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**NLSY97 CODEBOOK SUPPLEMENT**  
**MAIN FILE ROUND 3**

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**Prepared for the  
U.S. Department of Labor by**

**Center for Human Resource Research  
The Ohio State University**

**Under contract with  
National Opinion Research Center  
University of Chicago**

**2001**

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**NLSY97 Appendix 11:  
Collection of the Transcript Data, Wave 1**

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To complement data on respondents' educational experiences collected during the yearly interviews, NLSY97 staff collect transcripts directly from respondents' high schools as the youths graduate or leave school. When the transcripts are received from the schools, survey staff code the information they contain into a standard format. The resulting created variables comprise a history of the respondent's terms in school, courses taken, and other academic indicators. This appendix describes the survey materials used during data collection and explains the procedures and criteria for data entry and coding. It also lists specific details about individual Transcript Survey variables.

### **TRANSCRIPT SURVEY DATA COLLECTION**

Conducted in 1999–2000, wave I of the NLSY97 Transcript Survey sought hard copy transcripts from 1,622 NLSY97 respondents who had provided signed authorization for transcript collection, and who were no longer enrolled in high school in spring 2000. Non-enrollment occurred when the youth either graduated from high school or dropped out of school and was at least 18 years old. In wave I, coded transcript data are available for 1,417 respondents. Wave II will collect additional transcripts in winter 2003–04.

NORC mailed a transcript request packet to each school from which an NLSY97 youth received his or her high school diploma, or to the last school the youth attended. The packet contained informational materials about the NLSY97, a description of the NLSY97 Transcript Survey, and documentation of administrative permission from districts to contact schools. In addition, packets included the following items, reproduced on the following pages:

1. a cover letter addressed to the school principal
2. a one-page cover sheet questionnaire collecting school-specific grading and transcript policies
3. a Student Request list identifying the sampled students in the school
4. the signed permission forms for these students

**Figure 1. Cover letter for Transcript Survey materials**

February 3, 2000

Dear Principal:

The National Opinion Research Center (NORC) at the University of Chicago is conducting a survey called the National Longitudinal Survey of Youth 1997 (NLSY97). The survey is intended to collect, on a nationwide basis, information pertaining to the employment, job training, education, and family experiences of young adults born from 1980 to 1984. Sponsored by the U.S. Department of Labor and supervised by the Bureau of Labor Statistics, the survey provides researchers with data relevant for examining linkages between family, education, and employment outcomes.

While we collect a great amount of information about the home environment for these youth, it also is vital that we learn about their school environment and academic success. For this reason, the U.S. Department of Labor is asking for your voluntary cooperation in providing information about the school experiences of these youth.

Specifically, we would appreciate your help in providing the following:

- School transcripts for the student(s) listed on the enclosed permission forms
- Answers to the enclosed one-page questionnaire that will provide additional information to help us interpret the transcript information we collect from schools across the nation
- A copy of your course catalog or a listing of your course offerings

Enclosed is a copy of the signed permission form for each student for whom we are requesting information. NORC obtained signatures from the student and from the parents of all students under the age of 18 years. For students 18 years of age and older, we accepted the youth's signature as adequate consent. NORC is sensitive to the need to maintain the confidentiality of all respondents in this survey. Identifying information is protected in accordance with the Privacy Act statement provided on the back of this form. In addition, we have enclosed a brochure to provide additional information about this important longitudinal research effort.

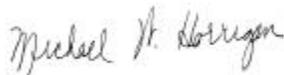
NORC estimates that it will take an average of 30 minutes per student to complete the enclosed questionnaire and prepare a copy of the transcript information.

Please fill out the enclosed reimbursement form, which allows you to be reimbursed in the amount of \$10.00 per student for any costs associated with reproducing transcripts. Also enclosed is a postage-paid business reply envelope for returning the student list, transcript(s), completed questionnaire, and course listings to NORC.

We look forward to receiving your completed documents within the next two weeks. Should you have any questions or comments, please call our project information line at 1-877-400-0449. You may call at any time; if we are not able to assist you at the time of your call, we will return your call within one business day. You may also write to the Bureau of Labor Statistics, National Longitudinal Survey, 2 Massachusetts Avenue N.E., Washington, DC 20212. The OMB clearance number for this survey is 1220-0157. Without this current OMB number, BLS could not conduct this survey.

We appreciate your support and thank you in advance for your cooperation.

Sincerely,



Michael Horrigan  
Program Director, BLS



A. Rupa Datta  
Project Director, NORC

Figure 2. Cover sheet for school-specific information

| <b>TRANSCRIPTS COVER SHEET</b>   |                                     | NORC/4896<br>1/00 |
|--|-------------------------------------|-------------------|
| <b>National Longitudinal Survey of Youth 1997 - Transcript Survey Supplement</b>   |                                     |                   |
| SCHOOL NAME: EXAMPLE HIGH SCHOOL<br>SCHOOL ID: _____   |                                     |                   |
| PREPARER'S NAME: _____ DATE PREPARED: _____  |                                     |                   |
| PREPARER'S TELEPHONE NUMBER: (____) _____ E-MAIL ADDRESS: _____  |                                     |                   |
| Please answer the following questions about the transcripts being provided. Your answers will help us analyze the transcripts.   |                                     |                   |
| 1. <b>Please specify below your school's grade scale (the percentage equivalent of each letter grade).</b> (If your school uses different grade scales for different difficulty levels of courses or tracks (honors, general, special education, etc.), please specify the scale associated with each. If your school has only one scale, record the information in the first column.) |                                     |                   |
| LEVEL _____  |                                     |                   |
| A = _____ % to _____ %   |                                     |                   |
| A = _____ % to _____ %   |                                     |                   |
| A = _____ % to _____ %   |                                     |                   |
| A = _____ % to _____ %   |                                     |                   |
| B = _____ % to _____ %   |                                     |                   |
| B = _____ % to _____ %   |                                     |                   |
| B = _____ % to _____ %   |                                     |                   |
| B = _____ % to _____ %   |                                     |                   |
| C = _____ % to _____ %   |                                     |                   |
| C = _____ % to _____ %   |                                     |                   |
| C = _____ % to _____ %   |                                     |                   |
| C = _____ % to _____ %   |                                     |                   |
| D = _____ % to _____ %   |                                     |                   |
| D = _____ % to _____ %   |                                     |                   |
| D = _____ % to _____ %   |                                     |                   |
| D = _____ % to _____ %   |                                     |                   |
| F = _____ % to _____ %   |                                     |                   |
| F = _____ % to _____ %   |                                     |                   |
| F = _____ % to _____ %   |                                     |                   |
| F = _____ % to _____ %   |                                     |                   |
| 2. <b>Is any of the information below unavailable at your school, and consequently not included on the transcripts enclosed? Check off each variable that is <u>unavailable</u>.</b> (Please retrieve any information that is available at your school from other sources, such as guidance records, and write the information on each student's transcript.)                          |                                     |                   |
| 3. <b><u>Student-level information</u></b>   |                                     |                   |
| _____  | number of absences per year or term |                   |
| _____  | rank in class and class size        |                   |

Appendix 11: Collection of the Transcript Data

\_\_\_\_\_ date student left school  
\_\_\_\_\_ reason student left school (graduated, transferred, etc.)  
\_\_\_\_\_ GPA  
\_\_\_\_\_ standardized test scores for the:  
\_\_\_\_\_ PSAT \_\_\_\_\_ ACT \_\_\_\_\_ SAT \_\_\_\_\_ AP

**Course-taking histories for grades 9 (or 10) through 12, including:**

\_\_\_\_\_ course title  
\_\_\_\_\_ grade level, year, and term course taken  
\_\_\_\_\_ number of credits earned  
\_\_\_\_\_ grade assigned

4. Please feel free to record below any information about the transcripts enclosed that you believe would be helpful in processing them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your help. We appreciate your cooperation.

Figure 3. Student Request list identifying sample students

STUDENT TRANSCRIPT REQUEST LIST

National Longitudinal Survey of Youth 1997 - Transcript Survey Supplement

2/03/00

School Name: EXAMPLE HIGH SCHOOL  
 School ID#: XXXXXXXX  
 State: ST

INSTRUCTIONS: Please return transcripts for each student listed below. Please indicate whether he/she has participated in a special education, bilingual education, or gifted course or program by circling yes or no. If you are unable to provide a transcript for a student, please indicate the reason (such as "never attended", "transferred") in the "COMMENTS" column to the right of the student's name. If a student transferred to or from another school, please return any transcripts that you have, and write in the name, city and state of the transfer school in the "COMMENTS" column.

PLEASE ENCLOSE THIS DOCUMENT WHEN RETURNING TRANSCRIPTS.

| STUDENT INFORMATION   | Has the student participated in any courses or programs in the following areas?<br>(PLEASE CIRCLE ANSWER.) | TRANSCRIPT INFORMATION |                            |                      |   |
|---|--|------------------------|----------------------------|----------------------|---|
|   | Special Education?   | Bilingual Education?   | Gifted Courses or Program? | Transcript Returned? | COMMENTS: (Additional information? Reason transcript not returned? If applicable, transfer school name, city, state.) |
| ID#: XXXXXXX1<br>Student Name: LAST NAME III, FIRST NAME<br>Birth Date: XX/XX/19XX<br>Attendance Last Verified: XX/19XX | Yes  | No                     | Yes                        | No                   | Yes   |
| ID#: XXXXXXX2<br>Student Name: LAST NAME III, FIRST NAME<br>Birth Date: XX/XX/19XX                                      | Yes  | No                     | Yes                        | No                   | Yes   |

Figure 4. Student permission form

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|   |  |  |  |  |  |  |  |  |  |  |   |
|---|--|--|--|--|--|--|--|--|--|--|---|
| <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> </tr> </table> <p style="text-align: center; margin-top: 5px;">Youth ID</p> |  |  |  |  |  |  |  |  |  |  | <p>NORC 4893<br/>OMB No: 1220-0157<br/>Expiration Date: 8/31/2001</p> |
|   |  |  |  |  |  |  |  |  |  |  |   |

Student's Name \_\_\_\_\_  
(Please print)

**NLSY97 ROUND 4**  
**PERMISSION TO CONTACT SCHOOL**

On behalf of the U.S. Department of Labor, the National Opinion Research Center (NORC) requests permission to obtain information from school transcripts and related school records for the student named above. NORC also requests permission to contact the school regarding the general characteristics of the school as well as some specific characteristics of some classes that the student attends/attended.

***Parent***  
NORC has permission to obtain school transcript, related school records, and school/class characteristic information pertaining to my child from my child's school. Identifying information is protected in accordance with the Privacy Act statement provided on the back of this form.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Student***  
NORC has permission to obtain school transcript, related school records, and school/class characteristic information pertaining to me from my school. Identifying information is protected in accordance with the Privacy Act statement provided on the back of this form.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WHITE COPY - MAIL TO CO WITH CASE MATERIALS / YELLOW COPY - MAIL TO FM / PINK COPY - KEEP FOR YOUR RECORDS

**Figure 4 continued. Student permission form (reverse side)**

**PRIVACY ACT STATEMENT**

In accordance with the Privacy Act of 1974, as amended (5 U.S.C.552a), you are hereby notified that this survey is sponsored by the U.S. Department of Labor, Bureau of Labor Statistics, under authority of 29 U.S.C.2. Your participation is vital to the success of the survey and is voluntary. The information collected in this survey will be used by BLS and other researchers to understand the labor market experience of individuals over time. BLS makes available to the general public and other federal agencies conducting labor force research information that are not individually identifiable. Under written agreements to protect the confidentiality and security of identifying information, BLS provides potentially-identifying geographic information to researchers to conduct specific research projects that further the mission and function of BLS. Unless required by law, or necessary for litigation or legal proceedings, and except as provided in the Privacy Act or as indicated in this statement, we will hold personal identifiers (e.g., name, address, or social security number) in confidence and will not release them to the public. BLS may release identifying data to the National Opinion Research Center (NORC) and the Ohio State University, and contractors, grantees, and their employees or volunteers who are working on this project for BLS and who need access to the material, or to the National Archives and Records Administration or the General Services Administration for records management purposes.

## CREATION OF THE TRANSCRIPT DATA FILE

**Organization of the data.** There are several different types of variables in the transcript data file. First, at the school level the variable TRANS\_SCH\_CAT reports whether a course catalog was received from the school to aid in coding. The highest number of schools reported for any respondent is 12, so this variable is repeated 12 times. This course catalog variable also functions as the identification number of the school. During the coding process described below, each school attended by a respondent was assigned an ID number between 1 and 12, with the school that provided the transcript always listed as school #01. These numbers were used in variables that report which school the respondent attended in each term—for example, if a respondent has a value of 4 for term 1, then he or she attended school #04 in the course catalog variables. This ID number does not link to any variables in the main data file.

Second, the transcript file includes information about the respondents that is not associated with a specific term or course. For example, these variables present test scores on a variety of achievement tests (ACT, PSAT, SAT, SAT II, AP), information on absences and tardies, the student's school completion status, and dates of enrollment. Variables also indicate whether the respondent participated in programs such as gifted, bilingual, or special education.

A number of variables refer to the respondent's terms of enrollment. For up to 18 terms, these items report the beginning and ending dates of the term, the way in which the school year is divided (such as a season, semester, entire year, or another system), the academic year of the term, the respondent's grade level that term, and the number of credits earned. A variable listing the school the respondent attended during that term can be linked to the course catalog variable as described above.

Finally, the transcript file provides details about each course appearing on a student's high school transcript. Course-specific variables include the course code from the Revised Secondary School Taxonomy (SST-R), the grade earned in the course, and the credit value of the course. Because schools use many different grading systems, the course grades were converted into a standard scale that can be compared across respondents. A series of variables called "Recoding Status of Grade" indicates how the grade earned variable for each course was created. This process is described in more detail below.

**Data entry and processing procedures.** The transcript data capture process involved several distinct data entry steps, tailored to the structure of the data, the cleaning and reconciliation needs for the relevant variables, and scheduling requirements of the data collection process. The basic data entry and processing steps were:

- 1) Entry of course-level data into an Access data capture system from high school transcripts
- 2) Coding of entered course-level data using Access coding system
- 3) Entry of student-level data from Student Request List and high school transcripts into NORC's SurveyCraft Computer-Assisted Data Entry (CADE) system
- 4) Entry and coding of transfer school information from Student Request List, high school transcripts, and NLSY97 youth interview data using Access and SAS programs
- 5) Entry of school-level data from one-page Transcript Cover Sheet into SurveyCraft CADE system
- 6) Assigning course grades to a uniform grade scale using SAS transformations

**Course-level data entry.** Course-level data include the course title, course number (assigned by school), grade earned, credits earned, and honors designation. For matching purposes, the school ID was assigned and term dates were captured during this phase of data entry. Entry was done into an Access data-capture system. All courses were independently entered twice. Where entry and re-entry matched perfectly, no

further quality control was performed. If one or more discrepancies were found electronically between the entry and re-entry, a supervisor adjudicated the two data-entered versions with the original hard copy transcript to determine the accurate values. Courses were entered in the order that they appeared on the transcript. This order varied from school to school, with systems including chronologically, alphabetically by course title, numerically by course number, etc.

**Course coding.** Course-level data were used for coding courses into the Revised Secondary School Taxonomy (SST-R), a hierarchical framework for high school course offerings. After all course-level data from a transcript had been entered, re-entered, and adjudicated, the transcript was available for course coding. To maximize coder familiarity with school naming and catalog conventions, all transcripts from a school were usually coded together. Coding of all courses was done independently by two coders. If the two codes were not equal, a supervisor adjudicated the discrepancy and assigned a final code. Because many schools did not submit course catalogs or had indecipherable course titles (e.g., Course 1), coders called some schools directly for assistance in coding, speaking to administrative or instructional staff who were able to clarify course content. The coding process used a menu-driven Access system, which exploited the hierarchical structure of the code frame and prevented coders from inadvertently entering invalid codes. All ‘uncodable’ courses were reviewed by the coding supervisor and project director where necessary.

**Student-specific data down to the term level.** All other student-specific data were captured in a SurveyCraft instrument for computer-assisted data entry. These variables include the student’s enrollment in gifted, special education, or bilingual programs, standardized test scores, dates of enrollment at the school, class rank and cumulative grade-point average, term-level information on beginning and ending dates of terms, absences and tardies, and credits earned by term. The SurveyCraft program generated a single record for each youth, containing up to 18 terms of study. Term date information was used to match term-level data with the school attended during that term. All transcripts from a school were CADEd at the same time to exploit coder familiarity with transcript formats and school-specific abbreviations. All transcripts were independently entered twice. Where entry and re-entry matched perfectly, no further quality control was performed. If one or more discrepancies were found electronically between the entry and re-entry, a supervisor adjudicated the two data-entered versions with the original hard copy transcript to determine the accurate values. Terms were entered in chronological order when such sequence could be determined.

**Transfer data.** Transcripts often included information about courses attended at other institutions. These data could appear either as an original hard copy attachment to the sampled school’s transcript or as additional lines on the sampled school’s transcript. These terms and courses were CADEd during the appropriate stage of data entry, with a designation that the term or course pertained to a transfer school. Course and term-specific information about transferred work was generally complete, but information about the school from which work was transferred was often inadequate for coding purposes. As described above, all terms attended at the same school are associated with the same school ID.

**School data.** The one-page Transcript Cover Sheet provided information for assigning course grades to a uniform grade scale. These data were entered into a SurveyCraft data capture instrument, once for each school submitting valid transcripts. Ten percent of schools were re-entered, and a supervisor referred to the original hard-copy to adjudicate discrepancies.

**Course grades.** High school transcripts included a variety of systems for course grades, including letter grades or numbers. For ease of comparison, these were standardized into a uniform grading system. The standardized grading scale for the resulting CRS\_GRADE variable ranges from 01 to 20. Table 1 lists the corresponding letter grades for each of the CRS\_GRADE values.

Table 1. Grading system for coded transcript variables

| CRS_GRADE | Corresponding letter grade | CRS_GRADE | Corresponding letter grade   |
|-----------|----------------------------|-----------|------------------------------|
| 01        | A+                         | 11        | D                            |
| 02        | A                          | 12        | D-                           |
| 03        | A-                         | 13        | F                            |
| 04        | B+                         | 14        | Pass, satisfactory or credit |
| 05        | B                          | 15        | Unsatisfactory or no credit  |
| 06        | B-                         | 16        | Withdrew or dropped course   |
| 07        | C+                         | 17        | Incomplete                   |
| 08        | C                          | 18        | Non-graded course or audit   |
| 09        | C-                         | 19        | Blank, no grade provided     |
| 10        | D+                         | 20        | Unrecodable grade            |

In addition to the standardized grade variable, survey staff created a variable for each course called CRS\_GRADE\_RECODE\_STATUS. This variable provides information on how the CRS\_GRADE variable was created from the information provided by the school. The values of the recoding status variable are listed in Table 2.

Table 2. Values for CRS\_GRADE\_RECODE\_STATUS

| CRS_GRADE_RECODE_STATUS | Recoding Status                                  |
|-------------------------|--|
| 0                       | Directly recoded                                 |
| 1                       | Recoded using grade specifications of own school |
| 2                       | Recoded using standard grade specifications      |
| 3                       | Uncodable grade                                  |

Each standardized grade was assigned using one of the following four methods:

- 1. The transcript reported letter grades using the system in Table 1 above.** All letter grades were directly assigned to the corresponding standardized grade in Table 1. Letters that could not be classified into one of the categories 1-19 were considered to be unrecodable and included in category 20. In the cases where the CRS\_GRADE variable was recoded directly from the grade on the transcript, CRS\_GRADE\_RECODE\_STATUS was assigned a value of 0.
- 2. The school used numeric grades and provided grading specifications on the one-page Transcript Cover Sheet.** For these respondents, numeric grades were converted to standardized grades using the grading specifications provided by the school. For example, if the numeric grade fell within the range for an 'A' as specified by that particular school, it was assigned to category 02. Fewer than 10% of schools provided multiple grading specifications; in all cases, the primary specifications were used. Due to the possibility of transcription errors, numeric grades below 15 were considered to be unrecodable when the minimum passing grade was higher than 15. For all

cases where the CRS\_GRADE variable was recoded from the transcript using the school's own grading specifications, CRS\_GRADE\_RECODE\_STATUS was assigned a value of 1.

3. **The school used letter grades of a type different than those shown in Table 1.** Grades of 'G' were classified as 05, 'O' and 'E' as 02, and 'O+' and 'E+' as 01. CRS\_GRADE\_RECODE\_STATUS was assigned a value of 2. If the grades could not be recoded, then CRS\_GRADE was assigned a value of 20 and CRS\_GRADE\_RECODE\_STATUS was assigned to 3.
4. **The school used numeric grades and did not provide grading specifications.** The means of the upper and lower limits of the grading systems across all schools were used to construct the standard grading system shown in Table 3. If the school did not specify its grading specifications, numeric grades (and numeric grades with a qualifier attached) were recoded based on this standard system. Once again, to take into account the possibility of transcription errors, numeric grades below 15 were considered to be unrecodable. CRS\_GRADE\_RECODE\_STATUS was assigned a value of 2 when recoding was done using the standard grade specifications. If the grades could not be recoded, then CRS\_GRADE was given a value of 20 and CRS\_GRADE\_RECODE\_STATUS was coded as 3.

**Table 3. Standard numeric grading system**

| Lower limit | Upper limit  | CRS_GRADE |
|-------------|--------------|-----------|
| 91          | 100          | 02        |
| 82          | Less than 91 | 05        |
| 73          | Less than 82 | 08        |
| 65          | Less than 73 | 11        |
| 15          | Less than 65 | 13        |

## NOTES ON TRANSCRIPT SURVEY VARIABLES

Transcript Survey variables can be found on the NLSY97 Event History CD by browsing through the “transcript survey” area of interest or by searching for question names with the prefix TRANS\_. This section provides supplemental notes not included in the codebook about individual transcript variables.

Table 4. Additional information about Transcript Survey variables

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes  |
|---|---|
| CRS_CODE.xx<br>R97128.-R97251.                                | <b>Course Code xx</b><br>Courses are numbered approximately as they appeared on the high school transcript. The course number has no content except to identify the course uniquely. Because terms are numbered approximately chronologically, course numbers and term numbers may not increase in tandem. Information on the Secondary School Taxonomy – Revised (SST-R) is available on the National Center for Education Statistics website, <a href="http://nces.ed.gov">http://nces.ed.gov</a> .   |
| CRS_CREDIT.xx<br>R97252.-R97375.                              | <b>Credits Earned for Course xx</b><br>Credits earned are listed in the units provided by the school and are not necessarily comparable across schools. Some schools may award 1 credit for a one-year course, while others award credits according to the number of hours per week that the course meets. Course credits within a term may not sum to the credits earned for the term due to additional credits from non-coursework activities (e.g., community service, yearbook, etc.), or because of credit accumulation rules that involve multiple courses. For example, all religion courses may be worth .5 credits, but a student may face a ceiling of 2 credits earned from religion courses across all high school terms. |
| CRS_GRADE_RECODE<br>_STATUS.xx<br>R97376.-R97499.             | <b>Recoding Status of Grade for Course xx</b><br>See “Course Grades” discussion under Data Entry and Processing above.  |
| CRS_GRADE.xx<br>R97500.-R97623.                               | <b>Recoded Quality Grade xx</b><br>See “Course Grades” discussion under Data Entry and Processing above.  |
| CRS_TERM_NU.xx<br>R97624.-R97747.                             | <b>Course Term Number xx</b><br>Because terms are numbered approximately chronologically while courses are numbered approximately as they appeared on the transcript, course numbers and term numbers may not increase in tandem. The term number has no content except to identify the term uniquely.  |
| TERM_CREDIT.xx<br>R97748.-R97765.                             | <b>Credits Earned in Term xx</b><br>Credits earned are listed in the units provided by the school and are not necessarily comparable across schools. Some schools may award 1 credit for a one-year course, while others award credits according to the number of hours per week that the course meets. Course credits within a term may not sum to the credits earned for the term due to additional credits from non-coursework activities (e.g., community service, yearbook, etc.), or because of credit accumulation rules that involve multiple courses. For example, all religion courses may be worth .5 credits, but a student may face a ceiling of 2 credits earned from religion courses across all high school terms.    |

**Table 4. Additional information about Transcript Survey variables**

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes  |
|---|---|
| TERM_START_DATE.xx<br>R97856.-R97873.01                       | <b>Month, Year Term Started xx</b><br>Calendar month and year listed on transcript for start of term. If only one date was associated with a term, that date appears in TERM_END_DATE.xx. Term dates may overlap if a youth transferred from one school to another mid-session, or in rare cases, with simultaneous enrollment in a vocational school or community college.   |
| TERM_END_DATE.xx<br>R97766.-R97783.01                         | <b>Month, Year Term Ended xx</b><br>Calendar month and year listed on transcript for end of term. If only one date was associated with a term, that date appears as the end date. Term dates may overlap if a youth transferred from one school to another mid-session, or in rare cases, with simultaneous enrollment in a vocational school or community college.   |
| TERM_GRADE.xx<br>R97784.-R97801.                              | <b>Grade Level for Term xx</b><br>The grade level (e.g., 10, 11, etc.) in which the youth was enrolled during term xx.  |
| TERM_SCH_NU.xx<br>R97802.-R97819.                             | <b>School Number for Term xx</b><br>The ID of the school in which the youth was enrolled in term xx. Corresponds only to variables SCH_CAT.xx and not to other school IDs in the NLSY97 youth data. School number 01 indicates the school from which the transcript was received. A school number greater than 01 indicates transferred coursework  |
| TERM_SEASON.xx<br>R97820.-R97837.                             | <b>Term Season xx</b><br>Calendar season or other term designation of term xx.  |
| TERM_YEAR.xx<br>R97838.-R97855.01                             | <b>Term Year xx</b><br>Calendar year of term xx designation. May not match TERM_END_DATE.xx or TERM_START_DATE.xx, as in Fall 2000 term ending in January 2001.   |
| SCH_CAT.xx<br>R97874.-R97885.                                 | <b>Course Catalog Received xx</b><br>Marked 'yes' if a course catalog was available from the school during the course coding process. May indicate higher reliability of SST-R code assigned in CRS_CODE.xx. Can be linked to CRS_CODE.xx through term number of course (CRS_TERM_NU.xx) and school number of term (TERM_SCH_NU.xx).<br><br>School numbers link only to TERM_SCH_NU.xx variable and not to other school IDs in the NLSY97 youth data. School number 01 indicates the school from which the transcript was received, generally the most recent school of enrollment. A school number greater than 01 indicates transferred coursework. |
| SPECIAL_ED<br>R97886.   | <b>Participated in Special Ed</b><br>Marked yes if sampled school indicated on Student Request list that youth was enrolled in special education courses. Pertains to School 01.  |
| BILING_ED<br>R97887.  | <b>Participated in Bilingual Ed</b><br>Marked yes if sampled school indicated on Student Request list that youth was enrolled in bilingual education courses. Pertains to School 01.  |

Table 4. Additional information about Transcript Survey variables

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes   |
|---|--|
| GIFTED_CRS<br>R97888.   | <b>Participated in Gifted Courses Program</b><br>Marked yes if sampled school indicated on Student Request list that youth was enrolled in a gifted courses program. Pertains to School 01.  |
| TERM_TOTAL<br>R97889.   | <b>Total Number of Terms Reported</b><br>Total number of terms reported for youth across all schools. Equal to the maximum xx for which TERM_xx variables will have non-missing data.  |
| SCH_START_DATE<br>R97890.-R97890.01                           | <b>Month, Year Term Started</b><br>Calendar month and year in which school shows student as first enrolled. Pertains to School 01.   |
| SCH_END_DATE<br>R97891.-R97891.01                             | <b>Month, Year Term Ended</b><br>Calendar month and year in which school shows student as last enrolled. Pertains to School 01.  |
| AB_AYxxxx<br>R97892.-R97899.                                  | <b>Number of Absences in Academic Year xxxx</b><br>Total absences in each academic year if youth was enrolled during that school year. For example, variable AB_AY1992 refers to absences in academic year 1992–93. May have been reported annually or summed from term-level data. Pertains to School 01. |
| AB-MISS<br>R97900.  | <b>Number of Absences if Year Not Assigned</b><br>Total absences for youth if absences are not classified by attendance year. Pertains to School 01.   |
| TARDY_AYxxxx<br>R97901.-R97908.                               | <b>Number of Tardies in Academic Year xxxx</b><br>Total tardies in each academic year if youth was enrolled during that school year. For example, variable TARDY_AY1992 refers to tardies in academic year 1992–93. May have been reported annually or summed from term-level data. Pertains to School 01. |
| TARDY_MISS<br>R97909.   | <b>Number of Tardies if Year Not Assigned</b><br>Total tardies for youth if tardies are not classified by attendance year. Pertains to School 01.  |
| FLAG_MISS_AB_AYxxxx<br>R97910.-R97917.                        | <b>Enrolled, Missing Absences in Academic Yr xxxx</b><br>Flag indicating that youth was enrolled in an academic year but was missing absence information for that year. For example, FLAG_MISS_AB_AY1992 refers to academic year 1992–93. Pertains to School 01.   |
| FLAG_MISS_TARDY_AYxxxx<br>R97918.-R97925.                     | <b>Enrolled, Missing Tardies in Academic Yr xxxx</b><br>Flag indicating that youth was enrolled in an academic year but was missing tardy information for that year. For example, FLAG_MISS_TARDY_AY1992 refers to academic year 1992–93. Pertains to School 01.   |
| AT_SCH<br>R97926.   | <b>Has R Left School</b><br>School's report of youth's enrollment status in spring 2000. Pertains to School 01.  |

Table 4. Additional information about Transcript Survey variables

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes  |
|---|---|
| LEFT_DATE<br>RR97927.-R97927.01                               | <b>Month, Year Left School</b><br>Calendar month and year in which school assigned non-enrollment status to students who have left school. May differ from SCH_END_DATE because of incomplete requirements that delayed graduation beyond the final term in which student enrolled in courses. May also differ if school has a lag period in which students are not considered to have dropped out, or if a student who transfers out mid-session is recorded as enrolled until the end of that session. Pertains to School 01. |
| LEFT_REASON<br>R97928.  | <b>Reason Left School</b><br>School's report of student's departure status for students who have left school. Pertains to School 01.  |
| GPA<br>R97929.  | <b>GPA for Last Year</b><br>Grade-point average as calculated by the school in its metric for last year of youth's enrollment. May not match GPA calculated using CRS_GRADE.xx values due to conversion of grades to uniform scale, weighting procedures at school, or other school-specific GPA calculations (e.g., physical education courses do not contribute to academic GPA). Pertains to School 01.  |
| CLASS_RANK<br>R97930.   | <b>Class Rank for Last Year</b><br>Youth's rank in class for last year of enrollment. Pertains to School 01.  |
| CLASS_SIZE<br>R97931.   | <b>Class Size Category for Last Year</b><br>Categorical variable denoting size of youth's class (grade level) during last year of enrollment. Pertains to School 01.  |
| PSAT_MATH<br>R97932.  | <b>PSAT Math Score</b><br>Standardized PSAT math score for youth's last administration of PSAT.   |
| PSAT_VERB<br>R97933.  | <b>PSAT Verbal Score</b><br>Standardized PSAT verbal score for youth's last administration of PSAT.   |
| ACT_COMP<br>R97934.   | <b>Composite ACT Score</b><br>Standardized ACT composite score for youth's last administration of ACT. Entered directly from transcript, may not correspond to sum of component scores.   |
| ACT_ENG<br>R97935.  | <b>ACT English Score</b><br>Standardized ACT English score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.  |
| ACT_MATH<br>R97936.   | <b>ACT Math Score</b><br>Standardized ACT Math score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.  |
| ACT_READ<br>R97937.   | <b>ACT Reading Score</b><br>Standardized ACT Reading score for youth's last administration of ACT. Entered directly from transcript, may not sum with other components to composite score.  |

Table 4. Additional information about Transcript Survey variables

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes  |
|---|---|
| SAT_VERBAL<br>R97938.   | <b>SAT Verbal Score</b><br>Standardized SAT Verbal score for youth's last administration of SAT.  |
| SAT_MATH<br>R97939.   | <b>SAT Math Score</b><br>Standardized SAT Math score for youth's last administration of SAT.  |
| SAT_DATE<br>R97940.-R97940.01                                 | <b>Month, Year SAT Was Taken</b><br>Month and year of youth's last administration of SAT.   |
| AP_BIO<br>R97941.   | <b>AP Biology Score</b><br>Highest test score for an Advanced Placement biology exam.   |
| AP_CALC<br>R97942.  | <b>AP Calculus Score</b><br>Highest test score for an Advanced Placement calculus exam.   |
| AP_CHEM<br>R97943.  | <b>AP Chemistry Score</b><br>Highest test score for an Advanced Placement chemistry exam.   |
| AP_ENG<br>R97944.   | <b>AP English Score</b><br>Highest test score for an Advanced Placement English exam.   |
| AP_HIST_EU<br>R97945.   | <b>AP European History Score</b><br>Highest test score for an Advanced Placement European history exam.   |
| AP_GOVT<br>R97946.  | <b>AP Government Score</b><br>Highest test score for an Advanced Placement government exam.   |
| AP_PHYS<br>R97947.  | <b>AP Physics Score</b><br>Highest test score for an Advanced Placement physics exam.   |
| AP_PSYCH<br>R97948.   | <b>AP Psychology Score</b><br>Highest test score for an Advanced Placement psychology exam.   |
| AP_SPAN<br>R97949.  | <b>AP Spanish Score</b><br>Highest test score for an Advanced Placement Spanish exam.   |
| AP_HIST_US<br>R97950.   | <b>AP U.S. History Score</b><br>Highest test score for an Advanced Placement U.S. history exam.   |
| OTH_AP1<br>R97959.  | <b>Number Other AP 1</b><br>Total number of other Advanced Placement exams on which youth received a score of 1. May include additional exams in subjects listed above. |
| OTH_AP2<br>R97960.  | <b>Number Other AP 2</b><br>Total number of other Advanced Placement exams on which youth received a score of 2. May include additional exams in subjects listed above. |
| OTH_AP3<br>R97961.  | <b>Number Other AP 3</b><br>Total number of other Advanced Placement exams on which youth received a score of 3. May include additional exams in subjects listed above. |
| OTH_AP4<br>R97962.  | <b>Number Other AP 4</b><br>Total number of other Advanced Placement exams on which youth received a score of 4. May include additional exams in subjects listed above. |

Table 4. Additional information about Transcript Survey variables

| Question name (all begin with TRANS_) and reference number(s) | Variable title and notes  |
|---|---|
| OTH_AP5<br>R97963.  | <b>Number Other AP 5</b><br>Total number of other Advanced Placement exams on which youth received a score of 5. May include additional exams in subjects listed above. |
| SATII_BIO<br>R97951.  | <b>SAT II Biology Score</b><br>Highest standardized score for an SAT II Biology exam.   |
| SATII_MATH1<br>R97952.  | <b>SAT II Math I Score</b><br>Highest standardized score for an SAT II Math I exam.   |
| SATII_MATH2<br>R97953.  | <b>SAT II Math II Score</b><br>Highest standardized score for an SAT II Math II exam.   |
| SATII_CHEM<br>R97954.   | <b>SAT II Chemistry Score</b><br>Highest standardized score for an SAT II Chemistry exam.   |
| SATII_ENG_LIT<br>R97955.                                      | <b>SAT II English Literature Score</b><br>Highest standardized score for an SAT II English Literature exam.   |
| SATII_ENG_WRITE<br>R97956.                                    | <b>SAT II English Writing Score</b><br>Highest standardized score for an SAT II English Writing exam.   |
| SATII_HIST_AM<br>R97957.                                      | <b>SAT II American History and Social Studies Score</b><br>Highest standardized score for an SAT II American History and Social Studies exam.                           |
| SATII_HIST_WORLD<br>R97958.                                   | <b>SAT II World History Score</b><br>Highest standardized score for an SAT II World History exam.   |
| OTH_SAT1<br>R97964.   | <b>Number Other SAT 200400</b><br>Total number of other SAT II exams on which youth received a score of 200-400. May include additional exams in subjects listed above. |
| OTH_SAT2<br>R97965.   | <b>Number Other SAT 401500</b><br>Total number of other SAT II exams on which youth received a score of 401-500. May include additional exams in subjects listed above. |
| OTH_SAT3<br>R97966.   | <b>Number Other SAT 501600</b><br>Total number of other SAT II exams on which youth received a score of 501-600. May include additional exams in subjects listed above. |
| OTH_SAT4<br>R97967.   | <b>Number Other SAT 601700</b><br>Total number of other SAT II exams on which youth received a score of 601-700. May include additional exams in subjects listed above. |
| OTH_SAT5<br>R97968.   | <b>Number Other SAT 701800</b><br>Total number of other SAT II exams on which youth received a score of 701-800. May include additional exams in subjects listed above. |