Another trimming adjustment procedure was done to detect and trim extremely large weights at the student level. Large student weights generally resulted from compounding nonresponse adjustments at the school and student levels coupled with low to moderate probabilities of selection at the various stages of sampling. As with school trimming weights, the purpose of the trimming student weights was to reduce the effect of unusually large weights on survey estimates. Trimming may introduce a small bias but is designed to reduce the mean square error of sample estimates.

The trimming algorithm was identical to that used for the main NAEP 2000 survey. The algorithm had the effect of trimming the overall weight of any school that contributed more than a specified proportion θ to the estimated variance of the estimated number of students eligible for the HSTS 2000 survey.

The student trimming adjustment worked similarly to the school trimming adjustment. Student weights (through the student nonresponse adjustment) were trimmed if their school contributed more than a specified proportion to the variance on the estimated number of students within a given domain. School-level estimates of students were calculated by summing the weights of students (i.e., graduates and nongraduates) in the school. See the description of the school trimming procedure in section 6.1.1.3.

The domains used for student trimming were NAEP region for public schools and Catholic/non-Catholic for nonpublic schools, the same as in the school trimming procedure. None of the student weights needed trimming. This can be attributed to the high response rate at the student level (about 97% overall). High response rates mean that little to no adjustment was needed for student nonresponse.

6.1.1.9 Poststratification Adjustment

Poststratification is a weighting procedure that adjusts the weights of sample cases so that the weighted sample distribution is the same as some known population distribution. That is, the sums of the poststratified-adjusted weights are equal to known population totals for certain subgroups of the population. The main purposes of poststratification are to improve precision of survey estimates by

reducing their mean squared error and to enhance the comparability of survey data with other surveys, particularly when comparing estimates from the same survey over time.

The poststratification adjustment procedure used for the HSTS 2000 involved applying a ratio adjustment to student weights. Eligible and ineligible HSTS 2000 students were partitioned into poststratification cells, and a single ratio adjustment factor was calculated and applied to the weights of all students in a given cell. The numerator of the poststratification factor was an independent estimate of the number of students in the given cell, and the denominator was the corresponding estimate derived using the HSTS sample weights. The numerator was derived from 1997 and 1998 Current Population Survey (CPS) data and 1999 population projections made by the U.S. Census Bureau. (Details of the method used to derive these independent estimates are given in the forthcoming online 2000 NAEP Technical Report.¹¹) Ineligible students were included in the poststratification adjustment because CPS totals do not distinguish between graduates and nongraduates.

Poststratification adjustment cells were defined in terms of race, ethnicity, and region for 12th-grade students 17 years old or younger. Students 18 years or older were not included in the poststratification because it is not possible to derive reliable counts from the CPS data. The CPS counts all adult education students, regardless of age, as 12th-grade students.

The poststratification factor for student i in a given poststratification adjustment class h was calculated as follows:

$$RPTPS_AD_h = \frac{TOTAL_h}{\sum_{C_h} STU_TRMWT_{h,i}} \quad (6.17)$$

where

- $TOTAL_h$ = the total number of 12th grade students 17 years old or younger in poststratification cell h from Census Bureau data;
- $STU_TRMWT_{h,i}$ = the HSTS sample weight through the student trimming procedure for student i in poststratification cell h ; and
- Set C_h = the set of eligible and ineligible 12th grade students 17 years old or younger in the HSTS 2000 sample in poststratification cell h .

¹¹ At the time of publication, the online NAEP 2000 Technical Report did not yet have an official web address. When published, information on its location can be found at the National Assessment of Educational Progress web site (<http://nces.ed.gov/nationsreportcard>).

The HSTS sample weight through the student trimming procedure reflected the student base weight and all school- and student-level weighting adjustments prior to poststratification. Note that students who were age 18 or older received the poststratification factor according to their poststratification cell, even though they were not used in calculating the factor.

Table 18 provides the control totals, sum of the unpoststratified weights, and poststratification adjustment factors for each poststratification cell.

Table 18. Poststratification adjustments for the HSTS sample: 2000

Post-stratification cell	Race/ethnicity	Region	Age group	Post-stratification adjustment	Control total	Sum of unpoststratified weights
1	Black	All	≤ 17	1.2359	334,181	270,400
2	Hispanic	All	≤ 17	1.1908	275,294	231,190
3	Other race	All	≤ 17	0.9473	136,643	144,248
4	Non-Hispanic White	Northeast	≤ 17	1.0836	362,426	334,463
5	Non-Hispanic White	Midwest	≤ 17	1.2736	519,392	407,825
6	Non-Hispanic White	South	≤ 17	1.1683	598,515	512,315
7	Non-Hispanic White	West	≤ 17	1.3444	359,390	267,318

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.1.10 Final HSTS Sample Weight

The HSTS 2000 sample estimates of transcript characteristics were based on poststratified student-level weights assigned to high school graduates with usable transcripts. High school graduates with missing transcripts (i.e., HSTS 2000 nonrespondents) and nongraduates (i.e., HSTS 2000 ineligible) were not included in the data set since they were not used in forming sample estimates. The final student weight reflects the student base weight and various school- and student-level weighting adjustments. The final student-level HSTS sample weight, $FSTUWT$, is given by

$$FSTUWT = STU_BWT \times SCH_TRIM \times SCH_NRAF \times SUBADJ \times YRRND_FC \times STU_NRAF \times STU_TRIM \times RPTPS_AD \quad (6.18)$$

where

- STU_BWT = Student base weight (as defined in section 6.1.1.1);
- SCH_TRIM = School trimming adjustment factor (as defined in section 6.1.1.3);
- SCH_NRAF = School nonresponse adjustment factor (as defined in section 6.1.1.4);
- $SUBADJ$ = School substitution adjustment factor (as defined in section 6.1.1.5);
- $YRRND_FC$ = Year-round school adjustment factor (as defined in section 6.1.1.6);
- STU_NRAF = Student nonresponse adjustment factor (as defined in section 6.1.1.7);
- STU_TRIM = Student trimming adjustment factor (as defined in section 6.1.1.8); and
- $RPTPS_AD$ = Poststratification factor (as defined in section 6.1.1.9).

The distribution of the final student weight for the HSTS 2000 sample is given in table 20.

Table 19. Distribution of final HSTS student weights: 2000

Sample distribution	HSTS sample weights
Number of graduates with transcripts	20,931
Student weights	
Total	3,012,000
Minimum	23.4990
25 th percentile	83.3203
50 th percentile (median)	111.9566
75 th percentile	200.5194
Maximum	904.3071
Mean	143.9148

NOTE: The coefficient of variation measures the spread of a set of data as a proportion of its mean. This percentage is the ratio of the sample standard deviation to the sample mean.

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2 HSTS NAEP-Linked Weights

The HSTS NAEP-linked weights allow users to analyze the relationship between students' proficiencies, as measured by their outcomes on the NAEP 2000 assessments, and students' coursetaking in their high school careers. Twelfth-grade students in these populations of analyses participated in a

given NAEP 2000 assessment, have a completed transcript, and graduated as determined by the HSTS 2000. There were 1,413 students for whom a completed transcript was received but no NAEP 2000 assessment existed (because either the school or the student refused to participate in NAEP 2000 or the student was absent on assessment day). These students can be part of the HSTS 2000 database but not the linked database that requires both transcripts and assessment results for the same student.

The students in the linked database required a different set of sampling weights than those in the HSTS 2000 database alone, as the set of students that qualified for these databases was a subset of the larger HSTS 2000 set. In particular, the school and student nonresponse adjustments are larger for the linked weights than for the HSTS 2000 weights. This difference is so because a student or school had to participate in both the NAEP 2000 and the HSTS 2000 surveys to qualify as a “respondent” for the linked database. The schools also had to maintain the link between the HSTS transcripts and NAEP student assessment scores. This requirement reduced the number of school and student responses, thereby increasing the nonresponse adjustment factors. Table 21 shows the number of schools and students in the HSTS 2000 sample by HSTS/NAEP response status.

Table 20. Total number of schools and students in the HSTS by HSTS/NAEP response status: 2000

Response status	Number of sampled schools	Number of sampled students
Total	277	23,522
HSTS and NAEP cooperating schools, with linkage	248	22,010
HSTS cooperating, but not NAEP	16	662
HSTS cooperating, no NAEP link	13	850

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

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

Four sets of NAEP-linked weights were computed, one for each assessment (i.e., mathematics and science) by reporting population (i.e., accommodated and nonaccommodated) sample. The linked weights were computed using a weighting procedure similar to the HSTS sample weights. Each assessment/reporting population sample represented the full population, so each of the four sets of NAEP-linked weights aggregated separately to the population totals. This section of the report describes the weighting procedure used to weight the NAEP-linked samples.

Defining reporting populations for the NAEP-linked weights require understanding the NAEP 2000 school sample types. As explained in section 2.4, two different sample types were assigned to schools. In sample type 3 (S3) schools, accommodations were offered to students with disabilities (SD) and students with limited English proficiency (LEP). In sample type 2 (S2) schools, no assessment accommodations were offered to SD/LEP students.

6.1.2.1 Reporting Populations

The HSTS NAEP-linked data can be analyzed for two types of reporting populations. One is the NAEP 2000 reporting population made up of nonaccommodated students. This population was represented by students who did not need accommodations for a given NAEP assessment (non-SD and non-LEP students in either S2 or S3 schools) along with SD or LEP students who were assessed under the set of administration rules that did not provide accommodations (i.e., in S2 schools). The nonaccommodated reporting population is referred to as the “R2” reporting population in this section of the report.

The second reporting population consisted of the accommodated students, which became the standard reporting population beginning with the NAEP 2002 assessments. It was represented by students who did not need accommodations (i.e., non-SD and non-LEP students in either S2 or S3 schools), along with SD or LEP students who were assessed under the set of administration rules that provided accommodations (i.e., in S3 schools). The reporting population of accommodated students is referred to as the “R3” reporting population in this section of the report.

For practical reasons, final student weights for each reporting population were derived together according to the steps described below except for the poststratification adjustment. As mentioned above, every non-SD and non-LEP student was in both reporting populations. With roughly 90 percent of the total 12th-grade sample in both samples, weighting adjustments done separately by reporting population would have yielded little, if any, difference in the adjustment factors. Poststratification was done separately by reporting population since each set of weights is to sum up to population totals.

6.1.2.2 Student Base Weights

The student base weight reflected a student's overall probability of being selected for the given HSTS NAEP-linked sample. It was the product of the HSTS 2000 student base weight and four factors related to NAEP sampling:

1. the conditional probability, given the sample of schools in a PSU, that the school was assigned a specific assessment subject;
2. the probability that the school was assigned a particular sample type that dictated the set of administration rules used for the assessment;
3. student-level subject allocation weighting factor; and
4. reporting population subsampling factor.

Thus, the NAEP 2000-linked student base weight ($STU_BWT_{r,s}$) for a given assessment subject s and reporting sample r may be expressed as the product

$$STU_BWT_{r,s} = STU_BWT_{HSTS} \times ASBJWT_s \times STYWT \times SPL_s \times REP_FCTR_r \quad (6.19)$$

STU_BWT_{HSTS} was the student base weight for the HSTS 2000 sample as described in section 6.1.1.1. It reflected a student's overall probability of selection for the HSTS 2000.

The subject assignment weight, $ASBJWT_s$, is the reciprocal of the probability that the particular subject s was assigned to the school. Subject assignment weights varied by number of subjects assigned to a school, subject of the assessment, and school type (public or nonpublic). If either a public or nonpublic school was large enough to assess both subjects, then both subjects were assigned to that school. Students in that school in either mathematics or science received a weighting factor of 1.0. If a school was large enough for only one subject, then one half of nonpublic schools were assigned mathematics and the other half science, while 7/16 of public schools were assigned mathematics and 9/16 were assigned science. Students assigned to either mathematics or science in such nonpublic schools received a weighting factor of 2.0. Students in such public schools assigned mathematics received a factor of 16/7 and those assigned to science received a factor of 16/9. Table 21 summarizes the subject assignment weight by subject, school type, and the number of subjects assigned to a school.

Table 21. Subject assignment weights ($ASBJWT_s$) by school type and assessment: 2000

Number of subjects	Public schools		Nonpublic schools	
	Mathematics	Science	Mathematics	Science
1	16/7	16/9	2.0	2.0
2	1.0	1.0	1.0	1.0

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

The sample type weight, $STYWT$, reflects the splitting of the 12th-grade school sample into two equal-size subsets to enable Educational Testing Service (ETS) to analyze two different sets of administration rules (one with accommodations and the other without accommodations). Each school was assigned a sample type weight of 2.0.

The subject allocation weighting factor, SPL_s , adjusts for allocating sampled students across the subjects assigned to a school. It differs from the subject assignment weight $ASBJWT_s$ because it reflects the assignment of subjects to students instead of schools. If a school was assigned only one subject, then all students were assigned to that subject and received a weighting factor of 1.0. If a school was assigned two subjects, the sample allocation varied by public and nonpublic. For public schools, 7/16 of the students were assigned to mathematics and 9/16 of the students were assigned to science. Thus, students assigned to mathematics and science received respective weighting factors of 16/7 and 16/9. For nonpublic schools, half the students were assigned to mathematics and the other half to science, and so each student received a weighting factor of 2.0. Table 22 summarizes the subject allocation weights.

Table 22. Student-level subject allocation weights (SPL_s) by school type and assessment: 2000

Number of subjects	Public schools		Nonpublic schools	
	Mathematics	Science	Mathematics	Science
1	1.0	1.0	1.0	1.0
2	16/7	16/9	2.0	2.0

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

The reporting factors, RPT_FCTR_r , assigned to students were specific to the reporting populations but did not vary by subject. Each assessed and excluded student in a specific reporting population received a reporting factor as shown in table 23.

Table 23. Reporting factors (*RPT_FCTR_s*) by reporting population, sample type, and SD and LEP status: 2000

Sample type	R2 Reporting population		R3 Reporting population	
	Non-SD/LEP	SD/LEP	Non-SD/LEP	SD/LEP
S2	0.5	1.0	0.5	†
S3	0.5	†	0.5	1.0

† Not applicable

NOTE: The S2 sample type indicates schools that did not offer accommodations to SD/LEP students, while the S3 sample type indicates schools that did offer accommodations to SD/LEP students.

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2.3 Treatment of Substitute Schools

Similar to the HSTS 2000 sample weighting, a participating substitute school that took the place of a refusing school was assigned the weighting components of that refusing school. The subject assignment weight (*ASBJWT_s*) for a substitute school was adjusted appropriately if it was not large enough to assess all sessions or subjects assigned to the original school. Among the 12 substitute schools in the HSTS 2000 sample schools, 11 substitute schools participated in both the mathematics and science assessments, while the other substitute schools participated only in the science assessment.

6.1.2.4 School Trimming Adjustment

The same school trimming procedure used for the HSTS 2000 sample weights was used for the NAEP 2000-linked weights. Subject-specific school weights were trimmed within NAEP region for public schools and within Catholic/non-Catholic for nonpublic schools. Because NAEP-linked weights are subject specific, trimming was done separately by assessment subject. For a description of the school trimming procedure, see section 6.1.1.3.

The subject-specific school base weight needed in the trimming procedure was calculated as:

$$SCHBWT_s = PSUWGT_M \times RSCHWT \times SCH_WT \times HSTSWT \times ASBJWT_s \times STYWT \quad (6.20)$$

where *PSUWGT_M*, *RSCHWT*, *SCH_{WT}*, and *HSTSWT* were the weighting components as defined in section 6.1.1.1, and *ASBJWT_s* and *STYWT* were the weighting components defined in section 6.1.2.2.

One school weight was trimmed for each subject. For both subjects, the same public school in the West NAEP region was trimmed in the HSTS 2000 sample weighting process. Each student in the mathematics assessment in this school had his or her weight trimmed by a factor of 0.5169, and in the science assessment by 0.5167.

6.1.2.5 School Nonresponse Adjustment

In this procedure, subject-specific weights of cooperating schools were adjusted to account for eligible schools that did not cooperate in a given subject. A school was considered a cooperating school if it participated in NAEP 2000 for the given subject, participated in the HSTS 2000, and its students maintained the link between the HSTS transcripts and the NAEP assessment scores. It was considered a noncooperating school if it did not participate in either NAEP 2000 (assuming it was assigned the given subject) or the HSTS 2000, or if the link between HSTS and NAEP was missing for students in the school.

The nonresponse procedure was carried out separately by subject. To the extent possible, the definitions of the school nonresponse cells were the same as those definitions used for NAEP 2000 to maintain consistency with the NAEP weights. In public schools, nonresponse cells were defined by the first three digits of PSU stratum (reflecting NAEP region, MSA status, and various socioeconomic characteristics such as percent minority and percent of persons 25 years or older with a college degree) and sample type. In nonpublic schools, the cells were defined by reporting group (Catholic, Lutheran, Conservative Christian, Other Religious, Nonsectarian, and Independent) and sample type.

Occasionally, collapsing of initial cells with adjacent cells was necessary to improve the stability of the adjustment factors. Most cells were collapsed because they contained a small number of cooperating schools, while less often cells with low response rates (and hence large factors) were collapsed. Collapsing procedures were implemented if a nonresponse cell had less than six cooperating schools, or its adjustment factor exceeded 3.0. After collapsing, 25 final nonresponse cells were formed for schools assigned to mathematics and 24 for schools assigned to science.

In each nonresponse cell h , the nonresponse adjustment factor was calculated as follows:

$$SCH_NRAF_{s,h} = \frac{\sum_{B_{s,h}} SCHBWT_{s,h,i} \times SCH_TRIM_{s,h,i}}{\sum_{C_{s,h}} SCHBWT_{s,h,i} \times SCH_TRIM_{s,h,i}} \quad (6.21)$$

where

- $SCHBWT_{s,h,i}$ = the school base weight for school i in nonresponse cell h for the given subject;
- $SCH_TRIM_{s,h,i}$ = the school trimming factor for school i in nonresponse cell h for the given subject;
- $B_{s,h}$ = the set of all eligible schools assigned the given subject in nonresponse cell h ; and
- $C_{s,h}$ = the set of all eligible schools assigned the given subject in nonresponse cell h that ultimately participated.

Nonresponse adjustments assume that nonresponse occurs at random within the categories within which adjustments are made (Little and Rubin 1987). Some degree of bias could result to the extent that this assumption is false. Table 24 shows the distribution of the school nonresponse adjustment factors for the linked samples by subject.

Table 24. Distribution of school nonresponse adjustment factors for the NAEP-linked HSTS samples by subject: 2000

Distribution	School nonresponse adjustment factors	
	Mathematics	Science
Minimum	1.0000	1.0000
25 th percentile	1.1246	1.1547
50 th (median)	1.3431	1.3159
75 th percentile	1.4712	1.4712
Maximum	2.6090	2.7663
Mean	1.4153	1.4060

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2.6 School Substitution Adjustment

Recall from section 6.1.1.5 that a school substitution adjustment was necessary because the weights of students in a substitute school should reflect what the weights of the students in its

corresponding original school would have been if the original school participated. Of the 12 participating substitute schools in the HSTS 2000 sample, 11 schools were assessed in mathematics while all 12 schools were assessed in science. Every student in a participating substitute school received the appropriate substitution adjustment factor. Table 25 shows the distributions of the substitution adjustment factors for the substitute schools by subject. All students in the original schools received a *SUBADJ* factor of 1.0.

Table 25. Distribution of substitution adjustment factors for the HSTS NAEP-linked samples by subject: 2000

Distribution	School nonresponse adjustment factors	
	Mathematics	Science
Minimum	0.6511	0.6511
25 th percentile	0.8417	0.8559
50 th (median)	1.0200	1.0242
75 th percentile	1.1100	1.1600
Maximum	1.4234	1.4234
Mean	0.9827	1.0175

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2.7 Year-Round School Weighting Adjustment

This weighting adjustment inflates the weights to account for students in year-round schools who were off track at the time of student sampling. The same two year-round schools that were adjusted for in the HSTS 2000 sample weighting in section 6.1.1.6 appeared in the linked samples for both subjects. Students in these two schools received a year-round weighting factor of 1.4925. The students not in year-round schools received a factor of 1.0.

6.1.2.8 Student Nonresponse Adjustment

This procedure adjusts for “student nonresponse” in the linked HSTS 2000 samples. The response disposition of a student depended on his/her response disposition for both the HSTS 2000 and NAEP 2000. In general, eligible students who participated in the HSTS 2000 and NAEP 2000 were considered respondents for the linked samples. Eligible students who did not participate in both were considered nonrespondents. Students who were ineligible for the HSTS 2000 (i.e., those who did not

graduate) were ineligible for the linked samples regardless of their NAEP 2000 dispositions. Ineligible students were not included in this adjustment but were retained since they were needed for the poststratification process. Table 28 summarizes student response dispositions based on the student dispositions for the HSTS 2000 and NAEP 2000.

Table 26. Student-level response dispositions for the linked samples by HSTS 2000 and NAEP 2000 student dispositions

HSTS 2000 response disposition	NAEP 2000 response disposition		
	Assessed	Absent	Excluded
Graduate with transcripts	Respondent	Nonrespondent	Respondent
Graduate with missing transcripts	Nonrespondent	Nonrespondent	Nonrespondent
Nongraduates	Ineligible	Ineligible	Ineligible

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

The nonresponse procedure was carried out using the same procedure as NAEP to the extent possible to maintain consistency with the NAEP weights. Student nonresponse adjustments were done separately by subject. The initial student nonresponse cells were defined by sample type, school nonresponse cell, race/ethnicity, and age. Race/ethnicity and age were broken down into two categories. The first race/ethnicity category was White or Asian Pacific Islander, and the second category was Black, Hispanic, American Indian, or other. The age category was broken down by students born on or before September 30, 1981 and those students born after that date.

An initial cell was collapsed with an adjacent cell if it had less than 30 responding students as defined above or if its adjustment factor exceeded 2.0.

In each nonresponse adjustment cell h , the student nonresponse adjustment factor $STU_NRAF_{s,h}$ for subject s was calculated as follows:

$$STU_NRAF_{s,h} = \frac{\sum_{B_{s,h}} STU_BWT_{s,h,i} \times SCH_TRIM_{s,h,i} \times SCH_NRAF_{s,h,i} \times SUBADJ_{h,i} \times YRRND_FC_{h,i}}{\sum_{C_{s,h}} STU_BWT_{s,h,i} \times SCH_TRIM_{s,h,i} \times SCH_NRAF_{s,h,i} \times SUBADJ_{h,i} \times YRRND_FC_{h,i}} \quad (6.22)$$

where

- $B_{s,h}$ = the set of eligible HSTS 2000 linked students (i.e., respondents and nonrespondents) in the linked sample for subject s in student nonresponse cell h ;

- $C_{s,h}$ = the set of respondents in the linked sample for subject s in student nonresponse cell h ;
- $STU_BWT_{s,h,i}$ = the student base weight for the linked sample for subject s , as defined in section 6.1.2.2, for student i in student nonresponse cell h ;
- $SCH_TRIM_{s,h,i}$ = the school trimming factor for subject s , as defined in section 6.1.2.4, for student i in student nonresponse cell h ;
- $SCH_NRAF_{s,h,i}$ = the school nonresponse adjustment factor for subject s , as defined in section 6.1.2.5, for student i in student nonresponse cell h ;
- $SUBADJ_{h,i}$ = the school substitution adjustment, as defined in section 6.1.2.6, for student i in student nonresponse cell h ; and
- $YRRND_FC_{h,i}$ = the year-round school weighting adjustment, as defined in section 6.1.2.7, for student i in student nonresponse cell h .

The HSTS 2000 linked sample weight used in the student nonresponse procedure reflected the linked student base weight and all school- and student-level weighting adjustments prior to this adjustment.

Each respondent in a nonresponse cell received a nonresponse adjustment factor, as calculated above, corresponding to that cell. Ineligible students received a nonresponse adjustment factor of 1.0.

Table 27 presents the distribution of the student nonresponse adjustment factors for the linked samples. These adjustment factors were calculated for 6,965 HSTS 2000 sampled students who took the NAEP 2000 mathematics assessment and 8,486 HSTS 2000 sampled students who took the NAEP 2000 science assessment.

Table 27. Distribution of student nonresponse adjustments by assessment: 2000

Distribution	Student nonresponse adjustment factors	
	Mathematics	Science
Minimum	1.0113	1.0278
10 th percentile	1.0572	1.0672
25 th percentile	1.0977	1.1295
50 th percentile (median)	1.2209	1.2427
75 th percentile	1.3809	1.3856
90 th percentile	1.5507	1.5840
Maximum	1.9427	1.8559
Mean	1.2686	1.2851

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2.9 Student Trimming Adjustment

The student trimming procedure used for the HSTS 2000 sample weights, as described in section 6.1.1.8, was also used for the HSTS NAEP 2000 linked weights. Separately by assessment subject, student weights (through the student nonresponse adjustment) were trimmed if their school contributed more than a specified proportion to the variance on the estimated number of students within a given domain. The domains were NAEP region for public schools and Catholic/non-Catholic for nonpublic schools. School-level estimates of students were calculated by summing the weights of students (i.e., graduates and nongraduates) in the school.

For the mathematics-linked samples, students from two public schools had their weights trimmed. There was one school from the Southeast region where all 55 students received a trimming factor of 0.93780. At another school from the West NAEP region, all 52 students received a trimming factor of 0.93679. For the science-linked samples, there was one public school from the West region that required trimming. All 68 students in this school received a trimming factor of 0.80330.

6.1.2.10 Poststratification Adjustment

The poststratification adjustment procedure described in section 6.1.1.9 was applied to each of the four sets of linked weights separately, using the same poststratification cell definitions, population

control totals,¹² and factor calculations. Table 28 shows the poststratification adjustment factors for each of the four linked HSTS 2000 samples.

Table 28. Poststratification adjustments for the linked samples: 2000

Post-stratification cell	Race/ethnicity	Census region	Age group	Poststratification adjustment factors			
				Mathematics		Science	
				R2 sample	R3 sample	R2 sample	R3 sample
1	Blacks	All	≤ 17	1.2684	1.2397	1.2449	1.2540
2	Hispanics	All	≤ 17	0.9463	0.9496	0.9741	0.9877
3	Other race	All	≤ 17	0.8856	0.8355	0.8087	0.7844
4	Non-Hispanic Whites	Northeast	≤ 17	1.0519	1.0784	1.1172	1.1531
5	Non-Hispanic Whites	Midwest	≤ 17	1.2916	1.2947	1.2413	1.2316
6	Non-Hispanic Whites	South	≤ 17	1.1641	1.1879	1.2001	1.2414
7	Non-Hispanic Whites	West	≤ 17	1.6608	1.6923	1.7195	1.7405

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.1.2.11 Final HSTS NAEP-Linked Weights

Final HSTS NAEP-linked sampling weights were assigned to all students in the HSTS 2000 study for whom usable transcripts were received and who were assessed (or excluded) in the given NAEP 2000 subject. The weights were computed for each linked sample as follows:

$$FSTUWT = \frac{STU_BWT \times SCH_TRIM \times SCH_NRAF \times SUBADJ \times YRRND_FC \times STU_NRAF \times STU_TRIM \times RPTPS_AD}{STU_NRAF \times STU_TRIM \times RPTPS_AD} \quad (6.23)$$

where

- STU_BWT = NAEP-linked student base weight (as defined in section 6.1.2.2);
- SCH_TRIM = School trimming adjustment factor (as defined in section 6.1.2.4);
- SCH_NRAF = School nonresponse adjustment factor (as defined in section 6.1.2.5);
- $SUBADJ$ = School substitution adjustment factor (as defined in section 6.1.2.6);
- $YRRND_FC$ = Year-round school adjustment factor (as defined in section 6.1.2.7);
- STU_NRAF = Student nonresponse adjustment factor (as defined in section 6.1.2.8);

¹² See table 19 in section 6.1.1.9 for the control totals for each poststratification cell.

- *STU_TRIM* = Student trimming adjustment factor (as defined in section 6.1.2.9); and
- *RPTPS_AD* = Poststratification factor (as defined in section 6.1.2.10).

The distributions of the final student weights for four HSTS 2000 linked samples are given in table 29. The tables include the count of eligible participating students (i.e., graduates with usable transcripts and who participated in a given NAEP 2000 assessment), the total sum of the weights over all of these students, the minimum and maximum 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 29. Distribution of final HSTS student weights for the linked samples: 2000

Sample distribution	Mathematics		Science	
	R2 reporting sample	R3 reporting sample	R2 reporting sample	R3 reporting sample
Number of graduates with transcripts and assessed in NAEP	6,368	6,411	7,809	7,788
HSTS linked sample weights				
Total	2,988,332	2,989,001	2,971,480	2,981,026
Minimum	98.8085	87.2417	74.3464	64.2954
25 th percentile	259.3462	253.4739	200.9414	202.4979
50 th percentile (median)	379.4223	378.1300	304.0154	306.9963
75 th percentile	588.3433	590.6721	503.6585	510.1675
Maximum	4397.2223	4480.4415	1912.8578	2782.1919
Mean	469.2733	466.2301	380.5199	382.7716
Coefficient of Variation	64.51	64.93	62.14	63.55

NOTE: The coefficient of variation measures the spread of a set of data as a proportion of its mean. This percentage is the ratio of the sample standard deviation to the sample mean.

SOURCE: U.S. Department of Education, Institute of Education Statistics, National Center for Education Statistics, High School Transcript Study, 2000.

6.2 Variance Estimation

Student estimates based on the HSTS 2000 are subject to sampling error because they are derived from a sample, rather than from the whole population. The variance is a measure of sampling error and, for the most part, determines the reliability of an estimate. Sampling variance indicates how

much a population estimate for a given statistic is likely to change if it had been based on another equivalent sample of individuals drawn in exactly the same manner as the achieved sample.

Since the HSTS 2000 used a complex sample design with several stages of sampling, unequal selection probabilities, and complex weighting procedures, use of standard textbook formulas or standard routines in software packages such as SAS and SPSS generally underestimates the true variance of survey estimates and should not be used. Replicate weights have been provided for each set of sample weights to allow users to compute variances for HSTS 2000 estimates. Use of replicates to calculate variances is generally known as replication. The particular method used for HSTS 2000 was the stratified jackknife assuming two PSUs per stratum (Krewski and Rao 1981), the same method used for the main NAEP 2000.

6.2.1 Jackknife (JK2) Replication Method

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 the 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 stratified jackknife replication method used for HSTS 2000, known also as the JK2 replication method, assumes that the population of PSUs, the first stage units, is grouped in L variance strata with two PSUs (or variance units) selected from each stratum. In general, a replicate estimate is formed by randomly selecting one variance unit in a variance stratum. The weight of the selected variance unit is doubled, the weight of the nonselected variance unit is multiplied by zero, and the weights for the variance units in the remaining variance strata are not modified. This process is repeated for each variance stratum. If there are L variance strata, then L replicates are created.

The JK2 replication method, as well as any of the other replication methods, is implemented by using replicate weights. Each replicate weight corresponds to a given replicate. The estimated sampling variance of some statistic t is calculated by taking the sum of M squared differences (where M is the number of replicate weights developed):

$$\hat{Var}(t) = \sum_{i=1}^M (t_i - t)^2 \quad (6.24)$$

where t_i denotes the statistic of interest obtained using the i^{th} set of replicate weights and t denotes the statistic obtained using the set of full sample weights.

6.2.2 Calculating Replicate Weights

Replicate weights for a given HSTS 2000 sample were created by generating random samples of the original sample. In all, 62 replicate weights were created on each student record in an HSTS 2000 data set. Thirty-six replicates were designed to reflect the variance contribution arising from sampling PSUs (generally known as between-PSU variance). The remaining 26 replicates were designed to reflect the variance contribution arising from sampling schools within the 22 certainty PSUs (generally known as within-PSU variance). This variance replication scheme was the same one traditionally used for the national main NAEP 2000 assessment samples.

The creation of the 36 variance strata for the noncertainty PSUs involved pairing noncertainty PSUs in a manner that models a two PSU per stratum design in which PSUs are drawn with replacement. The HSTS 2000 samples used the main NAEP 2000 pairings, where PSUs were paired based on similar stratum characteristics. The 36 pairs of PSUs were formed by putting together PSUs from adjacent strata within NAEP region and metro status. Adjacent strata had similar socioeconomic characteristics such as proportion minority population, population change since 1980, per capita income, civilian unemployment rate, educational attainment, and unemployment rate. Each PSU in a pair was randomly assigned to one of two different variance units (1 or 2). Each PSU pairing was referred to as a variance stratum, and each PSU in a variance stratum was referred to as a variance unit.

The procedure for creating the 26 variance strata for the certainty PSUs was analogous but somewhat more complex. The first stage units in certainty PSUs were schools, and so schools were paired to form variance strata under the JK2 model. For the 22 certainty PSUs in each HSTS 2000 sample, schools were listed in order of selection, and successive schools were paired within certainty PSUs. If there were an odd number of schools within a certainty PSU, the last three schools were grouped into a triple. Each school grouping was referred to as an initial variance stratum. Each school in a pair (or triple) was randomly assigned to 1 of 2 (3) different variance units (1, 2, or (3)). Since the number of initial

variance strata greatly exceeded the desired number of variance strata (26), the initial strata were systematically assigned to 26 “combined” variance strata.¹³ To distinguish between the two types of variance components, the 26 variance strata for the certainty PSUs were labeled 1 through 26, and the 36 variance strata for the noncertainty PSUs were labeled 27 through 62.

Replicate student base weights ($i = 1-62$) for a student assigned to variance stratum with two first-stage sampling units were calculated as below. STU_BWT was the student base weight for a given HSTS 2000 sample, as described in section 6.1, which reflected the various stages of selection.

$$STU_BWT_{rep_i} = \begin{cases} 0 & \text{if student is in variance unit 1 of variance stratum } i \\ 2 \times STU_BWT & \text{if student is in variance unit 2 of variance stratum } i \\ STU_BWT & \text{if the student is not in variance stratum } i \end{cases} \quad (6.25)$$

When a stratum contained three first-stage sampling units, students in the stratum had their weights adjusted for two sets of replicates. Replicate student base weights ($i = 1-62$) for a student assigned to variance stratum with 3 first-stage units were calculated as follows:

$$STU_BWT_{rep_i} = \begin{cases} 0 & \text{if student is in variance unit 1 of variance stratum } i \\ 1.5 \times STU_BWT & \text{if student is in variance unit 2 or 3 of variance stratum } i \\ STU_BWT & \text{if the student is not in variance stratum } i \end{cases} \quad (6.26)$$

The final replicate weights for a given HSTS 2000 data set were calculated by applying the same weighting adjustment procedures described in section 6.1 to each set of replicate base weights. By applying the weighting procedures on each set of replicate base weights, variance estimates reflected intended effects of the weighting adjustments.

¹³ Initial variance strata comprising 3 schools were assigned 2 variance strata so that 2 replicates are created for each of these strata. This is one common approach to handle 3 PSUs per stratum.

7. GUIDE TO THE DATA FILES AND CODEBOOKS

This chapter describes the content and organization of the 2000 High School Transcript Study (HSTS) data files and codebooks. It also details the process for obtaining the data files.

7.1 Restricted-Use Data Files

All NAEP files, including the NAEP HSTS 2000 data files, are only available to users as restricted-use data files. Restricted-use data files contain school and student variables that cannot be released to the public, but are made available to educational researchers. By federal law, the schools and students that participated in HSTS 2000 are to remain confidential. The HSTS 2000 data files cannot contain any information that directly identifies a school or student, such as school name, school address, or student name.

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 an organization does not already have a restricted data license, it is necessary to obtain a copy of the “Restricted-Use Data Procedures Manual.” There is a four-page checklist in this document that details the steps involved in obtaining a license. The manual may be viewed and downloaded from the NCES web site at <http://nces.ed.gov/statprog/rudman>, or a copy may be requested from the following contact individual:

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

If your organization already has a restricted data license, you may need only to have it amended to add datasets or name of individuals as authorized users of the data. Note that, in college or university settings, 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 NCES Data Security Office, formally requesting the data. The mailing address of the Data Security Office is:

NCES Data Security Office
Department of Education/NCES/ODC/SSP
1990 K Street NW
Room 9061
Washington, DC 20006-5574

Please include the following information in your request:

- The name of the data set(s) you want to use;
- The purpose for the loan of the data;
- The length of time you will need the data;
- The computer security plan you will follow;
- The list of authorized users;
- An affidavit of nondisclosure for each person, promising to keep the data completely confidential; and
- If you are amending a license, the license number you want to amend.

7.2 Content and Organization of the Data Files

Data from the 2000 High School Transcript Study were organized into 11 data files encompassing the different levels of information:

- Course Offerings File;
- Master CSSC File;
- School File;
- SD/LEP Questionnaire File;
- Student File;
- Transcript File;
- Tests and Honors File;
- Linked Weights File—Mathematics (R2);

- Linked Weights File—Mathematics (R3);
- Linked Weights File—Science (R2); and
- Linked Weights File—Science (R3).

In addition, there are two NAEP files: NAEP 2000 Mathematics Data File, and NAEP 2000 Science Data File. These files provide information on students' testing participation in the NAEP Mathematics and Science assessments.

Except for the Master CSSC File (which is not related to individual schools or students), all files can be linked by primary sampling unit (PSU) and school identifiers. The SD/LEP Questionnaire, Student, Transcript, Tests and Honors, and Linked Weights Files can be linked by student identifiers; and the Master CSSC File can be linked to either the Course Offerings or the Transcript File by CSSC number.

To identify a specific school, the PSU and school IDs must be used in combination. Each school had a unique PSU/school ID combination. All student IDs were unique. For students in the 248 schools that were fully linked to NAEP, student IDs matched their 10-digit NAEP booklet numbers. All other students were assigned 10-digit IDs beginning with 990.

Weights, developed using the procedures described in chapter 6, are contained in the Student File and the four Linked Weights Files. The final student weight (FINSTUWT) is given in the Student File, and a final usable linked weight (FINLNKWT) is provided in each of the four Linked Weights Files. All HSTS 2000 data analyses can be weighted up to national 12th-grade student totals. The final student weight should be used in analyses involving only high school transcript data. The weights in the Linked Weights File should be used in analyses involving both transcript data and data obtained from the NAEP 2000 data files.

7.3 Course Offerings File

The Course Offerings File contains one record for each course listed in the school's course catalog or appearing on a student's transcript as a nontransfer course taken at that school. Organized by school, each of the file's 68,238 records contains the following information:

- PSU,
- school ID,
- course title,
- course CSSC code,
- special education flag,
- the source of the catalog (e.g., generated from transcripts or from a school-provided catalog),
- the catalog type (whether the catalog is a district-level catalog, a school catalog, or a list of courses generated by the school),
- the location of the course (including various off-campus locations);
- the language of instruction;
- whether it was a remedial or below grade-level course;
- whether it was an honors-level course; and
- whether it was part of an instructional sequence.

The combination course flag (i.e., the course is composed of more than one part, requiring more than one CSSC code for accurate description) was dropped from the HSTS 2000 Course Offerings file. The flag was of no value since courses could be properly assigned to a single CSSC code. 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 school-level course catalogs, as well as any nontransfer courses listed on the transcripts not otherwise appearing in the catalogs. It should be noted that schools may not offer all courses that are in their catalogs. For example, in a high school with grades 10 through 12 whose students all take 9th grade courses in junior high, the 9th-grade courses were not treated as transfer courses, but appeared as if they were offered by the high school. This treatment provided a more balanced picture of the courses available to students in 4 years of high school than would be provided by treating such courses as transfer courses. For the 31 schools from which no catalog was received, the list of unique course titles appearing on the sampled transcripts was the only available source of course offering entries.

7.4 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. The CSSC is a modification of the Classification of Instructional Programs (CIP) that is used for classifying college courses. Each course that appears on a student transcript is assigned a unique six-digit code based on the course content and level. Course catalogs and other materials from the participating schools are used to determine the content and level of courses at each school. The system is adaptable so that new or revised courses are easily incorporated. There are 2,268 records in the file, 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, 1994 and 1998 studies. Appendix C contains more information about the CSSC codes.

Two new CSSC codes were added for the HSTS 2000, one in science and one in computer-related studies. These codes were added when courses were encountered on the transcripts that were clearly different from codes already contained in the master CSSC list. Since there were no new subject areas identified in the HSTS 2000, no new 2-digit or 4-digit categories were added. Five duplicate and unused codes were dropped in 2000.

The Master CSSC File is organized by the CSSC code and contains four variables: the CSSC course code, the special education flag, the standard course title, and the sequence flag. The 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, and the special education flag was set to 0 or 2.¹⁴ Any course not so limited had the special education flag set to 1.

Consistent with the 1990, 1994 and 1998 transcript studies, all CSSC entries in the HSTS 2000 were coded with a sequence flag. A zero value for the sequence flag indicated that the course was not part of an instructional sequence. A one indicated that the course was the first course in an instructional sequence, and a 2 indicated that the course as an advanced course in an instructional sequence (i.e., not the initial course in the sequence).

¹⁴ 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.

7.5 School File

The School File contains one record for each of the 277 participating schools. Sorted by PSU and school ID, the file includes school variables gathered during the transcript study, as well as the school's responses to the NAEP School Questionnaire. Schools that did not participate in NAEP were also asked to fill in the NAEP School Questionnaire. A copy of the questionnaire is in appendix B.

Because the HSTS 2000 school sample was a subsample of the original NAEP 2000, each HSTS 2000 participating school had assigned a three-digit Primary Sampling Unit ID and a three-digit NAEP School ID. To form the HSTS School ID, an additional digit was added to the NAEP School ID to indicate the school type (public or nonpublic) and sampling status. When concatenated together, each HSTS school had a unique seven-digit ID.

Changes were made in the composition of the School File for HSTS 2000. In previous studies, the Quality Education Data¹⁵ national school database supplied information on the number of teachers (NUMTEACH) and student enrollment (ENROLL) variables. For the HSTS 2000, the 1997-98 Common Core of Data (CCD) public school database and the 1997-1998 Private School Universe Survey provided data for these variables. There were also some changes made in the NAEP School Questionnaires that are reflected in the School files of various transcript studies, including HSTS 2000.

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. In addition, there were seven students who were not linked to NAEP that had SD/LEP information. The SD/LEP Questionnaire File contains one record each for 2,561 students. The file is sorted by PSU, school, and student ID, and contains data from the completed questionnaires.

¹⁵ 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. The 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.

7.7 Student File

The Student File contains one record for each of the 23,522 high school 12th-grade students who were identified for the HSTS 2000. The file is sorted by the PSU, School ID, and Student ID variables. Each record in the file contains demographic information, sampling information, student weights, and replicate weights for variance estimation. The file also contains a series of derived variables, including summaries of the student's coursetaking record by major educational topic, as taken from the student's transcript data. Because 2,513 transcripts were not received, only 21,009 students have full transcript information on their student records.

In NAEP-linked schools (i.e., schools that participated in and retained their link to the NAEP 2000 assessment), each student received a unique 10-digit booklet ID. This booklet ID became the HSTS 2000 Student ID. A different procedure was required for schools that either did not retain their materials that linked selected students to their specific NAEP IDs or did not participate in NAEP 2000. In those schools, a new sample of students was selected. Those students were assigned ID numbers that started with 9900000001 and continued sequentially to 9900000800. While this procedure ensured unique student ID numbers, for purposes of identifying HSTS 2000 students across all files, students are identified by the combination of PSU, school ID, and student ID variables.

The file also contains a flag indicating whether or not the student was disabled (HCFLAG) and a condition variable indicating the specific nature of the disability when applicable (HCTYPE).¹⁶ The Student Disability Description variable (HCTYPE) in the HSTS 2000 Student File contains different categories than the similar variable in the HSTS 1998 file. Because no category was defined for "Not Disabled," the format of the HSTS 2000 Student Disability Description variable completely differs from the previous format. In addition, new disability categories exist in the 2000 file, namely categories 09 (Autism), 10 (Developmental Delay), 11 (Other Health Impaired), and 88 (Not Reported).

The weights included on the Student File are for all HSTS 2000 students, covering both students that could be linked to the NAEP assessment and those students that could not be linked. Analyses of 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

¹⁶ The values of the disabling condition code are 00 = Multidisabled, 01 = Learning Disabled, 02 = Hearing Impaired, 03 = Visual Impaired, 04 = Speech Impaired, 05 = Mental Retardation, 06 = Emotional Disturbance, 07 = Orthopedic Impaired, 08 = Traumatic Brain Injury, 09 = Autism, 10 = Developmental Delay, 11 = Other Health Impaired, 12 = Other, 88 = Not Reported, 99 = Not Collected.

contained in the appropriate Linked Weights Files. The final student weight for each student is the variable FINSTUWT, while the replicate weights used for variance estimation are REPWT1 – REPWT62. Note that 231 students for whom no transcripts were obtained had final student weights (FINSTUWT) of zero. Only transcripts fully documenting at least 3 years of high school received positive weights.

7.8 Transcript File

The Transcript File contains one record for each course appearing on the sampled students' transcripts. It is an extremely large file, containing 995,035 records. Courses are uniquely identified by PSU, school, student ID, and course sequence number (within students), and the Transcript File records are sorted by those variables. Each course record includes the following variables:

- grade level when taken,
- school year when taken,
- course title,
- grade received (original and standardized),
- credit received (original and standardized),
- course CSSC code,
- whether the course was taught off campus,
- whether the course was taught in a language other than English,
- whether the course was remedial or below grade level, and
- whether the course was an honors course.

7.9 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, 5,587 (23.75%) transcripts contained either

standardized test scores or notations regarding honors and awards that students received. 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 in the Test and Honors File are identified by the combination of PSU, school, and student ID variables. The file is sorted by these identifier variables. Each test or honor entry on a transcript is identified with a unique sequence number. The combination of PSU, school, student ID, and test/honor sequence number allows for a unique ID for each test or honor within the 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), and a 40-character description of the honor or the test.

Test scores were provided for most tests. It was not always possible to give meaningful entries for some test scores (e.g., some schools reported Standard Reading and Writing Assessment (SRA) tests with percentiles while other schools reported scaled scores). The subtests which are reported also varied tremendously. Nevertheless, complete scores are provided for the Preliminary Scholastic Aptitude Test (PSAT) math and verbal subtests, the Scholastic Aptitude Test (SAT) math and verbal subtests, and the American College Test (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 19,381 records (18,371 standardized tests and 1,010 honors).

7.10 Linked Weights Files

The four Linked Weights Files contain the set of weights needed to perform analyses on the subset of HSTS 2000 students fully linked to the NAEP 2000 assessment. Because different sets of schools were eligible to participate in the NAEP and HSTS studies, and because different sets of schools chose to participate in each study, different school-level nonresponse adjustments were used when constructing student weights. For similar reasons, different student-level nonresponse adjustments need to be used when constructing student weights. Furthermore, since the national main NAEP 2000 study consisted of two parallel sets of assessments (Mathematics and Science), separate sets of weights need to be used for each assessment. Within these two assessments, SD/LEP students in the sample are handled two ways—included students and excluded students—based upon whether or not accommodations was provided. A separate set of weights is provided for students based upon their inclusion status from the NAEP assessments on the basis of a disability or limited English proficiency.

The linked weights are to be used whenever the analysis uses NAEP data. The linked weights are created to analyze each NAEP subject separately, with or without accommodations. On the other hand, the nonlinked weights on the Student File are used when analyzing transcript data only (i.e., without regard to NAEP data). One difference between the processes for creating linked and nonlinked 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 nonlinked weights are adjusted to account for nonrespondents, where nonrespondents are eligible students with incomplete transcripts.

When combined, the four Linked Weights Files contain one record for each of the 22,010 graduates who had NAEP booklet numbers. As in the Student File, students are identified by the combination of PSU, school, and student ID variables. The files are sorted by these identifier variables. The first digit of the student ID identifies the assessment in which the student participated. A value of 1 indicates a mathematics assessment, whereas a value of 2 indicates a science assessment.¹⁷ For ease of use, these files also contain the demographic variables included on the Student File. The final usable linked weight variable is FINLNKWT.

7.11 NAEP Mathematics and Science Data Files

There are two NAEP data files—the 2000 NAEP Mathematics Data File and the 2000 NAEP Science Data File—which contain proficiency scores for each year 2000 graduate who participated in a NAEP assessment in a school that was fully linked to the HSTS 2000. The NAEP proficiency scores, otherwise known as plausible values, are not merged directly from the NAEP files to the transcript files. The scores are first adapted to the transcript data prior to merging them to the transcript files.

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.¹⁸ The conditioning process has the effect of increasing the bias when analyses are made between NAEP scores and variables not in the conditioning set. To make the

¹⁷ 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 nonlinked students—that is, students in schools for whom a sample was drawn in the field for the transcript study.

¹⁸ See the forthcoming online NAEP 2000 Technical Report for a detailed discussion of conditioning.

transcript data as usable as possible, a number of transcript study variables were selected to be used in 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
- REGION Census Region
- STUB0100 - STUB1600 These “stub” variables represent the number of credits students received in various subject areas. These are defined in detail in appendix C.
- STUB2001 - STUB 2005 New Basics Curriculum categories. These variables represent variants of academically oriented course-taking patterns recommended in the *Nation at Risk* report. They are defined in detail in appendix C.

All the variables normally used for conditioning of the NAEP scores were also considered in this conditioning process. Thus, all the variables in the transcript study’s Student File can be safely used in analyses involving NAEP scores. Because the variables listed above were also included in the conditioning of NAEP scores for the transcript study, the NAEP scores reported in the HSTS files are slightly different from those scores contained in the records for the same students distributed solely as NAEP data. The overall national scores from the two studies are nearly identical.

As discussed in chapter 3, since fewer schools and students participated in both NAEP and HSTS than in either study alone, a different set of nonresponse adjustments applies to analyses using variables from both studies than for analyses confined to a single study. The weights in the Linked Weights File, rather than the weights contained in the Student File, should be used in analyses comparing the NAEP data to the transcript data. Note that if a complete transcript for a student was not available, his or her weight was set to zero in the Linked Weights File.

The PSU, school, and student IDs in the NAEP data files have the same structure as the corresponding variables in other transcript study files. If the need arises to match transcript study records with records obtained from NAEP files obtained from other sources, be aware of the following differences in naming conventions as shown in table 30.

Table 30. HSTS and NAEP variable naming conventions: 2000

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	4 ¹	SCH	3
STUDENT	10	BOOK	3
		BKSER	6
		CHKDIG	1

¹ The School ID is a 3-digit ID to which a fourth control digit is added. It represents the type of school (public vs. nonpublic) and sampling status (original vs. substitute). For the purpose of uniquely identifying a school and matching it to the NAEP School ID, this digit can be dropped. The values of the fourth control digit are 0=Public Original, 1=Catholic Original, 2=Other Nonpublic Original, 3=Public Substitute, 4=Catholic Substitute, and 5=Other Nonpublic Substitute.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

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).

Table 31 summarizes the number of records in each NAEP data file and the corresponding number of nonzero weights in the Linked Weights Files.

Table 31. Comparison of records and nonzero weights in the HSTS Linked Weights Files: 2000

NAEP data file	Number of records	Number of nonzero weights
Mathematics R2	8,941	7,250
Science R2	11,120	8,919
Mathematics R3	8,998	7,294
Science R3	11,136	8,887

NOTE: The R2 reporting sample contains non-accommodated students, while the R3 reporting sample consists of accommodated students.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, High School Transcript Study, 2000.

7.12 Research Issues

This section discusses issues that concern researchers who wish to conduct their own analyses of High School Transcript Study (HSTS) data. In conjunction with the NAEP studies, the transcript studies provide snapshots of high school students' coursetaking patterns from the 1980s through 2000. The HSTS data files contain a wealth of education-based information for researchers to use to inform issues related to coursetaking, access to courses, and achievement. Issues addressed in this section reflect various stages of the research process, including NAEP and HSTS data background information, comparability among previous HSTS studies, recommended areas of data analysis, and approaches and procedures to use in conducting research.

7.12.1 Background Data Collected via NAEP

The design of the NAEP studies does not allow it to report on the performance of individual students. It rather assesses specific populations of in-school students or subgroups of these students, reporting on their performance in selected academic areas. The NAEP results are derived from samples of the study's student populations of interest. NAEP data include students from both public and nonpublic schools. NAEP policy states that, if any doubt exists about a student's ability to participate, the student should be included in the assessment. Beginning with the 1996 assessments, NAEP has allowed more accommodations for SD/LEP students.

In addition to assessing achievement and cognitive abilities in various subject areas, NAEP collects information from selected students, teachers, and principals on a variety of contextual background variables. These variables describe student, teacher, and school characteristics, as well as instructional practices and curricula. When developing the questionnaires used to gather this information, NAEP ensures that the questions do not infringe on respondents' privacy, that they are grounded in research, and that the answers can provide information relevant to the subject being assessed.

Four NAEP questionnaires provide the contextual background variables:

- student questionnaires (with background items and subject specific items);
- teacher questionnaires;

- school questionnaires; and
- students with disabilities/limited English proficiency (SD/LEP) questionnaires.

These questionnaires appear in one of two formats. The student questionnaires appear as separately timed blocks of questions in the assessment booklets. The teacher, school, and SD/LEP questionnaires are printed as separate booklets.

The student questionnaire asks students about their demographic characteristics and experience in the NAEP assessment subjects. Demographic characteristics include race/ethnicity, parental education level, educational resources in the home, and school attendance. Assessment subject experience variables include likes and dislikes, how the subject is studied, and advanced coursetaking.

The NAEP teacher questionnaire gathers background information on teachers and their relevant classroom practices. Teachers are asked about their educational background, training related to the NAEP assessment subjects, and the styles they use to teach those subjects.

The school questionnaire asks about school characteristics. Demographic information collected by the school questionnaire includes the length of the school day and year, school enrollment, absenteeism, dropout rates, size and composition of the teaching staff, tracking policies, curricula, testing practices, and school-wide programs and problems. This questionnaire also collects information about the availability of resources, policies for parental involvement, and participation in federal programs. The principal or another school official completes this questionnaire.

The SD/LEP questionnaires are completed for students by their teachers. For HSTS 2000, questionnaires were completed for SD/LEP students who were selected for participation in NAEP 2000, as well as those students from schools that did not participate in NAEP. SD/LEP students included individuals classified as students with disabilities (SD), limited English proficiency (LEP), educated under Individual Education Plans (IEPs) or with an equivalent classification. The SD/LEP questionnaire gathered information about the student's disability classification. For a student classified as SD, the questionnaire requested information about the student's functional grade level, mainstreaming, and special education programs. For a student classified as LEP, the questionnaire asked about the student's native language, time spent in special education and language programs, and his/her level of English language proficiency.

7.12.2 HSTS Analysis Overview

The HSTS sample comes from a subsample of schools and students included in the corresponding NAEP sample. This subsample allows the linking of NAEP and HSTS data for schools that participated in both studies. Note that not all HSTS school and student records have corresponding NAEP data. Some schools did not participate in the NAEP assessments but yet took part in the transcript study. Other schools participated in the NAEP assessments, but the materials used to link a student to his/her specific NAEP ID were lost.

The HSTS are student-based studies. Weights included on both the student and linked weights files reflect national student totals. Linked weights were created to provide the national student totals of HSTS 2000 students who have NAEP scores, while the student weights provide the national student totals of all students who had transcripts, regardless of whether they had participated in the NAEP. **Although the HSTS includes school and state information, these data must not be used for either school-level or state-level analysis.** Combining the weights of student records within a school or state will not accurately reflect the number of high school graduates from that school or state. Analyses may be conducted with student data at the Census region level, as the sum of weights reflects the number of high school graduates within those Census regions.

Although the HSTS 2000 is a component of the NAEP 2000, most of the data from these studies are maintained and provided as separate studies, while some of the data from the two studies are shared. The NAEP 2000 school and SD/LEP questionnaire data are also included with HSTS 2000 school and SD/LEP files. Data from the NAEP student and teacher questionnaires, however, are not in the HSTS data files. If a researcher has access to both HSTS and NAEP data files, then the contextual background variables on the NAEP student and teacher questionnaires can be linked to the HSTS students. The HSTS data files use the same identification codes to identify schools and students as do the NAEP assessment files, making linking between the two sets of files possible.

7.12.3 HSTS 2000 Tabulations

The forthcoming HSTS 2000 tabulations, *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates*, provide a detailed description of the coursetaking patterns of high

school graduates in 2000. The tables also provide, where possible, comparable details from the 1982 High School and Beyond (HS&B) study and the HSTS studies in 1987, 1990, 1994, and 1998, showing changes that have taken place in graduates' coursetaking patterns since 1982. Additional data tables indicate the relationship between coursetaking patterns and student achievement in mathematics and science, the subjects assessed in NAEP 2000.

For the HSTS 2000, an attempt was made to collect high school transcripts from the 23,440 sampled students expected to graduate from high school in 2000. The HSTS 2000 tabulations represented students with complete transcripts. Students whose transcripts did not include course-by-course data for at least 3 full years of high school were excluded. To be consistent with other published analyses, the following rules were adopted 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. Certificates of completion indicate that a student completed the necessary school requirements for graduation, but failed to successfully complete a required state graduation exam.
3. Students with disabilities who received regular or honors diplomas (i.e., those who were not screened out by rule 2) were included.
4. Students with fewer than 16 Carnegie Units were excluded. A Carnegie Unit was a factor used to standardize all credits indicated on transcripts across the study. The Carnegie Unit is defined as the number of credits a student received for a course taken every day, one period per day, for a full school year.
5. Students with zero English credits were excluded.

The HS&B 1982, HSTS 1987, and HSTS 1990 studies initially excluded students who earned more than 32 Carnegie units. The reason given for this exclusion was that the schools these students attended must have shorter class periods than normal schools and use of their data would inflate the estimates. An examination of such schools in the HSTS 1994 study found this reasoning to be incorrect. A majority of these schools were religious private schools, which required stringent graduation requirements and larger courseloads. Starting with the 1994 HSTS study, students with more than 32 Carnegie units were not excluded. Additionally, this exclusion criterion was dropped when the HS&B 1982, HSTS 1987, and HSTS 1990 studies were recoded as part of the HSTS 1994 study.

As previously stated, students whose transcripts did not include course-by-course data for at least 3 full years of high school were excluded from the tabulations. In a few cases, it was determined that a student had not actually graduated and the Exit Status was revised accordingly. It was also found that some students had earned more credits than were required to graduate. These students often 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.

Among students with transfer courses, it was determined that, although a student had fewer credits than were required to graduate, the transcript had all the other attributes of a graduated senior. These attributes included student exit status, graduation date, grade point average, and class standing. Credits from transfer schools may not have been recorded on the transcript, or the transferred credits have a different credit assignment than the school of graduation. In these cases, if a careful review of the transcript and the data files showed no data entry or coding errors, and the lack of credits resulted from missing or improperly converted Carnegie credits for the transfer courses, the record was updated. An additional transcript record with undifferentiated credit was added, or the existing transfer credit records were modified to assign the actual number of credits the student had taken.

In summary, for a transcript to be included in the tabulations, it had to meet three requirements: (1) the student graduated with either a Standard Diploma or an Honors Diploma, (2) the student's transcript contained 16 or more Carnegie credits worth of courses, and (3) the student's transcript contained more than 0 Carnegie credits worth of English courses. These tabulations restrictions reduced the number of 2000 graduates represented in the tables to 20,272. These students attended 276 of the 277 schools that had previously been sampled for NAEP 2000.

7.12.4 Areas of HSTS Data Analysis

Data collected by the HSTS offers researchers a unique glance into student coursetaking patterns from one study year to the next. Before analyzing the HSTS data, however, researchers should check whether or not the analysis has already been performed. Many analyses and comparisons have been conducted and can be found in the following reports. The two HSTS 2000 publications listed below contain common educational-related data analyses performed on all six HSTS data sets. It should be noted that, although the NELS:88 transcript data have not been included in the NAEP HSTS reports, they may be used by researchers for the 1992 data point.

The first publication, *The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000*, is a printed report available from the National Center for Education Statistics via the web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004455>) and EDPUBS. This report analyzes the changes in course credits earned and grade point averages achieved by high school graduates from HSTS 1990 to HSTS 2000. It also looks at correlation values between the NAEP 2000 mathematics and science assessment scores with various student coursetaking variables.

The second publication, *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates*, is an upcoming online publication to be available on the NCES NAEP web site. It details the number of credits earned by high school graduates in various school subject fields and by various school and student characteristics, including gender, race/ethnicity, academic track, type of locale, school type (public/nonpublic), and region of the country. It also contains tables covering graduation requirements, grade point averages, and NAEP 2000 mathematics and science assessment scores.

Both publications focused on high school graduates for their data analyses. To maximize the probability that the data analyses included only detailed high school graduates' transcripts, restrictions were placed on which HSTS student records were included. Only students who graduated with a standard or honors diploma, earned at least 16 Carnegie credits of courses, and earned more than zero Carnegie credits in English courses were used for the analyses. (Note that the HS&B 1982 student data did not contain a graduation status field, so the diploma restrictions were not used for the analyses.) Not all HSTS analyses, however, need to restrict the HSTS data accordingly. Researchers who wish to look at all high school seniors' results, including those students who did not graduate, can run their analyses using all HSTS student records.

The HSTS 2000 data sets offer new possibilities for data analyses that previous HSTS data sets could not offer. One can examine course credits earned and grade point average of high school graduates as defined by two measures of poverty, free/reduced school lunch status and Chapter 1 Title 1 status. Researchers can analyze relationships between the mean NAEP mathematics and science assessment scores by whether or not students took selected mathematics or science courses. Incorporating the HSTS 2000 data sets with the previous HSTS data sets, researchers can track courses by grade level across the transcript studies to determine whether course curricula have changed in the past two decades. Linking the HSTS files with the corresponding NAEP student questionnaires provides new educational-

related variables for data analysis, including parents' education levels, computer usage at home and school, and time spent on homework.

7.12.5 HSTS 2000 Research Approaches and Procedures

Course Codes. High school courses across the country vary by content and level, even when the course title is similar. Therefore, to compare transcripts from different schools and to ensure that each course is uniquely identified, a common course coding system, the Classification of Secondary School Courses, was employed. The CSSC is a modification of the Classification of Instructional Programs (CIP) that is used for classifying college courses. Each course that appears on a student transcript is assigned a unique six-digit code based on the course content and level. The CSSC contains 2,268 course codes. The system is adaptable so that new or revised courses are easily incorporated. Course catalogs and other materials from the participating schools are used to determine the content and level of courses at each school.

For analysis and data presentation purposes, the CSSC uses an outline similar to the Secondary School Taxonomy (SST) to group courses into larger and more useful categories called stubs, such as the English, mathematics, and science stubs. More detailed stubs are sometimes used, for example, to report findings on advanced courses such as Advanced Placement (AP) and International Baccalaureate (IB) courses. As with the previous HSTS data sets, the HSTS 2000 student data file contains the number of Carnegie credits earned by the student in each stub.

All of the courses in each of the transcript studies were coded using the CSSC. Therefore, the coursetaking patterns of the 1982, 1987, 1990, 1994, 1998, and 2000 high school graduates, as measured by the HS&B and HSTS studies, can be compared across years. Appendix C lists all of the CSSC codes used in the high school transcript studies.¹⁹ The final table of the forthcoming companion online report *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates* provides the number and percentage of high school graduates who took courses defined by each CSSC code for all six HSTS studies.

¹⁹ The 1992 Second Follow-Up to the National Educational Longitudinal Study also used the CSSC to codes its courses.

NAEP Scale Scores. Because of the design of the NAEP assessments, each student typically responds to only a few questions within any content area, and not all students are asked the same questions. Unlike many traditional assessments, there is no linear transformation between correct/incorrect items and a single score. Using a single student-level score, thus, would result in misleading estimates of population characteristics. Instead, NAEP constructs sets of plausible values (in sets of five) designed to represent the distribution of performance in the population for each subject assessed. A plausible value is a representative value from the potential scale scores for all students in the population with similar characteristics and identical patterns of item response. The NAEP scale scores are further conditioned with student transcript characteristics when used with the High School Transcript Study. NAEP scale scores associated with the HSTS 2000 data, thus, slightly differ from NAEP scale scores associated with NAEP 2000 student data.

Since the statistics describing the performance on the NAEP mathematics and science scales are based on the plausible values, the statistical software used to conduct these analyses must properly compute the statistics for the plausible values.

More information about NAEP 2000, including scale scores, plausible values, and jackknife variance replication can be found in the forthcoming online NAEP 2000 technical report.

Weights. The HSTS 2000 weights are based on the NAEP weights. Because NAEP uses complex sampling procedures, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate. NAEP uses a jackknife replication procedure to estimate standard errors. The jackknife standard error provides a reasonable level of uncertainty for any student information that can be observed without error. There are five sets of weights associated with the HSTS 2000 student data:

- Student weights that encompass all HSTS 2000 students;
- Student weights that include those HSTS students linked to the NAEP 2000 mathematics assessment with SD/LEP accommodations;
- Student weights that include those HSTS students linked to the NAEP 2000 mathematics assessment without SD/LEP accommodations;
- Student weights that include those HSTS students linked to the NAEP 2000 science assessment with SD/LEP accommodations; and

- Student weights that include those HSTS students linked to the NAEP 2000 science assessment without SD/LEP accommodations.

Chapter 6 contains a more detailed description of the weighting procedures.

Analyses conducted on the HSTS 2000 transcript data should use the student weights found on the HSTS 2000 student file (FINSTUWT). When the analyses involve the NAEP scale scores, the linked weights (FINLNKWT on each linked weights file), rather than the student weights, should be used. The linked weights provide the national estimates of high school seniors based on the NAEP mathematics and science assessment samples, while the student weights provide national estimates of high school seniors based on the HSTS student sample. All NAEP assessment tabulations that appear in the upcoming online publication *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates* use the linked weights without SD/LEP accommodations. Previous HSTS studies also used linked weights without SD/LEP accommodations for their NAEP assessment research. The NAEP design starting in 2002 phased out the assessment of students without accommodations. Future HSTS studies will follow the new NAEP design which will use only the linked weights with accommodations.

Regardless of whether an HSTS 2000 analysis uses student weights or linked weights, providing the appropriate standard errors requires processing the jackknife replicate weights. Each set of weights includes 62 replicate weights (REPWT1–REPWT62 on the HSTS 2000 student file, LREPWT1–LREPWT62 on the linked weights files).

Statistical Software. Specialized software is required to produce the appropriate statistics from the HSTS 2000 data due to the complex sample design reflected in the jackknife replicate weights and the plausible values of the NAEP scale scores. Standard SAS and SPSS code can produce accurate point estimates but cannot easily produce correct standard errors.

The International Association for the Evaluation of Educational Achievement (IEA) and Australian Council for Educational Research (ACER) developed SAS macros to work with similar kinds of jackknife replicate weight data sets found in international educational assessments like Third International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Programme for International Student Assessment (PISA). The IEA software needs to be modified for use with the HSTS 2000 data files. The programs can be downloaded from the IEA web site

(<http://timss.bc.edu/TIMSS1/database/UG3.pdf>). NCES has also developed software, *AM Software*, for use on NAEP and NELS:88 (<http://am.air.org>) that may be applicable to HSTS data in the future.

Commercial software such as *WesVar* can also be used for analyzing the HSTS data (<http://www.westat.com/wesvar/>). Other commercially-available software includes SUDAAN (<http://www.rti.org/sudaan/>) and STATA (<http://www.stata.com/>).

8. REFERENCES

- Cochran, W.G. (1977). *Sampling techniques*, 3rd ed. New York: Wiley.
- Frankel, M.R. (1971). *Inference from Survey Samples: An Empirical Investigation*. Ann Arbor, MI: Institute for Social Research.
- Gifford, A., Hoachlander, E., and Tuma, J. (1994). *The Secondary School Taxonomy Final Report*. U.S. Department of Education, National Assessment of Vocational Education. Final Report to Congress, Volume II, Chapter 1.
- Ingels, S., Dowd, K., L., Taylor, J., Bartot, V., Frankel, M., Pulliam, P. (1995). *National Education Longitudinal Study of 1988, Second Follow-Up: Transcript Component Data File User's Manual* (NCES 95-377). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Jones, C., Knight, S., Butz, M. Crawford, I., and Stephenson, B. (1983). *High School and Beyond Transcripts Survey (1982): Data File User's Manual*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Kish, L. and Frankel, M. (1974). Inference from complex samples. *Journal of the Royal Statistical Society, Series B*, 36, 1-22.
- Krenzke, T., Rust, K., Wallace, L., and Yansanah, I. (2000). *1998 NAEP sampling and weighting report*. Rockville, MD: Westat.
- Krewski, D. and Rao, J. (1981). Inference from stratified samples: properties of linearization, jackknife and balanced repeated replication. *Annals of Statistics*, 9, 1010-1019.
- Lee, E.S., Forthofer, R. N., and Lorimer, R.J. (1989). *Analyzing Complex Survey Data*. Newbury Park, CA: Sage Publications.
- Legum, S., Caldwell, N., Goksel, H., Haynes, J., Hynson, C., Rust, K., Blecher, N. (1993a). *The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates* (NCES 93-423). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Legum, S., Caldwell, N., Goksel, H., Haynes, J., Hynson, C., Rust, K., and Blecher, N. (1993b). *The 1990 High School Transcript Study Technical Report* (NCES 93-117). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Legum, S., Caldwell, N., Goksel, H., Haynes, J., Hynson, C., Rust, K., and Blecher, N. (1993c). *USER'S MANUAL: 1990 High School Transcript Study* (NCES 93-416). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Legum, S., Caldwell, N., Davis, B., Haynes, J., Hill, T., Litavec, S., Rizzo, L., Rust, K., and Vo, N. (1997). *The 1994 High School Transcript Study Technical Report* (NCES 97-262). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

- Legum, S., Caldwell, N., Davis, B., Haynes, J., Hill, T., Litavec, S., Rizzo, L., Rust, K., and Vo, N. (1998). *The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates* (NCES 98-532). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Little, R. J. A. and Rubin, D.B. (1987). *Statistical analysis with missing data*. New York: Wiley.
- Ludwig, M.J., Olivetti, L., Sandberg, N., and Waite, B. (1982). *A Classification of Secondary School Courses*. Alexandria, VA: Evaluation Technologies, Inc.
- Morgan, R., Hunt, E., and Carpenter, J. (1991). *Classification of Instructional Programs* (NCES 91-396). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- National Assessment of Vocational Education, *Final Report to Congress*, Volume II, chapter 1. Washington, DC: 1994.
- National Commission on Excellence in Education. (1983). *A Nation at Risk: the Imperative for Educational Reform*. Washington, DC: U.S. Government Printing Office.
- Oh, H.L. and Scheuren, F.S. (1983). Weighting adjustments for unit nonresponse. In W.G. Madow, I. Olkin, and D.B. Rubin (Eds.), *Incomplete Data in Sample Surveys, Vol. II: Theory and Annotated Bibliography*. New York: Academic Press.
- Perkins, R., Kleiner, B., Roey, S., and Brown, J. (2004). *The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990-2000* (NCES 2004-455). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Perkins, R., Roey, S., and Brown, J. (2005). *The 2000 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 2000, 1998, 1994, 1990, 1987, and 1982 High School Graduates* (upcoming NCES 2005-482). U.S. Department of Education, National Center for Education Statistics.
- Roey, S., Caldwell, N., Rust, K., Blumstein, E., Krenzke, T., Legum, S., Kuhn, J., Waksberg, M., Haynes, J. (2001a). *The 1998 High School Transcript Study User's Guide and Technical Report* (NCES 2001-477). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Roey, S., Caldwell, N., Rust, K., Blumstein, E., Krenzke, T., Legum, S., Kuhn, J., Waksberg, M., Haynes, J. (2001b). *The 1998 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1998, 1994, 1990, 1987, and 1982 High School Graduates* (NCES 2001-498). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Thorne, J., Project Director (1988). *High School Transcript Analysis: The 1987 Graduates*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Thorne, J., Burke, J., Rust, K., Marshall, R., Caldwell, N., Sickles, D., and Ha, P. (1989). *1987 High School Transcript Study Technical Report*. Rockville, MD: Westat.

Thurgood, L., Walter, E., Carter, G., Henn, S., Huang, G., Nooter, D., Smith, W., Cash, R.W., and Salvucci, S. (2003). *NCES Handbook of Survey Methods* (NCES 2003–603). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Wolter, K. (1985). *Introduction to variance estimation*. New York: Springer-Verlag.

Appendix A

2000 High School Transcript Study Data Collection and Documentation Forms

Exhibit A-1. Disclosure notice

DISCLOSURE NOTICE

2000 HIGH SCHOOL TRANSCRIPT STUDY

Date: Spring Quarter 2000
Fall Quarter 2000

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. 1232g), 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.

School Information Form
2000 High School Transcript Study

School Name: _____	Telephone: _____
City, State: _____	Fax: _____
Principal: _____	E-mail: _____

A. School Information

1. Who will be the school coordinator for the HSTS?

Name: _____ Phone #: _____

1a. Does the coordinator work in the summer? (Circle 1 or 2)

Yes 1 No 2

1b. If yes, when is the coordinator available?

Dates: _____ Hours: _____

1c. When will the final transcripts for the class of 2000 students be available?

Date: _____

1d. When will be a convenient time to return to the school to pick-up copies of transcripts?

Dates: _____ Hours: _____

1e. If district/school refuses to participate, please explain: _____

2. Where and with whom will a copy of the 2000 NAEP administration schedule be kept?

Where: _____

With whom: _____

3. Explain to the coordinator: We would like to insert disclosure notices as "markers" in the student files and return to obtain transcripts after graduation. No student time is involved, confidentiality is maintained, and you will be reimbursed for all of the transcripts copied.

Record coordinator's comments or objections regarding this procedure: _____

4. Explain to the coordinator: Typically, schools do not require parental consent because we provide printed FERPA notices for each sampled student's file. (However, parent information and consent letters are available if the school insists.) Are letters needed for this school?

Record coordinator's comments, and provide letters, if requested: _____

5. Explain to the coordinator: We would like to obtain course catalogs (now) for the last four (4) school years: 1996-97, 1997-98, 1998-99, and 1999-2000. Ideally, catalogs should contain all courses offered at the school including honors, vocational, remedial, special ed., and off-campus courses. Our preference, if available, would be school-level catalogs.

5a. The list below is in order of preference with the most "desirable" type of catalog listed first. Indicate on the list the type of catalogs that you will obtain at this school. (Check all that apply)

- School-level catalogs that provide course names and content descriptions
- District-level catalogs that provide names and descriptions of the course offerings for this particular school clearly marked
- Course list by department that includes general descriptions of course offerings by department
- Course lists without content descriptions
- District-level catalogs without school-level indication

Exhibit A-2. School information form—Continued

5b. When will these Course Catalogs be available?

___ Now ___ Later Date available: _____

Comments about obtaining course catalogs: _____

5c. Explain to the coordinator: We would like to obtain three (3) sample transcripts for students who have already graduated—without names or identifying information. The sample transcripts should reflect regular courses, honors courses, special education courses, and other special programs offered at the school (IB, performing arts, etc.).

Date: _____ Time: _____

Comments: _____

5d. Schedule an appointment to return to collect catalogs and the “sample” transcripts, as appropriate.

Date: _____ Time: _____

Comments: _____

B. Obtaining Course Catalogs

1a. Which type(s) of catalogs were obtained? (Check all that apply)

- School-level catalogs that provide course names and content descriptions
- District-level catalogs that provide names and descriptions of the course offerings for this particular school clearly marked
- Course list by department that includes general descriptions of course offerings by department
- Course lists without content descriptions
- District-level catalogs without school-level indication

1b. In the space provided, indicate whether you received catalogs for the corresponding years.

NOTE: Record the School ID and Catalog # on the cover of all documents.

Catalogs received for the following years: (Check all that apply)

<u>School Year</u>	YES	NO
1996-97	_____	_____
1997-98	_____	_____
1998-99	_____	_____
1999-00	_____	_____

2. The catalogs obtained should reflect all the courses available for the class of 2000 during their years at this school. Include 9th grade courses if taken at a junior high/middle school. Do the catalogs include the following course offerings?

A. Vocational Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, how are vocational courses indicated in the catalog(s)? _____

B. Remedial Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, how are remedial courses indicated in the catalog(s)? _____

C. Honors Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, how are honors courses indicated in the catalog(s)? _____

D. Special Education Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, are different levels of special ed. (i.e., resource and self-contained) identified in the course catalog(s)? _____

E. Off-Campus Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, how are off-campus courses indicated in the catalog(s)? _____

F. ESL or Bilingual Courses (Circle 1 or 2)

Yes ----- 1 No ----- 2

If yes, how are ESL or bilingual courses (courses taught in a language other than English) indicated in the catalog(s)? _____

3. Complete the Course Catalog Checklist. What is the status of the checklist?

___ Complete ___ Incomplete

4. Who is the best person to contact if Westat staff have questions about the course catalogs?

___ School Coordinator ___ Principal ___ Other

<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
_____	_____	_____

C. Obtaining Other School Information

1. How many credits does a student earn for a course taken for a single period that lasts for the whole 1999-2000 school year?

1999-2000 # of Credits: _____

1a. Has this changed during the last four (4) school years? (Circle 1 or 2)

Yes ----- 1 No ----- 2

1b. If yes, how many credits are earned for a year-long course for the following years?

1998-99 # of Credits: _____

1997-98 # of Credits: _____

1996-97 # of Credits: _____

2. How many class periods does a student typically have per day, not including lunch?

of class periods: _____

3. What is the maximum number of class periods a student can take per day at this school?

Max. # of periods: _____

4. What is the minimum number of class periods a student can take per day at this school?

Min. # of periods: _____

5. Is the minimum number of courses required different for seniors? (Circle 1 or 2)

Yes ----- 1 No ----- 2

6. How long does the typical class period last?

of minutes: _____

7. Are credits for honors/AP classes defined the same as in Question #1? (Circle 1 or 2)

Yes ----- 1 No ----- 2

If no, describe any differences: _____

Exhibit A-2. School information form—Continued

8. Are credits for special education students defined the same as in Question #1? (Circle 1 or 2)

Yes ----- 1 No ----- 2

If no, describe any differences: _____

9. Does this school include 9th grade? (Circle 1 or 2)

Yes ----- 1 No ----- 2

9a. If yes, do most students attend this school for four (4) years? (Circle 1 or 2)

Yes ----- 1 No ----- 2

9b. 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 type of diplomas does this school offer? (Check all that apply)

- Standard
- Regents (NY State Only)
- Honors
- Certificate of Merit
- Vocational
- Special Education
- Certificate of Attendance
- International Baccalaureate
- Other (Specify): _____

11a. Are graduation requirements for all high school diplomas documented in the course catalog(s)?

Documented Not Documented (Go to Q. 12)

Exhibit A-2. School information form—Continued

11b. Specify the relevant catalog page number(s) indicating graduation requirement. (Place a paperclip on the corresponding pages.)

Graduation requirements recorded on page(s): _____ (Go to Q. 13)

Comments: _____

12. What are the graduation requirements (diploma type) for the following subject areas?

** Skip this item if Q. 11b indicates where to locate graduation requirements in the catalog(s).

Diploma Type	Standard	Honors	Vocational	Other
* Total Credits Required for Graduation	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
Write NA on the credit lines if the school does not offer the program.				
A. English/Language Arts	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
B. Mathematics	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
C. Computer Science	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
D. Social Studies/History	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
E. Science	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
F. Foreign Language	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
G. Physical Education/Health	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
H. Other (_____)	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)
I. Other (_____)	_____ (credits)	_____ (credits)	_____ (credits)	_____ (credits)

* This number may be larger or smaller than the credits specified for subject areas A-I listed here because of electives and/or overlapping sections.

Exhibit A-2. School information form—Continued

13. Are there any courses required for graduation that do not receive credits? (Circle 1 or 2)

Yes 1 No 2

If yes, specify: _____

14. Do these graduation requirements assume four (4) years of high school? (Circle 1 or 2)

Yes 1 No 2

If no, explain: _____

15. Are there grade point average (GPA) requirements for graduation? (Circle 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 1 or 2)

Yes 1 No 2

If yes, in what content areas (e.g., Reading, Citizenship, Functional Math)? _____

Exhibit A-2. School information form—Continued

17. Does this school offer any special programs or serve as a “Magnet School?” (Circle 1 or 2)

Yes ----- 1 No ----- 2

17a. What types of special programs are offered? (Check all that apply)

- International Baccalaureate
- Performing Arts
- Science/Technology
- Continuing Education
- Other (Specify): _____

17b. When was this/were these programs established at this school?

Year: _____ Program: _____

Year: _____ Program: _____

18. What type of technology resources does this school have? (Check all that apply)

- One (1) or more Computer Labs
- Local area network
- Many classrooms with computers
- Internet connection – In Library/Media Center
- Internet connection – In Computer Labs
- Internet connection – With classroom computers
- Other (Specify): _____

19. If Westat staff have questions about credits, graduation requirements, special programs, or technology resources, who would be the best person to contact?

School Coordinator Principal Other

NAME	TITLE	PHONE NUMBER
_____	_____	_____

D. Reviewing the Transcripts

Directions: Complete this section while you are at the school and after you have received copies of the sample transcripts.

1. Sample transcripts obtained include: (Check all that apply)

- Regular courses
- Honors courses
- Special education courses

2. Is the typical "A, B, C" grading system used? (Circle 1 or 2)

Yes ----- 1 No ----- 2

If no, explain their grading system: _____

3. Is the grading system the same for all students (i.e., special education, honors, etc.)? (Circle 1 or 2)

Yes ----- 1 No ----- 2

If no, explain: _____

4. Do the course titles or course numbers on the transcript match those in the course catalog(s)? (Circle 1 or 2)

Yes ----- 1 No ----- 2

Comments: _____

Exhibit A-2. School information form—Continued

5. Are there abbreviations or symbols on the transcripts that are not self-evident? (Circle 1 or 2)

Yes ----- 1 No ----- 2

5a. Ask the coordinator to explain the abbreviations or symbols. Record the explanation on the Transcript Format Checklist.

___ Explained abbreviations/symbols ___ No explanation

6. Transcript Format Checklist and three (3) Sample Transcripts:

- ___ Checked for legibility and completeness
- ___ Names and identifiers have been removed from all transcripts
- ___ Transcript Format Checklist has been completed

7. If Westat staff have questions about the transcripts who would be the best person to contact?

___ School Coordinator ___ Principal ___ Other

<u>Name</u>	<u>Title</u>	<u>Phone Number</u>
_____	_____	_____

Exhibit A-3. Transcript request form, version 1

2000 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT REQUEST FORM

REGION: 49
SCHOOL ID: 111-348-1
SCHOOL NAME: HOLY TRINITY DIOCESAN HIGH SCH

STUDENT NAME			NAEP ID	EXIT STATUS	COMPLETE IF MISSING							TRANSCRIPT RECEIVED
FIRST	MI	LAST			SEX	BIRTHDATE	RACE/ETH	SD	LEP	TITLE1	NSLP	
			101-0714828		M	07/82	1	Y	N	N	6	
			101-0717797		M	07/82	1	N	N	N	6	
			102-0715398		F	10/81	1	N	N	N	6	
			102-0716203		M	03/82	1	N	N	N	6	
			103-0716176		F	03/82	1	N	N	N	6	
			104-0715750		M	09/82	1	N	N	N	6	
			105-0715540		F	10/81	1	N	N	N	6	
			106-0716964		F	02/82	1	N	N	N	6	
			107-0714263		F	02/82	2	N	N	N	6	
			108-0716463		M	09/84	1	N	N	N	6	
			109-0714650		M	11/82	1	N	N	N	6	
			110-0716079		F	07/82	1	N	N	N	6	
			111-0714656		M	08/82	1	N	N	N	6	
			112-0715256		M	12/81	1	N	N	N	6	
			113-0707183		M	04/82	1	N	N	N	6	
			114-0715146		M	07/82	1	N	N	N	6	
			115-0716935		M	12/81	2	N	N	N	6	
			116-0714781		F	04/82	1	N	N	N	6	

Exhibit A-4. Transcript request form, version 2

2000 HIGH SCHOOL TRANSCRIPT STUDY
TRANSCRIPT REQUEST FORM

REGION:
SCHOOL ID:
SCHOOL NAME:

STUDENT NAME			NAEP ID	EXIT STATUS	COMPLETE IF MISSING							TRANSCRIPT RECEIVED
FIRST	MI	LAST			SEX	BIRTHDATE	RACE/ETH	SD	LEP	TITLE1	NSLP	
			990-0024061									
			990-0024062									
			990-0024063									
			990-0024064									
			990-0024065									
			990-0024066									
			990-0024067									
			990-0024068									
			990-0024069									
			990-0024070									
			990-0024071									
			990-0024072									
			990-0024073									
			990-0024074									
			990-0024075									
			990-0024076									
			990-0024077									
			990-0024078									

Exhibit A-5. NAEP 2000 administration schedule

This form must be completed in No. 2 pencil, 199

Race/Ethnicity Codes

1 = White not Hispanic
2 = Black not Hispanic
3 = Hispanic Heritage
4 = Asian/Pacific Islander
5 = American Indian/Alaskan Native
6 = Other

For Use in Column "F" Bundle #'s

National School Lunch Program

1 = Student not eligible
2 = Reduced price lunch
3 = Free lunch
4 = Information not available
5 = Debarred
6 = School not participating

For Use in Column "G" Accommodations:

ADMINISTRATION SCHEDULE Page _____


School #: _____ Session Type: _____

School Name: _____ Order: _____

Administrator's Name: _____

Original session scheduled for: Day/Date: _____ Day/Date: _____
Time: _____ Time: _____
Location: _____ Location: _____

Makeup session scheduled for: Day/Date: _____ Day/Date: _____
Time: _____ Time: _____
Location: _____ Location: _____



2000 Main Administration Schedule

Grid # _____
Makeup Here: _____
Makeup Date: _____

Total in Sample _____

Withdrawn & Ineligible (Admin. Codes 51 & 55) _____

Excluded (Admin. Codes 60-66) _____

= TO BE ASSESSED _____

Absent (Had Makeup # 4 or more absent) _____

Assessed (Original) _____

Assessed (Makeup) _____

TOTAL ASSESSED _____

Session Number _____

Column Indicators		A	B	C	D		E	F	G	H	I	J	K	L	M	N	O	P	Q	
Student Name		Participation or Other Indicator	Grid #	Month	Birth Date	Year	Sex	Race/Ethnicity	School Lunch	TP	II	II	II	Accommodation Booklet ID #	Session	Session	Admin. Code	When	Admin. Code	
					Month	Year				TP	II	II	II	(See only for 60-66 & 67-68)	TP	TP	TP	TP	TP	TP
1			1		19														1	ASSESSED IN ORIGINAL
2			2		19														2	10 = In session full time 11 = No response in booklet 12 = In session part time 13 = Session incomplete 14 = Other, specify in cover
3			3		19														3	ASSESSED IN MAKEUP
4			4		19														4	20 = In session full time 21 = No response in booklet 22 = In session part time 23 = Session incomplete 24 = Other, specify in cover
5			5		19														5	ABSENT
6			6		19														6	40 = Temporary 41 = Long-term 42 = On-line travel 43 = Suspended or dropped 44 = In school, DO NOT attend 45 = Home care center 46 = Parent refusal 47 = Student refusal 48 = Other, specify in cover
7			7		19														7	OTHER
8			8		19														8	51 = Withdrawn 52 = Unassigned book (unused) 53 = Ineligible 54 = Not in sample
9			9		19														9	REASONS FOR EXCLUSION
10			10		19														10	60 = SD cannot be assessed 61 = AD required access, not offered 62 = AD cannot be assessed 63 = LRK required access, not offered 64 = ODEP required for assessment 65 = ODEP required access, not offered 66 = Other, specify on cover
11			11		19														11	ASSESSED WITH ACCOMMODATIONS
12			12		19														12	71 = Bilingual booklet/Science glossary 72 = Bilingual dictionary 73 = Large print book 74 = Extended time in regular session 75 = Read aloud in regular session (Do not use in a reading session)
13			13		19														13	76 = Small group 77 = One-to-one 78 = Use of computer 79 = Other, specify on cover
14			14		19														14	

Exhibit A-6. 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: _____

Exhibit A-7. Summary of school transcript activities

2000 HIGH SCHOOL TRANSCRIPT STUDY

SUMMARY OF SCHOOL ACTIVITIES

This sheet summarizes the High School Transcript Study activities that will be undertaken in 2000. 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 2000

1. The 2000 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: 2000-99, 1999-98, 1998-97, and 1997-96.
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 – Spring 2001

1. In the Summer or Spring of 2001, NAEP staff will return to your school to collect the requested transcripts of students who graduated.

Exhibit A-8. Letter to superintendent



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 2000 High School Transcript Study is being conducted in conjunction with the 2000 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 2000 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 2000, at a time that the schools have indicated is 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 2000 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,

Handwritten signature of Nancy W. Caldwell in cursive.

Nancy W. Caldwell
Westat Project Director for NAEP

WASHINGTON, DC 20005-

Exhibit A-9. Letter to school principal



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

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Principal:

In conjunction with the 2000 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 2000 NAEP. The purpose of the 2000 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 2000 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,

Handwritten signature of Nancy W. Caldwell in cursive.

Nancy W. Caldwell
Westat Project Director for NAEP

WASHINGTON, DC 20006-

Exhibit A-10. 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 SD/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.

Exhibit A-11. 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
1996-97								
1997-98								
1998-99								
1999-00								

District Level Materials

School Year	Catalog Title	Course Title	Course Number	Course Credits	Course Description	Course Level ¹	Special Codes ²	Where Offered ⁴
1996-97								
1997-98								
1998-99								
1999-00								

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 A-12. Shipping transmittal form

938442

2000 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>1999-2000</u> | <u>1998-99</u> | <u>1997-98</u> | <u>1996-97</u> |
| <input type="checkbox"/> In This Shipment | <input type="checkbox"/> In This Shipment | <input type="checkbox"/> In This Shipment | <input type="checkbox"/> In This Shipment |
| <input type="checkbox"/> To be Shipped | <input type="checkbox"/> To be Shipped | <input type="checkbox"/> To be Shipped | <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

Exhibit A-14. 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.

Appendix B

2000 High School Transcript Study
School Questionnaire and SD/LEP Questionnaire



2000 School Questionnaire

Grade 12 (School Characteristics and Policies)

Q-073

Use a #2 pencil to complete this questionnaire.

Return the completed questionnaire to the NAEP School Coordinator by _____.

SCHOOL #

--	--	--	--	--	--	--

DO NOT USE

0	1	2
3	4	5
6	7	8
9	*	#

ADMIN USE ONLY

0	1	2
3	4	5
6	7	8
9	*	#

According to the Paperwork Reduction Act of 1995, no person is required to respond to collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is 1850-0025. The time required to complete the information collection is estimated to average 15 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write the U.S. Department of Education, Washington, D.C. 20502-4051. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Information Management and Compliance Division, U.S. Department of Education, 505 Independence Avenue, SW, Washington, D.C. 20502-4061.

A project of the Office of Educational Research and Improvement.
 This report is authorized by law (PL 100-352, 20 U.S.C. §9712). 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. OMB no. 1850-0025 • Approval Expires 06/30/2000
 Mark Reform by HCS EN-194206-001684321 Printed in U.S.A.



During the 1999-2000 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 mathematics and science. 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 is being collected for research purposes only and will be kept strictly 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.

Some of the questions that follow ask you to fill in specific numbers. For those questions, please print the appropriate numbers in the boxes provided. Please PRINT LEGIBLY. Using one number per box, fill in every box. Keep 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

WSP
5

1. What type of school is this? Fill in ovals for all that apply.

QSD70144

- Regular secondary school
- A regular school with a magnet program
- A magnet school or a school with a special program emphasis, e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.
- Special education: a school that primarily serves students with disabilities
- Vocational/technical: a school that primarily serves students being trained for occupations
- Alternative: a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special education, or vocational
- Private (independent)
- Private (religiously affiliated)
- Charter school
- Privately run public school
- Other _____

QSD70143

2. If this school uses block scheduling for most core courses, indicate which general type of block scheduling is used.

- This school does not use block scheduling.
- Each core course is taught throughout the school year, but on only about half the days.
- Each core course is taught for half the year, on all five days.
- Each core course is taught in quarters, on all five days.
- This school uses a type of block scheduling that does not fit into the broad categories above.

Grade 12 School Questionnaire—Continued



3. Our school year has days. QB37340

4. Are twelfth-graders 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 any of the following subjects? Fill in **one** oval on each line. HE00501

	Yes	No	
a. Mathematics	<input type="radio"/>	<input type="radio"/>	HE01247
b. Science	<input type="radio"/>	<input type="radio"/>	HE01249

5. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in each of the following subject areas for graduation this year? Fill in **one** oval on each line. HE02232

	None	One-half year	One year	Two years	Three years	Four years	More than four years	
a. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE02233
b. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE02234

6. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line.

SCIENCE

- | | Yes | No | |
|---|-----------------------|-----------------------|----------|
| a. Advanced biology (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | QB070746 |
| b. Advanced chemistry (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | QB070747 |
| c. Advanced physics (beyond an introductory course) | <input type="radio"/> | <input type="radio"/> | QB070748 |

MATHEMATICS

- | | | | |
|---|-----------------------|-----------------------|----------|
| d. Calculus | <input type="radio"/> | <input type="radio"/> | QB070749 |
| e. Trigonometry | <input type="radio"/> | <input type="radio"/> | QB070750 |
| f. Precalculus, third-year algebra, elementary functions, or analysis | <input type="radio"/> | <input type="radio"/> | QB070751 |
| g. Probability and/or statistics | <input type="radio"/> | <input type="radio"/> | QB070752 |

7. Are students in your school required to pass a district or state test of any of the following subjects in order to graduate? Fill in **one** oval on each line.

- | | Yes | No | |
|----------------|-----------------------|-----------------------|----------|
| a. Mathematics | <input type="radio"/> | <input type="radio"/> | HB002171 |
| b. Science | <input type="radio"/> | <input type="radio"/> | HB002172 |

8. Are computers available to students in your classes in any of the following ways? Fill in **one** oval on each line.

- | | Yes | No | |
|---|-----------------------|-----------------------|----------|
| a. Available all the time in classrooms | <input type="radio"/> | <input type="radio"/> | HB000801 |
| b. Grouped in a separate computer laboratory available to classes | <input type="radio"/> | <input type="radio"/> | HB000802 |
| c. Available to bring to classrooms when needed | <input type="radio"/> | <input type="radio"/> | HB000803 |



9. Do twelfth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in any of the following areas? Fill in **one** oval on each line.

QB070750

	Yes	No	
a. Mathematics	<input type="radio"/>	<input type="radio"/>	QB070754
b. Science	<input type="radio"/>	<input type="radio"/>	QB070755

10. How many students in your school are currently enrolled in Advanced Placement courses in the following subjects? Fill in **one** oval on each line.

HB020460

	None	1-10	11-25	26-50	51-75	76-99	100 or more	
a. Science (biology, chemistry, or physics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020465
b. Calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020467
c. Statistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	QB070670

11. In your school, approximately what percentage of the parents do each of the following? Fill in **one** oval on each line.

HB020107

	0-25%	26-50%	51-75%	76-100%	
a. Participate in a parent-teacher organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020142
b. Participate in open houses or back-to-school nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020108
c. Participate in parent-teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020109
d. Are involved in making school curriculum decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020110
e. Participate in volunteer programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HB020111

12. To what degree is each of the following a problem in your school? Fill in **one** oval on each line.

	Serious	Moderate	Minor	Not a Problem	
a. Student absenteeism	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00088
b. Student tardiness	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00087
c. Physical conflicts among students	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00089
d. Teacher absenteeism	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00089
e. Racial or cultural conflicts	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00093
f. Student health problems	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00094
g. Lack of parent involvement	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00121
h. Student use of alcohol	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00122
i. Student use of tobacco	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00123
j. Student use of drugs	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00124
k. Gang activities	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00125
l. Student misbehavior in class	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00126
m. Cheating	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	HE00127
n. Physical conflicts between students and teachers	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	ID10078
o. Vandalism	<input type="radio"/> Ⓐ	<input type="radio"/> Ⓑ	<input type="radio"/> Ⓒ	<input type="radio"/> Ⓓ	ID10080



13. How would you characterize each of the following within your school? Fill in one oval on each line.

HE00095

	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	
a. Morale of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE00097
b. Students' attitudes toward academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE00099
c. Parental support for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE00100
d. Teachers' expectations for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ED00081
e. Regard for school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE00091

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

HE00097

- 0-2%
- 3-5%
- 6-10%
- More than 10%

15. About what percentage of your teachers is absent on an average day? (Include all absences in calculating this rate.)

LC00488

- 0-2%
- 3-5%
- 6-10%
- More than 10%

WSP

16. 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.)

- 98-100%
- 95-97%
- 90-94%
- 80-89%
- 70-79%
- 60-69%
- 50-59%
- Less than 50%

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

- 0%
- 1-2%
- 3-5%
- 6-10%
- More than 10%

18. Last year, approximately what percentage of your twelfth graders graduated from high school?

- 99-100%
- 95-98%
- 90-94%
- 75-89%
- Less than 75%





19. Of the students in last year's graduating class, approximately what percentage has gone on to each of the following? Fill in **one** oval on each line.

HE01100

	0-10%	11-25%	26-50%	51-75%	76-90%	91-100%	
a. Two-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01102
b. Four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01103
c. Vocational-technical or business school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01104
d. Employer training program, or apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01105
e. Military service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01106

20. Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

HE01107

- 0%
- 1-2%
- 3-5%
- 6-10%
- 11-15%
- 16-20%
- More than 20%

WSP
11

21. What is the current enrollment in your school?

,

HE03005

22. What is the current enrollment in the twelfth grade?

,

HE03334

23. Does your school participate in the National School Lunch Program?

- Yes
- No

HE03394

24. 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?

- 0%
- 1-5%
- 6-10%
- 11-25%
- 26-50%
- 51-75%
- 76-99%
- 100%

ID10092

25. Does your school receive Chapter 1/Title I 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.)

- Yes
- No

ID10099





26. 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 receive each of the following services as of the day you respond to this questionnaire.

ID10304

	None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%	
a. Chapter 1/Title I funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ID10305
b. Remedial reading instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ID10306
c. Remedial writing instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ID10307
d. Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ID10308
e. Bilingual education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01341
f. English-as-a-second language instruction (not in a bilingual education program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01342
g. Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	HE01343

27. In your school, what time does school begin for high school students?

OE17585

School begins at : AM.

If there is a second shift,

school begins for these students at : PM.

WSP

13



THIS PAGE LEFT BLANK ON PURPOSE



Grade 12 School Questionnaire—Continued

+

7	
4	
2	
1	
0	
7	
4	
2	
1	

THIS PAGE LEFT BLANK ON PURPOSE

+

7	
4	
2	
1	
0	
7	
4	
2	
1	

Grade 12 School Questionnaire—Continued



-



-

SD/LEP Questionnaire



Admin Schedule Line # _____ from Session # _____

2000 SD/LEP Questionnaire

Q-066

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.

If Student with a Disability (SD): PAGES
 If Limited English Proficient (LEP): 2, 3-8
2, 9-13

Return to NAEP School Coordinator by _____

SCHOOL #

--	--	--	--	--	--	--

Grade	Birth Date		Sex	R/E	SD	LEP
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Month	Year	1 = Male 2 = Female	1 2	Y N	Y N
0	0	0				
1	1	1				
2	2	2				
3	3	3				
4	4	4				
5	5	5				
6	6	6				
7	7	7				
8	8	8				
9	9	9				

DO NOT USE

0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9

ADMIN USE ONLY

0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9

Student Booklet ID

(from column K or L on Administration Schedule)

--	--	--	--	--	--	--	--

According to the Paperwork Reduction Act of 1995, no person is required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0028. The time required to complete the information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4951. If you have comments or concerns regarding the status of your individual submission of this form, write directly to Information Management and Compliance Division, U.S. Department of Education, 500 Independence Avenue, SW, Washington, D.C. 20202-4651.

A project of the Office of Educational Research and Improvement. This report is authorized by law (PL 105-302, 20 U.S.C. 5871). While you are not required to respond, your cooperation is needed to make the results of the survey complete, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential. OMB No. 1820-0028 • Approval Expires 05/30/2000 Mark Form by NCS-EM-494245-001-004321 Printed in U.S.A.



SD/LEP STUDENT QUESTIONNAIRE

LE001112

POSITION OF PERSON COMPLETING QUESTIONNAIRE

- Principal/Assistant Principal
- Special Education Teacher
- Bilingual Education/ESL Teacher
- Classroom Teacher
- Other (specify) _____

A representative sample of students across the country, including some students in your school, has been selected to take part in the National Assessment of Educational Progress (NAEP). The current assessment focuses on reading, mathematics, and science. 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. In order to obtain a complete picture of how all students are doing, it is important to collect information on all students sampled who have been identified as having a physical or mental disability or are classified as limited English proficient, whether they will be assessed or NOT. We are asking you to complete this questionnaire about one of those students.

We realize that you are very busy; however, we urge you to complete this questionnaire as carefully as possible. The information 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.

Answer directly on the questionnaire with a number 2 pencil by filling in the appropriate oval and, if necessary, by writing your response in the space provided. When you are finished, please return the questionnaire to your school's NAEP coordinator.

Thank you very much for your help.

INSTRUCTIONS FOR FILLING OUT QUESTIONNAIRE

- If the student has a physical or mental disability and has an IEP or equivalent classification such as those receiving services under Section 504 of the Rehabilitation Act Amendments of 1973, please complete SECTION A, beginning on page 3.
- If the student is classified as limited English proficient according to school records, please complete SECTION B BEGINNING WITH QUESTION 18, on page 9.
- If the student both has a physical or mental disability and is classified as limited English proficient according to school records, please complete SECTION A AND SECTION B.





SECTION A: STUDENTS WITH DISABILITIES

Complete this section for all students who have an IEP or equivalent classification (such as those receiving services under Section 504 of the Rehabilitation Act Amendments of 1973.)

QK170405

1. Which of the following best describes this student's **primary disability**?
Fill in one oval only.

- Specific learning disability
- Hearing impairment/deafness
- Visual impairment/blindness
- Speech or language impairment
- Mental retardation
- Emotional disturbance
- Orthopedic impairment
- Traumatic brain injury
- Autism
- Developmental delay
(age 9 or younger)
- Other health impairments
- Other [specify] _____

2. What is the degree of this student's disability?

- A Profound/Severe
- B Moderate
- C Mild

QB270496

3. Does the student's IEP state that he or she cannot participate in assessments such as NAEP, even with accommodations?

- A Yes
- B No
- C I don't know.

QB270501

4. What grade level of instruction is this student currently receiving in reading/language arts?

- A This student is currently not receiving instruction in reading/language arts.
- B At or above grade level
- C One year below grade level
- D Two or more years below grade level
- E I don't know.

QB270511

5. Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in reading/language arts?

- A This student is currently not receiving instruction in reading/language arts.
- B Yes
- C No
- D I don't know.

QB270505





6. What grade level of instruction is this student currently receiving in **mathematics**? Q037013

- This student is currently not receiving instruction in mathematics.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don't know.

7. Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in **mathematics**? Q037007

- This student is currently not receiving instruction in mathematics.
- Yes
- No
- I don't know.

8. What grade level of instruction is this student currently receiving in **science**? Q037012

- This student is currently not receiving instruction in science.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don't know.

9. Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in **science**? Q037008

- This student is currently not receiving instruction in science.
- Yes
- No
- I don't know.

10. Are any accommodations or adaptations used for district or statewide achievement testing for this student?

QB270814

- Yes, tested with accommodations or adaptations
- No, tested without accommodations or adaptations
[GO TO QUESTION 15.]
- IEP states that this student cannot be tested
[GO TO QUESTION 15.]

Questions 11-14. If your answer to question 10 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student?

QB270816

11. Presentation Accommodations (Fill in all ovals that apply.)

- Read directions aloud
- Read problems aloud (except on reading test)
- Signing of directions
- Use of audiotaped version of test
- Assistance with interpretation of directions
- Braille edition of test
- Large-print edition of test
- Use of magnifying equipment
- Other (specify) _____





12. Response Accommodations (Fill in all ovals that apply.)

QR27017

- Response in Braille
- Response in sign language
- Oral responses
- Pointing to answers
- Tape recording of answers
- Use of computer to respond
- Use of typewriter to respond
- Use of calculator including talking or Braille calculators
- Use of template to respond
- Use of large marking pen or specially designed writing tool
- Other (specify) _____

13. Setting Accommodations (Fill in all ovals that apply.)

QR27018

- Test in small group
- Test individually
- Other (specify) _____

14. Timing Accommodations (Fill in all ovals that apply.)

QR27019

- Extended time
- More breaks during test
- Test sessions over several days
- Other (specify) _____

SD/LEP Questionnaire—Continued

15. How would this student most appropriately participate in the NAEP **reading/language arts** assessment?
- Ⓐ Without accommodations or adaptations
 - Ⓑ With the accommodations or adaptations specified for district or statewide achievement testing of this student
 - Ⓒ The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP reading/language arts.

Q0270014

16. How would this student most appropriately participate in the NAEP **mathematics** assessment?
- Ⓐ Without accommodations or adaptations
 - Ⓑ With the accommodations or adaptations specified for district or statewide achievement testing of this student
 - Ⓒ The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP mathematics.

Q0270015

17. How would this student most appropriately participate in the NAEP **science** assessment?
- Ⓐ Without accommodations or adaptations
 - Ⓑ With the accommodations or adaptations specified for district or statewide achievement testing of this student
 - Ⓒ The IEP team or an equivalent group has determined that the student cannot participate in assessments such as NAEP science.

Q0270016





SECTION B: LIMITED ENGLISH PROFICIENT STUDENTS

Complete this section if the student is classified as limited English proficient according to school records.

18. What is this student's first or native language? QE370518

- Spanish
- Another language (specify) _____

19. Including the current school year, how long has this student been receiving **academic instruction in reading/language arts** primarily in English? QE370523

- Student does not receive academic instruction primarily in English.
- 1 year
- 2 years
- 3 years
- 4 years or more
- I don't know.

20. Including the current school year, how long has this student been receiving **academic instruction in mathematics** primarily in English? QE370524

- Student does not receive academic instruction primarily in English.
- 1 year
- 2 years
- 3 years
- 4 years or more
- I don't know.

21. Including the current school year, how long has this student been receiving **academic instruction in science primarily in English?** QR270630

- Student does not receive academic instruction primarily in English.
- 1 year
- 2 years
- 3 years
- 4 years or more
- I don't know.

22. During this school year, what percentage of this student's **academic instruction is provided in his/her native language?** QR270641

- 0%
- 1-24%
- 25-49%
- 50-99%
- 100%

23. What grade level of instruction is this student currently receiving in **English reading/English language arts?** QR270642

- This student is currently not receiving instruction in English reading/English language arts.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don't know.



SD/LEP Questionnaire—Continued



24. What grade level of instruction is this student currently receiving in **mathematics**? QK37043

- This student is currently not receiving instruction in mathematics.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don't know.

25. What grade level of instruction is this student currently receiving in **science**? QK37044

- This student is currently not receiving instruction in science.
- At or above grade level
- One year below grade level
- Two or more years below grade level
- I don't know.

26. Are any accommodations or adaptations used for district or statewide achievement testing for this student? QK37053

- Yes, tested with accommodations or adaptations
- No, tested without accommodations or adaptations
[GO TO QUESTION 28]
- IEP states that student cannot be tested (for LEP students classified as SD).
[GO TO QUESTION 28]

27. If your answer to question 26 is "Yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Fill in all ovals that apply.)

Q0270504

- Native language version of test
- Bilingual version of test
- Word lists or glossaries
- Bilingual dictionary
- Help from a native speaker in interpreting directions and questions
- Directions read aloud in English
- Questions read aloud in English
- Extended time
- Other (specify) _____

28. How would this student most appropriately participate in the NAEP reading/language arts assessment?

Q0270500

- English version without accommodations or adaptations
- English version with accommodations or adaptations
- Native language version or a bilingual version with or without accommodations or adaptations
- This student would not participate.



SD/LEP Questionnaire—Continued



29. How would this student most appropriately participate in the NAEP **mathematics** assessment? Q037000

- English version without accommodations or adaptations
- English version with accommodations or adaptations
- Native language version or a bilingual version with or without accommodations or adaptations
- This student would not participate.

30. How would this student most appropriately participate in the NAEP **science** assessment? Q037001

- English version without accommodations or adaptations
- English version with accommodations or adaptations
- Native language version or a bilingual version with or without accommodations or adaptations
- This student would not participate.

THANK YOU FOR YOUR COOPERATION.

THIS PAGE LEFT BLANK ON PURPOSE



SD/LEP Questionnaire—Continued

7
7
4
2
1
9
7
4
2
1

7
7
4
2
1
9
7
4
2
1

THIS PAGE LEFT BLANK ON PURPOSE

SD/LEP Questionnaire—Continued



Appendix C

2000 High School Transcript Study Classification of Secondary School Courses

APPENDIX C. LISTINGS OF COURSE CODES WITHIN SUBJECT-AREA CATEGORIES

This appendix presents the subject field taxonomy that provides the structure for grouping the high school transcript courses. The lists that follow identify the Classification of Secondary School Courses (CSSC) codes in each subject field category. These categories are referred to as “stubs” because they are associated with row labels, or stubs, in the tables.

The subject field categories are organized according to the Secondary School Taxonomy (SST).¹⁹ Exhibit C-1 displays the taxonomy. Two categories have been added to the second level of the SST: Computer-Related Studies and Special Education.

The Computer-Related Studies category belongs to the Academic group. This category contains all CSSC codes related to computer-related studies. It has three subcategories: Clerical and Data Entry, Computer Applications, and Computer Science. All the CSSC codes that appear in this subject field category also appear in other subject field categories, most notably the Specific Labor Market Preparation category under Vocational Courses. The reason for adding this category was to maintain the computer-related course category from the original high school course taxonomy used in HS&B 1982, HSTS 1987, and HSTS 1990.

The Special Education category belongs to the Personal/Other Courses group and includes a large number of courses that are usually open only to students with Individualized Educational Programs (IEP). Some special education course CSSC codes also appear in other subject field categories, mostly in the core academic subjects of English and mathematics. Other special education course CSSC codes appear only within the Special Education category. The reason for adding this category was to implement the HSTS as an aid in special education research.

The addition of the Computer-Related Studies and Special Education categories caused some CSSC codes to be listed under two or more subject field categories. When totaling a student’s overall earned credits, or credits earned in academic, vocational, and personal/other courses, these CSSC codes were only counted once. They counted toward their original SST subject field category, not the newly added category.

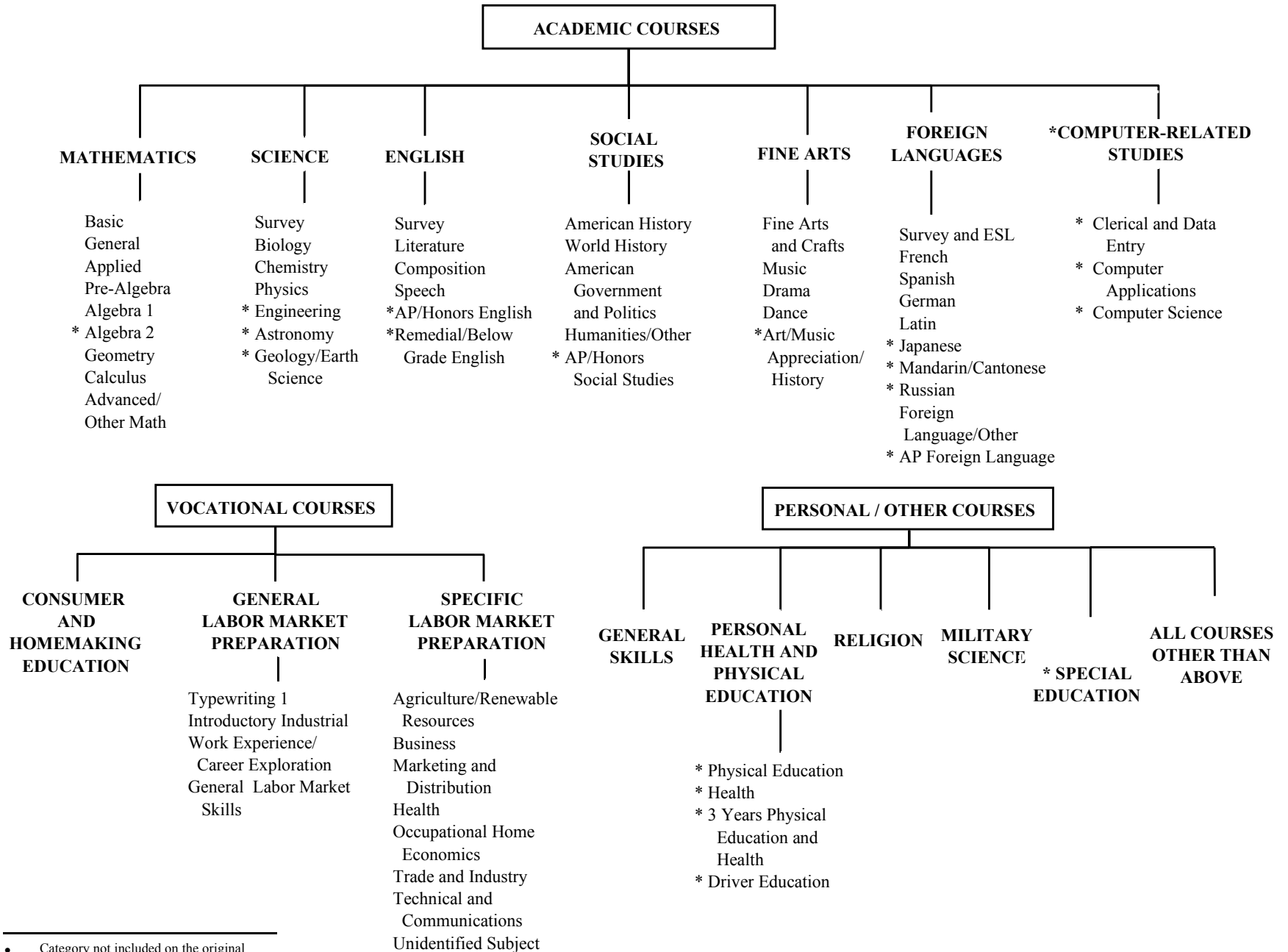
¹⁹ Gifford, A.G., Hoachlander, E.G., and Tuma, J.E., *The Secondary School Taxonomy, a report prepared for the National Assessment of Vocational Education*, Office of Planning, Budget, and Evaluation, U.S. Department of Education (Berkeley: MPR Associates, Inc., February, 1989).

The Academic group includes an additional number of subcategories for some of its categories. These subcategories do not change the definition of any of the existing categories or subcategories, but provide a means for summarizing the data at a level that has proved useful in previous transcript studies. For example, because they may be of special analytic interest, some Academic subjects include subcategories for remedial/below grade level courses and Advanced Placement/International Baccalaureate/Honors courses.

Note that the categories are hierarchical in nature. That is, course codes that appear in a subcategory also appear in the appropriate higher-order category. For example, the CSSC code for “Calculus” (270419) appears in the Calculus subcategory and the Mathematics category. The CSSC code for “Etymology” (230412) appears in the Survey English subcategory and the English category.

The Hierarchical Listing that follows indicates in outline form the categories and subcategories. The Detailed Stub List, which follows the Hierarchical Listing, is presented in the same order as the Hierarchical Listing. The Detailed Stub List is an exhaustive list of every code included in each category and each subcategory. It contains all valid CSSC codes whether or not they appear in the current study. Previously used codes that have been dropped or reassigned have been included for the sake of completeness. This version of the SST can be applied to any study using the CSSC without the need for additional codes.

Exhibit C-1. Organization of the secondary school taxonomy



• Category not included on the original Secondary School Taxonomy

HIERARCHICAL LISTING OF SUBJECT FIELD CATEGORIES

ACADEMIC COURSES

STUB0100	MATHEMATICS
STUB0110	Basic Math
STUB0120	General Math
STUB0130	Applied Math
STUB0141	Pre-Algebra
STUB0142	Algebra 1
STUB0143	Algebra 2
STUB0150	Geometry
STUB0160	Calculus
STUB0161	AP/IB/Honors Calculus
STUB0170	Advanced Math - Other
STUB0171	Trigonometry
STUB0172	Analysis/Precalculus
STUB0173	Statistics/Probability
STUB0200	SCIENCE
STUB0210	Survey Science
STUB0220	Biology
STUB0221	AP/IB/Honors Biology
STUB0230	Chemistry
STUB0231	AP/IB/Honors Chemistry
STUB0240	Physics
STUB0241	AP/IB/Honors Physics
STUB0250	Engineering
STUB0260	Astronomy
STUB0270	Geology/Earth Science
STUB0300	ENGLISH
STUB0310	Survey English
STUB0320	Literature
STUB0330	Composition
STUB0340	Speech
STUB0350	AP/IB/Honors English
STUB0360	Remedial/Below Grade English

HIERARCHICAL LISTING OF SUBJECT AREA CATEGORIES (Continued)

STUB0400 SOCIAL STUDIES
STUB0410 American History
STUB0411 AP/IB/Honors American History
STUB0420 World History
STUB0421 AP/IB/Honors Western Civilization/European History
STUB0430 American Government & Politics
STUB0440 Humanities Other
STUB0441 Non-Western History
STUB0442 Western History/Civilization
STUB0443 Economics
STUB0444 Geography
STUB0445 Sociology/Psychology
STUB0446 International Politics
STUB0447 Remedial/Below Grade Social Studies
STUB0450 AP/IB/Honors Social Studies

STUB0500 FINE ARTS
STUB0510 Fine Arts & Crafts
STUB0520 Music
STUB0530 Drama
STUB0540 Dance
STUB0550 Art/Music Appreciation/History

STUB0600 FOREIGN LANGUAGES
STUB0601 AP/IB/Honors Foreign Language
STUB0610 Survey Foreign Language
STUB0620 French
STUB0630 Spanish
STUB0640 German
STUB0650 Latin
STUB0660 Japanese
STUB0670 Mandarin/Cantonese
STUB0680 Russian
STUB0690 Foreign Language - Other

STUB0700 COMPUTER-RELATED STUDIES
STUB0710 Clerical & Data Entry
STUB0720 Computer Applications
STUB0730 Computer Science

HIERARCHICAL LISTING OF SUBJECT AREA CATEGORIES (Continued)

VOCATIONAL COURSES

STUB0800 CONSUMER & HOMEMAKING EDUCATION

STUB0900 GENERAL LABOR MARKET PREPARATION

STUB0910 Typewriting 1

STUB0920 Introductory Industrial

STUB0930 Work Experience/Career Exploration

STUB0940 General Labor Market Skills

STUB1000 SPECIFIC LABOR MARKET PREPARATION

STUB1010 Agriculture/Renewable Resources

STUB1020 Business

STUB1030 Marketing & Distribution

STUB1040 Health

STUB1050 Occupational Home Economics

STUB1060 Trade & Industry

STUB1070 Technical & Communications

STUB1080 Unidentified Subject

PERSONAL/OTHER

STUB1100 GENERAL SKILLS

STUB1200 PERSONAL HEALTH & PHYSICAL EDUCATION

STUB1210 Physical Education

STUB1220 Health

STUB1240 Driver Education

STUB1300 RELIGION

STUB1400 MILITARY SCIENCE

STUB1500 SPECIAL EDUCATION

STUB1600 ALL COURSES OTHER THAN ABOVE

Detailed Stub List

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
STUB0100 Mathematics		279900	MATHEMATICS, OTHER
110111	COMPUTER APPRECIATION	320108	MATHEMATICS, VOCATIONAL (CHANGED TO 270110)
110121	COMPUTER MATHEMATICS 1	541001	GENERAL MATH SKILLS
110122	COMPUTER MATHEMATICS 2	541009	FUNCTIONAL MATH SKILLS, NOT FOR CREDIT
110400	INFORMATION SCIENCES AND SYSTEMS, OTHER	541101	FUNCTIONAL CONSUMER MATH
110500	SYSTEMS ANALYSIS, OTHER	541109	FUNCTIONAL CONSUMER MATH, NOT FOR CREDIT
119900	COMPUTER AND INFORMATION SCIENCES, OTHER	541201	FUNCTIONAL VOCATIONAL MATH
270100	MATHEMATICS, OTHER GENERAL	541209	FUNCTIONAL VOCATIONAL MATH, NOT FOR CREDIT
270101	MATHEMATICS 7	562700	SPECIAL EDUCATION MATH
270102	MATHEMATICS 7, ACCELERATED	562701	RESOURCE GENERAL MATH
270103	MATHEMATICS 8	562709	RESOURCE GENERAL MATH, NOT FOR CREDIT
270104	MATHEMATICS 8, ACCELERATED	562711	RESOURCE VOCATIONAL MATH
270105	MATHEMATICS, BASIC (CHANGED TO 270601-270604)	562719	RESOURCE VOCATIONAL MATH, NOT FOR CREDIT
270106	MATHEMATICS 1, GENERAL	562721	RESOURCE CONSUMER MATH
270107	MATHEMATICS 2, GENERAL	562729	RESOURCE CONSUMER MATH, NOT FOR CREDIT
270108	SCIENCE MATHEMATICS	STUB0110 - Basic Math	
270109	MATHEMATICS IN THE ARTS	270105	MATHEMATICS, BASIC (CHANGED TO 270601-270604)
270110	MATHEMATICS, VOCATIONAL	270601	BASIC MATH 1
270111	TECHNICAL MATHEMATICS	270602	BASIC MATH 2
270112	MATHEMATICS REVIEW	270603	BASIC MATH 3
270113	MATHEMATICS TUTORING	270604	BASIC MATH 4
270114	CONSUMER MATHEMATICS	STUB0120 - General Math	
270200	ACTUARIAL SCIENCES, OTHER	270100	MATHEMATICS, OTHER GENERAL
270300	APPLIED MATHEMATICS, OTHER	270101	MATHEMATICS 7
270400	PURE MATHEMATICS, OTHER	270102	MATHEMATICS 7, ACCELERATED
270401	PRE-ALGEBRA	270103	MATHEMATICS 8
270402	ALGEBRA 1, PART 1	270106	MATHEMATICS 1, GENERAL
270403	ALGEBRA 1, PART 2	270107	MATHEMATICS 2, GENERAL
270404	ALGEBRA 1	270113	MATHEMATICS TUTORING
270405	ALGEBRA 2	541001	GENERAL MATH SKILLS
270406	GEOMETRY, PLANE	541009	FUNCTIONAL MATH SKILLS, NOT FOR CREDIT
270407	GEOMETRY, SOLID	562700	SPECIAL EDUCATION MATH
270408	GEOMETRY	562701	RESOURCE GENERAL MATH
270409	GEOMETRY, INFORMAL	562709	RESOURCE GENERAL MATH, NOT FOR CREDIT
270410	ALGEBRA 3	STUB0130 - Applied Math	
270411	TRIGONOMETRY	110111	COMPUTER APPRECIATION
270412	ANALYTIC GEOMETRY	110121	COMPUTER MATHEMATICS 1
270413	TRIGONOMETRY AND SOLID GEOMETRY	110122	COMPUTER MATHEMATICS 2
270414	ALGEBRA AND TRIGONOMETRY	110400	INFORMATION SCIENCES AND SYSTEMS, OTHER
270415	ALGEBRA AND ANALYTIC GEOMETRY	110500	SYSTEMS ANALYSIS, OTHER
270416	ANALYSIS, INTRODUCTORY	199000	COMPUTER AND INFORMATION SCIENCES, OTHER
270417	LINEAR ALGEBRA	270108	SCIENCE MATHEMATICS
270418	CALCULUS AND ANALYTIC GEOMETRY	270109	MATHEMATICS IN THE ARTS
270419	CALCULUS	270110	MATHEMATICS, VOCATIONAL
270420	CALCULUS, ADVANCED PLACEMENT	270111	TECHNICAL MATHEMATICS
270421	MATHEMATICS 1, UNIFIED	270114	CONSUMER MATHEMATICS
270422	MATHEMATICS 2, UNIFIED	270300	APPLIED MATHEMATICS, OTHER
270423	MATHEMATICS 3, UNIFIED	320108	MATHEMATICS, VOCATIONAL (CHANGED TO 270110)
270424	MATHEMATICS, INDEPENDENT STUDY	541101	FUNCTIONAL CONSUMER MATH
270425	GEOMETRY, PART 1	541109	FUNCTIONAL CONSUMER MATH, NOT FOR CREDIT
270426	GEOMETRY, PART 2	541201	FUNCTIONAL VOCATIONAL MATH
270427	UNIFIED MATH 1, PART 1	541209	FUNCTIONAL VOCATIONAL MATH, NOT FOR CREDIT
270428	UNIFIED MATH 1, PART 2	562711	RESOURCE VOCATIONAL MATH
270429	PRE-IB GEOMETRY	562719	RESOURCE VOCATIONAL MATH, NOT FOR CREDIT
270430	PRE-IB ALGEBRA 2/TRIGONOMETRY	562721	RESOURCE CONSUMER MATH
270431	IB MATH METHODS 1	562729	RESOURCE CONSUMER MATH, NOT FOR CREDIT
270432	IB MATH STUDIES 1		
270433	IB MATH STUDIES 2		
270434	IB MATH STUDIES/CALCULUS		
270435	AP CALCULUS CD		
270436	DISCRETE MATH		
270437	FINITE MATH		
270500	STATISTICS, OTHER		
270511	STATISTICS		
270521	PROBABILITY		
270531	PROBABILITY AND STATISTICS		
270532	AP STATISTICS		
270601	BASIC MATH 1		
270602	BASIC MATH 2		
270603	BASIC MATH 3		
270604	BASIC MATH 4		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
STUB0141 - Pre-Algebra		270511 STATISTICS	
270104	MATHEMATICS 8, ACCELERATED	270521	PROBABILITY
270401	PRE-ALGEBRA	270531	PROBABILITY AND STATISTICS
270402	ALGEBRA 1, PART 1	270532	AP STATISTICS
270403	ALGEBRA 1, PART 2	279900	MATHEMATICS, OTHER
STUB0142 - Algebra 1		STUB0171 - Trigonometry	
270404	ALGEBRA 1	270411	TRIGONOMETRY
270421	MATHEMATICS 1, UNIFIED	270413	TRIGONOMETRY AND SOLID GEOMETRY
270427	UNIFIED MATH 1, PART 1	270430	PRE-IB ALGEBRA 2/ TRIGONOMETRY
270428	UNIFIED MATH 1, PART 2	STUB0172 - Analysis/Precalculus	
STUB0143 - Algebra 2		270416	ANALYSIS, INTRODUCTORY
270405	ALGEBRA 2	270433	IB MATH STUDIES 2
270410	ALGEBRA 3	STUB0173 - Statistics/Probability	
270414	ALGEBRA AND TRIGONOMETRY	270500	STATISTICS, OTHER
270415	ALGEBRA AND ANALYTIC GEOMETRY	270511	STATISTICS
270417	LINEAR ALGEBRA	270521	PROBABILITY
270430	PRE-IB ALGEBRA 2/ TRIGONOMETRY	270531	PROBABILITY AND STATISTICS
270532		270532	AP STATISTICS
STUB0150 - Geometry		STUB0200 – Science	
270406	GEOMETRY, PLANE	140100	ENGINEERING, OTHER GENERAL
270407	GEOMETRY, SOLID	140111	ORIENTATION TO ENGINEERING
270408	GEOMETRY	140200	AEROSPACE, AERONAUTICAL, AND
270409	GEOMETRY, INFORMAL		ASTRONAUTICAL ENGINEERING, OTHER
270422	MATHEMATICS 2, UNIFIED	140211	AEROSPACE MATERIALS
270425	GEOMETRY, PART 1	140221	AEROSPACE ENGINEERING DESIGN
270426	GEOMETRY, PART 2	140300	AGRICULTURAL ENGINEERING, OTHER
270429	PRE-IB GEOMETRY	140400	ARCHITECTURAL ENGINEERING, OTHER
STUB0160 - Calculus		140411	STRENGTH OF MATERIALS – ARCHITECTURAL
270418	CALCULUS AND ANALYTIC GEOMETRY	140500	BIOENGINEERING AND BIOMEDICAL
270419	CALCULUS		ENGINEERING, OTHER
270420	CALCULUS, ADVANCED PLACEMENT	140600	CERAMIC ENGINEERING, OTHER
270434	IB MATH STUDIES/CALCULUS	140700	CHEMICAL ENGINEERING, OTHER
270435	AP CALCULUS CD	140800	CIVIL ENGINEERING, OTHER
STUB0161 - AP/IB/Honors Calculus		140900	COMPUTER ENGINEERING, OTHER
270420	CALCULUS, ADVANCED PLACEMENT	141000	ELECTRICAL, ELECTRONICS AND
270434	IB MATH STUDIES/CALCULUS		COMMUNICATIONS ENGINEERING, OTHER
270435	AP CALCULUS CD	141100	ENGINEERING MECHANICS, OTHER
STUB0170 - Advanced Math - Other		141200	ENGINEERING RELATED, OTHER
270112	MATHEMATICS REVIEW	141211	INSTRUMENTATION PHYSICS 1
270200	ACTUARIAL SCIENCES, OTHER	141212	INSTRUMENTATION PHYSICS 2
270400	PURE MATHEMATICS, OTHER	141213	INSTRUMENTATION PHYSICS 3
270411	TRIGONOMETRY	141214	INSTRUMENTATION PHYSICS 4 /ADVANCED
270412	ANALYTIC GEOMETRY		PLACEMENT
270413	TRIGONOMETRY AND SOLID GEOMETRY	141300	ENGINEERING SCIENCE, OTHER
270416	ANALYSIS, INTRODUCTORY	141400	ENVIRONMENTAL HEALTH ENGINEERING, OTHER
270423	MATHEMATICS 3, UNIFIED	141500	GEOLOGICAL ENGINEERING, OTHER
270424	MATHEMATICS, INDEPENDENT STUDY	141600	GEOPHYSICAL ENGINEERING, OTHER
270430	PRE-IB ALGEBRA 2/ TRIGONOMETRY	141700	INDUSTRIAL ENGINEERING, OTHER
270431	IB MATH METHODS 1	141800	MATERIALS ENGINEERING, OTHER
270432	IB MATH STUDIES 1	141900	MECHANICAL ENGINEERING, OTHER
270433	IB MATH STUDIES 2	141911	STRENGTH OF MATERIALS, MECHANICAL
270436	DISCRETE MATH		TECHNOLOGY
270437	FINITE MATH	142000	METALLURGICAL ENGINEERING, OTHER
270500	STATISTICS, OTHER	142011	METALLURGY/POWDER METAL BASICS
		142100	MINING AND MINERAL ENGINEERING, OTHER
		142200	NAVAL ARCHITECTURE AND MARINE
			ENGINEERING, OTHER
		142300	NUCLEAR ENGINEERING, OTHER
		142400	OCEAN ENGINEERING, OTHER
		142500	PETROLEUM ENGINEERING, OTHER
		142600	SURVEYING AND MAPPING SCIENCES, OTHER

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
142611	CARTOGRAPHY	400561	CHEMISTRY, INDEPENDENT STUDY
142700	SYSTEMS ENGINEERING, OTHER	400600	GEOLOGICAL SCIENCES, OTHER
142800	TEXTILE ENGINEERING, OTHER	400611	EARTH SCIENCE
149900	ENGINEERING, OTHER	400621	EARTH SCIENCE, COLLEGE PREPARATORY
260100	BIOLOGY, OTHER GENERAL	400622	AP ENVIRONMENTAL SCIENCE
260111	SCIENCE 7	400631	GEOLOGY
260121	BIOLOGY, BASIC 1	400632	GEOLOGY - FIELD STUDIES
260122	BIOLOGY, BASIC 2	400641	MINERALOGY
260131	BIOLOGY, GENERAL 1	400700	MISCELLANEOUS PHYSICAL SCIENCES, OTHER
260132	BIOLOGY, GENERAL 2	400711	OCEANOGRAPHY
260141	BIOLOGY, HONORS 1	400800	PHYSICS, OTHER
260142	BIOLOGY, ADVANCED	400811	PHYSICS, GENERAL
260143	PRE-IB BIOLOGY	400821	PHYSICS 1
260144	IB BIOLOGY 2	400822	PHYSICS 2
260145	IB BIOLOGY 3	400823	IB PHYSICS
260146	AP BIOLOGY	400824	AP PHYSICS B
260151	FIELD BIOLOGY	400825	AP PHYSICS C: MECHANICS
260161	GENETICS	400826	AP PHYSICS C: ELECTRICITY/MAGNETISM
260171	BIO-PSYCHOLOGY	400831	PHYSICS 2 WITHOUT CALCULUS
260181	BIOLOGY SEMINAR	400841	ELECTRICITY AND ELECTRONICS SCIENCE
260200	BIOCHEMISTRY AND BIOPHYSICS, OTHER	400851	ACOUSTICS
260211	BIOCHEMISTRY	400900	PLANETARY SCIENCE, OTHER
260300	BOTANY, OTHER	400911	ROCKETRY AND SPACE SCIENCE
260311	BOTANY	401000	AEROSPACE SCIENCE, OTHER
260400	CELL AND MOLECULAR BIOLOGY, OTHER	401011	AEROSPACE SCIENCE
260411	CELL BIOLOGY	409900	PHYSICAL SCIENCES, OTHER
260500	MICROBIOLOGY, OTHER	410211	RADIOACTIVITY
260511	MICROBIOLOGY	544001	FUNCTIONAL SCIENCE
260600	MISCELLANEOUS SPECIALIZED AREAS, LIFE SCIENCES, OTHER	544009	FUNCTIONAL SCIENCE, NOT FOR CREDIT
260611	ECOLOGY	564000	SPECIAL EDUCATION GENERAL SCIENCE
260621	MARINE BIOLOGY	564001	RESOURCE GENERAL SCIENCE
260622	MARINE BIOLOGY, ADVANCED	564009	RESOURCE GENERAL SCIENCE, NOT FOR CREDIT
260631	ANATOMY		
260700	ZOOLOGY, OTHER	STUB0210 - Survey	
260711	ZOOLOGY	300100	BIOLOGICAL AND PHYSICAL SCIENCES, OTHER
260721	ZOOLOGY, VERTEBRATE	300111	SCIENCE, UNIFIED
260731	ZOOLOGY, INVERTEBRATE	300121	SCIENCE STUDY, INDEPENDENT
260741	ANIMAL BEHAVIOR	300300	ENGINEERING AND OTHER DISCIPLINES, OTHER
260751	PHYSIOLOGY, HUMAN	300311	ENGINEERING CONCEPTS
260752	PHYSIOLOGY, ADVANCED	400100	PHYSICAL SCIENCES, OTHER GENERAL
260761	PATHOLOGY	400111	SCIENCE 8
260771	COMPARATIVE EMBRYOLOGY	400121	PHYSICAL SCIENCE
269900	LIFE SCIENCES, OTHER	400141	PHYSICAL SCIENCE, APPLIED
300100	BIOLOGICAL AND PHYSICAL SCIENCES, OTHER	400611	EARTH SCIENCE
300111	SCIENCE, UNIFIED	544001	FUNCTIONAL SCIENCE
300112	COLLEGE PRE-SCIENCE SKILLS	544009	FUNCTIONAL SCIENCE, NOT FOR CREDIT
300121	SCIENCE STUDY, INDEPENDENT	564000	SPECIAL EDUCATION GENERAL SCIENCE
300300	ENGINEERING AND OTHER DISCIPLINES, OTHER	564001	RESOURCE GENERAL SCIENCE
300311	ENGINEERING CONCEPTS	564009	RESOURCE GENERAL SCIENCE, NOT FOR CREDIT
300623	IB ENVIRONMENTAL STUDIES		
400100	PHYSICAL SCIENCES, OTHER GENERAL	STUB0220 - Biology	
400111	SCIENCE 8	260100	BIOLOGY, OTHER GENERAL
400121	PHYSICAL SCIENCE	260111	SCIENCE 7
400131	CHEMISTRY AND PHYSICS LABORATORY TECHNIQUES	260121	BIOLOGY, BASIC 1
400141	PHYSICAL SCIENCE, APPLIED	260122	BIOLOGY, BASIC 2
400200	ASTRONOMY, OTHER	260131	BIOLOGY, GENERAL 1
400211	ASTRONOMY	260132	BIOLOGY, GENERAL 2
400300	ASTROPHYSICS, OTHER	260141	BIOLOGY, HONORS 1
400400	ATMOSPHERIC SCIENCES AND METEOROLOGY, OTHER	260142	BIOLOGY, ADVANCED
400411	METEOROLOGY	260143	PRE-IB BIOLOGY
400500	CHEMISTRY, OTHER	260144	IB BIOLOGY 2
400511	CHEMISTRY, INTRODUCTORY	260145	IB BIOLOGY 3
400521	CHEMISTRY 1	260146	AP BIOLOGY
400522	CHEMISTRY 2	260151	FIELD BIOLOGY
400523	PRE-IB CHEMISTRY 1	260161	GENETICS
400524	IB CHEMISTRY 2	260171	BIO-PSYCHOLOGY
400525	IB CHEMISTRY 3	260181	BIOLOGY SEMINAR
400526	AP CHEMISTRY	260200	BIOCHEMISTRY AND BIOPHYSICS, OTHER
400531	ORGANIC CHEMISTRY	260211	BIOCHEMISTRY
400541	PHYSICAL CHEMISTRY		
400551	CONSUMER CHEMISTRY		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
260300	BOTANY, OTHER	140500	BIOENGINEERING AND BIOMEDICAL ENGINEERING, OTHER
260311	BOTANY	140600	CERAMIC ENGINEERING, OTHER
260400	CELL AND MOLECULAR BIOLOGY, OTHER	140700	CHEMICAL ENGINEERING, OTHER
260411	CELL BIOLOGY	140800	CIVIL ENGINEERING, OTHER
260500	MICROBIOLOGY, OTHER	140900	COMPUTER ENGINEERING, OTHER
260511	MICROBIOLOGY	141000	ELECTRICAL, ELECTRONICS AND COMMUNICATIONS ENGINEERING, OTHER
260600	MISCELLANEOUS SPECIALIZED AREAS, LIFE SCIENCES, OTHER	141100	ENGINEERING MECHANICS, OTHER
260611	ECOLOGY	141200	ENGINEERING RELATED, OTHER
260621	MARINE BIOLOGY	141211	INSTRUMENTATION PHYSICS 1
260622	MARINE BIOLOGY, ADVANCED	141212	INSTRUMENTATION PHYSICS 2
260631	ANATOMY	141213	INSTRUMENTATION PHYSICS 3
260700	ZOOLOGY, OTHER	141214	INSTRUMENTATION PHYSICS 4 /ADVANCED PLACEMENT
260711	ZOOLOGY	141300	ENGINEERING SCIENCE, OTHER
260721	ZOOLOGY, VERTEBRATE	141400	ENVIRONMENTAL HEALTH ENGINEERING, OTHER
260731	ZOOLOGY, INVERTEBRATE	141500	GEOLOGICAL ENGINEERING, OTHER
260741	ANIMAL BEHAVIOR	141600	GEOLOGICAL ENGINEERING, OTHER
260751	PHYSIOLOGY, HUMAN	141700	INDUSTRIAL ENGINEERING, OTHER
260752	PHYSIOLOGY, ADVANCED	141800	MATERIALS ENGINEERING, OTHER
260761	PATHOLOGY	141900	MECHANICAL ENGINEERING, OTHER
260771	COMPARATIVE EMBRYOLOGY	141911	STRENGTH OF MATERIALS, MECHANICAL TECHNOLOGY
269900	LIFE SCIENCES, OTHER	142000	METALLURGICAL ENGINEERING, OTHER
STUB0221 - AP/IB/Honors Biology		142100	MINING AND MINERAL ENGINEERING, OTHER
260141	BIOLOGY, HONORS 1	142200	NAVAL ARCHITECTURE AND MARINE ENGINEERING, OTHER
260142	BIOLOGY, ADVANCED	142300	NUCLEAR ENGINEERING, OTHER
260143	PRE-IB BIOLOGY	142400	OCEAN ENGINEERING, OTHER
260144	IB BIOLOGY 2	142500	PETROLEUM ENGINEERING, OTHER
260145	IB BIOLOGY 3	400200	ASTRONOMY, OTHER
260146	AP BIOLOGY	400211	ASTRONOMY
260622	MARINE BIOLOGY, ADVANCED	400300	ASTROPHYSICS, OTHER
260752	PHYSIOLOGY, ADVANCED	400400	ATMOSPHERIC SCIENCES AND METEOROLOGY, OTHER
STUB0230 - Chemistry		400411	METEOROLOGY
400131	CHEMISTRY AND PHYSICS LABORATORY TECHNIQUES	400800	PHYSICS, OTHER
400500	CHEMISTRY, OTHER	400811	PHYSICS, GENERAL
400511	CHEMISTRY, INTRODUCTORY	400821	PHYSICS 1
400521	CHEMISTRY 1	400822	PHYSICS 2
400522	CHEMISTRY 2	400823	IB PHYSICS
400523	PRE-IB CHEMISTRY 1	400824	AP PHYSICS B
400524	IB CHEMISTRY 2	400825	AP PHYSICS C: MECHANICS
400525	IB CHEMISTRY 3	400826	AP PHYSICS C: ELECTRICITY/MAGNETISM
400526	AP CHEMISTRY	400831	PHYSICS 2 WITHOUT CALCULUS
400531	ORGANIC CHEMISTRY	400841	ELECTRICITY AND ELECTRONICS SCIENCE
400541	PHYSICAL CHEMISTRY	400851	ACOUSTICS
400551	CONSUMER CHEMISTRY	400900	PLANETARY SCIENCE, OTHER
400561	CHEMISTRY, INDEPENDENT STUDY	400911	ROCKETRY AND SPACE SCIENCE
STUB0231 - AP/IB/Honors Chemistry		401000	AEROSPACE SCIENCE, OTHER
400522	CHEMISTRY 2	401011	AEROSPACE SCIENCE
400523	PRE-IB CHEMISTRY 1	STUB0241 - AP/IB/Honors Physics	
400524	IB CHEMISTRY 2	140111	ORIENTATION TO ENGINEERING
400525	IB CHEMISTRY 3	140221	AEROSPACE ENGINEERING DESIGN
400526	AP CHEMISTRY	141212	INSTRUMENTATION PHYSICS 2
STUB0240 - Physics		141213	INSTRUMENTATION PHYSICS 3
140100	ENGINEERING, OTHER GENERAL	141214	INSTRUMENTATION PHYSICS 4 /ADVANCED PLACEMENT
140111	ORIENTATION TO ENGINEERING	400822	PHYSICS 2
140200	AEROSPACE, AERONAUTICAL, AND ASTRONAUTICAL ENGINEERING, OTHER	400823	IB PHYSICS
140221	AEROSPACE ENGINEERING DESIGN	400824	AP PHYSICS B
140300	AGRICULTURAL ENGINEERING, OTHER	400825	AP PHYSICS C: MECHANICS
140400	ARCHITECTURAL ENGINEERING, OTHER	400826	AP PHYSICS C: ELECTRICITY/MAGNETISM
		400831	PHYSICS 2 WITHOUT CALCULUS

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
STUB0250 - Engineering		230123	IRISH LITERATURE
140211	AEROSPACE MATERIALS	230124	RUSSIAN LITERATURE
140411	STRENGTH OF MATERIALS - ARCHITECTURAL	230125	BIBLE AS LITERATURE
142011	METALLURGY/POWDER METAL BASICS	230126	MYTHOLOGY AND FABLE
142600	SURVEYING AND MAPPING SCIENCES, OTHER	230127	DRAMA, INTRODUCTION
142611	CARTOGRAPHY	230128	WORLD DRAMA
142700	SYSTEMS ENGINEERING, OTHER	230129	PLAYS, MODERN SURVEY
142800	TEXTILE ENGINEERING, OTHER	230130	NOVELS
149900	ENGINEERING, OTHER	230131	SHORT STORY
300112	COLLEGE PRE-SCIENCE SKILLS	230132	MYSTERIES
400600	GEOLOGICAL SCIENCES, OTHER	230133	POETRY
400621	EARTH SCIENCE, COLLEGE PREPARATORY	230134	ROCK POETRY
400631	GEOLOGY	230135	HUMOR
400632	GEOLOGY - FIELD STUDIES	230136	BIOGRAPHY
400641	MINERALOGY	230137	NON FICTION
400700	MISCELLANEOUS PHYSICAL SCIENCES, OTHER	230138	SCIENCE FICTION
400711	OCEANOGRAPHY	230139	THEMES IN LITERATURE
409900	PHYSICAL SCIENCES, OTHER	230140	LITERATURE OF HUMAN VALUES
410211	RADIOACTIVITY	230141	ETHNIC LITERATURE
STUB0260 - Astronomy		230142	WOMEN IN LITERATURE
400200	ASTRONOMY, OTHER	230143	SPORTS THROUGH LITERATURE
400211	ASTRONOMY	230144	OCCULT LITERATURE
400300	ASTROPHYSICS, OTHER	230145	PROTEST LITERATURE
STUB0270 - Geology/Earth Science		230146	YOUTH AND LITERATURE
300623	IB ENVIRONMENTAL STUDIES	230147	HEROES
400600	GEOLOGICAL SCIENCES, OTHER	230148	UTOPIAS
400611	EARTH SCIENCE	230149	DEATH
400621	EARTH SCIENCE, COLLEGE PREPARATORY	230150	NOBEL PRIZE AUTHORS
400622	AP ENVIRONMENTAL SCIENCE	230151	SEMINAR ON AN AUTHOR
400631	GEOLOGY	230152	ENGLISH, REAL LIFE PROBLEM SOLVING
400632	GEOLOGY - FIELD STUDIES	230153	READING, INDEPENDENT STUDY
400641	MINERALOGY	230154	RESEARCH TECHNIQUE
STUB0300 - English		230155	CHILDREN'S LITERATURE & FANTASY
090400	JOURNALISM (MASS COMMUNICATIONS), OTHER	230161	ENGLISH SKILLS 1 FOR VISUALLY IMPAIRED
090411	JOURNALISM 1	230162	ENGLISH SKILLS 2 FOR VISUALLY IMPAIRED
090412	JOURNALISM 2	230163	ENGLISH SKILLS 3 FOR VISUALLY IMPAIRED
090413	JOURNALISM 3	230164	ENGLISH SKILLS 4 FOR VISUALLY IMPAIRED
090421	JOURNALISM INVESTIGATIONS	230165	PRE-IB ENGLISH 1 (GRADE 9)
090431	LITERARY MAGAZINE	230166	PRE-IB ENGLISH 2 (GRADE 10)
230100	ENGLISH, OTHER GENERAL	230167	PRE-IB ENGLISH 3 (GRADE 11)
230101	ENGLISH 7	230168	IB ENGLISH 4 (GRADE 11 OR 12)
230102	ENGLISH 7, HONORS	230169	IB ENGLISH 5 (GRADE 12)
230103	ENGLISH 8, BELOW GRADE LEVEL	230170	AP LANGUAGE AND COMPOSITION
230104	ENGLISH 8	230171	AP LITERATURE AND COMPOSITION
230105	ENGLISH 8, HONORS	230200	CLASSICS, OTHER
230106	ENGLISH 1, BELOW GRADE LEVEL	230211	MYTHOLOGICAL LITERATURE, GREEK AND ROMAN
230107	ENGLISH 1	230300	COMPARATIVE LITERATURE, OTHER
230108	ENGLISH 1, HONORS	230311	COMPARATIVE LITERATURE
230109	ENGLISH 2, BELOW GRADE LEVEL	230321	LATIN AMERICAN AUTHORS/LITERATURE
230110	ENGLISH 2	230400	COMPOSITION, OTHER
230111	ENGLISH 2, HONORS	230401	COMPOSITION, EXPOSITORY
230112	ENGLISH 3, BELOW GRADE LEVEL	230402	WRITING LABORATORY
230113	ENGLISH 3	230403	WRITING ABOUT LITERATURE
230114	ENGLISH 3, HONORS	230404	VOCABULARY
230115	ENGLISH 4, BELOW GRADE LEVEL	230405	SPELLING
230116	ENGLISH 4	230406	GRAMMAR7
230117	ENGLISH 4, HONORS	230407	GRAMMAR8
230118	WORLD LITERATURE	230408	GRAMMAR9
230119	RENAISSANCE LITERATURE	230409	GRAMMAR 10
230120	ROMANTICISM	230410	GRAMMAR 11
230121	REALISM	230411	GRAMMAR 12
230122	LITERATURE, CONTEMPORARY	230412	ETYMOLOGY
		230415	WORD STUDY - REMEDIAL
		230500	CREATIVE WRITING, OTHER
		230511	CREATIVE WRITING 10
		230512	CREATIVE WRITING 11
		230513	CREATIVE WRITING 12
		230521	CREATIVE WRITING, INDEPENDENT STUDY
		230600	LINGUISTICS (INCLUDES PHONETICS, SEMANTICS, AND PHILOLOGY), OTHER
		230611	LINGUISTICS
		230700	LITERATURE, AMERICAN, OTHER
		230711	AMERICAN LITERATURE

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
230721	BLACK LITERATURE	562311	RESOURCE READING
230731	AMERICAN DREAM IN LITERATURE	562319	RESOURCE READING, NOT FOR CREDIT
230741	FOLKLORE, AMERICAN	562320	SPECIAL EDUCATION WRITING
230751	INDIAN LITERATURE	562321	RESOURCE WRITING
230761	STATE WRITERS	562329	RESOURCE WRITING, NOT FOR CREDIT
230771	WESTERN LITERATURE		
230781	MEXICAN AMERICAN LITERATURE	STUB0310 - Survey English	
230800	LITERATURE, ENGLISH, OTHER		
230811	BRITISH LITERATURE SURVEY	230100	ENGLISH, OTHER GENERAL
230821	SHAKESPEARE	230101	ENGLISH 7
230831	MODERN BRITISH WRITERS	230102	ENGLISH 7, HONORS
230841	VICTORIAN LITERATURE	230103	ENGLISH 8, BELOW GRADE LEVEL
230851	SATIRE, MODERN BRITISH	230104	ENGLISH 8
230861	ARTHURIAN LEGEND	230105	ENGLISH 8, HONORS
230871	MEDIEVAL LITERATURE	230106	ENGLISH 1, BELOW GRADE LEVEL
230900	RHETORIC, OTHER	230107	ENGLISH 1
231000	SPEECH, DEBATE, AND FORENSICS, OTHER	230108	ENGLISH 1, HONORS
231011	PUBLIC SPEAKING	230109	ENGLISH 2, BELOW GRADE LEVEL
231021	SPEECH 1	230110	ENGLISH 2
231022	SPEECH 2	230111	ENGLISH 2, HONORS
231023	SPEECH 3	230112	ENGLISH 3, BELOW GRADE LEVEL
231031	DEBATE PRACTICUM CONTRACT	230113	ENGLISH 3
231100	TECHNICAL AND BUSINESS WRITING, OTHER	230114	ENGLISH 3, HONORS
231111	TECHNICAL ENGLISH	230115	ENGLISH 4, BELOW GRADE LEVEL
231211	READING DEVELOPMENT 1	230116	ENGLISH 4
231212	READING DEVELOPMENT 2	230117	ENGLISH 4, HONORS
231213	READING DEVELOPMENT 3	230161	ENGLISH SKILLS 1 FOR VISUALLY IMPAIRED
231214	READING DEVELOPMENT 4	230162	ENGLISH SKILLS 2 FOR VISUALLY IMPAIRED
231216	ADVANCED READING AND STUDY SKILLS	230163	ENGLISH SKILLS 3 FOR VISUALLY IMPAIRED
231311	FUNCTIONAL ENGLISH 1	230164	ENGLISH SKILLS 4 FOR VISUALLY IMPAIRED
231312	FUNCTIONAL ENGLISH 2	230165	PRE-IB ENGLISH 1 (GRADE 9)
231313	FUNCTIONAL ENGLISH 3	230166	PRE-IB ENGLISH 2 (GRADE 10)
231314	FUNCTIONAL ENGLISH 4	230167	PRE-IB ENGLISH 3 (GRADE 11)
239900	LETTERS/ENGLISH, OTHER	230168	IB ENGLISH 4 (GRADE 11 OR 12)
320109	READING DEVELOPMENT 1 (CHANGED TO 231211)	230169	IB ENGLISH 5 (GRADE 12)
320110	READING DEVELOPMENT 2 (CHANGED TO 231212)	230404	VOCABULARY
320112	SPEECH DEVELOPMENT (CHANGED TO 569401)	230406	GRAMMAR7
320113	LANGUAGE, DEVELOPMENTAL (CHANGED TO 160125 OR 231311-231314)	230407	GRAMMAR8
		230408	GRAMMAR9
320114	VOICE, DEVELOPMENTAL (CHANGED TO 569401)	230409	GRAMMAR 10
320115	WORD STUDY, REMEDIAL (CHANGED TO 230415)	230410	GRAMMAR 11
320118	ENGLISH, FUNCTIONAL (CHANGED TO 231311-231314)	230411	GRAMMAR 12
		230412	ETYMOLOGY
542011	FUNCTIONAL LANGUAGE ARTS 1	239900	LETTERS/ENGLISH, OTHER
542019	FUNCTIONAL LANGUAGE ARTS 1, NOT FOR CREDIT	STUB0320 - Literature	
542021	FUNCTIONAL LANGUAGE ARTS 2	230118	WORLD LITERATURE
542029	FUNCTIONAL LANGUAGE ARTS 2, NOT FOR CREDIT	230119	RENAISSANCE LITERATURE
542031	FUNCTIONAL LANGUAGE ARTS 3	230120	ROMANTICISM
542039	FUNCTIONAL LANGUAGE ARTS 3, NOT FOR CREDIT	230121	REALISM
542041	FUNCTIONAL LANGUAGE ARTS 4	230122	LITERATURE, CONTEMPORARY
542049	FUNCTIONAL LANGUAGE ARTS 4, NOT FOR CREDIT	230123	IRISH LITERATURE
542051	FUNCTIONAL VOCATIONAL ENGLISH	230124	RUSSIAN LITERATURE
542059	FUNCTIONAL VOCATIONAL ENGLISH, NOT FOR CREDIT	230125	BIBLE AS LITERATURE
		230126	MYTHOLOGY AND FABLE
542101	FUNCTIONAL READING	230127	DRAMA, INTRODUCTION
542109	FUNCTIONAL READING, NOT FOR CREDIT	230128	WORLD DRAMA
542201	FUNCTIONAL ORAL COMMUNICATION	230129	PLAYS, MODERN SURVEY
542209	FUNCTIONAL ORAL COMMUNICATION, NOT FOR CREDIT	230130	NOVELS
		230131	SHORT STORY
542301	FUNCTIONAL WRITING	230132	MYSTERIES
542309	FUNCTIONAL WRITING, NOT FOR CREDIT	230133	POETRY
542401	FUNCTIONAL ACADEMICS	230134	ROCK POETRY
542409	FUNCTIONAL ACADEMICS, NOT FOR CREDIT	230135	HUMOR
562300	SPECIAL EDUCATION LANGUAGE ARTS	230136	BIOGRAPHY
562301	RESOURCE LANGUAGE ARTS/ENGLISH	230137	NON FICTION
562302	DEVELOPMENTAL ENGLISH 2/RESOURCE ESE AAP ENGLISH 2	230138	SCIENCE FICTION
		230139	THEMES IN LITERATURE
562303	DEVELOPMENTAL ENGLISH 3/RESOURCE ESE AAP ENGLISH 3	230140	LITERATURE OF HUMAN VALUES
		230141	ETHNIC LITERATURE
562304	DEVELOPMENTAL ENGLISH 4/RESOURCE ESE AAP ENGLISH 4		
562309	RESOURCE LANGUAGE ARTS/ENGLISH, NOT FOR CREDIT		
562310	SPECIAL EDUCATION READING		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
230142	WOMEN IN LITERATURE	STUB0340 - Speech	
230143	SPORTS THROUGH LITERATURE	231000	SPEECH, DEBATE, AND FORENSICS, OTHER
230144	OCCULT LITERATURE	231011	PUBLIC SPEAKING
230145	PROTEST LITERATURE	231021	SPEECH 1
230146	YOUTH AND LITERATURE	231022	SPEECH 2
230147	HEROES	231023	SPEECH 3
230148	UTOPIAS	231031	DEBATE PRACTICUM CONTRACT
230149	DEATH	542201	FUNCTIONAL ORAL COMMUNICATION
230150	NOBEL PRIZE AUTHORS	542209	FUNCTIONAL ORAL COMMUNICATION, NOT FOR CREDIT
230151	SEMINAR ON AN AUTHOR	STUB0350 - AP/IB/Honors English	
230152	ENGLISH, REAL LIFE PROBLEM SOLVING	230117	ENGLISH 4, HONORS
230153	READING, INDEPENDENT STUDY	230165	PRE-IB ENGLISH 1 (GRADE 9)
230154	RESEARCH TECHNIQUE	230166	PRE-IB ENGLISH 2 (GRADE 10)
230155	CHILDREN'S LITERATURE & FANTASY	230167	PRE-IB ENGLISH 3 (GRADE 11)
230171	AP LITERATURE AND COMPOSITION	230168	IB ENGLISH 4 (GRADE 11 OR 12)
230200	CLASSICS, OTHER	230169	IB ENGLISH 5 (GRADE 12)
230211	MYTHOLOGICAL LITERATURE, GREEK AND ROMAN	230170	AP LANGUAGE AND COMPOSITION
230300	COMPARATIVE LITERATURE, OTHER	230171	AP LITERATURE AND COMPOSITION
230311	COMPARATIVE LITERATURE	STUB0360 - Any Remedial/Below Grade English	
230321	LATIN AMERICAN AUTHORS/LITERATURE	230103	ENGLISH 8, BELOW GRADE LEVEL
230700	LITERATURE, AMERICAN, OTHER	230106	ENGLISH 1, BELOW GRADE LEVEL
230711	AMERICAN LITERATURE	230109	ENGLISH 2, BELOW GRADE LEVEL
230721	BLACK LITERATURE	230112	ENGLISH 3, BELOW GRADE LEVEL
230731	AMERICAN DREAM IN LITERATURE	230115	ENGLISH 4, BELOW GRADE LEVEL
230741	FOLKLORE, AMERICAN	230405	SPELLING
230751	INDIAN LITERATURE	230415	WORD STUDY - REMEDIAL
230761	STATE WRITERS	231211	READING DEVELOPMENT 1
230771	WESTERN LITERATURE	231212	READING DEVELOPMENT 2
230781	MEXICAN AMERICAN LITERATURE	231213	READING DEVELOPMENT 3
230800	LITERATURE, ENGLISH, OTHER	231214	READING DEVELOPMENT 4
230811	BRITISH LITERATURE SURVEY	231311	FUNCTIONAL ENGLISH 1
230821	SHAKESPEARE	231312	FUNCTIONAL ENGLISH 2
230831	MODERN BRITISH WRITERS	231313	FUNCTIONAL ENGLISH 3
230841	VICTORIAN LITERATURE	231314	FUNCTIONAL ENGLISH 4
230851	SATIRE, MODERN BRITISH	320109	READING DEVELOPMENT 1 (CHANGED TO 231211)
230861	ARTHURIAN LEGEND	320110	READING DEVELOPMENT 2 (CHANGED TO 231212)
230871	MEDIEVAL LITERATURE	320112	SPEECH DEVELOPMENT (CHANGED TO 569401)
231216	ADVANCED READING AND STUDY SKILLS	320113	LANGUAGE, DEVELOPMENTAL (CHANGED TO 160125 OR 231311-231314)
STUB0330 - Composition		320114	VOICE, DEVELOPMENTAL (CHANGED TO 569401)
090400	JOURNALISM (MASS COMMUNICATIONS), OTHER	320115	WORD STUDY, REMEDIAL (CHANGED TO 230415)
090411	JOURNALISM 1	320118	ENGLISH, FUNCTIONAL (CHANGED TO 231311-231314)
090412	JOURNALISM 2	542011	FUNCTIONAL LANGUAGE ARTS 1
090413	JOURNALISM 3	542019	FUNCTIONAL LANGUAGE ARTS 1, NOT FOR CREDIT
090421	JOURNALISM INVESTIGATIONS	542021	FUNCTIONAL LANGUAGE ARTS 2
090431	LITERARY MAGAZINE	542029	FUNCTIONAL LANGUAGE ARTS 2, NOT FOR CREDIT
230170	AP LANGUAGE AND COMPOSITION	542031	FUNCTIONAL LANGUAGE ARTS 3
230171	AP LITERATURE AND COMPOSITION	542039	FUNCTIONAL LANGUAGE ARTS 3, NOT FOR CREDIT
230400	COMPOSITION, OTHER	542041	FUNCTIONAL LANGUAGE ARTS 4
230401	COMPOSITION, EXPOSITORY	542049	FUNCTIONAL LANGUAGE ARTS 4, NOT FOR CREDIT
230402	WRITING LABORATORY	542051	FUNCTIONAL VOCATIONAL ENGLISH
230403	WRITING ABOUT LITERATURE	542059	FUNCTIONAL VOCATIONAL ENGLISH, NOT FOR CREDIT
230500	CREATIVE WRITING, OTHER	542101	FUNCTIONAL READING
230511	CREATIVE WRITING 10	542109	FUNCTIONAL READING, NOT FOR CREDIT
230512	CREATIVE WRITING 11	542301	FUNCTIONAL WRITING
230513	CREATIVE WRITING 12	542309	FUNCTIONAL WRITING, NOT FOR CREDIT
230521	CREATIVE WRITING, INDEPENDENT STUDY	542401	FUNCTIONAL ACADEMICS
230600	LINGUISTICS (INCLUDES PHONETICS, SEMANTICS, AND PHILOLOGY), OTHER	542409	FUNCTIONAL ACADEMICS, NOT FOR CREDIT
230611	LINGUISTICS	562300	SPECIAL EDUCATION LANGUAGE ARTS
230900	RHETORIC, OTHER	562301	RESOURCE LANGUAGE ARTS/ENGLISH
231100	TECHNICAL AND BUSINESS WRITING, OTHER	562302	DEVELOPMENTAL ENGLISH 2/RESOURCE ESE AAP ENGLISH 2
231111	TECHNICAL ENGLISH		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
562303	DEVELOPMENTAL ENGLISH 3/RESOURCE ESE AAP ENGLISH 3	090121	INTERCULTURAL COMMUNICATIONS
562304	DEVELOPMENTAL ENGLISH 4/RESOURCE ESE AAP ENGLISH 4	090300	COMMUNICATIONS RESEARCH, OTHER
562309	RESOURCE LANGUAGE ARTS/ENGLISH, NOT FOR CREDIT	090500	PUBLIC RELATIONS, OTHER
562310	SPECIAL EDUCATION READING	090721	TELEVISION AND TASTE
562311	RESOURCE READING	099900	COMMUNICATIONS, OTHER
562319	RESOURCE READING, NOT FOR CREDIT	130100	EDUCATION, OTHER GENERAL
562320	SPECIAL EDUCATION WRITING	130200	BILINGUAL/BICULTURAL EDUCATION, OTHER
562321	RESOURCE WRITING	130300	CURRICULUM AND INSTRUCTION, OTHER
562329	RESOURCE WRITING, NOT FOR CREDIT	130400	EDUCATION ADMINISTRATION, OTHER
STUB0400 - Social Studies		130500	EDUCATIONAL MEDIA, OTHER
050100	AREA STUDIES, OTHER	130600	EVALUATION AND RESEARCH, OTHER
050101	AREA STUDIES	130700	INTERNATIONAL AND COMPARATIVE EDUCATION, OTHER
050102	AMERICAN STUDIES, BASIC	130800	SCHOOL PSYCHOLOGY, OTHER
050103	AMERICAN STUDIES, GENERAL	130900	SOCIAL FOUNDATIONS, OTHER
050104	AMERICA'S PEOPLE AND PROBLEMS	131000	SPECIAL EDUCATION, OTHER
050105	AMERICAN STUDIES, HONORS	131100	STUDENT COUNSELING AND PERSONNEL SERVICES, OTHER
050106	NEW ENGLAND STUDIES	131200	TEACHER EDUCATION, GENERAL PROGRAMS, OTHER
050107	OLD SOUTH	131300	TEACHER EDUCATION, SPECIFIC SUBJECT AREAS, OTHER
050108	AMERICAN WEST	131400	TEACHING ENGLISH AS A SECOND LANGUAGE/FOREIGN LANGUAGE, OTHER
050109	SOUTHWEST UNITED STATES	139900	EDUCATION, OTHER
050110	ANGLO AMERICA	220100	LAW, OTHER
050111	NORTH AMERICA AND CURRENT EVENTS	220111	LAW FUNDAMENTALS
050112	NORTH AND SOUTH AMERICA	220121	LAW AND YOU
050113	LATIN AMERICA	220131	STREET LAW
050114	WORLD STUDIES 1	240100	LIBERAL/GENERAL STUDIES, OTHER
050115	WORLD STUDIES 2	240111	LIBERAL STUDIES
050116	WORLD STUDIES, HONORS	240141	GIFTED AND TALENTED PROGRAM
050117	COMPARATIVE WORLD CULTURES	300200	CLINICAL PASTORAL CARE, OTHER
050118	EUROPEAN CULTURE STUDIES, BASIC	300400	HUMANITIES AND SOCIAL SCIENCES, OTHER
050119	EUROPEAN CULTURE STUDIES, GENERAL	300411	HUMANITIES
050120	EUROPEAN CULTURE STUDIES, HONORS	300421	HUMANITIES, EUROPEAN
050121	DEVELOPING NATIONS	300431	HUMANITIES, AMERICAN
050122	AFRICAN AREA STUDIES	300441	HUMANITIES, AFRICAN
050123	AFRICA AND SOUTH AMERICA	300451	HUMANITIES, NEAR EAST AND FAR EAST
050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC	300500	PEACE STUDIES, OTHER
050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL	300600	SYSTEMS SCIENCE, OTHER
050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS	300611	FUTURISTICS
050127	ASIAN STUDIES	300621	ENVIRONMENTAL SCIENCE
050128	HISTORY OF CHINA	300622	AP ENVIRONMENTAL SCIENCE
050129	ASIA, AFRICA AND MIDEAST	300631	ENERGY AND ENVIRONMENT
050130	AFRICA AND MIDDLE EAST	300700	WOMEN'S STUDIES, OTHER
050131	MIDDLE EASTERN STUDIES	300711	WOMEN'S STUDIES
050132	MIDDLE EAST, WAR FOR SURVIVAL	300721	WOMEN'S STUDIES IN LITERATURE
050133	U S S R	309900	MULTI/INTERDISCIPLINARY STUDIES, OTHER
050134	SOVIET UNION AND CHINA	320119	CONTEMPORARY ISSUES, BASIC SKILLS (CHANGED TO 451033)
050135	SOVIET UNION AND AFRO AMERICAN DEVELOPING NATIONS	330161	U.S. HISTORY, REMEDIAL (CHANGED TO 450809)
050136	HISTORY OF RUSSIA	380100	PHILOSOPHY, OTHER
050137	NEGLECTED WORLD	380111	PHILOSOPHY
050138	GLOBAL EDUCATION	380121	ETHICS
050139	PACIFIC RIM NATIONS	380131	LOGIC
050140	CANADIAN AREA STUDIES	380141	EPISTEMICS
050200	ETHNIC STUDIES, OTHER	380142	IB THEORY OF KNOWLEDGE
050211	MINORITIES IN AMERICA	380151	SOCIAL JUSTICE ISSUES
050221	ETHNIC AND FAMILY HERITAGE	420100	PSYCHOLOGY, OTHER GENERAL
050231	AFRO AMERICAN STUDIES	420111	PSYCHOLOGY
050241	ECONOMICS OF AFRO AMERICANS	420112	PSYCHOLOGY, ADVANCED
050251	INDIANS OF NORTH AMERICA	420113	ABNORMAL PSYCHOLOGY
050261	JEWISH HISTORICAL SIGNIFICANCE	420114	AP PSYCHOLOGY
050271	MEXICAN AMERICAN HERITAGE	420115	IB PSYCHOLOGY
050281	HAWAIIANA	420200	CLINICAL PSYCHOLOGY, OTHER
050291	HAWAIIAN CULTURE STUDIES, MODERN	420300	COGNITIVE PSYCHOLOGY, OTHER
059900	AREA AND ETHNIC STUDIES, OTHER	420311	PSYCHOLOGY OF LEARNING
090100	COMMUNICATIONS, OTHER GENERAL	420321	EDUCATIONAL PSYCHOLOGY
090111	MASS MEDIA	420400	COMMUNITY PSYCHOLOGY, OTHER
		420500	COMPARATIVE PSYCHOLOGY, OTHER
		420600	COUNSELING PSYCHOLOGY, OTHER
		420700	DEVELOPMENTAL PSYCHOLOGY, OTHER
		420711	CHILD PSYCHOLOGY

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
420721	ADOLESCENT PSYCHOLOGY	450710	FIELD GEOGRAPHY, HONORS
420731	ADJUSTMENT PSYCHOLOGY	450711	IB WORLD GEOGRAPHY
420800	EXPERIMENTAL PSYCHOLOGY, OTHER	450800	HISTORY, OTHER
420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER	450801	HISTORY AND GEOGRAPHY 7
421000	PERSONALITY PSYCHOLOGY, OTHER	450802	OUR CULTURAL HERITAGE 7
421011	HISTORICAL PERSONALITIES AND IDEAS	450803	SOCIAL STUDIES 7, HONORS
421021	HUMANISTIC PSYCHOLOGY	450804	UNITED STATES HISTORY 8
421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER	450805	SOCIAL STUDIES 8
421200	PSYCHOLINGUISTICS, OTHER	450806	SOCIAL STUDIES 8, HONORS
421300	PSYCHOMETRICS, OTHER	450807	UNITED STATES HISTORY, STATE AND LOCAL
421400	PSYCHOPHARMACOLOGY, OTHER	450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
421411	PSYCHOPHARMACOLOGY	450809	AMERICAN HISTORY, BASIC
421500	QUANTITATIVE PSYCHOLOGY, OTHER	450810	AMERICAN HISTORY
421600	SOCIAL PSYCHOLOGY, OTHER	450811	UNITED STATES HISTORY 1
421611	SOCIAL PSYCHOLOGY	450812	UNITED STATES HISTORY 2
429900	PSYCHOLOGY, OTHER	450813	UNITED STATES HISTORY, HONORS
430100	CRIMINAL JUSTICE, OTHER	450814	AMERICAN HISTORY, ADVANCED PLACEMENT
430111	LAW ENFORCEMENT	450815	WESTWARD MOVEMENT
430121	LAW SCIENCE	450816	TWENTIETH CENTURY AMERICA
430200	FIRE PROTECTION, OTHER	450817	TWENTIES AND THIRTIES
430211	FIRE FIGHTING PRACTICES	450818	AMERICA SINCE 1945
439900	PROTECTIVE SERVICES, OTHER	450819	NINETEEN SIXTIES
440100	PUBLIC AFFAIRS, OTHER GENERAL	450820	NINETEEN SEVENTIES
440200	COMMUNITY SERVICES, OTHER	450821	REFORM IN AMERICAN HISTORY
440300	INTERNATIONAL PUBLIC SERVICE, OTHER	450822	AMERICAN INQUIRIES
440400	PUBLIC ADMINISTRATION, OTHER	450823	HISTORIC EVENTS, UNITED STATES
440500	PUBLIC POLICY STUDIES, OTHER	450824	AMERICAN WARS, CAUSES AND EFFECTS
440600	PUBLIC WORKS, OTHER	450825	CIVIL WAR
440700	SOCIAL WORK, OTHER	450826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
440711	HUMAN SERVICES	450827	WAR AND MODERN CONSCIOUSNESS
449900	PUBLIC AFFAIRS, OTHER	450828	WORLD WAR II
450100	SOCIAL SCIENCES, OTHER GENERAL	450829	UNITED STATES MILITARY HISTORY 1
450111	SOCIAL SCIENCE, INTRODUCTION	450830	UNITED STATES MILITARY HISTORY 2
450121	SOCIAL SCIENCE, ADVANCED THEORY AND RESEARCH	450831	UNITED STATES HISTORY, FIELD STUDY
450131	SOCIAL SCIENCE SEMINAR	450832	NORTH AMERICAN HISTORY
450141	SOCIAL STUDIES, INDEPENDENT STUDY	450833	MEXICAN HISTORY
450200	ANTHROPOLOGY, OTHER	450834	SOUTH AMERICAN HISTORY
450211	ANTHROPOLOGY	450835	WORLD HISTORY STUDIES
450221	COMPARATIVE CULTURAL PATTERNS	450836	WORLD HISTORY, COLLEGE
450231	ANTHROPOLOGY, MYTH AND MAGIC	450837	WORLD HISTORY, MODERN
450241	CULTURAL ANTHROPOLOGY, RESEARCH	450838	WORLD CIVILIZATION, 20TH CENTURY
450300	ARCHAEOLOGY, OTHER	450839	WORLD CIVILIZATION, 20TH CENTURY, HONORS
450311	ARCHAEOLOGY	450840	WESTERN CIVILIZATION 9
450400	CRIMINOLOGY, OTHER	450841	WESTERN CIVILIZATION 9, HONORS
450500	DEMOGRAPHY, OTHER	450842	WESTERN CIVILIZATION, HISTORY
450511	POPULATION EDUCATION	450843	EARLY WESTERN CIVILIZATION
450600	ECONOMICS, OTHER	450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
450601	ECONOMICS, THEORY	450845	ANCIENT AND CLASSICAL WORLD
450602	ECONOMICS AND ECONOMIC PROBLEMS	450846	ANCIENT GREEK HISTORY
450603	CONSUMER ECONOMICS	450847	ROME AND HER EMPIRE
450605	INSURANCE THEORY	450848	ANCIENT HISTORY AND MIDDLE AGES
450606	INVESTMENT ECONOMICS	450849	ENGLISH HISTORY
450607	TELEVISION AND ECONOMICS	450850	ENGLISH HISTORY, HONORS
450608	ENERGY EDUCATION	450851	FRENCH REVOLUTION, HONORS
450609	AMERICAN LABOR HISTORY	450852	MODERN EUROPE
450610	ECONOMICS, ANALYSIS AND CRITICISM	450853	EUROPEAN HISTORY, MID-19TH THROUGH MID- 20TH CENTURIES, ADVANCED PLACEMENT
450611	ECONOMICS, COLLEGE	450854	EUROPEAN HISTORY, 20TH CENTURY
450612	INTERNATIONAL ECONOMICS	450855	EUROPEAN HISTORY, ADVANCED READINGS
450613	AP ECONOMICS	450856	EUROPEAN HISTORY, MODERN
450614	AP MACROECONOMICS	450857	THIRD WORLD HISTORY
450615	IB MICROECONOMICS	450858	AFRICAN HISTORY
450616	IB MACROECONOMICS	450859	AFRICA, MIDDLE EAST AND LATIN AMERICA
450700	GEOGRAPHY, OTHER	450860	LATIN AMERICAN HISTORY
450701	GEOGRAPHY 8	450861	MIDDLE EAST HISTORY
450702	GEOGRAPHY, UNITED STATES	450862	ISRAEL, HISTORY
450703	GEOGRAPHY, NORTH AMERICAN	450863	EASTERN CIVILIZATION
450704	WORLD GEOGRAPHY	450864	FAR EAST, HISTORY
450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA	450865	ASIAN HISTORY, MODERN
450706	GEOGRAPHY, EASTERN HEMISPHERE	450866	PACIFIC LANDS, HISTORY
450707	PHYSICAL GEOGRAPHY	450867	RUSSIAN HISTORY
450708	ECONOMIC AND POLITICAL GEOGRAPHY	450868	WORLD LEADERS, PAST AND PRESENT
450709	HUMAN AND CULTURAL GEOGRAPHY		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
450869	HISTORICAL RESEARCH	564509	RESOURCE SOCIAL STUDIES, NOT FOR CREDIT
450870	PRE-IB WORLD HISTORY	STUB0410 - American History	
450871	IB HISTORY OF THE AMERICAS	320119	CONTEMPORARY ISSUES, BASIC SKILLS (CHANGED TO 451033)
450872	IB TWENTIETH CENTURY WORLD TOPICS	330161	U.S. HISTORY, REMEDIAL (CHANGED TO 450809)
450873	IB HISTORY OF EUROPE	450800	HISTORY, OTHER
450874	PRE-IB US HISTORY	450801	HISTORY AND GEOGRAPHY 7
450900	INTERNATIONAL RELATIONS, OTHER	450802	OUR CULTURAL HERITAGE 7
450911	INTERNATIONAL RELATIONS	450803	SOCIAL STUDIES 7, HONORS
450921	INTERNATIONAL RELATIONS, HONORS	450804	UNITED STATES HISTORY 8
450931	INTERNATIONAL LAW	450805	SOCIAL STUDIES 8
450941	MODEL SECURITY COUNCIL, LOCAL	450806	SOCIAL STUDIES 8, HONORS
450951	MODEL UNITED NATIONS, LOCAL	450807	UNITED STATES HISTORY, STATE AND LOCAL
450952	MODEL UNITED NATIONS, NATIONAL	450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
451000	POLITICAL SCIENCE AND GOVERNMENT, OTHER	450809	AMERICAN HISTORY, BASIC
451001	CIVICS	450810	AMERICAN HISTORY
451002	STATE AND LOCAL GOVERNMENT	450811	UNITED STATES HISTORY 1
451003	GOVERNMENT, BASIC	450812	UNITED STATES HISTORY 2
451004	AMERICAN GOVERNMENT	450813	UNITED STATES HISTORY, HONORS
451005	PRESIDENCY	450814	AMERICAN HISTORY, ADVANCED PLACEMENT
451006	FRAMEWORK OF THE CONSTITUTION	450815	WESTWARD MOVEMENT
451007	INDIVIDUAL VS. STATE	450816	TWENTIETH CENTURY AMERICA
451008	NATIONAL STATE AND LOCAL ELECTIONS	450817	TWENTIES AND THIRTIES
451009	ELECTIONS, POLITICS AND MORALITY, HONORS	450818	AMERICA SINCE 1945
451010	CONTEMPORARY WORLD AFFAIRS	450819	NINETEEN SIXTIES
451011	AMERICAN FOREIGN POLICY	450820	NINETEEN SEVENTIES
451012	DECISION MAKING IN A CRISIS	450821	REFORM IN AMERICAN HISTORY
451013	AMERICAN HERITAGE, HONORS	450822	AMERICAN INQUIRIES
451014	CONTEMPORARY AMERICAN POLITICAL ISSUES	450823	HISTORIC EVENTS, UNITED STATES
451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS	450824	AMERICAN WARS, CAUSES AND EFFECTS
451016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC	450825	CIVIL WAR
451017	AMERICAN GOVERNMENT AND ECONOMICS	450826	CIVIL WAR, RECONSTRUCTION AND INDUSTRIALISM
451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS	450827	WAR AND MODERN CONSCIOUSNESS
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC	450828	WORLD WAR II
451020	COMPARATIVE WORLD GOVERNMENTS	450829	UNITED STATES MILITARY HISTORY 1
451021	AMERICANISM VS. COMMUNISM	450830	UNITED STATES MILITARY HISTORY 2
451022	AMERICANISM VS. COMMUNISM, HONORS	450831	UNITED STATES HISTORY, FIELD STUDY
451023	COMMUNISM AND ITS GROWTH	450832	NORTH AMERICAN HISTORY
451024	CIVICS, HONORS	450833	MEXICAN HISTORY
451025	WRITINGS INFLUENCING GOVERNMENT	450834	SOUTH AMERICAN HISTORY
451026	GOVERNMENT INTERNSHIP	450869	HISTORICAL RESEARCH
451027	MODEL SENATE	450874	PRE-IB US HISTORY
451028	POLITICAL LEADERSHIP	451033	CONTEMPORARY ISSUES, BASIC SKILLS
451029	POLITICAL SCIENCE	STUB0411 - AP/IB/Honors American History	
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT	450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
451031	POLITICAL SCIENCE AND GOVERNMENT - LOCAL/REGIONAL GOVERNMENT FIELD STUDY	450813	UNITED STATES HISTORY, HONORS
451032	POLITICAL TURMOIL	450814	AMERICAN HISTORY, ADVANCED PLACEMENT
451033	CONTEMPORARY ISSUES, BASIC SKILLS	450874	PRE-IB US HISTORY
451034	PRE-IB AMERICAN GOVERNMENT/ECONOMICS	STUB0420 - World History	
451035	AP AMERICAN GOVERNMENT AND POLITICS	450835	WORLD HISTORY STUDIES
451036	AP COMPARATIVE GOVERNMENT AND POLITICS	450836	WORLD HISTORY, COLLEGE
451037	IB AMERICAN GOVERNMENT	450837	WORLD HISTORY, MODERN
451100	SOCIOLOGY, OTHER	450838	WORLD CIVILIZATION, 20TH CENTURY
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION	450839	WORLD CIVILIZATION, 20TH CENTURY, HONORS
451121	SOCIOLOGY, GENERAL	450840	WESTERN CIVILIZATION 9
451131	SOCIOLOGY, ISSUES	450841	WESTERN CIVILIZATION 9, HONORS
451132	THE POOR IN AMERICA	450842	WESTERN CIVILIZATION, HISTORY
451141	MOBILITY IN SOCIETY	450843	EARLY WESTERN CIVILIZATION
451151	VIOLENCE IN AMERICA	450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
451161	DEATH AND DYING	450845	ANCIENT AND CLASSICAL WORLD
451171	SOCIOLOGY, HONORS	450846	ANCIENT GREEK HISTORY
451181	SOCIOLOGY, RESEARCH		
451200	URBAN STUDIES, OTHER		
451211	URBAN PROBLEMS		
451221	URBAN ECOLOGY		
451231	TECHNOLOGY AND URBANIZATION		
459900	SOCIAL SCIENCES, OTHER		
544501	FUNCTIONAL SOCIAL SKILLS		
544509	FUNCTIONAL SOCIAL STUDIES, NOT FOR CREDIT		
564500	SPECIAL EDUCATION SOCIAL STUDIES		
564501	RESOURCE SOCIAL STUDIES		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
450847	ROME AND HER EMPIRE	451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
450848	ANCIENT HISTORY AND MIDDLE AGES	451019	COMPARATIVE POLITICAL SYSTEMS, BASIC
450849	ENGLISH HISTORY	451020	COMPARATIVE WORLD GOVERNMENTS
450850	ENGLISH HISTORY, HONORS	451021	AMERICANISM VS. COMMUNISM
450851	FRENCH REVOLUTION, HONORS	451022	AMERICANISM VS. COMMUNISM, HONORS
450852	MODERN EUROPE	451023	COMMUNISM AND ITS GROWTH
450853	EUROPEAN HISTORY, MID-19TH THROUGH MID-20TH CENTURIES, ADVANCED PLACEMENT	451024	CIVICS, HONORS
450854	EUROPEAN HISTORY, 20TH CENTURY	451025	WRITINGS INFLUENCING GOVERNMENT
450855	EUROPEAN HISTORY, ADVANCED READINGS	451026	GOVERNMENT INTERNSHIP
450856	EUROPEAN HISTORY, MODERN	451027	MODEL SENATE
450857	THIRD WORLD HISTORY	451028	POLITICAL LEADERSHIP
450858	AFRICAN HISTORY	451029	POLITICAL SCIENCE
450859	AFRICA, MIDDLE EAST AND LATIN AMERICA	451030	POLITICAL SCIENCE, ADVANCED PLACEMENT
450860	LATIN AMERICAN HISTORY	451031	POLITICAL SCIENCE AND GOVERNMENT - LOCAL/REGIONAL GOVERNMENT FIELD STUDY
450861	MIDDLE EAST HISTORY	451032	POLITICAL TURMOIL
450862	ISRAEL, HISTORY	451034	PRE-IB AMERICAN GOVERNMENT/ECONOMICS
450863	EASTERN CIVILIZATION	451035	AP AMERICAN GOVERNMENT AND POLITICS
450864	FAR EAST, HISTORY	451036	AP COMPARATIVE GOVERNMENT AND POLITICS
450865	ASIAN HISTORY, MODERN	451037	IB AMERICAN GOVERNMENT
450866	PACIFIC LANDS, HISTORY		
450867	RUSSIAN HISTORY		
450868	WORLD LEADERS, PAST AND PRESENT		
450870	PRE-IB WORLD HISTORY		
450871	IB HISTORY OF THE AMERICAS		
450872	IB TWENTIETH CENTURY WORLD TOPICS		
450873	IB HISTORY OF EUROPE		
STUB0421 - AP/IB/Honors WestCiv/Euro History		STUB0440 - Humanities Other	
450836	WORLD HISTORY, COLLEGE	050100	AREA STUDIES, OTHER
450839	WORLD CIVILIZATION, 20TH CENTURY, HONORS	050101	AREA STUDIES
450841	WESTERN CIVILIZATION 9, HONORS	050102	AMERICAN STUDIES, BASIC
450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT	050103	AMERICAN STUDIES, GENERAL
450850	ENGLISH HISTORY, HONORS	050104	AMERICA'S PEOPLE AND PROBLEMS
450851	FRENCH REVOLUTION, HONORS	050106	NEW ENGLAND STUDIES
450856	EUROPEAN HISTORY, MODERN	050107	OLD SOUTH
450870	PRE-IB WORLD HISTORY	050108	AMERICAN WEST
450871	IB HISTORY OF THE AMERICAS	050109	SOUTHWEST UNITED STATES
450872	IB TWENTIETH CENTURY WORLD TOPICS	050110	ANGLO AMERICA
450873	IB HISTORY OF EUROPE	050111	NORTH AMERICA AND CURRENT EVENTS
STUB0430 - American Government and Politics		050112	NORTH AND SOUTH AMERICA
450900	INTERNATIONAL RELATIONS, OTHER	050113	LATIN AMERICA
450911	INTERNATIONAL RELATIONS	050114	WORLD STUDIES 1
450921	INTERNATIONAL RELATIONS, HONORS	050115	WORLD STUDIES 2
450931	INTERNATIONAL LAW	050117	COMPARATIVE WORLD CULTURES
450941	MODEL SECURITY COUNCIL, LOCAL	050118	EUROPEAN CULTURE STUDIES, BASIC
450951	MODEL UNITED NATIONS, LOCAL	050119	EUROPEAN CULTURE STUDIES, GENERAL
450952	MODEL UNITED NATIONS, NATIONAL	050120	EUROPEAN CULTURE STUDIES, HONORS
451000	POLITICAL SCIENCE AND GOVERNMENT, OTHER	050121	DEVELOPING NATIONS
451001	CIVICS	050122	AFRICAN AREA STUDIES
451002	STATE AND LOCAL GOVERNMENT	050123	AFRICA AND SOUTH AMERICA
451003	GOVERNMENT, BASIC	050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC
451004	AMERICAN GOVERNMENT	050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
451005	PRESIDENCY	050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
451006	FRAMEWORK OF THE CONSTITUTION	050127	ASIAN STUDIES
451007	INDIVIDUAL VS. STATE	050128	HISTORY OF CHINA
451008	NATIONAL STATE AND LOCAL ELECTIONS	050129	ASIA, AFRICA AND MIDEAST
451009	ELECTIONS, POLITICS AND MORALITY, HONORS	050130	AFRICA AND MIDDLE EAST
451010	CONTEMPORARY WORLD AFFAIRS	050131	MIDDLE EASTERN STUDIES
451011	AMERICAN FOREIGN POLICY	050132	MIDDLE EAST, WAR FOR SURVIVAL
451012	DECISION MAKING IN A CRISIS	050133	U S S R
451013	AMERICAN HERITAGE, HONORS	050134	SOVIET UNION AND CHINA
451014	CONTEMPORARY AMERICAN POLITICAL ISSUES	050135	SOVIET UNION AND AFRO AMERICAN
451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS	050136	DEVELOPING NATIONS
451016	AMERICAN GOVERNMENT AND ECONOMICS, BASIC	050137	HISTORY OF RUSSIA
451017	AMERICAN GOVERNMENT AND ECONOMICS	050138	NEGLECTED WORLD
		050139	GLOBAL EDUCATION
		050140	PACIFIC RIM NATIONS
		050200	CANADIAN AREA STUDIES
		050211	ETHNIC STUDIES, OTHER
		050221	MINORITIES IN AMERICA
		050231	ETHNIC AND FAMILY HERITAGE
		050241	AFRO AMERICAN STUDIES
		050251	ECONOMICS OF AFRO AMERICANS
			INDIANS OF NORTH AMERICA

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
050261	JEWISH HISTORICAL SIGNIFICANCE	420400	COMMUNITY PSYCHOLOGY, OTHER
050271	MEXICAN AMERICAN HERITAGE	420500	COMPARATIVE PSYCHOLOGY, OTHER
050281	HAWAIIANA	420600	COUNSELING PSYCHOLOGY, OTHER
050291	HAWAIIAN CULTURE STUDIES, MODERN	420700	DEVELOPMENTAL PSYCHOLOGY, OTHER
059900	AREA AND ETHNIC STUDIES, OTHER	420711	CHILD PSYCHOLOGY
090100	COMMUNICATIONS, OTHER GENERAL	420721	ADOLESCENT PSYCHOLOGY
090111	MASS MEDIA	420731	ADJUSTMENT PSYCHOLOGY
090121	INTERCULTURAL COMMUNICATIONS	420800	EXPERIMENTAL PSYCHOLOGY, OTHER
090300	COMMUNICATIONS RESEARCH, OTHER	420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER
090500	PUBLIC RELATIONS, OTHER	421000	PERSONALITY PSYCHOLOGY, OTHER
090721	TELEVISION AND TASTE	421011	HISTORICAL PERSONALITIES AND IDEAS
099900	COMMUNICATIONS, OTHER	421021	HUMANISTIC PSYCHOLOGY
130100	EDUCATION, OTHER GENERAL	421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER
130200	BILINGUAL/BICULTURAL EDUCATION, OTHER	421200	PSYCHOLINGUISTICS, OTHER
130300	CURRICULUM AND INSTRUCTION, OTHER	421300	PSYCHOMETRICS, OTHER
130400	EDUCATION ADMINISTRATION, OTHER	421400	PSYCHOPHARMACOLOGY, OTHER
130500	EDUCATIONAL MEDIA, OTHER	421411	PSYCHOPHARMACOLOGY
130600	EVALUATION AND RESEARCH, OTHER	421500	QUANTITATIVE PSYCHOLOGY, OTHER
130700	INTERNATIONAL AND COMPARATIVE EDUCATION, OTHER	421600	SOCIAL PSYCHOLOGY, OTHER
130800	SCHOOL PSYCHOLOGY, OTHER	421611	SOCIAL PSYCHOLOGY
130900	SOCIAL FOUNDATIONS, OTHER	429900	PSYCHOLOGY, OTHER
131000	SPECIAL EDUCATION, OTHER	430100	CRIMINAL JUSTICE, OTHER
131100	STUDENT COUNSELING AND PERSONNEL SERVICES, OTHER	430111	LAW ENFORCEMENT
131200	TEACHER EDUCATION, GENERAL PROGRAMS, OTHER	430121	LAW SCIENCE
131300	TEACHER EDUCATION, SPECIFIC SUBJECT AREAS, OTHER	430200	FIRE PROTECTION, OTHER
131400	TEACHING ENGLISH AS A SECOND LANGUAGE/FOREIGN LANGUAGE, OTHER	430211	FIRE FIGHTING PRACTICES
139900	EDUCATION, OTHER	439900	PROTECTIVE SERVICES, OTHER
220100	LAW, OTHER	440100	PUBLIC AFFAIRS, OTHER GENERAL
220111	LAW FUNDAMENTALS	440200	COMMUNITY SERVICES, OTHER
220121	LAW AND YOU	440300	INTERNATIONAL PUBLIC SERVICE, OTHER
220131	STREET LAW	440400	PUBLIC ADMINISTRATION, OTHER
240100	LIBERAL/GENERAL STUDIES, OTHER	440500	PUBLIC POLICY STUDIES, OTHER
240111	LIBERAL STUDIES	440600	PUBLIC WORKS, OTHER
240141	GIFTED AND TALENTED PROGRAM	440700	SOCIAL WORK, OTHER
300200	CLINICAL PASTORAL CARE, OTHER	440711	HUMAN SERVICES
300400	HUMANITIES AND SOCIAL SCIENCES, OTHER	449900	PUBLIC AFFAIRS, OTHER
300411	HUMANITIES	450100	SOCIAL SCIENCES, OTHER GENERAL
300421	HUMANITIES, EUROPEAN	450111	SOCIAL SCIENCE, INTRODUCTION
300431	HUMANITIES, AMERICAN	450121	SOCIAL SCIENCE, ADVANCED THEORY AND RESEARCH
300441	HUMANITIES, AFRICAN	450131	SOCIAL SCIENCE SEMINAR
300451	HUMANITIES, NEAR EAST AND FAR EAST	450141	SOCIAL STUDIES, INDEPENDENT STUDY
300500	PEACE STUDIES, OTHER	450200	ANTHROPOLOGY, OTHER
300600	SYSTEMS SCIENCE, OTHER	450211	ANTHROPOLOGY
300611	FUTURISTICS	450221	COMPARATIVE CULTURAL PATTERNS
300621	ENVIRONMENTAL SCIENCE	450231	ANTHROPOLOGY, MYTH AND MAGIC
300622	AP ENVIRONMENTAL SCIENCE	450241	CULTURAL ANTHROPOLOGY, RESEARCH
300631	ENERGY AND ENVIRONMENT	450300	ARCHAEOLOGY, OTHER
300700	WOMEN'S STUDIES, OTHER	450311	ARCHAEOLOGY
300711	WOMEN'S STUDIES	450400	CRIMINOLOGY, OTHER
300721	WOMEN'S STUDIES IN LITERATURE	450500	DEMOGRAPHY, OTHER
309900	MULTI/INTERDISCIPLINARY STUDIES, OTHER	450511	POPULATION EDUCATION
330161	U.S. HISTORY, REMEDIAL (CHANGED TO 450809)	450600	ECONOMICS, OTHER
380100	PHILOSOPHY, OTHER	450601	ECONOMICS, THEORY
380111	PHILOSOPHY	450602	ECONOMICS AND ECONOMIC PROBLEMS
380121	ETHICS	450603	CONSUMER ECONOMICS
380131	LOGIC	450605	INSURANCE THEORY
380141	EPISTEMICS	450606	INVESTMENT ECONOMICS
380142	IB THEORY OF KNOWLEDGE	450607	TELEVISION AND ECONOMICS
380151	SOCIAL JUSTICE ISSUES	450608	ENERGY EDUCATION
420100	PSYCHOLOGY, OTHER GENERAL	450609	AMERICAN LABOR HISTORY
420111	PSYCHOLOGY	450610	ECONOMICS, ANALYSIS AND CRITICISM
420112	PSYCHOLOGY, ADVANCED	450611	ECONOMICS, COLLEGE
420113	ABNORMAL PSYCHOLOGY	450612	INTERNATIONAL ECONOMICS
420114	AP PSYCHOLOGY	450613	AP ECONOMICS
420115	IB PSYCHOLOGY	450614	AP MACROECONOMICS
420200	CLINICAL PSYCHOLOGY, OTHER	450615	IB MICROECONOMICS
420300	COGNITIVE PSYCHOLOGY, OTHER	450616	IB MACROECONOMICS
420311	PSYCHOLOGY OF LEARNING	450700	GEOGRAPHY, OTHER
420321	EDUCATIONAL PSYCHOLOGY	450701	GEOGRAPHY 8
		450702	GEOGRAPHY, UNITED STATES
		450703	GEOGRAPHY, NORTH AMERICAN
		450704	WORLD GEOGRAPHY

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA	050125	ASIAN AND AFRICAN CULTURAL STUDIES, GENERAL
450706	GEOGRAPHY, EASTERN HEMISPHERE	050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
450707	PHYSICAL GEOGRAPHY	050127	ASIAN STUDIES
450708	ECONOMIC AND POLITICAL GEOGRAPHY	050128	HISTORY OF CHINA
450709	HUMAN AND CULTURAL GEOGRAPHY	050129	ASIA, AFRICA AND MIDEAST
450710	FIELD GEOGRAPHY, HONORS	050130	AFRICA AND MIDDLE EAST
450711	IB WORLD GEOGRAPHY	050131	MIDDLE EASTERN STUDIES
450801	HISTORY AND GEOGRAPHY 7	050132	MIDDLE EAST, WAR FOR SURVIVAL
450802	OUR CULTURAL HERITAGE 7	050137	NEGLECTED WORLD
450804	UNITED STATES HISTORY 8	050138	GLOBAL EDUCATION
450805	SOCIAL STUDIES 8	050139	PACIFIC RIM NATIONS
450809	AMERICAN HISTORY, BASIC	450833	MEXICAN HISTORY
450833	MEXICAN HISTORY	450834	SOUTH AMERICAN HISTORY
450834	SOUTH AMERICAN HISTORY	450857	THIRD WORLD HISTORY
450840	WESTERN CIVILIZATION 9	450858	AFRICAN HISTORY
450841	WESTERN CIVILIZATION 9, HONORS	450859	AFRICA, MIDDLE EAST AND LATIN AMERICA
450842	WESTERN CIVILIZATION, HISTORY	450860	LATIN AMERICAN HISTORY
450843	EARLY WESTERN CIVILIZATION	450861	MIDDLE EAST HISTORY
450853	EUROPEAN HISTORY, MID-19TH THROUGH MID-20TH CENTURIES, ADVANCED PLACEMENT	450862	ISRAEL, HISTORY
450856	EUROPEAN HISTORY, MODERN	450863	EASTERN CIVILIZATION
450857	THIRD WORLD HISTORY	450864	FAR EAST, HISTORY
450858	AFRICAN HISTORY	450865	ASIAN HISTORY, MODERN
450859	AFRICA, MIDDLE EAST AND LATIN AMERICA	450866	PACIFIC LANDS, HISTORY
450860	LATIN AMERICAN HISTORY	STUB0442 - Western History / Civilization	
450861	MIDDLE EAST HISTORY	050118	EUROPEAN CULTURE STUDIES, BASIC
450862	ISRAEL, HISTORY	050119	EUROPEAN CULTURE STUDIES, GENERAL
450863	EASTERN CIVILIZATION	050120	EUROPEAN CULTURE STUDIES, HONORS
450864	FAR EAST, HISTORY	450840	WESTERN CIVILIZATION 9
450865	ASIAN HISTORY, MODERN	450841	WESTERN CIVILIZATION 9, HONORS
450866	PACIFIC LANDS, HISTORY	450842	WESTERN CIVILIZATION, HISTORY
450900	INTERNATIONAL RELATIONS, OTHER	450843	EARLY WESTERN CIVILIZATION
450911	INTERNATIONAL RELATIONS	450853	EUROPEAN HISTORY, MID-19TH THROUGH MID-20TH CENTURIES, ADVANCED PLACEMENT
450921	INTERNATIONAL RELATIONS, HONORS	450856	EUROPEAN HISTORY, MODERN
450931	INTERNATIONAL LAW	STUB0443 - Economics	
451010	CONTEMPORARY WORLD AFFAIRS	450600	ECONOMICS, OTHER
451011	AMERICAN FOREIGN POLICY	450601	ECONOMICS, THEORY
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC	450602	ECONOMICS AND ECONOMIC PROBLEMS
451020	COMPARATIVE WORLD GOVERNMENTS	450603	CONSUMER ECONOMICS
451021	AMERICANISM VS. COMMUNISM	450606	INVESTMENT ECONOMICS
451022	AMERICANISM VS. COMMUNISM, HONORS	450607	TELEVISION AND ECONOMICS
451023	COMMUNISM AND ITS GROWTH	450608	ENERGY EDUCATION
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT	450609	AMERICAN LABOR HISTORY
451100	SOCIOLOGY, OTHER	450610	ECONOMICS, ANALYSIS AND CRITICISM
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION	450611	ECONOMICS, COLLEGE
451121	SOCIOLOGY, GENERAL	450612	INTERNATIONAL ECONOMICS
451131	SOCIOLOGY, ISSUES	450613	AP ECONOMICS
451132	THE POOR IN AMERICA	450614	AP MACROECONOMICS
451141	MOBILITY IN SOCIETY	450615	IB MICROECONOMICS
451151	VIOLENCE IN AMERICA	450616	IB MACROECONOMICS
451161	DEATH AND DYING	STUB0444 - Geography	
451171	SOCIOLOGY, HONORS	450700	GEOGRAPHY, OTHER
451181	SOCIOLOGY, RESEARCH	450701	GEOGRAPHY 8
451200	URBAN STUDIES, OTHER	450702	GEOGRAPHY, UNITED STATES
451211	URBAN PROBLEMS	450703	GEOGRAPHY, NORTH AMERICAN
451221	URBAN ECOLOGY	450704	WORLD GEOGRAPHY
451231	TECHNOLOGY AND URBANIZATION	450705	GEOGRAPHY, WESTERN HEMISPHERE AND AFRICA
459900	SOCIAL SCIENCES, OTHER	450706	GEOGRAPHY, EASTERN HEMISPHERE
544501	FUNCTIONAL SOCIAL SKILLS	450707	PHYSICAL GEOGRAPHY
544509	FUNCTIONAL SOCIAL STUDIES, NOT FOR CREDIT	450708	ECONOMIC AND POLITICAL GEOGRAPHY
564500	SPECIAL EDUCATION SOCIAL STUDIES	450709	HUMAN AND CULTURAL GEOGRAPHY
564501	RESOURCE SOCIAL STUDIES	450710	FIELD GEOGRAPHY, HONORS
564509	RESOURCE SOCIAL STUDIES, NOT FOR CREDIT		
STUB0441 - Non-Western History			
050113	LATIN AMERICA		
050121	DEVELOPING NATIONS		
050122	AFRICAN AREA STUDIES		
050123	AFRICA AND SOUTH AMERICA		
050124	ASIAN AND AFRICAN CULTURAL STUDIES, BASIC		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
450711	IB WORLD GEOGRAPHY	STUB0447 - Remedial/Below Grade Social Studies	
STUB0445 - Sociology/Psychology		330161	U.S. HISTORY, REMEDIAL (CHANGED TO 450809)
420100	PSYCHOLOGY, OTHER GENERAL	450801	HISTORY AND GEOGRAPHY 7
420111	PSYCHOLOGY	450802	OUR CULTURAL HERITAGE 7
420112	PSYCHOLOGY, ADVANCED	450804	UNITED STATES HISTORY 8
420113	ABNORMAL PSYCHOLOGY	450805	SOCIAL STUDIES 8
420114	AP PSYCHOLOGY	450809	AMERICAN HISTORY, BASIC
420115	IB PSYCHOLOGY	STUB0450 - Any AP/IB/Honors Social Studies	
420200	CLINICAL PSYCHOLOGY, OTHER	050105	AMERICAN STUDIES, HONORS
420300	COGNITIVE PSYCHOLOGY, OTHER	050116	WORLD STUDIES, HONORS
420311	PSYCHOLOGY OF LEARNING	050120	EUROPEAN CULTURE STUDIES, HONORS
420321	EDUCATIONAL PSYCHOLOGY	050126	ASIAN AND AFRICAN CULTURAL STUDIES, HONORS
420400	COMMUNITY PSYCHOLOGY, OTHER	300622	AP ENVIRONMENTAL SCIENCE
420500	COMPARATIVE PSYCHOLOGY, OTHER	380142	IB THEORY OF KNOWLEDGE
420600	COUNSELING PSYCHOLOGY, OTHER	420112	PSYCHOLOGY, ADVANCED
420700	DEVELOPMENTAL PSYCHOLOGY, OTHER	420114	AP PSYCHOLOGY
420711	CHILD PSYCHOLOGY	420115	IB PSYCHOLOGY
420721	ADOLESCENT PSYCHOLOGY	450611	ECONOMICS, COLLEGE
420731	ADJUSTMENT PSYCHOLOGY	450613	AP ECONOMICS
420800	EXPERIMENTAL PSYCHOLOGY, OTHER	450614	AP MACROECONOMICS
420900	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY, OTHER	450615	IB MICROECONOMICS
421000	PERSONALITY PSYCHOLOGY, OTHER	450616	IB MACROECONOMICS
421011	HISTORICAL PERSONALITIES AND IDEAS	450710	FIELD GEOGRAPHY, HONORS
421021	HUMANISTIC PSYCHOLOGY	450711	IB WORLD GEOGRAPHY
421100	PHYSIOLOGICAL PSYCHOLOGY, OTHER	450808	UNITED STATES HISTORY, ADVANCED PLACEMENT
421200	PSYCHOLINGUISTICS, OTHER	450813	UNITED STATES HISTORY, HONORS
421300	PSYCHOMETRICS, OTHER	450814	AMERICAN HISTORY, ADVANCED PLACEMENT
421400	PSYCHOPHARMACOLOGY, OTHER	450836	WORLD HISTORY, COLLEGE
421411	PSYCHOPHARMACOLOGY	450839	WORLD CIVILIZATION, 20TH CENTURY, HONORS
421500	QUANTITATIVE PSYCHOLOGY, OTHER	450841	WESTERN CIVILIZATION 9, HONORS
421600	SOCIAL PSYCHOLOGY, OTHER	450844	WESTERN CIVILIZATION, ADVANCED PLACEMENT
421611	SOCIAL PSYCHOLOGY	450850	ENGLISH HISTORY, HONORS
429900	PSYCHOLOGY, OTHER	450851	FRENCH REVOLUTION, HONORS
430100	CRIMINAL JUSTICE, OTHER	450856	EUROPEAN HISTORY, MODERN
430111	LAW ENFORCEMENT	450870	PRE-IB WORLD HISTORY
430121	LAW SCIENCE	450871	IB HISTORY OF THE AMERICAS
430200	FIRE PROTECTION, OTHER	450872	IB TWENTIETH CENTURY WORLD TOPICS
430211	FIRE FIGHTING PRACTICES	450873	IB HISTORY OF EUROPE
439900	PROTECTIVE SERVICES, OTHER	450874	PRE-IB US HISTORY
451100	SOCIOLOGY, OTHER	450921	INTERNATIONAL RELATIONS, HONORS
451111	AMERICAN SOCIAL PROBLEMS, INTRODUCTION	451009	ELECTIONS, POLITICS AND MORALITY, HONORS
451121	SOCIOLOGY, GENERAL	451013	AMERICAN HERITAGE, HONORS
451131	SOCIOLOGY, ISSUES	451015	CONTEMPORARY AMERICAN POLITICAL ISSUES, HONORS
451132	THE POOR IN AMERICA	451018	AMERICAN GOVERNMENT AND ECONOMICS, HONORS
451141	MOBILITY IN SOCIETY	451022	AMERICANISM VS. COMMUNISM, HONORS
451151	VIOLENCE IN AMERICA	451024	CIVICS, HONORS
451161	DEATH AND DYING	451030	POLITICAL SCIENCE, ADVANCED PLACEMENT
451171	SOCIOLOGY, HONORS	451034	PRE-IB AMERICAN GOVERNMENT/ECONOMICS
451181	SOCIOLOGY, RESEARCH	451035	AP AMERICAN GOVERNMENT AND POLITICS
STUB0446 - International Politics		451036	AP COMPARATIVE GOVERNMENT AND POLITICS
450900	INTERNATIONAL RELATIONS, OTHER	451037	IB AMERICAN GOVERNMENT
450911	INTERNATIONAL RELATIONS	451171	SOCIOLOGY, HONORS
450921	INTERNATIONAL RELATIONS, HONORS		
450931	INTERNATIONAL LAW		
451010	CONTEMPORARY WORLD AFFAIRS		
451011	AMERICAN FOREIGN POLICY		
451019	COMPARATIVE POLITICAL SYSTEMS, BASIC		
451020	COMPARATIVE WORLD GOVERNMENTS		
451021	AMERICANISM VS. COMMUNISM		
451022	AMERICANISM VS. COMMUNISM, HONORS		
451023	COMMUNISM AND ITS GROWTH		
451030	POLITICAL SCIENCE, ADVANCED PLACEMENT		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
STUB0500 - Fine Arts		500632	PHOTOGRAPHY 12, ADVANCED
500100	VISUAL AND PERFORMING ARTS, OTHER GENERAL	500700	FINE ARTS, OTHER
500111	AESTHETICS	500701	FINE ARTS 7
500200	CRAFTS, OTHER	500702	FINE ARTS 8
500211	CRAFTS 7	500703	ART, GENERAL
500212	CRAFTS 8	500704	ART 1
500213	CRAFTS 9	500705	ART 2
500214	CRAFTS 10	500706	ART 3
500215	CRAFTS 11	500707	ART 4
500216	CRAFTS 12	500708	ART 1, INDEPENDENT STUDY
500221	CRAFTS 11, ADVANCED	500709	ART 2, INDEPENDENT STUDY
500222	CRAFTS 12, ADVANCED	500711	ART SERVICES 10
500231	DECORATOR CRAFTS	500712	ART SERVICES 11
500241	ENAMELING	500713	ART SERVICES 12
500251	JEWELRY 1	500714	DRAWING
500252	JEWELRY 2	500715	PAINTING 1
500253	JEWELRY 3	500716	PAINTING 2
500254	JEWELRY 4	500717	WATERCOLOR 1
500261	CERAMICS 7	500718	CARTOONING
500262	CERAMICS 8	500719	MURAL PAINTING
500263	CERAMICS 9	500720	SCULPTURE
500264	CERAMICS 10	500721	SILK SCREEN
500265	CERAMICS 11	500722	ASSEMBLAGE
500266	CERAMICS 12	500723	PRODUCT DESIGN
500271	TEXTILE DESIGN	500724	LIFE DRAWING
500281	MODEL BUILDING	500725	CALLIGRAPHY
500291	PRINTMAKING 1	500726	ART HISTORY AND APPRECIATION
500292	PRINTMAKING 2	500727	BLACK FINE ARTS
500300	DANCE, OTHER	500728	MEXICO, FINE ARTS
500311	MODERN DANCE FOR BEGINNERS 9	500729	BICULTURAL ART
500312	MODERN DANCE FOR BEGINNERS 10	500730	ARTIST IN RESIDENCE PROGRAM
500313	MODERN DANCE FOR BEGINNERS 11	500731	ETHNIC ART HISTORY
500314	MODERN DANCE FOR BEGINNERS 12	500732	ART AS A MULTICULTURAL STUDY
500321	MODERN DANCE 9, INTERMEDIATE	500733	AP ART HISTORY
500322	MODERN DANCE 10, INTERMEDIATE	500734	AP STUDIO ART/GENERAL
500323	MODERN DANCE 11, INTERMEDIATE	500735	AP STUDIO ART/DRAWING
500324	MODERN DANCE 12, INTERMEDIATE	500736	IB ART STUDIES
500331	DANCE 9, ADVANCED	500737	IB ART STUDIO
500332	DANCE 10, ADVANCED	500900	MUSIC, OTHER
500333	DANCE 11, ADVANCED	500901	MUSIC 7
500334	DANCE 12, ADVANCED	500902	MUSIC 8
500341	PERFORMING DANCE GROUP 9	500903	BAND 7
500342	PERFORMING DANCE GROUP 10	500904	BAND 7, ADVANCED
500343	PERFORMING DANCE GROUP 11	500905	BAND 8
500344	PERFORMING DANCE GROUP 12	500906	BAND 8, ADVANCED
500351	BALLET AND JAZZ FOR BEGINNERS 9	500907	BAND 9
500352	BALLET AND JAZZ FOR BEGINNERS 10	500908	BAND 9, ADVANCED
500353	BALLET AND JAZZ FOR BEGINNERS 11	500909	BAND, CONCERT
500354	BALLET AND JAZZ FOR BEGINNERS 12	500910	BAND, MARCHING
500361	ETHNIC DANCE	500911	BAND, SYMPHONIC
500371	SQUARE DANCE	500912	ORCHESTRA 7
500381	AEROBIC DANCE	500913	ORCHESTRA 7, ADVANCED
500421	THEATER MAKEUP	500914	ORCHESTRA 8
500431	LIGHTING FUNDAMENTALS, THEATER	500915	ORCHESTRA 8, ADVANCED
500500	DRAMATIC ARTS, OTHER	500916	ORCHESTRA 9
500511	STAGECRAFT 9	500917	ORCHESTRA 9, ADVANCED
500512	STAGECRAFT 10	500918	ORCHESTRA 10
500513	STAGECRAFT 11	500919	ORCHESTRA 11
500514	STAGECRAFT 12	500920	ORCHESTRA 12
500521	IMPROVISATION AND MIME	500921	INSTRUMENTAL STRING CLASS
500531	PLAYWRITING	500922	BRASS AND PERCUSSION CLASS
500541	THEATER PRACTICUM CONTRACT	500923	WIND ENSEMBLE
500551	DRAMA, HISTORY	500924	WOODWIND CLASS
500561	DRAMA, INDEPENDENT STUDY	500925	ELECTRONIC MUSIC, INTRODUCTION
500571	IB THEATER	500926	ENSEMBLE, INSTRUMENTAL
500600	FILM ARTS, OTHER	500927	GUITAR, BEGINNING
500611	FILM STUDY	500928	GUITAR, INTERMEDIATE
500612	LANGUAGE OF THE CINEMA	500929	GUITAR, ADVANCED
500621	PHOTOGRAPHY 10	500930	HANDBELLS
500622	PHOTOGRAPHY 11, ELEMENTARY	500931	PIANO 1
500623	PHOTOGRAPHY 12, ELEMENTARY	500932	PIANO 2
500631	PHOTOGRAPHY 11, ADVANCED	500933	ORGAN
		500934	MUSIC LESSONS, APPLIED
		500935	CHORUS 7

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
500936	CHORUS 7, ADVANCED	500632	PHOTOGRAPHY 12, ADVANCED
500937	CHORUS 8	500700	FINE ARTS, OTHER
500938	CHORUS 8, ADVANCED	500701	FINE ARTS 7
500939	CHORUS 9	500702	FINE ARTS 8
500940	CHORUS 9, ADVANCED	500703	ART, GENERAL
500941	CHORUS 10	500704	ART 1
500942	CHORUS 10, ADVANCED	500705	ART 2
500943	CHORUS 11	500706	ART 3
500944	CHORUS 11, ADVANCED	500707	ART 4
500945	CHORUS 12	500708	ART 1, INDEPENDENT STUDY
500946	CHORUS 12, ADVANCED	500709	ART 2, INDEPENDENT STUDY
500947	VOCAL ENSEMBLE	500711	ART SERVICES 10
500948	VOICE CLASS	500712	ART SERVICES 11
500949	HARMONY AND COMPOSITION	500713	ART SERVICES 12
500950	ARRANGING	500714	DRAWING
500951	CONDUCTING	500715	PAINTING 1
500952	MUSIC THEORY	500716	PAINTING 2
500953	MUSIC HISTORY 7	500717	WATERCOLOR 1
500954	MUSIC HISTORY 8	500718	CARTOONING
500955	MUSIC HISTORY 9	500719	MURAL PAINTING
500956	MUSIC HISTORY 10	500720	SCULPTURE
500957	MUSIC HISTORY 11	500721	SILK SCREEN
500958	MUSIC HISTORY 12	500722	ASSEMBLAGE
500959	MUSIC LITERATURE 9	500723	PRODUCT DESIGN
500960	MUSIC LITERATURE 10	500724	LIFE DRAWING
500961	MUSIC LITERATURE 11	500725	CALLIGRAPHY
500962	MUSIC LITERATURE 12	500726	ART HISTORY AND APPRECIATION
500963	MUSIC APPRECIATION	500727	BLACK FINE ARTS
500964	FOLK MUSIC, ETHNIC	500728	MEXICO, FINE ARTS
500965	MUSIC THEATER	500729	BICULTURAL ART
500966	MUSIC, INDEPENDENT STUDY	500730	ARTIST IN RESIDENCE PROGRAM
500967	MUSIC LABORATORY, GENERAL SURVEY	500731	ETHNIC ART HISTORY
500968	IB MUSIC	500732	ART AS A MULTICULTURAL STUDY
500969	AP MUSIC THEORY	500733	AP ART HISTORY
509900	VISUAL AND PERFORMING ARTS, OTHER	500734	AP STUDIO ART/GENERAL
STUB0510 - Fine Arts and Crafts		500735	AP STUDIO ART/DRAWING
500100	VISUAL AND PERFORMING ARTS, OTHER GENERAL	500736	IB ART STUDIES
500111	AESTHETICS	500737	IB ART STUDIO
500200	CRAFTS, OTHER	509900	VISUAL AND PERFORMING ARTS, OTHER
500211	CRAFTS 7	STUB0520 - Music	
500212	CRAFTS 8	500900	MUSIC, OTHER
500213	CRAFTS 9	500901	MUSIC 7
500214	CRAFTS 10	500902	MUSIC 8
500215	CRAFTS 11	500903	BAND 7
500216	CRAFTS 12	500904	BAND 7, ADVANCED
500221	CRAFTS 11, ADVANCED	500905	BAND 8
500222	CRAFTS 12, ADVANCED	500906	BAND 8, ADVANCED
500231	DECORATOR CRAFTS	500907	BAND 9
500241	ENAMELING	500908	BAND 9, ADVANCED
500251	JEWELRY 1	500909	BAND, CONCERT
500252	JEWELRY 2	500910	BAND, MARCHING
500253	JEWELRY 3	500911	BAND, SYMPHONIC
500254	JEWELRY 4	500912	ORCHESTRA 7
500261	CERAMICS 7	500913	ORCHESTRA 7, ADVANCED
500262	CERAMICS 8	500914	ORCHESTRA 8
500263	CERAMICS 9	500915	ORCHESTRA 8, ADVANCED
500264	CERAMICS 10	500916	ORCHESTRA 9
500265	CERAMICS 11	500917	ORCHESTRA 9, ADVANCED
500266	CERAMICS 12	500918	ORCHESTRA 10
500271	TEXTILE DESIGN	500919	ORCHESTRA 11
500281	MODEL BUILDING	500920	ORCHESTRA 12
500291	PRINTMAKING 1	500921	INSTRUMENTAL STRING CLASS
500292	PRINTMAKING 2	500922	BRASS AND PERCUSSION CLASS
500600	FILM ARTS, OTHER	500923	WIND ENSEMBLE
500611	FILM STUDY	500924	WOODWIND CLASS
500612	LANGUAGE OF THE CINEMA	500925	ELECTRONIC MUSIC, INTRODUCTION
500621	PHOTOGRAPHY 10	500926	ENSEMBLE, INSTRUMENTAL
500622	PHOTOGRAPHY 11, ELEMENTARY	500927	GUITAR, BEGINNING
500623	PHOTOGRAPHY 12, ELEMENTARY	500928	GUITAR, INTERMEDIATE
500631	PHOTOGRAPHY 11, ADVANCED	500929	GUITAR, ADVANCED

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
500930	HANDBELLS	500334	DANCE 12, ADVANCED
500931	PIANO 1	500341	PERFORMING DANCE GROUP 9
500932	PIANO 2	500342	PERFORMING DANCE GROUP 10
500933	ORGAN	500343	PERFORMING DANCE GROUP 11
500934	MUSIC LESSONS, APPLIED	500344	PERFORMING DANCE GROUP 12
500935	CHORUS 7	500351	BALLET AND JAZZ FOR BEGINNERS 9
500936	CHORUS 7, ADVANCED	500352	BALLET AND JAZZ FOR BEGINNERS 10
500937	CHORUS 8	500353	BALLET AND JAZZ FOR BEGINNERS 11
500938	CHORUS 8, ADVANCED	500354	BALLET AND JAZZ FOR BEGINNERS 12
500939	CHORUS 9	500361	ETHNIC DANCE
500940	CHORUS 9, ADVANCED	500371	SQUARE DANCE
500941	CHORUS 10	500381	AEROBIC DANCE
500942	CHORUS 10, ADVANCED		
500943	CHORUS 11	STUB0550 - Art/Music Appreciation / History	
500944	CHORUS 11, ADVANCED		
500945	CHORUS 12		
500946	CHORUS 12, ADVANCED	500111	AESTHETICS
500947	VOCAL ENSEMBLE	500726	ART HISTORY AND APPRECIATION
500948	VOICE CLASS	500727	BLACK FINE ARTS
500949	HARMONY AND COMPOSITION	500728	MEXICO, FINE ARTS
500950	ARRANGING	500729	BICULTURAL ART
500951	CONDUCTING	500730	ARTIST IN RESIDENCE PROGRAM
500952	MUSIC THEORY	500731	ETHNIC ART HISTORY
500953	MUSIC HISTORY 7	500732	ART AS A MULTICULTURAL STUDY
500954	MUSIC HISTORY 8	500733	AP ART HISTORY
500955	MUSIC HISTORY 9	500955	MUSIC HISTORY 9
500956	MUSIC HISTORY 10	500956	MUSIC HISTORY 10
500957	MUSIC HISTORY 11	500957	MUSIC HISTORY 11
500958	MUSIC HISTORY 12	500958	MUSIC HISTORY 12
500959	MUSIC LITERATURE 9	500959	MUSIC LITERATURE 9
500960	MUSIC LITERATURE 10	500960	MUSIC LITERATURE 10
500961	MUSIC LITERATURE 11	500961	MUSIC LITERATURE 11
500962	MUSIC LITERATURE 12	500962	MUSIC LITERATURE 12
500963	MUSIC APPRECIATION	500963	MUSIC APPRECIATION
500964	FOLK MUSIC, ETHNIC		
500965	MUSIC THEATER	STUB0600 - Foreign Languages	
500966	MUSIC, INDEPENDENT STUDY		
500967	MUSIC LABORATORY, GENERAL SURVEY		
500968	IB MUSIC	160100	FOREIGN LANGUAGES, MULTIPLE EMPHASIS, OTHER
500969	AP MUSIC THEORY	160111	FOREIGN LANGUAGE, EXPLORATORY
STUB0530 - Drama		160121	ENGLISH AS A SECOND LANGUAGE 1
		160122	ENGLISH AS A SECOND LANGUAGE 2
500421	THEATER MAKEUP	160123	ENGLISH AS A SECOND LANGUAGE 3
500431	LIGHTING FUNDAMENTALS, THEATER	160124	ENGLISH AS A SECOND LANGUAGE, SKILLS LAB
500500	DRAMATIC ARTS, OTHER	160125	TRANSITIONAL ENGLISH
500511	STAGECRAFT 9	160200	AFRICAN (NON-SEMITIC) LANGUAGES, OTHER
500512	STAGECRAFT 10	160211	SWAHILI 1
500513	STAGECRAFT 11	160212	SWAHILI 2
500514	STAGECRAFT 12	160221	AMHARIC 1 (ETHIOPIAN)
500521	IMPROVISATION AND MIME	160222	AMHARIC 2 (ETHIOPIAN)
500531	PLAYWRITING	160300	ASIATIC LANGUAGES, OTHER
500541	THEATER PRACTICUM CONTRACT	160311	CANTONESE 1
500551	DRAMA, HISTORY	160312	CANTONESE 2
500561	DRAMA, INDEPENDENT STUDY	160313	CANTONESE 3
500571	IB THEATER	160314	CANTONESE 4
STUB0540 - Dance		160321	MANDARIN 1
		160322	MANDARIN 2
500300	DANCE, OTHER	160323	MANDARIN 3
500311	MODERN DANCE FOR BEGINNERS 9	160324	MANDARIN 4
500312	MODERN DANCE FOR BEGINNERS 10	160325	MANDARIN 5
500313	MODERN DANCE FOR BEGINNERS 11	160331	JAPANESE 1
500314	MODERN DANCE FOR BEGINNERS 12	160332	JAPANESE 2
500321	MODERN DANCE 9, INTERMEDIATE	160333	JAPANESE 3
500322	MODERN DANCE 10, INTERMEDIATE	160334	JAPANESE 4
500323	MODERN DANCE 11, INTERMEDIATE	160335	JAPANESE 5
500324	MODERN DANCE 12, INTERMEDIATE	160336	FOREIGN LANGUAGE CONTRACT, JAPANESE
500331	DANCE 9, ADVANCED	160341	HAWAIIAN 1
500332	DANCE 10, ADVANCED	160342	HAWAIIAN 2
500333	DANCE 11, ADVANCED	160343	HAWAIIAN 3
		160344	HAWAIIAN 4
		160345	HAWAIIAN LANGUAGE AND CULTURE
		160351	KOREAN 1

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
160352	KOREAN 2	160914	ITALIAN 2
160353	KOREAN 3	160915	ITALIAN 3
160354	KOREAN 4	160916	ITALIAN 4
160355	KOREAN 5	160917	ITALIAN, ADVANCED PLACEMENT
160400	BALTO-SLAVIC LANGUAGES, OTHER	160918	ITALIAN FIELD-BASED EXPERIENCE
160411	UKRAINIAN 1	160919	FOREIGN LANGUAGE CONTRACT, ITALIAN
160421	RUSSIAN 1	160920	LATIN 1
160422	RUSSIAN 2	160921	LATIN 2
160423	RUSSIAN 3	160922	LATIN 3
160424	RUSSIAN 4	160923	LATIN 4
160425	RUSSIAN 5	160924	LATIN 5
160426	RUSSIAN 6	160925	FOREIGN LANGUAGE CONTRACT, LATIN
160427	FOREIGN LANGUAGE CONTRACT, RUSSIAN	160926	PORTUGUESE 1
160431	CZECH 1	160927	PORTUGUESE 2
160432	CZECH 2	160928	PORTUGUESE 3
160433	CZECH 3	160929	PORTUGUESE 4
160441	POLISH 1	160930	PORTUGUESE 5
160442	POLISH 2	160931	SPANISH 7
160443	POLISH 3	160932	SPANISH 8
160444	POLISH 4	160933	SPANISH 1
160451	FINNISH 1	160934	SPANISH 2
160452	FINNISH 2	160935	SPANISH 3
160453	FINNISH 3	160936	SPANISH 4
160454	FINNISH 4	160937	SPANISH 5
160500	GERMANIC LANGUAGES, OTHER	160938	SPANISH FIELD-BASED EXPERIENCE
160501	DUTCH 1	160939	FOREIGN LANGUAGE CONTRACT, SPANISH
160502	DUTCH 2	160940	SPANISH FOR NATIVE SPEAKERS (CHANGED TO 161311-161315)
160503	DUTCH 3	160941	SPANISH FOR TRAVELERS
160511	GERMAN 7	160942	SPANISH, COMMERCIAL
160512	GERMAN 8	160943	IB FRENCH LANGUAGE
160513	GERMAN 1	160944	IB FRENCH LITERATURE
160514	GERMAN 2	160945	IB SPANISH 4
160515	GERMAN 3	160946	IB SPANISH 5
160516	GERMAN 4	160947	AP LATIN
160517	GERMAN 5	160949	AP FRENCH LANGUAGE
160518	GERMAN FIELD-BASED EXPERIENCE	160950	AP FRENCH LITERATURE
160519	FOREIGN LANGUAGE CONTRACT, GERMAN	160951	AP SPANISH LANGUAGE
160521	NORWEGIAN 1	160952	AP SPANISH LITERATURE
160522	NORWEGIAN 2	161000	NATIVE AMERICAN LANGUAGES, OTHER
160531	SWEDISH 1	161100	SEMITIC LANGUAGES, OTHER
160532	SWEDISH 2	161111	HEBREW 1
160533	SWEDISH 3	161112	HEBREW 2
160541	YIDDISH 1	161113	HEBREW 3
160542	YIDDISH 2	161114	HEBREW 4
160543	YIDDISH 3	161115	ARABIC 1
160544	IB GERMAN 4	161116	ARABIC 2
160545	IB GERMAN 5	161117	ARABIC 3
160546	AP GERMAN LANGUAGE	161118	ARABIC 4
160600	GREEK, OTHER	161119	FOREIGN LANGUAGE CONTRACT, ARABIC
160611	MODERN GREEK FOR SURVIVAL	161200	INDO-EUROPEAN LANGUAGES, OTHER
160621	MODERN GREEK	161211	TURKISH 1
160622	MODERN GREEK 2	161212	TURKISH 2
160623	MODERN GREEK 3	161300	NON-ENGLISH LANGUAGES FOR NATIVE SPEAKER, OTHER
160624	MODERN GREEK 4	161311	SPANISH FOR NATIVE SPEAKERS 1
160631	CLASSICAL GREEK 1	161312	SPANISH FOR NATIVE SPEAKERS 2
160632	CLASSICAL GREEK 2	161313	SPANISH FOR NATIVE SPEAKERS 3
160633	CLASSICAL GREEK 3	161314	SPANISH FOR NATIVE SPEAKERS 4
160634	CLASSICAL GREEK 4	161315	SPANISH FOR NATIVE SPEAKERS 5/ADVANCED PLACEMENT
160700	INDIC LANGUAGES, OTHER	161321	PORTUGUESE FOR NATIVE SPEAKERS 1
160800	IRANIAN LANGUAGES, OTHER	161322	PORTUGUESE FOR NATIVE SPEAKERS 2
160900	ITALIC LANGUAGES, OTHER	161323	PORTUGUESE FOR NATIVE SPEAKERS 3
160901	FRENCH 7	161324	PORTUGUESE FOR NATIVE SPEAKERS 4
160902	FRENCH 8	161331	ITALIAN FOR NATIVE SPEAKERS 1
160903	FRENCH 1	161332	ITALIAN FOR NATIVE SPEAKERS 2
160904	FRENCH 2	161333	ITALIAN FOR NATIVE SPEAKERS 3
160905	FRENCH 3	161341	JAPANESE FOR NATIVE SPEAKERS 1
160906	FRENCH 4	161342	JAPANESE FOR NATIVE SPEAKERS 2
160907	FRENCH 5	161343	JAPANESE FOR NATIVE SPEAKERS 3
160908	FRENCH FIELD-BASED EXPERIENCE	161344	JAPANESE FOR NATIVE SPEAKERS 4
160909	FOREIGN LANGUAGE CONTRACT, FRENCH	161351	CHINESE FOR NATIVE SPEAKERS 1
160910	FRENCH, CONVERSATIONAL	161352	CHINESE FOR NATIVE SPEAKERS 2
160911	ITALIAN 7		
160912	ITALIAN 8		
160913	ITALIAN 1		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
161353	CHINESE FOR NATIVE SPEAKERS 3	160937	SPANISH 5
161354	CHINESE FOR NATIVE SPEAKERS 4	160938	SPANISH FIELD-BASED EXPERIENCE
161361	FRENCH FOR NATIVE SPEAKERS 1	160939	FOREIGN LANGUAGE CONTRACT, SPANISH
161362	FRENCH FOR NATIVE SPEAKERS 2	160940	SPANISH FOR NATIVE SPEAKERS (CHANGED TO 161311-161315)
161363	FRENCH FOR NATIVE SPEAKERS 3	160941	SPANISH FOR TRAVELERS
161364	FRENCH FOR NATIVE SPEAKERS 4	160942	SPANISH, COMMERCIAL
169900	FOREIGN LANGUAGES, OTHER	160945	IB SPANISH 4
STUB0601 - Any AP/IB/Honors Foreign Language		160946	IB SPANISH 5
160517	GERMAN 5	160951	AP SPANISH LANGUAGE
160544	IB GERMAN 4	160952	AP SPANISH LITERATURE
160545	IB GERMAN 5	STUB0640 - German	
160546	AP GERMAN LANGUAGE	160501	DUTCH 1
160907	FRENCH 5	160502	DUTCH 2
160917	ITALIAN, ADVANCED PLACEMENT	160503	DUTCH 3
160924	LATIN 5	160511	GERMAN 7
160937	SPANISH 5	160512	GERMAN 8
160943	IB FRENCH LANGUAGE	160513	GERMAN 1
160944	IB FRENCH LITERATURE	160514	GERMAN 2
160945	IB SPANISH 4	160515	GERMAN 3
160946	IB SPANISH 5	160516	GERMAN 4
160947	AP LATIN	160517	GERMAN 5
160949	AP FRENCH LANGUAGE	160518	GERMAN FIELD-BASED EXPERIENCE
160950	AP FRENCH LITERATURE	160519	FOREIGN LANGUAGE CONTRACT, GERMAN
160951	AP SPANISH LANGUAGE	160544	IB GERMAN 4
160952	AP SPANISH LITERATURE	160545	IB GERMAN 5
161315	SPANISH FOR NATIVE SPEAKERS 5/ADVANCED PLACEMENT	160546	AP GERMAN LANGUAGE
STUB0610 - Survey and ESOL		STUB0650 - Latin	
160100	FOREIGN LANGUAGES, MULTIPLE EMPHASIS, OTHER	160920	LATIN 1
160111	FOREIGN LANGUAGE, EXPLORATORY	160921	LATIN 2
160121	ENGLISH AS A SECOND LANGUAGE 1	160922	LATIN 3
160122	ENGLISH AS A SECOND LANGUAGE 2	160923	LATIN 4
160123	ENGLISH AS A SECOND LANGUAGE 3	160924	LATIN 5
160124	ENGLISH AS A SECOND LANGUAGE, SKILLS LAB	160947	AP LATIN
STUB0620 - French		STUB0660 - Japanese	
160901	FRENCH 7	160331	JAPANESE 1
160902	FRENCH 8	160332	JAPANESE 2
160903	FRENCH 1	160333	JAPANESE 3
160904	FRENCH 2	160334	JAPANESE 4
160905	FRENCH 3	160335	JAPANESE 5
160906	FRENCH 4	160336	FOREIGN LANGUAGE CONTRACT, JAPANESE
160907	FRENCH 5	STUB0670 - Mandarin/Cantonese	
160908	FRENCH FIELD-BASED EXPERIENCE	160311	CANTONESE 1
160909	FOREIGN LANGUAGE CONTRACT, FRENCH	160312	CANTONESE 2
160910	FRENCH, CONVERSATIONAL	160313	CANTONESE 3
160943	IB FRENCH LANGUAGE	160314	CANTONESE 4
160944	IB FRENCH LITERATURE	160321	MANDARIN 1
160949	AP FRENCH LANGUAGE	160322	MANDARIN 2
160950	AP FRENCH LITERATURE	160323	MANDARIN 3
161361	FRENCH FOR NATIVE SPEAKERS 1	160324	MANDARIN 4
161362	FRENCH FOR NATIVE SPEAKERS 2	160325	MANDARIN 5
161363	FRENCH FOR NATIVE SPEAKERS 3	STUB0680 - Russian	
161364	FRENCH FOR NATIVE SPEAKERS 4	160421	RUSSIAN 1
STUB0630 - Spanish		160422	RUSSIAN 2
160931	SPANISH 7	160423	RUSSIAN 3
160932	SPANISH 8	160424	RUSSIAN 4
160933	SPANISH 1	160425	RUSSIAN 5
160934	SPANISH 2	160426	RUSSIAN 6
160935	SPANISH 3		
160936	SPANISH 4		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
STUB0690 - Foreign Language - Other		161100 SEMITIC LANGUAGES, OTHER	
160125	TRANSITIONAL ENGLISH	161111	HEBREW 1
160200	AFRICAN (NON-SEMITIC) LANGUAGES, OTHER	161112	HEBREW 2
160211	SWAHILI 1	161113	HEBREW 3
160212	SWAHILI 2	161114	HEBREW 4
160221	AMHARIC 1 (ETHIOPIAN)	161115	ARABIC 1
160222	AMHARIC 2 (ETHIOPIAN)	161116	ARABIC 2
160300	ASIATIC LANGUAGES, OTHER	161117	ARABIC 3
160341	HAWAIIAN 1	161118	ARABIC 4
160342	HAWAIIAN 2	161119	FOREIGN LANGUAGE CONTRACT, ARABIC
160343	HAWAIIAN 3	161200	INDO-EUROPEAN LANGUAGES, OTHER
160344	HAWAIIAN 4	161211	TURKISH 1
160345	HAWAIIAN LANGUAGE AND CULTURE	161212	TURKISH 2
160351	KOREAN 1	161300	NON-ENGLISH LANGUAGES FOR NATIVE SPEAKER, OTHER
160352	KOREAN 2	161311	SPANISH FOR NATIVE SPEAKERS 1
160353	KOREAN 3	161312	SPANISH FOR NATIVE SPEAKERS 2
160354	KOREAN 4	161313	SPANISH FOR NATIVE SPEAKERS 3
160355	KOREAN 5	161314	SPANISH FOR NATIVE SPEAKERS 4
160400	BALTO-SLAVIC LANGUAGES, OTHER	161315	SPANISH FOR NATIVE SPEAKERS 5/ADVANCED PLACEMENT
160411	UKRAINIAN 1	161321	PORTUGUESE FOR NATIVE SPEAKERS 1
160427	FOREIGN LANGUAGE CONTRACT, RUSSIAN	161322	PORTUGUESE FOR NATIVE SPEAKERS 2
160431	CZECH 1	161323	PORTUGUESE FOR NATIVE SPEAKERS 3
160432	CZECH 2	161324	PORTUGUESE FOR NATIVE SPEAKERS 4
160433	CZECH 3	161331	ITALIAN FOR NATIVE SPEAKERS 1
160441	POLISH 1	161332	ITALIAN FOR NATIVE SPEAKERS 2
160442	POLISH 2	161333	ITALIAN FOR NATIVE SPEAKERS 3
160443	POLISH 3	161341	JAPANESE FOR NATIVE SPEAKERS 1
160444	POLISH 4	161342	JAPANESE FOR NATIVE SPEAKERS 2
160451	FINNISH 1	161343	JAPANESE FOR NATIVE SPEAKERS 3
160452	FINNISH 2	161344	JAPANESE FOR NATIVE SPEAKERS 4
160453	FINNISH 3	161351	CHINESE FOR NATIVE SPEAKERS 1
160454	FINNISH 4	161352	CHINESE FOR NATIVE SPEAKERS 2
160500	GERMANIC LANGUAGES, OTHER	161353	CHINESE FOR NATIVE SPEAKERS 3
160521	NORWEGIAN 1	161354	CHINESE FOR NATIVE SPEAKERS 4
160522	NORWEGIAN 2	169900	FOREIGN LANGUAGES, OTHER
160531	SWEDISH 1	STUB0700 - Computer-Related Studies	
160532	SWEDISH 2	010161	AGRICULTURAL MICROPROCESSING
160533	SWEDISH 3	061200	MANAGEMENT INFORMATION SYSTEMS, OTHER
160541	YIDDISH 1	070300	BUSINESS DATA PROCESSING AND RELATED PROGRAMS, OTHER
160542	YIDDISH 2	070311	COMPUTERS IN BUSINESS
160543	YIDDISH 3	070321	BUSINESS DATA PROCESSING 1
160600	GREEK, OTHER	070322	BUSINESS DATA PROCESSING 2
160611	MODERN GREEK FOR SURVIVAL	070331	BUSINESS COMPUTER PROGRAMMING 1
160621	MODERN GREEK	070332	BUSINESS COMPUTER PROGRAMMING 2
160622	MODERN GREEK 2	070341	KEY PUNCH OPERATOR
160623	MODERN GREEK 3	070351	DATA ENTRY OPERATOR 1
160624	MODERN GREEK 4	070352	DATA ENTRY OPERATOR 2
160631	CLASSICAL GREEK 1	070361	KEYBOARDING
160632	CLASSICAL GREEK 2	070371	PERIPHERAL COMPUTER OPERATOR
160633	CLASSICAL GREEK 3	070641	WORD PROCESSING 1
160634	CLASSICAL GREEK 4	070642	WORD PROCESSING 2
160700	INDIC LANGUAGES, OTHER	070643	WORD PROCESSING 3
160800	IRANIAN LANGUAGES, OTHER	110100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL
160900	ITALIC LANGUAGES, OTHER	110111	COMPUTER APPRECIATION
160911	ITALIAN 7	110112	INTRODUCTION TO INTERNET AND THE WORLD WIDE WEB
160912	ITALIAN 8	110121	COMPUTER MATHEMATICS 1
160913	ITALIAN 1	110122	COMPUTER MATHEMATICS 2
160914	ITALIAN 2	110131	COMPUTER APPLICATIONS
160915	ITALIAN 3	110132	COMPUTER APPLICATIONS, INDEPENDENT STUDY
160916	ITALIAN 4	110141	COMPUTER SCIENCES 3
160917	ITALIAN, ADVANCED PLACEMENT	110142	IB COMPUTER SCIENCE
160918	ITALIAN FIELD-BASED EXPERIENCE	110143	AP COMPUTER SCIENCE A
160919	FOREIGN LANGUAGE CONTRACT, ITALIAN	110144	AP COMPUTER SCIENCE AB
160925	FOREIGN LANGUAGE CONTRACT, LATIN	110151	ARTIFICIAL INTELLIGENCE
160926	PORTUGUESE 1	110152	MULTIMEDIA COMPUTER APPLICATIONS
160927	PORTUGUESE 2		
160928	PORTUGUESE 3		
160929	PORTUGUESE 4		
160930	PORTUGUESE 5		
161000	NATIVE AMERICAN LANGUAGES, OTHER		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
110161	DESKTOP COMPUTER APPLICATION SUITES	500811	COMPUTER GRAPHICS DESIGN
110200	COMPUTER PROGRAMMING, OTHER	STUB0730 - Computer Science	
110211	COMPUTER PROGRAMMING 1	110100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL
110212	COMPUTER PROGRAMMING 2	110111	COMPUTER APPRECIATION
110213	COMPUTER PROGRAMMING 3	110112	INTRODUCTION TO INTERNET AND THE WORLD WIDE WEB
110221	FORTRAN, INTRODUCTION	110121	COMPUTER MATHEMATICS 1
110231	PASCAL, INTRODUCTION	110122	COMPUTER MATHEMATICS 2
110232	ADVANCED PASCAL	110131	COMPUTER APPLICATIONS
110241	BASIC, INTRODUCTION	110132	COMPUTER APPLICATIONS, INDEPENDENT STUDY
110242	ADVANCED BASIC	110141	COMPUTER SCIENCES 3
110251	COBOL, INTRODUCTION	110142	IB COMPUTER SCIENCE
110252	ADVANCED COBOL	110143	AP COMPUTER SCIENCE A
110261	LOGO, INTRODUCTION	110144	AP COMPUTER SCIENCE AB
110271	RPG PROGRAMMING, INTRODUCTION	110151	ARTIFICIAL INTELLIGENCE
110272	C PROGRAMMING	110200	COMPUTER PROGRAMMING, OTHER
110273	C++ PROGRAMMING	110211	COMPUTER PROGRAMMING 1
110300	DATA PROCESSING, OTHER	110212	COMPUTER PROGRAMMING 2
110311	DATA PROCESSING, INTRODUCTION	110213	COMPUTER PROGRAMMING 3
110312	DATA PROCESSING, INTERMEDIATE	110221	FORTRAN, INTRODUCTION
110313	DATA PROCESSING, ADVANCED	110231	PASCAL, INTRODUCTION
110321	COMPUTER PROGRAMMING - COOPERATIVE EDUCATION	110232	ADVANCED PASCAL
110400	INFORMATION SCIENCES AND SYSTEMS, OTHER	110241	BASIC, INTRODUCTION
110500	SYSTEMS ANALYSIS, OTHER	110242	ADVANCED BASIC
110601	HTML	110251	COBOL, INTRODUCTION
110602	JAVA, JAVA SCRIPT	110252	ADVANCED COBOL
110603	WEB SITE DESIGN, DEVELOPMENT	110261	LOGO, INTRODUCTION
110604	NETWORK ADMINISTRATION/MANAGEMENT	110271	RPG PROGRAMMING, INTRODUCTION
119900	COMPUTER AND INFORMATION SCIENCES, OTHER	110272	C PROGRAMMING
150431	COMPUTER-ASSISTED DESIGN/DRAFTING (CAD)	110273	C++ PROGRAMMING
210127	INTRODUCTION TO TECHNOLOGY	110400	INFORMATION SCIENCES AND SYSTEMS, OTHER
480222	GRAPHIC ARTS 2	110500	SYSTEMS ANALYSIS, OTHER
480223	GRAPHIC ARTS 3	110601	HTML
480224	GRAPHIC ARTS 4	110602	JAVA, JAVA SCRIPT
500811	COMPUTER GRAPHICS DESIGN	110603	WEB SITE DESIGN, DEVELOPMENT
STUB0710 - Clerical and Data Entry		110604	NETWORK ADMINISTRATION/MANAGEMENT
070300	BUSINESS DATA PROCESSING AND RELATED PROGRAMS, OTHER	119900	COMPUTER AND INFORMATION SCIENCES, OTHER
070311	COMPUTERS IN BUSINESS	STUB0800 - Consumer And Homemaking Education	
070321	BUSINESS DATA PROCESSING 1	190100	HOME ECONOMICS, OTHER GENERAL
070322	BUSINESS DATA PROCESSING 2	190200	BUSINESS HOME ECONOMICS, OTHER
070331	BUSINESS COMPUTER PROGRAMMING 1	190300	FAMILY AND COMMUNITY SERVICES, OTHER
070332	BUSINESS COMPUTER PROGRAMMING 2	190400	FAMILY/CONSUMER RESOURCE MANAGEMENT, OTHER
070341	KEY PUNCH OPERATOR	190500	FOOD SCIENCES AND HUMAN NUTRITION, OTHER
070351	DATA ENTRY OPERATOR 1	190600	HUMAN ENVIRONMENT AND HOUSING, OTHER
070352	DATA ENTRY OPERATOR 2	190700	INDIVIDUAL AND FAMILY DEVELOPMENT, OTHER
070361	KEYBOARDING	190800	INTERNATIONAL/COMPARATIVE HOME ECONOMICS, OTHER
070371	PERIPHERAL COMPUTER OPERATOR	190900	TEXTILES AND CLOTHING, OTHER
070641	WORD PROCESSING 1	199900	HOME ECONOMICS, OTHER
070642	WORD PROCESSING 2	200100	CONSUMER AND HOMEMAKING HOME ECONOMICS, OTHER
070643	WORD PROCESSING 3	200111	HOME ECONOMICS 7
110300	DATA PROCESSING, OTHER	200112	HOME ECONOMICS 8
110311	DATA PROCESSING, INTRODUCTION	200113	HOME ECONOMICS 1
110312	DATA PROCESSING, INTERMEDIATE	200114	HOME ECONOMICS 2
110313	DATA PROCESSING, ADVANCED	200115	HOME ECONOMICS 3
110321	COMPUTER PROGRAMMING - COOPERATIVE EDUCATION	200116	HOME ECONOMICS 4
STUB0720 - Computer Applications		200117	ADULT ROLES AND FUNCTIONS
010161	AGRICULTURAL MICROPROCESSING	200118	COMPREHENSIVE CONSUMER AND HOMEMAKING HOME ECONOMICS, INDEPENDENT STUDY
061200	MANAGEMENT INFORMATION SYSTEMS, OTHER	200121	CHILD DEVELOPMENT 8
110152	MULTIMEDIA COMPUTER APPLICATIONS	200122	CHILD DEVELOPMENT 1
110161	DESKTOP COMPUTER APPLICATION SUITES	200123	CHILD DEVELOPMENT 2
150431	COMPUTER-ASSISTED DESIGN/DRAFTING (CAD)	200124	CHILD DEVELOPMENT 3
210127	INTRODUCTION TO TECHNOLOGY	200125	CHILD DEVELOPMENT 4
480222	GRAPHIC ARTS 2		
480223	GRAPHIC ARTS 3		
480224	GRAPHIC ARTS 4		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
200131	CLOTHING 7	550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT
200132	CLOTHING 8	550301	GENERAL WORK EXPERIENCE
200133	CLOTHING 1	550309	GENERAL WORK EXPERIENCE, NOT FOR CREDIT
200134	CLOTHING 2	550401	COMBINED VOCATIONAL/ACADEMIC PREPARATION
200135	CLOTHING 3	550409	COMBINED VOCATIONAL/ACADEMIC PREPARATION, NOT FOR CREDIT
200136	CLOTHING 4	551001	GENERAL PRE-VOCATIONAL PREPARATION
200137	TAILORING	551009	GENERAL PRE-VOCATIONAL PREPARATION, NOT FOR CREDIT
200141	CONSUMER EDUCATION	551411	AGRICULTURAL WORK STUDY
200142	CONSUMER EDUCATION 2	552211	BUSINESS WORK STUDY 1
200153	HOME ECONOMICS LABORATORY ASSISTANT	552221	BUSINESS WORK STUDY 2
200154	HOME ECONOMICS LEADERSHIP	553111	HEALTH OCCUPATIONS WORK STUDY 1
200161	FAMILY HEALTH 1	553121	HEALTH OCCUPATIONS WORK STUDY 2
200162	FAMILY HEALTH 2	554411	HOME ECONOMICS WORK STUDY 1
200171	FAMILY RELATIONS	554421	HOME ECONOMICS WORK STUDY 2
200172	MARRIAGE, SOCIETY AND CHANGE	555011	GENERAL INDUSTRIAL ARTS 1
200173	PARENTHOOD	555021	GENERAL INDUSTRIAL ARTS 2
200181	FOODS AND NUTRITION 7	555031	GENERAL INDUSTRIAL ARTS 3
200182	FOODS AND NUTRITION 8	556511	SERVICE OCCUPATIONS WORK STUDY 1
200183	FOODS 1	556521	SERVICE OCCUPATIONS WORK STUDY 2
200184	FOODS 2	557411	PRECISION PRODUCTION WORK STUDY 1
200185	FOODS 3	557421	PRECISION PRODUCTION WORK STUDY 2
200186	FOODS 4	558411	CONSTRUCTION TRADES WORK STUDY 1
200187	INTERNATIONAL FOODS	558421	CONSTRUCTION TRADES WORK STUDY 2
200188	NUTRITION	563201	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS
200191	HOME MANAGEMENT 1	563209	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS, NOT FOR CREDIT
200192	HOME MANAGEMENT 2	563211	RESOURCE TRANSITION SKILLS
554011	GENERAL HOME ECONOMICS 1	563219	RESOURCE TRANSITION SKILLS, NOT FOR CREDIT
554021	GENERAL HOME ECONOMICS 2	STUB0910 - Typewriting 1	
554031	GENERAL HOME ECONOMICS 3	070711	TYPEWRITING 1
554111	CHILD DEVELOPMENT 1	070721	TYPEWRITING, PERSONAL
554121	CHILD DEVELOPMENT 2	STUB0920 - Introductory Industrial	
554211	CLOTHING AND TEXTILES 1	210100	INDUSTRIAL ARTS, OTHER
554221	CLOTHING AND TEXTILES 2	210101	INDUSTRIAL ARTS 7
554311	FOOD AND NUTRITION 1	210102	INDUSTRIAL ARTS 8
554321	FOOD AND NUTRITION 2	210103	INDUSTRIAL ARTS 1
554511	HOME ECONOMICS WORK EXPERIENCE 1	210104	INDUSTRIAL ARTS 2
554521	HOME ECONOMICS WORK EXPERIENCE 2	210105	INDUSTRIAL ARTS 3
STUB0900 - General Labor Market Preparation		210106	INDUSTRIAL ARTS 4
010151	AGRICULTURAL MATHEMATICS	210107	INDUSTRY AND TECHNOLOGY
060511	BUSINESS ECONOMICS	210108	INDUSTRIAL PRODUCTION
070171	BUSINESS MATHEMATICS 1	210109	INDUSTRIAL OCCUPATIONS 1
070172	BUSINESS MATHEMATICS 2	210119	ELECTRICITY AND ELECTRONICS, INTRODUCTION
070411	BUSINESS ENGLISH 1	230156	VOCATIONAL ENGLISH
070412	BUSINESS ENGLISH 2	320102	CAREER PREPARATION
070711	TYPEWRITING 1	320103	CAREER EXPLORATION
070721	TYPEWRITING, PERSONAL	320104	WORK EXPERIENCE
080321	JUNIOR ACHIEVEMENT	320105	WORK EXPERIENCE, ADVANCED
170651	NURSE'S MATHEMATICS	510101	EXECUTIVE INTERNSHIP
210100	INDUSTRIAL ARTS, OTHER	510102	EXECUTIVE INTERNSHIP 2
210101	INDUSTRIAL ARTS 7	510103	INTERNATIONAL CAREERS INTERNSHIP
210102	INDUSTRIAL ARTS 8	550101	CAREER EXPLORATION
210103	INDUSTRIAL ARTS 1	550109	CAREER EXPLORATION, NOT FOR CREDIT
210104	INDUSTRIAL ARTS 2	550201	GENERAL WORK-STUDY/EXPERIENCE
210105	INDUSTRIAL ARTS 3	550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT
210106	INDUSTRIAL ARTS 4	550301	GENERAL WORK EXPERIENCE
210107	INDUSTRY AND TECHNOLOGY	550309	GENERAL WORK EXPERIENCE, NOT FOR CREDIT
210108	INDUSTRIAL PRODUCTION	STUB0930 - Work Experience / Career Exploration	
210109	INDUSTRIAL OCCUPATIONS 1	080321	JUNIOR ACHIEVEMENT
210119	ELECTRICITY AND ELECTRONICS, INTRODUCTION	320102	CAREER PREPARATION
230156	VOCATIONAL ENGLISH	320103	CAREER EXPLORATION
320102	CAREER PREPARATION	320104	WORK EXPERIENCE
320103	CAREER EXPLORATION	320105	WORK EXPERIENCE, ADVANCED
320104	WORK EXPERIENCE	510101	EXECUTIVE INTERNSHIP
320105	WORK EXPERIENCE, ADVANCED	510102	EXECUTIVE INTERNSHIP 2
510101	EXECUTIVE INTERNSHIP	510103	INTERNATIONAL CAREERS INTERNSHIP
510102	EXECUTIVE INTERNSHIP 2	550101	CAREER EXPLORATION
510103	INTERNATIONAL CAREERS INTERNSHIP	550109	CAREER EXPLORATION, NOT FOR CREDIT
550101	CAREER EXPLORATION	550201	GENERAL WORK-STUDY/EXPERIENCE
550109	CAREER EXPLORATION, NOT FOR CREDIT	550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT
550201	GENERAL WORK-STUDY/EXPERIENCE	550301	GENERAL WORK EXPERIENCE
550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT	550309	GENERAL WORK EXPERIENCE, NOT FOR CREDIT

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
550401	COMBINED VOCATIONAL/ACADEMIC PREPARATION	010331	CROP PRODUCTION
550409	COMBINED VOCATIONAL/ACADEMIC PREPARATION, NOT FOR CREDIT	010400	AGRICULTURAL PRODUCTS AND PROCESSING, OTHER
551001	GENERAL PRE-VOCATIONAL PREPARATION	010411	AGRICULTURAL PRODUCTS AND PROCESSING 1
551009	GENERAL PRE-VOCATIONAL PREPARATION, NOT FOR CREDIT	010412	AGRICULTURAL PRODUCTS AND PROCESSING 2
551411	AGRICULTURAL WORK STUDY	010421	AGRICULTURAL PRODUCTS AND PROCESSING - COOPERATIVE EDUCATION
552211	BUSINESS WORK STUDY 1	010500	AGRICULTURAL SERVICES AND SUPPLIES, OTHER
552221	BUSINESS WORK STUDY 2	010511	AGRICULTURAL SUPPLIES MARKETING
553111	HEALTH OCCUPATIONS WORK STUDY 1	010521	ANIMAL GROOMING
553121	HEALTH OCCUPATIONS WORK STUDY 2	010600	HORTICULTURE, OTHER
554411	HOME ECONOMICS WORK STUDY 1	010611	HORTICULTURE
554421	HOME ECONOMICS WORK STUDY 2	010621	FLORICULTURE
555011	GENERAL INDUSTRIAL ARTS 1	010631	LANDSCAPING
555021	GENERAL INDUSTRIAL ARTS 2	010632	LANDSCAPING, ADVANCED
555031	GENERAL INDUSTRIAL ARTS 3	010641	GREENHOUSE MANAGEMENT
556511	SERVICE OCCUPATIONS WORK STUDY 1	010651	NURSERY OPERATIONS AND MANAGEMENT
556521	SERVICE OCCUPATIONS WORK STUDY 2	010661	HORTICULTURE POWER EQUIPMENT OPERATION AND MAINTENANCE
557411	PRECISION PRODUCTION WORK STUDY 1	010662	HORTICULTURAL MECHANICS 2
557421	PRECISION PRODUCTION WORK STUDY 2	010671	TURF MANAGEMENT
558411	CONSTRUCTION TRADES WORK STUDY 1	010681	FRUIT AND VEGETABLE PRODUCTION
558421	CONSTRUCTION TRADES WORK STUDY 2	010700	INTERNATIONAL AGRICULTURE, OTHER
563201	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS	011421	AGRICULTURAL PRODUCTS, COOPERATIVE EDUCATION
563209	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS, NOT FOR CREDIT	019900	AGRIBUSINESS AND AGRICULTURAL PRODUCTION, OTHER
563211	RESOURCE TRANSITION SKILLS	020100	AGRICULTURAL SCIENCES, OTHER GENERAL
563219	RESOURCE TRANSITION SKILLS, NOT FOR CREDIT	020111	AGRICULTURAL SCIENCES, GENERAL
STUB0940 - General Labor Market Skills		020121	AGRICULTURAL OCCUPATIONS 1
010151	AGRICULTURAL MATHEMATICS	020122	AGRICULTURAL OCCUPATIONS 2
060511	BUSINESS ECONOMICS	020123	AGRICULTURAL OCCUPATIONS 3
070171	BUSINESS MATHEMATICS 1	020124	AGRICULTURAL OCCUPATIONS 4
070172	BUSINESS MATHEMATICS 2	020200	ANIMAL SCIENCES, OTHER
070411	BUSINESS ENGLISH 1	020211	ANIMAL SCIENCES 1
070412	BUSINESS ENGLISH 2	020212	ANIMAL SCIENCES 2
170651	NURSE'S MATHEMATICS	020221	LIVESTOCK 9
230156	VOCATIONAL ENGLISH	020222	LIVESTOCK 10
STUB1000 - Specific Labor Market Preparation		020231	POULTRY
010100	AGRICULTURAL BUSINESS AND MANAGEMENT, OTHER	020241	DAIRY PRODUCTION
010111	AGRIBUSINESS, INTRODUCTION	020251	NUTRITION AND FEEDS
010121	AGRICULTURAL BUSINESS OPERATION	020261	HORSE PRODUCTION
010131	FARM AND RANCH MANAGEMENT	020262	HORSESHOEING/FARRIER TRAINING
010141	STATE AND COMMUNITY AGRICULTURE	020271	SMALL ANIMAL PRODUCTION 1
010161	AGRICULTURAL MICROPROCESSING	020272	SMALL ANIMAL PRODUCTION 2
010171	AGRICULTURE COOPERATIVES	020281	FISH PRODUCTION
010172	AGRICULTURAL COOPERATIVE EDUCATION 2	020300	FOOD SCIENCES, OTHER
010181	AGRICULTURE, INDEPENDENT STUDY	020400	PLANT SCIENCES, OTHER
010182	SOEP - SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM	020411	AGRONOMY
010200	AGRICULTURAL MECHANICS, OTHER	020421	ORNAMENTAL HORTICULTURE 1
010211	AGRICULTURAL MECHANICS, GENERAL	020422	ORNAMENTAL HORTICULTURE 2
010212	AGRICULTURAL MECHANICS 2	020423	ORNAMENTAL HORTICULTURE 3
010213	AGRICULTURAL MECHANICS 3	020500	SOIL SCIENCES, OTHER
010214	AGRICULTURAL MECHANICS 4	020511	SOIL SCIENCES, GENERAL
010221	WELDING, AGRICULTURAL	020521	FERTILIZERS AND CHEMICALS
010231	POWER AND MACHINERY, AGRICULTURAL	029900	AGRICULTURAL SCIENCES, OTHER
010241	FARM CONSTRUCTION	030100	RENEWABLE NATURAL RESOURCES, OTHER GENERAL
010251	ELECTRICITY AND ELECTRONICS, AGRICULTURAL	030200	CONSERVATION AND REGULATION, OTHER
010261	SOIL AND WATER MECHANICAL PRACTICES	030211	CONSERVATION AND REGULATION
010271	SURVEYING, AGRICULTURAL	030212	ENVIRONMENTAL MANAGEMENT 1
010300	AGRICULTURAL PRODUCTION, OTHER	030213	ENVIRONMENTAL MANAGEMENT 2
010311	AGRICULTURAL PRODUCTION, GENERAL	030221	ENVIRONMENTAL MANAGEMENT - COOPERATIVE EDUCATION
010312	AGRICULTURE TECHNOLOGY 1	030300	FISHING AND FISHERIES, OTHER
010313	AGRICULTURE TECHNOLOGY 2	030311	WATERMAN OCCUPATIONS
010321	ANIMAL PRODUCTION	030400	FORESTRY PRODUCTION AND PROCESSING, OTHER
		030500	FORESTRY AND RELATED SCIENCES, OTHER
		030511	FORESTRY SCIENCE 1
		030512	FORESTRY SCIENCE 2
		030521	FORESTRY OCCUPATIONS - WORK EXPERIENCE
		030600	WILDLIFE MANAGEMENT, OTHER
		030611	WILDLIFE MANAGEMENT
		030621	RURAL RECREATION

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
030711	MARINE MANAGEMENT/OCEANOGRAPHY 1	070200	BANKING AND RELATED FINANCIAL PROGRAMS, OTHER
030712	MARINE MANAGEMENT/OCEANOGRAPHY 2	070201	BANKING AND FINANCIAL CAREERS
039900	RENEWABLE NATURAL RESOURCES, OTHER	070211	BANK TELLER
040100	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER GENERAL	070221	FINANCIAL MATHEMATICS
040200	ARCHITECTURE, OTHER	070231	BANK PROOF OPERATOR
040211	ARCHITECTURE, INTRODUCTION	070241	BANK DATA ENTRY OCCUPATIONS
040212	ARCHITECTURE, ADVANCED	070251	BANKING AND FINANCIAL CAREERS - COOPERATIVE EDUCATION
040221	ARCHITECTURAL THEORY	070300	BUSINESS DATA PROCESSING AND RELATED PROGRAMS, OTHER
040300	CITY, COMMUNITY, AND REGIONAL PLANNING, OTHER	070311	COMPUTERS IN BUSINESS
040400	ENVIRONMENTAL DESIGN, OTHER	070321	BUSINESS DATA PROCESSING 1
040500	INTERIOR DESIGN, OTHER	070322	BUSINESS DATA PROCESSING 2
040511	INTERIOR DESIGN	070331	BUSINESS COMPUTER PROGRAMMING 1
040600	LANDSCAPE ARCHITECTURE, OTHER	070332	BUSINESS COMPUTER PROGRAMMING 2
040700	URBAN DESIGN, OTHER	070341	KEY PUNCH OPERATOR
049900	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER	070351	DATA ENTRY OPERATOR 1
060100	BUSINESS AND MANAGEMENT, OTHER GENERAL	070352	DATA ENTRY OPERATOR 2
060111	BUSINESS INTRODUCTION	070361	KEYBOARDING
060121	BUSINESS LAW	070371	PERIPHERAL COMPUTER OPERATOR
060131	BUSINESS, INDEPENDENT STUDY	070400	OFFICE SUPERVISION AND MANAGEMENT, OTHER
060141	BUSINESS EDUCATION, COOPERATIVE	070413	BUSINESS ENGLISH 3
060200	ACCOUNTING, OTHER	070414	BUSINESS ENGLISH 4
060211	ACCOUNTING/BUSINESS MANAGEMENT CAREERS - INTEGRATED CURRICULUM	070500	PERSONNEL AND TRAINING PROGRAMS, OTHER
060300	BANKING AND FINANCE, OTHER	070600	SECRETARIAL AND RELATED PROGRAMS, OTHER
060311	FINANCIAL CAREERS	070611	SHORTHAND 1
060321	REAL ESTATE FINANCE	070612	SHORTHAND 2
060331	CONSUMER LENDING	070621	TRANSCRIPTION
060400	BUSINESS ADMINISTRATION AND MANAGEMENT, OTHER	070631	SECRETARIAL ADMINISTRATION 1
060411	BUSINESS ORGANIZATION AND MANAGEMENT	070632	SECRETARIAL ADMINISTRATION 2
060500	BUSINESS ECONOMICS, OTHER	070641	WORD PROCESSING 1
060600	HUMAN RESOURCES DEVELOPMENT, OTHER	070642	WORD PROCESSING 2
060700	INSTITUTIONAL MANAGEMENT, OTHER	070643	WORD PROCESSING 3
060711	HOTEL AND MOTEL MANAGEMENT	070651	REPROGRAPHICS
060712	HOTEL AND MOTEL TRAINING	070661	LEGAL OFFICE PROCEDURES
060800	INSURANCE AND RISK MANAGEMENT, OTHER	070662	COURT REPORTER
060811	INSURANCE CAREERS	070671	MEDICAL OFFICE PROCEDURES
060900	INTERNATIONAL BUSINESS MANAGEMENT, OTHER	070681	LEGAL/MEDICAL OFFICE PROCEDURES
061000	INVESTMENTS AND SECURITIES, OTHER	070700	TYPING, GENERAL OFFICE, AND RELATED PROGRAMS, OTHER
061011	INVESTMENTS AND TAXATION	070712	TYPEWRITING 2
061100	LABOR INDUSTRIAL RELATIONS, OTHER	070713	TYPEWRITING 3
061200	MANAGEMENT INFORMATION SYSTEMS, OTHER	070731	OFFICE PROCEDURES 1
061300	MANAGEMENT SCIENCE, OTHER	070732	OFFICE PROCEDURES 2
061400	MARKETING MANAGEMENT AND RESEARCH, OTHER	070733	SIMULATED OFFICE
061411	MARKETING MANAGEMENT AND DECISION MAKING	070741	OFFICE EDUCATION 1, COOPERATIVE
061500	ORGANIZATIONAL BEHAVIOR, OTHER	070742	OFFICE EDUCATION 2, COOPERATIVE
061600	PERSONNEL MANAGEMENT, OTHER	079900	BUSINESS AND OFFICE, OTHER
061700	REAL ESTATE, OTHER	080100	APPAREL AND ACCESSORIES MARKETING, OTHER
061711	REAL ESTATE MARKETING	080111	FASHION MERCHANDISING
061800	SMALL BUSINESS MANAGEMENT AND OWNERSHIP, OTHER	080121	FASHION DESIGN AND ILLUSTRATION
061811	SMALL BUSINESS MANAGEMENT	080131	FASHION MERCHANDISING - COOPERATIVE EDUCATION 1
061900	TAXATION, OTHER	080132	FASHION MERCHANDISING - COOPERATIVE EDUCATION 2
062000	TRADE AND INDUSTRIAL SUPERVISION AND MANAGEMENT, OTHER	080200	BUSINESS AND PERSONAL SERVICES MARKETING, OTHER
069900	BUSINESS AND MANAGEMENT, OTHER	080300	ENTREPRENEURSHIP, OTHER
070100	ACCOUNTING, BOOKKEEPING, AND RELATED PROGRAMS, OTHER	080311	STARTING YOUR OWN BUSINESS
070111	BOOKKEEPING 1	080400	FINANCIAL SERVICES MARKETING, OTHER
070112	BOOKKEEPING 2	080500	FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING, OTHER
070121	ACCOUNTING 1	080511	FLORAL SALES
070122	ACCOUNTING 2	080600	FOOD MARKETING, OTHER
070131	ACCOUNTING, COLLEGE	080611	FOOD MARKETING/DISTRIBUTION - OVERVIEW
070141	BOOKKEEPING AND ACCOUNTING 1	080612	GROCERY MANAGEMENT
070142	BOOKKEEPING AND ACCOUNTING 2	080621	FOOD MARKETING - COOPERATIVE EDUCATION 1
070151	RECORDKEEPING 1	080622	FOOD MARKETING - COOPERATIVE EDUCATION 2
070152	RECORDKEEPING 2	080700	GENERAL MARKETING, OTHER
070161	OFFICE MACHINES	080711	DISTRIBUTIVE EDUCATION 1
070162	OFFICE MACHINES, VOCATIONAL	080712	DISTRIBUTIVE EDUCATION 2
		080713	DISTRIBUTIVE EDUCATION 3
		080721	DISTRIBUTIVE EDUCATION 1, COOPERATIVE

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
080722	DISTRIBUTIVE EDUCATION 2, COOPERATIVE	110242	ADVANCED BASIC
080731	SALESMANSHIP	110251	COBOL, INTRODUCTION
080741	RETAIL LEARNING LABORATORY	110252	ADVANCED COBOL
080751	CASHIER CHECKER TRAINING	110261	LOGO, INTRODUCTION
080761	WAREHOUSING INDUSTRIAL AND WHOLESALE MATERIAL HANDLING	110271	RPG PROGRAMMING, INTRODUCTION
080771	DISTRIBUTIVE EDUCATION, INDEPENDENT STUDY	110272	C PROGRAMMING
080781	TELEPHONE SERVICE REPRESENTATIVE	110273	C++ PROGRAMMING
080782	TELEPHONE DIRECTORY ASSISTANT	110300	DATA PROCESSING, OTHER
080800	HOME AND OFFICE PRODUCTS MARKETING, OTHER	110311	DATA PROCESSING, INTRODUCTION
080811	COMPUTER SALES REPRESENTATIVE	110312	DATA PROCESSING, INTERMEDIATE
080900	HOSPITALITY AND RECREATION MARKETING, OTHER	110313	DATA PROCESSING, ADVANCED
080911	ORIENTATION TO HOSPITALITY CAREERS	110321	COMPUTER PROGRAMMING - COOPERATIVE EDUCATION
080921	HOSPITALITY SALES 1	110601	HTML
080922	HOSPITALITY SALES 2	110602	JAVA, JAVA SCRIPT
081000	INSURANCE MARKETING, OTHER	110603	WEB SITE DESIGN, DEVELOPMENT
081100	TRANSPORTATION AND TRAVEL MARKETING, OTHER	110604	NETWORK ADMINISTRATION/MANAGEMENT
081111	TOURISM SERVICES	120100	DRY CLEANING AND LAUNDERING SERVICES, OTHER
081121	ENTERTAINMENT PARK/TOURISM - COOPERATIVE EDUCATION	120111	DRY CLEANING 1
081200	VEHICLES AND PETROLEUM MARKETING, OTHER	120112	DRY CLEANING 2
081211	AUTO PARTS MERCHANDISING	120300	FUNERAL SERVICES, OTHER
081221	AUTOMOTIVE PROFESSIONAL TRAINING	120400	PERSONAL SERVICES, OTHER
089900	MARKETING AND DISTRIBUTION, OTHER	120411	COSMETOLOGY
090200	ADVERTISING, OTHER	120412	COSMETOLOGY 2
090211	ADVERTISING	120413	COSMETOLOGY 3
090600	RADIO/TELEVISION NEWS BROADCAST, OTHER	120414	COSMETOLOGY - COOPERATIVE EDUCATION 2, PART 1
090611	BROADCAST JOURNALISM	120415	COSMETOLOGY - COOPERATIVE EDUCATION 2, PART 2
090612	CAREERS IN RADIO/TELEVISION BROADCASTING	120421	BARBERING 1
090700	RADIO/TELEVISION, OTHER GENERAL	120422	BARBERING 2
090711	BROADCASTING, INTRODUCTION	120423	BARBERING 3
090831	CRYPTOGRAPHY	120431	PERSONAL SERVICES OCCUPATIONS
100100	COMMUNICATION TECHNOLOGIES, OTHER	120511	GENERAL SERVICES OCCUPATIONS 1
100111	WORLD OF COMMUNICATIONS	120512	GENERAL SERVICES OCCUPATIONS 2
100121	COMMUNICATIONS MEDIA PRODUCTION	120513	GENERAL SERVICES OCCUPATIONS 3
100131	PHOTOGRAPHY, COMMERCIAL	120514	GENERAL SERVICES OCCUPATIONS 4
100132	PHOTOGRAPHY, ADVANCED COMMERCIAL	120521	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 1
100141	BROADCAST MANAGEMENT 1	120522	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 2
100142	BROADCAST MANAGEMENT 2	120523	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 3
100143	BROADCASTING PRACTICUM	120531	INDUSTRIAL MAINTENANCE/MECHANICS 1
100151	FILM MAKING AND PRODUCTION 1	120532	INDUSTRIAL MAINTENANCE/MECHANICS 2
100152	FILM MAKING AND PRODUCTION 2	129900	CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES, OTHER
100161	RADIO PRODUCTION	150100	ARCHITECTURAL TECHNOLOGIES, OTHER
100171	TELEVISION PRODUCTION 1	150111	STRUCTURAL ENGINEERING TECHNICIAN
100172	TELEVISION PRODUCTION 2	150200	CIVIL TECHNOLOGIES, OTHER
100173	TELEVISION PRODUCTION 3	150211	SURVEYING
100174	TELEVISION PRODUCTION 4	150221	CIVIL ENGINEERING TECHNICIAN
100181	CABLE TELEVISION	150300	ELECTRICAL AND ELECTRONIC TECHNOLOGIES, OTHER
100191	RADIO/TELEVISION PRODUCTION 1	150311	AUDIO ELECTRONICS
100192	RADIO/TELEVISION PRODUCTION 2	150321	ELECTRICAL TECHNOLOGY
110100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL	150331	ELECTRONIC TECHNOLOGY 1
110112	INTRODUCTION TO INTERNET AND THE WORLD WIDE WEB	150332	ELECTRONIC TECHNOLOGY 2
110131	COMPUTER APPLICATIONS	150333	ELECTRONICS FABRICATION
110132	COMPUTER APPLICATIONS, INDEPENDENT STUDY	150341	ELECTRICAL/ELECTRONICS ENGINEERING TECHNICIAN
110141	COMPUTER SCIENCES 3	150400	ELECTROMECHANICAL INSTRUMENTATION AND MAINTENANCE TECHNOLOGIES, OTHER
110142	IB COMPUTER SCIENCE	150411	ELECTROMECHANICAL TECHNOLOGY 1
110143	AP COMPUTER SCIENCE A	150412	ELECTROMECHANICAL TECHNOLOGY 2
110144	AP COMPUTER SCIENCE AB	150421	INSTRUMENTATION TECHNOLOGY
110151	ARTIFICIAL INTELLIGENCE	150431	COMPUTER-ASSISTED DESIGN/DRAFTING (CAD)
110152	MULTIMEDIA COMPUTER APPLICATIONS	150500	ENVIRONMENTAL CONTROL TECHNOLOGIES, OTHER
110161	DESKTOP COMPUTER APPLICATION SUITES	150511	ENVIRONMENTAL CONTROL TECHNOLOGIES
110200	COMPUTER PROGRAMMING, OTHER	150600	INDUSTRIAL PRODUCTION TECHNOLOGIES, OTHER
110211	COMPUTER PROGRAMMING 1	150601	INDUSTRIAL RESEARCH AND DEVELOPMENT
110212	COMPUTER PROGRAMMING 2	150611	INDUSTRIAL PRODUCTION TECHNOLOGY 1
110213	COMPUTER PROGRAMMING 3		
110221	FORTRAN, INTRODUCTION		
110231	PASCAL, INTRODUCTION		
110232	ADVANCED PASCAL		
110241	BASIC, INTRODUCTION		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
150612	INDUSTRIAL PRODUCTION TECHNOLOGY 2	181700	PRE-DENTISTRY, OTHER
150621	CHEMICAL MANUFACTURING TECHNOLOGY	181800	PRE-MEDICINE, OTHER
150631	OPTICS TECHNOLOGY	181801	MEDICAL ETHICS
150700	QUALITY CONTROL AND SAFETY TECHNOLOGIES, OTHER	181900	PRE-PHARMACY, OTHER
150711	QUALITY CONTROL TECHNOLOGY	182000	PRE-VETERINARY, OTHER
150800	MECHANICAL AND RELATED TECHNOLOGIES, OTHER	182100	PROTECTORAL SCIENCE, OTHER
150811	AUTOMOTIVE DESIGN AND TECHNOLOGY	182200	PUBLIC HEALTH LABORATORY SCIENCE, OTHER
150821	MECHANICAL ENGINEERING TECHNOLOGY	182300	TOXICOLOGY (CLINICAL), OTHER
150900	MINING AND PETROLEUM TECHNOLOGIES, OTHER	182400	VETERINARY MEDICINE, OTHER
150911	MINING TECHNOLOGY	182501	BIO-MEDICAL TECHNOLOGY, GENERAL
150921	PETROLEUM TECHNOLOGY	189900	HEALTH SCIENCES, OTHER
159900	ENGINEERING AND ENGINEERING-RELATED TECHNOLOGIES, OTHER	200126	CURRENT ISSUES IN CHILD DEVELOPMENT
170100	DENTAL SERVICES, OTHER	200151	HOME ECONOMICS OCCUPATIONS 1, EXPLORATORY
170111	DENTAL ASSISTANT 1	200152	HOME ECONOMICS OCCUPATIONS 2, EXPLORATORY
170112	DENTAL ASSISTANT 2	200193	HOME ECONOMICS - COOPERATIVE EDUCATION 1
170121	DENTAL ASSISTANT, COOPERATIVE	200194	HOME ECONOMICS - COOPERATIVE EDUCATION 2
170131	DENTAL TECHNOLOGY 1	200200	CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES, OTHER
170132	DENTAL TECHNOLOGY 2	200211	CHILD CARE SERVICES
170200	DIAGNOSTIC AND TREATMENT SERVICES, OTHER	200221	CHILD CARE AIDE
170211	FIRST AID	200231	CHILD CARE MANAGEMENT
170221	EKG TECHNICIAN	200241	FOSTER CARE AND FAMILY CARE
170300	MEDICAL LABORATORY TECHNOLOGIES, OTHER	200251	TEACHER AIDE/ELEMENTARY
170311	LABORATORY PROGRAM 1	200252	TEACHER AIDE/SECONDARY
170312	LABORATORY PROGRAM 2	200261	CHILD CARE - COOPERATIVE EDUCATION 1
170321	CHEMICAL TECHNOLOGY 1	200262	CHILD CARE - COOPERATIVE EDUCATION 2
170322	CHEMICAL TECHNOLOGY 2	200300	CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
170400	MENTAL HEALTH/HUMAN SERVICES, OTHER	200311	CLOTHING OCCUPATIONS 1
170411	HOME HEALTH AIDE	200312	CLOTHING OCCUPATIONS 2
170421	COMMUNITY HEALTH	200313	CLOTHING OCCUPATIONS 3
170431	MENTAL HEALTH WORKER	200314	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 1
170500	MISCELLANEOUS ALLIED HEALTH SERVICES, OTHER	200315	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 2
170511	HEALTH OCCUPATIONS 1	200321	CLOTHING MAINTENANCE AIDE
170521	HEALTH OCCUPATIONS 2	200331	COMMERCIAL GARMENT AND APPAREL CONSTRUCTION
170522	CENTRAL SERVICE TECHNICIAN	200341	CUSTOM APPAREL CONSTRUCTION
170531	MEDICAL TERMINOLOGY	200351	CUSTOM TAILORING AND ALTERATION
170541	MEDICAL RECORDS SECRETARY	200361	WEDDING AND SPECIALTY CONSULTING
170551	MEDICAL ASSISTING	200371	FASHION AND FABRIC COORDINATION
170571	VETERINARY SCIENCE	200381	TEXTILES TESTING
170581	CHEMISTRY FOR HEALTH SCIENCE	200391	CLOTHING PRODUCTION MANAGEMENT
170591	HEALTH OCCUPATIONS, INDEPENDENT STUDY	200400	FOOD PRODUCTION, MANAGEMENT AND SERVICES, OTHER
170592	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 1	200411	FOOD SERVICE TRAINING
170593	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 2	200412	FOOD SERVICE TRAINING 2
170600	NURSING-RELATED SERVICES, OTHER	200413	FOOD SERVICES/RESTAURANT MANAGEMENT
170611	STUDENT ASSESSMENT OF CHILD HEALTH	200421	FOOD SERVICE COOPERATIVE TRAINING
170621	NURSING, PRACTICAL	200431	BAKING
170631	NURSE'S AIDE AND ORDERLY	200441	CHEF
170641	NURSE'S AIDE, COOPERATIVE	200451	CATERING
170700	OPHTHALMIC SERVICES, OTHER	200461	DIETETIC AIDE
170711	OPTICAL SERVICES ASSISTANT	200471	FOOD TESTING
170800	REHABILITATION SERVICES, OTHER	200481	SCHOOL FOOD SERVICE
179900	ALLIED HEALTH, OTHER	200500	HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
180100	AUDIOLOGY AND SPEECH PATHOLOGY, OTHER	200511	HOUSING AND INTERIOR DESIGN 1
180200	BASIC CLINICAL HEALTH SCIENCES, OTHER	200512	HOUSING AND INTERIOR DESIGN 2
180300	CHIROPRACTIC, OTHER	200513	INTERIOR DESIGN OCCUPATIONS
180400	DENTISTRY, OTHER	200521	FLORAL DESIGN
180500	EMERGENCY/DISASTER SCIENCE, OTHER	200531	HOME DECORATING
180600	EPIDEMIOLOGY, OTHER	200541	HOME FURNISHINGS AIDE
180700	HEALTH SCIENCES ADMINISTRATION, OTHER	200551	CUSTOM DRAPERY AND WINDOW TREATMENT DESIGN
180800	HEMATOLOGY, OTHER	200561	CUSTOM SLIPCOVERING AND UPHOLSTERING
180900	MEDICAL LABORATORY, OTHER	200571	HOME-SERVICE ASSISTING 1
181000	MEDICINE, OTHER	200572	HOME SERVICE ASSISTING 2
181100	NURSING, OTHER		
181200	OPTOMETRY, OTHER		
181300	OSTEOPATHIC MEDICINE, OTHER		
181400	PHARMACY, OTHER		
181411	PHARMACY TECHNICIAN		
181500	PODIATRY, OTHER		
181600	POPULATION AND FAMILY PLANNING, OTHER		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
200573	HOME SERVICE ASST - COOPERATIVE EDUCATION 1	460113	MASONRY 3
200574	HOME SERVICE ASST - COOPERATIVE EDUCATION 2	460121	TILE SETTING AND PLASTERING
200600	INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES, OTHER	460131	CONCRETE TECHNICIAN
200611	CUSTODIAL SERVICES	460200	CARPENTRY, OTHER
200621	EXECUTIVE HOUSEKEEPING	460211	CARPENTRY 1
200631	HOMEMAKER'S AIDE	460212	CARPENTRY 2
200641	COMPANION TO THE AGED	460213	CARPENTRY 3
200642	GERIATRICS 2	460300	ELECTRICAL AND POWER TRANSMISSION INSTALLATION, OTHER
200643	GERIATRICS - COOPERATIVE EDUCATION 1	460311	HOUSEWIRING 1
200644	GERIATRICS - COOPERATIVE EDUCATION 2	460312	HOUSEWIRING 2
200651	CONSUMER AIDE	460321	ELECTRIC POWER AND COMMUNICATIONS LINEWORKER
200661	THERAPEUTIC RECREATION AIDE	460400	MISCELLANEOUS CONSTRUCTION TRADES, OTHER
200671	INSTITUTIONAL, HOME MANAGEMENT SUPPORT SERVICES - COOPERATIVE EDUCATION	460411	BUILDING CONSTRUCTION 1
209900	VOCATIONAL HOME ECONOMICS, OTHER	460412	BUILDING CONSTRUCTION 2
210110	INDUSTRIAL OCCUPATIONS 2	460413	BUILDING CONSTRUCTION 3
210111	INDUSTRIAL COOPERATIVE WORK EXPERIENCE	460421	PAINTING AND DECORATING
210112	INDUSTRIAL COOPERATIVE WORK EXPERIENCE, ADVANCED	460422	FLOORING INSTALLATION
210113	ELECTRICITY 1	460431	BUILDING MAINTENANCE
210114	ELECTRICITY 2	460432	BUILDING MAINTENANCE 2
210115	ELECTRONICS 1	460441	HOME MAINTENANCE AND REPAIR
210116	ELECTRONICS 2	460451	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 1
210117	ELECTRONICS 3	460452	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 2
210118	ELECTRONICS 4	460500	PLUMBING, PIPEFITTING, AND STEAMFITTING, OTHER
210120	ELECTRICITY AND ELECTRONICS, ADVANCED	460511	PLUMBING 1
210121	MACHINE SHOP 1	460512	PLUMBING 2
210122	MACHINE SHOP 2	469900	CONSTRUCTION TRADES, OTHER
210123	MACHINE SHOP 3	470100	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR, OTHER
210124	MACHINE SHOP 4	470111	SMALL APPLIANCE REPAIR
210125	INDUSTRIAL EDUCATION MANAGEMENT TRAINEE	470121	RADIO AND TV REPAIR 1
210126	INDUSTRIAL ARTS RESEARCH	470122	RADIO AND TV REPAIR 2
210127	INTRODUCTION TO TECHNOLOGY	470123	RADIO AND TV REPAIR 3
210130	ELECTRICITY - COOPERATIVE EDUCATION 1	470124	TELECOMMUNICATIONS TECHNICIAN
210131	ELECTRICITY - COOPERATIVE EDUCATION 2	470131	APPLIANCE REPAIR 1
210140	ELECTRONICS - COOPERATIVE EDUCATION 1	470132	APPLIANCE REPAIR 2
210141	ELECTRONICS - COOPERATIVE EDUCATION 2	470141	VENDING MACHINE REPAIR
210150	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 1	470151	BUSINESS MACHINE REPAIR
210151	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 2	470161	INDUSTRIAL ELECTRICITY
250100	LIBRARY AND ARCHIVAL SCIENCES, OTHER GENERAL	470171	INDUSTRIAL ELECTRONICS
250111	LIBRARY SCIENCE	470181	FOOD PROCESSING MACHINE MAINTENANCE TECHNICIAN/REPAIR
250200	ARCHIVAL SCIENCE, OTHER	470200	HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS, OTHER
250300	LIBRARY ASSISTING, OTHER	470211	AIR CONDITIONING, REFRIGERATION, AND HEATING
250311	LIBRARY ASSISTANT	470212	AIR CONDITIONING, REFRIGERATION, AND HEATING, ADVANCED
250400	LIBRARY SCIENCE, OTHER	470213	AIR CONDITIONING, REFRIGERATION, AND HEATING 3
250500	MUSEOLOGY, OTHER	470300	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIR, OTHER
259900	LIBRARY AND ARCHIVAL SCIENCES, OTHER	470311	INDUSTRIAL MECHANICS 1
310100	PARKS AND RECREATION, OTHER GENERAL	470312	INDUSTRIAL MECHANICS 2
310211	WINTER/SKI RESORT OPERATION	470321	DIESEL MECHANICS
310300	PARKS AND RECREATION MANAGEMENT, OTHER	470331	INDUSTRIAL MAINTENANCE MECHANICS 1
310400	WATER RESOURCES, OTHER	470332	INDUSTRIAL MAINTENANCE MECHANICS 2
319900	PARKS AND RECREATION, OTHER	470341	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 1
320106	COOPERATIVE EDUCATION 1	470342	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 2
320107	COOPERATIVE EDUCATION 2	470343	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 3
320120	TEST TAKING, GENERAL (CHANGED TO 320221)	470400	MISCELLANEOUS MECHANICS AND REPAIRERS, OTHER
320121	OFF-CAMPUS VO TECH TRAINING - UNSPECIFIED	470411	MUSICAL INSTRUMENT REPAIR
320131	COORDINATED VOCATIONAL AND ACADEMIC EDUCATION (CVAE)	470421	INSTRUMENT MAINTENANCE AND REPAIR
410100	BIOLOGICAL TECHNOLOGIES, OTHER	470431	SHOE REPAIR AND ORTHOPEDICS 1
410200	NUCLEAR TECHNOLOGIES, OTHER	470432	SHOE REPAIR AND ORTHOPEDICS 2
410300	PHYSICAL SCIENCE TECHNOLOGIES, OTHER	470433	WATCH AND CLOCK REPAIR
419900	SCIENCE TECHNOLOGIES, OTHER		
430300	INTERNATIONAL PUBLIC SERVICE, OTHER		
430311	SECURITY GUARD		
460100	BRICKMASONRY, STONEMASONRY, AND TILE SETTING, OTHER		
460111	MASONRY 1		
460112	MASONRY 2		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
470434	BICYCLE REPAIR	480511	METAL 1
470500	STATIONARY ENERGY SOURCES, OTHER	480512	METAL 2
470511	POWER MECHANICS 1	480513	METAL 3
470512	POWER MECHANICS 2	480514	METAL 4
470513	POWER MECHANICS 3	480521	WELDING 1
470514	POWER MECHANICS 4	480522	WELDING 2
470521	HYDRAULICS AND PNEUMATICS	480523	WELDING 3
470600	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS, OTHER	480524	WELDING - COOPERATIVE EDUCATION
470611	SMALL ENGINE REPAIR 1	480531	SHEET METAL 1
470612	SMALL ENGINE REPAIR 2	480532	SHEET METAL 2
470621	AUTO MECHANICS 1	480541	METAL RESTORATION
470622	AUTO MECHANICS 2	480551	FOUNDRY 1
470623	AUTO MECHANICS 3	480552	FOUNDRY 2
470624	AUTO MECHANICS - COOPERATIVE EDUCATION 1	480600	PRECISION WORK, ASSORTED MATERIALS, OTHER
470625	AUTO MECHANICS - COOPERATIVE EDUCATION 2	480611	PLASTICS 1
470631	AUTO BODY 1	480612	PLASTICS 2
470632	AUTO BODY 2	480621	SPACE AGE PLASTICS
470633	AUTO BODY 3	480700	WOODWORKING, OTHER
470641	AUTO SERVICE 1	480711	WOODWORKING 1
470642	AUTO SERVICE 2	480712	WOODWORKING 2
470651	CONSUMER AUTO	480713	WOODWORKING 3
470661	AIRFRAMES 1	480714	WOODWORKING 4
470662	AIRFRAMES 2	480721	FURNITURE REFINISHING
470671	AVIATION POWERPLANT 1	480731	CABINETMAKING 1
470672	AVIATION POWERPLANT 2	480732	CABINETMAKING 2
470673	AVIATION POWERPLANT 3	489900	PRECISION PRODUCTION, OTHER
470674	AVIATION POWERPLANT 4	490100	AIR TRANSPORTATION, OTHER
470681	AVIATION QUALITY CONTROL 1	490111	AERONAUTICS 1
470682	AVIATION QUALITY CONTROL 2	490112	AERONAUTICS 2
470691	AIRCRAFT SHEETMETAL 1	490121	AVIATION TECHNOLOGY 1
470692	AIRCRAFT SHEETMETAL 2	490122	AVIATION TECHNOLOGY 2
479900	MECHANICS AND REPAIRERS, OTHER	490123	AVIATION TECHNOLOGY 3
480100	DRAFTING, OTHER	490124	AVIATION TECHNOLOGY 4
480111	MECHANICAL DRAWING 1	490131	AIR TRAVEL SERVICE OCCUPATIONS
480112	MECHANICAL DRAWING 2	490141	AIRCRAFT PARTS MANAGEMENT 1
480113	MECHANICAL DRAWING 3	490142	AIRCRAFT PARTS MANAGEMENT 2
480114	MECHANICAL DRAWING 4	490200	VEHICLE AND EQUIPMENT OPERATION, OTHER
480121	ARCHITECTURAL DRAWING 1	490211	FORKLIFT OPERATOR
480122	ARCHITECTURAL DRAWING 2	490212	TRACTOR-TRAILER TRUCK DRIVING
480123	ARCHITECTURAL DRAWING 3	490213	HEAVY VEHICLE OPERATION/EARTH MOVING EQUIPMENT
480124	ARCHITECTURAL DRAWING 4	490214	BUS DRIVER/CHAUFFEUR
480131	ENGINEERING DRAWING 1	490300	WATER TRANSPORTATION, OTHER
480132	ENGINEERING DRAWING 2	490311	MARINE MECHANICS, BASIC
480141	BLUEPRINT READING	490312	MARINE MECHANICS, ADVANCED
480151	DRAFTING 1, COOPERATIVE	490321	BOAT BUILDING
480152	DRAFTING 2, COOPERATIVE	490331	NAVIGATION
480200	GRAPHIC AND PRINTING COMMUNICATIONS, OTHER	490341	AQUATIC OCCUPATIONS
480211	COMMERCIAL ART 1	490411	INTRODUCTION TO TRANSPORTATION INDUSTRY
480212	COMMERCIAL ART 2	490412	TRANSPORTATION TECHNOLOGY 2
480213	COMMERCIAL ART, COOPERATIVE	490421	TRANSPORTATION/TRAFFIC TECHNICIAN
480214	COMMERCIAL ART 3	499900	TRANSPORTATION AND MATERIAL MOVING, OTHER
480221	GRAPHIC ARTS 1	500400	DESIGN, OTHER
480222	GRAPHIC ARTS 2	500411	GRAPHIC DESIGN
480223	GRAPHIC ARTS 3	500800	GRAPHIC ARTS TECHNOLOGY, OTHER
480224	GRAPHIC ARTS 4	500811	COMPUTER GRAPHICS DESIGN
480231	SIGN PAINTING 1	550001	GENERAL PREVOCATIONAL PREPARATION
480232	SIGN PAINTING 2	551011	GENERAL AGRICULTURE 1
480233	SIGN PAINTING 3	551021	GENERAL AGRICULTURE 2
480241	BINDERY	551031	GENERAL AGRICULTURE 3
480251	ELECTRONIC COMPOSITION	551111	ANIMAL CARE 1
480261	COPY EDITING	551121	ANIMAL CARE 2
480271	DESKTOP PUBLISHING	551211	PLANT CARE 1
480300	LEATHERWORKING AND UPHOLSTERING, OTHER	551221	PLANT CARE 2
480311	LEATHERWORK 1	551311	AGRICULTURAL MECHANICS 1
480312	LEATHERWORK 2	551321	AGRICULTURAL MECHANICS 2
480321	UPHOLSTERY	551511	AGRICULTURAL WORK EXPERIENCE
480322	UPHOLSTERY, ADVANCED	552011	GENERAL OFFICE PRACTICE 1
480331	AUTO UPHOLSTERY	552021	GENERAL OFFICE PRACTICE 2
480400	PRECISION FOOD PRODUCTION, OTHER	552031	GENERAL OFFICE PRACTICE 3
480411	MEATCUTTING 1	552111	OFFICE MACHINES 1
480412	MEATCUTTING 2	552121	OFFICE MACHINES 2
480500	PRECISION METAL WORK, OTHER	552311	BUSINESS WORK EXPERIENCE 1

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
552321	BUSINESS WORK EXPERIENCE 2	010400	AGRICULTURAL PRODUCTS AND PROCESSING, OTHER
553011	GENERAL HEALTH OCCUPATIONS 1	010411	AGRICULTURAL PRODUCTS AND PROCESSING 1
553021	GENERAL HEALTH OCCUPATIONS 2	010412	AGRICULTURAL PRODUCTS AND PROCESSING 2
553031	GENERAL HEALTH OCCUPATIONS 3	010421	AGRICULTURAL PRODUCTS AND PROCESSING - COOPERATIVE EDUCATION
553211	HEALTH OCCUPATIONS WORK EXPERIENCE 1	010500	AGRICULTURAL SERVICES AND SUPPLIES, OTHER
553221	HEALTH OCCUPATIONS WORK EXPERIENCE 2	010511	AGRICULTURAL SUPPLIES MARKETING
556111	COSMETOLOGY/BARBER 1	010521	ANIMAL GROOMING
556121	COSMETOLOGY/BARBER 2	010600	HORTICULTURE, OTHER
556211	CUSTODIAL AND HOUSEKEEPING SERVICES 1	010611	HORTICULTURE
556221	CUSTODIAL AND HOUSEKEEPING SERVICES 2	010621	FLORICULTURE
556311	FOOD SERVICES 1	010631	LANDSCAPING
556321	FOOD SERVICES 2	010632	LANDSCAPING, ADVANCED
556411	MISCELLANEOUS SERVICES 1	010641	GREENHOUSE MANAGEMENT
556421	MISCELLANEOUS SERVICES 2	010651	NURSERY OPERATIONS AND MANAGEMENT
556611	SERVICE OCCUPATIONS WORK EXPERIENCE 1	010661	HORTICULTURE POWER EQUIPMENT OPERATION AND MAINTENANCE
556621	SERVICE OCCUPATIONS WORK EXPERIENCE 2	010662	HORTICULTURAL MECHANICS 2
557111	GRAPHIC AND PRINTING COMMUNICATIONS 1	010671	TURF MANAGEMENT
557211	LEATHERWORK AND UPHOLSTERY 1	010681	FRUIT AND VEGETABLE PRODUCTION
557221	LEATHERWORK AND UPHOLSTERY 2	010700	INTERNATIONAL AGRICULTURE, OTHER
557311	MEATCUTTING 1	011421	AGRICULTURAL PRODUCTS, COOPERATIVE EDUCATION
557321	MEATCUTTING 2	019900	AGRIBUSINESS AND AGRICULTURAL PRODUCTION, OTHER
557511	PRECISION PRODUCTION WORK EXPERIENCE 1	020100	AGRICULTURAL SCIENCES, OTHER GENERAL
557521	PRECISION PRODUCTION WORK EXPERIENCE 2	020111	AGRICULTURAL SCIENCES, GENERAL
558011	GENERAL CONSTRUCTION TRADES 1	020121	AGRICULTURAL OCCUPATIONS 1
558021	GENERAL CONSTRUCTION TRADES 2	020122	AGRICULTURAL OCCUPATIONS 2
558031	GENERAL CONSTRUCTION TRADES 3	020123	AGRICULTURAL OCCUPATIONS 3
558111	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1	020124	AGRICULTURAL OCCUPATIONS 4
558121	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2	020200	ANIMAL SCIENCES, OTHER
558211	CARPENTRY 1	020211	ANIMAL SCIENCES 1
558221	CARPENTRY 2	020212	ANIMAL SCIENCES 2
558311	PLUMBING 1	020221	LIVESTOCK 9
558321	PLUMBING 2	020222	LIVESTOCK 10
558511	CONSTRUCTION TRADES WORK EXPERIENCE 1	020231	POULTRY
558521	CONSTRUCTION TRADES WORK EXPERIENCE 2	020241	DAIRY PRODUCTION
559011	AUTO SERVICE 1	020251	NUTRITION AND FEEDS
559021	AUTO SERVICE 2	020261	HORSE PRODUCTION
559111	AUTO SERVICE, WORK EXPERIENCE 1	020262	HORSESHOEING/FARRIER TRAINING
559121	AUTO SERVICE, WORK EXPERIENCE 2	020271	SMALL ANIMAL PRODUCTION 1
		020272	SMALL ANIMAL PRODUCTION 2
		020281	FISH PRODUCTION
		020300	FOOD SCIENCES, OTHER
		020400	PLANT SCIENCES, OTHER
		020411	AGRONOMY
		020421	ORNAMENTAL HORTICULTURE 1
		020422	ORNAMENTAL HORTICULTURE 2
		020423	ORNAMENTAL HORTICULTURE 3
		020500	SOIL SCIENCES, OTHER
		020511	SOIL SCIENCES, GENERAL
		020521	FERTILIZERS AND CHEMICALS
		029900	AGRICULTURAL SCIENCES, OTHER
		030100	RENEWABLE NATURAL RESOURCES, OTHER GENERAL
		030200	CONSERVATION AND REGULATION, OTHER
		030211	CONSERVATION AND REGULATION
		030212	ENVIRONMENTAL MANAGEMENT 1
		030213	ENVIRONMENTAL MANAGEMENT 2
		030221	ENVIRONMENTAL MANAGEMENT - COOPERATIVE EDUCATION
		030300	FISHING AND FISHERIES, OTHER
		030311	WATERMAN OCCUPATIONS
		030400	FORESTRY PRODUCTION AND PROCESSING, OTHER
		030500	FORESTRY AND RELATED SCIENCES, OTHER
		030511	FORESTRY SCIENCE 1
		030512	FORESTRY SCIENCE 2
		030521	FORESTRY OCCUPATIONS - WORK EXPERIENCE
		030600	WILDLIFE MANAGEMENT, OTHER
		030611	WILDLIFE MANAGEMENT
		030621	RURAL RECREATION
		030711	MARINE MANAGEMENT/OCEANOGRAPHY 1
STUB1010 - Agriculture / Renewable Resources			
010100	AGRICULTURAL BUSINESS AND MANAGEMENT, OTHER		
010111	AGRIBUSINESS, INTRODUCTION		
010121	AGRICULTURAL BUSINESS OPERATION		
010131	FARM AND RANCH MANAGEMENT		
010141	STATE AND COMMUNITY AGRICULTURE		
010161	AGRICULTURAL MICROPROCESSING		
010171	AGRICULTURE COOPERATIVES		
010172	AGRICULTURAL COOPERATIVE EDUCATION 2		
010181	AGRICULTURE, INDEPENDENT STUDY		
010182	SOEP - SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM		
010200	AGRICULTURAL MECHANICS, OTHER		
010211	AGRICULTURAL MECHANICS, GENERAL		
010212	AGRICULTURAL MECHANICS 2		
010213	AGRICULTURAL MECHANICS 3		
010214	AGRICULTURAL MECHANICS 4		
010221	WELDING, AGRICULTURAL		
010231	POWER AND MACHINERY, AGRICULTURAL		
010241	FARM CONSTRUCTION		
010251	ELECTRICITY AND ELECTRONICS, AGRICULTURAL		
010261	SOIL AND WATER MECHANICAL PRACTICES		
010271	SURVEYING, AGRICULTURAL		
010300	AGRICULTURAL PRODUCTION, OTHER		
010311	AGRICULTURAL PRODUCTION, GENERAL		
010312	AGRICULTURE TECHNOLOGY 1		
010313	AGRICULTURE TECHNOLOGY 2		
010321	ANIMAL PRODUCTION		
010331	CROP PRODUCTION		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
030712	MARINE MANAGEMENT/OCEANOGRAPHY 2	070231	BANK PROOF OPERATOR
039900	RENEWABLE NATURAL RESOURCES, OTHER	070241	BANK DATA ENTRY OCCUPATIONS
170571	VETERINARY SCIENCE	070251	BANKING AND FINANCIAL CAREERS -
310100	PARKS AND RECREATION, OTHER GENERAL		COOPERATIVE EDUCATION
310300	PARKS AND RECREATION MANAGEMENT, OTHER	070300	BUSINESS DATA PROCESSING AND RELATED
310400	WATER RESOURCES, OTHER		PROGRAMS, OTHER
319900	PARKS AND RECREATION, OTHER	070311	COMPUTERS IN BUSINESS
551011	GENERAL AGRICULTURE 1	070321	BUSINESS DATA PROCESSING 1
551021	GENERAL AGRICULTURE 2	070322	BUSINESS DATA PROCESSING 2
551031	GENERAL AGRICULTURE 3	070331	BUSINESS COMPUTER PROGRAMMING 1
551111	ANIMAL CARE 1	070332	BUSINESS COMPUTER PROGRAMMING 2
551121	ANIMAL CARE 2	070341	KEY PUNCH OPERATOR
551211	PLANT CARE 1	070351	DATA ENTRY OPERATOR 1
551221	PLANT CARE 2	070352	DATA ENTRY OPERATOR 2
551311	AGRICULTURAL MECHANICS 1	070361	KEYBOARDING
551321	AGRICULTURAL MECHANICS 2	070371	PERIPHERAL COMPUTER OPERATOR
551511	AGRICULTURAL WORK EXPERIENCE	070400	OFFICE SUPERVISION AND MANAGEMENT, OTHER
STUB1020 - Business		070413	BUSINESS ENGLISH 3
060100	BUSINESS AND MANAGEMENT, OTHER GENERAL	070414	BUSINESS ENGLISH 4
060111	BUSINESS INTRODUCTION	070500	PERSONNEL AND TRAINING PROGRAMS, OTHER
060121	BUSINESS LAW	070600	SECRETARIAL AND RELATED PROGRAMS, OTHER
060131	BUSINESS, INDEPENDENT STUDY	070611	SHORTHAND 1
060141	BUSINESS EDUCATION, COOPERATIVE	070612	SHORTHAND 2
060200	ACCOUNTING, OTHER	070621	TRANSCRIPTION
060211	ACCOUNTING/BUSINESS MANAGEMENT CAREERS -	070631	SECRETARIAL ADMINISTRATION 1
	INTEGRATED CURRICULUM	070632	SECRETARIAL ADMINISTRATION 2
060300	BANKING AND FINANCE, OTHER	070641	WORD PROCESSING 1
060311	FINANCIAL CAREERS	070642	WORD PROCESSING 2
060321	REAL ESTATE FINANCE	070643	WORD PROCESSING 3
060331	CONSUMER LENDING	070651	REPROGRAPHICS
060400	BUSINESS ADMINISTRATION AND MANAGEMENT,	070661	LEGAL OFFICE PROCEDURES
	OTHER	070662	COURT REPORTER
060411	BUSINESS ORGANIZATION AND MANAGEMENT	070671	MEDICAL OFFICE PROCEDURES
060500	BUSINESS ECONOMICS, OTHER	070681	LEGAL/MEDICAL OFFICE PROCEDURES
060600	HUMAN RESOURCES DEVELOPMENT, OTHER	070700	TYPING, GENERAL OFFICE, AND RELATED
060711	HOTEL AND MOTEL MANAGEMENT		PROGRAMS, OTHER
060712	HOTEL AND MOTEL TRAINING	070712	TYPEWRITING 2
060900	INTERNATIONAL BUSINESS MANAGEMENT, OTHER	070713	TYPEWRITING 3
061000	INVESTMENTS AND SECURITIES, OTHER	070731	OFFICE PROCEDURES 1
061011	INVESTMENTS AND TAXATION	070732	OFFICE PROCEDURES 2
061100	LABOR INDUSTRIAL RELATIONS, OTHER	070733	SIMULATED OFFICE
061200	MANAGEMENT INFORMATION SYSTEMS, OTHER	070741	OFFICE EDUCATION 1, COOPERATIVE
061300	MANAGEMENT SCIENCE, OTHER	070742	OFFICE EDUCATION 2, COOPERATIVE
061500	ORGANIZATIONAL BEHAVIOR, OTHER	079900	BUSINESS AND OFFICE, OTHER
061600	PERSONNEL MANAGEMENT, OTHER	080782	TELEPHONE DIRECTORY ASSISTANT
061800	SMALL BUSINESS MANAGEMENT AND	170541	MEDICAL RECORDS SECRETARY
	OWNERSHIP, OTHER	200391	CLOTHING PRODUCTION MANAGEMENT
061811	SMALL BUSINESS MANAGEMENT	250100	LIBRARY AND ARCHIVAL SCIENCES, OTHER
061900	TAXATION, OTHER		GENERAL
062000	TRADE AND INDUSTRIAL SUPERVISION AND	250111	LIBRARY SCIENCE
	MANAGEMENT, OTHER	250200	ARCHIVAL SCIENCE, OTHER
069900	BUSINESS AND MANAGEMENT, OTHER	250300	LIBRARY ASSISTING, OTHER
070100	ACCOUNTING, BOOKKEEPING, AND RELATED	250311	LIBRARY ASSISTANT
	PROGRAMS, OTHER	250400	LIBRARY SCIENCE, OTHER
070111	BOOKKEEPING 1	250500	MUSEOLOGY, OTHER
070112	BOOKKEEPING 2	259900	LIBRARY AND ARCHIVAL SCIENCES, OTHER
070121	ACCOUNTING 1	310211	WINTER/SKI RESORT OPERATION
070122	ACCOUNTING 2	430300	INTERNATIONAL PUBLIC SERVICE, OTHER
070131	ACCOUNTING, COLLEGE	430311	SECURITY GUARD
070141	BOOKKEEPING AND ACCOUNTING 1	552011	GENERAL OFFICE PRACTICE 1
070142	BOOKKEEPING AND ACCOUNTING 2	552021	GENERAL OFFICE PRACTICE 2
070151	RECORDKEEPING 1	552031	GENERAL OFFICE PRACTICE 3
070152	RECORDKEEPING 2	552111	OFFICE MACHINES 1
070161	OFFICE MACHINES	552121	OFFICE MACHINES 2
070162	OFFICE MACHINES, VOCATIONAL	552311	BUSINESS WORK EXPERIENCE 1
070200	BANKING AND RELATED FINANCIAL PROGRAMS,	552321	BUSINESS WORK EXPERIENCE 2
	OTHER	STUB1030 - Marketing and Distribution	
070201	BANKING AND FINANCIAL CAREERS	060700	INSTITUTIONAL MANAGEMENT, OTHER
070211	BANK TELLER	060800	INSURANCE AND RISK MANAGEMENT, OTHER
070221	FINANCIAL MATHEMATICS	060811	INSURANCE CAREERS

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
061400	MARKETING MANAGEMENT AND RESEARCH, OTHER	170311	LABORATORY PROGRAM 1
061411	MARKETING MANAGEMENT AND DECISION MAKING	170312	LABORATORY PROGRAM 2
061700	REAL ESTATE, OTHER	170400	MENTAL HEALTH/HUMAN SERVICES, OTHER
061711	REAL ESTATE MARKETING	170411	HOME HEALTH AIDE
080100	APPAREL AND ACCESSORIES MARKETING, OTHER	170421	COMMUNITY HEALTH
080111	FASHION MERCHANDISING	170431	MENTAL HEALTH WORKER
080121	FASHION DESIGN AND ILLUSTRATION	170500	MISCELLANEOUS ALLIED HEALTH SERVICES, OTHER
080131	FASHION MERCHANDISING - COOPERATIVE EDUCATION 1	170511	HEALTH OCCUPATIONS 1
080132	FASHION MERCHANDISING - COOPERATIVE EDUCATION 2	170521	HEALTH OCCUPATIONS 2
080200	BUSINESS AND PERSONAL SERVICES MARKETING, OTHER	170522	CENTRAL SERVICE TECHNICIAN
080300	ENTREPRENEURSHIP, OTHER	170531	MEDICAL TERMINOLOGY
080311	STARTING YOUR OWN BUSINESS	170551	MEDICAL ASSISTING
080400	FINANCIAL SERVICES MARKETING, OTHER	170581	CHEMISTRY FOR HEALTH SCIENCE
080500	FLORISTRY, FARM AND GARDEN SUPPLIES MARKETING, OTHER	170591	HEALTH OCCUPATIONS, INDEPENDENT STUDY
080511	FLORAL SALES	170592	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 1
080600	FOOD MARKETING, OTHER	170593	HEALTH OCCUPATIONS - COOPERATIVE EDUCATION 2
080611	FOOD MARKETING/DISTRIBUTION - OVERVIEW	170600	NURSING-RELATED SERVICES, OTHER
080612	GROCERY MANAGEMENT	170611	STUDENT ASSESSMENT OF CHILD HEALTH
080621	FOOD MARKETING - COOPERATIVE EDUCATION 1	170621	NURSING, PRACTICAL
080622	FOOD MARKETING - COOPERATIVE EDUCATION 2	170631	NURSE'S AIDE AND ORDERLY
080700	GENERAL MARKETING, OTHER	170641	NURSE'S AIDE, COOPERATIVE
080711	DISTRIBUTIVE EDUCATION 1	170700	OPHTHALMIC SERVICES, OTHER
080712	DISTRIBUTIVE EDUCATION 2	170711	OPTICAL SERVICES ASSISTANT
080713	DISTRIBUTIVE EDUCATION 3	170800	REHABILITATION SERVICES, OTHER
080721	DISTRIBUTIVE EDUCATION 1, COOPERATIVE	179900	ALLIED HEALTH, OTHER
080722	DISTRIBUTIVE EDUCATION 2, COOPERATIVE	180100	AUDIOLOGY AND SPEECH PATHOLOGY, OTHER
080731	SALESMANSHIP	180200	BASIC CLINICAL HEALTH SCIENCES, OTHER
080741	RETAIL LEARNING LABORATORY	180300	CHIROPRACTIC, OTHER
080751	CASHIER CHECKER TRAINING	180400	DENTISTRY, OTHER
080761	WAREHOUSING INDUSTRIAL AND WHOLESALE MATERIAL HANDLING	180500	EMERGENCY/DISASTER SCIENCE, OTHER
080771	DISTRIBUTIVE EDUCATION, INDEPENDENT STUDY	180600	EPIDEMIOLOGY, OTHER
080781	TELEPHONE SERVICE REPRESENTATIVE	180700	HEALTH SCIENCES ADMINISTRATION, OTHER
080800	HOME AND OFFICE PRODUCTS MARKETING, OTHER	180800	HEMATOLOGY, OTHER
080811	COMPUTER SALES REPRESENTATIVE	180900	MEDICAL LABORATORY, OTHER
080900	HOSPITALITY AND RECREATION MARKETING, OTHER	181000	MEDICINE, OTHER
080911	ORIENTATION TO HOSPITALITY CAREERS	181100	NURSING, OTHER
080921	HOSPITALITY SALES 1	181200	OPTOMETRY, OTHER
080922	HOSPITALITY SALES 2	181300	OSTEOPATHIC MEDICINE, OTHER
081000	INSURANCE MARKETING, OTHER	181400	PHARMACY, OTHER
081100	TRANSPORTATION AND TRAVEL MARKETING, OTHER	181411	PHARMACY TECHNICIAN
081111	TOURISM SERVICES	181500	PODIATRY, OTHER
081121	ENTERTAINMENT PARK/TOURISM - COOPERATIVE EDUCATION	181600	POPULATION AND FAMILY PLANNING, OTHER
081200	VEHICLES AND PETROLEUM MARKETING, OTHER	181700	PRE-DENTISTRY, OTHER
081211	AUTO PARTS MERCHANDISING	181800	PRE-MEDICINE, OTHER
081221	AUTOMOTIVE PROFESSIONAL TRAINING	181801	MEDICAL ETHICS
089900	MARKETING AND DISTRIBUTION, OTHER	181900	PRE-PHARMACY, OTHER
090200	ADVERTISING, OTHER	182000	PRE-VETERINARY, OTHER
090211	ADVERTISING	182100	PROTECTORAL SCIENCE, OTHER
STUB1040 - Health		182200	PUBLIC HEALTH LABORATORY SCIENCE, OTHER
170100	DENTAL SERVICES, OTHER	182300	TOXICOLOGY (CLINICAL), OTHER
170111	DENTAL ASSISTANT 1	182400	VETERINARY MEDICINE, OTHER
170112	DENTAL ASSISTANT 2	182501	BIO-MEDICAL TECHNOLOGY, GENERAL
170121	DENTAL ASSISTANT, COOPERATIVE	189900	HEALTH SCIENCES, OTHER
170131	DENTAL TECHNOLOGY 1	553011	GENERAL HEALTH OCCUPATIONS 1
170132	DENTAL TECHNOLOGY 2	553021	GENERAL HEALTH OCCUPATIONS 2
170200	DIAGNOSTIC AND TREATMENT SERVICES, OTHER	553031	GENERAL HEALTH OCCUPATIONS 3
170211	FIRST AID	553211	HEALTH OCCUPATIONS WORK EXPERIENCE 1
170221	EKG TECHNICIAN	553221	HEALTH OCCUPATIONS WORK EXPERIENCE 2
170300	MEDICAL LABORATORY TECHNOLOGIES, OTHER	STUB1050 - Occupational Home Economics	
		040500	INTERIOR DESIGN, OTHER
		040511	INTERIOR DESIGN
		120100	DRY CLEANING AND LAUNDERING SERVICES, OTHER
		120111	DRY CLEANING 1
		120112	DRY CLEANING 2

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
120300	FUNERAL SERVICES, OTHER	200500	HOME FURNISHINGS AND EQUIPMENT MANAGEMENT, PRODUCTION, AND SERVICES, OTHER
120400	PERSONAL SERVICES, OTHER	200511	HOUSING AND INTERIOR DESIGN 1
120411	COSMETOLOGY	200512	HOUSING AND INTERIOR DESIGN 2
120412	COSMETOLOGY 2	200513	INTERIOR DESIGN OCCUPATIONS
120413	COSMETOLOGY 3	200521	FLORAL DESIGN
120414	COSMETOLOGY - COOPERATIVE EDUCATION 2, PART 1	200531	HOME DECORATING
120415	COSMETOLOGY - COOPERATIVE EDUCATION 2, PART 2	200541	HOME FURNISHINGS AIDE
120421	BARBERING 1	200551	CUSTOM DRAPERY AND WINDOW TREATMENT DESIGN
120422	BARBERING 2	200561	CUSTOM SLIPCOVERING AND UPHOLSTERING
120423	BARBERING 3	200571	HOME-SERVICE ASSISTING 1
120431	PERSONAL SERVICES OCCUPATIONS	200572	HOME SERVICE ASSISTING 2
120511	GENERAL SERVICES OCCUPATIONS 1	200573	HOME SERVICE ASST - COOPERATIVE EDUCATION 1
120512	GENERAL SERVICES OCCUPATIONS 2	200574	HOME SERVICE ASST - COOPERATIVE EDUCATION 2
120513	GENERAL SERVICES OCCUPATIONS 3	200600	INSTITUTIONAL, HOME MANAGEMENT, AND SUPPORTING SERVICES, OTHER
120514	GENERAL SERVICES OCCUPATIONS 4	200611	CUSTODIAL SERVICES
120521	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 1	200621	EXECUTIVE HOUSEKEEPING
120522	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 2	200631	HOMEMAKER'S AIDE
120523	BUILDING AND GROUNDS MAINTENANCE OCCUPATIONS 3	200641	COMPANION TO THE AGED
129900	CONSUMER, PERSONAL, AND MISCELLANEOUS SERVICES, OTHER	200642	GERIATRICS 2
200126	CURRENT ISSUES IN CHILD DEVELOPMENT	200643	GERIATRICS - COOPERATIVE EDUCATION 1
200151	HOME ECONOMICS OCCUPATIONS 1, EXPLORATORY	200644	GERIATRICS - COOPERATIVE EDUCATION 2
200152	HOME ECONOMICS OCCUPATIONS 2, EXPLORATORY	200651	CONSUMER AIDE
200193	HOME ECONOMICS - COOPERATIVE EDUCATION 1	200661	THERAPEUTIC RECREATION AIDE
200194	HOME ECONOMICS - COOPERATIVE EDUCATION 2	200671	INSTITUTIONAL, HOME MANAGEMENT SUPPORT SERVICES - COOPERATIVE EDUCATION
200200	CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES, OTHER	209900	VOCATIONAL HOME ECONOMICS, OTHER
200211	CHILD CARE SERVICES	556111	COSMETOLOGY/BARBER 1
200221	CHILD CARE AIDE	556121	COSMETOLOGY/BARBER 2
200231	CHILD CARE MANAGEMENT	556211	CUSTODIAL AND HOUSEKEEPING SERVICES 1
200241	FOSTER CARE AND FAMILY CARE	556221	CUSTODIAL AND HOUSEKEEPING SERVICES 2
200251	TEACHER AIDE/ELEMENTARY	556311	FOOD SERVICES 1
200252	TEACHER AIDE/SECONDARY	556321	FOOD SERVICES 2
200261	CHILD CARE - COOPERATIVE EDUCATION 1	556411	MISCELLANEOUS SERVICES 1
200262	CHILD CARE - COOPERATIVE EDUCATION 2	556421	MISCELLANEOUS SERVICES 2
200300	CLOTHING, APPAREL, AND TEXTILES MANAGEMENT, PRODUCTION, AND SERVICES, OTHER	556611	SERVICE OCCUPATIONS WORK EXPERIENCE 1
200311	CLOTHING OCCUPATIONS 1	556621	SERVICE OCCUPATIONS WORK EXPERIENCE 2
200312	CLOTHING OCCUPATIONS 2	STUB1060 - Trade and Industry	
200313	CLOTHING OCCUPATIONS 3	040100	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER GENERAL
200314	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 1	040200	ARCHITECTURE, OTHER
200315	CLOTHING OCCUPATIONS - COOPERATIVE EDUCATION 2	040211	ARCHITECTURE, INTRODUCTION
200321	CLOTHING MAINTENANCE AIDE	040212	ARCHITECTURE, ADVANCED
200331	COMMERCIAL GARMENT AND APPAREL CONSTRUCTION	040221	ARCHITECTURAL THEORY
200341	CUSTOM APPAREL CONSTRUCTION	040300	CITY, COMMUNITY, AND REGIONAL PLANNING, OTHER
200351	CUSTOM TAILORING AND ALTERATION	040400	ENVIRONMENTAL DESIGN, OTHER
200361	WEDDING AND SPECIALTY CONSULTING	040600	LANDSCAPE ARCHITECTURE, OTHER
200371	FASHION AND FABRIC COORDINATION	040700	URBAN DESIGN, OTHER
200381	TEXTILES TESTING	049900	ARCHITECTURE AND ENVIRONMENTAL DESIGN, OTHER
200400	FOOD PRODUCTION, MANAGEMENT AND SERVICES, OTHER	100131	PHOTOGRAPHY, COMMERCIAL
200411	FOOD SERVICE TRAINING	100132	PHOTOGRAPHY, ADVANCED COMMERCIAL
200412	FOOD SERVICE TRAINING 2	120531	INDUSTRIAL MAINTENANCE/MECHANICS 1
200413	FOOD SERVICES/RESTAURANT MANAGEMENT	120532	INDUSTRIAL MAINTENANCE/MECHANICS 2
200421	FOOD SERVICE COOPERATIVE TRAINING	150431	COMPUTER-ASSISTED DESIGN/DRAFTING (CAD)
200431	BAKING	210110	INDUSTRIAL OCCUPATIONS 2
200441	CHEF	210111	INDUSTRIAL COOPERATIVE WORK EXPERIENCE
200451	CATERING	210112	INDUSTRIAL COOPERATIVE WORK EXPERIENCE, ADVANCED
200461	DIETETIC AIDE	210113	ELECTRICITY 1
200471	FOOD TESTING	210114	ELECTRICITY 2
200481	SCHOOL FOOD SERVICE	210115	ELECTRONICS 1
		210116	ELECTRONICS 2
		210117	ELECTRONICS 3

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
210118	ELECTRONICS 4	470300	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIR, OTHER
210120	ELECTRICITY AND ELECTRONICS, ADVANCED	470311	INDUSTRIAL MECHANICS 1
210121	MACHINE SHOP 1	470312	INDUSTRIAL MECHANICS 2
210122	MACHINE SHOP 2	470321	DIESEL MECHANICS
210123	MACHINE SHOP 3	470331	INDUSTRIAL MAINTENANCE MECHANICS 1
210124	MACHINE SHOP 4	470332	INDUSTRIAL MAINTENANCE MECHANICS 2
210125	INDUSTRIAL EDUCATION MANAGEMENT TRAINEE	470341	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 1
210126	INDUSTRIAL ARTS RESEARCH	470342	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 2
210130	ELECTRICITY - COOPERATIVE EDUCATION 1	470343	PETROLEUM DRILLING EQUIPMENT OPERATION AND MAINTENANCE 3
210131	ELECTRICITY - COOPERATIVE EDUCATION 2	470400	MISCELLANEOUS MECHANICS AND REPAIRERS, OTHER
210140	ELECTRONICS - COOPERATIVE EDUCATION 1	470411	MUSICAL INSTRUMENT REPAIR
210141	ELECTRONICS - COOPERATIVE EDUCATION 2	470421	INSTRUMENT MAINTENANCE AND REPAIR
210150	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 1	470431	SHOE REPAIR AND ORTHOPEDICS 1
210151	ELECTRICITY/ELECTRONICS - COOPERATIVE EDUCATION 2	470432	SHOE REPAIR AND ORTHOPEDICS 2
460100	BRICKMASONRY, STONEMASONRY, AND TILE SETTING, OTHER	470433	WATCH AND CLOCK REPAIR
460111	MASONRY 1	470434	BICYCLE REPAIR
460112	MASONRY 2	470500	STATIONARY ENERGY SOURCES, OTHER
460113	MASONRY 3	470511	POWER MECHANICS 1
460121	TILE SETTING AND PLASTERING	470512	POWER MECHANICS 2
460131	CONCRETE TECHNICIAN	470513	POWER MECHANICS 3
460200	CARPENTRY, OTHER	470514	POWER MECHANICS 4
460211	CARPENTRY 1	470521	HYDRAULICS AND PNEUMATICS
460212	CARPENTRY 2	470600	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS, OTHER
460213	CARPENTRY 3	470611	SMALL ENGINE REPAIR 1
460300	ELECTRICAL AND POWER TRANSMISSION INSTALLATION, OTHER	470612	SMALL ENGINE REPAIR 2
460311	HOUSEWIRING 1	470621	AUTO MECHANICS 1
460312	HOUSEWIRING 2	470622	AUTO MECHANICS 2
460321	ELECTRIC POWER AND COMMUNICATIONS LINEWORKER	470623	AUTO MECHANICS 3
460400	MISCELLANEOUS CONSTRUCTION TRADES, OTHER	470624	AUTO MECHANICS - COOPERATIVE EDUCATION 1
460411	BUILDING CONSTRUCTION 1	470625	AUTO MECHANICS - COOPERATIVE EDUCATION 2
460412	BUILDING CONSTRUCTION 2	470631	AUTO BODY 1
460413	BUILDING CONSTRUCTION 3	470632	AUTO BODY 2
460421	PAINTING AND DECORATING	470633	AUTO BODY 3
460422	FLOORING INSTALLATION	470641	AUTO SERVICE 1
460431	BUILDING MAINTENANCE	470642	AUTO SERVICE 2
460432	BUILDING MAINTENANCE 2	470651	CONSUMER AUTO
460441	HOME MAINTENANCE AND REPAIR	470661	AIRFRAMES 1
460451	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 1	470662	AIRFRAMES 2
460452	BUILDING CONSTRUCTION - COOPERATIVE EDUCATION 2	470671	AVIATION POWERPLANT 1
460500	PLUMBING, PIPEFITTING, AND STEAMFITTING, OTHER	470672	AVIATION POWERPLANT 2
460511	PLUMBING 1	470673	AVIATION POWERPLANT 3
460512	PLUMBING 2	470674	AVIATION POWERPLANT 4
469900	CONSTRUCTION TRADES, OTHER	470681	AVIATION QUALITY CONTROL 1
470100	ELECTRICAL AND ELECTRONICS EQUIPMENT REPAIR, OTHER	470682	AVIATION QUALITY CONTROL 2
470111	SMALL APPLIANCE REPAIR	470691	AIRCRAFT SHEETMETAL 1
470121	RADIO AND TV REPAIR 1	470692	AIRCRAFT SHEETMETAL 2
470122	RADIO AND TV REPAIR 2	479900	MECHANICS AND REPAIRERS, OTHER
470123	RADIO AND TV REPAIR 3	480100	DRAFTING, OTHER
470131	APPLIANCE REPAIR 1	480111	MECHANICAL DRAWING 1
470132	APPLIANCE REPAIR 2	480112	MECHANICAL DRAWING 2
470141	VENDING MACHINE REPAIR	480113	MECHANICAL DRAWING 3
470151	BUSINESS MACHINE REPAIR	480114	MECHANICAL DRAWING 4
470161	INDUSTRIAL ELECTRICITY	480121	ARCHITECTURAL DRAWING 1
470171	INDUSTRIAL ELECTRONICS	480122	ARCHITECTURAL DRAWING 2
470181	FOOD PROCESSING MACHINE MAINTENANCE TECHNICIAN/REPAIR	480123	ARCHITECTURAL DRAWING 3
470200	HEATING, AIR CONDITIONING, AND REFRIGERATION MECHANICS, OTHER	480124	ARCHITECTURAL DRAWING 4
470211	AIR CONDITIONING, REFRIGERATION, AND HEATING	480131	ENGINEERING DRAWING 1
470212	AIR CONDITIONING, REFRIGERATION, AND HEATING, ADVANCED	480132	ENGINEERING DRAWING 2
470213	AIR CONDITIONING, REFRIGERATION, AND HEATING 3	480141	BLUEPRINT READING
		480151	DRAFTING 1, COOPERATIVE
		480152	DRAFTING 2, COOPERATIVE
		480200	GRAPHIC AND PRINTING COMMUNICATIONS, OTHER
		480211	COMMERCIAL ART 1
		480212	COMMERCIAL ART 2
		480213	COMMERCIAL ART, COOPERATIVE
		480214	COMMERCIAL ART 3
		480221	GRAPHIC ARTS 1

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
480222	GRAPHIC ARTS 2	500800	GRAPHIC ARTS TECHNOLOGY, OTHER
480223	GRAPHIC ARTS 3	500811	COMPUTER GRAPHICS DESIGN
480224	GRAPHIC ARTS 4	557111	GRAPHIC AND PRINTING COMMUNICATIONS 1
480231	SIGN PAINTING 1	557211	LEATHERWORK AND UPHOLSTERY 1
480232	SIGN PAINTING 2	557221	LEATHERWORK AND UPHOLSTERY 2
480233	SIGN PAINTING 3	557311	MEATCUTTING 1
480241	BINDERY	557321	MEATCUTTING 2
480251	ELECTRONIC COMPOSITION	557511	PRECISION PRODUCTION WORK EXPERIENCE 1
480261	COPY EDITING	557521	PRECISION PRODUCTION WORK EXPERIENCE 2
480300	LEATHERWORKING AND UPHOLSTERING, OTHER	558011	GENERAL CONSTRUCTION TRADES 1
480311	LEATHERWORK 1	558021	GENERAL CONSTRUCTION TRADES 2
480312	LEATHERWORK 2	558031	GENERAL CONSTRUCTION TRADES 3
480321	UPHOLSTERY	558111	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1
480322	UPHOLSTERY, ADVANCED	558121	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2
480331	AUTO UPHOLSTERY	558211	CARPENTRY 1
480400	PRECISION FOOD PRODUCTION, OTHER	558221	CARPENTRY 2
480411	MEATCUTTING 1	558311	PLUMBING 1
480412	MEATCUTTING 2	558321	PLUMBING 2
480500	PRECISION METAL WORK, OTHER	558511	CONSTRUCTION TRADES WORK EXPERIENCE 1
480511	METAL 1	558521	CONSTRUCTION TRADES WORK EXPERIENCE 2
480512	METAL 2	559011	AUTO SERVICE 1
480513	METAL 3	559021	AUTO SERVICE 2
480514	METAL 4	559111	AUTO SERVICE, WORK EXPERIENCE 1
480521	WELDING 1	559121	AUTO SERVICE, WORK EXPERIENCE 2
480522	WELDING 2		
480523	WELDING 3		
480524	WELDING - COOPERATIVE EDUCATION		
480531	SHEET METAL 1	STUB1070 - Technical and Communications	
480532	SHEET METAL 2		
480541	METAL RESTORATION		
480551	FOUNDRY 1	090600	RADIO/TELEVISION NEWS BROADCAST, OTHER
480552	FOUNDRY 2	090611	BROADCAST JOURNALISM
480600	PRECISION WORK, ASSORTED MATERIALS, OTHER	090612	CAREERS IN RADIO/TELEVISION BROADCASTING
480611	PLASTICS 1	090700	RADIO/TELEVISION, OTHER GENERAL
480612	PLASTICS 2	090711	BROADCASTING, INTRODUCTION
480621	SPACE AGE PLASTICS	090831	CRYPTOGRAPHY
480700	WOODWORKING, OTHER	100100	COMMUNICATION TECHNOLOGIES, OTHER
480711	WOODWORKING 1	100111	WORLD OF COMMUNICATIONS
480712	WOODWORKING 2	100121	COMMUNICATIONS MEDIA PRODUCTION
480713	WOODWORKING 3	100141	BROADCAST MANAGEMENT 1
480714	WOODWORKING 4	100142	BROADCAST MANAGEMENT 2
480721	FURNITURE REFINISHING	100143	BROADCASTING PRACTICUM
480731	CABINETMAKING 1	100151	FILM MAKING AND PRODUCTION 1
480732	CABINETMAKING 2	100152	FILM MAKING AND PRODUCTION 2
489900	PRECISION PRODUCTION, OTHER	100161	RADIO PRODUCTION
490100	AIR TRANSPORTATION, OTHER	100171	TELEVISION PRODUCTION 1
490111	AERONAUTICS 1	100172	TELEVISION PRODUCTION 2
490112	AERONAUTICS 2	100173	TELEVISION PRODUCTION 3
490121	AVIATION TECHNOLOGY 1	100174	TELEVISION PRODUCTION 4
490122	AVIATION TECHNOLOGY 2	100181	CABLE TELEVISION
490123	AVIATION TECHNOLOGY 3	100191	RADIO/TELEVISION PRODUCTION 1
490124	AVIATION TECHNOLOGY 4	100192	RADIO/TELEVISION PRODUCTION 2
490131	AIR TRAVEL SERVICE OCCUPATIONS	110100	COMPUTER AND INFORMATION SCIENCES, OTHER GENERAL
490141	AIRCRAFT PARTS MANAGEMENT 1	110112	INTRODUCTION TO INTERNET AND THE WORLD WIDE WEB
490142	AIRCRAFT PARTS MANAGEMENT 2	110131	COMPUTER APPLICATIONS
490200	VEHICLE AND EQUIPMENT OPERATION, OTHER	110132	COMPUTER APPLICATIONS, INDEPENDENT STUDY
490211	FORKLIFT OPERATOR	110141	COMPUTER SCIENCES 3
490212	TRACTOR-TRAILER TRUCK DRIVING	110142	IB COMPUTER SCIENCE
490213	HEAVY VEHICLE OPERATION/EARTH MOVING EQUIPMENT	110143	AP COMPUTER SCIENCE A
490214	BUS DRIVER/CHAUFFEUR	110144	AP COMPUTER SCIENCE AB
490300	WATER TRANSPORTATION, OTHER	110151	ARTIFICIAL INTELLIGENCE
490311	MARINE MECHANICS, BASIC	110152	MULTIMEDIA COMPUTER APPLICATIONS
490312	MARINE MECHANICS, ADVANCED	110161	DESKTOP COMPUTER APPLICATION SUITES
490321	BOAT BUILDING	110200	COMPUTER PROGRAMMING, OTHER
490331	NAVIGATION	110211	COMPUTER PROGRAMMING 1
490341	AQUATIC OCCUPATIONS	110212	COMPUTER PROGRAMMING 2
490411	INTRODUCTION TO TRANSPORTATION INDUSTRY	110213	COMPUTER PROGRAMMING 3
490412	TRANSPORTATION TECHNOLOGY 2	110221	FORTRAN, INTRODUCTION
490421	TRANSPORTATION/TRAFFIC TECHNICIAN	110231	PASCAL, INTRODUCTION
499900	TRANSPORTATION AND MATERIAL MOVING, OTHER	110232	ADVANCED PASCAL
500400	DESIGN, OTHER	110241	BASIC, INTRODUCTION
500411	GRAPHIC DESIGN		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
280312	ARMY INTERMEDIATE LEADERSHIP DEVELOPMENT	542051	FUNCTIONAL VOCATIONAL ENGLISH
280313	ARMY APPLIED LEADERSHIP DEVELOPMENT	542059	FUNCTIONAL VOCATIONAL ENGLISH, NOT FOR CREDIT
280314	ARMY ADVANCED LEADERSHIP DEVELOPMENT	542101	FUNCTIONAL READING
280400	NAVAL SCIENCE (NAVY, MARINES), OTHER	542109	FUNCTIONAL READING, NOT FOR CREDIT
280411	NAVAL SCIENCE 1	542201	FUNCTIONAL ORAL COMMUNICATION
280412	NAVAL SCIENCE 2	542209	FUNCTIONAL ORAL COMMUNICATION, NOT FOR CREDIT
280413	NAVAL SCIENCE 3	542301	FUNCTIONAL WRITING
280414	NAVAL SCIENCE 4	542309	FUNCTIONAL WRITING, NOT FOR CREDIT
280421	MARINE CORPS LEADERSHIP EDUCATION 1	542401	FUNCTIONAL ACADEMICS
280422	MARINE CORPS LEADERSHIP EDUCATION 2	542409	FUNCTIONAL ACADEMICS, NOT FOR CREDIT
280423	MARINE CORPS LEADERSHIP EDUCATION 3	543001	ACTIVITIES OF DAILY AND FAMILY LIVING
280424	MARINE CORPS LEADERSHIP EDUCATION 4	543009	ACTIVITIES OF DAILY AND FAMILY LIVING, NOT FOR CREDIT
289900	MILITARY SCIENCES, OTHER	543101	SOCIAL/BEHAVIORAL SKILLS
290100	MILITARY TECHNOLOGIES, OTHER	543109	SOCIAL/BEHAVIORAL SKILLS, NOT FOR CREDIT
STUB1500 - Special Education		543201	FUNCTIONAL LEISURE AND RECREATIONAL SKILLS
340121	ADAPTIVE PHYSICAL EDUCATION (REGULAR)/(MULTIDISABLED)/(NONREGULAR PROGRAM)	543209	FUNCTIONAL LEISURE AND RECREATIONAL SKILLS, NOT FOR CREDIT
340129	ADAPTIVE PHYSICAL EDUCATION (REGULAR)/(MULTIDISABLED)/(NONREGULAR PROGRAM), NOT FOR CREDIT	543301	FUNCTIONAL HEALTH
520101	GENERAL (INCLUDING PRE-VOCATIONAL PROGRAMS) EMH	543309	FUNCTIONAL HEALTH, NOT FOR CREDIT
520102	MATHEMATICS EMH	543401	FUNCTIONAL TRANSITION SKILLS
520103	ENGLISH/LANGUAGE ARTS EMH	543409	FUNCTIONAL TRANSITION SKILLS, NOT FOR CREDIT
520104	SCIENCE EMH	544001	FUNCTIONAL SCIENCE
520105	SOCIAL STUDIES EMH	544009	FUNCTIONAL SCIENCE, NOT FOR CREDIT
520106	ADAPTIVE FOODS EMH	544501	FUNCTIONAL SOCIAL SKILLS
520107	ADAPTIVE FOUNDRY EMH	544509	FUNCTIONAL SOCIAL STUDIES, NOT FOR CREDIT
520108	ADAPTIVE DRIVERS EDUCATION EMH	549401	DEVELOPMENTAL SUPPORT SERVICES FOR PEOPLE WITH DISABILITIES
520109	ADAPTIVE HEALTH EDUCATION EMH	549409	DEVELOPMENTAL SUPPORT SERVICES FOR PEOPLE WITH DISABILITIES, NOT FOR CREDIT
520110	WORK PROGRAM (OJT OFF CAMPUS) EMH	550001	GENERAL PREVOCATIONAL PREPARATION
520201	RESOURCE (GENERAL) EH	550009	GENERAL PREVOCATIONAL PREPARATION, NOT FOR CREDIT
520202	SELF CONTAINED EH	550101	CAREER EXPLORATION
520203	ENGLISH/LANGUAGE ARTS EH	550109	CAREER EXPLORATION, NOT FOR CREDIT
520204	MATHEMATICS EH	550201	GENERAL WORK-STUDY/EXPERIENCE
520205	SCIENCE EH	550209	GENERAL WORK-STUDY/EXPERIENCE, NOT FOR CREDIT
520206	SOCIAL STUDIES EH	550301	GENERAL WORK EXPERIENCE
520301	ENGLISH/LANGUAGE ARTS DEAF	550309	GENERAL WORK EXPERIENCE, NOT FOR CREDIT
520302	MATHEMATICS DEAF	550401	COMBINED VOCATIONAL/ACADEMIC PREPARATION
520303	SCIENCE DEAF	550409	COMBINED VOCATIONAL/ACADEMIC PREPARATION, NOT FOR CREDIT
520304	SOCIAL STUDIES DEAF	551001	GENERAL PRE-VOCATIONAL PREPARATION
520305	GENERAL DEAF	551009	GENERAL PRE-VOCATIONAL PREPARATION, NOT FOR CREDIT
520401	GENERAL BLIND	551011	GENERAL AGRICULTURE 1
520501	HOMEBOUND (HOME OR HOSPITAL FOR MORE THAN 10 DAYS)	551019	GENERAL AGRICULTURE 1, NOT FOR CREDIT
520601	LEARNING DISABILITIES OTHER	551021	GENERAL AGRICULTURE 2
520701	HELP FOR UNDER-ACHIEVERS AND DISADVANTAGED STUDENTS	551029	GENERAL AGRICULTURE 2, NOT FOR CREDIT
520801	SPEECH IMPAIRMENT GENERAL	551031	GENERAL AGRICULTURE 3
520901	PHYSICALLY DISABLED (GENERAL)	551039	GENERAL AGRICULTURE 3, NOT FOR CREDIT
520902	PHYSICALLY DISABLED WORK PROGRAM	551111	ANIMAL CARE 1
521001	MULTIHANDICAPPED (GENERAL)	551119	ANIMAL CARE 1, NOT FOR CREDIT
521101	SEVERELY MENTALLY RETARDED (GENERAL)	551121	ANIMAL CARE 2
541001	GENERAL MATH SKILLS	551129	ANIMAL CARE 2, NOT FOR CREDIT
541009	FUNCTIONAL MATH SKILLS, NOT FOR CREDIT	551211	PLANT CARE 1
541101	FUNCTIONAL CONSUMER MATH	551219	PLANT CARE 1, NOT FOR CREDIT
541109	FUNCTIONAL CONSUMER MATH, NOT FOR CREDIT	551221	PLANT CARE 2
541201	FUNCTIONAL VOCATIONAL MATH	551229	PLANT CARE 2, NOT FOR CREDIT
541209	FUNCTIONAL VOCATIONAL MATH, NOT FOR CREDIT	551311	AGRICULTURAL MECHANICS 1
542011	FUNCTIONAL LANGUAGE ARTS 1	551319	AGRICULTURAL MECHANICS 1, NOT FOR CREDIT
542019	FUNCTIONAL LANGUAGE ARTS 1, NOT FOR CREDIT	551321	AGRICULTURAL MECHANICS 2
542021	FUNCTIONAL LANGUAGE ARTS 2	551329	AGRICULTURAL MECHANICS 2, NOT FOR CREDIT
542029	FUNCTIONAL LANGUAGE ARTS 2, NOT FOR CREDIT	551411	AGRICULTURAL WORK STUDY
542031	FUNCTIONAL LANGUAGE ARTS 3	551419	AGRICULTURAL WORK STUDY, NOT FOR CREDIT
542039	FUNCTIONAL LANGUAGE ARTS 3, NOT FOR CREDIT	551511	AGRICULTURAL WORK EXPERIENCE
542041	FUNCTIONAL LANGUAGE ARTS 4		
542049	FUNCTIONAL LANGUAGE ARTS 4, NOT FOR CREDIT		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
551519	AGRICULTURAL WORK EXPERIENCE, NOT FOR CREDIT	556219	CUSTODIAL AND HOUSEKEEPING SERVICES 1, NOT FOR CREDIT
552011	GENERAL OFFICE PRACTICE 1	556221	CUSTODIAL AND HOUSEKEEPING SERVICES 2
552019	GENERAL OFFICE PRACTICE 1, NOT FOR CREDIT	556229	CUSTODIAL AND HOUSEKEEPING SERVICES 2, NOT FOR CREDIT
552021	GENERAL OFFICE PRACTICE 2	556311	FOOD SERVICES 1
552031	GENERAL OFFICE PRACTICE 3	556319	FOOD SERVICES 1, NOT FOR CREDIT
552111	OFFICE MACHINES 1	556321	FOOD SERVICES 2
552121	OFFICE MACHINES 2	556329	FOOD SERVICES 2, NOT FOR CREDIT
552211	BUSINESS WORK STUDY 1	556411	MISCELLANEOUS SERVICES 1
552221	BUSINESS WORK STUDY 2	556419	MISCELLANEOUS SERVICES 1, NOT FOR CREDIT
552311	BUSINESS WORK EXPERIENCE 1	556421	MISCELLANEOUS SERVICES 2
552321	BUSINESS WORK EXPERIENCE 2	556429	MISCELLANEOUS SERVICES 2, NOT FOR CREDIT
553011	GENERAL HEALTH OCCUPATIONS 1	556511	SERVICE OCCUPATIONS WORK STUDY 1
553019	GENERAL HEALTH OCCUPATIONS 1, NOT FOR CREDIT	556519	SERVICE OCCUPATIONS WORK STUDY 1, NOT FOR CREDIT
553021	GENERAL HEALTH OCCUPATIONS 2	556521	SERVICE OCCUPATIONS WORK STUDY 2
553029	GENERAL HEALTH OCCUPATIONS 2, NOT FOR CREDIT	556529	SERVICE OCCUPATIONS WORK STUDY 2, NOT FOR CREDIT
553031	GENERAL HEALTH OCCUPATIONS 3	556611	SERVICE OCCUPATIONS WORK EXPERIENCE 1
553039	GENERAL HEALTH OCCUPATIONS 3, NOT FOR CREDIT	556619	SERVICE OCCUPATIONS WORK EXPERIENCE 1, NOT FOR CREDIT
553111	HEALTH OCCUPATIONS WORK STUDY 1	556621	SERVICE OCCUPATIONS WORK EXPERIENCE 2
553119	HEALTH OCCUPATIONS WORK STUDY 1, NOT FOR CREDIT	556629	SERVICE OCCUPATIONS WORK EXPERIENCE 2, NOT FOR CREDIT
553121	HEALTH OCCUPATIONS WORK STUDY 2	557111	GRAPHIC AND PRINTING COMMUNICATIONS 1
553129	HEALTH OCCUPATIONS WORK STUDY 2, NOT FOR CREDIT	557119	GRAPHIC AND PRINTING COMMUNICATIONS 1, NOT FOR CREDIT
553211	HEALTH OCCUPATIONS WORK EXPERIENCE 1	557121	GRAPHIC AND PRINTING COMMUNICATIONS 2
553219	HEALTH OCCUPATIONS WORK EXPERIENCE 1, NOT FOR CREDIT	557129	GRAPHIC AND PRINTING COMMUNICATIONS 2, NOT FOR CREDIT
553221	HEALTH OCCUPATIONS WORK EXPERIENCE 2	557211	LEATHERWORK AND UPHOLSTERY 1
553229	HEALTH OCCUPATIONS WORK EXPERIENCE 2, NOT FOR CREDIT	557219	LEATHERWORK AND UPHOLSTERY 1, NOT FOR CREDIT
554011	GENERAL HOME ECONOMICS 1	557221	LEATHERWORK AND UPHOLSTERY 2
554019	GENERAL HOME ECONOMICS 1, NOT FOR CREDIT	557229	LEATHERWORK AND UPHOLSTERY 2, NOT FOR CREDIT
554021	GENERAL HOME ECONOMICS 2	557311	MEATCUTTING 1
554029	GENERAL HOME ECONOMICS 2, NOT FOR CREDIT	557319	MEATCUTTING 1, NOT FOR CREDIT
554031	GENERAL HOME ECONOMICS 3	557321	MEATCUTTING 2
554039	GENERAL HOME ECONOMICS 3, NOT FOR CREDIT	557329	MEATCUTTING 2, NOT FOR CREDIT
554111	CHILD DEVELOPMENT 1	557411	PRECISION PRODUCTION WORK STUDY 1
554119	CHILD DEVELOPMENT 1, NOT FOR CREDIT	557419	PRECISION PRODUCTION WORK STUDY 1, NOT FOR CREDIT
554121	CHILD DEVELOPMENT 2	557421	PRECISION PRODUCTION WORK STUDY 2
554129	CHILD DEVELOPMENT 2, NOT FOR CREDIT	557429	PRECISION PRODUCTION WORK STUDY 2, NOT FOR CREDIT
554211	CLOTHING AND TEXTILES 1	557511	PRECISION PRODUCTION WORK EXPERIENCE 1
554219	CLOTHING AND TEXTILES 1, NOT FOR CREDIT	557519	PRECISION PRODUCTION WORK EXPERIENCE 1, NOT FOR CREDIT
554221	CLOTHING AND TEXTILES 2	557521	PRECISION PRODUCTION WORK EXPERIENCE 2
554229	CLOTHING AND TEXTILES 2, NOT FOR CREDIT	557529	PRECISION PRODUCTION WORK EXPERIENCE 2, NOT FOR CREDIT
554311	FOOD AND NUTRITION 1	558011	GENERAL CONSTRUCTION TRADES 1
554319	FOOD AND NUTRITION 1, NOT FOR CREDIT	558019	GENERAL CONSTRUCTION TRADES 1, NOT FOR CREDIT
554321	FOOD AND NUTRITION 2	558021	GENERAL CONSTRUCTION TRADES 2
554329	FOOD AND NUTRITION 2, NOT FOR CREDIT	558029	GENERAL CONSTRUCTION TRADES 2, NOT FOR CREDIT
554411	HOME ECONOMICS WORK STUDY 1	558031	GENERAL CONSTRUCTION TRADES 3
554419	HOME ECONOMICS WORK STUDY 1, NOT FOR CREDIT	558039	GENERAL CONSTRUCTION TRADES 3, NOT FOR CREDIT
554421	HOME ECONOMICS WORK STUDY 2	558111	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1
554429	HOME ECONOMICS WORK STUDY 2, NOT FOR CREDIT	558119	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 1, NOT FOR CREDIT
554511	HOME ECONOMICS WORK EXPERIENCE 1	558121	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2
554519	HOME ECONOMICS WORK EXPERIENCE 1, NOT FOR CREDIT	558129	BRICKMASONRY, STONEMASONRY, AND TILE SETTING 2, NOT FOR CREDIT
554521	HOME ECONOMICS WORK EXPERIENCE 2	558211	CARPENTRY 1
554529	HOME ECONOMICS WORK EXPERIENCE 2, NOT FOR CREDIT	558219	CARPENTRY 1, NOT FOR CREDIT
555011	GENERAL INDUSTRIAL ARTS 1	558221	CARPENTRY 2
555019	GENERAL INDUSTRIAL ARTS 1, NOT FOR CREDIT	558229	CARPENTRY 2, NOT FOR CREDIT
555021	GENERAL INDUSTRIAL ARTS 2		
555029	GENERAL INDUSTRIAL ARTS 2, NOT FOR CREDIT		
555031	GENERAL INDUSTRIAL ARTS 3		
555039	GENERAL INDUSTRIAL ARTS 3, NOT FOR CREDIT		
556111	COSMETOLOGY/BARBER 1		
556119	COSMETOLOGY/BARBER 1, NOT FOR CREDIT		
556121	COSMETOLOGY/BARBER 2		
556129	COSMETOLOGY/BARBER 2, NOT FOR CREDIT		
556211	CUSTODIAL AND HOUSEKEEPING SERVICES 1		

2000 High School Transcript Study Classification of
Secondary School Courses

CSSC CODE	TITLE	CSSC CODE	TITLE
558311	PLUMBING 1	569401	DISABILITY - SPECIFIC SUPPORT SERVICES
558319	PLUMBING 1, NOT FOR CREDIT	569409	DISABILITY - SPECIFIC SUPPORT SERVICES, NOT FOR CREDIT
558321	PLUMBING 2	STUB1600 - All Courses Other Than Above	
558329	PLUMBING 2, NOT FOR CREDIT	240151	NON-SPECIFIC COLLEGE LEVEL STUDIES
558411	CONSTRUCTION TRADES WORK STUDY 1	600000	UNCODABLE
558419	CONSTRUCTION TRADES WORK STUDY 1, NOT FOR CREDIT		
558421	CONSTRUCTION TRADES WORK STUDY 2		
558429	CONSTRUCTION TRADES WORK STUDY 2, NOT FOR CREDIT		
558511	CONSTRUCTION TRADES WORK EXPERIENCE 1		
558519	CONSTRUCTION TRADES WORK EXPERIENCE 1, NOT FOR CREDIT		
558521	CONSTRUCTION TRADES WORK EXPERIENCE 2		
558529	CONSTRUCTION TRADES WORK EXPERIENCE 2, NOT FOR CREDIT		
559011	AUTO SERVICE 1		
559019	AUTO SERVICE 1, NOT FOR CREDIT		
559021	AUTO SERVICE 2		
559029	AUTO SERVICE 2, NOT FOR CREDIT		
559111	AUTO SERVICE, WORK EXPERIENCE 1		
559119	AUTO SERVICE, WORK EXPERIENCE 1, NOT FOR CREDIT		
559121	AUTO SERVICE, WORK EXPERIENCE 2		
559129	AUTO SERVICE, WORK EXPERIENCE 2, NOT FOR CREDIT		
562300	SPECIAL EDUCATION LANGUAGE ARTS		
562301	RESOURCE LANGUAGE ARTS/ENGLISH		
562302	DEVELOPMENTAL ENGLISH 2/RESOURCE ESE AAP ENGLISH 2		
562303	DEVELOPMENTAL ENGLISH 3/RESOURCE ESE AAP ENGLISH 3		
562304	DEVELOPMENTAL ENGLISH 4/RESOURCE ESE AAP ENGLISH 4		
562309	RESOURCE LANGUAGE ARTS/ENGLISH, NOT FOR CREDIT		
562310	SPECIAL EDUCATION READING		
562311	RESOURCE READING		
562319	RESOURCE READING, NOT FOR CREDIT		
562320	SPECIAL EDUCATION WRITING		
562321	RESOURCE WRITING		
562322	RESOURCE ROOM ENGLISH 2 (SPECIAL EDUCATION)		
562329	RESOURCE WRITING, NOT FOR CREDIT		
562700	SPECIAL EDUCATION MATH		
562701	RESOURCE GENERAL MATH		
562709	RESOURCE GENERAL MATH, NOT FOR CREDIT		
562711	RESOURCE VOCATIONAL MATH		
562719	RESOURCE VOCATIONAL MATH, NOT FOR CREDIT		
562721	RESOURCE CONSUMER MATH		
562729	RESOURCE CONSUMER MATH, NOT FOR CREDIT		
563201	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS		
563209	RESOURCE CAREER EXPLORATION/PRE-VOCATIONAL SKILLS, NOT FOR CREDIT		
563211	RESOURCE TRANSITION SKILLS		
563219	RESOURCE TRANSITION SKILLS, NOT FOR CREDIT		
564000	SPECIAL EDUCATION GENERAL SCIENCE		
564001	RESOURCE GENERAL SCIENCE		
564009	RESOURCE GENERAL SCIENCE, NOT FOR CREDIT		
564500	SPECIAL EDUCATION SOCIAL STUDIES		
564501	RESOURCE SOCIAL STUDIES		
564509	RESOURCE SOCIAL STUDIES, NOT FOR CREDIT		
569001	GENERAL TUTORIAL SERVICES		
569009	GENERAL TUTORIAL SERVICES, NOT FOR CREDIT		
569101	RESOURCE STUDY SKILLS		
569109	RESOURCE STUDY SKILLS, NOT FOR CREDIT		
569201	SCHOOL AND SOCIAL SURVIVAL SKILLS		
569209	SCHOOL AND SOCIAL SURVIVAL SKILLS, NOT FOR CREDIT		
569301	RESOURCE SURVIVAL SKILLS		
569309	RESOURCE SURVIVAL SKILLS, NOT FOR CREDIT		

NEW BASICS CURRICULUM

STUB2001	4 E + 3 SS + 3 SCI + 3 MATH + 1/2 COMP. + 2 FL
	<p>0 For students not meeting the following minimum requirements</p> <p>1 For students who have earned the following minimum numbers of credits in each of the New Basics core subject areas:</p> <ul style="list-style-type: none"> 4.0 credits in English courses 3.0 credits in History/Social Studies courses 3.0 credits in Science courses 3.0 credits in Mathematics courses 0.5 credits in Computer Science/Programming courses 2.0 credits in Foreign Language courses <p>NOTE: This is the set of courses recommended by the National Commission on Excellence in Education in <u>A Nation at Risk</u> (1983) for college-bound students.</p>
STUB2002	4 E + 3 SS + 3 SCI + 3 MATH + 1/2 COMP.
This is the "New Basics Curriculum" or the "Core Curriculum"	<p>0 For students not meeting the following minimum requirements</p> <p>1 For students who have earned the following minimum numbers of credits in each of the New Basics core subject areas:</p> <ul style="list-style-type: none"> 4.0 credits in English courses 3.0 credits in History/Social Studies courses 3.0 credits in Science courses 3.0 credits in Mathematics courses 0.5 credits in Computer Science/Programming courses <p>NOTE: This is the set of courses recommended by the National Commission on Excellence in Education in <u>A Nation at Risk</u> (1983) for all high school graduates.</p>
STUB2003	4 E + 3 SS + 3 SCI + 3 MATH + 2 FL
	<p>0 For students not meeting the following minimum requirements</p> <p>1 For students who have earned the following minimum numbers of credits in each of the New Basics core subject areas:</p> <ul style="list-style-type: none"> 4.0 credits in English courses 3.0 credits in History/Social Studies courses 3.0 credits in Science courses 3.0 credits in Mathematics courses 2.0 credits in Foreign Language courses

STUB2004	4 E + 3 SS + 3 SCI + 3 MATH
This is the "Minimal Academic Curriculum" or "Law 1 Curriculum"	<p>0 For students not meeting the following minimum requirements</p> <p>1 For students who have earned the following minimum numbers of credits in each of the New Basics core subject areas:</p> <ul style="list-style-type: none"> 4.0 credits in English courses 3.0 credits in History/Social Studies courses 3.0 credits in Science courses 3.0 credits in Mathematics courses <p>NOTE: This is the minimum set of courses required by states classified as "Law 1" states in the tables.</p>
STUB2005	4 E + 3 SS + 2 SCI + 2 MATH
This is the "Law 2 Curriculum"	<p>0 For students not meeting the following minimum requirements</p> <p>1 For students who have earned the following minimum numbers of credits in each of the New Basics core subject areas:</p> <ul style="list-style-type: none"> 4.0 credits in English courses 3.0 credits in History/Social Studies courses 2.0 credits in Science courses 2.0 credits in Mathematics courses <p>NOTE: This is the minimum set of courses required by states classified as "Law 2" states in the tables.</p>

Appendix D

2000 High School Transcript Study Codebook for
Course Offerings File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		68,238	100.0
		68,238	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3755		68,238	100.0
		68,238	100.0%

Variable Name : CATSRCE Source of Catalog Titles
Record Number : 1
Position : 8-8
Format : C1
Comment :

Response	Codes	Frequency	Percent
Transcript	0	5,790	8.5
School Provided	1	62,448	91.5
		68,238	100.0%

Variable Name : CATTYPE Type of Catalog Provided by School
Record Number : 1
Position : 9-9
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Materials	0	5,790	8.5
District Level	1	9,373	13.7
School List	2	6,438	9.4
School Catalog	3	46,637	68.3
		68,238	100.0%

Variable Name : CRSENAME Course Title
Record Number : 1
Position : 10-101
Format : C92
Comment :

Response	Codes	Frequency	Percent
All Course Titles		68,238	100.0
		68,238	100.0%

Variable Name : OFFCAMP Taught Off Campus (Flag)
Record Number : 1
Position : 102-102
Format : C1
Comment :

Response	Codes	Frequency	Percent
On Campus	0	63,060	92.4
Vocational Education Center	1	2,649	3.9
Special Education Center	2	105	0.2
Other Location	3	1,118	1.6
Multiple Locations	4	1,306	1.9
		68,238	100.0%

Variable Name : OTHLANG Taught in Other Than English/ESL (Flag)
Record Number : 1
Position : 103-103
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	66,457	97.4
Yes	1	1,781	2.6
		68,238	100.0%

Variable Name : REMED Remedial or Below Grade Level (Flag)
Record Number : 1
Position : 104-104
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	66,141	96.9
Yes	1	2,097	3.1
		68,238	100.0%

Variable Name : HONORS Honors or Gifted/Talented Course (Flag)
Record Number : 1
Position : 105-105
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	60,645	88.9
Yes	1	7,593	11.1
		68,238	100.0%

Variable Name : CSSC Course CSSC Code
Record Number : 1
Position : 106-111
Format : C6
Comment :

Response	Codes	Frequency	Percent
010100 - 600000		68,238	100.0
		68,238	100.0%

Variable Name : SPEDFLAG Special Education Flag
Record Number : 1
Position : 112-112
Format : C1
Comment :

Response	Codes	Frequency	Percent
Functional SpecEd	0	3,552	5.2
Regular Course	1	61,485	90.1
Resource SpecEd	2	3,201	4.7
		68,238	100.0%

Variable Name : SEQ Sequence Flag
Record Number : 1
Position : 113-113
Format : C1
Comment :

Response	Codes	Frequency	Percent
Not Part of a Sequence	0	38,801	56.9
Introductory Course	1	15,536	22.8
Advanced Course	2	13,901	20.4
		68,238	100.0%

Appendix E

2000 High School Transcript Study Codebook for
Master CSSC File

Variable Name : CSSC CSSC Course Code
Record Number : 1
Position : 1-6
Format : C6
Comment :

Response	Codes	Frequency	Percent
010100 - 600000		2,268	100.0
		2,268	100.0%

Variable Name : SPEDFLAG Special Education Flag
Record Number : 1
Position : 7-7
Format : C1
Comment :

Response	Codes	Frequency	Percent
Functional SpecEd	0	213	9.4
Regular Course	1	2,015	88.8
Resource SpecEd	2	40	1.8
		2,268	100.0%

Variable Name : TITLE Course Title
Record Number : 1
Position : 8-132
Format : C125
Comment :

Response	Codes	Frequency	Percent
All CSSC Titles		2,268	100.0
		2,268	100.0%

Variable Name : SEQ Sequence Flag
Record Number : 1
Position : 133-133
Format : C1
Comment :

Response	Codes	Frequency	Percent
Not Part of a Sequence	0	1,650	72.8
Introductory Course	1	220	9.7
Advanced Course	2	398	17.6
		2,268	100.0%

Appendix F

2000 High School Transcript Study Codebook for
School File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		277	100.0
		277	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3692		277	100.0
		277	100.0%

Variable Name : CATSRCE Source of Catalog Titles
Record Number : 1
Position : 8-8
Format : C1
Comment :

Response	Codes	Frequency	Percent
Transcript	0	31	11.2
School Provided	1	246	88.8
		277	100.0%

Variable Name : CATTYPE Type of Catalog Provided
Record Number : 1
Position : 9-9
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Materials	0	31	11.2
District Level	1	24	8.7
School List	2	31	11.2
School Catalog	3	191	69.0
		277	100.0%

Variable Name : LINKED Sample Type
Record Number : 1
Position : 10-10
Format : C1
Comment :

Response	Codes	Frequency	Percent
NAEP Fully Linked	1	248	89.5
HSTS Only	2	16	5.8
NAEP, Not Linked	3	13	4.7
		277	100.0%

Variable Name : STATE FIPS State Code
Record Number : 1
Position : 11-12
Format : C2
Comment :

Response	Codes	Frequency	Percent
Alabama	01	3	1.1
Alaska	02	0	0.0
Arizona	04	2	0.7
Arkansas	05	3	1.1
California	06	31	11.2
Colorado	08	4	1.4
Connecticut	09	3	1.1
Delaware	10	1	0.4
District of Columbia	11	1	0.4
Florida	12	17	6.1
Georgia	13	8	2.9
Hawaii	15	0	0.0
Idaho	16	0	0.0
Illinois	17	8	2.9
Indiana	18	3	1.1
Iowa	19	3	1.1
Kansas	20	6	2.2
Kentucky	21	7	2.5
Louisiana	22	9	3.3
Maine	23	6	2.2
Maryland	24	8	2.9
Massachusetts	25	4	1.4
Michigan	26	7	2.5
Minnesota	27	4	1.4
Mississippi	28	3	1.1
Missouri	29	9	3.3
Montana	30	1	0.4
Nebraska	31	6	2.2
Nevada	32	4	1.4
New Hampshire	33	0	0.0
New Jersey	34	4	1.4
New Mexico	35	9	3.3
New York	36	14	5.1
North Carolina	37	2	0.7
North Dakota	38	0	0.0
Ohio	39	10	3.6
Oklahoma	40	8	2.9
Oregon	41	8	2.9
Pennsylvania	42	11	4.0
Rhode Island	44	0	0.0
South Carolina	45	3	1.1
South Dakota	46	3	1.1
Tennessee	47	10	3.6
Texas	48	25	9.0
Utah	49	0	0.0
Vermont	50	1	0.4
Virginia	51	4	1.4
Washington	53	3	1.1
West Virginia	54	0	0.0
Wisconsin	55	1	0.4
Wyoming	56	0	0.0
		277	100.0%

Variable Name : STYPE School Type
Record Number : 1
Position : 13-13
Format : C1
Comment :

Response	Codes	Frequency	Percent
Public/State Run	1	249	89.9
Religious/Nonpublic	2	15	5.4
Catholic	3	13	4.7
Bureau of Indian Affairs	4	0	0.0
Department of Defense	5	0	0.0
		277	100.0%

Variable Name : TYPLOC_R Type of Locale
Record Number : 1
Position : 14-14
Format : C1
Comment :

Response	Codes	Frequency	Percent
Large city	1	55	19.9
Mid-size city	2	27	9.8
Urban fringe - large city	3	89	32.1
Urban fringe - mid-size city	4	26	9.4
Large town	5	2	0.7
Small town	6	32	11.6
Other rural	7	46	16.6
		277	100.0%

Variable Name : NUMTEACH Number of Teachers
Record Number : 1
Position : 15-18
Format : N4.0
Comment : Continuous variable

Response	Codes	Frequency	Percent
2 - 324	2 - 324	257	92.8
Missing	999	20	7.2
		277	100.0%

Variable Name : ENROLL Number of Students
Record Number : 1
Position : 19-22
Format : N4.0
Comment : Continuous variable

Response	Codes	Frequency	Percent
20 - 4510	20 - 4510	277	100.0
Missing	9999	0	0.0
		277	100.0%

Variable Name : GRADREQ Carnegie Units Required To Graduate
Record Number : 1
Position : 23-27
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent
Not reported	0	0	0.0
2.5 - 35.0	2500 - 35000	276	99.6
Missing	99999	1	0.4
		277	100.0%

Variable Name : NONELCR Number of Non-Elective Credits
Record Number : 1
Position : 28-32
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent
Not reported	0	12	4.3
1.8 - 30.75	1800 - 30750	264	95.3
Missing	99999	1	0.4
		277	100.0%

Variable Name : REQ Assume Four Year High School?
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	15	5.4
Yes	1	262	94.6
Not Collected	9	0	0.0
		277	100.0%

Variable Name : COMPTST Competency Test Required
Record Number : 1
Position : 34-34
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Response	0	0	0.0
Yes	1	65	23.5
No	2	212	76.5
No Response	9	0	0.0
		277	100.0%

Variable Name : SGRSPAN Grade Span Code
Record Number : 1
Position : 35-35
Format : C1
Comment :

Response	Codes	Frequency	Percent
Not Reported	0	2	0.7
Preschool to 12th	1	14	5.1
Kinder to 12th	2	7	2.5
5th to 12th	3	1	0.4
6th to 12th	4	2	0.7
7th to 12th	5	17	6.1
8th to 12th	6	3	1.1
9th to 12th	7	218	78.7
10th to 12th	8	11	4.0
11th to 12th	9	2	0.7
		277	100.0%

Variable Name : URBAN Urbanicity (3 levels)
Record Number : 1
Position : 36-36
Format : C1
Comment :

Response	Codes	Frequency	Percent
Urban	1	82	29.6
Suburban	2	117	42.2
Rural	3	78	28.2
		277	100.0%

Is this school a regular secondary school?

Variable Name : Q01A School Type: Regular secondary
Record Number : 1
Position : 37-37
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	197	71.1
No	2	0	0.0
No Response	8	45	16.3
Not Collected	9	35	12.6
		277	100.0%

Is this school a regular school with a magnet program?

Variable Name : Q01B School Type: Regular w/magnet
Record Number : 1
Position : 38-38
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	23	8.3
No	2	0	0.0
No Response	8	219	79.1
Not Collected	9	35	12.6
		277	100.0%

Is this school a magnet school or a school with a special program emphasis, e.g., science/math school, performing arts high school, talented/gifted school, foreign language immersion school, etc.?

Variable Name : Q01C School Type: Special program
 Record Number : 1
 Position : 39-39
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	8	2.9
No	2	0	0.0
No Response	8	234	84.5
Not Collected	9	35	12.6
		277	100.0%

Is this school a special education school, a school that primarily serves students with disabilities?

Variable Name : Q01D School Type: Special education
 Record Number : 1
 Position : 40-40
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	2	0.7
No	2	0	0.0
No Response	8	240	86.6
Not Collected	9	35	12.6
		277	100.0%

Is this school a vocational/technical school, a school that primarily serves students being trained for occupations?

Variable Name : Q01E School Type: Vocational/technical
 Record Number : 1
 Position : 41-41
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	4	1.4
No	2	0	0.0
No Response	8	238	85.9
Not Collected	9	35	12.6
		277	100.0%

Is this school an alternative school, a school that offers a curriculum designed to provide alternative or nontraditional education, not clearly categorized as regular, special education, or vocational?

Variable Name : Q01F School Type: Alternative
Record Number : 1
Position : 42-42
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	5	1.8
No	2	0	0.0
No Response	8	237	85.6
Not Collected	9	35	12.6
		277	100.0%

Is this a school an independent private school?

Variable Name : Q01G School Type: Independent private
Record Number : 1
Position : 43-43
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	8	2.9
No	2	0	0.0
No Response	8	234	84.5
Not Collected	9	35	12.6
		277	100.0%

Is this school a religiously affiliated private school?

Variable Name : Q01H School Type: Religious private
Record Number : 1
Position : 44-44
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	18	6.5
No	2	0	0.0
No Response	8	224	80.9
Not Collected	9	35	12.6
		277	100.0%

Is this school a charter school?

Variable Name : Q01I School Type: Charter
Record Number : 1
Position : 45-45
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	0	0.0
No	2	0	0.0
No Response	8	242	87.4
Not Collected	9	35	12.6
		277	100.0%

Is this school a privately run public school?

Variable Name : Q01J School Type: Private-run public
 Record Number : 1
 Position : 46-46
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	0	0.0
No	2	0	0.0
No Response	8	242	87.4
Not Collected	9	35	12.6
		277	100.0%

Is this school other than what is listed?

Variable Name : Q01K School Type: Other
 Record Number : 1
 Position : 47-47
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	4	1.4
No	2	0	0.0
No Response	8	238	85.9
Not Collected	9	35	12.6
		277	100.0%

If this school uses block scheduling for most core courses, which general type of block scheduling is used?

Variable Name : Q02 Type of Block Scheduling
 Record Number : 1
 Position : 48-48
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	1	0.4
No block scheduling	1	121	43.7
Taught half of days	2	50	18.1
Taught half year	3	35	12.6
Taught in quarters	4	4	1.4
Does not fit above	5	21	7.6
No Response	8	10	3.6
Not Collected	9	35	12.6
		277	100.0%

How many days does the school year have?

Variable Name : Q03 Number of School Days
 Record Number : 1
 Position : 49-51
 Format : N3.0
 Comment : Continuous variable

Response	Codes	Frequency	Percent
161 - 196	161 - 196	234	84.5
Not Collected	999	43	15.5
		277	100.0%

Are twelfth-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 others) in mathematics?

Variable Name : Q04A Assigned by Ability: Mathematics?
Record Number : 1
Position : 52-52
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	172	62.1
No	2	67	24.2
No Response	8	3	1.1
Not Collected	9	35	12.6
		277	100.0%

Are twelfth-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 others) in science?

Variable Name : Q04B Assigned by Ability: Science?
Record Number : 1
Position : 53-53
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	161	58.1
No	2	78	28.2
No Response	8	3	1.1
Not Collected	9	35	12.6
		277	100.0%

Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in mathematics for graduation this year?

Variable Name : Q05A Required Years of Math Courses
Record Number : 1
Position : 54-54
Format : C1
Comment :

Response	Codes	Frequency	Percent
None	1	0	0.0
One-half year	2	0	0.0
One year	3	2	0.7
Two years	4	55	19.9
Three years	5	155	56.0
Four years	6	27	9.8
More than four years	7	0	0.0
No Response	8	3	1.1
Not Collected	9	35	12.6
		277	100.0%

Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in science for graduation this year?

Variable Name : Q05B Required Years of Science Courses
Record Number : 1
Position : 55-55
Format : C1
Comment :

Response	Codes	Frequency	Percent
None	1	0	0.0
One-half year	2	0	0.0
One year	3	4	1.4
Two years	4	110	39.7
Three years	5	110	39.7
Four years	6	15	5.4
More than four years	7	0	0.0
No Response	8	3	1.1
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in advanced biology (beyond an introductory course)?

Variable Name : Q06A Teach Semester: Advanced Biology
Record Number : 1
Position : 56-56
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	198	71.5
No	2	39	14.1
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in advanced chemistry (beyond an introductory course)?

Variable Name : Q06B Teach Semester: Advanced Chemistry
Record Number : 1
Position : 57-57
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	159	57.4
No	2	74	26.7
No Response	8	9	3.3
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in advanced physics (beyond an introductory course)?

Variable Name : Q06C Teach Semester: Advanced Physics
 Record Number : 1
 Position : 58-58
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	131	47.3
No	2	101	36.5
No Response	8	10	3.6
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in calculus?

Variable Name : Q06D Teach Semester: Calculus
 Record Number : 1
 Position : 59-59
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	201	72.6
No	2	37	13.4
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in trigonometry?

Variable Name : Q06E Teach Semester: Trigonometry
 Record Number : 1
 Position : 60-60
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	165	59.6
No	2	70	25.3
No Response	8	7	2.5
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in precalculus, third-year algebra, elementary functions, or analysis?

Variable Name : Q06F Teach Semester: Precalculus
 Record Number : 1
 Position : 61-61
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	209	75.5
No	2	28	10.1
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

Are courses of at least one semester in length taught in your school in probability and/or statistics?

Variable Name : Q06G Teach Semester: Probability/Stats
 Record Number : 1
 Position : 62-62
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	114	41.2
No	2	119	43.0
No Response	8	9	3.3
Not Collected	9	35	12.6
		277	100.0%

Are students in your school required to pass a district or state test of mathematics in order to graduate?

Variable Name : Q07A Required Dist/State Math Test?
 Record Number : 1
 Position : 63-63
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	131	47.3
No	2	107	38.6
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

Are students in your school required to pass a district or state test of science in order to graduate?

Variable Name : Q07B Required Dist/State Science Test?
 Record Number : 1
 Position : 64-64
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	59	21.3
No	2	177	63.9
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

Are computers available to students in your classes in any of the following ways? (Available all the time in classrooms)

Variable Name : Q08A Computers: In Classroom?
 Record Number : 1
 Position : 65-65
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	101	36.5
No	2	130	46.9
No Response	8	11	4.0
Not Collected	9	35	12.6
		277	100.0%

Are computers available to students in your classes in any of the following ways? (Grouped in a separate computer laboratory available to classes)

Variable Name : Q08B Computers: Lab Available?
 Record Number : 1
 Position : 66-66
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	214	77.3
No	2	15	5.4
No Response	8	13	4.7
Not Collected	9	35	12.6
		277	100.0%

Are computers available to students in your classes in any of the following ways? (Available to bring to classrooms when needed)

Variable Name : Q08C Computers: Bring to Classroom?
 Record Number : 1
 Position : 67-67
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	75	27.1
No	2	139	50.2
No Response	8	28	10.1
Not Collected	9	35	12.6
		277	100.0%

Do twelfth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in mathematics?

Variable Name : Q09A Math Extracurricular Activities?
 Record Number : 1
 Position : 68-68
 Format : C1
 Comment :

Response	Codes	Frequency	Percent
Yes	1	183	66.1
No	2	56	20.2
No Response	8	3	1.1
Not Collected	9	35	12.6
		277	100.0%

Do twelfth graders in your school participate in school-sponsored extracurricular activities such as clubs, competitions, fairs, or exhibits in science?

Variable Name : Q09B Science Extracurricular Activities?
Record Number : 1
Position : 69-69
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	186	67.2
No	2	51	18.4
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

How many students in your school are currently enrolled in Advanced placement courses in science (biology, chemistry, or physics)?

Variable Name : Q10A Number of Students in AP Science
Record Number : 1
Position : 70-70
Format : C1
Comment :

Response	Codes	Frequency	Percent
None	1	70	25.3
1 - 10	2	22	7.9
11 - 25	3	35	12.6
26 - 50	4	49	17.7
51 - 75	5	23	8.3
76 - 99	6	15	5.4
100 or more	7	18	6.5
No Response	8	10	3.6
Not Collected	9	35	12.6
		277	100.0%

How many students in your school are currently enrolled in Advanced placement courses in calculus?

Variable Name : Q10B Number of Students in AP Calculus
Record Number : 1
Position : 71-71
Format : C1
Comment :

Response	Codes	Frequency	Percent
None	1	68	24.6
1 - 10	2	30	10.8
11 - 25	3	52	18.8
26 - 50	4	58	20.9
51 - 75	5	19	6.9
76 - 99	6	6	2.2
100 or more	7	4	1.4
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

How many students in your school are currently enrolled in Advanced placement courses in statistics?

Variable Name : Q10C Number of Students in AP Statistics
Record Number : 1
Position : 72-72
Format : C1
Comment :

Response	Codes	Frequency	Percent
None	1	172	62.1
1 - 10	2	13	4.7
11 - 25	3	26	9.4
26 - 50	4	17	6.1
51 - 75	5	1	0.4
76 - 99	6	2	0.7
100 or more	7	0	0.0
No Response	8	11	4.0
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school have parents or guardians who participate in a parent-teacher organization?

Variable Name : Q11A Parents: In PTA
Record Number : 1
Position : 73-73
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 25%	1	171	61.7
26 - 50%	2	43	15.5
51 - 75%	3	13	4.7
76 - 100%	4	10	3.6
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school have parents or guardians who participate in open houses or back-to-school nights?

Variable Name : Q11B Parents: Attend Open House
Record Number : 1
Position : 74-74
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 25%	1	49	17.7
26 - 50%	2	96	34.7
51 - 75%	3	64	23.1
76 - 100%	4	27	9.8
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school have parents or guardians who participate in parent-teacher conferences?

Variable Name : Q11C Parents: Attend Conference
Record Number : 1
Position : 75-75
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 25%	1	70	25.3
26 - 50%	2	80	28.9
51 - 75%	3	56	20.2
76 - 100%	4	29	10.5
No Response	8	7	2.5
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school have parents or guardians who are involved in making school curriculum decisions?

Variable Name : Q11D Parents: Make Curriculum Decisions
Record Number : 1
Position : 76-76
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 25%	1	222	80.1
26 - 50%	2	11	4.0
51 - 75%	3	2	0.7
76 - 100%	4	0	0.0
No Response	8	7	2.5
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school have parents or guardians who participate in volunteer programs?

Variable Name : Q11E Parents: Volunteer
Record Number : 1
Position : 77-77
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 25%	1	156	56.3
26 - 50%	2	63	22.7
51 - 75%	3	12	4.3
76 - 100%	4	7	2.5
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

To what degree is student absenteeism a problem in your school?

Variable Name : Q12A Problem: Student Absenteeism
Record Number : 1
Position : 78-78
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	26	9.4
Moderate	2	79	28.5
Minor	3	101	36.5
Not a Problem	4	30	10.8
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree is student tardiness a problem in your school?

Variable Name : Q12B Problem: Student Tardiness
Record Number : 1
Position : 79-79
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	33	11.9
Moderate	2	75	27.1
Minor	3	109	39.4
Not a Problem	4	19	6.9
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree are physical conflicts among students a problem in your school?

Variable Name : Q12C Problem: Conflicts Among Students
Record Number : 1
Position : 80-80
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	1	0.4
Moderate	2	15	5.4
Minor	3	145	52.4
Not a Problem	4	75	27.1
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree is teacher absenteeism a problem in your school?

Variable Name : Q12D Problem: Teacher Absenteeism
Record Number : 1
Position : 81-81
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	2	0.7
Serious	1	6	2.2
Moderate	2	43	15.5
Minor	3	101	36.5
Not a Problem	4	83	30.0
No Response	8	7	2.5
Not Collected	9	35	12.6
		277	100.0%

To what degree are racial or cultural conflicts a problem in your school?

Variable Name : Q12E Problem: Racial Conflicts
Record Number : 1
Position : 82-82
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	1	0.4
Serious	1	0	0.0
Moderate	2	12	4.3
Minor	3	89	32.1
Not a Problem	4	135	48.7
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

To what degree are student health problems a problem in your school?

Variable Name : Q12F Problem: Health Problems
Record Number : 1
Position : 83-83
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	1	0.4
Moderate	2	15	5.4
Minor	3	107	38.6
Not a Problem	4	113	40.8
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree is lack of parent involvement a problem in your school?

Variable Name : Q12G Problem: Lack Parent Involvement
Record Number : 1
Position : 84-84
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	30	10.8
Moderate	2	89	32.1
Minor	3	73	26.4
Not a Problem	4	46	16.6
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

To what degree is student use of alcohol a problem in your school?

Variable Name : Q12H Problem: Student Use of Alcohol
Record Number : 1
Position : 85-85
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	9	3.3
Moderate	2	70	25.3
Minor	3	106	38.3
Not a Problem	4	53	19.1
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

To what degree is student use of tobacco a problem in your school?

Variable Name : Q12I Problem: Student Use of Tobacco
Record Number : 1
Position : 86-86
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	8	2.9
Moderate	2	80	28.9
Minor	3	112	40.4
Not a Problem	4	38	13.7
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

To what degree is student use of drugs a problem in your school?

Variable Name : Q12J Problem: Student Use of Drugs
Record Number : 1
Position : 87-87
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	4	1.4
Moderate	2	63	22.7
Minor	3	136	49.1
Not a Problem	4	35	12.6
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

To what degree are gang activities a problem in your school?

Variable Name : Q12K Problem: Gang Activities
Record Number : 1
Position : 88-88
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	1	0.4
Moderate	2	15	5.4
Minor	3	81	29.2
Not a Problem	4	140	50.5
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

To what degree is student misbehavior in class a problem in your school?

Variable Name : Q12L Problem: Student Misbehavior in Class
Record Number : 1
Position : 89-89
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	6	2.2
Moderate	2	53	19.1
Minor	3	146	52.7
Not a Problem	4	31	11.2
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree is student cheating a problem in your school?

Variable Name : Q12M Problem: Student Cheating
Record Number : 1
Position : 90-90
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	5	1.8
Moderate	2	47	17.0
Minor	3	136	49.1
Not a Problem	4	47	17.0
No Response	8	7	2.5
Not Collected	9	35	12.6
		277	100.0%

To what degree are physical conflicts between students and teachers a problem in your school?

Variable Name : Q12N Problem: Conflicts With Teachers
Record Number : 1
Position : 91-91
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	0	0.0
Moderate	2	1	0.4
Minor	3	39	14.1
Not a Problem	4	196	70.8
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

To what degree is vandalism a problem in your school?

Variable Name : Q12O Problem: Vandalism
Record Number : 1
Position : 92-92
Format : C1
Comment :

Response	Codes	Frequency	Percent
Multiple Responses	0	0	0.0
Serious	1	0	0.0
Moderate	2	27	9.8
Minor	3	136	49.1
Not a Problem	4	74	26.7
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

How would you characterize the morale of teachers within your school?

Variable Name : Q13A Morale of Teachers
Record Number : 1
Position : 93-93
Format : C1
Comment :

Response	Codes	Frequency	Percent
Very Positive	1	82	29.6
Somewhat Positive	2	130	46.9
Somewhat Negative	3	24	8.7
Very Negative	4	1	0.4
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

How would you characterize the students' attitudes toward academic achievement within your school?

Variable Name : Q13B Student Attitudes to Achievement
Record Number : 1
Position : 94-94
Format : C1
Comment :

Response	Codes	Frequency	Percent
Very Positive	1	55	19.9
Somewhat Positive	2	151	54.5
Somewhat Negative	3	31	11.2
Very Negative	4	1	0.4
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

How would you characterize the parental support for student achievement within your school?

Variable Name : Q13C Parental Support
Record Number : 1
Position : 95-95
Format : C1
Comment :

Response	Codes	Frequency	Percent
Very Positive	1	82	29.6
Somewhat Positive	2	132	47.7
Somewhat Negative	3	23	8.3
Very Negative	4	1	0.4
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

How would you characterize the teachers' expectations for student achievement within your school?

Variable Name : Q13D Teacher Expectations
Record Number : 1
Position : 96-96
Format : C1
Comment :

Response	Codes	Frequency	Percent
Very Positive	1	114	41.2
Somewhat Positive	2	112	40.4
Somewhat Negative	3	11	4.0
Very Negative	4	1	0.4
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

How would you characterize the regard for school property within your school?

Variable Name : Q13E Regard for School Property
Record Number : 1
Position : 97-97
Format : C1
Comment :

Response	Codes	Frequency	Percent
Very Positive	1	78	28.2
Somewhat Positive	2	130	46.9
Somewhat Negative	3	27	9.8
Very Negative	4	3	1.1
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

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

Variable Name : Q14 Percent Students Absent Average Day
Record Number : 1
Position : 98-98
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 2%	1	31	11.2
3 - 5%	2	103	37.2
6 - 10%	3	74	26.7
More than 10%	4	28	10.1
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

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

Variable Name : Q15 Percent Teachers Absent Average Day
Record Number : 1
Position : 99-99
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 2%	1	105	37.9
3 - 5%	2	99	35.7
6 - 10%	3	31	11.2
More than 10%	4	2	0.7
No Response	8	5	1.8
Not Collected	9	35	12.6
		277	100.0%

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.)

Variable Name : Q16 Percent Students Enrolled End Year
Record Number : 1
Position : 100-100
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	7	2.5
98 - 100%	1	51	18.4
95 - 97%	2	59	21.3
90 - 94%	3	76	27.4
80 - 89%	4	28	10.1
70 - 79%	5	8	2.9
60 - 69%	6	4	1.4
50 - 59%	7	7	2.5
Less than 50%	8	2	0.7
Not Collected	9	35	12.6
		277	100.0%

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

Variable Name : Q17 Percent Repeating Twelfth Grade
Record Number : 1
Position : 101-101
Format : C1
Comment :

Response	Codes	Frequency	Percent
0%	1	73	26.4
1 - 2%	2	102	36.8
3 - 5%	3	33	11.9
6 - 10%	4	20	7.2
More Than 10%	5	8	2.9
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

Last year, approximately what percentage of your twelfth-graders graduated from high school?

Variable Name : Q18 Percent Graduating Last Year
Record Number : 1
Position : 102-102
Format : C1
Comment :

Response	Codes	Frequency	Percent
99 - 100%	1	61	22.0
95 - 98%	2	105	37.9
90 - 94%	3	43	15.5
75 - 89%	4	19	6.9
Less Than 75%	5	8	2.9
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

Of the students in last year's graduating class, approximately what percentage has gone on to two-year college or university?

Variable Name : Q19A Percent Grads: Two Year College
Record Number : 1
Position : 103-103
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 10%	1	50	18.1
11 - 25%	2	89	32.1
26 - 50%	3	64	23.1
51 - 75%	4	23	8.3
76 - 90%	5	2	0.7
91 - 100%	6	0	0.0
No Response	8	14	5.1
Not Collected	9	35	12.6
		277	100.0%

Of the students in last year's graduating class, approximately what percentage has gone on to four-year college or university?

Variable Name : Q19B Percent Grads: Four Year College
Record Number : 1
Position : 104-104
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 10%	1	24	8.7
11 - 25%	2	44	15.9
26 - 50%	3	83	30.0
51 - 75%	4	48	17.3
76 - 90%	5	15	5.4
91 - 100%	6	19	6.9
No Response	8	9	3.3
Not Collected	9	35	12.6
		277	100.0%

Of the students in last year's graduating class, approximately what percentage has gone on to vocational-technical or business school?

Variable Name : Q19C Percent Grads: VocTech/Business
Record Number : 1
Position : 105-105
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 10%	1	148	53.4
11 - 25%	2	62	22.4
26 - 50%	3	8	2.9
51 - 75%	4	1	0.4
76 - 90%	5	0	0.0
91 - 100%	6	0	0.0
No Response	8	23	8.3
Not Collected	9	35	12.6
		277	100.0%

Of the students in last year's graduating class, approximately what percentage has gone on to employer training program or apprenticeship?

Variable Name : Q19D Percent Grads: Employer Training
Record Number : 1
Position : 106-106
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 10%	1	171	61.7
11 - 25%	2	39	14.1
26 - 50%	3	6	2.2
51 - 75%	4	2	0.7
76 - 90%	5	0	0.0
91 - 100%	6	0	0.0
No Response	8	24	8.7
Not Collected	9	35	12.6
		277	100.0%

Of the students in last year's graduating class, approximately what percentage has gone on to military service?

Variable Name : Q19E Percent Grads: Military Service
Record Number : 1
Position : 107-107
Format : C1
Comment :

Response	Codes	Frequency	Percent
0 - 10%	1	203	73.3
11 - 25%	2	17	6.1
26 - 50%	3	1	0.4
51 - 75%	4	1	0.4
76 - 90%	5	0	0.0
91 - 100%	6	0	0.0
No Response	8	20	7.2
Not Collected	9	35	12.6
		277	100.0%

Of the full-time teachers who started in your school last year, what percentage left before the end of the school year?

Variable Name : Q20 Percent Teachers Left
Record Number : 1
Position : 108-108
Format : C1
Comment :

Response	Codes	Frequency	Percent
0%	1	130	46.9
1 - 2%	2	86	31.1
3 - 5%	3	11	4.0
6 - 10%	4	6	2.2
11 - 15%	5	2	0.7
16 - 20%	6	0	0.0
More than 20%	7	1	0.4
No Response	8	6	2.2
Not Collected	9	35	12.6
		277	100.0%

What is the current enrollment in your school?

Variable Name : Q21 Current School Enrollment
Record Number : 1
Position : 109-113
Format : N5.0
Comment : Continuous variable

Response	Codes	Frequency	Percent
22 - 21,978	22 - 21978	237	85.6
Not Collected	99999	40	14.4
		277	100.0%

What is the current enrollment in the twelfth grade?

Variable Name : Q22 Current Twelfth Grade Enrollment
Record Number : 1
Position : 114-117
Format : N4.0
Comment : Continuous variable

Response	Codes	Frequency	Percent
4 - 1025	4 - 1025	237	85.6
No Response	9998	40	14.4
Not Collected	9999	0	0.0
		277	100.0%

Does your school participate in the National School Lunch Program?

Variable Name : Q23 School in National School Lunch Program?
Record Number : 1
Position : 118-118
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	204	73.7
No	2	30	10.8
No Response	8	8	2.9
Not Collected	9	35	12.6
		277	100.0%

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?

Variable Name : Q24 Students Eligible for NSLP
Record Number : 1
Position : 119-119
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	13	4.7
0%	1	17	6.1
1 - 5%	2	28	10.1
6 - 10%	3	21	7.6
11 - 25%	4	48	17.3
26 - 50%	5	64	23.1
51 - 75%	6	36	13.0
76 - 99%	7	14	5.1
100%	8	1	0.4
Not Collected	9	35	12.6
		277	100.0%

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.)

Variable Name : Q25 School Receives Chapter 1 Funding?
Record Number : 1
Position : 120-120
Format : C1
Comment :

Response	Codes	Frequency	Percent
Yes	1	76	27.4
No	2	162	58.5
No Response	8	4	1.4
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Chapter 1/Title 1 funding)

Variable Name : Q26A Percent Studs: Chapter 1 Funding
Record Number : 1
Position : 121-121
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	7	2.5
None	1	164	59.2
1 - 5%	2	14	5.1
6 - 10%	3	15	5.4
11 - 25%	4	15	5.4
26 - 50%	5	7	2.5
51 - 75%	6	5	1.8
76 - 90%	7	5	1.8
Over 90%	8	10	3.6
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Remedial reading instruction)

Variable Name : Q26B Percent Studs: Remedial Reading
Record Number : 1
Position : 122-122
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	4	1.4
None	1	78	28.2
1 - 5%	2	84	30.3
6 - 10%	3	42	15.2
11 - 25%	4	22	7.9
26 - 50%	5	8	2.9
51 - 75%	6	4	1.4
76 - 90%	7	0	0.0
Over 90%	8	0	0.0
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Remedial writing instruction)

Variable Name : Q26C Percent Studs: Remedial Writing
Record Number : 1
Position : 123-123
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	7	2.5
None	1	102	36.8
1 - 5%	2	69	24.9
6 - 10%	3	33	11.9
11 - 25%	4	21	7.6
26 - 50%	5	6	2.2
51 - 75%	6	4	1.4
76 - 90%	7	0	0.0
Over 90%	8	0	0.0
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Gifted and talented program)

Variable Name : Q26D Percent Studs: Gifted and Talented
Record Number : 1
Position : 124-124
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	4	1.4
None	1	66	23.8
1 - 5%	2	51	18.4
6 - 10%	3	67	24.2
11 - 25%	4	39	14.1
26 - 50%	5	11	4.0
51 - 75%	6	2	0.7
76 - 90%	7	1	0.4
Over 90%	8	1	0.4
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Bilingual education)

Variable Name : Q26E Percent Studs: Bilingual Education
Record Number : 1
Position : 125-125
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	8	2.9
None	1	171	61.7
1 - 5%	2	27	9.8
6 - 10%	3	15	5.4
11 - 25%	4	13	4.7
26 - 50%	5	8	2.9
51 - 75%	6	0	0.0
76 - 90%	7	0	0.0
Over 90%	8	0	0.0
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (English-as-a-second-language instruction (not in a bilingual education program))

Variable Name : Q26F Percent Studs: English 2nd Language
Record Number : 1
Position : 126-126
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	7	2.5
None	1	112	40.4
1 - 5%	2	78	28.2
6 - 10%	3	25	9.0
11 - 25%	4	13	4.7
26 - 50%	5	6	2.2
51 - 75%	6	1	0.4
76 - 90%	7	0	0.0
Over 90%	8	0	0.0
Not Collected	9	35	12.6
		277	100.0%

Approximately what percentage of students in your school receives the following services? (Special education)

Variable Name : Q26G Percent Studs: Special Education
Record Number : 1
Position : 127-127
Format : C1
Comment :

Response	Codes	Frequency	Percent
No Response	0	5	1.8
None	1	22	7.9
1 - 5%	2	31	11.2
6 - 10%	3	91	32.9
11 - 25%	4	86	31.1
26 - 50%	5	6	2.2
51 - 75%	6	1	0.4
76 - 90%	7	0	0.0
Over 90%	8	0	0.0
Not Collected	9	35	12.6
		277	100.0%

In your school, what time does school begin for high school students?

Variable Name : Q27F Time School Begins
Record Number : 1
Position : 128-131
Format : C4
Comment :

Response	Codes	Frequency	Percent
Valid Time		237	85.6
Missing		40	14.4
		277	100.0%

If there is a second shift, what time does school begin for these students?

Variable Name : Q27S Time School Begins (Second Shift)
Record Number : 1
Position : 132-135
Format : C4
Comment :

Response	Codes	Frequency	Percent
Valid Time		18	6.5
Missing		259	93.5
		277	100.0%

Appendix G

2000 High School Transcript Study Codebook for
SD/LEP Questionnaire File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		2,561	100.0	189,871	100.0
		2,561	100.0%	189,871	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3481		2,561	100.0	189,871	100.0
		2,561	100.0%	189,871	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		2,554	99.7	188,265	99.2
Unlinked		7	0.3	1,606	0.9
		2,561	100.0%	189,871	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	1,825	71.3	140,882	74.2
Honors Diploma	2	27	1.1	2,956	1.6
Special Education Diploma	3	244	9.5	15,354	8.1
Certificate of Attendance	4	65	2.5	3,930	2.1
Still Enrolled	5	209	8.2	14,436	7.6
Drop-Out	6	50	2.0	3,571	1.9
Other Non-Graduate	7	102	4.0	6,104	3.2
Out of Scope	8	38	1.5	2,638	1.4
Certificate of Completion	9	1	0.0	0	0.0
		2,561	100.0%	189,871	100.0%

Variable Name : DRVDRACE Student Race/Ethnicity
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	1,099	42.9	107,556	56.7
Black	2	429	16.8	26,064	13.7
Hispanic	3	802	31.3	44,354	23.4
Asian/Pacific Islander	4	205	8.0	10,537	5.6
Native American	5	23	0.9	1,182	0.6
Other	6	3	0.1	178	0.1
		2,561	100.0%	189,871	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	1,518	59.3	116,733	61.5
Female	2	1,043	40.7	73,138	38.5
Missing	9	0	0.0	0	0.0
		2,561	100.0%	189,871	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 21-22
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	190	7.4	14,688	7.7
February	02	177	6.9	12,876	6.8
March	03	194	7.6	14,651	7.7
April	04	233	9.1	18,123	9.6
May	05	199	7.8	15,769	8.3
June	06	235	9.2	16,429	8.7
July	07	248	9.7	17,435	9.2
August	08	221	8.6	16,473	8.7
September	09	208	8.1	15,729	8.3
October	10	206	8.0	14,537	7.7
November	11	230	9.0	16,965	8.9
December	12	220	8.6	16,196	8.5
		2,561	100.0%	189,871	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 23-24
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	79	92	3.6	5,285	2.8
1980	80	329	12.9	23,712	12.5
1981	81	1,187	46.4	91,753	48.3
1982	82	939	36.7	68,331	36.0
1983	83	14	0.6	790	0.4
		2,561	100.0%	189,871	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 25-25
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	729	28.5	40,799	21.5
Disabled	1	1,832	71.5	149,072	78.5
		2,561	100.0%	189,871	100.0%

Variable Name : LEPLFLAG Limited English Proficiency Status
Record Number : 1
Position : 26-26
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Non-LEP	0	1,807	70.6	148,766	78.4
Limited English Proficiency	1	754	29.4	41,105	21.7
		2,561	100.0%	189,871	100.0%

Which of the following best describes this student's primary disability?

Variable Name : Q01 Description of Primary Disability
Record Number : 1
Position : 27-28
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	37	1.4	3,018	1.6
Learning disabled	01	1,115	43.5	96,668	50.9
Hearing impaired	02	25	1.0	1,868	1.0
Visual impaired	03	11	0.4	1,015	0.5
Speech impaired	04	42	1.6	2,629	1.4
Mental retardation	05	286	11.2	20,403	10.8
Emotionally disturbed	06	70	2.7	5,554	2.9
Orthopedic impaired	07	19	0.7	1,347	0.7
Traumatic brain injury	08	7	0.3	1,006	0.5
Autism	09	17	0.7	1,038	0.6
Developmental delay	10	5	0.2	203	0.1
Other health impaired	11	67	2.6	5,371	2.8
Other	12	97	3.8	7,153	3.8
Not Reported	88	763	29.8	42,598	22.4
		2,561	100.0%	189,871	100.0%

What is the degree of this student's disability?

Variable Name : Q02 Degree of Student Disability
Record Number : 1
Position : 29-29
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	1	0.0	243	0.1
Profound/Severe	1	182	7.1	12,839	6.8
Moderate	2	652	25.5	52,090	27.4
Mild	3	906	35.4	79,333	41.8
Not Reported	8	820	32.0	45,366	23.9
		2,561	100.0%	189,871	100.0%

Does the student's IEP state that he or she cannot participate in assessments such as NAEP, even with accommodations?

Variable Name : Q03 IEP Non-Participate in Assessments
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	488	19.1	34,979	18.4
No	2	1,219	47.6	107,236	56.5
I do not know	7	64	2.5	3,623	1.9
Not Reported	8	790	30.9	44,033	23.2
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in reading/language arts?

Variable Name : Q04 Reading/Language Arts Grade Level
Record Number : 1
Position : 31-31
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Not receiving instruction	1	200	7.8	15,544	8.2
At or above grade level	2	665	26.0	59,654	31.4
One year below grade level	3	116	4.5	9,548	5.0
2+ years below grade level	4	755	29.5	57,182	30.1
I do not know	7	52	2.0	4,492	2.4
Not Reported	8	773	30.2	43,451	22.9
		2,561	100.0%	189,871	100.0%

Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in reading/language arts?

Variable Name : Q05 Reading/Language Arts Grade Content
Record Number : 1
Position : 32-32
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple responses	0	0	0.0	0	0.0
Not receiving instruction	1	193	7.5	15,483	8.2
Yes	2	905	35.3	77,226	40.7
No	3	656	25.6	51,979	27.4
I do not know	7	39	1.5	2,164	1.1
Not Reported	8	768	30.0	43,019	22.7
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in mathematics?

Variable Name : Q06 Mathematics Grade Level
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Not receiving instruction	1	609	23.8	55,923	29.5
At or above grade level	2	398	15.5	34,809	18.3
One year below grade level	3	103	4.0	8,962	4.7
2+ years below grade level	4	612	23.9	43,307	22.8
I do not know	7	70	2.7	3,822	2.0
Not Reported	8	769	30.0	43,048	22.7
		2,561	100.0%	189,871	100.0%

Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in mathematics?

Variable Name : Q07 Mathematics Grade Content
Record Number : 1
Position : 34-34
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple responses	0	0	0.0	0	0.0
Not receiving instruction	1	596	23.3	54,930	28.9
Yes	2	587	22.9	50,034	26.4
No	3	525	20.5	37,217	19.6
I do not know	7	73	2.9	3,660	1.9
Not Reported	8	780	30.5	44,030	23.2
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in science?

Variable Name : Q08 Science Grade Level
Record Number : 1
Position : 35-35
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	1	0.0	52	0.0
Not receiving instruction	1	969	37.8	84,294	44.4
At or above grade level	2	357	13.9	30,396	16.0
One year below grade level	3	66	2.6	5,409	2.9
2+ years below grade level	4	329	12.9	23,016	12.1
I do not know	7	73	2.9	3,862	2.0
Not Reported	8	766	29.9	42,842	22.6
		2,561	100.0%	189,871	100.0%

Is this student participating in the same curriculum content as nondisabled students receiving the same grade level of instruction in science?

Variable Name : Q09 Science Grade Content
 Record Number : 1
 Position : 36-36
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple responses	0	1	0.0	52	0.0
Not receiving instruction	1	934	36.5	81,777	43.1
Yes	2	447	17.5	36,991	19.5
No	3	330	12.9	23,747	12.5
I do not know	7	76	3.0	3,731	2.0
Not Reported	8	773	30.2	43,573	23.0
		2,561	100.0%	189,871	100.0%

Are any accommodations or adaptations used for district or statewide achievement testing for this student?

Variable Name : Q10 Use SD Accommodations w/Achv Tests?
 Record Number : 1
 Position : 37-37
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	2	0.1	88	0.1
Yes, tested with accommodations	1	933	36.4	85,752	45.2
No, tested without accommodations	2	353	13.8	27,943	14.7
Student can not be tested	3	488	19.1	32,221	17.0
Not Reported	8	785	30.7	43,867	23.1
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Read directions aloud)

Variable Name : Q11A Presentation: Read directions aloud
 Record Number : 1
 Position : 38-38
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	447	17.5	42,981	22.6
Not Reported	8	2,114	82.6	146,890	77.4
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Read problems aloud (except on reading test))

Variable Name : Q11B Presentation: Read problems aloud
 Record Number : 1
 Position : 39-39
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	301	11.8	32,351	17.0
Not Reported	8	2,260	88.3	157,520	83.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Signing of directions)

Variable Name : Q11C Presentation: Signing of directions
 Record Number : 1
 Position : 40-40
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	7	0.3	529	0.3
Not Reported	8	2,554	99.7	189,342	99.7
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of audiotaped version of test)

Variable Name : Q11D Presentation: Use audiotaped test
 Record Number : 1
 Position : 41-41
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	12	0.5	1,087	0.6
Not Reported	8	2,549	99.5	188,784	99.4
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Assistance with interpretation of directions)

Variable Name : Q11E Presentation: Assist interpretation
 Record Number : 1
 Position : 42-42
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	277	10.8	24,875	13.1
Not Reported	8	2,284	89.2	164,996	86.9
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Braille edition of test)

Variable Name : Q11F Presentation: Braille test
 Record Number : 1
 Position : 43-43
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	2	0.1	111	0.1
Not Reported	8	2,559	99.9	189,760	99.9
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Large-print edition of test)

Variable Name : Q11G Presentation: Large-print test
 Record Number : 1
 Position : 44-44
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	19	0.7	1,492	0.8
Not Reported	8	2,542	99.3	188,379	99.2
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of magnifying equipment)

Variable Name : Q11H Presentation: Use magnifying equip
 Record Number : 1
 Position : 45-45
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	4	0.2	270	0.1
Not Reported	8	2,557	99.8	189,601	99.9
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which presentation accommodations or adaptations are used for district or statewide achievement testing with this student? (Other)

Variable Name : Q11I Presentation: Other
 Record Number : 1
 Position : 46-46
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	179	7.0	15,095	8.0
Not Reported	8	2,382	93.0	174,776	92.1
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Response in Braille)

Variable Name : Q12A Response: Response in Braille
 Record Number : 1
 Position : 47-47
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	1	0.0	61	0.0
Not Reported	8	2,560	100.0	189,810	100.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Response in sign language)

Variable Name : Q12B Response: Response in sign language
 Record Number : 1
 Position : 48-48
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	7	0.3	334	0.2
Not Reported	8	2,554	99.7	189,537	99.8
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Oral responses)

Variable Name : Q12C Response: Oral responses
 Record Number : 1
 Position : 49-49
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	78	3.1	7,528	4.0
Not Reported	8	2,483	97.0	182,343	96.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Pointing to answers)

Variable Name : Q12D Response: Pointing to answers
 Record Number : 1
 Position : 50-50
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	22	0.9	1,718	0.9
Not Reported	8	2,539	99.1	188,153	99.1
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Tape recording of answers)

Variable Name : Q12E Response: Tape recording of answers
 Record Number : 1
 Position : 51-51
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	3	0.1	133	0.1
Not Reported	8	2,558	99.9	189,738	99.9
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of computer to respond)

Variable Name : Q12F Response: Use computer to respond
 Record Number : 1
 Position : 52-52
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	48	1.9	4,729	2.5
Not Reported	8	2,513	98.1	185,142	97.5
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of typewriter to respond)

Variable Name : Q12G Response: Use typewriter to respond
 Record Number : 1
 Position : 53-53
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	1	0.0	36	0.0
Not Reported	8	2,560	100.0	189,835	100.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of calculator including talking or Braille calculators)

Variable Name : Q12H Response: Use calculator to respond
 Record Number : 1
 Position : 54-54
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	231	9.0	20,640	10.9
Not Reported	8	2,330	91.0	169,231	89.1
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of template to respond)

Variable Name : Q12I Response: Use template to respond
 Record Number : 1
 Position : 55-55
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	2	0.1	95	0.1
Not Reported	8	2,559	99.9	189,776	100.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Use of large marking pen or specially designed writing tool)

Variable Name : Q12J Response: Use special writing tool
 Record Number : 1
 Position : 56-56
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	2	0.1	77	0.0
Not Reported	8	2,559	99.9	189,794	100.0
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which response accommodations or adaptations are used for district or statewide achievement testing with this student? (Other)

Variable Name : Q12K Response: Other
 Record Number : 1
 Position : 57-57
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	119	4.7	9,281	4.9
Not Reported	8	2,442	95.4	180,590	95.1
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which setting accommodations or adaptations are used for district or statewide achievement testing with this student? (Test in small group)

Variable Name : Q13A Setting: Test in small group
 Record Number : 1
 Position : 58-58
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	664	25.9	61,800	32.6
Not Reported	8	1,897	74.1	128,071	67.5
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which setting accommodations or adaptations are used for district or statewide achievement testing with this student? (Test individually)

Variable Name : Q13B Setting: Test individually
 Record Number : 1
 Position : 59-59
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	95	3.7	8,500	4.5
Not Reported	8	2,466	96.3	181,371	95.5
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which setting accommodations or adaptations are used for district or statewide achievement testing with this student? (Other)

Variable Name : Q13C Setting: Other
 Record Number : 1
 Position : 60-60
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	68	2.7	5,379	2.8
Not Reported	8	2,493	97.3	184,492	97.2
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which timing accommodations or adaptations are used for district or statewide achievement testing with this student? (Extended time)

Variable Name : Q14A Timing: Extended time
 Record Number : 1
 Position : 61-61
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	868	33.9	78,934	41.6
Not Reported	8	1,693	66.1	110,937	58.4
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which timing accommodations or adaptations are used for district or statewide achievement testing with this student? (More breaks during test)

Variable Name : Q14B Timing: More breaks during test
 Record Number : 1
 Position : 62-62
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	153	6.0	12,748	6.7
Not Reported	8	2,408	94.0	177,123	93.3
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which timing accommodations or adaptations are used for district or statewide achievement testing with this student? (Test sessions over several days)

Variable Name : Q14C Timing: Test sessions several days
 Record Number : 1
 Position : 63-63
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	106	4.1	8,821	4.7
Not Reported	8	2,455	95.9	181,050	95.4
		2,561	100.0%	189,871	100.0%

If your answer to question 10 is "Yes," which timing accommodations or adaptations are used for district or statewide achievement testing with this student? (Other)

Variable Name : Q14D Timing: Other
Record Number : 1
Position : 64-64
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	18	0.7	1,462	0.8
Not Reported	8	2,543	99.3	188,409	99.2
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP reading/language arts assessment?

Variable Name : Q15 How Participate Reading/Lang Arts
Record Number : 1
Position : 65-65
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Without accommodations	1	370	14.5	29,916	15.8
With accommodations	2	880	34.4	80,024	42.2
Student can not participate	3	478	18.7	31,267	16.5
Not Reported	8	833	32.5	48,664	25.6
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP mathematics assessment?

Variable Name : Q16 How Participate Mathematics
Record Number : 1
Position : 66-66
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Without accommodations	1	363	14.2	29,637	15.6
With accommodations	2	875	34.2	79,001	41.6
Student can not participate	3	483	18.9	32,043	16.9
Not Reported	8	840	32.8	49,190	25.9
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP science assessment?

Variable Name : Q17 How Participate Science
Record Number : 1
Position : 67-67
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Without accommodations	1	370	14.5	30,280	16.0
With accommodations	2	869	33.9	78,548	41.4
Student can not participate	3	484	18.9	31,848	16.8
Not Reported	8	838	32.7	49,195	25.9
		2,561	100.0%	189,871	100.0%

What is this student's first or native language?

Variable Name : Q18 Student First or Native Language
Record Number : 1
Position : 68-68
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Spanish	1	421	16.4	21,151	11.1
Another Language	2	240	9.4	13,940	7.3
Not Reported	8	1,900	74.2	154,780	81.5
		2,561	100.0%	189,871	100.0%

Including the current school year, how long has this student been receiving academic instruction in reading/language arts primarily in English?

Variable Name : Q19 Yrs Reading Instruction in English
Record Number : 1
Position : 69-69
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not receiving instruction	1	22	0.9	770	0.4
1 year	2	54	2.1	3,173	1.7
2 years	3	72	2.8	4,706	2.5
3 years	4	92	3.6	5,297	2.8
4 years or more	5	375	14.6	19,567	10.3
I do not know	7	82	3.2	3,708	2.0
Not Reported	8	1,864	72.8	152,650	80.4
		2,561	100.0%	189,871	100.0%

Including the current school year, how long has this student been receiving academic instruction in mathematics primarily in English?

Variable Name : Q20 Yrs Math Instruction in English
Record Number : 1
Position : 70-70
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not receiving instruction	1	32	1.3	1,703	0.9
1 year	2	63	2.5	3,522	1.9
2 years	3	93	3.6	6,132	3.2
3 years	4	122	4.8	6,333	3.3
4 years or more	5	282	11.0	14,703	7.7
I do not know	7	118	4.6	5,667	3.0
Not Reported	8	1,851	72.3	151,811	80.0
		2,561	100.0%	189,871	100.0%

Including the current school year, how long has this student been receiving academic instruction in science primarily in English?

Variable Name : Q21 Yrs Science Instruction in English
Record Number : 1
Position : 71-71
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not receiving instruction	1	40	1.6	2,015	1.1
1 year	2	62	2.4	3,563	1.9
2 years	3	134	5.2	8,208	4.3
3 years	4	101	3.9	5,125	2.7
4 years or more	5	230	9.0	12,240	6.5
I do not know	7	137	5.4	6,511	3.4
Not Reported	8	1,857	72.5	152,209	80.2
		2,561	100.0%	189,871	100.0%

During this school year, what percentage of this student's academic instruction is provided in his/her native language?

Variable Name : Q22 Percent Academics in Native Lang
Record Number : 1
Position : 72-72
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0%	1	525	20.5	29,757	15.7
1 - 24%	2	70	2.7	3,431	1.8
25 - 49%	3	20	0.8	816	0.4
50 - 99%	4	36	1.4	1,400	0.7
100%	5	38	1.5	1,990	1.1
Not Reported	8	1,872	73.1	152,477	80.3
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in English reading / English language arts?

Variable Name : Q23 Grade Level in English Reading/LA
Record Number : 1
Position : 73-73
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Not receiving instruction	1	28	1.1	1,261	0.7
At or above grade level	2	434	17.0	22,385	11.8
One year below grade level	3	63	2.5	3,761	2.0
2+ years below grade level	4	143	5.6	8,345	4.4
I do not know	7	44	1.7	2,349	1.2
Not Reported	8	1,849	72.2	151,770	79.9
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in mathematics?

Variable Name : Q24 Grade Level in Mathematics
Record Number : 1
Position : 74-74
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Not receiving instruction	1	113	4.4	6,080	3.2
At or above grade level	2	290	11.3	15,894	8.4
One year below grade level	3	72	2.8	3,460	1.8
2+ years below grade level	4	106	4.1	6,185	3.3
I do not know	7	133	5.2	6,875	3.6
Not Reported	8	1,847	72.1	151,377	79.7
		2,561	100.0%	189,871	100.0%

What grade level of instruction is this student currently receiving in science?

Variable Name : Q25 Grade Level in Science
Record Number : 1
Position : 75-75
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Not receiving instruction	1	224	8.8	11,525	6.1
At or above grade level	2	236	9.2	12,649	6.7
One year below grade level	3	55	2.2	2,895	1.5
2+ years below grade level	4	56	2.2	3,909	2.1
I do not know	7	143	5.6	7,408	3.9
Not Reported	8	1,847	72.1	151,485	79.8
		2,561	100.0%	189,871	100.0%

Are any accommodations or adaptations used for district or statewide achievement testing for this student?

Variable Name : Q26 Use LEP Accommodations w/Ach Tests?
Record Number : 1
Position : 76-76
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	0	0.0	0	0.0
Yes, tested with accommodations	1	172	6.7	10,380	5.5
No, tested without accommodations	2	474	18.5	24,842	13.1
Student can not be tested	3	44	1.7	2,048	1.1
Not Reported	8	1,871	73.1	152,601	80.4
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Native language version of test)

Variable Name : Q27A LEP: Native language test version
 Record Number : 1
 Position : 77-77
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	40	1.6	1,971	1.0
Not Reported	8	2,521	98.4	187,900	99.0
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Bilingual version of test)

Variable Name : Q27B LEP: Bilingual test version
 Record Number : 1
 Position : 78-78
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	12	0.5	650	0.3
Not Reported	8	2,549	99.5	189,221	99.7
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Word lists or glossaries)

Variable Name : Q27C LEP: Word lists or glossaries
 Record Number : 1
 Position : 79-79
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	14	0.6	569	0.3
Not Reported	8	2,547	99.5	189,302	99.7
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Bilingual dictionary)

Variable Name : Q27D LEP: Bilingual dictionary
 Record Number : 1
 Position : 80-80
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	87	3.4	5,653	3.0
Not Reported	8	2,474	96.6	184,218	97.0
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Help from a native speaker in interpreting directions and questions)

Variable Name : Q27E LEP: Help from native speaker
 Record Number : 1
 Position : 81-81
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	51	2.0	2,914	1.5
Not Reported	8	2,510	98.0	186,957	98.5
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Directions read aloud in English)

Variable Name : Q27F LEP: Directions read aloud in Engl
 Record Number : 1
 Position : 82-82
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	47	1.8	2,655	1.4
Not Reported	8	2,514	98.2	187,216	98.6
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Questions read aloud in English)

Variable Name : Q27G LEP: Questions read aloud in Engl
 Record Number : 1
 Position : 83-83
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	25	1.0	1,610	0.9
Not Reported	8	2,536	99.0	188,261	99.2
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Extended time)

Variable Name : Q27H LEP: Extended time
 Record Number : 1
 Position : 84-84
 Format : C1
 Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	114	4.5	7,279	3.8
Not Reported	8	2,447	95.6	182,592	96.2
		2,561	100.0%	189,871	100.0%

If your answer to question 26 is "yes," which accommodations or adaptations are used for district or statewide achievement testing with this student? (Other)

Variable Name : Q271 LEP: Other accommodation
Record Number : 1
Position : 85-85
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Yes	1	23	0.9	1,150	0.6
Not Reported	8	2,538	99.1	188,721	99.4
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP reading/language arts assessment?

Variable Name : Q28 How Participate Reading/Lang Arts
Record Number : 1
Position : 86-86
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	2	0.1	57	0.0
English version without accommodations	1	399	15.6	20,783	11.0
English version with accommodations	2	174	6.8	8,928	4.7
Native language/bilingual version	3	59	2.3	4,012	2.1
Student would not participate	4	69	2.7	3,319	1.8
Not Reported	8	1,858	72.6	152,772	80.5
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP mathematics assessment?

Variable Name : Q29 How Participate Mathematics
Record Number : 1
Position : 87-87
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	2	0.1	57	0.0
English version without accommodations	1	398	15.5	20,786	11.0
English version with accommodations	2	156	6.1	8,200	4.3
Native language/bilingual version	3	63	2.5	4,242	2.2
Student would not participate	4	68	2.7	3,382	1.8
Not Reported	8	1,874	73.2	153,204	80.7
		2,561	100.0%	189,871	100.0%

How would this student most appropriately participate in the NAEP science assessment?

Variable Name : Q30 How Participate Science
Record Number : 1
Position : 88-88
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multiple Responses	0	2	0.1	57	0.0
English version without accommodations	1	384	15.0	20,246	10.7
English version with accommodations	2	166	6.5	8,800	4.6
Native language/bilingual version	3	64	2.5	4,189	2.2
Student would not participate	4	70	2.7	3,434	1.8
Not Reported	8	1,875	73.2	153,145	80.7
		2,561	100.0%	189,871	100.0%

Appendix H

2000 High School Transcript Study Codebook for Student File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		23,522	100.0	3,277,950	100.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3692		23,522	100.0	3,277,950	100.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		22,010	93.6	2,887,700	88.1
Unlinked		1,512	6.4	390,250	11.9
		23,522	100.0%	3,277,950	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	19,063	81.0	2,733,772	83.4
Honors Diploma	2	1,513	6.4	235,580	7.2
Special Education Diploma	3	386	1.6	27,781	0.9
Certificate of Attendance	4	190	0.8	15,077	0.5
Certificate of Completion	5	1,075	4.6	115,297	3.5
Still Enrolled	6	434	1.9	48,778	1.5
Drop-Out	7	689	2.9	79,683	2.4
Other Non-Graduate	8	167	0.7	21,912	0.7
Certificate of Completion	9	5	0.0	70	0.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : DRVDSPACE Student Race/Ethnicity
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	12,901	54.9	2,214,412	67.6
Black	2	4,340	18.5	440,689	13.4
Hispanic	3	4,448	18.9	425,426	13.0
Asian/Pacific Islander	4	1,334	5.7	141,631	4.3
Native American	5	204	0.9	25,501	0.8
Other	6	155	0.7	18,980	0.6
Missing	9	140	0.6	11,311	0.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : RACE_IMP Imputation Flag for Student Race
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	21,482	91.3	2,838,195	86.6
Yes	1	495	2.1	47,238	1.4
Unknown	9	1,545	6.6	392,517	12.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : GRADE Student Grade Level in 1999-2000
Record Number : 1
Position : 21-22
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Twelfth Grade	12	23,522	100.0	3,277,950	100.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 23-23
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	11,490	48.9	1,586,683	48.4
Female	2	11,992	51.0	1,685,219	51.4
Not Reported	9	40	0.2	6,048	0.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 24-25
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	1,881	8.0	263,029	8.0
February	02	1,747	7.4	247,749	7.6
March	03	1,995	8.5	283,746	8.7
April	04	1,831	7.8	259,369	7.9
May	05	1,991	8.5	287,508	8.8
June	06	2,058	8.8	286,289	8.7
July	07	2,088	8.9	283,445	8.7
August	08	2,049	8.7	283,822	8.7
September	09	2,071	8.8	290,240	8.9
October	10	1,964	8.4	269,437	8.2
November	11	1,891	8.0	262,206	8.0
December	12	1,865	7.9	258,196	7.9
Missing	99	91	0.4	2,914	0.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 26-29
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	1979	198	0.8	14,999	0.5
1980	1980	977	4.2	101,200	3.1
1981	1981	8,157	34.7	1,121,281	34.2
1982	1982	13,824	58.8	1,998,529	61.0
1983	1983	255	1.1	35,172	1.1
1984	1984	9	0.0	1,503	0.1
1985	1985	4	0.0	599	0.0
Missing	9999	98	0.4	4,667	0.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : BIRT_IMP Imputation Flag for Student Birthdate
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	21,977	93.4	2,885,433	88.0
Yes	1	0	0.0	0	0.0
Unknown	9	1,545	6.6	392,517	12.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 31-31
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	729	3.1	40,799	1.2
Disabled	1	1,832	7.8	149,072	4.6
Not Collected	9	20,961	89.1	3,088,079	94.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : HCTYPE Disabling Condition
Record Number : 1
Position : 32-33
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	37	0.2	3,018	0.1
Learning disabled	01	1,115	4.7	96,668	3.0
Hearing impaired	02	25	0.1	1,868	0.1
Visual impaired	03	11	0.1	1,015	0.0
Speech impaired	04	42	0.2	2,629	0.1
Mental retardation	05	286	1.2	20,403	0.6
Emotional disturbed	06	70	0.3	5,554	0.2
Orthopedic impaired	07	19	0.1	1,347	0.0
Traumatic brain injury	08	7	0.0	1,006	0.0
Autism	09	17	0.1	1,038	0.0
Developmental delay	10	5	0.0	203	0.0
Other health impaired	11	67	0.3	5,371	0.2
Other	12	97	0.4	7,153	0.2
Not Reported	88	763	3.2	42,598	1.3
Not Collected	99	20,961	89.1	3,088,079	94.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : FINSTUWT Final Usable Transcript Student Weight
Record Number : 1
Position : 34-45
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		236	1.0	0	0.0
23.31 - 904.31		23,286	99.0	3,277,950	100.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT1 Jackknife Replication Weight 1
Record Number : 1
Position : 46-57
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		236	1.0	0	0.0
22.65 - 882.24		23,286	99.0	3,277,950	100.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT2 Jackknife Replication Weight 2
Record Number : 1
Position : 58-69
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		444	1.9	39,700	1.2
22.96 - 910.71		23,078	98.1	3,238,250	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT3 Jackknife Replication Weight 3
Record Number : 1
Position : 70-81
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		389	1.7	41,034	1.3
23.49 - 910.53		23,133	98.4	3,236,916	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT4 Jackknife Replication Weight 4
Record Number : 1
Position : 82-93
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		333	1.4	10,075	0.3
23.25 - 907.06		23,189	98.6	3,267,875	99.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT5 Jackknife Replication Weight 5
Record Number : 1
Position : 94-105
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		462	2.0	34,846	1.1
23.57 - 904.95		23,060	98.0	3,243,104	98.9
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT6 Jackknife Replication Weight 6
Record Number : 1
Position : 106-117
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		486	2.1	26,697	0.8
23.23 - 904.00		23,036	97.9	3,251,253	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT7 Jackknife Replication Weight 7
Record Number : 1
Position : 118-129
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		367	1.6	13,579	0.4
23.05 - 905.74		23,155	98.4	3,264,371	99.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT8 Jackknife Replication Weight 8
Record Number : 1
Position : 130-141
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		508	2.2	40,046	1.2
23.54 - 896.95		23,014	97.8	3,237,904	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT9 Jackknife Replication Weight 9
Record Number : 1
Position : 142-153
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		357	1.5	16,691	0.5
23.09 - 859.86		23,165	98.5	3,261,259	99.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT10 Jackknife Replication Weight 10
Record Number : 1
Position : 154-165
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		577	2.5	52,074	1.6
23.74 - 923.23		22,945	97.6	3,225,876	98.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT11 Jackknife Replication Weight 11
Record Number : 1
Position : 166-177
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		405	1.7	35,570	1.1
22.29 - 899.19		23,117	98.3	3,242,380	98.9
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT12 Jackknife Replication Weight 12
Record Number : 1
Position : 178-189
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		529	2.3	65,651	2.0
25.09 - 939.25		22,993	97.8	3,212,299	98.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT13 Jackknife Replication Weight 13
Record Number : 1
Position : 190-201
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		439	1.9	28,881	0.9
23.26 - 913.57		23,083	98.1	3,249,069	99.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT14 Jackknife Replication Weight 14
Record Number : 1
Position : 202-213
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		341	1.5	13,119	0.4
23.36 - 904.38		23,181	98.6	3,264,831	99.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT15 Jackknife Replication Weight 15
Record Number : 1
Position : 214-225
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		371	1.6	9,027	0.3
24.27 - 896.98		23,151	98.4	3,268,923	99.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT16 Jackknife Replication Weight 16
Record Number : 1
Position : 226-237
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		392	1.7	22,609	0.7
23.60 - 900.65		23,130	98.3	3,255,341	99.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT17 Jackknife Replication Weight 17
Record Number : 1
Position : 238-249
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		380	1.6	17,945	0.6
24.00 - 901.20		23,142	98.4	3,260,005	99.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT18 Jackknife Replication Weight 18
Record Number : 1
Position : 250-261
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		500	2.1	30,773	0.9
23.93 - 899.90		23,022	97.9	3,247,177	99.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT19 Jackknife Replication Weight 19
Record Number : 1
Position : 262-273
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		343	1.5	6,468	0.2
23.29 - 910.61		23,179	98.5	3,271,482	99.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT20 Jackknife Replication Weight 20
Record Number : 1
Position : 274-285
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		502	2.1	32,566	1.0
23.26 - 916.08		23,020	97.9	3,245,384	99.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT21 Jackknife Replication Weight 21
Record Number : 1
Position : 286-297
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		528	2.2	46,569	1.4
23.41 - 902.70		22,994	97.8	3,231,381	98.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT22 Jackknife Replication Weight 22
Record Number : 1
Position : 298-309
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		286	1.2	9,408	0.3
23.25 - 904.49		23,236	98.8	3,268,542	99.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT23 Jackknife Replication Weight 23
Record Number : 1
Position : 310-321
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		459	2.0	15,570	0.5
23.35 - 906.91		23,063	98.1	3,262,380	99.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT24 Jackknife Replication Weight 24
Record Number : 1
Position : 322-333
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		464	2.0	19,212	0.6
23.14 - 901.05		23,058	98.0	3,258,738	99.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT25 Jackknife Replication Weight 25
Record Number : 1
Position : 334-345
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		340	1.5	9,640	0.3
23.92 - 908.17		23,182	98.6	3,268,310	99.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT26 Jackknife Replication Weight 26
Record Number : 1
Position : 346-357
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		286	1.2	8,893	0.3
23.24 - 901.47		23,236	98.8	3,269,057	99.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT27 Jackknife Replication Weight 27
Record Number : 1
Position : 358-369
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		358	1.5	20,205	0.6
23.47 - 904.31		23,164	98.5	3,257,745	99.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT28 Jackknife Replication Weight 28
Record Number : 1
Position : 370-381
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		385	1.6	33,393	1.0
23.35 - 904.31		23,137	98.4	3,244,557	99.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT29 Jackknife Replication Weight 29
Record Number : 1
Position : 382-393
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		505	2.2	72,705	2.2
24.48 - 904.28		23,017	97.9	3,205,245	97.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT30 Jackknife Replication Weight 30
Record Number : 1
Position : 394-405
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		344	1.5	21,742	0.7
22.95 - 904.53		23,178	98.5	3,256,208	99.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT31 Jackknife Replication Weight 31
Record Number : 1
Position : 406-417
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		304	1.3	12,674	0.4
23.36 - 910.18		23,218	98.7	3,265,276	99.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT32 Jackknife Replication Weight 32
Record Number : 1
Position : 418-429
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		541	2.3	37,908	1.2
23.43 - 904.31		22,981	97.7	3,240,042	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT33 Jackknife Replication Weight 33
Record Number : 1
Position : 430-441
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		639	2.7	30,164	0.9
23.29 - 904.31		22,883	97.3	3,247,786	99.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT34 Jackknife Replication Weight 34
Record Number : 1
Position : 442-453
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		394	1.7	22,807	0.7
23.40 - 904.36		23,128	98.3	3,255,143	99.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT35 Jackknife Replication Weight 35
Record Number : 1
Position : 454-465
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		662	2.8	51,563	1.6
23.50 - 904.31		22,860	97.2	3,226,387	98.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT36 Jackknife Replication Weight 36
Record Number : 1
Position : 466-477
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		456	1.9	39,182	1.2
23.31 - 904.30		23,066	98.1	3,238,768	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT37 Jackknife Replication Weight 37
Record Number : 1
Position : 478-489
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		571	2.4	85,251	2.6
23.31 - 902.96		22,951	97.6	3,192,699	97.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT38 Jackknife Replication Weight 38
Record Number : 1
Position : 490-501
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		444	1.9	22,277	0.7
23.27 - 904.31		23,078	98.1	3,255,673	99.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT39 Jackknife Replication Weight 39
Record Number : 1
Position : 502-513
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		486	2.1	28,473	0.9
23.34 - 904.32		23,036	97.9	3,249,477	99.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT40 Jackknife Replication Weight 40
Record Number : 1
Position : 514-525
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		311	1.3	8,012	0.2
23.31 - 904.31		23,211	98.7	3,269,938	99.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT41 Jackknife Replication Weight 41
Record Number : 1
Position : 526-537
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		291	1.2	11,897	0.4
23.31 - 904.31		23,231	98.8	3,266,053	99.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT42 Jackknife Replication Weight 42
Record Number : 1
Position : 538-549
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		474	2.0	18,222	0.6
23.40 - 904.30		23,048	98.0	3,259,728	99.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT43 Jackknife Replication Weight 43
Record Number : 1
Position : 550-561
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		434	1.9	16,349	0.5
23.31 - 904.31		23,088	98.2	3,261,601	99.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT44 Jackknife Replication Weight 44
Record Number : 1
Position : 562-573
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		452	1.9	49,461	1.5
23.34 - 903.93		23,070	98.1	3,228,489	98.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT45 Jackknife Replication Weight 45
Record Number : 1
Position : 574-585
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		423	1.8	39,182	1.2
23.44 - 903.92		23,099	98.2	3,238,768	98.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT46 Jackknife Replication Weight 46
Record Number : 1
Position : 586-597
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		316	1.3	25,520	0.8
23.26 - 953.21		23,206	98.7	3,252,430	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT47 Jackknife Replication Weight 47
Record Number : 1
Position : 598-609
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		400	1.7	51,525	1.6
23.24 - 904.14		23,122	98.3	3,226,425	98.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT48 Jackknife Replication Weight 48
Record Number : 1
Position : 610-621
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		384	1.6	27,486	0.8
23.34 - 904.18		23,138	98.4	3,250,464	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT49 Jackknife Replication Weight 49
Record Number : 1
Position : 622-633
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		345	1.5	25,135	0.8
23.43 - 904.31		23,177	98.5	3,252,815	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT50 Jackknife Replication Weight 50
Record Number : 1
Position : 634-645
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		404	1.7	33,292	1.0
23.36 - 1061.76		23,118	98.3	3,244,658	99.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT51 Jackknife Replication Weight 51
Record Number : 1
Position : 646-657
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		351	1.5	28,776	0.9
23.28 - 904.31		23,171	98.5	3,249,174	99.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT52 Jackknife Replication Weight 52
Record Number : 1
Position : 658-669
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		336	1.4	21,736	0.7
23.34 - 904.31		23,186	98.6	3,256,214	99.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT53 Jackknife Replication Weight 53
Record Number : 1
Position : 670-681
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		249	1.1	2,981	0.1
23.31 - 904.31		23,273	98.9	3,274,969	99.9
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT54 Jackknife Replication Weight 54
Record Number : 1
Position : 682-693
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		450	1.9	18,949	0.6
22.84 - 954.93		23,072	98.1	3,259,001	99.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT55 Jackknife Replication Weight 55
Record Number : 1
Position : 694-705
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		660	2.8	34,158	1.0
23.28 - 879.80		22,862	97.2	3,243,792	99.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT56 Jackknife Replication Weight 56
Record Number : 1
Position : 706-717
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		792	3.4	48,066	1.5
23.96 - 868.93		22,730	96.6	3,229,884	98.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT57 Jackknife Replication Weight 57
Record Number : 1
Position : 718-729
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		450	1.9	32,408	1.0
23.42 - 848.03		23,072	98.1	3,245,542	99.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT58 Jackknife Replication Weight 58
Record Number : 1
Position : 730-741
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		568	2.4	49,791	1.5
24.21 - 873.08		22,954	97.6	3,228,159	98.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT59 Jackknife Replication Weight 59
Record Number : 1
Position : 742-753
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		391	1.7	18,973	0.6
23.89 - 897.72		23,131	98.3	3,258,977	99.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT60 Jackknife Replication Weight 60
Record Number : 1
Position : 754-765
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		493	2.1	26,414	0.8
23.08 - 893.20		23,029	97.9	3,251,536	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT61 Jackknife Replication Weight 61
Record Number : 1
Position : 766-777
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		382	1.6	27,233	0.8
23.42 - 520.14		23,140	98.4	3,250,717	99.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPWT62 Jackknife Replication Weight 62
Record Number : 1
Position : 778-789
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		333	1.4	16,957	0.5
23.31 - 849.31		23,189	98.6	3,260,993	99.5
		23,522	100.0%	3,277,950	100.0%

Variable Name : REPGRP Jackknife Variance Stratum
Record Number : 1
Position : 790-791
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Stratum 1 - 62	1 - 62	23,440	99.7	3,277,950	100.0
Missing	99	82	0.4	0	0.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : DRPGRP Jackknife Variance Unit
Record Number : 1
Position : 792-792
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Units 1 - 3	1 - 3	23,440	99.7	3,277,950	100.0
Missing	9	82	0.4	0	0.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : SUBJECT NAEP Assessment Completed by Student
Record Number : 1
Position : 793-793
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Mathematics	1	9,808	41.7	1,289,083	39.3
Science	2	12,169	51.7	1,596,351	48.7
Not Linked to NAEP	9	1,545	6.6	392,516	12.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : ENTRMO Date Entered School - Month
Record Number : 1
Position : 794-795
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	623	2.7	84,865	2.6
February	02	0	0.0	0	0.0
March	03	0	0.0	0	0.0
April	04	0	0.0	0	0.0
May	05	0	0.0	0	0.0
June	06	0	0.0	0	0.0
July	07	0	0.0	0	0.0
August	08	0	0.0	0	0.0
September	09	20,373	86.6	2,936,813	89.6
October	10	0	0.0	0	0.0
November	11	0	0.0	0	0.0
December	12	0	0.0	0	0.0
Missing	99	2,526	10.7	256,272	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : ENTRYR Date Entered School - Year
Record Number : 1
Position : 796-799
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1990	1990	1	0.0	78	0.0
1991	1991	2	0.0	115	0.0
1992	1992	2	0.0	956	0.0
1993	1993	16	0.1	967	0.0
1994	1994	94	0.4	8,023	0.2
1995	1995	1,928	8.2	253,878	7.8
1996	1996	16,236	69.0	2,379,693	72.6
1997	1997	1,644	7.0	235,999	7.2
1998	1998	660	2.8	86,028	2.6
1999	1999	401	1.7	54,855	1.7
2000	2000	12	0.1	1,086	0.0
Missing	9999	2,526	10.7	256,272	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : GRADMO Graduation Date - Month
Record Number : 1
Position : 800-801
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	1	0.0	174	0.0
February	02	0	0.0	0	0.0
March	03	1	0.0	904	0.0
April	04	1	0.0	145	0.0
May	05	7,615	32.4	983,739	30.0
June	06	11,331	48.2	1,546,342	47.2
July	07	1	0.0	240	0.0
August	08	3	0.0	447	0.0
September	09	2	0.0	495	0.0
October	10	0	0.0	0	0.0
November	11	0	0.0	0	0.0
December	12	0	0.0	0	0.0
Missing	99	4,567	19.4	745,464	22.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : GRADYR Graduation Date - Year
Record Number : 1
Position : 802-805
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
2000	2000	18,955	80.6	2,532,486	77.3
Missing	9999	4,567	19.4	745,464	22.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : ABS09 Number Days Absent in Grade 9
Record Number : 1
Position : 806-808
Format : N3.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 610	0 - 610	11,353	48.3	1,681,207	51.3
Not Reported	999	12,169	51.7	1,596,743	48.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : ABS10 Number Days Absent in Grade 10
Record Number : 1
Position : 809-811
Format : N3.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 490	0 - 490	11,488	48.8	1,698,932	51.8
Not Reported	999	12,034	51.2	1,579,018	48.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : ABS11 Number Days Absent in Grade 11
Record Number : 1
Position : 812-814
Format : N3.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 421	0 - 421	11,542	49.1	1,713,544	52.3
Not Reported	999	11,980	50.9	1,564,406	47.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : ABS12 Number Days Absent in Grade 12
Record Number : 1
Position : 815-817
Format : N3.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 207	0 - 207	11,603	49.3	1,713,369	52.3
Not Reported	999	11,919	50.7	1,564,581	47.7
		23,522	100.0%	3,277,950	100.0%

Variable Name : GPA_C Grade Point Average (Computed)
Record Number : 1
Position : 818-820
Format : N3.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1.00 - 4.00	1.00 - 4.00	20,990	89.2	3,022,415	92.2
Non-computable	9.99	2,532	10.8	255,535	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : GPA_T Grade Point Average (Transcript)
Record Number : 1
Position : 821-829
Format : N9.0
Comment : Continuous variable; Implied five decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Reported		22,105	94.0	3,075,862	93.8
Not Reported		1,417	6.0	202,088	6.2
		23,522	100.0%	3,277,950	100.0%

Variable Name : TOTCRED Total Earned Carnegie Credits
Record Number : 1
Position : 830-834
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 55	0.000 - 55.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : CLRANK Class Rank
Record Number : 1
Position : 835-838
Format : N4.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Reported	0	2,810	12.0	299,048	9.1
Reported	1 - 999	16,404	69.7	2,352,813	71.8
Missing	9999	4,308	18.3	626,089	19.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : CLSIZE Class Size
Record Number : 1
Position : 839-842
Format : N4.0
Comment : Continuous variable

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Reported	0	391	1.7	57,396	1.8
Reported	5 - 1042	19,401	82.5	2,676,069	81.6
Missing	9999	3,730	15.9	544,485	16.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : ACAD_TRK Academic Track
Record Number : 1
Position : 843-843
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Academic	1	14,436	61.4	2,129,641	65.0
Vocational	2	707	3.0	99,866	3.1
Both	3	4,426	18.8	619,606	18.9
Neither	4	1,440	6.1	174,508	5.3
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : TYPLOC_R Urbanicity
Record Number : 1
Position : 844-844
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Large city	1	5,201	22.1	508,116	15.5
Mid-size city	2	2,646	11.3	343,347	10.5
Urban fringe - large city	3	8,163	34.7	1,206,699	36.8
Urban fringe - mid-size city	4	2,486	10.6	391,260	11.9
Large town	5	212	0.9	36,860	1.1
Small town	6	2,570	10.9	389,352	11.9
Other rural	7	2,244	9.5	402,316	12.3
		23,522	100.0%	3,277,950	100.0%

Variable Name : CENSREGN Census Region
Record Number : 1
Position : 845-845
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	3,479	14.8	568,583	17.4
Midwest	2	3,983	16.9	821,822	25.1
South	3	10,300	43.8	1,194,794	36.5
West	4	5,760	24.5	692,751	21.1
		23,522	100.0%	3,277,950	100.0%

Variable Name : NAEPREGN NAEP Region
Record Number : 1
Position : 846-846
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	4,474	19.0	724,097	22.1
Southeast	2	6,500	27.6	737,152	22.5
Central	3	3,983	16.9	821,822	25.1
West	4	8,565	36.4	994,879	30.4
		23,522	100.0%	3,277,950	100.0%

Variable Name : PUBPRIV Public / Nonpublic School
Record Number : 1
Position : 847-847
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Public	1	22,310	94.9	3,021,638	92.2
Private	2	1,212	5.2	256,312	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : GRREQFLG Graduation Requirements Level Flag
Record Number : 1
Position : 848-848
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Carnegie Units > Req	1	19,222	81.7	2,798,657	85.4
Carnegie Units > 75%	2	1,444	6.1	190,722	5.8
Carnegie Units = 75%	3	21	0.1	1,816	0.1
Carnegie Units < 75%	4	322	1.4	32,426	1.0
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0100 Mathematics
Record Number : 1
Position : 849-853
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13.5	0.000 - 13.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0110 Basic Math
Record Number : 1
Position : 854-858
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0120 General Math
Record Number : 1
Position : 859-863
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13.5	0.000 - 13.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0130 Applied Math
Record Number : 1
Position : 864-868
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0141 Pre-Algebra
Record Number : 1
Position : 869-873
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0142 Algebra 1
Record Number : 1
Position : 874-878
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 11.5	0.000 - 11.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0143 Algebra 2
Record Number : 1
Position : 879-883
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5.999	0.000 - 5.999	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0150 Geometry
Record Number : 1
Position : 884-888
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0160 Calculus
Record Number : 1
Position : 889-893
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0161 AP Calculus
Record Number : 1
Position : 894-898
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 2.5	0.000 - 2.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0170 Advanced Math - Other
Record Number : 1
Position : 899-903
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5.5	0.000 - 5.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0171 Trigonometry
Record Number : 1
Position : 904-908
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 2	0.000 - 2.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0172 Analysis/Precalculus
Record Number : 1
Position : 909-913
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0173 Statistics/Probability
Record Number : 1
Position : 914-918
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 2	0.000 - 2.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0200 Science
Record Number : 1
Position : 919-923
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13	0.000 - 13.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0210 Survey Science
Record Number : 1
Position : 924-928
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0220 Biology
Record Number : 1
Position : 929-933
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 7	0.000 - 7.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0221 AP/Honors Biology
Record Number : 1
Position : 934-938
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0230 Chemistry
Record Number : 1
Position : 939-943
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0231 AP Chemistry
Record Number : 1
Position : 944-948
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 2	0.000 - 2.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0240 Physics
Record Number : 1
Position : 949-953
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 6	0.000 - 6.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0241 AP Physics
Record Number : 1
Position : 954-958
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0250 Engineering
Record Number : 1
Position : 959-963
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3.4	0.000 - 3.400	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0260 Astronomy
Record Number : 1
Position : 964-968
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 1.5	0.000 - 1.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0270 Geology/Earth Science
Record Number : 1
Position : 969-973
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0281 Biology + Chemistry (2.00)
Record Number : 1
Position : 974-974
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	9,354	39.8	1,262,027	38.5
Met Threshold	1	11,655	49.6	1,761,594	53.7
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0282 Biology + Chemistry + Physics (3.00)
Record Number : 1
Position : 975-975
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	16,288	69.3	2,281,525	69.6
Met Threshold	1	4,721	20.1	742,096	22.6
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0300 English
Record Number : 1
Position : 976-980
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 20.5	0.000 - 20.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0310 Survey English
Record Number : 1
Position : 981-985
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0320 Literature
Record Number : 1
Position : 986-990
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0330 Composition
Record Number : 1
Position : 991-995
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8.5	0.000 - 8.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0340 Speech
Record Number : 1
Position : 996-1000
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 20.5	0.000 - 20.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0350 AP/Honors English
Record Number : 1
Position : 1001-1005
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 6	0.000 - 6.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0360 Any Remedial/Below Grade English
Record Number : 1
Position : 1006-1010
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13.5	0.000 - 13.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0370 English as a Second Language
Record Number : 1
Position : 1011-1015
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15.4	0.000 - 15.400	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0400 Social Studies
Record Number : 1
Position : 1016-1020
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 14	0.000 - 14.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0410 American History
Record Number : 1
Position : 1021-1025
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5.5	0.000 - 5.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0411 AP American History
Record Number : 1
Position : 1026-1030
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0420 World History
Record Number : 1
Position : 1031-1035
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0421 AP Western Civ/European History
Record Number : 1
Position : 1036-1040
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0430 American Government & Politics
Record Number : 1
Position : 1041-1045
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 7.5	0.000 - 7.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0440 Humanities Other
Record Number : 1
Position : 1046-1050
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 11.5	0.000 - 11.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0441 Non-Western History
Record Number : 1
Position : 1051-1055
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0442 Western History/Civilization
Record Number : 1
Position : 1056-1060
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 2.75	0.000 - 2.750	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0443 Economics
Record Number : 1
Position : 1061-1065
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3.5	0.000 - 3.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0444 Geography
Record Number : 1
Position : 1066-1070
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0445 Sociology/Psychology
Record Number : 1
Position : 1071-1075
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0446 International Politics
Record Number : 1
Position : 1076-1080
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 7	0.000 - 7.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0447 Remedial/Below Grade Social Studies
Record Number : 1
Position : 1081-1085
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3	0.000 - 3.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0450 AP/Honors Social Studies
Record Number : 1
Position : 1086-1090
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5.5	0.000 - 5.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0500 Fine Arts
Record Number : 1
Position : 1091-1095
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15.875	0.000 - 15.875	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0510 Fine Arts & Crafts
Record Number : 1
Position : 1096-1100
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13	0.000 - 13.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0520 Music
Record Number : 1
Position : 1101-1105
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15.875	0.000 - 15.875	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0530 Drama
Record Number : 1
Position : 1106-1110
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0540 Dance
Record Number : 1
Position : 1111-1115
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 9	0.000 - 9.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0550 Art/Music Appreciation History
Record Number : 1
Position : 1116-1120
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 9	0.000 - 9.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0600 Foreign Languages
Record Number : 1
Position : 1121-1125
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 16.4	0.000 - 16.400	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0601 Any AP Foreign Language
Record Number : 1
Position : 1126-1130
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3.5	0.000 - 3.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0610 Survey Foreign Language
Record Number : 1
Position : 1131-1135
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15.4	0.000 - 15.400	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0620 French
Record Number : 1
Position : 1136-1140
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 7	0.000 - 7.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0630 Spanish
Record Number : 1
Position : 1141-1145
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 6.5	0.000 - 6.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0640 German
Record Number : 1
Position : 1146-1150
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 6.5	0.000 - 6.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0650 Latin
Record Number : 1
Position : 1151-1155
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0660 Japanese
Record Number : 1
Position : 1156-1160
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0670 Mandarin/Cantonese
Record Number : 1
Position : 1161-1165
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0680 Russian
Record Number : 1
Position : 1166-1170
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0690 Foreign Language - Other
Record Number : 1
Position : 1171-1175
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0700 Computer-Related Studies
Record Number : 1
Position : 1176-1180
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 12.5	0.000 - 12.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0710 Clerical & Data Entry
Record Number : 1
Position : 1181-1185
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 9	0.000 - 9.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0720 Computer Applications
Record Number : 1
Position : 1186-1190
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 8	0.000 - 8.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0730 Computer Science
Record Number : 1
Position : 1191-1195
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0800 Consumer & Homemaking Education
Record Number : 1
Position : 1196-1200
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 17	0.000 - 17.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0900 General Labor Market
Record Number : 1
Position : 1201-1205
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 23.5	0.000 - 23.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0910 Typewriting 1
Record Number : 1
Position : 1206-1210
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 3.5	0.000 - 3.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0920 Introductory Industrial
Record Number : 1
Position : 1211-1215
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15	0.000 - 15.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0930 Work Experience/Career
Record Number : 1
Position : 1216-1220
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 23.5	0.000 - 23.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB0940 General Labor Market Skills
Record Number : 1
Position : 1221-1225
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 4	0.000 - 4.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1000 Specific Labor Market
Record Number : 1
Position : 1226-1230
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 17.25	0.000 - 17.250	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1010 Agriculture/Renewable Resources
Record Number : 1
Position : 1231-1235
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 15.25	0.000 - 15.250	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1020 Business
Record Number : 1
Position : 1236-1240
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1030 Marketing & Distribution
Record Number : 1
Position : 1241-1245
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 9	0.000 - 9.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1040 Health
Record Number : 1
Position : 1246-1250
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1050 Occupational Home Economics
Record Number : 1
Position : 1251-1255
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13	0.000 - 13.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1060 Trade & Industry
Record Number : 1
Position : 1256-1260
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 13	0.000 - 13.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1070 Technical & Communications
Record Number : 1
Position : 1261-1265
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1080 Unidentified Subject
Record Number : 1
Position : 1266-1270
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 11	0.000 - 11.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1100 General Skills
Record Number : 1
Position : 1271-1275
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 26	0.000 - 26.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1200 Personal Health & Physical Education
Record Number : 1
Position : 1276-1280
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 16	0.000 - 16.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1210 Physical Education
Record Number : 1
Position : 1281-1285
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 9	0.000 - 9.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1220 Health
Record Number : 1
Position : 1286-1290
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 6.5	0.000 - 6.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1230 3 Years Physical Education + Health (3.50)
Record Number : 1
Position : 1291-1291
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	20,250	86.1	2,936,158	89.6
Met Threshold	1	759	3.2	87,463	2.7
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1240 Driver Education
Record Number : 1
Position : 1292-1296
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 7	0.000 - 7.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1300 Religion
Record Number : 1
Position : 1297-1301
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 5	0.000 - 5.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1400 Military Science
Record Number : 1
Position : 1302-1306
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 10	0.000 - 10.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1500 Special Education
Record Number : 1
Position : 1307-1311
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 55	0.000 - 55.000	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB1600 All Courses Other Than Above
Record Number : 1
Position : 1312-1316
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
0 - 26.5	0.000 - 26.500	21,009	89.3	3,023,621	92.2
No Transcript	99.999	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB2001 4E+3SS+3SCI+3MATH+1/2COMP+2FL
Record Number : 1
Position : 1317-1317
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	17,494	74.4	2,501,907	76.3
Met Threshold	1	3,515	14.9	521,714	15.9
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB2002 4E+3SS+3SCI+3MATH+1/2COMP
Record Number : 1
Position : 1318-1318
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	16,597	70.6	2,369,023	72.3
Met Threshold	1	4,412	18.8	654,598	20.0
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB2003 4E+3SS+3SCI+3MATH+2FL
Record Number : 1
Position : 1319-1319
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	11,661	49.6	1,603,603	48.9
Met Threshold	1	9,348	39.7	1,420,018	43.3
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB2004 4E+3SS+3SCI+3MATH
Record Number : 1
Position : 1320-1320
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	9,159	38.9	1,276,679	39.0
Met Threshold	1	11,850	50.4	1,746,942	53.3
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : STUB2005 4E+3SS+2SCI+2MATH
Record Number : 1
Position : 1321-1321
Format : N1.0
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Failed Threshold	0	4,921	20.9	685,961	20.9
Met Threshold	1	16,088	68.4	2,337,660	71.3
No Transcript	9	2,513	10.7	254,329	7.8
		23,522	100.0%	3,277,950	100.0%

Variable Name : MEET_REQ Meets Tabulations Requirements?
Record Number : 1
Position : 1322-1322
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	3,250	13.8	316,209	9.7
Yes	1	20,272	86.2	2,961,741	90.4
Unknown	9	0	0.0	0	0.0
		23,522	100.0%	3,277,950	100.0%

Variable Name : NSLP National School Lunch Program Status
Record Number : 1
Position : 1323-1323
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Unknown	0	140	0.6	11,419	0.4
Student not eligible	1	12,871	54.7	1,881,964	57.4
Reduced price lunch	2	747	3.2	85,632	2.6
Free lunch	3	3,812	16.2	350,634	10.7
Info not available	4	3,275	13.9	505,510	15.4
Refused	5	504	2.1	64,297	2.0
Nonparticipating school	6	1,454	6.2	260,167	7.9
Missing	9	719	3.1	118,327	3.6
		23,522	100.0%	3,277,950	100.0%

Variable Name : TITLE1 Title 1 Funding Status
Record Number : 1
Position : 1324-1324
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Reported	0	80	0.3	16,375	0.5
Yes	1	2,389	10.2	218,087	6.7
No	2	21,053	89.5	3,043,488	92.9
		23,522	100.0%	3,277,950	100.0%

Appendix I

2000 High School Transcript Study Codebook for Transcript File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		995,035	100.0
		995,035	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3692		995,035	100.0
		995,035	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent
Linked		932,346	93.7
Unlinked		62,689	6.3
		995,035	100.0%

Variable Name : SEQUENCE Course Sequence Number (within Student)
Record Number : 1
Position : 18-20
Format : C3
Comment :

Response	Codes	Frequency	Percent
001 - 136		995,035	100.0
		995,035	100.0%

Variable Name : GRADLEV Grade Level in Which Course Taken
Record Number : 1
Position : 21-22
Format : C2
Comment :

Response	Codes	Frequency	Percent
Sixth Grade	06	8	0.0
Seventh Grade	07	5	0.0
Eighth Grade	08	5,991	0.6
Ninth Grade	09	253,723	25.5
Tenth Grade	10	253,932	25.5
Eleventh Grade	11	247,580	24.9
Twelfth Grade	12	233,785	23.5
Missing	99	11	0.0
		995,035	100.0%

Variable Name : YEARS PAN School Year in Which Course Taken
Record Number : 1
Position : 23-27
Format : C5
Comment :

Response	Codes	Frequency	Percent
1990 - 1991	90-91	7	0.0
1991 - 1992	91-92	20	0.0
1992 - 1993	92-93	39	0.0
1993 - 1994	93-94	192	0.0
1994 - 1995	94-95	994	0.1
1995 - 1996	95-96	11,665	1.2
1996 - 1997	96-97	248,563	25.0
1997 - 1998	97-98	252,612	25.4
1998 - 1999	98-99	249,120	25.0
1999 - 2000	99-00	231,812	23.3
Missing	??-??	11	0.0
		995,035	100.0%

Variable Name : CRSENAME Course Title
Record Number : 1
Position : 28-55
Format : C28
Comment :

Response	Codes	Frequency	Percent
All Course Titles		995,035	100.0
		995,035	100.0%

Variable Name : CRSEGRAD Course Grade
Record Number : 1
Position : 56-60
Format : C5
Comment :

Response	Codes	Frequency	Percent
All Grades Earned		995,035	100.0
		995,035	100.0%

Variable Name : STDGRAD Standardization of Grade
Record Number : 1
Position : 61-62
Format : C2
Comment :

Response	Codes	Frequency	Percent
A	01	330,229	33.2
B	02	287,725	28.9
C	03	201,258	20.2
D	04	92,878	9.3
F	05	41,780	4.2
Pass/Satisfactory	06	27,318	2.8
Unsatisfactory	07	276	0.0
Withdrew	08	1,207	0.1
Incomplete	09	337	0.0
Non-Graded	10	11,567	1.2
Blank	11	0	0.0
Withdrew Failing	12	382	0.0
Withdrew Passing	13	78	0.0
		995,035	100.0%

Variable Name : RAWCRED Course Credits Earned (as on Transcript)
Record Number : 1
Position : 63-69
Format : N7.3
Comment : Continuous variable

Response	Codes	Frequency	Percent
0 - 315		995,035	100.0
		995,035	100.0%

Variable Name : CRSECARN Course Carnegie Units
Record Number : 1
Position : 70-74
Format : N5.0
Comment : Continuous variable; Implied three decimal places

Response	Codes	Frequency	Percent
0 - 26.5		995,035	100.0
		995,035	100.0%

Variable Name : CSSC Course CSSC Code
Record Number : 1
Position : 75-80
Format : C6
Comment :

Response	Codes	Frequency	Percent
010100 - 600000		995,035	100.0
		995,035	100.0%

Variable Name : SPEDFLAG Special Education (Flag)
Record Number : 1
Position : 81-81
Format : C1
Comment :

Response	Codes	Frequency	Percent
Functional SpecEd	0	13,420	1.4
Regular Course	1	964,443	96.9
Resource SpecEd	2	17,172	1.7
		995,035	100.0%

Variable Name : OFFCAMP Taught Off Campus (Flag)
Record Number : 1
Position : 82-82
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	969,543	97.4
Yes, Vocational	1	6,740	0.7
Yes, Special Education	2	196	0.0
Yes, Other	3	6,288	0.6
Yes, Multiple Locations	4	12,268	1.2
		995,035	100.0%

Variable Name : OTHLANG Taught in Language Other Than English/ESL (Flag)
Record Number : 1
Position : 83-83
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	985,281	99.0
Yes	1	9,754	1.0
		995,035	100.0%

Variable Name : REMED Remedial or Below Grade Level (Flag)
Record Number : 1
Position : 84-84
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	992,059	99.7
Yes	1	2,976	0.3
		995,035	100.0%

Variable Name : HONORS Honors or Gifted/Talented Course (Flag)
Record Number : 1
Position : 85-85
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	909,526	91.4
Yes	1	85,509	8.6
		995,035	100.0%

Variable Name : TRANSFER Course Transferred From Another School (Flag)
Record Number : 1
Position : 86-86
Format : C1
Comment :

Response	Codes	Frequency	Percent
No	0	942,650	94.7
Yes	1	52,385	5.3
		995,035	100.0%

Variable Name : SEQFLAG Sequence Flag
Record Number : 1
Position : 87-87
Format : C1
Comment :

Response	Codes	Frequency	Percent
Not Part of a Course Sequence	0	599,588	60.3
Introductory Course	1	243,289	24.5
Advanced Course	2	152,158	15.3
		995,035	100.0%

Appendix J

2000 High School Transcript Study Codebook for
Tests and Honors File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		19,381	100.0
		19,381	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3611		19,381	100.0
		19,381	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent
Linked		17,799	91.8
Unlinked		1,582	8.2
		19,381	100.0%

Variable Name : TH_SEQ Record Sequence Number (within Student)
Record Number : 1
Position : 18-19
Format : C2
Comment :

Response	Codes	Frequency	Percent
1 - 22		19,381	100.0
		19,381	100.0%

Variable Name : TH_DESCR Test/Honor Description
Record Number : 1
Position : 20-59
Format : C40
Comment :

Response	Codes	Frequency	Percent
All Test/Honor Descriptions		19,381	100.0
		19,381	100.0%

Variable Name : TH_YEAR Year of Test or Honor
Record Number : 1
Position : 60-63
Format : C4
Comment :

Response	Codes	Frequency	Percent
1995	1995	3	0.0
1996	1996	157	0.8
1997	1997	1,700	8.8
1998	1998	3,338	17.2
1999	1999	11,678	60.3
2000	2000	2,073	10.7
Missing	9999	432	2.2
		19,381	100.0%

Variable Name : TH_MONTH Month of Test or Honor
Record Number : 1
Position : 64-65
Format : C2
Comment :

Response	Codes	Frequency	Percent
January	01	2,731	14.1
February	02	690	3.6
March	03	747	3.9
April	04	1,317	6.8
May	05	1,507	7.8
June	06	5,120	26.4
July	07	2	0.0
August	08	1	0.0
September	09	186	1.0
October	10	3,520	18.2
November	11	1,318	6.8
December	12	1,810	9.3
Missing	99	432	2.2
		19,381	100.0%

Variable Name : TH_TYPE Record Type (T=Test H=Honor)
Record Number : 1
Position : 66-66
Format : C1
Comment :

Response	Codes	Frequency	Percent
Honor	H	1,010	5.2
Test	T	18,371	94.8
		19,381	100.0%

Variable Name : TH_SCORE Standardized Test Score
Record Number : 1
Position : 67-69
Format : C3
Comment :

Response	Codes	Frequency	Percent
All Test Scores		19,381	100.0
		19,381	100.0%

Appendix K

2000 High School Transcript Study Codebook for
Math R2 Linked Weights File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3692		8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : SUBJECT NAEP Subject
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Mathematics	1	8,941	100.0	3,283,782	100.0
Science	2	0	0.0	0	0.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	7,264	81.2	2,688,736	81.9
Honors Diploma	2	622	7.0	255,696	7.8
Special Education Diploma	3	101	1.1	29,133	0.9
Certificate of Attendance	4	67	0.8	14,508	0.4
Still Enrolled	5	414	4.6	133,954	4.1
Drop-Out	6	171	1.9	56,939	1.7
Other Non-Graduate	7	245	2.7	83,096	2.5
Out of Scope	8	52	0.6	21,461	0.7
Certificate of Completion	9	5	0.1	259	0.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : DRVDTRACE Student Race/Ethnicity
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	5,112	57.2	2,309,839	70.3
Black	2	1,695	19.0	449,988	13.7
Hispanic	3	1,590	17.8	357,760	10.9
Asian/Pacific Islander	4	447	5.0	139,704	4.3
Native American	5	82	0.9	23,054	0.7
Other	6	15	0.2	3,437	0.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : RACE_IMP Imputation Flag for Derived Race
Record Number : 1
Position : 21-21
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	8,742	97.8	3,235,804	98.5
Yes	1	199	2.2	47,978	1.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : GRADE Student Grade Level in 1999-2000
Record Number : 1
Position : 22-23
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Twelfth Grade	12	8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 24-24
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	4,247	47.5	1,593,655	48.5
Female	2	4,664	52.2	1,680,834	51.2
Not Reported	9	30	0.3	9,293	0.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 25-26
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	727	8.1	260,451	7.9
February	02	649	7.3	243,912	7.4
March	03	763	8.5	269,911	8.2
April	04	670	7.5	267,500	8.2
May	05	750	8.4	269,779	8.2
June	06	816	9.1	305,926	9.3
July	07	831	9.3	303,726	9.3
August	08	778	8.7	287,632	8.8
September	09	809	9.1	289,232	8.8
October	10	752	8.4	272,884	8.3
November	11	695	7.8	248,375	7.6
December	12	701	7.8	264,454	8.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 27-28
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	79	60	0.7	13,779	0.4
1980	80	318	3.6	99,724	3.0
1981	81	2,986	33.4	1,115,202	34.0
1982	82	5,469	61.2	2,015,942	61.4
1983	83	103	1.2	37,095	1.1
1984	84	4	0.0	1,061	0.0
1985	85	1	0.0	979	0.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : BIRT_IMP Imputation Flag for Birthdate
Record Number : 1
Position : 29-29
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	8,941	100.0	3,283,782	100.0
Yes	1	0	0.0	0	0.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	138	1.5	49,891	1.5
Disabled	1	452	5.1	236,911	7.2
Not Reported	9	8,351	93.4	2,996,980	91.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : HCTYPE Disabling Condition
Record Number : 1
Position : 31-32
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	14	0.2	7,393	0.2
Learning disabled	01	253	2.8	148,180	4.5
Hearing impaired	02	9	0.1	3,293	0.1
Visual impaired	03	5	0.1	2,238	0.1
Speech impaired	04	9	0.1	5,087	0.2
Mental retardation	05	85	1.0	34,797	1.1
Emotional disturbance	06	18	0.2	8,185	0.3
Orthopedic impaired	07	5	0.1	1,425	0.0
Traumatic Brain Injury	08	3	0.0	2,072	0.1
Autism	09	5	0.1	1,270	0.0
Developmental delay	10	0	0.0	0	0.0
Other health impaired	11	18	0.2	6,012	0.2
Other	12	20	0.2	14,269	0.4
Not Reported	88	146	1.6	52,581	1.6
Not Collected	99	8,351	93.4	2,996,980	91.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : SAMPTYPE Sampling Population
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Sample Type 2	2	8,941	100.0	3,283,782	100.0
Sample Type 3	3	0	0.0	0	0.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : FINLNKWT Final Usable Linked Student Weight
Record Number : 1
Position : 34-45
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,691	18.9	0	0.0
84.60 - 4397.23		7,250	81.1	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT1 Jackknife Replicate Weight 1
Record Number : 1
Position : 46-57
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,691	18.9	0	0.0
84.98 - 4405.43		7,250	81.1	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT2 Jackknife Replicate Weight 2
Record Number : 1
Position : 58-69
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,788	20.0	50,720	1.5
84.31 - 4403.36		7,153	80.0	3,233,062	98.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT3 Jackknife Replicate Weight 3
Record Number : 1
Position : 70-81
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,706	19.1	5,371	0.2
85.25 - 4371.57		7,235	80.9	3,278,411	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT4 Jackknife Replicate Weight 4
Record Number : 1
Position : 82-93
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,721	19.3	8,036	0.2
83.91 - 4364.42		7,220	80.8	3,275,746	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT5 Jackknife Replicate Weight 5
Record Number : 1
Position : 94-105
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,741	19.5	28,985	0.9
84.41 - 4416.24		7,200	80.5	3,254,797	99.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT6 Jackknife Replicate Weight 6
Record Number : 1
Position : 106-117
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,691	18.9	0	0.0
84.97 - 4455.50		7,250	81.1	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT7 Jackknife Replicate Weight 7
Record Number : 1
Position : 118-129
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,720	19.2	15,047	0.5
83.90 - 4310.57		7,221	80.8	3,268,735	99.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT8 Jackknife Replicate Weight 8
Record Number : 1
Position : 130-141
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,763	19.7	30,592	0.9
86.08 - 4357.25		7,178	80.3	3,253,190	99.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT9 Jackknife Replicate Weight 9
Record Number : 1
Position : 142-153
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,703	19.1	6,088	0.2
84.96 - 4394.47		7,238	81.0	3,277,694	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT10 Jackknife Replicate Weight 10
Record Number : 1
Position : 154-165
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,789	20.0	84,718	2.6
83.88 - 4571.11		7,152	80.0	3,199,064	97.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT11 Jackknife Replicate Weight 11
Record Number : 1
Position : 166-177
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,738	19.4	11,559	0.4
88.45 - 4220.07		7,203	80.6	3,272,223	99.7
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT12 Jackknife Replicate Weight 12
Record Number : 1
Position : 178-189
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,763	19.7	37,797	1.2
84.33 - 4455.83		7,178	80.3	3,245,985	98.9
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT13 Jackknife Replicate Weight 13
Record Number : 1
Position : 190-201
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,727	19.3	20,197	0.6
84.28 - 4403.98		7,214	80.7	3,263,585	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT14 Jackknife Replicate Weight 14
Record Number : 1
Position : 202-213
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,727	19.3	13,178	0.4
84.69 - 4457.98		7,214	80.7	3,270,604	99.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT15 Jackknife Replicate Weight 15
Record Number : 1
Position : 214-225
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,719	19.2	8,864	0.3
86.02 - 4411.86		7,222	80.8	3,274,918	99.7
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT16 Jackknife Replicate Weight 16
Record Number : 1
Position : 226-237
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,749	19.6	21,591	0.7
84.99 - 4425.61		7,192	80.4	3,262,191	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT17 Jackknife Replicate Weight 17
Record Number : 1
Position : 238-249
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,765	19.7	32,777	1.0
87.45 - 4395.35		7,176	80.3	3,251,005	99.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT18 Jackknife Replicate Weight 18
Record Number : 1
Position : 250-261
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,759	19.7	24,615	0.8
83.85 - 4416.51		7,182	80.3	3,259,167	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT19 Jackknife Replicate Weight 19
Record Number : 1
Position : 262-273
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,747	19.5	19,523	0.6
84.59 - 4434.50		7,194	80.5	3,264,259	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT20 Jackknife Replicate Weight 20
Record Number : 1
Position : 274-285
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,750	19.6	16,195	0.5
84.40 - 4398.89		7,191	80.4	3,267,587	99.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT21 Jackknife Replicate Weight 21
Record Number : 1
Position : 286-297
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,732	19.4	19,743	0.6
85.39 - 4463.93		7,209	80.6	3,264,039	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT22 Jackknife Replicate Weight 22
Record Number : 1
Position : 298-309
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,718	19.2	7,974	0.2
85.29 - 4371.90		7,223	80.8	3,275,808	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT23 Jackknife Replicate Weight 23
Record Number : 1
Position : 310-321
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,756	19.6	21,502	0.7
86.17 - 4369.12		7,185	80.4	3,262,280	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT24 Jackknife Replicate Weight 24
Record Number : 1
Position : 322-333
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,726	19.3	12,371	0.4
84.32 - 4412.91		7,215	80.7	3,271,411	99.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT25 Jackknife Replicate Weight 25
Record Number : 1
Position : 334-345
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,740	19.5	14,787	0.5
85.19 - 4414.85		7,201	80.5	3,268,995	99.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT26 Jackknife Replicate Weight 26
Record Number : 1
Position : 346-357
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,721	19.3	21,718	0.7
83.11 - 4526.92		7,220	80.8	3,262,064	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT27 Jackknife Replicate Weight 27
Record Number : 1
Position : 358-369
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,772	19.8	44,741	1.4
84.95 - 4397.23		7,169	80.2	3,239,041	98.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT28 Jackknife Replicate Weight 28
Record Number : 1
Position : 370-381
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,744	19.5	41,345	1.3
83.78 - 4397.23		7,197	80.5	3,242,437	98.7
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT29 Jackknife Replicate Weight 29
Record Number : 1
Position : 382-393
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,718	19.2	5,379	0.2
84.95 - 4402.12		7,223	80.8	3,278,403	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT30 Jackknife Replicate Weight 30
Record Number : 1
Position : 394-405
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,732	19.4	22,759	0.7
84.66 - 4400.90		7,209	80.6	3,261,023	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT31 Jackknife Replicate Weight 31
Record Number : 1
Position : 406-417
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,754	19.6	36,329	1.1
84.23 - 4393.34		7,187	80.4	3,247,453	98.9
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT32 Jackknife Replicate Weight 32
Record Number : 1
Position : 418-429
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,796	20.1	37,497	1.1
85.17 - 4397.23		7,145	79.9	3,246,285	98.9
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT33 Jackknife Replicate Weight 33
Record Number : 1
Position : 430-441
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,717	19.2	6,715	0.2
98.83 - 4397.23		7,224	80.8	3,277,067	99.8
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT34 Jackknife Replicate Weight 34
Record Number : 1
Position : 442-453
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,746	19.5	33,209	1.0
84.77 - 4391.26		7,195	80.5	3,250,573	99.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT35 Jackknife Replicate Weight 35
Record Number : 1
Position : 454-465
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,789	20.0	52,856	1.6
83.13 - 4397.23		7,152	80.0	3,230,926	98.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT36 Jackknife Replicate Weight 36
Record Number : 1
Position : 466-477
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,745	19.5	29,987	0.9
84.30 - 4389.57		7,196	80.5	3,253,795	99.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT37 Jackknife Replicate Weight 37
Record Number : 1
Position : 478-489
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,806	20.2	32,872	1.0
85.29 - 4402.06		7,135	79.8	3,250,910	99.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT38 Jackknife Replicate Weight 38
Record Number : 1
Position : 490-501
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,777	19.9	26,769	0.8
84.65 - 4397.23		7,164	80.1	3,257,013	99.2
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT39 Jackknife Replicate Weight 39
Record Number : 1
Position : 502-513
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,757	19.7	18,402	0.6
84.61 - 4397.23		7,184	80.4	3,265,380	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT40 Jackknife Replicate Weight 40
Record Number : 1
Position : 514-525
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,803	20.2	21,669	0.7
84.74 - 4397.23		7,138	79.8	3,262,113	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT41 Jackknife Replicate Weight 41
Record Number : 1
Position : 526-537
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,746	19.5	28,717	0.9
84.54 - 4397.23		7,195	80.5	3,255,065	99.1
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT42 Jackknife Replicate Weight 42
Record Number : 1
Position : 538-549
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,729	19.3	14,018	0.4
84.74 - 4397.23		7,212	80.7	3,269,764	99.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT43 Jackknife Replicate Weight 43
Record Number : 1
Position : 550-561
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,754	19.6	25,433	0.8
84.59 - 4397.23		7,187	80.4	3,258,349	99.2
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT44 Jackknife Replicate Weight 44
Record Number : 1
Position : 562-573
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,758	19.7	34,883	1.1
84.81 - 4390.15		7,183	80.3	3,248,899	98.9
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT45 Jackknife Replicate Weight 45
Record Number : 1
Position : 574-585
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,750	19.6	55,272	1.7
83.20 - 4397.23		7,191	80.4	3,228,510	98.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT46 Jackknife Replicate Weight 46
Record Number : 1
Position : 586-597
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,721	19.3	16,341	0.5
84.64 - 4397.23		7,220	80.8	3,267,441	99.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT47 Jackknife Replicate Weight 47
Record Number : 1
Position : 598-609
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,731	19.4	55,914	1.7
84.48 - 4400.19		7,210	80.6	3,227,868	98.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT48 Jackknife Replicate Weight 48
Record Number : 1
Position : 610-621
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,727	19.3	24,220	0.7
84.71 - 4397.23		7,214	80.7	3,259,562	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT49 Jackknife Replicate Weight 49
Record Number : 1
Position : 622-633
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,715	19.2	22,650	0.7
84.76 - 4397.23		7,226	80.8	3,261,132	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT50 Jackknife Replicate Weight 50
Record Number : 1
Position : 634-645
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,718	19.2	23,105	0.7
84.97 - 4401.83		7,223	80.8	3,260,677	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT51 Jackknife Replicate Weight 51
Record Number : 1
Position : 646-657
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,713	19.2	16,832	0.5
84.83 - 4397.23		7,228	80.8	3,266,950	99.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT52 Jackknife Replicate Weight 52
Record Number : 1
Position : 658-669
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,731	19.4	21,202	0.7
84.52 - 4397.23		7,210	80.6	3,262,580	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT53 Jackknife Replicate Weight 53
Record Number : 1
Position : 670-681
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,730	19.4	27,672	0.8
84.50 - 4397.23		7,211	80.7	3,256,110	99.2
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT54 Jackknife Replicate Weight 54
Record Number : 1
Position : 682-693
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,756	19.6	53,291	1.6
83.91 - 4681.53		7,185	80.4	3,230,491	98.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT55 Jackknife Replicate Weight 55
Record Number : 1
Position : 694-705
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,765	19.7	20,810	0.6
84.28 - 4576.52		7,176	80.3	3,262,972	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT56 Jackknife Replicate Weight 56
Record Number : 1
Position : 706-717
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,792	20.0	21,874	0.7
80.02 - 4541.52		7,149	80.0	3,261,908	99.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT57 Jackknife Replicate Weight 57
Record Number : 1
Position : 718-729
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,816	20.3	34,115	1.0
86.46 - 4614.14		7,125	79.7	3,249,667	99.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT58 Jackknife Replicate Weight 58
Record Number : 1
Position : 730-741
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,814	20.3	49,420	1.5
84.17 - 4316.96		7,127	79.7	3,234,362	98.5
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT59 Jackknife Replicate Weight 59
Record Number : 1
Position : 742-753
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,762	19.7	21,506	0.7
85.56 - 4165.30		7,179	80.3	3,262,276	99.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT60 Jackknife Replicate Weight 60
Record Number : 1
Position : 754-765
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,803	20.2	46,739	1.4
88.07 - 4772.95		7,138	79.8	3,237,043	98.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT61 Jackknife Replicate Weight 61
Record Number : 1
Position : 766-777
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,754	19.6	54,434	1.7
83.85 - 10172.57		7,187	80.4	3,229,348	98.3
		8,941	100.0%	3,283,782	100.0%

Variable Name : LREPWT62 Jackknife Replicate Weight 62
Record Number : 1
Position : 778-789
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,691	18.9	0	0.0
85.89 - 3584.92		7,250	81.1	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : REPGRP Jackknife Replicate Group Number
Record Number : 1
Position : 790-791
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Stratums 1 - 62	1 - 62	8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : DRPGRP Jackknife Dropout Group Number
Record Number : 1
Position : 792-792
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Units 1 - 3	1 - 3	8,941	100.0	3,283,782	100.0
		8,941	100.0%	3,283,782	100.0%

Variable Name : ACAD_TRK Academic Track
Record Number : 1
Position : 793-793
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Academic	1	5,418	60.6	2,080,976	63.4
Vocational	2	330	3.7	124,573	3.8
Both	3	1,638	18.3	571,695	17.4
Neither	4	664	7.4	229,563	7.0
No Transcript	9	891	10.0	276,975	8.4
		8,941	100.0%	3,283,782	100.0%

Variable Name : TYPLOC_R Community Type
Record Number : 1
Position : 794-794
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Large city	1	1,909	21.4	474,404	14.5
Mid-size city	2	977	10.9	288,379	8.8
Urban fringe - large city	3	3,155	35.3	1,185,076	36.1
Urban fringe - mid-size city	4	1,021	11.4	480,728	14.6
Large town	5	73	0.8	54,434	1.7
Small town	6	920	10.3	320,443	9.8
Other rural	7	886	9.9	480,318	14.6
		8,941	100.0%	3,283,782	100.0%

Variable Name : NAEPREGN NAEP Region
Record Number : 1
Position : 795-795
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	1,746	19.5	719,547	21.9
Southeast	2	2,636	29.5	720,498	21.9
Central	3	1,455	16.3	820,684	25.0
West	4	3,104	34.7	1,023,053	31.2
		8,941	100.0%	3,283,782	100.0%

Variable Name : PUBPRIV Public/Nonpublic School
Record Number : 1
Position : 796-796
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Public	1	8,395	93.9	3,016,864	91.9
Nonpublic	2	546	6.1	266,918	8.1
		8,941	100.0%	3,283,782	100.0%

Appendix L

2000 High School Transcript Study Codebook for
Math R3 Linked Weights File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3692		8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : SUBJECT NAEP Subject
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Mathematics	1	8,998	100.0	3,276,801	100.0
Science	2	0	0.0	0	0.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	7,344	81.6	2,681,645	81.8
Honors Diploma	2	627	7.0	260,215	7.9
Special Education Diploma	3	75	0.8	30,269	0.9
Certificate of Attendance	4	68	0.8	16,619	0.5
Still Enrolled	5	381	4.2	122,132	3.7
Drop-Out	6	180	2.0	57,176	1.7
Other Non-Graduate	7	258	2.9	84,572	2.6
Out of Scope	8	64	0.7	23,920	0.7
Certificate of Completion	9	1	0.0	253	0.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : DRVDSPACE Student Race/Ethnicity
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	5,042	56.0	2,295,217	70.0
Black	2	1,716	19.1	452,925	13.8
Hispanic	3	1,626	18.1	357,995	10.9
Asian/Pacific Islander	4	511	5.7	143,969	4.4
Native American	5	88	1.0	22,574	0.7
Other	6	15	0.2	4,121	0.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : RACE_IMP Imputation Flag for Derived Race
Record Number : 1
Position : 21-21
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	8,791	97.7	3,225,378	98.4
Yes	1	207	2.3	51,423	1.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : GRADE Student Grade Level in 1999-2000
Record Number : 1
Position : 22-23
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Twelfth Grade	12	8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 24-24
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	4,302	47.8	1,593,408	48.6
Female	2	4,667	51.9	1,674,404	51.1
Not Reported	9	29	0.3	8,989	0.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 25-26
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	729	8.1	253,476	7.7
February	02	673	7.5	249,905	7.6
March	03	775	8.6	273,535	8.4
April	04	674	7.5	270,250	8.3
May	05	748	8.3	273,650	8.4
June	06	837	9.3	311,439	9.5
July	07	831	9.2	303,564	9.3
August	08	753	8.4	273,849	8.4
September	09	807	9.0	290,352	8.9
October	10	739	8.2	267,332	8.2
November	11	704	7.8	246,788	7.5
December	12	728	8.1	262,661	8.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 27-28
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	79	57	0.6	17,178	0.5
1980	80	295	3.3	87,993	2.7
1981	81	3,039	33.8	1,112,417	34.0
1982	82	5,500	61.1	2,019,661	61.6
1983	83	102	1.1	37,478	1.1
1984	84	4	0.0	1,076	0.0
1985	85	1	0.0	998	0.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : BIRT_IMP Imputation Flag for Birthdate
Record Number : 1
Position : 29-29
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	8,998	100.0	3,276,801	100.0
Yes	1	0	0.0	0	0.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	212	2.4	67,718	2.1
Disabled	1	397	4.4	184,326	5.6
Not Reported	9	8,389	93.2	3,024,757	92.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : HCTYPE Disabling Condition
Record Number : 1
Position : 31-32
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	2	0.0	953	0.0
Learning disabled	01	236	2.6	110,859	3.4
Hearing impaired	02	4	0.0	1,840	0.1
Visual impaired	03	4	0.0	3,344	0.1
Speech impaired	04	9	0.1	3,275	0.1
Mental retardation	05	56	0.6	25,428	0.8
Emotional disturbance	06	23	0.3	12,680	0.4
Orthopedic impaired	07	4	0.0	1,423	0.0
Traumatic Brain Injury	08	1	0.0	1,436	0.0
Autism	09	1	0.0	998	0.0
Developmental delay	10	5	0.1	908	0.0
Other health impaired	11	13	0.1	7,002	0.2
Other	12	31	0.3	13,027	0.4
Not Reported	88	220	2.4	68,871	2.1
Not Collected	99	8,389	93.2	3,024,757	92.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : SAMPTYPE Sampling Population
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Sample Type 2	2	0	0.0	0	0.0
Sample Type 3	3	8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : FINLNKWT Final Usable Linked Student Weight
Record Number : 1
Position : 34-45
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,704	18.9	0	0.0
77.41 - 4480.45		7,294	81.1	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT1 Jackknife Replicate Weight 1
Record Number : 1
Position : 46-57
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,704	18.9	0	0.0
77.06 - 4476.30		7,294	81.1	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT2 Jackknife Replicate Weight 2
Record Number : 1
Position : 58-69
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,795	20.0	46,318	1.4
78.66 - 4489.18		7,203	80.1	3,230,483	98.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT3 Jackknife Replicate Weight 3
Record Number : 1
Position : 70-81
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,721	19.1	6,004	0.2
76.15 - 4448.51		7,277	80.9	3,270,797	99.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT4 Jackknife Replicate Weight 4
Record Number : 1
Position : 82-93
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,745	19.4	11,464	0.4
76.52 - 4450.39		7,253	80.6	3,265,337	99.7
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT5 Jackknife Replicate Weight 5
Record Number : 1
Position : 94-105
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,767	19.6	34,976	1.1
78.38 - 4496.21		7,231	80.4	3,241,825	98.9
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT6 Jackknife Replicate Weight 6
Record Number : 1
Position : 106-117
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,704	18.9	0	0.0
77.96 - 4538.37		7,294	81.1	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT7 Jackknife Replicate Weight 7
Record Number : 1
Position : 118-129
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,738	19.3	17,331	0.5
78.01 - 4383.44		7,260	80.7	3,259,470	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT8 Jackknife Replicate Weight 8
Record Number : 1
Position : 130-141
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,781	19.8	30,391	0.9
77.66 - 4434.71		7,217	80.2	3,246,410	99.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT9 Jackknife Replicate Weight 9
Record Number : 1
Position : 142-153
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,716	19.1	6,103	0.2
76.66 - 4452.80		7,282	80.9	3,270,698	99.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT10 Jackknife Replicate Weight 10
Record Number : 1
Position : 154-165
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,794	19.9	79,609	2.4
80.62 - 4542.69		7,204	80.1	3,197,192	97.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT11 Jackknife Replicate Weight 11
Record Number : 1
Position : 166-177
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,737	19.3	8,180	0.3
72.23 - 4251.90		7,261	80.7	3,268,621	99.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT12 Jackknife Replicate Weight 12
Record Number : 1
Position : 178-189
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,760	19.6	28,902	0.9
79.32 - 4547.09		7,238	80.4	3,247,899	99.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT13 Jackknife Replicate Weight 13
Record Number : 1
Position : 190-201
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,742	19.4	20,893	0.6
76.59 - 4475.39		7,256	80.6	3,255,908	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT14 Jackknife Replicate Weight 14
Record Number : 1
Position : 202-213
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,736	19.3	11,550	0.4
74.17 - 4542.12		7,262	80.7	3,265,251	99.7
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT15 Jackknife Replicate Weight 15
Record Number : 1
Position : 214-225
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,735	19.3	9,882	0.3
76.09 - 4493.52		7,263	80.7	3,266,919	99.7
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT16 Jackknife Replicate Weight 16
Record Number : 1
Position : 226-237
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,753	19.5	17,717	0.5
74.94 - 4494.64		7,245	80.5	3,259,084	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT17 Jackknife Replicate Weight 17
Record Number : 1
Position : 238-249
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,763	19.6	23,962	0.7
77.15 - 4478.90		7,235	80.4	3,252,839	99.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT18 Jackknife Replicate Weight 18
Record Number : 1
Position : 250-261
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,771	19.7	24,716	0.8
77.73 - 4494.51		7,227	80.3	3,252,085	99.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT19 Jackknife Replicate Weight 19
Record Number : 1
Position : 262-273
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,737	19.3	11,963	0.4
77.33 - 4469.04		7,261	80.7	3,264,838	99.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT20 Jackknife Replicate Weight 20
Record Number : 1
Position : 274-285
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,776	19.7	19,515	0.6
77.33 - 4473.47		7,222	80.3	3,257,286	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT21 Jackknife Replicate Weight 21
Record Number : 1
Position : 286-297
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,737	19.3	16,188	0.5
78.21 - 4535.61		7,261	80.7	3,260,613	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT22 Jackknife Replicate Weight 22
Record Number : 1
Position : 298-309
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,745	19.4	12,122	0.4
76.90 - 4440.73		7,253	80.6	3,264,679	99.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT23 Jackknife Replicate Weight 23
Record Number : 1
Position : 310-321
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,771	19.7	18,727	0.6
77.19 - 4443.35		7,227	80.3	3,258,074	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT24 Jackknife Replicate Weight 24
Record Number : 1
Position : 322-333
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,745	19.4	13,826	0.4
80.85 - 4495.55		7,253	80.6	3,262,975	99.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT25 Jackknife Replicate Weight 25
Record Number : 1
Position : 334-345
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,765	19.6	17,367	0.5
77.12 - 4506.37		7,233	80.4	3,259,434	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT26 Jackknife Replicate Weight 26
Record Number : 1
Position : 346-357
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,741	19.4	26,577	0.8
79.33 - 4643.33		7,257	80.7	3,250,224	99.2
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT27 Jackknife Replicate Weight 27
Record Number : 1
Position : 358-369
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,776	19.7	45,964	1.4
77.70 - 4480.45		7,222	80.3	3,230,837	98.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT28 Jackknife Replicate Weight 28
Record Number : 1
Position : 370-381
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,751	19.5	40,439	1.2
77.41 - 4480.45		7,247	80.5	3,236,362	98.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT29 Jackknife Replicate Weight 29
Record Number : 1
Position : 382-393
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,742	19.4	7,332	0.2
77.46 - 4485.53		7,256	80.6	3,269,469	99.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT30 Jackknife Replicate Weight 30
Record Number : 1
Position : 394-405
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,742	19.4	21,132	0.6
77.67 - 4484.26		7,256	80.6	3,255,669	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT31 Jackknife Replicate Weight 31
Record Number : 1
Position : 406-417
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,774	19.7	40,711	1.2
77.35 - 4476.41		7,224	80.3	3,236,090	98.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT32 Jackknife Replicate Weight 32
Record Number : 1
Position : 418-429
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,823	20.3	43,730	1.3
78.13 - 4480.45		7,175	79.7	3,233,071	98.7
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT33 Jackknife Replicate Weight 33
Record Number : 1
Position : 430-441
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,740	19.3	9,566	0.3
77.54 - 4480.45		7,258	80.7	3,267,235	99.7
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT34 Jackknife Replicate Weight 34
Record Number : 1
Position : 442-453
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,754	19.5	25,714	0.8
78.13 - 4474.25		7,244	80.5	3,251,087	99.2
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT35 Jackknife Replicate Weight 35
Record Number : 1
Position : 454-465
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,820	20.2	63,876	2.0
77.86 - 4480.45		7,178	79.8	3,212,925	98.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT36 Jackknife Replicate Weight 36
Record Number : 1
Position : 466-477
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,765	19.6	33,664	1.0
77.69 - 4472.49		7,233	80.4	3,243,137	99.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT37 Jackknife Replicate Weight 37
Record Number : 1
Position : 478-489
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,825	20.3	38,816	1.2
76.76 - 4485.47		7,173	79.7	3,237,985	98.8
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT38 Jackknife Replicate Weight 38
Record Number : 1
Position : 490-501
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,781	19.8	23,264	0.7
77.37 - 4480.45		7,217	80.2	3,253,537	99.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT39 Jackknife Replicate Weight 39
Record Number : 1
Position : 502-513
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,774	19.7	20,892	0.6
77.43 - 4480.45		7,224	80.3	3,255,909	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT40 Jackknife Replicate Weight 40
Record Number : 1
Position : 514-525
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,810	20.1	20,496	0.6
77.41 - 4480.45		7,188	79.9	3,256,305	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT41 Jackknife Replicate Weight 41
Record Number : 1
Position : 526-537
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,757	19.5	27,099	0.8
77.41 - 4480.45		7,241	80.5	3,249,702	99.2
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT42 Jackknife Replicate Weight 42
Record Number : 1
Position : 538-549
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,741	19.4	13,816	0.4
77.00 - 4480.45		7,257	80.7	3,262,985	99.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT43 Jackknife Replicate Weight 43
Record Number : 1
Position : 550-561
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,760	19.6	22,113	0.7
77.42 - 4480.45		7,238	80.4	3,254,688	99.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT44 Jackknife Replicate Weight 44
Record Number : 1
Position : 562-573
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,770	19.7	33,891	1.0
77.23 - 4473.10		7,228	80.3	3,242,910	99.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT45 Jackknife Replicate Weight 45
Record Number : 1
Position : 574-585
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,766	19.6	58,522	1.8
75.94 - 4480.45		7,232	80.4	3,218,279	98.2
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT46 Jackknife Replicate Weight 46
Record Number : 1
Position : 586-597
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,728	19.2	12,882	0.4
77.49 - 4480.45		7,270	80.8	3,263,919	99.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT47 Jackknife Replicate Weight 47
Record Number : 1
Position : 598-609
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,741	19.4	49,768	1.5
78.15 - 5050.12		7,257	80.7	3,227,033	98.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT48 Jackknife Replicate Weight 48
Record Number : 1
Position : 610-621
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,735	19.3	20,669	0.6
77.26 - 4480.45		7,263	80.7	3,256,132	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT49 Jackknife Replicate Weight 49
Record Number : 1
Position : 622-633
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,725	19.2	17,481	0.5
77.33 - 4480.45		7,273	80.8	3,259,320	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT50 Jackknife Replicate Weight 50
Record Number : 1
Position : 634-645
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,735	19.3	30,279	0.9
77.48 - 4485.22		7,263	80.7	3,246,522	99.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT51 Jackknife Replicate Weight 51
Record Number : 1
Position : 646-657
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,726	19.2	16,873	0.5
77.30 - 4480.45		7,272	80.8	3,259,928	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT52 Jackknife Replicate Weight 52
Record Number : 1
Position : 658-669
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,751	19.5	27,901	0.9
77.28 - 4480.45		7,247	80.5	3,248,900	99.2
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT53 Jackknife Replicate Weight 53
Record Number : 1
Position : 670-681
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,739	19.3	22,514	0.7
77.41 - 4480.45		7,259	80.7	3,254,287	99.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT54 Jackknife Replicate Weight 54
Record Number : 1
Position : 682-693
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,764	19.6	47,221	1.4
75.61 - 4698.30		7,234	80.4	3,229,580	98.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT55 Jackknife Replicate Weight 55
Record Number : 1
Position : 694-705
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,754	19.5	15,486	0.5
77.49 - 4644.71		7,244	80.5	3,261,315	99.5
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT56 Jackknife Replicate Weight 56
Record Number : 1
Position : 706-717
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,879	20.9	32,716	1.0
80.96 - 4658.88		7,119	79.1	3,244,085	99.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT57 Jackknife Replicate Weight 57
Record Number : 1
Position : 718-729
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,803	20.0	28,505	0.9
76.95 - 4687.30		7,195	80.0	3,248,296	99.1
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT58 Jackknife Replicate Weight 58
Record Number : 1
Position : 730-741
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,815	20.2	47,475	1.5
79.13 - 4403.17		7,183	79.8	3,229,326	98.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT59 Jackknife Replicate Weight 59
Record Number : 1
Position : 742-753
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,768	19.7	18,705	0.6
76.85 - 4247.19		7,230	80.4	3,258,096	99.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT60 Jackknife Replicate Weight 60
Record Number : 1
Position : 754-765
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,815	20.2	45,399	1.4
77.69 - 4830.53		7,183	79.8	3,231,402	98.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT61 Jackknife Replicate Weight 61
Record Number : 1
Position : 766-777
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,783	19.8	69,308	2.1
77.49 - 10678.25		7,215	80.2	3,207,493	97.9
		8,998	100.0%	3,276,801	100.0%

Variable Name : LREPWT62 Jackknife Replicate Weight 62
Record Number : 1
Position : 778-789
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		1,704	18.9	0	0.0
77.88 - 3654.45		7,294	81.1	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : REPGRP Jackknife Replicate Group Number
Record Number : 1
Position : 790-791
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Stratums 1 - 62	1 - 62	8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : DRPGRP Jackknife Dropout Group Number
Record Number : 1
Position : 792-792
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Units 1 - 3	1 - 3	8,998	100.0	3,276,801	100.0
		8,998	100.0%	3,276,801	100.0%

Variable Name : ACAD_TRK Academic Track
Record Number : 1
Position : 793-793
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Academic	1	5,492	61.0	2,091,903	63.8
Vocational	2	325	3.6	118,083	3.6
Both	3	1,622	18.0	567,566	17.3
Neither	4	670	7.5	227,081	6.9
No Transcript	9	889	9.9	272,168	8.3
		8,998	100.0%	3,276,801	100.0%

Variable Name : TYPLOC_R Community Type
Record Number : 1
Position : 794-794
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Large city	1	1,968	21.9	476,177	14.5
Mid-size city	2	1,072	11.9	317,172	9.7
Urban fringe - large city	3	3,101	34.5	1,148,435	35.1
Urban fringe - mid-size city	4	1,001	11.1	476,047	14.5
Large town	5	90	1.0	69,308	2.1
Small town	6	915	10.2	317,360	9.7
Other rural	7	851	9.5	472,302	14.4
		8,998	100.0%	3,276,801	100.0%

Variable Name : NAEPREGN NAEP Region
Record Number : 1
Position : 795-795
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	1,693	18.8	704,910	21.5
Southeast	2	2,675	29.7	746,092	22.8
Central	3	1,473	16.4	822,226	25.1
West	4	3,157	35.1	1,003,573	30.6
		8,998	100.0%	3,276,801	100.0%

Variable Name : PUBPRIV Public/Nonpublic School
Record Number : 1
Position : 796-796
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Public	1	8,461	94.0	3,017,241	92.1
Nonpublic	2	537	6.0	259,560	7.9
		8,998	100.0%	3,276,801	100.0%

Appendix M

2000 High School Transcript Study Codebook for
Science R2 Linked Weights File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3692		11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : SUBJECT NAEP Subject
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Mathematics	1	0	0.0	0	0.0
Science	2	11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	9,007	81.0	2,684,887	82.3
Honors Diploma	2	804	7.2	246,230	7.6
Special Education Diploma	3	118	1.1	24,976	0.8
Certificate of Attendance	4	81	0.7	15,386	0.5
Still Enrolled	5	507	4.6	125,826	3.9
Drop-Out	6	210	1.9	54,752	1.7
Other Non-Graduate	7	318	2.9	82,450	2.5
Out of Scope	8	75	0.7	28,889	0.9
Certificate of Completion	9	0	0.0	0	0.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : DRVDTRACE Student Race/Ethnicity
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	6,263	56.3	2,294,874	70.3
Black	2	2,150	19.3	433,202	13.3
Hispanic	3	1,988	17.9	372,028	11.4
Asian/Pacific Islander	4	591	5.3	133,989	4.1
Native American	5	97	0.9	24,197	0.7
Other	6	31	0.3	5,106	0.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : RACE_IMP Imputation Flag for Derived Race
Record Number : 1
Position : 21-21
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	10,873	97.8	3,216,208	98.6
Yes	1	247	2.2	47,188	1.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : GRADE Student Grade Level in 1999-2000
Record Number : 1
Position : 22-23
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Twelfth Grade	12	11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 24-24
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	5,304	47.7	1,583,393	48.5
Female	2	5,807	52.2	1,677,482	51.4
Not Reported	9	9	0.1	2,521	0.1
		11,120	100.0%	3,263,396	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 25-26
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	889	8.0	270,681	8.3
February	02	852	7.7	241,792	7.4
March	03	914	8.2	252,114	7.7
April	04	857	7.7	264,736	8.1
May	05	947	8.5	281,093	8.6
June	06	973	8.8	292,027	9.0
July	07	962	8.7	280,313	8.6
August	08	993	8.9	291,287	8.9
September	09	975	8.8	289,166	8.9
October	10	955	8.6	271,564	8.3
November	11	908	8.2	276,035	8.5
December	12	895	8.1	252,588	7.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 27-28
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	79	66	0.6	13,104	0.4
1980	80	395	3.6	93,825	2.9
1981	81	3,802	34.2	1,130,773	34.7
1982	82	6,734	60.6	1,988,660	60.9
1983	83	118	1.1	35,785	1.1
1984	84	4	0.0	1,155	0.0
1985	85	1	0.0	94	0.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : BIRT_IMP Imputation Flag for Birthdate
Record Number : 1
Position : 29-29
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	11,120	100.0	3,263,396	100.0
Yes	1	0	0.0	0	0.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	157	1.4	42,060	1.3
Disabled	1	564	5.1	232,140	7.1
Not Reported	9	10,399	93.5	2,989,196	91.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : HCTYPE Disabling Condition
Record Number : 1
Position : 31-32
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	15	0.1	6,610	0.2
Learning disabled	01	356	3.2	160,652	4.9
Hearing impaired	02	5	0.0	1,284	0.0
Visual impaired	03	2	0.0	600	0.0
Speech impaired	04	16	0.1	5,447	0.2
Mental retardation	05	87	0.8	24,465	0.8
Emotional disturbance	06	18	0.2	6,541	0.2
Orthopedic impaired	07	6	0.1	2,640	0.1
Traumatic Brain Injury	08	2	0.0	818	0.0
Autism	09	8	0.1	3,241	0.1
Developmental delay	10	0	0.0	0	0.0
Other health impaired	11	23	0.2	10,616	0.3
Other	12	17	0.2	6,874	0.2
Not Reported	88	166	1.5	44,412	1.4
Not Collected	99	10,399	93.5	2,989,196	91.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : SAMPTYPE Sampling Population
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Sample Type 2	2	11,120	100.0	3,263,396	100.0
Sample Type 3	3	0	0.0	0	0.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : FINLNKWT Final Usable Linked Student Weight
Record Number : 1
Position : 34-45
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,201	19.8	0	0.0
70.19 - 1912.86		8,919	80.2	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT1 Jackknife Replicate Weight 1
Record Number : 1
Position : 46-57
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,201	19.8	0	0.0
70.20 - 1840.55		8,919	80.2	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT2 Jackknife Replicate Weight 2
Record Number : 1
Position : 58-69
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,275	20.5	36,872	1.1
70.17 - 1934.95		8,845	79.5	3,226,524	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT3 Jackknife Replicate Weight 3
Record Number : 1
Position : 70-81
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,230	20.1	16,656	0.5
70.92 - 1906.53		8,890	80.0	3,246,740	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT4 Jackknife Replicate Weight 4
Record Number : 1
Position : 82-93
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,347	21.1	42,426	1.3
69.98 - 1964.61		8,773	78.9	3,220,970	98.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT5 Jackknife Replicate Weight 5
Record Number : 1
Position : 94-105
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,269	20.4	18,854	0.6
70.29 - 1952.07		8,851	79.6	3,244,542	99.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT6 Jackknife Replicate Weight 6
Record Number : 1
Position : 106-117
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,279	20.5	15,095	0.5
70.66 - 1791.71		8,841	79.5	3,248,301	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT7 Jackknife Replicate Weight 7
Record Number : 1
Position : 118-129
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,289	20.6	43,169	1.3
71.27 - 2095.32		8,831	79.4	3,220,227	98.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT8 Jackknife Replicate Weight 8
Record Number : 1
Position : 130-141
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,276	20.5	26,002	0.8
71.89 - 3322.46		8,844	79.5	3,237,394	99.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT9 Jackknife Replicate Weight 9
Record Number : 1
Position : 142-153
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,228	20.0	10,614	0.3
71.31 - 1906.90		8,892	80.0	3,252,782	99.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT10 Jackknife Replicate Weight 10
Record Number : 1
Position : 154-165
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,237	20.1	36,712	1.1
67.18 - 2527.44		8,883	79.9	3,226,684	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT11 Jackknife Replicate Weight 11
Record Number : 1
Position : 166-177
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,239	20.1	8,001	0.3
68.33 - 1969.46		8,881	79.9	3,255,395	99.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT12 Jackknife Replicate Weight 12
Record Number : 1
Position : 178-189
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,292	20.6	43,039	1.3
69.54 - 2046.84		8,828	79.4	3,220,357	98.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT13 Jackknife Replicate Weight 13
Record Number : 1
Position : 190-201
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,230	20.1	12,912	0.4
70.77 - 1887.39		8,890	80.0	3,250,484	99.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT14 Jackknife Replicate Weight 14
Record Number : 1
Position : 202-213
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,226	20.0	11,863	0.4
70.64 - 1856.43		8,894	80.0	3,251,533	99.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT15 Jackknife Replicate Weight 15
Record Number : 1
Position : 214-225
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,256	20.3	24,037	0.7
69.90 - 1920.05		8,864	79.7	3,239,359	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT16 Jackknife Replicate Weight 16
Record Number : 1
Position : 226-237
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,274	20.5	23,209	0.7
69.09 - 1770.82		8,846	79.6	3,240,187	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT17 Jackknife Replicate Weight 17
Record Number : 1
Position : 238-249
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,262	20.3	20,977	0.6
72.94 - 2051.36		8,858	79.7	3,242,419	99.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT18 Jackknife Replicate Weight 18
Record Number : 1
Position : 250-261
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,253	20.3	12,955	0.4
70.19 - 1847.90		8,867	79.7	3,250,441	99.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT19 Jackknife Replicate Weight 19
Record Number : 1
Position : 262-273
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,284	20.5	16,759	0.5
69.72 - 1926.13		8,836	79.5	3,246,637	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT20 Jackknife Replicate Weight 20
Record Number : 1
Position : 274-285
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,274	20.5	24,269	0.7
69.71 - 1814.74		8,846	79.6	3,239,127	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT21 Jackknife Replicate Weight 21
Record Number : 1
Position : 286-297
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,326	20.9	40,756	1.3
69.53 - 1952.33		8,794	79.1	3,222,640	98.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT22 Jackknife Replicate Weight 22
Record Number : 1
Position : 298-309
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,234	20.1	9,100	0.3
70.87 - 1929.34		8,886	79.9	3,254,296	99.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT23 Jackknife Replicate Weight 23
Record Number : 1
Position : 310-321
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,279	20.5	23,655	0.7
70.67 - 1951.81		8,841	79.5	3,239,741	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT24 Jackknife Replicate Weight 24
Record Number : 1
Position : 322-333
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,274	20.5	19,369	0.6
70.20 - 1911.30		8,846	79.6	3,244,027	99.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT25 Jackknife Replicate Weight 25
Record Number : 1
Position : 334-345
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,238	20.1	7,707	0.2
70.70 - 1992.52		8,882	79.9	3,255,689	99.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT26 Jackknife Replicate Weight 26
Record Number : 1
Position : 346-357
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,253	20.3	11,563	0.4
70.52 - 1918.36		8,867	79.7	3,251,833	99.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT27 Jackknife Replicate Weight 27
Record Number : 1
Position : 358-369
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,242	20.2	18,135	0.6
69.29 - 1912.86		8,878	79.8	3,245,261	99.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT28 Jackknife Replicate Weight 28
Record Number : 1
Position : 370-381
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,268	20.4	41,797	1.3
69.05 - 1912.86		8,852	79.6	3,221,599	98.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT29 Jackknife Replicate Weight 29
Record Number : 1
Position : 382-393
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,233	20.1	5,153	0.2
70.31 - 1912.37		8,887	79.9	3,258,243	99.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT30 Jackknife Replicate Weight 30
Record Number : 1
Position : 394-405
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,248	20.2	21,729	0.7
70.36 - 1912.86		8,872	79.8	3,241,667	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT31 Jackknife Replicate Weight 31
Record Number : 1
Position : 406-417
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,238	20.1	17,098	0.5
70.19 - 1912.86		8,882	79.9	3,246,298	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT32 Jackknife Replicate Weight 32
Record Number : 1
Position : 418-429
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,382	21.4	37,954	1.2
70.10 - 1916.11		8,738	78.6	3,225,442	98.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT33 Jackknife Replicate Weight 33
Record Number : 1
Position : 430-441
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,230	20.1	5,920	0.2
70.05 - 1905.04		8,890	80.0	3,257,476	99.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT34 Jackknife Replicate Weight 34
Record Number : 1
Position : 442-453
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,253	20.3	10,226	0.3
69.75 - 2478.92		8,867	79.7	3,253,170	99.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT35 Jackknife Replicate Weight 35
Record Number : 1
Position : 454-465
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,322	20.9	51,691	1.6
67.92 - 1932.63		8,798	79.1	3,211,705	98.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT36 Jackknife Replicate Weight 36
Record Number : 1
Position : 466-477
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,300	20.7	35,774	1.1
70.32 - 1856.68		8,820	79.3	3,227,622	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT37 Jackknife Replicate Weight 37
Record Number : 1
Position : 478-489
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,360	21.2	35,182	1.1
70.27 - 1770.65		8,760	78.8	3,228,214	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT38 Jackknife Replicate Weight 38
Record Number : 1
Position : 490-501
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,352	21.2	31,733	1.0
70.18 - 1916.87		8,768	78.9	3,231,663	99.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT39 Jackknife Replicate Weight 39
Record Number : 1
Position : 502-513
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,249	20.2	13,352	0.4
70.05 - 1895.73		8,871	79.8	3,250,044	99.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT40 Jackknife Replicate Weight 40
Record Number : 1
Position : 514-525
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,239	20.1	9,421	0.3
70.19 - 1913.49		8,881	79.9	3,253,975	99.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT41 Jackknife Replicate Weight 41
Record Number : 1
Position : 526-537
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,201	19.8	0	0.0
70.19 - 1888.91		8,919	80.2	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT42 Jackknife Replicate Weight 42
Record Number : 1
Position : 538-549
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,321	20.9	17,355	0.5
70.31 - 1893.26		8,799	79.1	3,246,041	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT43 Jackknife Replicate Weight 43
Record Number : 1
Position : 550-561
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,282	20.5	26,198	0.8
70.22 - 1942.79		8,838	79.5	3,237,198	99.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT44 Jackknife Replicate Weight 44
Record Number : 1
Position : 562-573
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,272	20.4	33,410	1.0
69.61 - 1937.49		8,848	79.6	3,229,986	99.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT45 Jackknife Replicate Weight 45
Record Number : 1
Position : 574-585
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,294	20.6	58,299	1.8
70.78 - 1912.44		8,826	79.4	3,205,097	98.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT46 Jackknife Replicate Weight 46
Record Number : 1
Position : 586-597
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,241	20.2	14,968	0.5
70.62 - 2237.93		8,879	79.9	3,248,428	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT47 Jackknife Replicate Weight 47
Record Number : 1
Position : 598-609
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,280	20.5	80,166	2.5
70.19 - 3305.67		8,840	79.5	3,183,230	97.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT48 Jackknife Replicate Weight 48
Record Number : 1
Position : 610-621
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,269	20.4	32,523	1.0
70.17 - 1913.86		8,851	79.6	3,230,873	99.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT49 Jackknife Replicate Weight 49
Record Number : 1
Position : 622-633
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,237	20.1	23,994	0.7
70.35 - 2434.23		8,883	79.9	3,239,402	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT50 Jackknife Replicate Weight 50
Record Number : 1
Position : 634-645
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,291	20.6	43,674	1.3
70.29 - 2698.47		8,829	79.4	3,219,722	98.7
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT51 Jackknife Replicate Weight 51
Record Number : 1
Position : 646-657
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,233	20.1	16,896	0.5
70.13 - 1912.86		8,887	79.9	3,246,500	99.5
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT52 Jackknife Replicate Weight 52
Record Number : 1
Position : 658-669
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,249	20.2	18,763	0.6
70.04 - 1912.86		8,871	79.8	3,244,633	99.4
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT53 Jackknife Replicate Weight 53
Record Number : 1
Position : 670-681
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,258	20.3	34,460	1.1
70.17 - 1912.86		8,862	79.7	3,228,936	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT54 Jackknife Replicate Weight 54
Record Number : 1
Position : 682-693
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,274	20.5	26,354	0.8
70.48 - 1918.60		8,846	79.6	3,237,042	99.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT55 Jackknife Replicate Weight 55
Record Number : 1
Position : 694-705
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,368	21.3	39,941	1.2
70.59 - 1974.54		8,752	78.7	3,223,455	98.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT56 Jackknife Replicate Weight 56
Record Number : 1
Position : 706-717
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,450	22.0	30,547	0.9
74.21 - 1917.42		8,670	78.0	3,232,849	99.1
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT57 Jackknife Replicate Weight 57
Record Number : 1
Position : 718-729
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,360	21.2	35,346	1.1
70.88 - 1873.70		8,760	78.8	3,228,050	98.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT58 Jackknife Replicate Weight 58
Record Number : 1
Position : 730-741
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,363	21.3	54,506	1.7
69.77 - 1996.08		8,757	78.8	3,208,890	98.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT59 Jackknife Replicate Weight 59
Record Number : 1
Position : 742-753
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,292	20.6	22,046	0.7
71.03 - 2084.29		8,828	79.4	3,241,350	99.3
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT60 Jackknife Replicate Weight 60
Record Number : 1
Position : 754-765
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,296	20.7	29,342	0.9
69.51 - 1918.27		8,824	79.4	3,234,054	99.1
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT61 Jackknife Replicate Weight 61
Record Number : 1
Position : 766-777
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,281	20.5	57,783	1.8
69.19 - 2279.56		8,839	79.5	3,205,613	98.2
		11,120	100.0%	3,263,396	100.0%

Variable Name : LREPWT62 Jackknife Replicate Weight 62
Record Number : 1
Position : 778-789
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,252	20.3	30,260	0.9
68.77 - 2969.17		8,868	79.8	3,233,136	99.1
		11,120	100.0%	3,263,396	100.0%

Variable Name : REPGRP Jackknife Replicate Group Number
Record Number : 1
Position : 790-791
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Stratums 1 - 62	1 - 62	11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : DRPGRP Jackknife Dropout Group Number
Record Number : 1
Position : 792-792
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Units 1 - 3	1 - 3	11,120	100.0	3,263,396	100.0
		11,120	100.0%	3,263,396	100.0%

Variable Name : ACAD_TRK Academic Track
Record Number : 1
Position : 793-793
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Academic	1	6,759	60.8	2,049,826	62.8
Vocational	2	415	3.7	126,773	3.9
Both	3	2,053	18.5	587,042	18.0
Neither	4	744	6.7	218,635	6.7
No Transcript	9	1,149	10.3	281,120	8.6
		11,120	100.0%	3,263,396	100.0%

Variable Name : TYPLOC_R Community Type
Record Number : 1
Position : 794-794
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Large city	1	2,326	20.9	467,861	14.3
Mid-size city	2	1,247	11.2	291,162	8.9
Urban fringe - large city	3	3,819	34.3	1,167,265	35.8
Urban fringe - mid-size city	4	1,198	10.8	423,223	13.0
Large town	5	105	0.9	57,783	1.8
Small town	6	1,225	11.0	337,458	10.3
Other rural	7	1,200	10.8	518,644	15.9
		11,120	100.0%	3,263,396	100.0%

Variable Name : NAEPREGN NAEP Region
Record Number : 1
Position : 795-795
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	2,156	19.4	721,162	22.1
Southeast	2	3,296	29.6	716,065	21.9
Central	3	1,805	16.2	788,320	24.2
West	4	3,863	34.7	1,037,849	31.8
		11,120	100.0%	3,263,396	100.0%

Variable Name : PUBPRIV Public/Nonpublic School
Record Number : 1
Position : 796-796
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Public	1	10,612	95.4	3,014,141	92.4
Nonpublic	2	508	4.6	249,255	7.6
		11,120	100.0%	3,263,396	100.0%

Appendix N

2000 High School Transcript Study Codebook for
Science R3 Linked Weights File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
101 - 494		11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
3010 - 3692		11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Linked		11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : SUBJECT NAEP Subject
Record Number : 1
Position : 18-18
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Mathematics	1	0	0.0	0	0.0
Science	2	11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : EXSTAT Student Exit Status
Record Number : 1
Position : 19-19
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Standard Diploma	1	9,079	81.5	2,694,036	82.6
Honors Diploma	2	794	7.1	246,527	7.6
Special Education Diploma	3	97	0.9	25,953	0.8
Certificate of Attendance	4	67	0.6	14,509	0.5
Still Enrolled	5	496	4.5	119,302	3.7
Drop-Out	6	200	1.8	50,355	1.5
Other Non-Graduate	7	322	2.9	82,265	2.5
Out of Scope	8	81	0.7	27,273	0.8
Certificate of Completion	9	0	0.0	0	0.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : DRVDTRACE Student Race/Ethnicity
Record Number : 1
Position : 20-20
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
White	1	6,131	55.1	2,287,115	70.2
Black	2	2,155	19.4	435,790	13.4
Hispanic	3	2,044	18.4	370,629	11.4
Asian/Pacific Islander	4	677	6.1	139,260	4.3
Native American	5	98	0.9	22,910	0.7
Other	6	31	0.3	4,516	0.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : RACE_IMP Imputation Flag for Derived Race
Record Number : 1
Position : 21-21
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	10,866	97.6	3,209,461	98.4
Yes	1	270	2.4	50,759	1.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : GRADE Student Grade Level in 1999-2000
Record Number : 1
Position : 22-23
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Twelfth Grade	12	11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : SEX Student Gender
Record Number : 1
Position : 24-24
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Male	1	5,264	47.3	1,566,223	48.0
Female	2	5,864	52.7	1,691,757	51.9
Not Reported	9	8	0.1	2,240	0.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : BIRTHMO Student Month Born
Record Number : 1
Position : 25-26
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
January	01	894	8.0	268,495	8.2
February	02	850	7.6	243,972	7.5
March	03	932	8.4	252,693	7.8
April	04	881	7.9	269,270	8.3
May	05	947	8.5	288,113	8.8
June	06	946	8.5	285,058	8.7
July	07	957	8.6	276,117	8.5
August	08	982	8.8	284,572	8.7
September	09	988	8.9	297,021	9.1
October	10	960	8.6	276,518	8.5
November	11	915	8.2	272,215	8.4
December	12	884	7.9	246,176	7.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : BIRTHYR Student Year Born
Record Number : 1
Position : 27-28
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
1979	79	73	0.7	14,640	0.5
1980	80	387	3.5	94,086	2.9
1981	81	3,798	34.1	1,116,572	34.3
1982	82	6,758	60.7	1,997,705	61.3
1983	83	116	1.0	36,166	1.1
1984	84	3	0.0	960	0.0
1985	85	1	0.0	91	0.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : BIRT_IMP Imputation Flag for Birthdate
Record Number : 1
Position : 29-29
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No	0	11,136	100.0	3,260,220	100.0
Yes	1	0	0.0	0	0.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : HCFLAG Student Disability Status
Record Number : 1
Position : 30-30
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Not Disabled	0	232	2.1	56,559	1.7
Disabled	1	418	3.8	171,600	5.3
Not Reported	9	10,486	94.2	3,032,061	93.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : HCTYPE Disabling Condition
Record Number : 1
Position : 31-32
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Multidisabled	00	6	0.1	1,371	0.0
Learning disabled	01	265	2.4	121,209	3.7
Hearing impaired	02	7	0.1	4,196	0.1
Visual impaired	03	1	0.0	137	0.0
Speech impaired	04	8	0.1	848	0.0
Mental retardation	05	58	0.5	20,327	0.6
Emotional disturbance	06	11	0.1	4,395	0.1
Orthopedic impaired	07	4	0.0	1,853	0.1
Traumatic Brain Injury	08	1	0.0	1,816	0.1
Autism	09	3	0.0	482	0.0
Developmental delay	10	0	0.0	0	0.0
Other health impaired	11	14	0.1	5,455	0.2
Other	12	31	0.3	6,923	0.2
Not Reported	88	241	2.2	59,146	1.8
Not Collected	99	10,486	94.2	3,032,061	93.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : SAMPTYPE Sampling Population
Record Number : 1
Position : 33-33
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Sample Type 2	2	0	0.0	0	0.0
Sample Type 3	3	11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : FINLNKWT Final Usable Linked Student Weight
Record Number : 1
Position : 34-45
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,249	20.2	0	0.0
56.52 - 2782.20		8,887	79.8	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT1 Jackknife Replicate Weight 1
Record Number : 1
Position : 46-57
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,249	20.2	0	0.0
56.35 - 2759.46		8,887	79.8	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT2 Jackknife Replicate Weight 2
Record Number : 1
Position : 58-69
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,311	20.8	30,518	0.9
57.00 - 2737.33		8,825	79.3	3,229,702	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT3 Jackknife Replicate Weight 3
Record Number : 1
Position : 70-81
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,278	20.5	16,990	0.5
56.73 - 2754.72		8,858	79.5	3,243,230	99.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT4 Jackknife Replicate Weight 4
Record Number : 1
Position : 82-93
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,365	21.2	35,484	1.1
56.03 - 2751.46		8,771	78.8	3,224,736	98.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT5 Jackknife Replicate Weight 5
Record Number : 1
Position : 94-105
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,328	20.9	20,567	0.6
56.68 - 2809.01		8,808	79.1	3,239,653	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT6 Jackknife Replicate Weight 6
Record Number : 1
Position : 106-117
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,339	21.0	18,098	0.6
56.07 - 2757.71		8,797	79.0	3,242,122	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT7 Jackknife Replicate Weight 7
Record Number : 1
Position : 118-129
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,331	20.9	39,426	1.2
56.72 - 2813.81		8,805	79.1	3,220,794	98.8
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT8 Jackknife Replicate Weight 8
Record Number : 1
Position : 130-141
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,316	20.8	22,679	0.7
57.77 - 2782.20		8,820	79.2	3,237,541	99.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT9 Jackknife Replicate Weight 9
Record Number : 1
Position : 142-153
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,274	20.4	9,411	0.3
56.86 - 2777.08		8,862	79.6	3,250,809	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT10 Jackknife Replicate Weight 10
Record Number : 1
Position : 154-165
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,296	20.6	49,095	1.5
54.43 - 2798.39		8,840	79.4	3,211,125	98.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT11 Jackknife Replicate Weight 11
Record Number : 1
Position : 166-177
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,275	20.4	5,809	0.2
53.18 - 2790.43		8,861	79.6	3,254,411	99.8
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT12 Jackknife Replicate Weight 12
Record Number : 1
Position : 178-189
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,326	20.9	37,540	1.2
57.32 - 2789.42		8,810	79.1	3,222,680	98.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT13 Jackknife Replicate Weight 13
Record Number : 1
Position : 190-201
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,278	20.5	13,327	0.4
56.47 - 2766.01		8,858	79.5	3,246,893	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT14 Jackknife Replicate Weight 14
Record Number : 1
Position : 202-213
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,276	20.4	12,853	0.4
54.74 - 2746.03		8,860	79.6	3,247,367	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT15 Jackknife Replicate Weight 15
Record Number : 1
Position : 214-225
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,309	20.7	26,752	0.8
57.45 - 2781.70		8,827	79.3	3,233,468	99.2
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT16 Jackknife Replicate Weight 16
Record Number : 1
Position : 226-237
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,313	20.8	22,186	0.7
55.04 - 2780.49		8,823	79.2	3,238,034	99.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT17 Jackknife Replicate Weight 17
Record Number : 1
Position : 238-249
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,286	20.5	10,445	0.3
57.03 - 2768.68		8,850	79.5	3,249,775	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT18 Jackknife Replicate Weight 18
Record Number : 1
Position : 250-261
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,301	20.7	13,293	0.4
56.91 - 2782.20		8,835	79.3	3,246,927	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT19 Jackknife Replicate Weight 19
Record Number : 1
Position : 262-273
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,337	21.0	18,465	0.6
56.55 - 2780.43		8,799	79.0	3,241,755	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT20 Jackknife Replicate Weight 20
Record Number : 1
Position : 274-285
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,319	20.8	20,842	0.6
56.87 - 2782.20		8,817	79.2	3,239,378	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT21 Jackknife Replicate Weight 21
Record Number : 1
Position : 286-297
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,356	21.2	34,147	1.1
56.23 - 2782.20		8,780	78.8	3,226,073	99.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT22 Jackknife Replicate Weight 22
Record Number : 1
Position : 298-309
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,300	20.7	13,054	0.4
56.88 - 2782.20		8,836	79.4	3,247,166	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT23 Jackknife Replicate Weight 23
Record Number : 1
Position : 310-321
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,342	21.0	25,008	0.8
57.05 - 2782.20		8,794	79.0	3,235,212	99.2
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT24 Jackknife Replicate Weight 24
Record Number : 1
Position : 322-333
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,341	21.0	23,004	0.7
57.70 - 2750.97		8,795	79.0	3,237,216	99.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT25 Jackknife Replicate Weight 25
Record Number : 1
Position : 334-345
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,307	20.7	11,411	0.4
55.55 - 2802.80		8,829	79.3	3,248,809	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT26 Jackknife Replicate Weight 26
Record Number : 1
Position : 346-357
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,291	20.6	9,664	0.3
56.19 - 2767.60		8,845	79.4	3,250,556	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT27 Jackknife Replicate Weight 27
Record Number : 1
Position : 358-369
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,307	20.7	26,746	0.8
56.48 - 2782.20		8,829	79.3	3,233,474	99.2
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT28 Jackknife Replicate Weight 28
Record Number : 1
Position : 370-381
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,305	20.7	38,409	1.2
56.35 - 2782.20		8,831	79.3	3,221,811	98.8
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT29 Jackknife Replicate Weight 29
Record Number : 1
Position : 382-393
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,287	20.5	6,152	0.2
56.15 - 2781.38		8,849	79.5	3,254,068	99.8
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT30 Jackknife Replicate Weight 30
Record Number : 1
Position : 394-405
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,293	20.6	20,662	0.6
56.61 - 2782.20		8,843	79.4	3,239,558	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT31 Jackknife Replicate Weight 31
Record Number : 1
Position : 406-417
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,282	20.5	13,740	0.4
56.67 - 2782.20		8,854	79.5	3,246,480	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT32 Jackknife Replicate Weight 32
Record Number : 1
Position : 418-429
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,428	21.8	38,948	1.2
56.43 - 2782.20		8,708	78.2	3,221,272	98.8
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT33 Jackknife Replicate Weight 33
Record Number : 1
Position : 430-441
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,289	20.6	8,411	0.3
56.56 - 2782.20		8,847	79.5	3,251,809	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT34 Jackknife Replicate Weight 34
Record Number : 1
Position : 442-453
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,295	20.6	8,753	0.3
56.18 - 2790.94		8,841	79.4	3,251,467	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT35 Jackknife Replicate Weight 35
Record Number : 1
Position : 454-465
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,389	21.5	62,445	1.9
56.00 - 2782.20		8,747	78.6	3,197,775	98.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT36 Jackknife Replicate Weight 36
Record Number : 1
Position : 466-477
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,333	21.0	29,382	0.9
56.80 - 2788.71		8,803	79.1	3,230,838	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT37 Jackknife Replicate Weight 37
Record Number : 1
Position : 478-489
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,406	21.6	35,245	1.1
56.70 - 2783.51		8,730	78.4	3,224,975	98.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT38 Jackknife Replicate Weight 38
Record Number : 1
Position : 490-501
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,373	21.3	26,705	0.8
56.64 - 2782.20		8,763	78.7	3,233,515	99.2
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT39 Jackknife Replicate Weight 39
Record Number : 1
Position : 502-513
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,303	20.7	16,646	0.5
56.42 - 2782.20		8,833	79.3	3,243,574	99.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT40 Jackknife Replicate Weight 40
Record Number : 1
Position : 514-525
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,286	20.5	9,129	0.3
56.51 - 2782.20		8,850	79.5	3,251,091	99.7
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT41 Jackknife Replicate Weight 41
Record Number : 1
Position : 526-537
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,249	20.2	0	0.0
56.42 - 2782.20		8,887	79.8	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT42 Jackknife Replicate Weight 42
Record Number : 1
Position : 538-549
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,372	21.3	17,438	0.5
56.59 - 2782.20		8,764	78.7	3,242,782	99.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT43 Jackknife Replicate Weight 43
Record Number : 1
Position : 550-561
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,323	20.9	23,507	0.7
56.60 - 2782.20		8,813	79.1	3,236,713	99.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT44 Jackknife Replicate Weight 44
Record Number : 1
Position : 562-573
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,318	20.8	31,863	1.0
56.23 - 3825.10		8,818	79.2	3,228,357	99.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT45 Jackknife Replicate Weight 45
Record Number : 1
Position : 574-585
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,344	21.1	63,477	2.0
57.67 - 2250.33		8,792	79.0	3,196,743	98.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT46 Jackknife Replicate Weight 46
Record Number : 1
Position : 586-597
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,282	20.5	12,237	0.4
56.57 - 2759.55		8,854	79.5	3,247,983	99.6
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT47 Jackknife Replicate Weight 47
Record Number : 1
Position : 598-609
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,329	20.9	84,095	2.6
56.35 - 3189.63		8,807	79.1	3,176,125	97.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT48 Jackknife Replicate Weight 48
Record Number : 1
Position : 610-621
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,306	20.7	26,657	0.8
56.43 - 2800.34		8,830	79.3	3,233,563	99.2
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT49 Jackknife Replicate Weight 49
Record Number : 1
Position : 622-633
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,281	20.5	18,862	0.6
56.37 - 2865.84		8,855	79.5	3,241,358	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT50 Jackknife Replicate Weight 50
Record Number : 1
Position : 634-645
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,347	21.1	48,173	1.5
56.81 - 4612.88		8,789	78.9	3,212,047	98.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT51 Jackknife Replicate Weight 51
Record Number : 1
Position : 646-657
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,282	20.5	17,877	0.6
57.01 - 2793.83		8,854	79.5	3,242,343	99.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT52 Jackknife Replicate Weight 52
Record Number : 1
Position : 658-669
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,300	20.7	20,213	0.6
56.50 - 2740.06		8,836	79.4	3,240,007	99.4
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT53 Jackknife Replicate Weight 53
Record Number : 1
Position : 670-681
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,304	20.7	31,808	1.0
56.46 - 2879.01		8,832	79.3	3,228,412	99.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT54 Jackknife Replicate Weight 54
Record Number : 1
Position : 682-693
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,339	21.0	30,866	1.0
56.88 - 2782.20		8,797	79.0	3,229,354	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT55 Jackknife Replicate Weight 55
Record Number : 1
Position : 694-705
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,400	21.6	34,789	1.1
55.82 - 2782.20		8,736	78.5	3,225,431	98.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT56 Jackknife Replicate Weight 56
Record Number : 1
Position : 706-717
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,486	22.3	30,952	1.0
70.38 - 2782.20		8,650	77.7	3,229,268	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT57 Jackknife Replicate Weight 57
Record Number : 1
Position : 718-729
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,366	21.3	28,768	0.9
56.92 - 2784.90		8,770	78.8	3,231,452	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT58 Jackknife Replicate Weight 58
Record Number : 1
Position : 730-741
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,391	21.5	50,379	1.6
57.38 - 2782.20		8,745	78.5	3,209,841	98.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT59 Jackknife Replicate Weight 59
Record Number : 1
Position : 742-753
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,323	20.9	16,082	0.5
56.47 - 2782.20		8,813	79.1	3,244,138	99.5
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT60 Jackknife Replicate Weight 60
Record Number : 1
Position : 754-765
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,342	21.0	29,671	0.9
56.60 - 2782.20		8,794	79.0	3,230,549	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT61 Jackknife Replicate Weight 61
Record Number : 1
Position : 766-777
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,342	21.0	67,232	2.1
56.14 - 2782.20		8,794	79.0	3,192,988	97.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : LREPWT62 Jackknife Replicate Weight 62
Record Number : 1
Position : 778-789
Format : N12.0
Comment : Continuous variable; Implied six decimal places

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
No Weight		2,299	20.6	29,653	0.9
56.31 - 3002.12		8,837	79.4	3,230,567	99.1
		11,136	100.0%	3,260,220	100.0%

Variable Name : REPGRP Jackknife Replicate Group Number
Record Number : 1
Position : 790-791
Format : C2
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Stratums 1 - 62	1 - 62	11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : DRPGRP Jackknife Dropout Group Number
Record Number : 1
Position : 792-792
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Variance Units 1 - 3	1 - 3	11,136	100.0	3,260,220	100.0
		11,136	100.0%	3,260,220	100.0%

Variable Name : ACAD_TRK Academic Track
Record Number : 1
Position : 793-793
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Academic	1	6,809	61.1	2,067,968	63.4
Vocational	2	388	3.5	115,389	3.5
Both	3	2,035	18.3	585,586	18.0
Neither	4	770	6.9	220,952	6.8
No Transcript	9	1,134	10.2	270,325	8.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : TYPLOC_R Community Type
Record Number : 1
Position : 794-794
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Large city	1	2,388	21.4	462,985	14.2
Mid-size city	2	1,345	12.1	319,344	9.8
Urban fringe - large city	3	3,760	33.8	1,136,165	34.9
Urban fringe - mid-size city	4	1,175	10.6	423,709	13.0
Large town	5	122	1.1	67,232	2.1
Small town	6	1,206	10.8	333,559	10.2
Other rural	7	1,140	10.2	517,226	15.9
		11,136	100.0%	3,260,220	100.0%

Variable Name : NAEPREGN NAEP Region
Record Number : 1
Position : 795-795
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Northeast	1	2,100	18.9	723,987	22.2
Southeast	2	3,308	29.7	740,996	22.7
Central	3	1,820	16.3	806,826	24.8
West	4	3,908	35.1	988,411	30.3
		11,136	100.0%	3,260,220	100.0%

Variable Name : PUBPRIV Public/Nonpublic School
Record Number : 1
Position : 796-796
Format : C1
Comment :

Response	Codes	Frequency	Percent	Weighted Frequency	Weighted Percent
Public	1	10,635	95.5	3,017,935	92.6
Nonpublic	2	501	4.5	242,285	7.4
		11,136	100.0%	3,260,220	100.0%

Appendix O

2000 High School Transcript Study Codebook for
NAEP 2000 Math Data File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		6,542	100.0
		6,542	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3692		6,542	100.0
		6,542	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent
Linked		6,542	100.0
		6,542	100.0%

Variable Name : MATHR2P1 Math Composite Score [R2] - Estimate 1
Record Number : 1
Position : 18-24
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
157.13 - 403.50	157.13 - 403.50	6,104	93.3
Missing	999.99	438	6.7
		6,542	100.0%

Variable Name : MATHR2P2 Math Composite Score [R2] - Estimate 2
Record Number : 1
Position : 25-31
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
166.48 - 411.54	166.48 - 411.54	6,104	93.3
Missing	999.99	438	6.7
		6,542	100.0%

Variable Name : MATHR2P3 Math Composite Score [R2] - Estimate 3
Record Number : 1
Position : 32-38
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
151.65 - 400.84	151.65 - 400.84	6,104	93.3
Missing	999.99	438	6.7
		6,542	100.0%

Variable Name : MATHR2P4 Math Composite Score [R2] - Estimate 4
Record Number : 1
Position : 39-45
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
153.88 - 401.58	153.88 - 401.58	6,104	93.3
Missing	999.99	438	6.7
		6,542	100.0%

Variable Name : MATHR2P5 Math Composite Score [R2] - Estimate 5
Record Number : 1
Position : 46-52
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
162.03 - 405.72	162.03 - 405.72	6,104	93.3
Missing	999.99	438	6.7
		6,542	100.0%

Variable Name : MATHR3P1 Math Composite Score [R3] - Estimate 1
Record Number : 1
Position : 53-59
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
161.97 - 400.63	161.97 - 400.63	6,252	95.6
Missing	999.99	290	4.4
		6,542	100.0%

Variable Name : MATHR3P2 Math Composite Score [R3] - Estimate 2
Record Number : 1
Position : 60-66
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
144.58 - 402.53	144.58 - 402.53	6,252	95.6
Missing	999.99	290	4.4
		6,542	100.0%

Variable Name : MATHR3P3 Math Composite Score [R3] - Estimate 3
Record Number : 1
Position : 67-73
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
145.56 - 403.59	145.56 - 403.59	6,252	95.6
Missing	999.99	290	4.4
		6,542	100.0%

Variable Name : MATHR3P4 Math Composite Score [R3] - Estimate 4
Record Number : 1
Position : 74-80
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
147.36 - 412.07	147.36 - 412.07	6,252	95.6
Missing	999.99	290	4.4
		6,542	100.0%

Variable Name : MATHR3P5 Math Composite Score [R3] - Estimate 5
Record Number : 1
Position : 81-87
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
158.14 - 403.77	158.14 - 403.77	6,252	95.6
Missing	999.99	290	4.4
		6,542	100.0%

Variable Name : R_FLAG Student Exists in R2/R3 Sample
Record Number : 1
Position : 88-88
Format : C1
Comment :

Response	Codes	Frequency	Percent
R2 sample only	1	290	4.4
R3 sample only	2	438	6.7
Both R2 and R3 samples	3	5,814	88.9
		6,542	100.0%

Appendix P

2000 High School Transcript Study Codebook for
NAEP 2000 Science Data File

Variable Name : PSU Primary Sampling Unit
Record Number : 1
Position : 1-3
Format : C3
Comment :

Response	Codes	Frequency	Percent
101 - 494		7,982	100.0
		7,982	100.0%

Variable Name : SCHOOL School ID (within PSU)
Record Number : 1
Position : 4-7
Format : C4
Comment :

Response	Codes	Frequency	Percent
3010 - 3692		7,982	100.0
		7,982	100.0%

Variable Name : STUDENT Student ID (within School)
Record Number : 1
Position : 8-17
Format : C10
Comment :

Response	Codes	Frequency	Percent
Linked		7,982	100.0
		7,982	100.0%

Variable Name : SCIR2P1 Science Composite Score [R2] - Estimate 1
Record Number : 1
Position : 18-24
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
0.00 - 251.21	0.00 - 251.21	7,481	93.7
Missing	999.99	501	6.3
		7,982	100.0%

Variable Name : SCIR2P2 Science Composite Score [R2] - Estimate 2
Record Number : 1
Position : 25-31
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
0.84 - 250.57	0.84 - 250.57	7,481	93.7
Missing	999.99	501	6.3
		7,982	100.0%

Variable Name : SCIR2P3 Science Composite Score [R2] - Estimate 3
Record Number : 1
Position : 32-38
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
0.00 - 251.92	0.00 - 251.92	7,481	93.7
Missing	999.99	501	6.3
		7,982	100.0%

Variable Name : SCIR2P4 Science Composite Score [R2] - Estimate 4
Record Number : 1
Position : 39-45
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
0.00 - 240.92	0.00 - 240.92	7,481	93.7
Missing	999.99	501	6.3
		7,982	100.0%

Variable Name : SCIR2P5 Science Composite Score [R2] - Estimate 5
Record Number : 1
Position : 46-52
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
0.00 - 249.67	0.00 - 249.67	7,481	93.7
Missing	999.99	501	6.3
		7,982	100.0%

Variable Name : SCIR3P1 Science Composite Score [R3] - Estimate 1
Record Number : 1
Position : 53-59
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
4.46 - 262.85	4.46 - 262.85	7,612	95.4
Missing	999.99	370	4.6
		7,982	100.0%

Variable Name : SCIR3P2 Science Composite Score [R3] - Estimate 2
Record Number : 1
Position : 60-66
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
9.17 - 261.11	9.17 - 261.11	7,612	95.4
Missing	999.99	370	4.6
		7,982	100.0%

Variable Name : SCIR3P3 Science Composite Score [R3] - Estimate 3
Record Number : 1
Position : 67-73
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
5.09 - 255.08	5.09 - 255.08	7,612	95.4
Missing	999.99	370	4.6
		7,982	100.0%

Variable Name : SCIR3P4 Science Composite Score [R3] - Estimate 4
Record Number : 1
Position : 74-80
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
10.96 - 261.27	10.96 - 261.27	7,612	95.4
Missing	999.99	370	4.6
		7,982	100.0%

Variable Name : SCIR3P5 Science Composite Score [R3] - Estimate 5
Record Number : 1
Position : 81-87
Format : N7.0
Comment : Continuous variable; Implied two decimal places

Response	Codes	Frequency	Percent
12.00 - 249.83	12.00 - 249.83	7,612	95.4
Missing	999.99	370	4.6
		7,982	100.0%

Variable Name : R_FLAG Student Exists in R2/R3 Sample
Record Number : 1
Position : 88-88
Format : C1
Comment :

Response	Codes	Frequency	Percent
R2 sample only	1	370	4.6
R3 sample only	2	501	6.3
Both R2 and R3 samples	3	7,111	89.1
		7,982	100.0%

Appendix Q

2000 High School Transcript Study Glossary

2000 HIGH SCHOOL TRANSCRIPT STUDY GLOSSARY

Accommodations	Assessment accommodations are changes in testing materials or procedures that enable a student to participate in an assessment that allows knowledge and skills to be assessed rather than disabilities or limited English.
Advanced level	The highest achievement level a student can achieve on a NAEP assessment. It denotes a superior performance on the assessment, indicating that the student has an excellent grasp of the challenging subject matter.
AP	Advanced Placement. The Advanced Placement Program is designed to prepare students to take the advanced placement examinations given by the Educational Testing Service (ETS). Students who pass these tests may be given credit and/or be exempted from requirements in colleges and universities based on their scores. Colleges and universities make their own rules regarding what tests to accept and the scores needed for credit or exemptions.
Basic level	The lowest-defined achievement level a student can achieve on a NAEP assessment. It denotes a partial mastery of prerequisite knowledge and skills that are fundamental for proficient work in the assessment's subject matter.
CACE	Computer Aided Coding and Editing. The computer system used to code and title match the courses collected from the transcripts.
CADE	Computer Aided Data Entry. The computer system used to enter the data collected from the transcripts into the HSTS database.
Carnegie unit	A factor used to standardize all credits indicated on transcripts across the study. The Carnegie unit equals a class period (45 to 60 minutes) that occurs once per day across the entire school year.
Catalog	A document compiled by a school or a district listing all available courses that are offered by the school and a description of those courses. Curriculum specialists reviewed catalogs and used them to determine the appropriate CSSC code for each course.

Correlation	A measure of the relation between two or more variables. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 represents a lack of correlation.
Course Offerings file	A HSTS data file, providing a comprehensive list of the courses offered in the schools included in the study. A CSSC code is associated with each course title.
CSSC	Classification of Secondary School Courses. A coding system employed for the purpose of standardizing HSTS transcripts. The CSSC is a modification of the Classification of Instructional Program (CIP) used for classifying college courses and contains 2,268 course codes. Each CSSC course code contains six digits. The first two digits identify the main program area; the second two digits represent a subcategory of courses within the main program area, and the final two digits define the specific course. For example, for the CSSC code 400522, the first two digits (40) define Physical Sciences, the middle two digits (05) define the Chemistry subcategory, and the final two digits (22) define the course Advanced Chemistry.
Data files	The HSTS 2000 has produced a set of 11 data files that are available on a restricted-use basis. These include the Master CSSC File, the Course Offerings File, the School File, the Student File, the Four Subject-Level Linked Weights Files, the Test and Honors File, the Transcript File, the SD/LEP File, and two additional NAEP assessment files that contain proficiency estimates for Mathematics and Science.
Diploma	A document granted by a school indicating the student completed all the requirements for graduation. The type of diploma is indicated by the Exit Status.
Eligible student	A student who meets the graduation criteria established for the High School Transcript Study sample. Eligible students graduated from high school with a standard, honors, or special education diploma, or they received either a certificate of completion or a certificate of attendance. Note this term applies only to the HSTS sample, not to the sample of HSTS students used in generating the results for this report.
ESL/ESOL	English as a Second Language. An acronym for courses taught to students whose native tongue is not English,

who require some special assistance with the language rather than the material taught.

Exclusion criteria

Criteria adopted to exclude HSTS students who did not meet the graduation requirements established for analyses found in this report. Students with special education diplomas, certificates of attendance, and certificates of completion were excluded, as were students with zero English credits and students with fewer than 16 Carnegie units.

Exit status

A code that describes the type of diploma the student received.

Flags

Markers used to indicate special features of a course, such as its relationship to other courses within a sequence, the language of instruction for the course, the level of the course (honors, regular, or remedial), whether it was a combination course (a multisubject course requiring multiple codes such as art appreciation/music appreciation), the location where the course was taught, and any enrollment restrictions (regular or disabled students).

Frequency

The number of times the value(s) of a variable appears within a catalog.

GSF

Graduation Standardization Form. A form containing school information regarding graduation requirements and the Carnegie Unit Factor which allows for a standardization of credits throughout the study.

High School and Beyond

A longitudinal study following cohorts of 1980 high school students from which the 1982 High School Transcript Study sample was drawn. Samples for subsequent studies were drawn from the corresponding NAEP samples.

HSTS

High School Transcript Study. A periodic study developed by NCES that provides the Department of Education and other education policymakers with information regarding current course offerings and students' coursetaking patterns in the nation's secondary schools.

IB

International Baccalaureate. A nonprofit educational foundation program consisting of a comprehensive two-year international curriculum that allows students to fulfill the requirements of their national or state education systems.

Imputation

Imputation is often used in surveys to compensate for item nonresponse and involves replacing a missing value with a nonmissing value, typically generated from a statistical model. Imputation is used to reduce nonresponse bias in survey estimates, simplify analyses, and improve the consistency of results across analyses. Imputations should also preserve multivariate distributions.

Jackknife method

A method of replication used to compute the variance of statistics from complex samples. The High School Transcript Study used a paired jackknife method. This method divides the sample into subsamples by excluding one unit at a time from a pair sampled within a stratum.

Linked Weights files

Four HSTS data files that provide weights for use when performing analyses relating transcript data to NAEP assessment results.

Master CSSC file

An HSTS data file that includes 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.

Measure of size

A value of measurement for a unit which determines that unit's probability of selection within a probability proportional to size (PSS) sampling scheme.

Multistage sample design

A sample design which utilizes more than one stage of sampling. The NAEP sample design, for example, uses three-stages of sampling: (1) a sample of counties (primary sampling units or PSUs), (2) a sample of schools within each sampled county, and (3) a sample of students within each sampled school.

NAEP

National Assessment of Education Progress. A federally funded, ongoing, periodic assessment of educational achievement in the various subject areas and disciplines taught in the nation's schools. It was developed by NCES.

NAEP assessment files

Two data files that contain proficiency estimates (also described as plausible values) for each student who participated in the NAEP assessment. The files are the 2000 NAEP Mathematics Data File and the 2000 NAEP Science Data File. These files contain NAEP scores for the total number of 2000 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 are present only in the NAEP assessment files and not in the transcript data files.

NAEP ID	The 10-digit NAEP assessment booklet number used as an HSTS student ID number for students in schools fully linked to the NAEP assessment.
NAEP-linked	A reference to students or schools that maintained their unique NAEP ID or school ID.
NCES	National Center for Education Statistics. The primary federal entity for collecting, analyzing, and reporting data related to education in the United States.
NELS:88	National Education Longitudinal Study of 1988. A major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave middle school or junior high school, and progress through high school and into postsecondary institutions or the work force. It started as a nationally representative sample survey of 8 th -graders in 1988, with follow-up surveys in the years 1990, 1992, 1994, and 2000.
NSLP	National School Lunch Program. A program providing free or reduced-priced school meals to children from households meeting federal income guidelines.
Percentage	A relative measure of how often the value(s) of a variable appears within a category as compared to all values of that variable.
Poststratification	An estimation method that adjusts the sampling weights so that they add to specified population totals corresponding to the levels of a particular response variable.
Probability proportional to size sampling	A sampling method in which the probability of selecting a unit is directly proportional to the unit's size. In NAEP, schools are selected with probabilities proportionate to estimated grade enrollment.
Proficient level	An achievement level on the NAEP assessment that indicates a solid academic performance. Students reaching this level demonstrate competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
PSU	Primary sampling unit or the first stage in a multistage sample.

Replicate estimate	An estimate of the population quantity based on the replicate subsample using the same estimation methods used to compute the full sample estimate.
Replicate sample	A sample derived by deleting a subsample of the originally observed sample where the subsampling procedure depends on the replicate method.
Replicate weight	The weight assigned to an observation for a particular replicate subsample.
Replicates	A term often used to refer to either the replicate sample or the replicate estimate, depending on context.
Replication method	A method of drawing a replicate subsample and weighting the observations that includes balanced repeated replication, jackknife replication, and bootstrap replication.
Response	A possible value, or set of possible values, for a catalog variable, as defined by the Electronic Codebook (ECB) software. For continuous variables, which have an infinite set of possible values, a category will list a range of values. For discrete variables, which have a finite set of possible values, a category most likely will represent a single value, but it can also represent a range of values.
Sample	A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population.
Sampling error	The standard deviation of the estimate, used to measure the precision of the estimate.
Sampling frame	The full list of possible units from which the sample is selected.
School file	An HSTS data file providing detailed information on the schools from which students were sampled.
School Questionnaire	A 54-item survey form 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.
SD/LEP file	An HSTS data file that provides detailed information on students with disabilities and/or limited English proficiency.

SD/LEP Questionnaire

Formerly known as the Individualized Education Plan/Limited English Proficiency (IEP/LEP) Questionnaire, this survey form includes information collected from school staff about students with disabilities and students with limited English proficiency. 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.

Secondary School Taxonomy

The framework initially used by the High School Transcript Study for analyzing transcript data. The taxonomy divides high school coursework into three distinct curricula: Academic, Vocational, and Personal Enrichment/Other. Academic curricula include six course subjects: Mathematics, Science, English, Social Studies, Fine Arts, and Foreign Languages. Vocational curricula include three course subjects: Consumer and Homemaking Education, General Labor Market Preparation, and Specific Labor Market Preparation. Personal Enrichment/Other curricula include five course subjects: General Skills, Personal Health and Physical Education, Religion, Military Science, and All Other Courses. The HSTS added two additional course subjects: Computer-related Studies (under Academic) and Special Education (under Personal Enrichment/Other).

SIF

The School Information Form. The SIF 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), about the course description materials, about graduation requirements and grading practices at the school, and about the format of the school's transcripts.

Stub

A CSSC category. With 2,268 codes in the CSSC, it is neither practical nor desirable to include estimates of each possible code in each of the tables. Instead, it is often more useful to analyze the courses in larger groups such as English, Social Studies, Mathematics, or Science. There are 16 main stubs that represent each subject area category represented by the Secondary School Taxonomy. As there is also interest in finer

divisions of these groups (e.g. Biology, Chemistry, and Physics within Science), along with combinations of core curricula credits, there are 84 additional stubs that provide more specific course categories.

Student file

An HSTS data file providing demographic information on all students in the study, as well as sampling weights and summaries of their coursetaking histories.

Student ID number

A 10-digit ID number used to track students in the HSTS. For schools fully linked to NAEP, this number matches the NAEP assessment booklet number. For students in schools where the link to NAEP was lost and for students in schools that did not participate in NAEP, this is a unique 10-digit number beginning with 990.

Student Sampling Information System

The data processing procedure used to extract and verify data from the School Information Form and the Transcript Request Form. This process was also used in producing student ID control lists.

Summary Report

A High School Transcript Study report providing tables summarizing the coursetaking patterns of 2000 high school graduates and comparing them to those of their counterparts in 1990, 1994, and 1998. The report also provides tables describing the relationship of the coursetaking patterns of 2000 graduates to their proficiencies in mathematics and science as measured by the 2000 National Assessment of Educational Progress (NAEP 2000).

Taxonomy

The classification of items into larger categories. In the High School Transcript Study, the items are specific secondary school courses (e.g., composition, first-year algebra, Advanced Placement biology, American government) that are classified into 16 course subject categories, as organized according to the Secondary School Taxonomy, based on course content and level.

Test and Honors file

An HSTS data file providing a list of honors and standardized test results that were included on the transcripts.

Transcript

A student's secondary school record containing courses taken, grades, graduation status, and attendance. In addition, it often includes assessments such as PSAT, SAT, ACT, and honors.

Transcript file

An HSTS data file providing a complete list of all courses appearing on the transcripts of students in the study.

TRF	Transcript Request Form. For each school, the field worker was given a TRF. In addition to the 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 1 services receipt, and National School Lunch Program participation. The TRF was used in the data entry, verification, quality control, and other stages of the study. There are two versions of the form, one used for schools with a link to NAEP (Version 1) and one for non-NAEP participating schools (Version 2).
User's Guide and Technical Report	A document detailing procedures used to collect and summarize the data. It also provides information needed to use all publicly released data files produced by the study.
Vocational course	A school course that provides students with the academic and technical knowledge and skills needed for further education and/or careers requiring less than a bachelor's degree. At the high school level, vocational courses include courses in consumer and homemaking education, general labor market preparation, and specific labor market preparation.
Weighted frequency	The number of times the value(s) of a variable appears within a catalog, as defined by the weights assigned to the data file records.
Weighted percentage	A relative measure of how often the value(s) of a variable appears within a catalog as compared to all values of that variable, as defined by the weights assigned to the data file records.

U.S. Department of Education
ED Pubs
8242-B Sandy Court
Jessup, MD 20794-1398

Official Business
Penalty for Private Use, \$300

**U.S. POSTAGE PAID
U.S. DEPARTMENT
OF EDUCATION
PERMIT NO. G-17**

