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**NATIONAL CENTER FOR EDUCATION STATISTICS**

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**User's Manual**

**August 1994**

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**National Household Education Survey of 1993**

**School Safety  
and Discipline  
Data File User's Manual**



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National Household Education Survey of 1993

## School Safety and Discipline Data File User's Manual



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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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## **1. INTRODUCTION**

This manual provides documentation and guidance for users of the public release data file for the School Safety and Discipline (SS&D) component of the 1993 National Household Education Survey (NHES:93). Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is contained in this manual.

The NHES:93 was a random digit dial (RDD) telephone survey of households developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. For the SS&D component, interviews were conducted with 12,680 parents of students in grades 3 through 12 and with 6,504 students in grades 6 through 12. Data were collected from January through April 1993.

### **1.1 Background of Study**

The legislative mandate of NCES is to collect and report information on the condition of education in the United States. In responding to this mandate, NCES has collected data primarily from teachers, students, schools, school districts, and state education agencies. The National Household Education Survey is a data collection mechanism that permits NCES to go beyond its traditional, school-based data collection systems to a household-based data collection, thereby greatly enhancing the scope of issues that can be covered by the data collection activities of the Center. A household survey has the potential to provide data needed to address many current issues in education such as preprimary education, school safety and discipline, adult education, and activities related to citizenship.

The Field Test of the NHES was conducted by Westat for NCES in the fall of 1989. This first effort, which included the screening of about 15,000 households, comprised two topical components: school dropouts (interviews were conducted with adult household respondents and 14- to 21-year-old youths) and early childhood education (interviews were conducted with parents/guardians of 3- to 5-year-olds).

The first full-scale implementation of the NHES was conducted in the spring of 1991 (NHES:91). The topical components in this survey were early childhood education for 3- to 8-year-olds and participation in adult education. For the NHES:91, more than 60,000 households were screened, nearly 14,000 early childhood education interviews were conducted with the parents/guardians of eligible children, and about 12,500 interviews were conducted with adults regarding participation in adult education activities.

### **1.2 NHES:93 Survey Topics**

The NHES:93 addressed readiness for school and safety and discipline in school. These topics are related to Goal 1 and Goal 6, two of the six National Education Goals. Specifically, Goal 1 states that "By the year 2000, all children in America will start school ready to learn." Goal 6 states that

"By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning."

### **School Readiness Component**

As noted above, the NHES has included topical components related to early childhood education beginning with the 1989 Field Test. The NHES:93 early childhood component focused on readiness for school in a broad sense and examined several relevant issues. The School Readiness (SR) component covered experience in early childhood programs, the child's accomplishments and difficulties in several developmental domains, school adjustment and related problems, delayed kindergarten entry, and early primary school experiences including repeating grades, the child's general health and nutritional status, home activities, and family characteristics such as stability and economic risk factors. This approach, which encompasses a variety of characteristics important to school readiness, is referred to as a "whole child" approach. Altogether, 10,888 children aged 3 through 7 or in 2nd grade or below were sampled. Interviews were conducted with 4,423 parents of preschool children, 2,126 parents of kindergartners, 4,277 parents of primary school children, and 62 parents of home school children. For further information on the SR component, see the School Readiness Data File User's Manual.

### **School Safety and Discipline Component**

The SS&D component of the NHES:93 addressed a new topic for the NHES. It focused on four areas: school environment, school safety, school discipline policy, and alcohol/other drug use and education. Parents of 12,680 children in 3rd through 12th grades were interviewed, as were 6,504 students in 6th through 12th grades.

The SS&D interview gathered general perceptions of the school learning environment from both parents and students. Specifically, respondents were asked about academic challenge, classroom and school discipline, and student norms for hard work and good behavior. Respondents also evaluated the safety of their schools regardless of whether they or their child, in the case of parents, had been personally victimized. The component incorporated a broad concept of victimization, including measures of "secondary victimization," such as knowledge and witness of occurrences. These measures were included because these experiences can adversely affect the learning environment even if the student has not been victimized directly. Parent and youth perceptions of school discipline policy were measured. Exposure to alcohol and other drugs at school was gauged, as were parent and youth knowledge of alcohol/drug education programs. Perceptions of both parents and youth on peer norms for substance use, the availability of alcohol and other drugs at school, and the presence of students under the influence of alcohol or other drugs at school were also collected. In addition, there were other items about parental expectations for academic achievement and for tobacco and alcohol use, parental efforts to educate and protect children regarding safety and substance use, parental involvement in the child's school, and the safety of the school relative to the child's neighborhood.

### **1.3 Overview of Design**

The NHES:93 was developed to provide reliable estimates for each of the two different components described above. The inclusion of two survey components made the overall survey more cost effective, thus allowing for larger sample sizes and more precise estimates. This strategy was key to the NHES design. By including more than one topic within the framework of a single survey, the cost of screening households to find those eligible for the study could be partitioned over the component surveys.

Another general feature of the NHES was developed in response to concerns about the potential demands placed upon those who respond to multiple survey components. With the introduction of multiple surveys within a single framework, the possibility of increasing the response burden on the members of the sampled households arose. It was possible that the same household member could be selected to respond to more than one interview and/or that more than one household member could be sampled. For the SR interview, if there were one or two eligible children in the household, interviews were conducted for those children. If the household included more than two eligible children, two children were randomly sampled from that household. For the SS&D interview, if a household had one eligible youth, that youth was selected with a probability that depended on his/her grade (students in grades 3 through 5 were selected with a lower probability than those in grades 6 through 12). If a household had two or more eligible youths, the sampling depended upon the number of youths in the household in each of the two grade categories. A maximum of two youths was selected from any household for the SS&D component, one from the lower grades and one from the upper grades.

Even though sampling methods reduced the number of interviews per household, the length of the interview was considered to be a critical factor in obtaining high response rates and reliable estimates. Therefore, the number of items included in the NHES:93 was limited in order to help improve response rates and reduce the demands made on survey respondents.

Because of the above requirements, complex sampling techniques, and the need for quick and accurate administration, the NHES:93 was conducted using computer assisted telephone interviewing (CATI) technology. Some of the advantages of CATI for the NHES:93 included improved project administration, online sampling and eligibility checks, scheduling of interviews according to a priority scheme to improve response rates, managing data quality by controlling skip patterns and checking responses online for range and consistency, and an online "help" function to answer interviewers' questions.

Three different interview instruments were used in the NHES:93. These instruments were the Screener, the SR interview, and the SS&D interview. Items within each of the three instruments were programmed so that the appropriate items appeared on the interviewer's computer screen corresponding to the respondent's answers to previous queries. The Screener and SS&D instrument are discussed in detail in chapter 2. A separate Data File User's Manual has been prepared for the SR component.

Table 1-1 summarizes the number of completed interviews and response rates for the Screener, SS&D, and SR components. More details on the computation of these rates are given in chapter 4.

Table 1-1.--Summary of completed interviews and response rates

Interview type	Number of completed interviews	Completion rate <sup>1</sup>	Response rate <sup>2</sup>
Screener .....	63,844	82.1%	82.1%
School Readiness.....	10,888	89.6	73.6
parents of preschool children.....	4,423	90.4	74.2
parents of children in kindergarten .....	2,126	89.8	73.7
parents of children in primary or home school .....	4,339	88.6	72.7
School Safety and Discipline .....	19,184	- <sup>3</sup>	- <sup>3</sup>
parents of 3rd through 5th graders .....	2,563	89.4	73.4
parents of 6th through 12th graders .....	10,117	89.6	73.6
6th through 12th grade students.....	6,504	83.0	68.1

<sup>1</sup>Completion rate is the percent of sampled units who completed the interview.

<sup>2</sup>Response rate is the product of the Screener completion rate and the completion rate for the extended interview. It is an overall response rate.

<sup>3</sup>Response and completion rates are not meaningful for the combined SS&D file because they encompass interviews with both parents and youth.

### **Flow of the Interviews**

Figure 1-1 shows the flow of the NHES:93 interviews. Each household contact began with a Screener, during which basic household, enrollment, and grade information for children and youth were obtained.

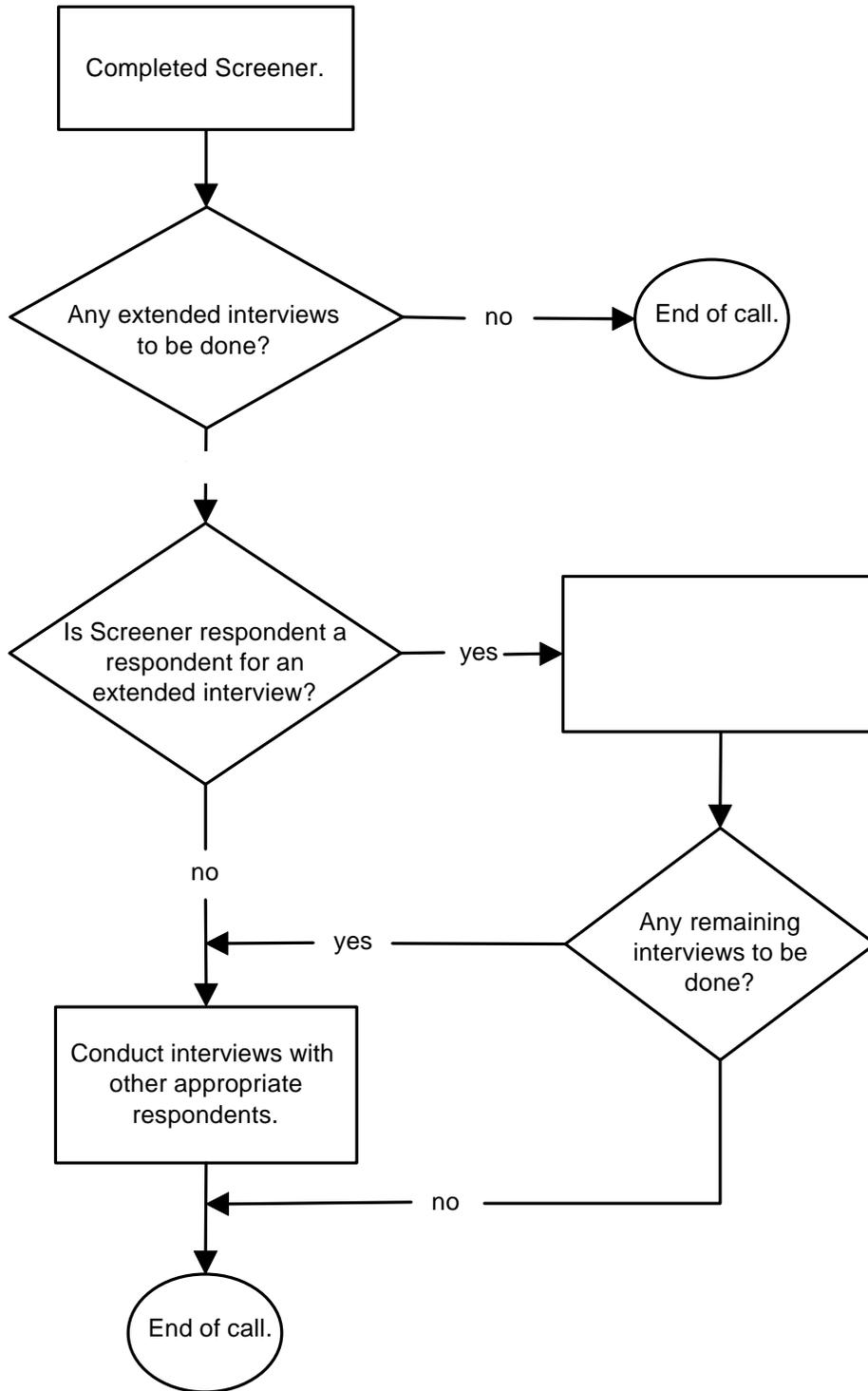
If the household contained any 3- to 7-year-olds (or children in 2nd grade or below), up to two extended SR interviews were conducted with the parent or guardian most knowledgeable about each child's care and education. Parents of youth in grades 3 through 12 and youth in grades 6 through 12 were eligible for the SS&D extended interview. The parent interview was conducted with the parent or guardian most knowledgeable about the youth's care and education. If a youth was sampled for an interview, the parent interview about the sampled youth had to be completed before the youth could be interviewed.

Whenever possible, all interviews with household members were conducted during the same telephone call as the Screener, starting with any extended interviews for which the Screener respondent was the appropriate extended interview respondent. Followup calls were made to complete interviews that were not completed during the initial contact.

### **Contents of Manual**

The chapters that follow provide additional information about the survey instruments (chapter 2), the sample design and estimation procedures (chapter 3), data collection and response rates (chapter 4), data preparation (chapter 5), and the use of the SS&D data file and codebook (chapter 6). Anomalies identified in the data are highlighted in chapter 7. The appendices provide a copy of the Screener and the questionnaire, the list of variables, a guide to using SAS and SPSS-X (which includes instructions for linking the parent and youth records for dyad analysis), the SAS code used to create composite variables, and the parent and student codebook for the SS&D data file.

**Figure 1-1.--Flow of the interviews**



## **2. DESCRIPTION OF DATA COLLECTION INSTRUMENTS**

The sections that follow describe the instruments used to collect data for the SS&D component of the NHES:93. Included are descriptions of the Screener and the SS&D interview. Appendix A contains a copy of each instrument.

### **2.1 The NHES:93 Screener**

The purposes of the NHES:93 Screener were to determine whether the sampled telephone number belonged to a household, to identify those households eligible for the study, and to collect information required for sampling household members for extended interviews. The Screener was designed to accomplish these tasks efficiently, placing minimum burden on the respondent (figure 2-1).

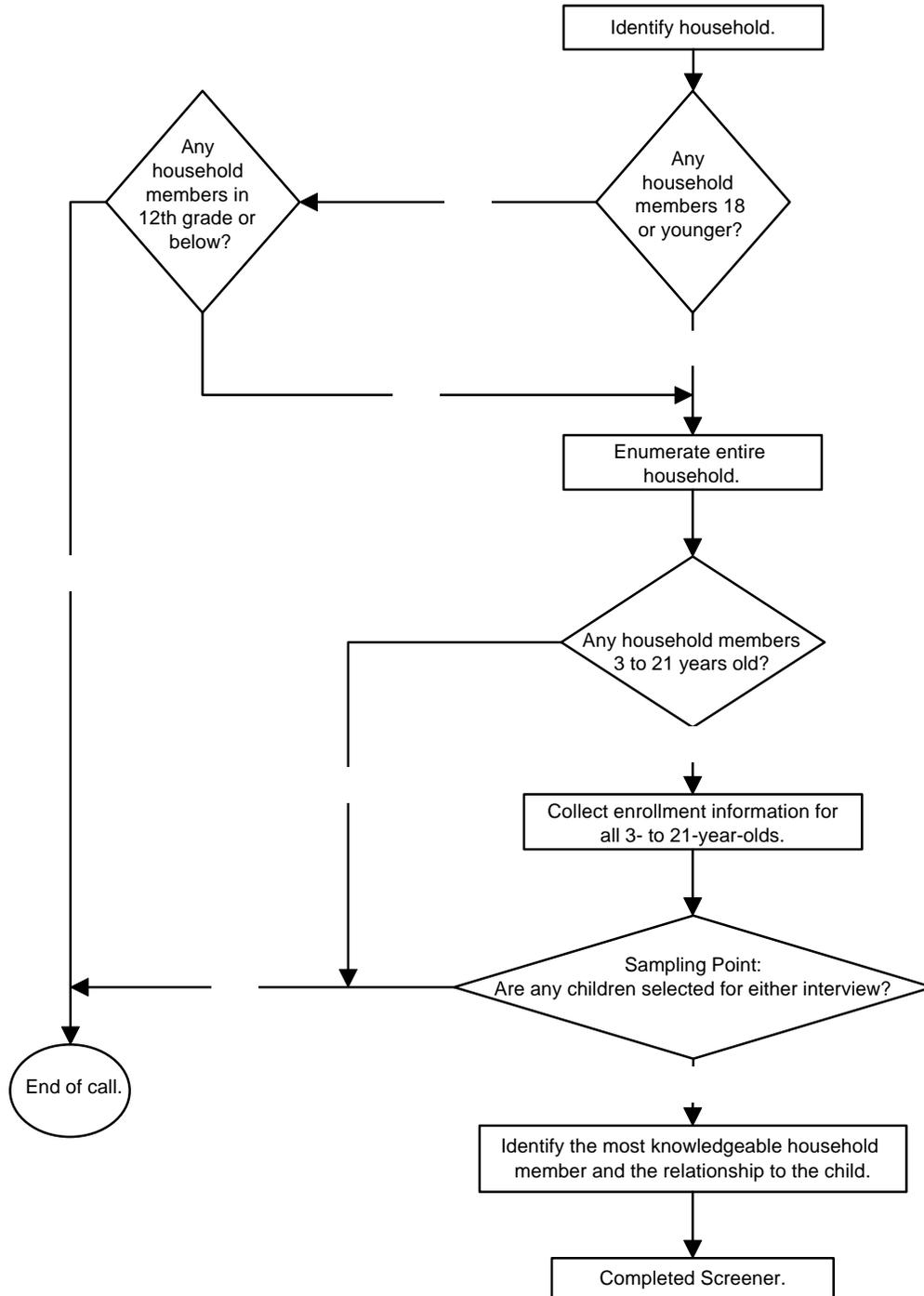
The Screener questionnaire was designed to flow smoothly through the following steps:

- Explain the purpose of the call;
- Determine if the number reached was used for residential or both residential and business purposes;
- Verify that the Screener respondent was an adult member of the household;
- Determine whether any household members were 18 years old or younger, or enrolled full time in the 12th grade or below;
- For households meeting the eligibility criteria, identify all persons who resided in the household and obtain their age and gender;
- Gather school enrollment information for all household members from 3 through 21 years of age; and
- Determine the adult household member most knowledgeable about each sampled child, and determine the relationship of that person to the child.

The first series of questions in the Screener determined whether the phone number was residential and whether the person on the telephone was eligible to answer the questions. If it was determined that the phone number was used for business only, the call was terminated. The survey continued for numbers that were for household use or for both business and household use.

If the person who answered the telephone was not a household member or was a household member under 18 years of age, an appropriate Screener respondent was requested. If no member of the household was 18 years or older, a person designated as the male or female head of household was eligible to be the Screener respondent. The next series of Screener items determined if any household

Figure 2-1.--Flow of the Screener



member was eligible to be the subject of an interview. The Screener was terminated if no one in the household was eligible. If there were any household members who were either 18 years old or younger, or enrolled in the 12th grade or below, the entire household was enumerated. Otherwise, the Screener was terminated at this point.

The enumeration involved collecting the first name, age, and gender for each household member. The next series of Screener items determined whether children or youth ages 3 to 21 in the household were enrolled in or attending a school or an alternative educational program, and the grade or year of school in which they were enrolled. If no household members were eligible for either the SR interview (ages 3 to 7 or in second grade or below) or the SS&D interview (attending or enrolled in 3rd through 12th grade and age 21 or younger, not in home school), the Screener was terminated.

The next series of questions recorded the parent or guardian in the household who was the most knowledgeable about the sampled child's care and education and that person's relationship to the sampled child. The parent or guardian who was identified as the most knowledgeable was designated the respondent for the interview about the sampled child. In households where a youth eligible for the SS&D survey resided but where there was no adult acting in a caretaking position for him or her, the youth was designated as an "emancipated" youth and as the respondent to the extended SS&D interview.

## **2.2 School Safety and Discipline Interview**

The SS&D component of the NHES:93 was designed to gather information about the school environment, safety at school, school discipline policy, and alcohol/other drug use and education. The respondent parent or guardian was interviewed about his/her sampled child who was enrolled full time in any grade 3 through 12. The youth was usually between 8 and 20 years old, as determined by his/her age on December 31, 1992. (Youths who were age 21 and enrolled in 12th grade or below were sampled at the Screener. If, at the beginning of the extended interview, it was determined that the youth was over 20 on December 31, 1992, the interview was terminated.) A subsample of youth in 6th through 12th grades, generally age 11 and older, were also interviewed about their school experiences.

Table 2-1 shows the overall structure of the interview and the distribution of topics among the three types of respondents for this survey, parents of 3rd through 5th graders, parents of 6th through 12th graders, and youth in grades 6 through 12.

For the parent interviews, the respondent was the parent or guardian living in the household who was the most knowledgeable about the youth's care and education. Typically, this was the mother of the child; however, the respondent could be a father, stepparent, adoptive parent, foster parent, grandparent, another relative, or a nonrelative guardian. In the rare case that the youth had no adult in the household acting in a caretaking capacity for him or her, the youth, called 'emancipated' for purposes of this survey, could answer for him or herself. For simplicity, when referring to the most knowledgeable respondent in this manual, the person will be called the parent/guardian.

The SS&D interview had four basic interview paths or series of questions. One path was administered to the parents/guardians of students enrolled full time in grades 6 through 12. This path gathered information about school characteristics, school environment, school safety, school discipline

Table 2-1.--NHES:93 School Safety and Discipline interview content by population

<b>Parents of students in grades 3 through 5</b>	<b>Parents of students in grades 6 through 12</b>	<b>Youth in grades 6 through 12</b>
Introductory information: month and year of birth, race/ethnicity, enrollment, grade, household relationships	Introductory information: month and year of birth, race/ethnicity, enrollment, grade, household relationships	
School characteristics	School characteristics	
School environment	School environment	School environment
School safety*	School safety*	School safety*
School discipline policy*	School discipline policy*	School discipline policy*
	Tobacco, alcohol, and other drug use	Tobacco, alcohol, and other drug use*
Alcohol/drug education*	Alcohol/drug education	Alcohol/drug education
Child characteristics*	Child characteristics	
Family characteristics*	Family characteristics	Family characteristics*
Community characteristics	Community characteristics	Community characteristics*
Parent and household information	Parent and household information	Privacy in responding

\*A subset of the items was asked of these respondents.

policy, tobacco, alcohol, and other drug use and education, child characteristics, family characteristics, community characteristics, and parent and household information.

Youth in grades 6 through 12 were asked a subset of the questions administered to their parent/guardian and eight additional items concerning school safety and school discipline policy. The unique student items were not asked of the parent/guardian because preliminary design work indicated that the parent/guardian would not be a reliable respondent for these questions. This youth path provided information concerning school environment, school safety, school discipline policy, tobacco, alcohol, and other drug use and education, family characteristics, community characteristics, and privacy in responding.

Parents of students in grades 3 through 5 were administered a subset of the parent items, those relevant to the school experiences of students in the lower grades. This path provided information concerning school characteristics, school environment, school safety, school discipline policy, alcohol and other drug education, child characteristics, family characteristics, community characteristics, and parent and household information.

The emancipated youth path was administered to those youth who were enrolled full time in 6th through 12th grade and living independently from any parent/guardian. This was a rare path; only 77 of these cases were completed. All were 16 to 20 years old and enrolled in 10th through 12th grades. This path followed the youth path but also included some items on child characteristics, family characteristics, community characteristics, and household information that would normally have been answered by the parent/guardian.

**The SS&D questionnaire, shown in Appendix A, is numbered so that items asked only of parents are designated by the prefix "P" and items asked only of youth are designated by "Y." Items asked of both parents and youth have the prefix "PY." Asterisks signify items that were asked of all parents; those without an asterisk were asked only of parents of 6th through 12th graders.** Each category of respondent, parents of 6th through 12th graders, parents of 3rd through 5th graders, and 6th through 12th grade students, was asked some questions in each of the substantive areas; however, only parents and emancipated youths were asked questions about demographic and household characteristics.

### **2.3 Authorship of the School Safety and Discipline Questionnaire**

The SS&D Questionnaire was designed by Mary Jo Nolin and J. Michael Brick of Westat and Kathryn Chandler of NCES. They received advice and guidance from a Technical Review Panel. Panel members were Diane Aleem, Programs for the Improvement of Practice, Office of Educational Research and Improvement (OERI), U.S. Department of Education (ED); June Arnette, National School Safety Center; Daniel L. Duke, Curry School of Education, University of Virginia; Edward D. Jones, Jr., Atlanta Board of Education; Joan McCord, Department of Criminal Justice, Temple University; Oliver Moles, Office of Research/OERI/ED; Kimmon Richards, Office of Policy and Planning/ED; Wesley G. Skogan, Center for Urban Affairs, Northwestern University; and Bruce Taylor, Bureau of Justice Statistics, U.S. Department of Justice. The questionnaire design was also guided by principles set forth by the Goal Six Resource Group of the National Education Goals Panel, chaired by John Porter.



### 3. SAMPLE DESIGN AND IMPLEMENTATION

This chapter describes the sample design for the NHES:93, including a number of special features of the design. Also presented are the procedures for weighting to national estimates, imputation for items that had missing values, and variance estimation.

#### 3.1 Sampling Households

The sampling method used for the NHES is a variant of random digit dialing (RDD) procedures described in Waksberg (1978). The original Mitofsky-Waksberg method produces an equal probability sample of households with telephones and requires a smaller number of telephone calls than the sampling procedures previously used for RDD. A time-saving variant of this method, referred to as the "modified Waksberg procedure," was used for the NHES:93. The modified method is described in Brick and Waksberg (1991).

The first step in the sampling process was to form a list of all existing telephone area codes and prefix numbers for the 50 States and the District of Columbia. A prefix number is a three-digit telephone exchange. The list used for this survey was the October 1992 Bellcore tape. All possible combinations of two-digit numbers were then added to these numbers to create a list of all the possible first 8 digits of the 10 digits in telephone numbers. These eight-digit numbers were treated as Primary Sampling Units (PSUs), or telephone clusters.

A random sample of PSUs was selected. A prime telephone number was formed by adding a random two-digit number to the eight-digit cluster. The prime number was then dialed to determine if it was residential. If it was residential, the PSU was retained in the sample. If the prime number was not residential, then the PSU was rejected and no further calls within the PSU were made. Additional PSUs were selected in the same way.

A random sample of telephone numbers within each of the retained "residential" PSUs was selected by adding random two-digit combinations to the original eight numbers. Interviews were attempted at the prime number and at as many additional numbers required to obtain the desired expected sample size. The total expected sample size was  $m(k+1)$ , where  $m$  was the number of residential PSUs and  $k+1$  was the number of telephone numbers sampled in each PSU.

The households were sampled within clusters in order to effect a significant cost savings. With this method of cluster sampling, the number of telephone numbers that need to be dialed is at least 50 percent less than what would be needed if all telephone numbers were dialed at random. However, the variances of the estimates were increased slightly due to the clustering of the sampled households within the PSUs. This variance increase is discussed later.

The sampling method for the NHES:93 used a fixed number of telephone numbers per PSU, rather than a fixed number of households per PSU, as used in the Mitofsky-Waksberg method. This sampling method was also used in the NHES:91. The statistical properties of this method are described in

detail by Brick and Waksberg (1991). The main advantage of this method is that it does not require sequential modification to the within-PSU sample size.

A sample of 18,318 prime telephone numbers was selected. It was expected to yield about 4,000 residential numbers that would serve as PSUs. However, the residence rate was higher than expected and 4,577 (m) residential phone numbers were actually identified. The larger number of clusters has the effect of slightly reducing the variance due to clustering, since fewer completed interviews are done in each PSU.

The number of households targeted to complete the Screener interview for the NHES:93 was 64,000. This sample size was determined to satisfy the precision requirements of the SR and the SS&D components. To achieve this number, either 26 or 32 additional telephone numbers (k) were sampled in each PSU. The number varied due to the unplanned release of an additional six telephone numbers in 1,039 of the PSUs.

In total, 129,813 telephone numbers were sampled in the 4,577 PSUs. Based on the assumption that the residence rate would be 62 percent and the response rate would be 80 percent, the sample was expected to yield 64,000 completed Screener interviews. In the NHES:93, the residence rate was 59 percent and the response rate was 82 percent, yielding 63,844 completed Screeners. More details on the survey operations are given later.

Before describing the sampling of members within the sampled households for extended interviews, the procedures used to oversample clusters to improve the precision for estimates of blacks and Hispanics are described.

### **Oversampling Households for Blacks and Hispanics**

One of the goals of the NHES:93 was to produce reliable estimates for subdomains defined by race and ethnicity. In fact, estimates by race and ethnicity were key in developing the sample sizes for each of the components of the NHES:93. In a 64,000-household design in which every household has the same probability of being included, the number of completed interviews would not be large enough to produce reliable estimates of many characteristics of black and Hispanic youth. Therefore, blacks and Hispanics had to be sampled at higher rates to improve the reliability of estimates for these subpopulations.

In the NHES:91 and the Field Test of 1989, a particular method of oversampling blacks and Hispanics was employed that was successful in reducing the variances for estimates of characteristics of blacks and Hispanics by approximately 20 to 30 percent over a range of statistics examined (Mohadjer and West, 1992). The decreases in precision for estimates of the groups that were not oversampled and for estimates of totals were modest, ranging from about 5 to 15 percent. Similar procedures were used in the NHES:93, as described below.

A Donnelley Marketing Information Services computer file containing 1990 census characteristics for telephone exchanges was used to stratify telephone prefixes into low and high minority

concentration strata. The Bellcore list of all prefixes in the country was matched on the Donnelley file, and any prefix not found on the Donnelley file was assigned to the low minority concentration stratum.

The specific design defined high minority concentration areas as exchanges having at least 20 percent of either black, Hispanic, or Asian/Pacific Islander persons living in the area. The telephone exchanges in the two strata were identified and a systematic sample was drawn in each stratum. The sampling rate used in the **high minority concentration stratum** was double the rate used in the low minority concentration stratum. As a result, 6,636 prime numbers were sampled from the high minority concentration stratum; 2,119 of these numbers (32 percent) were residential. The sample size in the **low minority concentration stratum** was 11,682, and 2,458 numbers (21 percent) were residential.

Oversampling by the characteristics of the prefix area had two effects. First, the oversampling increased the sample sizes for minorities because they were more heavily concentrated in the prefix areas that were oversampled. Therefore, the sampling errors for estimates of these groups were reduced due to the increased sample size. On the other hand, not all minorities were found in the oversampled prefix areas. Thus, differential sampling rates were applied to persons depending on their telephone prefix. Using differential rates increased the sampling errors of the estimates. These increases partially offset the benefit of the larger minority sample sizes.

When making overall national estimates from the survey data, weights are applied to adjust for the oversampling of minorities (see below).

### **3.2 Sampling Within Households**

Once the enumeration of the household members was completed in the Screener, the sampling of members for the extended interviews was done by computer. Any child enrolled in grades 3 through 12 was eligible for sampling for the SS&D component. Because the requirements of the survey differed with the grade in which the child was enrolled, the sampling for children enrolled in grades 3 through 5 differed from the sampling for those enrolled in grades 6 through 12. These rates are described below. A parent was asked to complete the extended interview for every sampled child. In addition, youths in grades 6 through 12 were subsampled and interviewed after the parent interview was completed.

Because the precision requirements were lower for estimates for 3rd through 5th graders, the probabilities of selecting these children were lower than the probabilities of selecting those in the upper grades. Furthermore, in an effort to reduce the burden on the sampled households, the sampling was limited so that, at most, one child in 3rd through 5th grades and no more than two children in any household were sampled for parent interviews.

If a household had one 3rd through 5th grader, then that child had a probability of 0.45 of being selected for the sample. If a household had two children in 3rd through 5th grades, then the household had a probability of being sampled of 0.90, and if it was selected, one of the two children was selected randomly with equal probability. If there were three or more 3rd through 5th graders in the same household, one child was selected randomly from the household for the survey.

The procedures for sampling children in grades 6 through 12 for the parent SS&D interview were slightly more complex to ensure that the number of children sampled per household was restricted to a maximum of two. If there was only one child in 6th through 12th grades in the household, the child was sampled. If the household had two or more children in these grades and no children in the 3rd through 5th grades, then exactly two children in 6th through 12th grades were sampled randomly with equal probability. However, if the household had two or more children in the 6th through 12th grades and one or more children in the 3rd through 5th grades, then exactly one 6th through 12th grader was sampled randomly with equal probability.

The youth were then subsampled to be interviewed. The sample was restricted so that no more than one youth was subsampled per household for the youth interview. If one 6th through 12th grader was sampled for the parent interview in the household, then the probability of subsampling the youth for the interview was 0.71. If two were sampled for the parent interview, then one of the two youths was randomly sampled for the youth interview with equal probability. The youth interview was not conducted until the parent interview was completed.

Estimates of the expected sample sizes for each of these three samples for the SS&D component were developed using Current Population Survey (CPS) data. The expected number of completed interviews for each sample was based on the CPS estimates of the number of children by grade and assumed different completion rates depending on the type of interview. The expected number of completed interviews conducted with parents of 3rd through 5th graders was 2,600. The expected number of completed interviews conducted with parents of children in the 6th through 12th grades was 10,700. The expected number of completed SS&D youth interviews was 6,800.

The number of completed SS&D interviews conducted with parents of 3rd through 5th graders was 2,563, which is very close to the expected number. The number of completed SS&D interviews conducted with parents of 6th through 12th graders was 10,117, about 600 fewer than expected. The number of completed SS&D interviews conducted with youth in 6th through 12th grades was 6,504, about 300 fewer than expected. The differences between the expected and actual number of completed interviews were primarily due to lower than expected completion rates. The completion rates are discussed later.

There were 77 interviewed youth in 6th through 12th grades who reported that they did not live with any parent/guardian. These emancipated youth could be included with either parent or youth interviews depending upon the purpose of the analysis. For most analysis purposes, the number of interviews conducted with parents of youth in the higher grades will be 10,117. This count excludes the emancipated youth interviews, which normally will be included only with the youth interviews.

### **3.3 Weighting Procedures**

The objective of the NHES:93 is to make inferences about the entire civilian, noninstitutionalized population for the domains of interest. Although only telephone households were sampled, the estimates were adjusted to totals of both telephone and nontelephone households derived from the October 1992 CPS to achieve this goal. Any undercoverage in the CPS of special populations, such as the homeless, would be reflected in these totals.

The first step was the weighting associated with the sample of telephone numbers. For this, a household weight was developed to account for the RDD sampling of telephone numbers, including the sampling rate differences by minority concentration strata. This weight was also adjusted for households that had more than one telephone number, hence more than one chance of being included in the sample. The household weight was used as a base weight for the subsequent weighting steps.

The next weighting procedures resulted in person-level weights, i.e., weights used to estimate the number of persons. These methods included the adjustment of the estimates to independent totals from the October 1992 CPS. The person-level weighting procedures are described below for each group of interest.

### **Person Weights for Parent Interviews for 3rd through 5th Graders**

As described above, every household with children in the eligible age and grade ranges was eligible for sampling. All children between the ages of 7 and 21 years old enrolled in 3rd through 12th grades were eligible. The sampling was done using information collected in the screening interview from any adult household member willing to answer the questions, and the eligibility of the sampled children was later verified or updated when the parent/guardian most knowledgeable about the child responded to the extended interview. For sampling and weighting purposes, sampling eligibility was defined in terms of the data collected at the Screener.

The sampling of 3rd through 5th graders within the household was done at the time of the screening interview. The base weight for a sampled child was adjusted by multiplying it by the inverse of the probability of sampling the child. The maximum adjustment for this stage was 6.0. This adjusted base weight reflected all the stages of sampling for children in 3rd through 5th grades.

Since the data for sampling were collected from a person who may not have been very knowledgeable about the specific ages and grades of all members of the household, some children may have been misclassified for sampling. For example, a child in 6th grade may have been reported as (or erroneously recorded as) being in 5th grade. In these cases, the child was eligible for sampling, but was sampled for the wrong path. Another example would be a 3rd through 5th grade child erroneously reported as being in 1st or 2nd grade. In this case, the child was eligible for sampling for the SR component instead of the 3rd through 5th grade path of the SS&D component.

At the beginning of an extended interview conducted with a person other than the Screener respondent, the parent/guardian most knowledgeable about the care and education of the child was asked identical questions about the age and grade of the child. If a misclassified child was sampled for the SR interview or for the 6th through 12th grade path of the SS&D interview, the child would be recognized at this point as being appropriate for the 3rd through 5th grade SS&D interview rather than the SR interview or the upper grade path of the SS&D interview. If the child turned out to be enrolled in 1st or 2nd grade, he or she would become the subject of an SR interview. Even if a child in 3rd through 5th grade was initially misclassified in the screening interview, the child would still be eligible for sampling in one of the other components of the NHES:93. Therefore, no bias in the estimates due to undercoverage was introduced by this misclassification.

The weighting steps for children misclassified and sampled for the wrong path followed the same type of procedure described above. The household base weight was then adjusted by the inverse of the probability of sampling the child from the children in the household who were eligible for the component. At this point, all 3rd through 5th graders sampled for the SS&D component had an adjusted base weight accounting for all the stages of sampling.

The next step was to further adjust the weights to account for nonresponse to the extended interview. Three age categories (based on age from the screening interview and thus available for all the sampled children) were used to define the nonresponse adjustment cells. The nonresponse adjustment was the sum of the adjusted base weights for all sampled children in the cell divided by the sum of the adjusted base weights for all the respondents in the same cell. These adjustments varied from 1.11 to 1.13 across the three cells. The nonresponse-adjusted person weight is the nonresponse adjustment multiplied by the adjusted base weight.

The final stage of weighting involved raking the nonresponse-adjusted person weights to known totals computed from the October 1992 CPS. Raking is an iterative procedure that ensures that the survey weights sum to known population totals. It is closely related to poststratification. The main purpose of raking was to adjust the weights for the undercoverage of households without telephones.

The control totals used for the raking are given in table 3-1. Three dimensions were used in the raking. The first dimension is defined by the cross-classification of home type (owned or not) and Census region. The second dimension is the cross of race/ethnicity and household income. The last dimension is defined by grade. The sum of the raked weights is 11,066,409. The final raked person weight for each sampled 3rd through 5th grader with a completed SS&D interview is contained in the variable FWGT0 in the data file.

### **Person Weights for Parent Interviews for 6th through 12th Graders**

The procedures used to form the person-level weights for interviews with the parents of 6th through 12th graders were the same as those used for 3rd through 5th graders. The base weight for the sampled child was adjusted by multiplying it by the reciprocal of the probability of sampling the child from the household. The maximum adjustment for this stage was 6.0. The weighting steps for children misclassified and sampled for the wrong path were the same as described for 3rd through 5th graders. At this point, all 6th through 12th graders sampled for the SS&D component had an adjusted base weight accounting for all the stages of sampling.

If a child was enrolled in 6th through 12th grade but did not live with a parent or guardian, that youth was considered an emancipated youth and a special interview was conducted that included some items that were usually only asked of the parents. For this reason, the emancipated youth interviews may be considered with the parent interviews for some very specific uses. The emancipated youth interviews were included in the weighting process for the parent interviews.

The next step was to further adjust the weights to account for nonresponse to the extended interview. Seven age categories (based on the age from the screening interview and thus available for all sampled children) were used to define the nonresponse adjustment cells. The nonresponse adjustment

Table 3-1.--NHES:93 control totals for School Safety and Discipline grades 3, 4, and 5 raking

Control characteristics		Control totals
<b>Home type</b>	<b>Census region</b>	
Owned or other.....	Northeast .....	1,365,545
Owned or other.....	Midwest.....	1,917,171
Owned or other.....	South .....	2,547,592
Owned or other.....	West .....	1,502,834
Rented.....	Northeast .....	703,985
Rented.....	Midwest.....	750,861
Rented.....	South .....	1,327,080
Rented.....	West .....	951,341
<b>Race/ethnicity</b>	<b>Household income</b>	
Hispanic.....	Less than \$10,000 .....	391,087
Hispanic.....	\$10,000 - \$24,999 .....	543,235
Hispanic.....	\$25,000 or more.....	384,834
Black, non-Hispanic .....	Less than \$10,000 .....	713,482
Black, non-Hispanic .....	\$10,000 - \$24,999 .....	578,512
Black, non-Hispanic .....	\$25,000 or more.....	447,442
Other.....	Less than \$10,000 .....	695,823
Other.....	\$10,000 - \$24,999 .....	1,873,466
Other.....	\$25,000 or more.....	5,438,528
<b>Grade</b>		
3 .....		3,625,266
4 .....		3,737,639
5 .....		3,703,504

SOURCE: U.S. Bureau of the Census, Current Population Survey, October 1992.

was the sum of the adjusted base weights for all sampled children in the cell divided by the sum of the adjusted base weights for the respondents in the same cell. These adjustments varied from 1.09 to 1.15 across the seven cells. The nonresponse-adjusted person weight is the nonresponse adjustment multiplied by the adjusted base weight.

The adjusted person-level weights were examined and some relatively large weights were discovered. To avoid unduly increasing the variance of the estimates as a result of these large weights, the very largest of the weights were trimmed. In all, 42 cases had their weights reduced to a value that was slightly above the value at the 99 percentile of the distribution of the weights for all parents of 6th through 12th graders.

The final stage of weighting involved raking the nonresponse-adjusted person weights to known totals computed from the October 1992 CPS. The control totals used for the raking are given in table 3-2. Three dimensions were used in the raking. The first dimension is defined by the cross-classification of home type (owned or not) and Census region. The second dimension is the cross of race/ethnicity and household income. The last dimension is defined by grade. The sum of the raked weights for 6th through 12th graders is 24,060,456. This total includes the weights for the emancipated youth.

The final raked person weight for each sampled 6th through 12th grader with a completed parent SS&D interview is contained in the variable FWGT0 in the data file. This is the weight that should be used for analysis of parent responses for students in 6th through 12th grades. The parent-level weights for the emancipated youth are not contained in FWGT0. It is important to note that the sum of the weights across all completed parent interviews is less than 24,060,456 (by about 200,000) because of the exclusion of the emancipated youth.

For special analyses that include the emancipated youth interviews with the parent interviews, a special weight was created. This weight, called PFWGT0, is assigned only for the 77 completed emancipated youth interviews. To analyze the emancipated youth and parent interviews together, the variable FWGT0 should be used for all parent interviews and the variable PFWGT0 should be used for the emancipated youth.

Caution should be used when doing this type of analysis because the 77 emancipated youth have two different weight variables. The weight variable, PFWGT0, is appropriate only for use with analysis that includes emancipated youth and parent respondents. The more usual situation is to include the emancipated youth with all other 6th through 12th grade youth respondents. In this case, the FWGT0 is appropriate, as discussed in the next section. Specific details on using the weight variables in analysis are given in chapter 6.

### **Person Weights for Youth Interviews of 6th through 12th Graders**

Since 6th through 12th graders sampled for the parent interview were subsampled for the youth interview, the weighting for these youth interviews was nearly the same as that for the interviews of the parents of 6th through 12th graders. The main difference was that the probability of subsampling

Table 3-2.--NHES:93 control totals for School Safety and Discipline grades 6 through 12 raking

Control characteristics		Control totals
<b>Home type</b>	<b>Census region</b>	
Owned or other.....	Northeast .....	3,057,132
Owned or other.....	Midwest.....	4,566,749
Owned or other.....	South .....	6,111,995
Owned or other.....	West .....	3,430,432
Rented.....	Northeast .....	1,332,893
Rented.....	Midwest.....	1,362,420
Rented.....	South .....	2,418,423
Rented.....	West .....	1,780,412
<b>Race/ethnicity</b>	<b>Household income</b>	
Hispanic.....	Less than \$10,000 .....	651,297
Hispanic.....	\$10,000 - \$24,999 .....	1,028,736
Hispanic.....	\$25,000 or more.....	956,383
Black, non-Hispanic .....	Less than \$10,000 .....	1,233,092
Black, non-Hispanic .....	\$10,000 - \$24,999 .....	1,351,475
Black, non-Hispanic .....	\$25,000 or more.....	1,241,797
Other.....	Less than \$10,000 .....	1,249,480
Other.....	\$10,000 - \$24,999 .....	3,832,049
Other.....	\$25,000 or more.....	12,516,147
<b>Grade</b>		
6 .....		3,829,328
7 .....		3,671,410
8 .....		3,514,377
9 .....		3,500,559
10 .....		3,335,873
11 .....		3,124,956
12 .....		3,083,953

SOURCE: Current Population Survey, October 1992.

for the youth interview had to be included in the weighting. The basic sampling weights for the youth interviews were adjusted by the reciprocal of the subsampling rate.

The next step was nonresponse adjustment of the basic weights. The seven cells based on the age of the youth taken from the Screener that were defined for the 6th through 12th grade interviews with parents were used to do the nonresponse adjustment for this path. These adjustments varied from 1.18 to 1.26 across the seven cells. The nonresponse-adjusted person weight is the nonresponse adjustment multiplied by the adjusted base weight.

The adjusted person-level weights were examined and some relatively large weights were discovered, as in the case of the parent interviews. To avoid increasing the variance of the estimates unduly as a result of these large weights, the very largest of the weights were trimmed. A total of 54 cases had their weights reduced to a value that was slightly above the value at the 99 percentile of the distribution of the weights for youth interviews.

Raking was then done to the same totals shown in table 3-2. If the sampled youth was emancipated, then he or she was also included in the weighting process for the youth interviews. The sum of the raked weights for 6th through 12th graders is 24,060,456. This total includes the weights for the emancipated youth.

The final raked person weight for each sampled 6th through 12th grader with a completed youth SS&D interview is contained in the variable FWGT0 in the data file. This variable contains the appropriate person-level weight for the emancipated youth for any analysis that includes all 6th through 12th graders. This weight is also appropriate for any analysis that compares the responses of sampled parents and youth from a household. For example, if the estimate is the percentage of youth who gave the same response as the parent, then the FWGT0 for youth is the appropriate weight variable to use.

### **3.4 Computing Sampling Errors**

Direct estimates of the sampling errors from the SS&D component, assuming a simple random sample of children, will typically underestimate the variability in the estimates. The NHES:93 sample design and estimation include procedures such as oversampling areas with higher concentrations of minorities, clustering to sample of persons within households, sampling with differential probabilities, and raking to control totals, which deviate from the assumption of simple random sampling.

One method for computing sampling errors to reflect these aspects of the sample design and estimation is the replication method. Using replication involves splitting the entire sample into a set of groups or replicates based on the actual sample design of the survey. The survey estimates can then be estimated for each of the replicates by creating replicate weights that mimic the actual sample design and estimation procedures used in the full sample. The variation in the estimates computed from the replicate weights can then be used to approximately estimate the sampling errors of the estimates from the full sample.

A total of 60 replicates were defined for the NHES:93 based on the sampling of clusters of telephone numbers. A total of 60 replicates were created to provide reliable estimates of sampling errors

within reasonable data processing costs. The specific type of replication procedure used for the NHES:93 is a jackknife replication method. It involves dividing the sample into pairs of PSUs for the computation of the replicate weights. Replicate weights were created for each of the 60 replicates using the same estimation procedures used for the full sample. These replicate weights are included in the data file as FWGT1 to FWGT60. The parent-level replicate weights for the emancipated youth are included as PFWGT1 to PFWGT60. The computation of the sampling errors using the replicate weights can be done easily using the SAS software WESVAR, with the JK2 option.

Another approach to the valid estimation of sampling errors for complex sample designs is to use a Taylor series approximation to compute sampling errors. The software available to compute sampling errors using this method typically requires that two variables, stratum and PSU, be available for all the completed interviews. To support users with this type of software, the stratum and PSU variables were computed based on the sample design and have been included in the data file as STRATUM and PSU. The full sample weight to be used for analysis is FWGT0. For special analysis of emancipated youth, see the discussion at the end of section 3.3 concerning the use of PFWGT0.

Data users should be aware that the use of different approaches or software packages in the calculation of standard errors may result in somewhat different standard errors than those produced using WESVAR.

### **Approximate Sampling Errors**

Although the methods of directly calculating the sampling errors using the methods described above are recommended for many applications, simple approximations of the sampling errors may be valuable for some purposes. One such approximation is discussed below.

Most statistical software packages compute standard errors of the estimates based upon simple random sampling assumptions. The standard error from this type of statistical software can be adjusted for the complexity of the sample design to approximate the standard error of the estimate under the actual sample design used in the survey. For example, the variance of an estimated proportion in a simple random sample is the estimated proportion ( $p$ ) times its complement ( $1-p$ ) divided by the sample size. The standard error is the square root of this quantity. This estimate can be adjusted to more closely approximate the standard error for the estimates from the NHES:93.

A simple approximation of the impact of the sample design on the estimates of the standard errors of the estimates that has proved useful in previous NHES surveys and in many other surveys is to adjust the simple random sample standard error estimate by the root design effect (DEFT). The DEFT is the ratio of the standard error of the estimate computed using the replication method discussed above to the standard error of the estimate under the assumptions of simple random sampling. A mean DEFT is computed by estimating the DEFT for a relatively large number of estimates and then averaging these DEFTs. A standard error for an estimate can then be approximated by multiplying the simple random sample standard error estimate by the mean DEFT.

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Kirk Wolter (1985). Introduction to Variance Estimation, Springer-Verlag, New York, Chapter 4.

In complex sample designs, like the NHES:93, the DEFT is typically greater than unity due to the clustering of the sample and the differential weights attached to the observations. In the NHES:93 both of these factors contributed to making the mean DEFT greater than unity.

The mean DEFT for the SS&D file was computed separately for different paths to evaluate the differences due to the sampling and weighting procedures. The mean DEFTs for each of the paths are shown below. These mean DEFTs were computed over a range of estimated proportions for each path.

<b>Path</b>	<b>Mean DEFT</b>
Parent interview for 3rd through 12th graders	1.4
Parent interview for 3rd through 5th graders	1.2
Parent interview for 6th through 12th graders	1.4
Youth interview with 6th through 12th graders	1.5

The mean DEFT is 1.4 for estimated proportions for all parent interviews when both 3rd through 5th and 6th through 12th graders are included. This is the same as the mean DEFT for the estimates for parent interviews for 6th through 12th graders. The mean DEFT was estimated to be smaller (1.2) for parent interviews with 3rd through 5th graders and larger (1.5) for youth interviews with 6th through 12th graders.

All of these estimated DEFTs are subject to variability. The standard deviations for the DEFTs for these paths ranged from 0.2 to 0.5. The DEFT computed for a particular estimate was typically between 1.0 and 1.7.

The mean DEFT did vary somewhat when the size of the estimate was considered. Estimates of proportions between 20 and 80 percent had mean DEFTs that were usually 10 to 20 percent larger than the mean DEFTs for proportions that were either larger or smaller. The mean DEFTs for estimates by race and ethnicity also exhibited some variability. The mean DEFT for estimates of blacks were typically 10 to 20 percent above the mean DEFT for other race and ethnicity categories.

To be conservative, **we recommend using a mean DEFT of 1.4** for approximating the standard error of all the estimates, except for the estimates from the interviews with 6th through 12th graders. For interviews with the 6th through 12th graders, we recommend using 1.5 as the mean DEFT. Using these mean DEFTs should result in approximate standard errors that are larger than the actual standard errors in most cases. Direct computation of the standard errors is recommended when the statistical significance of statements would be affected by small differences in the estimated standard errors.

The mean DEFT can be used to quickly approximate the standard error for an estimate. For example, if parents report 20 percent of all children in the 3rd through 5th grades have a certain characteristic (for example, suppose that they know of things being stolen from lockers or desks), then an approximate standard error can be developed in a few steps. First, the simple random sampling standard error for an estimate of 20 percent from a sample of 2,563 is 0.79 (the square root of the quantity  $20 \times 80/2,563$ ). The approximate standard error of the estimate from the NHES:93 is this quantity (the simple

random sample standard error) multiplied by the mean DEFT of 1.4. In the example, the estimated standard error for the 20 percent estimate would be 1.11 (.79 x 1.4).

The approximate standard error for the other populations (parents of 6th through 12th graders or youth in 6th through 12th grades) can also be computed in this fashion. The same procedure is used to find the simple random sample standard error, but the appropriate sample size for the domain must be used (10,117 for parents of 6th through 12th graders and 6,504 for 6th through 12th graders). Also, for estimates from the interviews from the 6th through 12th graders, the larger DEFT (1.5) should be used.

The approximate standard error for other types of statistics, such as the mean number of days of school missed, can also be computed using this approach. First, the simple random sample standard error is estimated using an unweighted analysis from a standard statistical package, like SAS and SPSS. Second, the standard error from this package is multiplied by the average DEFT of 1.4 to approximate the standard error of the estimate under the NHES:93 design. For example, suppose the estimated mean number of school days missed was 2.5 days and the simple random sampling standard error for this estimate was 0.2 days. Then, the approximate standard error for the estimate would be 0.3 days (0.2 x 1.4) since the estimate is from the parent interviews.

### **3.5 Imputation**

In the NHES:93, as in most surveys, the responses to some data items are not obtained for all interviews. There are numerous reasons for item nonresponse. Some respondents do not know the answer for the item or do not wish to respond for other reasons. Some item nonresponse arises when an interview is interrupted and not continued later, leaving items at the end of the interview blank. Item nonresponse may also be encountered because responses provided by the respondent are not internally consistent, and this inconsistency is not discovered until after the interview is completed. In these cases, the items that are not internally consistent were set to missing.

For most of the data items collected in the NHES:93, the item response rate was very high. (The item response rates are discussed in detail in chapter 4.) Despite the high item response rate, **all data items with missing data on the file were imputed**. The imputations were done for two reasons. First, complete responses were needed for any of the variables used in developing the sampling weights. Second, users will be computing estimates in a variety of methods and complete responses should aid their analyses.

A hot-deck procedure was used to impute missing responses. In this approach, the entire file was sorted into cells defined by characteristics of the respondents. The variables used in the sorting were general descriptors of the interview and also included any variables involved in the skip pattern for the items. The standard set of sort order variables for items with an item response rate greater than 95 percent consisting of MAINRSLT, GRADE, SEX, FAMSIZE, and RACEETH. MAINRSLT (main result) is the final completion code for an extended interview. FAMSIZE is a variable classifying respondents into 1) two-parent/guardian or 2) one-parent/guardian households. RACEETH is a variable classifying respondents as 1) Hispanic, 2) black, non-Hispanic, or 3) other.

All of the observations were sorted into cells defined by the responses to the sort variables, and then divided into two classes within the cell depending on whether or not the item was missing. For an observation with a missing value, a value from a randomly selected donor (observation in the same cell but with the item completed) was imputed for the missing value. After the imputation was completed, edit programs were run to ensure the imputed responses did not violate edit rules.

Because editing was being finished at the same time as imputation was occurring, there were some logically inconsistent values, newly missing values, and imputed values that were out-of-range. These values were set to missing during editing. Further imputations were then necessary. A simplified manual imputation was used for these missing values. The distribution of the completed data was used to draw donors for the missing items. Thus, for these newly missing values, the standard sort variables were not used to control the process.

The general hot-deck procedures were not used for several variables that were collected once per household or involved complex relationships. The AGE1 through AGE9 and SEX1 through SEX9 household membership items discussed in section 6.1.2 fall into this group. Values were computed for 22 of the AGE1 through AGE9 items and one of the SEX1 through SEX9 items.

ZIP Code values were imputed at the household level for the SS&D and the SR files together. Two hundred sixty-three records were missing the household ZIP Code, and another 12 did not match ZIP Codes on the 1990 Census of Population Summary Tape File (STF3B) used to create derived variables (discussed in section 6.1.4). These ZIP Codes, which affected 390 households, were imputed by replacing them with ZIP Codes that were on the STF3B file.

When the hot-deck imputation procedures were completed, only 12 items had item response rates of less than 95 percent. Ten of them were parent only items: EDCLUBS, EDCOURSE, EDDEMO, EDPART, FCGRADCO, SDRUGS, SDSPANSH, SSHALSUP, SSLOCKER, and SSRESTRM. The other two, SSGANNUM and SSGANREL, were items asked of both parent and youth.

To improve the imputation for items with higher item nonresponse rates, a search was conducted to find correlated variables that could be used in place of the standard sort variables. If useful correlates were identified, they were used in the hot-deck imputation for these items.

For each data item for which any values were imputed, an imputation flag variable was created. If the response for this item was imputed, the imputation flag was set equal to 1 (or 2 for items discussed below); otherwise it was set to 0. There were no imputation flags created for AGE92 and GRADE since these always had valid responses. The flag was created to enable users to identify imputed values. Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the data set. The imputation flags are discussed in chapter 6.

Analysts may find that a "don't know" response category might be analytically useful for some items from the parent interview. A parent response of "don't know" may indicate lack of interest or involvement in the child's school experiences, whereas a youth response of "don't know" to the same question has different implications. To support this analytic objective, a special flag was used to designate "don't know" responses that were imputed for some parent items.

For the items listed below, all missing values were imputed. An imputation flag of 1 was assigned unless the parent response was "don't know." The "don't know" parent responses were assigned an imputation flag of 2. For all other items the imputation flag was set to 1 whenever a missing value was imputed.

PY21a-e	PY41
PY22	PY42
PY23	PY43
PY24	P45
P25	PY46
PY26	PY47
PY27	PY49
PY28	PY50
PY29	PY53
PY30	PY55a-h
PY31	P56
PY32	P59
PY33	PY62a-e
PY34	PY63
PY35	PY64
PY36	P65
PY37	P67
PY38	PY68a-d
PY39	PY84a-c
PY40	

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## 4. DATA COLLECTION METHODS AND RESPONSE RATES

### 4.1 Data Collection Procedures

The following sections discuss the procedures used in the data collection phase of the NHES:93, including the use of computer assisted telephone interviewing (CATI), staff training, interviewer assignments and contact procedures, and quality control.

#### 4.1.1 CATI System Applications

The use of a CATI system for the NHES:93 included a number of applications that facilitated the implementation of the survey. Briefly, the most salient features of the CATI system for the NHES:93 were as follows:

- **Sampling:** The use of online sampling through CATI eliminated the need for separate screening and interviewing calls, reducing the cost and the burden on respondents.
- **Scheduling:** The CATI system was used to feed telephone numbers to the interviewers, maintain a schedule of callback appointments, and reschedule unsuccessful contact attempts to the appropriate day and time.
- **Skip Patterns:** The CATI system was programmed to automatically guide interviewers through the complex skip patterns in the questionnaire, reducing the potential for interviewer error and shortening the questionnaire administration time.
- **Copying Responses:** The CATI system was used to copy responses from one interview to another to prevent unnecessary repetition of questions. For example, when two children with the same parents were sampled in a household, the parent characteristics series and household information items were asked only once. This helped to reduce response burden.
- **Receipt Control:** The CATI system was programmed to provide automatic receipt control in a flexible manner that was used to produce status reports throughout data collection. This allowed ongoing monitoring of the survey's progress.
- **Online Help:** The CATI system was programmed to provide online help screens for each screen in the extended interviews. These screens, which could be accessed with a keystroke by the interviewer, clarified terminology, explained the intent of questions, and helped the interviewer obtain correct information.

#### **4.1.2 Interviewer Training**

Interviewer training was conducted over a 3-week period in late January and early February 1993. More than 450 interviewers were trained for the study, in groups of about 30. Each group received 16 hours of training related to the conduct of the NHES:93, in addition to basic training in general interviewing techniques and the use of the CATI system. This was followed by a scheduled 4-hour "live" session that was closely monitored by training staff and telephone interviewing supervisors.

Interviewer training was conducted using the CATI system. The trainees entered information in the CATI system during training presentations, providing them with hands-on experience prior to beginning data collection. The topics covered in the training session included an introduction to the study, interactive lectures based on each of the survey questionnaires, details about survey procedures, and techniques for refusal avoidance. Prior to live interviewing, trainees practiced in pairs using several role-play scripts.

The survey staff included 12 bilingual interviewers. These interviewers received the same English training as all other interviewers, worked on the study conducting interviews in English for a minimum of 4 weeks, and were then trained to conduct the interviews in Spanish. All of the CATI screens were translated into Spanish, and these screens were available to bilingual interviewers at a keystroke.

#### **4.1.3 Interviewing Procedures**

The CATI system scheduled cases automatically, based on an algorithm that was customized for the NHES:93 survey. The system assigned cases to interviewers in the following order of priority:

- Cases that had specific appointments;
- Cases that had unspecified appointment/general callback times for the time period;
- Cases that had resulted in busy signals 15 minutes earlier;
- Cases that had not been contacted and had not been attempted during the time frame; and
- Cases that were new and had never been worked.

At least seven attempts were made by NHES interviewers to screen households in order to determine the presence of eligible household members, that is, an eligible child or youth. These calls were staggered on different days of the week and at different times of the day over a period of at least 2 weeks. This included at least two daytime calls, three evening calls, and two weekend calls, with at least one weekday call per week and one weekend call per weekend. Cases that were coded as a problem

were referred to a telephone supervisor to discuss appropriate methods of completing an interview (e.g., holding a case for some time and releasing it for additional attempts later in the data collection period).

The NHES:93 was conducted primarily in English, but provisions were made to interview persons who spoke only Spanish. The questionnaires were translated into Spanish, Spanish versions of the CATI instruments were programmed, and bilingual interviewers were trained to complete the interview in either English or Spanish.

When the person answering the telephone was not able to speak English, and the interviewer was not bilingual and was not able to identify an English-speaking household member, the interviewer coded the case as a "language problem" and further specified the case as either "hearing/speech problem," "Spanish," or "language other than English or Spanish." Bilingual interviewers were the only ones who could access these "language problem" cases for followup. If a bilingual interviewer encountered a Spanish-speaking respondent, the interviewer could immediately begin to conduct the interview in Spanish without ever coding the case as a language problem. This occurred 33 times, and 30 of these cases were eventually completed.

There were 831 Screeners that were classified by at least one interviewer as a hearing or speech problem. About two-thirds of these cases were eventually completed, either because another household member answered the phone or because the interviewer initially misclassified the case. Of the 566 hearing/speech problem Screeners that were completed, 27 were completed in Spanish.

A total 1,569 cases were classified by the initial interviewer as Spanish-speaking. Eventually, 1,269 of these cases were completed, nearly 85 percent of which were completed in Spanish. About 81 percent of all Spanish-classified, language-problem cases were finalized as completes, approximately the same completion rate as the overall rate for the Screener.

For the cases with respondents identified by the initial interviewer as speaking some language other than English or Spanish, only about one-third were completed. There were 806 cases in this category; 137 were completed in English and 127 were completed in Spanish.

Refusal conversion efforts were used to obtain responses from households or individual respondents who had initially refused to complete an interview. However, if the interviewer indicated that the initial response was "hostile" (e.g., profane or abusive), the case was reviewed by a supervisor to determine whether another attempt should be made. Occasionally, a supervisor assessed a refusal coded "mild" or "firm" to be a "hostile" refusal. One refusal conversion attempt was made for each Screener or extended interview refusal, with the exception of these "hostile" cases. For most of the field period, a 14-day hold was placed on initial refusals before a conversion attempt was made. This period was decreased near the end of data collection to facilitate survey close-out while maximizing response rates.

The NHES data collection strategy calls for a case to be coded as a final refusal if a second refusal was obtained when a refusal conversion attempt was made. However, because of concerns about the Screener response rate, an additional refusal conversion attempt was made for a subset of second Screener refusals. The cases included in this effort were those for which the interviewers indicated on both attempts that the refusal was "mild," and those for which one refusal was rated "mild" and the other

rated "firm, but not hostile." No cases rated as "firm" on both refusals were selected for an additional attempt, nor were any cases rated as "hostile." All refusals were considered to be final if a third contact with the household resulted in a code of refusal. For extended interviews, cases were coded as final refusals if the first conversion attempt resulted in a second refusal.

Another effort to increase the Screener response rate was the release of "maximum calls" cases, in which a person had answered on at least one of the seven previous attempts. The cases were held for a period of time and released for additional attempts during the last 3 weeks of the data collection period. No maximum number of calls was set for Screeners, and the cases continued to be worked until the data collection period was over. A similar approach was used for the "residential answering machine" cases that had received the maximum number of calls.

There were some numbers at which no answer was ever received during the seven attempts. In the NHES:91, telephone company business office checks indicated that approximately 40 percent of such cases were residential. Based on this information, the noncontact cases were proportionally allocated to residential and nonresidential status in the calculation of final response rates.

#### **4.1.4 Data Collection Quality Control**

Data collection quality control efforts began during the CATI development period. As the CATI system was programmed, extensive testing of the system was conducted. This testing included review by project research staff, telephone interviewing staff, data preparation staff, statistical staff, and the programmers themselves. The testing by staff members representing different aspects of the project was designed to ensure that the system was working properly from all of these perspectives. A live pretest was conducted in households between December 3 and 7, 1992, and about 275 extended interviews were completed. The purpose of this field test was to shake down the CATI system as a further effort to ensure that the system was working properly. Modifications to the instruments to address some administrative problems were also made at this time.

Quality control activities continued during training and data collection. During interviewer training, interviewers were paired with one another and they conducted role-play interviews on telephones monitored by supervisors. When interviewers began actual data collection, they were monitored on an ongoing basis by telephone center supervisors. Project research staff also monitored the interviewers occasionally. Data preparation staff reviewed the cases from the CATI system as they were completed, and referred problems to the project staff for resolution. Interviewer memos were posted and distributed when any recurring problems were identified. Additional training was provided as necessary.

At least once a week, the CATI management system produced computer-generated reports that displayed response rates, refusal rates, and refusal conversion rates for each NHES:93 interviewer. These reports assisted telephone center supervisors in identifying interviewer performance problems that might not be detected through monitoring. Throughout data collection, supervisors and telephone monitors (experienced telephone interviewers who were trained for monitoring) monitored the interviews by listening for about 15 minutes at a time to the interviewers from either a monitoring room or from a carrel on the floor of the telephone center.

The monitor completed a special monitoring form that covered five major areas of telephone interviewing:

- Reading and general skills;
- Listening skills and probing;
- Recording;
- Handling refusals and questions; and
- Telephone manner and relationship with respondent.

The monitors recorded their impressions of the interviewer's skills and abilities for 22 items within these five major areas using three categories: "no problem," "minor difficulty," and "major difficulty." If a skill was not rated during the monitoring session, a not applicable (N/A) code was used. Because very few monitors identified major difficulties, the minor and major difficulty categories were combined for analysis.

The percentage of sessions in which the interviewer was reported as having some difficulty was generally small, 6 percent or less for all but 3 of the 22 skills that were rated. The highest reported percentage was difficulty with handling refusals and questions. Extensive training in this area was conducted for the NHES:93 because this is a common problem in random digit dial or cold-call surveys.

When viewed over the data collection period, the general pattern showed that interviewers had the most difficulty early in the period, and then the problems dropped dramatically. Some increase in difficulties was also noted at the end of the interview period, due mainly to the change in the composition of the work, which was then almost all refusal conversion.

The estimated percentage of sessions in which the interviewer had difficulty was relatively consistent for the vast majority of the skills. The problems noted by the monitors typically involved handling respondent queries in the initial stages of the screening interview. This skill is the most critical to gaining the cooperation of the respondent to complete the rest of the interview, and interviewers received feedback and retraining to improve their skills as appropriate.

The sessions that involved refusal conversions generally had fewer reported difficulties than the sessions that did not involve refusal conversion. Since interviewers were trained for refusal conversion if their performance on the regular work was above average, this result is understandable.

For most skills, the language-problem sessions had somewhat smaller estimates of percentage with difficulties than did the sessions that did not include language problems. However, the monitors reported that interviewers conducting language-problem sessions had a higher percentage of difficulty with remaining neutral and refraining from opinions.

#### **4.1.5 School Safety and Discipline Reinterview**

A random sample of respondents who had already completed the survey was called and re-asked a subsample of items from the original interviews to check item reliability. In all, 998 reinterviews were completed for the SS&D component. The purpose of the reinterview was to:

- Identify survey items that were not reliable;
- Quantify the magnitude of the response variance for groups of items collected from the same respondent at two different times; and
- Provide feedback to improve the design of questionnaire items for future surveys.

A random sample of completed interviews was selected for reinterview. Only interviews that had never been coded a refusal were eligible. The respondent who completed the original interview was recontacted about 2 weeks after the initial interview. In order to limit the burden placed on the respondent, only a subset of items was included in the reinterview and only one reinterview per household was conducted. Reinterviews were done for both parent and youth paths, but none were conducted for the emancipated youth path. Completed reinterviews numbered 278 for parents of 6th through 12th graders, 227 for parents of 3rd through 5th graders, and 493 for youth in 6th through 12th grade.

The reinterviews for the NHES:93 were conducted using CATI, beginning the first week of March. All of the scheduled interviews in a household must have been completed in order for any of them to have been eligible for the reinterview. Households were sampled weekly for the reinterview. Efforts were made to complete the reinterview about 2 weeks after the original interview. This lag time had to be reduced somewhat near the end of data collection in order to complete all of the reinterviews.

The findings from the reinterview will be available in a Technical Report planned for release in 1994. A memorandum report with findings on the items is available from NCES by request.

#### **4.1.6 Recorded Interviews**

During late February and early March, 70 extended interviews from both components of the NHES:93 were tape recorded for data quality control analysis. After the household was screened and sampled for an extended interview, respondents were asked for permission to record the interview. Twenty-five parent interviews and 20 youth interviews were recorded for SS&D.

A coding scheme was developed to assess interviewer and respondent behavior during the interview, particularly in terms of interview delivery and respondent comprehension of questions. Two coders were trained in the coding scheme, and one-quarter of the interviews were coded by both coders. Intercoder reliability was high. The results of the analysis are contained in a memorandum report available from NCES by request.

## 4.2 Response Rates

A response rate is the ratio of the number of units with completed interviews (the units could be telephone numbers, households, or persons) to the number of units sampled and eligible to complete the interview. In some cases, these rates are easily defined and implemented, while in other cases the numerators or denominators of the ratio must be estimated.

The "response rate" is the percentage of possible interviews completed, taking all survey stages into account, and the "completion rate" is used to measure the ability to complete interviews for a specific component of the survey. For example, household members are identified for extended interviews in a two-stage process: first, Screener interviews are conducted to enumerate and sample household members, and then interviews are conducted for the sampled members using extended questionnaires. The failure to complete the first stage Screener means that it is not possible to enumerate and interview any members of the household. The completion rate for the second stage is the percentage of sampled persons with completed interviews. The response rate is the product of the first- and second-stage completion rates.

Response rates and completion rates are identical for the first stage of the sampling and interviewing. For the NHES:93, the first stage is the Screener. The next section discusses the response rate (which is also the completion rate) for the Screener and provides a profile of the characteristics of the respondents. The response and completion rates for the extended interviews are given in the following sections.

All of the response rates reported are weighted to account for different probabilities of selection. The weighting gives a more accurate representation of the proportion of the population that responded than unweighted response rates.

### 4.2.1 Screener Response Rate

The first panel of table 4-1 gives the disposition of the 129,813 telephone numbers that were sampled for the NHES:93. The three major categories of response status are 1) those identified as numbers for residential households, 2) those identified as nonresidential numbers (primarily nonworking and business telephone numbers), and 3) those numbers that, despite numerous attempts, could not be identified as residential or nonresidential.

In the lower part of the table, the estimated response rate of 82.1 (business office method) for the Screener is shown. The numerator is the number of telephone numbers in households that participated in the survey (63,844) weighted by the probability of selecting the telephone number. The denominator is the total number of residential telephone numbers plus the 40 percent of numbers with unknown residential status that are assumed to be residential also weighted by the probability of selecting the telephone number. The 40 percent estimate was based on a special study from the NHES:91 survey in which telephone business offices were contacted to provide the status of a sample of telephone numbers that had unresolved residency status. If the raw count of telephone numbers was not weighted, the Screener response rate using the business office method would have been 82.0 percent.

Table 4-1.--Number of telephone numbers dialed, by residential status and Screener response rate

Screener response category	Number	Percentage of all numbers	Percentage of residential numbers
Total .....	129,813	100.0	
Identified as residential.....	76,093	58.6	100.0
Participating .....	63,844	49.2	83.9
Not participating .....	12,249	9.4	16.1
Identified as nonresidential.....	49,258	38.0	
Unknown residential status.....	4,462	3.4	
Screener response rates*		Rate (Percent)	
Estimated response rate (using business office method) .....		82.1	
CASRO response rate .....		81.0	
Conservative response rate .....		79.3	
Liberal response rate .....		83.9	

\*All the response rates use the estimated number of participating households as the numerator. The denominators vary but are all estimated totals: for the estimated response rate using the business office method, the proportion of unknown residential status numbers included in the denominator was based upon the proportion identified in checks with telephone business offices; for the CASRO (Council of American Survey Research Organizations) responses rate, the proportion of unknown residential status numbers included in the denominator was based upon the residency rate for the numbers with known residential status; for the conservative response rate, all of the unknown residential status numbers were included; for the liberal response rate, none of the unknown residential status numbers were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Other estimates of the response rate were developed, based on different means of allocating the telephone numbers with unknown residential status. The footnote to table 4-1 explains four different schemes for estimating the response rate. It is reasonable to say that the Screener response rate is between 79 and 84 percent, and the best estimate is 82.1 percent. The variability in the estimates arises because it is not possible to identify precisely the residency status for each telephone number.

The Screener response rates varied somewhat by region of the country (based on Census region). The Screener response rates in the Northeast and West regions are about 5 percent lower than those in the Midwest and South. There were no important differences in response rates between the high and low minority areas, as defined for sampling purposes. The Screener response rates for these variables are shown in table 4-2.

#### **4.2.2 Extended Interview Response Rates**

The number of youth enumerated and sampled, and those with completed interviews for the SS&D component of the NHES:93, are given in table 4-3 for the parents of 3rd through 5th graders, in table 4-4 for the parents of 6th through 12th graders, and in table 4-5 for 6th through 12th grade youth. Some sampled youth were not eligible for the survey, primarily because they were not enrolled in school at the time of the survey. Less than 1 percent of the 3rd through 5th graders sampled were ineligible, less than 2 percent of the 6th through 12th graders sampled for the parent interview were ineligible, and less than 2 percent of the 6th through 12th graders sampled for the youth interview were ineligible. Since the 6th through 12th graders were sampled at the same time for both the parent and youth interviews, if a 6th through 12th grader was ineligible for the parent interview, he or she was also ineligible for the youth interview. All ineligibility was established during the parent interview except in the interviews with emancipated youth, where ineligibility was established during the emancipated youth interview. SS&D interviews were not conducted for ineligible youth.

Parent interviews were completed for 2,563 eligible 3rd through 5th graders. Table 4-3 shows all of these completed interviews, even if the child was not sampled for the 3rd through 5th grade path of the SS&D survey. A few children were sampled for the SR (or the 6th through 12th grade SS&D) path, but completed the 3rd through 5th grade path, when it was found that this was appropriate during the interview with the most knowledgeable adult.

The completion rate for the parents of 3rd through 5th graders was 89 percent. The main reason an interview was not completed was that the parent/guardian refused to respond to the interview (64 percent of the nonresponse). An additional 26 percent of the nonresponse was due to unavailability of the respondent. The overall response rate for the parent interviews for 3rd through 5th graders is obtained by multiplying the completion rate for the extended interview by the Screener response rate. It is 73 percent (73.4 percent = 89.4 percent times 82.1 percent).

Parent interviews were completed for 10,117 eligible 6th through 12th graders. Table 4-4 shows all of the completed interviews, even if the youth was sampled for the 3rd through 5th grade path but completed the path for 6th through 12th grade. Emancipated youth are not included in this table.

Table 4-2.--Number of telephone numbers dialed in the Screener, by response status and response rate

	Total	Participating	Not participating	Nonresident	Unknown residential status	Estimated <sup>1</sup> response rate (%)
Total.....	129,813	63,844	12,249	49,258	4,462	82.1
<b>Census region</b>						
Northeast.....	24,780	11,810	2,697	9,169	1,104	79.4
Midwest.....	27,540	13,953	2,364	10,308	915	84.0
South.....	48,189	24,609	3,885	18,280	1,415	84.7
West.....	29,304	13,472	3,303	11,501	1,028	78.5
<b>Minority concentration</b>						
Low minority.....	69,834	35,234	6,524	25,554	2,522	82.4
High minority.....	59,979	28,610	5,725	23,704	1,940	81.5

<sup>1</sup>The estimated response rate is the number of completed interviews divided by the sum of the number of completed interviews, nonresponses, and 40 percent of the unresolved telephone numbers, weighted by the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Table 4-3.--Number of sampled 3rd through 5th graders for School Safety and Discipline parent interviews, by response status and completion rates

Respondent characteristic	Total	Complete <sup>1</sup>	Nonresponse	Ineligible	Estimated completion rate (%)
Total .....	2,882	2,563	318	9	89.4
<b>Census region</b>					
Northeast .....	441	393	47	2	89.4
Midwest .....	673	614	121	4	89.8
South .....	1,127	1,002	60	3	90.7
West .....	641	554	90	0	87.3
<b>Age (Screener)</b>					
8 or less .....	448	392	53	4	88.3
9 .....	876	790	86	0	91.1
10 .....	997	876	120	2	88.4
11 or more .....	561	505	59	3	89.6
<b>Grade (Screener)</b>					
3rd .....	956	859	97	0	90.2
4th .....	987	866	120	1	88.4
5th .....	905	805	98	4	89.7
Other <sup>2</sup> .....	34	33	3	4	90.5

<sup>1</sup>The number of completes includes those who completed the interview for 3rd through 5th graders, even if they were sampled for SR or the older path of SS&D.

<sup>2</sup>Other includes special education and ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Table 4-4.--Number of sampled 6th through 12th graders for School Safety and Discipline parent interviews, by response status and completion rates

Respondent characteristic	Total	Complete <sup>1</sup>	Nonresponse	Ineligible	Estimated completion rate (%)
Total .....	11,650	10,117	1,249	199	89.6
<b>Census region</b>					
Northeast .....	1,956	1,710	201	28	90.0
Midwest .....	2,617	2,294	249	52	90.6
South .....	4,637	4,059	480	68	89.8
West .....	2,440	2,054	319	51	87.5
<b>Age (Screener)</b>					
11 or less .....	819	709	96	2	88.6
12 .....	1,726	1,503	215	7	87.6
13 .....	1,841	1,672	168	3	91.4
14 .....	1,657	1,462	190	6	88.3
15 .....	1,603	1,435	157	12	90.2
16 .....	1,581	1,406	138	34	91.9
17 .....	1,488	1,261	156	55	90.0
18 .....	798	590	116	46	86.2
19 or more .....	137	79	13	34	89.6
<b>Grade (Screener)</b>					
6th .....	1,862	1,637	212	7	88.6
7th .....	1,846	1,643	197	7	89.7
8th .....	1,726	1,541	181	4	89.8
9th .....	1,610	1,420	174	13	89.3
10th .....	1,566	1,397	140	26	90.8
11th .....	1,455	1,253	145	43	91.0
12th .....	1,493	1,181	176	82	88.6
Other <sup>2</sup> .....	92	45	24	17	73.5

<sup>1</sup>The number of completes includes those who completed the interview for 6th through 12th graders, even if they were sampled for the other path of the SS&D component. Emancipated youth are not included in these totals.

<sup>2</sup>Other includes special education and ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

The completion rate for the parents of 6th through 12th graders was 90 percent. The main reason (62 percent of the nonresponse) an interview was not completed was that the parent/guardian refused to respond to the interview. In addition, 26 percent of the parents were nonrespondents because they were not available to be interviewed. The overall response rate for the parent interviews with 6th through 12th graders is the product of the completion rate for the extended interview and the Screener response rate. For the parent interviews of 6th through 12th graders, the overall response rate was 74 percent (73.6 percent = 89.6 percent times 82.1 percent).

Interviews were completed with 6,504 youth in the 6th through 12th grades. Table 4-5 shows the response status for the sampled youth. The counts in the table include emancipated youth.

The completion rate for the youth interviews was 83 percent. Nearly half (49 percent) of the nonresponse was due to the failure to complete the interview with the parent/guardian. This was required before the youth interview could be conducted. Approximately another quarter (23 percent) of the nonresponse arose because the parent/guardian who completed the parent interview did not permit the child to be interviewed. Youth refusals accounted for only 10 percent of all the nonresponse. The overall response rate for the youth interviews with 6th through 12th graders is obtained by multiplying the completion rate for the extended interview by the Screener response rate. This overall response rate was 68 percent (68.1 percent = 83.0 percent times 82.1 percent).

The completion rates for all three paths did not vary much by Census region, age, or grade of the youth. The completion rates for these variables are shown in tables 4-3 through 4-5. Although the completion rates do not have much variability, the rate in the West is less than in the other three regions. No major patterns exist for the completion rates by age and grade.

### **4.3 Item Response in the School Safety and Discipline Interview**

For most of the items in the SS&D interview, item response rates were very high. Nonresponse included "don't know," "refused," and "not ascertained." The SS&D interview had 173 items in the C1 path (parents of 6th through 12th grade students), 147 items in the C2 path (parents of 3rd through 5th grade students), 98 items in the CY path (youth in 6th through 12th grade), and 129 items in the CE path (emancipated youth). Most of the items in the interview (84 percent) had response rates of 95 percent or more. There were 12 items with response rates of less than 95 percent. Ten of them are parent only items: EDCLUBS, EDCOURSE, EDDEMO, EDPART, FCGRADCO, SSDRUGS, SDSPANSH, SSHALSUP, SSLOCKER, and SSRESTRM. The other two, SSGANNUM and SSGANREL, are asked of both parent and youth. Sixty-seven percent of the SS&D items had response rates of more than 98 percent. Tables 4-6 and 4-7 show the item response rates for a representative group of items asked of the parents and the youth, respectively. The items were selected to represent key items, to represent the range of item response rates, and to examine any differences in response rates to items appearing early in the interview versus those appearing later. The number of cases for which each item was attempted and the percentage of cases for which a valid response was obtained are shown.

Table 4-5.--Number of sampled 6th through 12th graders (including emancipated youth) for School Safety and Discipline youth interviews, by response status and completion rates

Respondent characteristic	Total	Complete	Nonresponse	Ineligible	Estimated completion rate (%)
Total .....	8,066	6,504	1,424	138	83.0
<b>Census region</b>					
Northeast .....	1,341	1,085	237	19	82.4
Midwest .....	1,776	1,467	273	36	85.2
South .....	3,240	2,624	570	46	83.0
West .....	1,709	1,328	344	37	80.6
<b>Age (Screener)</b>					
11 or less .....	574	462	103	9	82.6
12 .....	1,187	949	232	6	80.7
13 .....	1,301	1,085	212	4	84.8
14 .....	1,164	942	217	5	81.9
15 .....	1,075	899	169	7	85.0
16 .....	1,094	889	180	25	84.6
17 .....	1,018	806	181	31	83.0
18 .....	557	412	116	29	78.7
19 or more .....	96	60	14	22	82.6
<b>Grade (Screener)</b>					
6th .....	1,292	1,043	239	10	81.7
7th .....	1,299	1,055	239	5	82.3
8th .....	1,207	991	213	3	82.8
9th .....	1,085	896	181	8	84.6
10th .....	1,093	912	164	17	85.6
11th .....	997	792	177	28	83.5
12th .....	1,035	800	183	52	81.9
Other* .....	58	15	28	15	50.7

\*Other includes special education and ungraded.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Table 4-6.--Item response rates for selected items in the School Safety and Discipline parent interview

Item	Number attempted	Percent response
<b>School environment items</b>		
Teachers maintain discipline in the classroom.....	12,680	97.9
Students and teachers respect each other .....	12,680	97.8
Friends approve of working hard for good grades.....	12,680	96.5
Misbehavior at school has interfered with learning.....	12,680	98.8
<b>School safety items</b>		
Knowledge of things stolen from desks or lockers.....	12,680	99.6
Child witnessed things taken by force.....	1,058	94.1
Child worried about being bullied.....	4,905	97.8
Child victimized by assault.....	3,097	99.6
Incidents interfered with learning.....	8,027	99.3
Incidents were racially motivated.....	6,764	93.7
Students brought weapons to school.....	10,117	99.2
Parent changed child's route to school to avoid incidents.....	12,680	99.8
School has metal detectors.....	12,680	92.3
<b>Discipline policy</b>		
School has written policy.....	12,680	95.1
Policy covers alcohol and other drugs.....	12,073	89.1
<b>Tobacco, alcohol, and other drug items</b>		
How easy it is to get beer or wine at school.....	10,117	94.6
How easy it is to get marijuana at school.....	10,117	90.8
Any students showing effects of alcohol.....	10,117	99.4
Any students high on other drugs.....	10,117	99.2
Students drunk or high interfered with learning.....	2,315	98.5
Child had alcohol/drug education at school.....	12,680	99.9
<b>Child and family characteristics</b>		
Child ever suspended from school.....	10,117	99.5
Child participates in school activities.....	10,117	99.4
Number of times child moved in past five years.....	12,680	99.4
Parent satisfied with discipline at the school.....	12,680	99.3
Parent expects child to graduate from high school.....	12,680	98.7
Parents have attended a general school meeting.....	12,680	99.7
<b>Community characteristics</b>		
Safety of school relative to neighborhood.....	12,680	99.1
<b>Parent items</b>		
Highest grade mother completed.....	12,243	99.4
Mother worked for pay last week.....	12,243	99.5
Highest grade father completed.....	9,657	99.0
Father worked for pay last week.....	9,657	99.6
Household income.....	12,680	92.9

NOTE: The percent response rate is given as 99.9 when the number of missing values is less than 0.1 percent, rather than rounding the percent responses to 100 percent. This designation is used to distinguish such variables (which usually have fewer than 10 missing values) from those that have no missing values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Table 4-7.--Item response rates for selected items in the School Safety and Discipline 6th through 12th grade youth interview

Item	Number attempted	Percent response
<b>School environment items</b>		
Teachers maintain discipline in the classroom.....	6,504	99.8
Students and teachers respect each other .....	6,504	99.8
Friends approve of working hard for good grades.....	6,504	99.7
<b>School safety items</b>		
Knowledge of things stolen from desks or lockers.....	6,504	99.7
Child witnessed things taken by force.....	775	99.7
Child worried about being bullied .....	3,681	99.6
Child victimized by assault .....	2,818	99.7
Incidents were racially motivated .....	5,416	96.9
Students brought weapons to school .....	6,504	99.9
School has metal detectors .....	6,504	97.7
<b>Discipline policy</b>		
School rules are fair .....	6,504	99.9
School rules are consistently enforced .....	6,504	99.5
<b>Tobacco, alcohol, and other drug items</b>		
Friends think it is all right to smoke cigarettes .....	6,504	99.2
How easy it is to get beer or wine at school.....	6,504	98.9
How easy it is to get marijuana at school.....	6,504	98.2
Any students showing effects of alcohol.....	6,504	99.9
Any students high on other drugs .....	6,504	99.5
<b>Child and family characteristics</b>		
Youth expects to graduate from high school.....	6,504	99.7
<b>Community characteristics</b>		
Safety of school relative to neighborhood .....	6,504	99.8

NOTE: The percent response rate is given as 99.9 when the number of missing values is less than 0.1 percent, rather than rounding the percent responses to 100 percent. This designation is used to distinguish such variables (which usually have fewer than 10 missing values) from those that have no missing values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

When an interview was broken off after a major portion of the questions were answered and it was not possible to recontact the respondent to complete the remaining questions, the case was coded a "partial complete." In the SS&D interview, this occurred if the interview was completed through question Y98, which was the last youth question. There were 63 SS&D parent interviews coded as partial completes. The item response rates do not decrease appreciably after Y98.



## **5. DATA PREPARATION**

### **5.1 Coding and Editing Specifications**

Most of the NHES:93 interview data were coded by the interviewers during the interview using the CATI system. As the interviewers entered the number of the response option given by the respondent, this number was written to the data file. Range and logic edits were developed for relevant items to maximize coding accuracy.

#### **5.1.1 Range Specifications**

The ranges of most of the items were determined by the codes available for the responses, since most were closed ended. For open-ended items that required an entry by the interviewer (for example, ages, dates, and the highest and lowest grade in the school the child attends) there were not specific sets of responses; therefore, reasonable ranges were defined.

Range checks included both hard- and soft-range edits. A "soft range" is one that represents the reasonable expected range of values but does not include all possible values. Responses outside the soft range were confirmed with the respondent and had to be entered a second time. For example, the number of regularly scheduled days of school that the child missed in the past 4 weeks had a soft range of 0 to 8. A value outside this range could be entered and confirmed as correct by the interviewer as long as it was within the hard range of values (0 to 20). "Hard ranges" are those that have a finite set of parameters for the values that can be entered into the CATI system. Out-of-hard-range values for either open- or closed-ended questions were not accepted. If the respondent insisted that a response outside the hard range was correct, the interviewer could enter the information in an electronic comment notebook. These comments were reviewed by data preparation and project staff. Out-of-hard-range values were accepted if the comments supported the response.

After data collection was completed, range edits were rerun against the entire database to ensure that no outliers were inadvertently introduced during the post-data-collection updating process.

#### **5.1.2 Consistency Checks (Logic Edits)**

Consistency or logic checks examine the relationships between responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another unlikely. Many of the logic specifications for the NHES:93 interviews were contained within the CATI system. For example, the CATI system was programmed to control skip patterns so that inappropriate items were not asked. Additional consistency (logic) checks for the NHES:93 interviews also were included. For example, the highest grade at the child's school had to be equal to, or higher than, the grade in which the child was enrolled. If the logic check was violated, a special screen appeared that explained the discrepancy by reporting both of the inconsistent answers and allowed the interviewer to enter a correction. If the interviewer passed through the check screen once and information was still inconsistent,

the interviewer was asked to reverify the information. After the second attempt, the information was accepted.

### **5.1.3 Structural Edits**

Because of the survey's complexity, the CATI database was a highly complex, hierarchical file. The relationships of database records were often dependent on values of variables contained in other database records; therefore, structural edit specifications were developed to check the structural integrity of the database. This ensured that all variables that should exist did exist and those that should not exist did not exist in the database. For example, if there is a completed SS&D interview for a youth, the data record that contains the school safety items must exist in the database. Structural edits were run against the entire database during data preparation.

### **5.1.4 Frequency and Cross-Tabulation Review**

The frequencies of responses to all data items (both individual and in conjunction with related data items) were reviewed to ensure that appropriate skip patterns were followed. Members of the data preparation team checked each item to make sure the correct number of responses was represented for all items. If a discrepancy was discovered, the problem case was identified and reviewed. If necessary, the audit trail for the interview, which provided a keystroke-by-keystroke record of the interview, was retrieved to determine the appropriate response. If the audit trail revealed no additional information, either a data retrieval effort was made or the item was coded as "not ascertained," and later imputed.

### **5.1.5 Frequency Review of Text Items**

The "other, specify" open-ended text responses were reviewed to determine if they should be coded into one of the existing code categories. When a respondent selected an "other" response, the interviewer entered text into a "specify" overlay that appeared on the screen. The "specify" responses were reviewed by the data preparation staff and, where appropriate, coded into one of the existing response categories. New response categories were developed for some of the "other, specify" responses, if the number of responses warranted. This was the case for items \*P13, PY93, and PY95. For example, 48 parent respondents reported that their children attended schools that they had chosen (\*P13) because relatives had attended the schools or currently worked there, and that response category was added. (NOTE: In the questionnaire found in appendix A, italicized response categories at item \*P13, PY93, and PY95 were added following this review process.)

## 6. GUIDE TO THE DATA FILE AND CODEBOOK

### 6.1 Content and Organization of the Data File

This section describes the content of the public release data file constructed for the NHES:93 SS&D component. This file contains data from all completed SS&D interviews. There is one record for each SS&D interview completed, so the file contains 19,184 records. **It is important to remember that for a subsample of youth there were two interviews, one with the parent and one with the youth. These interviews are separate records on the file.** The file is organized so that logically related sets of variables are grouped together. The data items are listed in the file in the following order: system variables, household membership information, questionnaire item variables, derived variables, weighting and variance estimation variables, and imputation flag variables.

A list of all the variables contained in the data file is shown in appendix B. The variable name column (VARIABLE) displays the unique identifier in the data file. The data format column (TYPE) indicates if a variable is a numeric variable ("Num") or a character variable ("Char"). The length column (LEN) indicates the length of the variable by the number of characters for a character variable and the number of digits for a numeric variable. The length descriptor also includes the number of digits found after the decimal point for noninteger numeric variables (i.e., weight variables). The position number column (POS) indicates the position in the data file where the variable begins. This number, added to the length, indicates where the variable ends. The format column (FORMAT) describes the format of the variable. The variable label column (LABEL) displays a short label associated with the variable as it appears in the SAS system file.

The SS&D file is a rectangular file. This means that parent and youth records will contain variables that are common to both interviews, as well as some variables that are specific to that particular interview. The data user should select only those records that pertain to the researcher's interest, either the parent interview (MAINRSLT = C1 or C2) or the youth interview (MAINRSLT = CY or CE). In order to facilitate analysis of the youth, youth records contain some variables that were copied from the associated parent interview. That is, the questions were asked of the parent or guardian, not of the youth. These variables include the household membership variables that were taken from the Screener (AGE92, SEX, ERESPAGE, ERESPSEX, ERESRELN, EPARTYPE, MOMAGE, MOMTYPE, DADAGE, DADTYPE, and AGE1; SEX1 through AGE9; SEX9). Also copied from parent to corresponding youth record were variables from the demographic, enrollment, and parent questions asked in the beginning of the interview (DOBMM, DOBY, RACE, HISPANIC, ENROLL, GRADE, GRADEEQ, MOMHOME, and DADHOME) and the questions about school characteristics (SCPUBLIC, SCASSIGN, SCCHURCH, SCREASON, SCNEIGH, SCLOW, SCHIGH, SCFIRST, SCSTUD, SCSTUDGR, SCSAMETH, and SCGENDER). The parent education and labor force participation variables (MOMGRADE, MOMDIPL, MOMWORK, MOMLEAVE, MOMHOURS, MOMLOOK, MOMPUBL, MOMPRIV, MOMEMPL, MOMREL, MOMANSAD, MOMOTHER, MOMACTY, DADGRADE, DADDIPL, DADWORK, DADLEAVE, DADHOURS, DADLOOK, DADPUBL, DADPRIV, DADEMPL, DADREL, DADANSAD, DADOTHER, and DADACTY) and the household characteristic variables (HOWNHOME, HBEDRMS, HINCMRNG, and HINCOME) were also copied from the parent to the youth record. In addition, all derived variables except for FEARP, KNOWP, VICTIMP, and WITNESSP,

which are just on the parent record, and FEARY, KNOWY, VICTIMY, and WITNESSY, which are just on the youth record, are on both the parent and youth records.

Certain items were asked only of the parent or guardian and not copied onto the youth record. These variables include a school environment item (SEMISBEH), the school safety items (SSINCDNT, SSTRAVEL, SSTRANS, SSCLOTHE, SSMONEY, and SSTALK), and questions about school discipline policy (SDPOLICY, SDCOPY, SDSPANSH, and SDDRUGS). An item on tobacco, alcohol, and other drugs (TADRUGIN) and a question on alcohol/drug education (EDDRUGS) were not copied from the parent to the youth record. Questions about the child characteristics (CCMISSED, CCREPEAT, CSSUSPND, CCSUSPYR, CCEXPPEL, CCTRANS, CCSCHL, CCNOSCHL, CCSTATUS, and CCSTATAB) and family characteristics (FCMOVED, FCLIVE, FCSCHOOL, FCTEACHR, FCSTDS, FCORDER, FCMEETNG, FCSPORTS, FCVOLNTR, FCSCHLWK, and FCBEHAVE) were also not copied from the parent record to the youth record.

Certain items were asked of the youth but not copied onto the parent record. These variables include school safety items (SSROUTE, SSPLACES, SSPARKING, SSDANCES, SSGROUP, SSSKIP, SSWEAYOU, SSGUN, SSKNIFE, SSBRASS, SSRAZOR, SSJEWELRY, SSMACE, SSCHUCKS, SSSTICK, and SSOTHER), school discipline policy items (SDKNOWS, SDFAIR, SDPUNISH, SDENFORC, SDKNOPUN, and SDPADDLE), and items on tobacco, alcohol, and drugs (TASMOKE, TADRINK, TAMARIJ, and TADRUGS). One question about alcohol/drug education (EDMESSAGE) and the final youth item asking if the youth answered the questions privately (PRIVATE) were also not copied from the youth record onto the parent record.

If the data user would like to analyze data between parent and youth interviews, the analyst should rename the variables from one interview so as not to cause overwriting of values when the records are merged. For example, both parent and youth records contain the variable SSSTEAL. The values on the parent records are from parent responses to the question, and the values on the youth record are from the youth responses to the question. For an analysis that includes both parent and youth, the variable name should be changed so it will be unique for parent and youth. For example, SSSTEAL could be changed to SSSTEALP on the parent record and SSSTEALY on the youth record. If the original variable name has eight characters, the P or Y will replace the last character. Because each variable will then have a unique name, the original values will remain when parent and youth records are merged.

The public use tape includes SAS and SPSS-X control cards for file creation (see appendix C for guidelines for using SAS and SPSS-X). An Electronic CodeBook (ECB) is also planned for the NHES:93 file. The ECB will include the entire data file and allow users to select variables and sets of variables for analysis using PC-SAS or SPSS-PC. The ECB is planned for release in 1994.

### **6.1.1 System Variables**

System variables are created during the conduct of an interview and are instrumental in the successful administration of the interview. Their creation is transparent to the interviewer and to the respondent. System variables fall into two categories: linking variables (record identifiers, or IDs and parent/youth link) and interview status variables. Linking variables are record identifiers that provide a

link to other interviews completed in the same household and about the same subject. Status variables are set at the completion of each interview to define completion status.

**BASMID** is the 12-digit identifier variable for SS&D interview records. It is composed of the eight-digit household identifier and the subject number (ENUMID, see below) and a two-digit sequential number (01 or 02). Parents (C1 and C2) and emancipated youth (CE) are coded 01 and youth (CY) are coded 02. The additional two-digit sequential number uniquely identifies a parent interview from a youth interview about the same subject.

**ENUMID** is the 10-digit identifier variable for the subject of the interview. It is composed of the eight-digit household identifier and the two-digit household member number of the subject of the interview. For example, for a household (ID=12345678) composed of MOM (person 01), DAD (person 02), sampled CHIL1 (person 03), and sampled CHIL2 (person 04), there will be at least one interview record on the SS&D file with ENUMID = 1234567803 and at least one other interview record in the file with ENUMID = 1234567804. The first eight digits of the ENUMID provide the link between household members.

As noted above, BASMID is composed of the ENUMID and a two-digit number that distinguishes the parent and the youth interview for the same sampled child. For example, if CHIL1 (person 03) was sampled for a parent interview and CHIL2 (person 04) was sampled for both a parent interview and a youth interview and all three interviews were completed, one record will appear on the SS&D file for CHIL1 (person 03) and two records for CHIL2 (person 04). The BASMIDs of these three records would be 123456780301 (CHIL1, person 03, parent interview), 123456780401 (CHIL2, person 04, parent interview) and 123456780402 (CHIL2, person 04, youth interview). Please note that for CHIL2, the first 10 digits of both record identifiers are the same (1234567804) since the subject of both interviews is the same (CHIL2 or person 04).

**MAINRSLT** (main result) is the variable that holds the final completion code for the extended interview.

The values for MAINRSLT are:

- C1 = Complete SS&D parent interview about an older child (6th through 12th grade)
- C2 = Complete SS&D parent interview about a younger child (3rd through 5th grade)
- CY = Complete SS&D youth interview of an older child (6th through 12th grade)
- CE = Complete SS&D emancipated youth interview of an older child (6th through 12th grade) living apart from any parent or guardian

**ENGLSPAN** is the variable that indicates whether the interview was conducted in English or in Spanish.

The values for ENGLSPAN are:

- 1 = Interview was conducted in English
- 2 = Interview was conducted in Spanish

**PARNYUTH** is the linking variable that indicates whether or not each parent or youth interview has an associated youth or parent interview.

The values for PARNYUTH are:

- 1 = Interview has an associated parent or youth interview
- 2 = Interview does not have an associated parent or youth interview

### 6.1.2 Household Membership Variables

Information about the relationships of other household members to the sampled child was collected in both the Screener and the extended interviews. All household members were enumerated in the Screener. Data collected included age and sex (S6), the most knowledgeable respondent for the extended interview about the youth (S11), and the relationship of the extended respondent to the youth (S12). If the respondent relationship was recorded as mother or father, an additional question (S13) was asked to gather the specific parent relationship (birth, adoptive, step, or foster). The information collected in this sequence was used in conjunction with the resident parent information gathered in the extended interview (P8 and P9) to determine if the child had a mother (birth/adoptive, step, or foster mother) or father (birth/adoptive, step, or foster father) living in the household.

The gender data collected during the household enumeration in the Screener (S6) were used to drive the gender-based wording of subsequent questions throughout the extended interview. The age of the subject was verified in the extended interview by collecting the month and year of birth (P1).

The household member information is stored on the public release data file in the following order: information about the subject of the interview (the sampled youth), information about the respondent to the interview (the most knowledgeable parent/guardian), mother information, father information, and information on all other household members. Please note that the extended respondent information is repeated in one of two places. If the extended respondent is the mother or the father, that information will be repeated in the mother or father section. If the extended respondent is someone other than the mother or the father, that information will be contained in both the extended respondent section and the other household member section (other household members appear in ascending order by age). The variables appear on the data file as follows:

**AGE92** is the subject's age as of December 31, 1992.

**SEX** is the subject's sex.

**ERESPAGE** is the extended respondent's age.

**ERESPSEX** is the extended respondent's sex.

**ERESRELN** is the extended respondent's relationship to the subject.

**EPARTYPE** is the extended respondent's specific parental relationship to the subject, if the extended respondent is a parent.

**MOMAGE** is the mother's age.

**MOMTYPE** is the type of mother (birth/adoptive, step, or foster).

**DADAGE** is the father's age.

**DADTYPE** is the type of father (birth/adoptive, step, or foster).

**AGE1** and **SEX1** through **AGE9** and **SEX9** are the ages and sexes of the other household members.

### 6.1.3 Questionnaire Item Variables

The questionnaire item variables appear on the file in the same order as they were asked. Refer to the questionnaires in appendix A for the order. The items on enrollment and grade in school were asked in both the Screener and extended SS&D interviews. The extended interview responses have been retained, since they are responses given by the person most knowledgeable about the youth. In about 80 percent of SS&D interviews, the Screener respondent and extended interview respondent were the same person, so the items were asked only once.

The code -1 indicates a legitimate skip, that is, that the item was not applicable to the case. For example, if the child attended a public school, the question about whether a private school was affiliated with a religion would equal -1, since the child did not attend a private school.

HOMESCHL (P5) and FULLTIME (P7a) were removed from the file. Answering "yes" to HOMESCHL or "no" to FULLTIME disqualified the subject from the interview. Some variables were excluded from the file for confidentiality reasons. These include the names of household members, verbatim string responses that might identify persons or places, and the individual ZIP Codes (HZIPCODE). Some additional variables, including the presence of other telephones in the household (HPHONE, HPHONCNT) or interruptions in telephone service (HPHNSVC, HPHONNUM, and HPHONUNT), were also removed from the file.

"Code all that apply" questions allowed the respondent to select more than one of the answer categories. As the responses were given, the interviewer coded the number appearing on the screen that corresponded to each response given. The numbered responses were recoded into one variable for each response category as "yes/no" codes. If the respondent gave the particular response, the associated variable was coded "yes." Otherwise, the associated variable was coded "no." The "code all that apply" questions in the SS&D survey are P105 "What (have you/has she) been doing in the past 4 weeks to find work?" and P113 "What (have you/has he) been doing in the past 4 weeks to find work?"

#### 6.1.4 Derived Variables

Derived variables were developed and included in the public use data file to aid in analysis for users. The derived variables fall into three categories: questionnaire item variables, counter variables, and variables linked to other data sources. Questionnaire item-derived variables were created by combining two or more items from the questionnaire. Counter-derived variables were created by counting the number of persons enumerated in the household with specific characteristics. Linked-derived variables were created by using the respondent's ZIP Code or telephone number to extract data from other data sources, most notably the 1990 Census of Population Summary Tape File 3B (STF3B).

The derived variables are on the file in alphabetical order. Most were derived from parent responses and are included on the youth record to expedite analysis. The exceptions are FEARP, KNOWP, VICTIMP, and WITNESSP, which were derived from parent responses and are found on the parent record only, and FEARY, KNOWY, VICTIMY, and WITNESSY, which were derived from youth responses and are on the youth record only. They are listed below in the same order with an explanation of how they were derived.

All of the variables that begin with the prefix ZIP were taken from the 1990 Census of Population Summary Tape File 3B. All unique NHES:93 ZIP Codes were matched to ZIP Codes on the STF3B for urbanicity, percent black or Hispanic, and percent of persons under age 18 living in poverty.

**ALLGRADE** is created using **GRADE** (P6), the grade for youth in graded schools, and **GRADEEQ** (P7), the grade equivalent for youth in ungraded schools or special education programs.

The values for **ALLGRADE** are:

- 3 = Third grade or equivalent
- 4 = Fourth grade or equivalent
- 5 = Fifth grade or equivalent
- 6 = Sixth grade or equivalent
- 7 = Seventh grade or equivalent
- 8 = Eighth grade or equivalent
- 9 = Ninth grade or equivalent
- 10 = Tenth grade or equivalent
- 11 = Eleventh grade or equivalent
- 12 = Twelfth grade or equivalent

**CENREG** is a linked-derived variable that identifies Census region for each record. It was created by linking states and telephone area codes of the sampled numbers. Once the link between states and numbers was established, the Census regions were assigned as given below.

The following states and the District of Columbia are in each Census region:

Northeast: PA, NY, NJ, CT, RI, MA, VT, NH, ME

South: OK, TX, MS, AL, TN, KY, WV, MD, DE, DC, VA, NC, SC, GA, FL, LA, AR

Midwest: ND, SD, NE, KS, MN, IA, MO, WI, IL, MI, IN, OH

West: WA, OR, CA, NV, AZ, NM, UT, CO, WY, ID, MT, AK, HI

The values for CENREG are:

1 = Northeast

2 = South

3 = Midwest

4 = West

**DADEMPLD** is the work status of the father (birth father/adoptive father/stepfather/foster father/male guardian) of the subject of the interview in the household. It was constructed from DADWORK (P109), the work status in the previous week, and DADHOURS (P111), number of hours usually worked for pay each week. Cases in which the father/male guardian was on leave, DADLEAVE (P110), were included. Cases in which he was looking for work, DADLOOK (P112), and using appropriate methods to find employment, as indicated by DADPUBL (P113), DADPRIV (P113), DADEMPL (P113), DADREL (P113), or DADANSAD (P113), were also classified by this variable. This variable is inapplicable if the youth's father/male guardian does not live in the household.

The values for DADEMPLD are:

1 = Working 35 hours per week or more

2 = Working less than 35 hours per week

3 = Looking for work

4 = Not in labor force

-1 = No father/male guardian for the subject in household

**DADLABOR** classifies the father (birth father/adoptive father/stepfather/foster father/male guardian) of the subject of the interview in terms of his labor force participation and, if not in the labor force, his primary activity as measured by what he was doing during most of the week before the questionnaire was administered. This variable was constructed using DADWORK (P109), DADLEAVE (P110), DADLOOK (P112), DADPUBL (P113), DADPRIV (P113), DADEMP (P113), DADREL (P113), DADANSAD (P113), and DADACTY (P114). This variable is inapplicable if the youth's father/male guardian does not live in the household.

The values for DADLABOR are:

- 1 = Working for pay
- 2 = Unemployed and looking for work
- 3 = Keeping house/caring for children
- 4 = Going to school
- 5 = Retired/unable to work
- 6 = Doing something other than working, looking for work, keeping house, going to school, or retired/unable to work
- 1 = No father/male guardian for the subject in household

**FEARP** is a composite of SSSTEWOR (PY27), SSFORWOR (PY31), SSBULWOR (PY36), and SSATTWOR (PY41) based on the responses of parents. This variable combines responses of fear of each of the types of incidents reported by parents. This is inapplicable for youth respondents.

The values for FEARP are:

- 1 = No fear of these incidents
- 2 = Fear of theft only
- 3 = Fear of robbery only
- 4 = Fear of bullying only
- 5 = Fear of assault only
- 6 = Fear of two or more types of incidents
- 1 = Record is for a youth respondent

**FEARY** is a composite of SSSTEWOR (PY27), SSFORWOR (PY31), SSBULWOR (PY36), and SSATTWOR (PY41) based on the responses of youths. This variable combines responses of fear of each of the types of incidents reported by youth. This is inapplicable for parent respondents.

The values for FEARY are:

- 1 = No fear of these incidents
- 2 = Fear of theft only
- 3 = Fear of robbery only
- 4 = Fear of bullying only
- 5 = Fear of assault only
- 6 = Fear of two or more types of incidents
- 1 = Record is for a parent respondent

**HHDAD** indicates whether the birth/adoptive, step, or foster father of the subject resides in the household with the subject of the interview.

The values for HHDAD are:

- 1 = Yes (Father resides in the household)
- 1 = No (Father does not reside in the household)

**HHMOM** indicates whether the birth/adoptive, step, or foster mother of the subject resides in the household with the subject of the interview.

The values for HHMOM are:

- 1 = Yes (Mother resides in the household)
- 1 = No (Mother does not reside in the household)

**HHNONPAR** is the counter-derived variable that indicates the number of household members other than the mother and father of the sampled youth.

**HHPARN1** is the broadest classification of the youth's parents who reside in the household. It denotes a two-parent family, a one-parent family, and families with nonparent guardians or households of emancipated youths. The variable is constructed using HHMOM and HHDAD, other derived variables.

The values for HHPARN1 are:

- 1 = Mother (birth/adoptive, step, or foster) and father (birth/adoptive, step, or foster)
- 2 = Mother (birth/adoptive, step, or foster) only
- 3 = Father (birth/adoptive, step, or foster) only
- 4 = Nonparent guardians (e.g., grandparents) or no parents in household

**HHTOTAL** is the counter-derived variable that indicates the total number of household members.

**HHUNDER9** is the counter-derived variable that indicates the number of household members under age 9.

**HHUNDR18** is the counter-derived variable that indicates the number of household members under age 18.

**HH18OVER** is the counter-derived variable that indicates the number of household members 18 and older.

**KNOWP** is a variable that combines knowledge of each of the types of incidents asked about based on the responses of parents. It is a composite of SSSTEAL (PY26), SSFORCE (PY29), SSBULLY (PY34), and SSATTACK (PY39). This is inapplicable for youth respondents.

The values for KNOWP are:

- 1 = No crime known
- 2 = Know about theft only
- 3 = Know about robbery only
- 4 = Know about bullying only
- 5 = Know about assault only
- 6 = Know about two or more types of incidents
- 1 = Record is for a youth respondent

**KNOWY** is a variable that combines knowledge of each of the types of incidents asked about based on the responses of youth. It is a composite of SSSTEAL (PY26), SSFORCE (PY29), SSBULLY (PY34), and SSATTACK (PY39). This is inapplicable for parent respondents.

The values for KNOWY are:

- 1 = No crime known
- 2 = Know about theft only
- 3 = Know about robbery only
- 4 = Know about bullying only
- 5 = Know about assault only
- 6 = Know about two or more types of incidents
- 1 = Record is for a parent respondent

**MOMEMPLD** is the work status of the mother (birth mother/adoptive mother/ stepmother/ foster mother/female guardian) of the subject of the interview in the household. It was constructed from MOMWORK (P101), the work status in the previous week, and MOMHOURS (P103), number of hours usually worked for pay each week. Cases in which the mother/female guardian was on leave, MOMLEAVE (P102), were included. Cases in which she was looking for work, MOMLOOK (P104), and using appropriate methods to find employment, as indicated by MOMPUBL (P105), MOMPRIV (P105), MOMEMPL (P105), MOMREL (P105), or MOMANSAD (P105), were also classified by this variable. The variable is inapplicable if the youth's mother/female guardian does not live in the household.

The values for MOMEMPLD are:

- 1 = Working 35 hours per week or more
- 2 = Working less than 35 hours per week
- 3 = Looking for work
- 4 = Not in labor force
- 1 = No mother/female guardian for the subject in household

**MOMLABOR** classifies the mother (birth mother/adoptive mother/stepmother/foster mother/ female guardian) of the subject of the interview in terms of her labor force participation and, if not in the labor force, her primary activity as measured by what she was doing during most of the week the questionnaire was administered. This variable was constructed using MOMWORK (P101), MOMLEAVE (P102), MOMLOOK (P104), MOMPUBL (P105), MOMPRIV (P105), MOMEMPL (P105), MOMREL (P105), MOMANSAD (P105), and MOMACTY (P106). This variable is inapplicable if the youth's mother/female guardian does not live in the household.

The values for MOMLABOR are:

- 1 = Working for pay
- 2 = Unemployed and looking for work
- 3 = Keeping house/caring for children
- 4 = Going to school
- 5 = Retired/unable to work
- 6 = Doing something other than working, looking for work, keeping house, going to school, or retired/unable to work
- 1 = No mother/female guardian for the subject in household

**PARENT** is a composite of the variables MOMHOME (P8) and DADHOME (P9). This variable categorizes the number and types of parents in the household by relationship to the youth.

The values for PARENT are:

- 1 = Mother (birth/adoptive) and father (birth/adoptive)
- 2 = Mother (birth/adoptive) and father (step, foster)
- 3 = Mother (birth/adoptive) only
- 4 = Father (birth/adoptive) and mother (step, foster)
- 5 = Father (birth/adoptive) only
- 6 = Mother (step, foster) and father (step, foster)
- 7 = Mother (step, foster) only
- 8 = Father (step/foster) only
- 9 = Nonparent guardians or no parents in household

**PARGRADE** designates the highest level of education for the subject of the interview's parents or nonparent guardians who reside in the household. PARGRADE is based on the mother's (birth mother/adoptive mother/stepmother/foster mother/female guardian) education level, MOMGRADE (P99), and the father's (birth father/adoptive father/stepfather/foster father/male guardian) education level, DADGRADE (P107). If the respondent indicated that either parent/guardian completed less than the 12th grade, MOMDIPL (P100) and DADDIPL (P108) determined the completion of a high school diploma or equivalent (i.e., a GED). If only one parent resides in the household PARGRADE reflects that parent's education level.

The values for PARGRADE are:

- 1 = Less than high school
- 2 = High school graduate or equivalent
- 3 = Vocational/technical education after high school or some college
- 4 = College graduate
- 5 = One year or more of graduate or professional school
- 0 = No parent/guardian in household

**RACECOMP** was created by combining the youth's race/ethnicity (RACEETHN) and the perceived racial composition of the school that the youth attends (SCSAMETH, P19).

The values for RACECOMP are:

- 1 = White youth in a mostly white school
- 2 = White youth in a racially mixed school
- 3 = White youth in a mostly nonwhite school
- 4 = Black youth in a mostly black school
- 5 = Black youth in a racially mixed school
- 6 = Black youth in a mostly nonblack school
- 7 = Hispanic youth in a mostly Hispanic school
- 8 = Hispanic youth in other school
- 9 = Other

**RACEETHN** is a composite of the variables RACE (P2) and HISPANIC (P3). It denotes both the race and ethnicity of the youth. If the subject's ethnicity is Hispanic, RACEETHN is Hispanic regardless of whether RACE was classified as white, black, or other.

The values for RACEETHN are:

- 1 = White, non-Hispanic
- 2 = Black, non-Hispanic
- 3 = Hispanic
- 4 = All other races (e.g., American Indian or Alaskan Native, Asian or Pacific Islander), non-Hispanic

**SCHLGRAD** is the variable that categorizes schools by the lowest grade (SCLOW, P15) and the highest grade (SCHIGH, P16) taught in the school. The categories are structured according to traditional types of schools. Elementary schools are those in which the lowest grade is 3 or less and the highest grade is 8 or less. Middle or junior high schools have a lowest grade of 4 through 9 and a highest grade of 4 through 9. Senior high schools have a lowest grade of 7 through 12 and a highest grade of 10 through 12. All other schools are classified as "combined."

The values for SCHLGRAD are:

- 1 = Elementary school
- 2 = Middle or junior high school
- 3 = Senior high school
- 4 = Combined

**SCHLTYPE** classifies the type of school the youth attends as either a public or a private school from SCPUBLIC (P10). If the school was classified as public, it was further classified as either assigned or chosen from SCASSIGN (P11). If the school was classified as private, it was further classified as either affiliated with a religion or not affiliated with a religion from SCCHURCH (P12). The response category "assigned is chosen" was coded as a chosen school.

The values for SCHLTYPE are:

- 1 = Public, assigned
- 2 = Public, chosen
- 3 = Private, affiliated with a religion
- 4 = Private, not affiliated with a religion

**SCNUMSTU** is a variable combining the two ways parents were able to estimate the number of students in the youth's school. It is created by translating the number of students in the youth's grade (SCSTUDGR, P18) into the number in the school, based on the number of grades in the school (SCLOW, P15, and SCHIGH, P16), and combining the results with SCSTUD (P18). If the lowest grade in the school (SCLOW) was determined to be kindergarten, nursery school, transitional first grade, or prefirst grade, the students in those grades were not included in the counts for the SCNUMSTU categories.

The values for SCNUMSTU are:

- 1 = Under 300
- 2 = 300-599
- 3 = 600-999
- 4 = 1,000 or more

**VICTIMP** is a derived variable that combines the reported victimization for each of the types of incidents asked about based on the responses of parents. This is a composite of SSSTEYOU (PY28), SSFORYOU (PY32), SSBULYOU (PY37), and SSATTYOU (PY42). This is inapplicable for youth respondents.

The values for VICTIMP are:

- 1 = No victimization of these types
- 2 = Theft only
- 3 = Robbery only
- 4 = Bullying only
- 5 = Assault only
- 6 = Two or more types of victimization
- 1 = Record is for a youth respondent

**VICTIMY** is a derived variable that combines the reported victimization for each of the types of incidents asked about based on the responses of youths. This is a composite of SSSTEYOU (PY28), SSFORYOU (PY32), SSBULYOU (PY37), and SSATTYOU (PY42). This is inapplicable for parent respondents.

The values for VICTIMY are:

- 1 = No victimization of these types
- 2 = Theft only
- 3 = Robbery only
- 4 = Bullying only
- 5 = Assault only
- 6 = Two or more types of victimization
- 1 = Record is for a parent respondent

**WITNESSP** is the derived variable that combines witnessing each of the three types of incidents that might have been witnessed based on the responses of parents. It is a composite of SSFORSEE (PY30), SSBULSEE (PY35), and SSATTSEE (PY40). This is inapplicable for youth respondents.

The values for WITNESSP are:

- 1 = None witnessed
- 2 = Witnessed robbery only
- 3 = Witnessed bullying only
- 4 = Witnessed assault only
- 5 = Witnessed two or more types of incidents
- 1 = Record is for a youth respondent

**WITNESSY** is the derived variable that combines witnessing each of the three types of incidents that might have been witnessed based on the responses of youths. It is a composite of SSFORSEE (PY30), SSBULSEE (PY35), and SSATTSEE (PY40). This is inapplicable for parent respondents.

The values for WITNESSY are:

- 1 = None witnessed
- 2 = Witnessed robbery only
- 3 = Witnessed bullying only
- 4 = Witnessed assault only
- 5 = Witnessed two or more types of incidents
- 1 = Record is for a parent respondent

**ZIP18P02** is a linked-derived variable that categorizes the percentage of families with children under age 18 in the subject's ZIP Code who are below the 1989 poverty line. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B. The Census Bureau has at the core of its poverty line definition the 1961 economy food plan, the least costly of four nutritionally adequate food plans designed by the Department of Agriculture. It was determined from the Agriculture Department's 1955 survey of food consumption that families of three or more persons spend approximately one-third of their income on food; hence, the poverty line for these families was set at three times the cost of the economy food plan. For smaller families and persons living alone, the cost of the economy food plan was multiplied by factors that were slightly higher to compensate for the relatively larger fixed expenses for these smaller households. The poverty line cut-offs are revised annually to allow for changes in the cost of living, as reflected in the Consumer Price Index.

The values for ZIP18P02 are:

- 1 = Less than 5 percent
- 2 = 5 - 9 percent
- 3 = 10 - 19 percent
- 4 = 20 percent or more

**ZIPBLHI2** is a linked-derived variable that categorizes the percentage of persons in the subject's ZIP Code who are black or Hispanic. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B.

The values for ZIPBLHI2 are:

- 1 = Less than 6 percent
- 2 = 6 - 15 percent
- 3 = 16 - 40 percent
- 4 = 41 percent or more

**ZIPURBAN** is a linked-derived variable that categorizes the subject's ZIP Code as urban or rural. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B. Urban is further broken down into inside urbanized area (UA) and outside of UA.

The definitions for these categories are taken directly from the 1990 Census of Population. A UA comprises a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 people. The term "place" in the UA definition includes both incorporated places, such as cities and villages, and Census-designated places (unincorporated population clusters for which the Census Bureau delineated boundaries in cooperation with state and local agencies to permit tabulation of data for Census Bureau products). The "densely settled surrounding territory" adjacent to the place consists of contiguous and noncontiguous territory of relatively high population density within

short distances. The specific density and distance requirements are defined in the *Federal Register*, Vol. 55, No. 204.

The second category is urban, outside of UA. This category includes incorporated or unincorporated places outside of a UA with a minimum population of 2,500 people. One exception is for those who live in extended cities. Persons living in rural portions of extended cities are classified as rural rather than urban. Places not classified as urban are rural.

Since a ZIP Code can cut across geographic areas that are classified in any of the three categories, the ZIPURBAN variable is classified into the category that has the largest number of persons. For example, if a ZIP Code has 5,000 persons in the first category (urban, inside UA), 0 persons in the second category (urban, outside UA), and 1,200 persons in the third category (rural), it is classified as inside UA.

The values for ZIPURBAN are:

- 1 = Urban, inside UA
- 2 = Urban, outside UA
- 3 = Rural

### 6.1.5 Weighting and Variance Estimation Variables

The first variable in this section of the file is FWGT0. It is the variable that should be used as the weight variable to estimate the characteristics from the parent reports and the youth reports for most analyses. This weight contains all of the adjustments for the probabilities of selection, nonresponse, and undercoverage, as described in chapter 3. It is the appropriate weight for analysis of parent respondents for both 3rd through 5th graders and 6th through 12th graders, and for analysis of youth respondents.

The only exception to the use of FWGT0 is for analysis combining the emancipated youth respondents with the parent respondents. In this case, the weight variable that should be used for the emancipated youth is PFWGT0. This weight is missing for all but the 77 emancipated youth cases. The emancipated youth have nonmissing values for both FWGT0 and PFWGT0. The PFWGT0 should only be used for the emancipated youth if they are being analyzed with parents. For example, both parents and emancipated youth were asked household questions. If parents and emancipated youth are combined for analysis of household characteristics, the PFWGT0 weight variable must be used for emancipated youth. The FWGT0 variable should always be used with the parent respondents. See chapter 3 for more details on this variable.

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<sup>1</sup>An extended city is either an incorporated place of any population size inside a UA, or an incorporated place with a population of 2,500 or more people outside a UA that contains one or more component rural areas. Each component rural area must have a population density of less than 100 people per square mile, consist of at least one entire Census block, and include at least 5 square miles of continuous area. An extended city can have both urban and rural population and land areas.

If the emancipated youth respondents are combined with the parent respondents to form an estimate, then the pseudo-code below would create a new weight variable that could be used for the analysis.

```
If MAINRSLT = 'CE' then NEWWGT = PFWGT0  
else NEWWGT = FWGT0
```

When the parent weight for the emancipated youth is inapplicable, -1 is used as the inapplicable code. User's should not run data with a weight equal to -1; this should be set to zero.

Following the two weight variables on the file are the 60 replicate weights, FWGT1 to FWGT60. These replicate weights are always used in conjunction with the FWGT0 variable. They can be used with the SAS WESVAR procedure to produce estimates of the sampling errors of the estimates. The JK2 option of WESVAR must be used to correctly estimate the sampling errors using this approach. More details on how the replicate weights were created are given in chapter 3, along with an approximate method that does not involve using the WESVAR procedure.

Following the first set of 60 replicate weights is a second set of 60 replicate weights, PFWGT1-PFWGT60, for emancipated youth only. That is, these variables should be used for the emancipated youth whenever the PFWGT0 is used instead of FGWT0. The same type of pseudo-code as presented above could be used to define the new replicate weight variables.

The remaining two variables in this section are STRATUM and PSU. These variables are provided to enable users to compute sampling errors using Taylor Series approximations, such as the SUDAAN procedure. The methods used to construct the values for STRATUM and PSU are also discussed in chapter 3.

### **6.1.6 Imputation Flag Variables**

Item nonresponse occurred when some, but not all, of the responses were missing from an otherwise cooperating respondent. For all the items on the public use file, the missing data were imputed or "filled in," to help users of the data. For each item that was imputed, an imputation flag variable was created. If there is no imputation flag, then no imputation was performed on that variable. If the response for the item was imputed, the imputation flag was set equal to one; otherwise, it was set to zero. The flag can be used to identify imputed values. See chapter 3 for a discussion of variables that were imputed for parents who responded "don't know." The imputation flag was set to 2 for these items.

The naming convention for the imputation flag variables was to drop the last letter of the variable name and replace it with an "f." The imputation flags appear on the file in the same order as the items appear in the questionnaire. This naming convention holds true for all SS&D variables except for variables that end in a number. In these cases, the letter before the last digit is dropped and replaced with an "f."

Although the ZIP Code variable (HZIPCODE, P122) is not included on the public use data file, there was an imputation flag variable (ZIPF) created to indicate that the data were imputed. The HZIPCODE variable was used to create the variables ZIPURBAN, ZIPBLHI2, and ZIP18P02.

## **6.2 Guide to the Codebook**

The codebook, including frequencies for parents and youth, shown in appendix E, contains complete descriptions of the contents of the data file. There is a single codebook for the School Safety and Discipline file. In the left column of the codebook are the parent responses (C1 and C2); in the right column of the codebook are the youth responses (CY and CE). All variables appear in both columns. However, if an item was asked only of parents (and not written over to the youth's record), the youth column will show all "-1's=inapplicable." The reverse is also true.

The codebook contains system variables, household membership variables, questionnaire item variables, derived variables, weighting and variance estimation variables, and imputation flag variables. The codebook provides all the pertinent information for the variables in the files, including the variable name, the question wording, the position and format of the variable in the raw file, and the responses to the item. The unweighted frequency, unweighted percent, and weighted percent are provided along with each response. Figure 6-1 provides a description of each of the items appearing in the codebook.

**Figure 6-1.--Example of the codebook format**

(1) CCEXPTEL =(2) P74 - CHILD EVER EXPELLED FROM SCHOOL

(3) P74. Has (CHILD) ever been expelled from a school?

(4) RECORD: 1 POSITION: 291-292

(5) FORMAT: N2

(6) RESPONSE	(7) CODES	(8) FREQ	UNWGTD (9) PERCENT	WGTD (10) PERCENT
YES	1	138	1.1%	1.5%
NO	2	9979	78.7%	98.5%
RESERVED CODES:				
-1 INAPPLICABLE	-1	2563	20.2%	(MISS)
TOTALS:		12680	100.0%	100.0%

DESCRIPTIONS:

- (1) Variable name: This is the variable name associated with each item. This is the unique identifier present in the SAS data file and in the SPSS-X data definition cards on tape.
- (2) Variable label: A short label, which is associated with each of the variables, is presented here. This label appears in the SAS data file and SPSS-X data definition cards on tape. Labels contain the questionnaire item numbers. Labels begin with either the letter "D" to indicate a derived variable, "S" to indicate a Screener item, "P" to indicate an SS&D questionnaire item that the parent was asked, "Y" to indicate an SS&D item that the youth was asked, and "PY" to indicate an SS&D item that both parent and youth were asked. Parent and youth frequencies are represented in separate tables.
- (3) Question wording: This is the exact question wording as it appeared in the questionnaire.
- (4) Record and Position: These provide the record number (1 or 2) and the starting and ending position of the variable in the raw data file on tape.
- (5) Format: This provides the variable type, its width, and the number of positions after the decimal point, if necessary. A data type of "A" represents alphanumeric variables, and data type of "N" represents numeric variables. In this example, CCEXPTEL is a numeric variable with a length of 2.
- (6) Response categories: This column provides the response categories for the variable.
- (7) Response codes: This column provides the actual numeric/alphanumeric codes present in the data file on the tape.
- (8) Unweighted frequency counts: This column displays the unweighted frequency counts for this variable. The counts for missing values will also be included for the unweighted values, but not for the weighted values.
- (9) Unweighted percentages: This column displays the unweighted frequency counts from the previous column as percentages. This column will also contain percentages for missing values.
- (10) Weighted percentages: This column displays the percentages of frequency counts weighted up to the population. This column will not include percentages for missing values.

## **7. DATA CONSIDERATIONS AND ANOMALIES**

The purpose of this section is to bring to the user's attention certain data considerations and data anomalies in the NHES:93 SS&D survey data; to describe the nature of those anomalies; and, where appropriate, to suggest possible means of taking them into account when analyzing the SS&D data.

### **7.1 Parents Residing in the Household**

In a small number of cases, one child in a household was reported as having a mother residing in the household, while another child in the same household was reported as not having a mother residing in the household. This occurred in 39 households and involved 78 children sampled for the SS&D interview. The intrahousehold relationships were examined to determine if the discrepancy was supported by the data or whether it appeared to be a reporting or recording error. None of the cases was changed as a result of this review. Most of these households contained aunts/uncles, mothers, and children who are cousins, or unrelated household members. In one case, the respondent was a foster mother to one child and a grandmother to the other.

Similar instances concerning the presence of the child's father also occurred in 29 households, involving 58 children sampled for the SS&D interview; 15 of these households (30 of the children) were overlapping with the households where one child had a mother in the household and one did not. Again, a review of household relationships was conducted, and most of these households were found to contain members who could have been aunts or uncles, cousins, grandparents, or unrelated household members. This is a comment on the structure of the file and does not affect the quality of the data. There is no reason to compensate for this anomaly.

### **7.2 Parent/Guardian Characteristics**

Data were collected about the child's parents/guardians who reside in the household. Therefore, the items concerning the mother appear whenever a member of the household was reported as the child's mother, whether she was reported as the birth/adoptive, step, or foster mother (MOMHOME). Similarly, data were collected for the father whenever a member of the household was reported as the birth/adoptive, step, or foster father (DADHOME). When no person residing in the household was designated as the child's mother or father, data on parent characteristics (i.e., education and labor force participation) were collected about the respondent on the telephone. If the respondent was female (e.g., grandmother), the mother items were asked. If any households had been contacted in which the respondent was male (e.g., grandfather, uncle, brother), the father items would have been asked; however, this situation was not encountered. If the respondent was an emancipated youth answering for himself or herself, none of the mother or father items was collected.

The following is a full breakdown of the total SS&D file:

- HHMOM = 1 and HHDAD = 1 (both parents reside in the household). The mother and father items were collected. There were 9,220 of these cases among parent interviews and 4,629 cases among youth interviews.
- HHMOM = 1 (the child's mother resides in the household) and HHDAD = -1 (the child's father does not reside in the household). The mother items were collected concerning the child's mother, and the father items were not collected. There were 2,620 such cases among parent interviews and 1,360 cases among youth interviews.
- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = 1 (the child's father resides in the household). The father items were collected concerning the child's father, and the mother items were not collected. There were 385 such cases among parent interviews and 186 among youth interviews.
- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = -1 (the child's father does not reside in the household) and the respondent's sex is female; the mother items were asked about the respondent, and the father items were not asked. There were 403 of these cases among parent interviews, of which 213 respondents were grandmothers, 51 were sisters, 119 were other female relatives, and 20 were female nonrelatives. Among youth interviews, there were 222 such cases, of which 112 were grandmothers, 32 were sisters, 68 were other female relatives, and 10 were female nonrelatives.
- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = -1 (the child's father does not reside in the household) and the respondent's sex is male; the father items were asked about the respondent, and the mother items were not asked. There were 52 of these cases among parent interviews, of which 12 respondents were grandfathers, 16 were brothers, 18 were other male relatives, and 6 were male nonrelatives. Among youth interviews, there were 30 such cases, of which 5 were grandfathers, 11 were brothers, 9 were other male relatives, and 5 were male nonrelatives.
- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = -1 (the child's father does not reside in the household). The respondent is an emancipated youth (ERESRELN = 7); neither set of the parent items was collected. There were 77 of these cases.

Data users wishing to include information on parents only (i.e., excluding the nonparent guardian respondents) may use the variables HHMOM and HHDAD to identify households in which there was a mother and/or father. Each of these variables is equal to 1 if the relevant parent type resided in the household. If both are = -1, then the parent information on the file is for a nonparent guardian respondent.

### **7.3 Number of School Days Missed in the Past 4 Weeks**

In a small number of cases, parents reported that their child had missed more than 20 days of school in the past 4 weeks (CCMISSED). This involves two youths sampled for the SS&D interview. The system was programmed so that the interviewer could not input a value that is out of the hard range of responses. When an out-of-range value is entered, the interviewer must verify the answer with the respondent. If the respondent confirmed that the answer was indeed correct, the interviewer could enter the response in a comments field. After data collection, the comments for these out-of-range values were reviewed. It was decided to retain these unlikely responses since there are reasons that may account for them. For example, if the youth attended school 6 days a week, the value might not be unreasonable.



**APPENDIX A**  
**SCREENER AND QUESTIONNAIRE**



## NHES:93 NHES Screener

S1. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. Is this phone number for...

- Home use, ..... 1 (CONTINUE)
- Home and business use, or..... 2 (CONTINUE)
- Business use only? ..... 3 (GO TO THANK1)
- NONWORKING, DISCONNECTED OR CHANGED ..... 4
- GO TO RESULT CODES..... 5 (INITIAL REFUSAL)
- RETRY AUTODIALER ..... R

S2. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18?

- YES ..... 1 (GO TO S5A)
- NO..... 2 (GO TO S3)
- GO TO RESULT ..... 3 (GO TO RESULT, INITIAL REFUSAL)

[HOUSEHOLD (HH) MEMBERS INCLUDE PEOPLE WHO THINK OF THIS HH AS THEIR PRIMARY PLACE OF RESIDENCE. IT INCLUDES PERSONS WHO USUALLY STAY IN THE HH BUT ARE TEMPORARILY AWAY ON BUSINESS, VACATION, IN A HOSPITAL, OR LIVING AT SCHOOL IN A DORM, FRATERNITY OR SORORITY.]

S3. May I please speak with a household member who is at least 18?

- AVAILABLE ..... 1 (GO TO S4)
- NOT AVAILABLE ..... 2 (GO TO RESULT; CALLBACK APPT)
- NO ONE IN HH AT LEAST 18 ..... 3 (GO TO S5A)
- GO TO RESULT ..... 4 (INITIAL REFUSAL)

S4. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18 years old?

- YES ..... 1
- NO..... 2
- GO TO RESULT ..... 3

S5A. The Department of Education is very interested in people's educational experiences. Are any of the people who normally live in your household 18 or **younger**?

- YES ..... 1 (GO TO S6)
- NO..... 2 (GO TO S5B)
- GO TO RESULT ..... 3 (INITIAL REFUSAL)

S5B. Are there any people who live in your household who are enrolled in 12th grade or below?

- YES ..... 1 (GO TO S6)
- NO..... 2 (GO TO BOX)
- GO TO RESULT ..... 3 (INITIAL REFUSAL)

***If S5A = no and S5B = no, go to THANK2.***

S6. Starting with yourself, please tell me the ages and first names of all people who normally live in your household.

How old is (he/she)?	What is (his/her) first name?	Is this person male or female? [M-F]	Screener respondent
<b>AGE1-AGE9 ERESPAGE</b>		<b>SEX SEX1-SEX9 ERESPSEX</b>	

S6OVERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS]

- NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT. 1
- RETURN TO MATRIX ..... 2
- GO TO RESULT ..... 3

S6VERF2. Have we missed anyone else who usually lives here but is temporarily away on business or vacation, or living in school housing, such as a dorm?

- NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT. 1 (GO TO BOX)
- RETURN TO MATRIX ..... 2 (RETURN TO MATRIX)
- GO TO RESULT ..... 3 (GO TO RESULT)

***If the only household members enumerated above are age 0 to 2 or age 22 and older, go to THANK3.***

***Ask S7-S10 for each person age 3 to age 21.***

S7. [Are you/Is (CHILD)] attending or enrolled in school?

YES ..... 1 (GO TO S9)  
NO..... 2 (GO TO BOX BEFORE S8)

**If S7 = no and age => 8, child is ineligible.**

**Ask S8 if child is age 5, 6, or 7. If age = 3 or 4, go to next child or if none, go to sampling point.**

S8. Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

YES ..... 1 (GO TO S10)  
NO..... 2 (GO TO NEXT CHILD)

S9. What grade or year of school is [(CHILD)/are you] attending?  
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N (GO TO NEXT CHILD)  
TRANSITIONAL KINDERGARTEN (BEFORE K)..... T (GO TO NEXT CHILD)  
KINDERGARTEN ..... K (GO TO NEXT CHILD)  
PREFIRST GRADE (AFTER K)..... P (GO TO NEXT CHILD)  
FIRST GRADE ..... 1 (GO TO NEXT CHILD)  
SECOND GRADE ..... 2 (GO TO NEXT CHILD)  
THIRD GRADE ..... 3 (GO TO NEXT CHILD)  
FOURTH GRADE ..... 4 (GO TO NEXT CHILD)  
FIFTH GRADE ..... 5 (GO TO NEXT CHILD)  
SIXTH GRADE ..... 6 (GO TO NEXT CHILD)  
SEVENTH GRADE ..... 7 (GO TO NEXT CHILD)  
EIGHTH GRADE ..... 8 (GO TO NEXT CHILD)  
NINTH GRADE/FRESHMAN ..... 9 (GO TO NEXT CHILD)  
TENTH GRADE/SOPHOMORE..... 10 (GO TO NEXT CHILD)  
ELEVENTH GRADE/JUNIOR ..... 11 (GO TO NEXT CHILD)  
TWELFTH GRADE/SENIOR ..... 12 (GO TO NEXT CHILD)  
UNGRADED ELEMENTARY/SECONDARY ..... 13 (GO TO S10)  
SPECIAL EDUCATION ..... 14 (GO TO S10)  
VOCATIONAL/TECHNICAL AFTER HS..... 15 (INELIGIBLE, GO TO NEXT CHILD)  
COLLEGE ..... 16 (INELIGIBLE, GO TO NEXT CHILD)

[IF T: In this interview, we will be referring to that as "kindergarten."]

[IF P: In this interview, we will be referring to that as "prefirst grade."]

S10. What grade would [(CHILD)/you] be attending if (he/she/you) were in a school with regular grades?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

- NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N
- TRANSITIONAL KINDERGARTEN (BEFORE K) ..... T
- KINDERGARTEN ..... K
- PREFIRST GRADE (AFTER K) ..... P
- FIRST GRADE ..... 1
- SECOND GRADE ..... 2
- THIRD GRADE ..... 3
- FOURTH GRADE ..... 4
- FIFTH GRADE ..... 5
- SIXTH GRADE ..... 6
- SEVENTH GRADE ..... 7
- EIGHTH GRADE ..... 8
- NINTH GRADE/FRESHMAN ..... 9
- TENTH GRADE/SOPHOMORE ..... 10
- ELEVENTH GRADE/JUNIOR ..... 11
- TWELFTH GRADE/SENIOR ..... 12
- UNGRADED/NO EQUIVALENT ..... 13

[IF T: In this interview, we will be referring to that as "kindergarten."  
 IF P: In this interview, we will be referring to that as "prefirst grade."]

***Go to next child; if none, go to sampling point.***

***Sampling Point:  
 Select children for School Readiness and  
 School Safety and Discipline components.  
 If no one is selected, go to THANK4.***

***Ask S11 and S12 for each sampled child; if only 1  
 household member => 16, auto code S11.***

S11. Who is the parent or guardian in this household who knows the most about (CHILD'S) (care and) education? [DISPLAY HOUSEHOLD MEMBERS 16 AND OLDER. IF THERE IS NO PARENT/GUARDIAN IN THE HOUSEHOLD, ENTER THE PERSON NUMBER OF YOUTH RESPONDENT.]

PERSON NUMBER .....

[IF RESPONDENT SAYS BOTH PARENTS KNOW: The computer has selected (CHILD'S) mother for the interview. What is her name?]

***If person number at S11 = person number of sampled youth, auto code S12 SELF and go to box after S13.***

S12. What is (NAME'S) relationship to (CHILD)?

**ERESRELN**

- MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) .....1
- FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) .....2
- BROTHER/SISTER .....3
- GRANDPARENT.....4
- OTHER RELATIVE .....5
- NONRELATIVE .....6
- SELF.....7 (NOT SHOWN ON SCREEN)

***If S12 = 1 or 2, ask S13. Else, go to next child; if none, go to sampling point.***

S13. (Are you/Is that) (CHILD'S) ...

**EPARTYPE**

- Birth (mother/father).....1
- Adoptive (mother/father) .....2
- Step (mother/father), or.....3
- Foster (mother/father).....4

**GO TO HHSELECT  
SCREEN TO  
SELECT INTERVIEW**

- THANK1. Thank you, but we are only interviewing in private residences.
- THANK2. Thank you, but we are only interviewing in households with members 18 or younger or enrolled in 12th grade or below.
- THANK3. Thank you, but we are only asking about children and youth in certain age or grade ranges.
- THANK4. Thank you, but no one in your household has been selected for this study.



## NHES:93 School Safety and Discipline Interview

INTRO. [IF RESPONDENT WAS NOT SCREENER RESPONDENT:]  
 Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education for children.

[ALL RESPONDENTS]:  
 I'd like to talk with you now about (CHILD).

\*P1. Before we begin, I'd like to confirm (his/her) age. In what month and year was (CHILD) born?

<i>DOBMM</i> <i>DOBY</i>	MONTH ( )	YEAR ( )
	1 JANUARY	7 JULY
	2 FEBRUARY	8 AUGUST
	3 MARCH	9 SEPTEMBER
	4 APRIL	10 OCTOBER
	5 MAY	11 NOVEMBER
	6 JUNE	12 DECEMBER

***If year of birth is "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.***

***If child is under 3 or over 20, go to CLOSE1.***

\*P2. Is (CHILD)...

<i>RACE</i>	White .....	1
	Black .....	2
	American Indian or Alaskan Native .....	3
	Asian or Pacific Islander, or .....	4
	Another race? .....	91
<i>RACEOS/R</i>	What is that? _____	

\*P3. Is (he/she) of Hispanic origin?

<i>HISPANIC</i>	YES .....	1
	NO.....	2

***If same Respondent answered enrollment and grade items for this child in Screener, go to P7A. If same Respondent did not answer enrollment and grade questions for this child in Screener, continue.***

NOTE: Response categories shown in mixed cases (upper and lower) were read to the respondent by the interviewer. Those shown in all upper case were not read. Those shown in italics were added during data cleaning (additional codes were created from among the "specify" responses).

NOTE: Variables designated by /R appear on the restricted file only.

\*P4.  
ENROLL

Is (CHILD) attending or enrolled in school?

YES ..... 1 (GO TO P6)  
NO.....2 (GO TO 2ND BOX)

***If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, code case a problem.***

***If child is 5, 6, or 7, ask P5. Else, go to first box after P7.***

\*P5.

Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

YES ..... 1 (GO TO P7)  
NO.....2 (GO TO 1ST BOX AFTER P7)

\*P6.  
GRADE

What grade or year of school is (CHILD) attending?  
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N (GO TO 1ST BOX AFTER P7)  
TRANSITIONAL KINDERGARTEN (BEFORE K) ..... T (GO TO 1ST BOX AFTER P7)  
KINDERGARTEN..... K (GO TO 1ST BOX AFTER P7)  
PREFIRST GRADE (AFTER K) ..... P (GO TO 1ST BOX AFTER P7)  
FIRST GRADE ..... 1 (GO TO 1ST BOX AFTER P7)  
SECOND GRADE ..... 2 (GO TO 1ST BOX AFTER P7)  
THIRD GRADE..... 3 (GO TO 1ST BOX AFTER P7)  
FOURTH GRADE..... 4 (GO TO 1ST BOX AFTER P7)  
FIFTH GRADE ..... 5 (GO TO 1ST BOX AFTER P7)  
SIXTH GRADE ..... 6 (GO TO 1ST BOX AFTER P7)  
SEVENTH GRADE ..... 7 (GO TO 1ST BOX AFTER P7)  
EIGHTH GRADE..... 8 (GO TO 1ST BOX AFTER P7)  
NINTH GRADE/FRESHMAN ..... 9 (GO TO 1ST BOX AFTER P7)  
TENTH GRADE/SOPHOMORE..... 10 (GO TO 1ST BOX AFTER P7)  
ELEVENTH GRADE/JUNIOR ..... 11 (GO TO 1ST BOX AFTER P7)  
TWELFTH GRADE/SENIOR ..... 12 (GO TO 1ST BOX AFTER P7)  
UNGRADED ..... 13 (GO TO P7)  
SPECIAL EDUCATION ..... 14 (GO TO P7)  
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL ..... 15 (GO TO CLOSE1)  
COLLEGE..... 16 (GO TO CLOSE1)

***If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, code case a problem.***

\*P7.  
GRADEEQ

What grade would (CHILD) be attending if (he/she) were in a school with regular grades?  
[PROBE FOR T OR P: Is that before or after kindergarten?]

- NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N
- TRANSITIONAL KINDERGARTEN (BEFORE K) ..... T
- KINDERGARTEN ..... K
- PREFIRST GRADE (AFTER K) ..... P
- FIRST GRADE ..... 1
- SECOND GRADE ..... 2
- THIRD GRADE ..... 3
- FOURTH GRADE ..... 4
- FIFTH GRADE ..... 5
- SIXTH GRADE ..... 6
- SEVENTH GRADE ..... 7
- EIGHTH GRADE ..... 8
- NINTH GRADE/FRESHMAN ..... 9
- TENTH GRADE/SOPHOMORE ..... 10
- ELEVENTH GRADE/JUNIOR ..... 11
- TWELFTH GRADE/SENIOR ..... 12
- UNGRADED/NO EQUIVALENT ..... 13

***If child is enrolled and grade/equivalent is 3 to 12 and child is 8 or older, continue with School Safety and Discipline Survey. If grade/equivalent = N, T, K, P, 1, or 2 or child is 7 or younger, go to School Readiness Survey, item R8.***

***Else, go to CLOSE1.***

***If Respondent is a parent and P6 < 6 or (P6 = 13 or 14 and P7 < 6), administer \*P and \*PY items only.***

***Else, if Respondent is a parent and P6 or P7 ≥ 6, administer all P and PY items.***

***If Respondent is a youth, administer PY and Y items. If Respondent is an emancipated youth, administer all Y items except Y98, administer all PY items except PY85-PY88 and PY92-PY95, and administer P1-P7A, P10-P20, and P116-P123.***

***If child is 16 or older, ask P7A.***

\*P7A.

Is (CHILD) enrolled in regular school full time? This does not include night school or a GED program.

- YES ..... 1 (GO TO BOX)
- NO ..... 2 (GO TO CLOSE1)

***If Respondent is mother/female guardian, autocode P8 and ask P9, if there are male household members age 16 or older. If not, autocode P9.***  
***If Respondent is father/male guardian, autocode P9 and ask P8 if there are female household members age 16 or older. If not, autocode P8.***  
***If Respondent is not a parent/guardian and there are other female household members age 16 or older, ask P8.***  
***If Respondent is not a parent/guardian and there are other male household members age 16 or older, ask P9.***  
***If there are no household members of the appropriate gender age 16 or older other than the respondent, autocode P8 and P9.***

\*P8. Does (CHILD'S) mother live in the household or does (he/she) have a stepmother or foster mother who lives in the household?

**MOMHOME**

- MOTHER..... 1
- STEPMOTHER..... 2
- FOSTER MOTHER..... 3
- NO..... 4

***If P8 = 1, 2, or 3, ask P8A.***

\*P8A. What is her name? [DISPLAY FEMALE HOUSEHOLD MEMBERS ≥ 16 YEARS OLD (OTHER THAN THE SUBJECT OF INTERVIEW) AND ENTER THE NUMBER OF THE PERSON NAMED.]

PERSON NUMBER .....

\*P9. Does (CHILD'S) father live in the household or does (he/she) have a stepfather or foster father who lives in the household?

**DADHOME**

- FATHER..... 1
- STEPFATHER ..... 2
- FOSTER FATHER..... 3
- NO..... 4

***If P9 = 1, 2, or 3, ask P9A.***

\*P9A. What is his name? [DISPLAY MALE HOUSEHOLD MEMBERS ≥ 16 YEARS OLD (OTHER THAN THE SUBJECT OF INTERVIEW) AND ENTER THE NUMBER OF THE PERSON NAMED.]

PERSON NUMBER .....

**School Safety and Discipline Introduction.....**

PINTRO. Now I have some questions about (CHILD'S) experiences at school, about how safe students are at school, and about school discipline policy. These questions usually take about (15/20) minutes.

**School Characteristics**

\*P10. Does (CHILD) go to a public or a private school?  
**SCPUBLIC**  
PUBLIC..... 1 (GO TO P11)  
PRIVATE..... 2 (GO TO P12)

\*P11. Is it (his/her) regularly assigned school or a school that you chose?  
**SCASSIGN**  
ASSIGNED..... 1 (GO TO P14)  
CHOSEN..... 2 (GO TO P13)  
ASSIGNED SCHOOL IS SCHOOL OF CHOICE..... 3 (GO TO P14)

\*P12. Is the school affiliated with a religion?  
**SCCHURCH**  
YES..... 1  
NO..... 2

\*P13. What is the main reason (CHILD) goes to this school and not some other school? [PROBE: What is the most important reason?]  
**SCREASON**  
FOR SPECIAL COURSES AND/OR ACADEMIC PROGRAMS, E.G., A MAGNET SCHOOL ..... 1  
FOR SPECIAL NONACADEMIC PROGRAMS, E.G., AFTER SCHOOL CARE OR SPORTS..... 2  
EXPELLED FROM ANOTHER SCHOOL..... 3  
SENT TO ALTERNATIVE SCHOOL..... 4  
BETTER ACADEMICALLY/BETTER ENVIRONMENT/TEACHERS/STUDENTS ..... 5  
SMALLER SCHOOL/CLASSES/INDIVIDUAL ATTENTION..... 6  
SAFER SCHOOL/AREA..... 7  
MORE CONVENIENT LOCATION/SCHEDULE..... 8  
BETTER DISCIPLINE IN THIS SCHOOL..... 9  
RELIGIOUS REASONS/MORAL VALUES..... 10  
CANNOT AFFORD ANOTHER SCHOOL ..... 11  
RELATIVES ATTEND(ED)/WORK THERE..... 12  
STAYED IN FORMER SCHOOL AFTER FAMILY MOVE ..... 13  
CHILD WANTS TO/FRIENDS/SOCIAL REASONS ..... 14  
**SCREASOS/R** OTHER (SPECIFY)..... 91

\*P14. Is (CHILD'S) school located in the neighborhood where you live?  
**SCNEIGH**  
YES..... 1  
NO..... 2

\*P15.  
**SCLOW**

What is the lowest grade taught at (CHILD'S) school?

- NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N
- KINDERGARTEN..... K
- FIRST GRADE ..... 1
- SECOND GRADE ..... 2
- THIRD GRADE..... 3
- FOURTH GRADE..... 4
- FIFTH GRADE ..... 5
- SIXTH GRADE ..... 6
- SEVENTH GRADE ..... 7
- EIGHTH GRADE..... 8
- NINTH GRADE/FRESHMAN ..... 9
- TENTH GRADE/SOPHOMORE..... 10
- ELEVENTH GRADE/JUNIOR ..... 11
- TWELFTH GRADE/SENIOR ..... 12

\*P16.  
**SCHIGH**

What is the highest grade taught at (his/her) school?

- NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N
- KINDERGARTEN..... K
- FIRST GRADE ..... 1
- SECOND GRADE ..... 2
- THIRD GRADE..... 3
- FOURTH GRADE..... 4
- FIFTH GRADE ..... 5
- SIXTH GRADE ..... 6
- SEVENTH GRADE ..... 7
- EIGHTH GRADE..... 8
- NINTH GRADE/FRESHMAN ..... 9
- TENTH GRADE/SOPHOMORE..... 10
- ELEVENTH GRADE/JUNIOR ..... 11
- TWELFTH GRADE/SENIOR ..... 12

\*P17.  
**SCFIRST**

Is this the first year (CHILD) has attended this school?

- YES ..... 1
- NO..... 2

\*P18.  
**SCSTUD**

Approximately how many students are enrolled in (CHILD'S) school? Would you say...  
[PROBE: Do you know the number in (his/her) grade?]

- Under 300..... 1
- 300 - 599 ..... 2
- 600 - 999, or ..... 3
- 1,000 or more? ..... 4
- NUMBER OF STUDENTS IN GRADE GIVEN ..... 5

***If P18 = 5, overlay number of students in grade.***

**SCSTUDGR**

NUMBER OF STUDENTS IN GRADE .....

\*P19. Approximately what percent of the students are of the same race or ethnic background as (CHILD)? Would it be...

**SCSAMETH**

- Less than 25 percent ..... 1
- 25 to 75 percent, or.....2
- More than 75 percent?.....3

\*P20. Does (CHILD'S) school enroll both boys and girls or just (CHILD'S SEX)?

**SCGENDER**

- BOYS AND GIRLS ..... 1
- (CHILD'S SEX) .....2

**School Environment**

YINTRO. [IF RESPONDENT IS A YOUTH:] Hello, this is (INTERVIEWER). I'm calling for the Department of Education. We are asking students across the country to volunteer to participate in a study about schools. There are no right or wrong answers; we are interested in your own opinion. Your answers will be kept private and your name will not be associated with them, so you can give your honest answer. Altogether, the questions take about 10 minutes. First, I have some questions about your experiences at school.

\*PY21. When you think about [(CHILD'S)/your] experiences at [(his/her)/your] school since the beginning of this school year, would you strongly agree, agree, disagree, or strongly disagree with each of the following statements?

[1 = STRONGLY AGREE; 2 = AGREE; 3 = DISAGREE; 4 = STRONGLY DISAGREE]

SA A D SD

- SECHALNG** a. [(CHILD) is/I am] challenged at school ..... 1 2 3 4
- SEENJOY** b. [(CHILD) enjoys/I enjoy] school ..... 1 2 3 4
- SETEADIS** c. [(CHILD'S)/My] teachers maintain good discipline in the classroom ..... 1 2 3 4
- SERESPCT** d. In [(CHILD'S)/my] school, most students and teachers respect each other ..... 1 2 3 4
- SEPRIDIS** e. The principal and assistant principal maintain good discipline at [(CHILD'S)/my] school ..... 1 2 3 4

\*PY22. Do (CHILD'S/your) friends at school think it is very important, somewhat important, not too important, or not at all important to work hard for good grades?

**SEWORKOK**

- VERY IMPORTANT .....1
- SOMEWHAT IMPORTANT .....2
- NOT TOO IMPORTANT .....3
- NOT AT ALL IMPORTANT .....4

\*PY23. Do [(CHILD'S)/your] friends at school think it is very important, somewhat important, not too important, or not at all important to behave in school?

**SEBEHVOK**

- VERY IMPORTANT ..... 1 (GO TO PY24)
- SOMEWHAT IMPORTANT .....2 (GO TO PY24)
- NOT TOO IMPORTANT .....3 (GO TO BOX AFTER PY24)
- NOT AT ALL IMPORTANT .....4 (GO TO BOX AFTER PY24)

\*PY24. Do [(CHILD'S)/your] friends behave in school mainly because they want to or because they will be punished if they do not behave?

**SEBEHPUN**

WANT TO ..... 1  
PUNISHED..... 2

***If Respondent is a youth, go to SSINTRO.***

\*P25. Has misbehavior by students in (CHILD'S) class this year interfered with (his/her) opportunity to learn? Would you say...

**SEMISBEH**

A lot..... 1  
Somewhat ..... 2  
A little, or ..... 3  
Not at all? ..... 4

**School Safety**

SSINTRO. Sometimes there are serious behavior problems at school or school activities during the day or on the way to or from school.

\*PY26. (Have you heard/Do you know) of any of the following things happening during this school year? Things being stolen from lockers or desks?

**SSSTEAL**

YES ..... 1 (GO TO PY27)  
NO..... 2 (GO TO PY29)

\*PY27. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?

**SSSTEWOR**

YES ..... 1  
NO..... 2

\*PY28. Did it happen to [(CHILD)/you] this school year?

**SSSTEYOU**

YES ..... 1  
NO..... 2

\*PY29. (Have you heard/Do you know) of money or other things being taken directly from students or teachers by force or threat of force at school or on the way to or from school this school year?

**SSFORCE**

YES ..... 1 (GO TO PY30)  
NO..... 2 (GO TO PY34)

\*PY30. Did [(CHILD)/you] see an incident like this happen to someone else?

**SSFORSEE**

YES ..... 1  
NO..... 2

- \*PY31. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?  
**SSFORWOR**
- YES ..... 1  
NO.....2
- \*PY32. Did it happen to [(CHILD)/you] this school year?  
**SSFORYOU**
- YES ..... 1 (GO TO PY33)  
NO.....2 (GO TO PY34)
- \*PY33. The last time that happened to [(CHILD)/you], did it happen...  
**SSFORWHR**
- In a classroom ..... 1  
Somewhere else in school or on  
the school grounds, or .....2  
On the way to or from school? .....3
- \*PY34. (Have you heard/Do you know) of any incidents of bullying during this school year? For  
example, do some students pick on others a lot or can they make other students do things like  
give them money?  
**SSBULLY**
- YES ..... 1 (GO TO PY35)  
NO.....2 (GO TO PY39)
- \*PY35. Did [(CHILD)/you] see an incident like this happen to someone else?  
**SSBULSEE**
- YES ..... 1  
NO.....2
- \*PY36. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?  
**SSBULWOR**
- YES ..... 1  
NO.....2
- \*PY37. Did it happen to [(CHILD)/you] this school year?  
**SSBULYOU**
- YES ..... 1 (GO TO PY38)  
NO.....2 (GO TO PY39)
- \*PY38. The last time that happened to [(CHILD)/you], did it happen...  
**SSBULWHR**
- In a classroom ..... 1  
Somewhere else in school or on  
the school grounds, or .....2  
On the way to or from school? .....3
- \*PY39. (Have you heard/Do you know) of any students or teachers being physically attacked, or  
involved in fights, during this school year?  
**SSATTACK**
- YES ..... 1 (GO TO PY40)  
NO.....2 (GO TO BOX AFTER PY43)

\*PY40. Did [(CHILD)/you] see an incident like this happen to someone else?  
**SSATTSEE**

YES ..... 1  
 NO..... 2

\*PY41. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?  
**SSATTWOR**

YES ..... 1  
 NO..... 2

\*PY42. Did it happen to [(CHILD)/you] this school year?  
**SSATTYOU**

YES ..... 1 (GO TO PY43)  
 NO..... 2 (GO TO BOX AFTER PY43)

\*PY43. The last time that happened to [(CHILD)/you], did it happen...  
**SSATTWHR**

In a classroom ..... 1  
 Somewhere else in school or on  
 the school grounds, or ..... 2  
 On the way to or from school? ..... 3

***If Respondent is a parent, go to box after Y44.***

Y44. Did you do any of the following things because you were worried that someone might hurt or bother you?

		YES	NO
<b>SSROUTE</b>	a. Take a special route to get to school? ..... 1	1	2
<b>SSPLACES</b>	b. Stay away from certain places in the school? ..... 1	1	2
<b>SSPARKNG</b>	c. Stay away from the school parking lots or other places on school grounds?..... 1	1	2
<b>SSDANCES</b>	d. Stay away from school-related events like dances or sports events? ..... 1	1	2
<b>SSGROUP</b>	e. Try to stay in a group? ..... 1	1	2
<b>SSSKIP</b>	f. Stay home from school sometimes? ..... 1	1	2

***If Respondent is a youth, go to box after P45.  
 If Respondent is a parent and PY26 = 1 or PY29 = 1 or  
 PY34 = 1 or PY39 = 1, ask P45.  
 Else, go to box after P45.***

\*P45. Have any of those incidents that happened at (CHILD'S) school this year interfered with (his/her) opportunity to learn? Would you say...

**SSINCDNT**

A lot..... 1  
 Somewhat ..... 2  
 A little, or ..... 3  
 Not at all? ..... 4

***If P6 < 6 or (P6 = 13 or 14 and P7 < 6) and respondent is a parent, go to P54. Else, if PY26 = 1 or PY29 = 1 or PY34 = 1 or PY39 = 1, ask PY46. Else, go to PY47.***

PY46. Were any of those incidents that happened at [(CHILD'S)/your] school this year racially motivated?

**SSRACIAL**

YES ..... 1  
NO..... 2

PY47. Do any of the students at [(CHILD'S)/your] school belong to fighting gangs?

**SSGANGS**

YES ..... 1 (GO TO PY48)  
NO..... 2 (GO TO BOX AFTER PY49)

PY48. Do they belong to the same gang or different gangs?

**SSGANNUM**

SAME ..... 1  
DIFFERENT ..... 2

PY49. [(Does (CHILD)/Do you] belong to a gang?

**SSGANYOU**

YES ..... 1  
NO..... 2

***If PY47 = 1 and (PY26 = 1 or PY29 = 1 or PY34 = 1 or PY39 = 1), ask PY50. Else, if Respondent is a youth, go to Y51, or if Respondent is a parent, go to PY53.***

PY50. Were any of those incidents that happened at [(CHILD'S)/your] school this year related to gang activity?

**SSGANREL**

YES ..... 1  
NO..... 2

***If Respondent is a parent, go to PY53.***

Y51. During this school year, did you ever bring something to school to protect yourself from being attacked or harmed?

**SSWEAYOU**

YES ..... 1 (GO TO Y52)  
NO..... 2 (GO TO PY53)

Y52. Did you bring...

		YES	NO
<b>SSGUN</b>	a. A gun.....	1	2
<b>SSKNIFE</b>	b. A knife .....	1	2
<b>SSBRASS</b>	c. Brass knuckles.....	1	2
<b>SSRAZOR</b>	d. Razor blade .....	1	2
<b>SSJEWELRY</b>	e. Spiked jewelry .....	1	2
<b>SSMACE</b>	f. Mace .....	1	2
<b>SSCHUCKS</b>	g. Nunchucks.....	1	2
<b>SSSTICK</b>	h. A stick, club, or bat, or .....	1	2
<b>SSOTHER</b>	i. Something else.....	1	2
	What was that?		

**SSOTHEOS/R**

PY53. (Have you heard/Do you know) of any (other) students bringing weapons into [(CHILD'S)/your] school this year?

**SSWEAOTH**

YES .....	1
NO.....	2

***If Respondent is a youth, go to PY55.***

\*P54. Have you done any of the following things to help (CHILD) avoid trouble:

		YES	NO
<b>SSTRAVEL</b>	a. Told (him/her) not to travel a certain route to school? .....	1	2
<b>SSTRANS</b>	b. Had (him/her) take a different kind of transportation?.....	1	2
<b>SSCLOTHE</b>	c. Told (him/her) not to wear certain clothing or jewelry? .....	1	2
<b>SSMONEY</b>	d. Set limits on the amount of money (he/she) may take to school? .....	1	2
<b>SSTALK</b>	e. Talked about how to avoid trouble?.....	1	2

\*PY55. [Do you know if (CHILD'S) school takes/Does your school take] any particular measures to ensure the safety of students? For example, does the school have...

		YES	NO
<b>SSGUARDS</b>	a. Security guards? .....	1	2
<b>SSMETAL</b>	b. Metal detectors? .....	1	2
<b>SSLOCKS</b>	c. Locked doors during the day? .....	1	2
<b>SSVISITR</b>	d. A requirement that visitors sign in? .....	1	2
<b>SSRESTRM</b>	e. Limits on going into restrooms?.....	1	2
<b>SSHALSUP</b>	f. Teachers assigned to supervise the hallway?.....	1	2
<b>SSLOCKER</b>	g. Regular locker checks?.....	1	2
<b>SSHALPAS</b>	h. Hall passes required to leave class? .....	1	2

***If Respondent is a youth, go to Y60.***

**School Discipline Policy**

SDINTRO. Now I have some questions about the school's discipline policy.

\*P56. As far as you know, does (CHILD'S) school have a written discipline policy?

**SDPOLICY**

YES ..... 1 (GO TO P57)  
 NO.....2 (GO TO BOX BEFORE TADINTRO)

\*P57. Were you given a copy of the discipline policy this school year?

**SDCOPY**

YES ..... 1  
 NO.....2

\*P58. [SPANISH INSTRUMENT ONLY.] Was it written in Spanish?

**SDSPANSH**

YES ..... 1  
 NO.....2

\*P59. Does it cover alcohol and other drug possession, use, and distribution?

**SDDRUGS**

YES ..... 1  
 NO.....2

***If Respondent is a parent, go to box before TADINTRO.***

Y60. Now I am going to read a list of statements that could describe a school. Thinking about your school this year, would you strongly agree, agree, disagree, or strongly disagree with the following...

[1=STRONGLY AGREE; 2 = AGREE; 3 = DISAGREE; 4 = STRONGLY DISAGREE]

		SA	A	D	SD
<b>SDKNOWS</b>	a. Everyone knows what the school rules are.....	1	2	3	4
<b>SDFAIR</b>	b. The school rules are fair .....	1	2	3	4
<b>SDPUNISH</b>	c. The punishment for breaking school rules is the same no matter who you are .....	1	2	3	4
<b>SDENFORC</b>	d. The school rules are strictly enforced .....	1	2	3	4
<b>SDKNOPUN</b>	e. If a school rule is broken, students know what kind of punishment will follow.....	1	2	3	4
<b>SDPADDLE</b>	f. Students are paddled or spanked for rule-breaking .....	1	2	3	4

***If Respondent is a parent and P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P67. If Respondent is a parent and P6 ≥ 6, give TADINTRO then go to PY62.***

**Tobacco, Alcohol, and Other Drugs**

TADINTRO. The next questions are about tobacco, alcohol, and other drugs.

Y61. Do your friends at school think that it is all right to...

		YES	NO
<b>TASMOKE</b>	a. Smoke cigarettes or chew tobacco? .....	1	2
<b>TADRINK</b>	b. Drink alcoholic drinks like beer, wine coolers, or liquor? .....	1	2
<b>TAMARIJ</b>	c. Smoke marijuana? .....	1	2
<b>TADRUGS</b>	d. Use other drugs? .....	1	2

PY62. If [(he/she)/you] wanted to, how difficult would it be for [(CHILD)/you] to get the following things at school or on the school grounds? Would you say it is very easy, fairly easy, hard, or nearly impossible to get...

[1 = VERY EASY; 2 = FAIRLY EASY; 3 = HARD; 4 = NEARLY IMPOSSIBLE]

		VERY EASY	FAIRLY EASY	HARD	NEARLY IMPOS- SIBLE
<b>TAGETCIG</b>	a. Cigarettes or tobacco? .....	1	2	3	4
<b>TAGETBER</b>	b. Beer or wine? .....	1	2	3	4
<b>TAGETLIQ</b>	c. Liquor? .....	1	2	3	4
<b>TAGETMAR</b>	d. Marijuana? .....	1	2	3	4
<b>TAGETDRG</b>	e. Other drugs? .....	1	2	3	4

PY63. (Have you heard of/Have you seen) any students (having been) drunk or showing the effects of alcohol when they were at [(CHILD'S)/your] school this year?

**TADRUNK**

YES..... 1  
NO ..... 2

PY64. (Have you heard of/Have you seen) any students (having been) high on other drugs such as marijuana, LSD, or cocaine when they were at [(CHILD'S)/your] school this year?

**TAHIGH**

YES..... 1  
NO ..... 2

**If PY63 = 1 or PY64 = 1 and Respondent is a parent, ask P65. Else, go to PY66.**

P65. Have students who were high or drunk on alcohol or other drugs at (CHILD'S) school this year interfered with (his/her) opportunity to learn? Would you say...

**TADRUGIN**

A lot ..... 1  
Somewhat..... 2  
A little, or..... 3  
Not at all?..... 4

PY66. (Have you heard of/Have you seen) anyone dealing drugs at school or within sight of school property this year?

TADEAL

YES ..... 1  
NO.....2

**If Respondent is a youth, go to PY68.**

**Alcohol/Drug Education**

\*P67. Has (CHILD) had any alcohol or other drug education course or program at school during this school year?

EDDRUGS

YES ..... 1 (GO TO PY68)  
NO.....2 (GO TO CCINTRO)

\*PY68. There are many different ways that alcohol or other drug education can be presented to students. Did [(CHILD)/you] receive alcohol or other drug education in school this year...

YES NO

EDPART

a. As part of one of the regular courses, like science, health, or PE? ..... 1 2

EDCOURSE

b. A special course about alcohol or other drugs? ..... 1 2

EDDEMO

c. At assemblies or demonstrations outside of classes? .... 1 2

EDCLUBS

d. In other school activities or clubs? ..... 1 2

**If Respondent is a parent go to CCINTRO.**

Y69. Which of the following is the main message about drinking alcoholic beverages that you hear in school education programs about alcohol? [CODE ONE.]

EDMESSAGE

Do not drink ..... 1  
Do not drink until you are legally old enough ..... 2  
Do not drink and drive ..... 3  
Do not drink too much ..... 4  
SOME OTHER MESSAGE ..... 5

**If Respondent is a youth, go to PY84.**

**Child Characteristics**

CCINTRO. Now I'd like to ask you a few more questions about (CHILD).

\*P70. Approximately how many regularly scheduled days of school has (he/she) missed in the past four weeks, not counting any school vacations or holidays?

CCMISSED

DAYS MISSED.....

\*P71. Since starting school, has (CHILD) repeated any grades including kindergarten?  
**CCREPEAT**

YES ..... 1  
NO.....2

**If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P75.**

P72. Has (CHILD) ever been suspended from school?  
**CCSUSPND**

YES ..... 1 (GO TO P73)  
NO.....2 (GO TO P74)

P73. Did that happen during this school year?  
**CCSUSPYR**

YES ..... 1  
NO.....2

P74. Has (CHILD) ever been expelled from a school?  
**CCEXPENL**

YES ..... 1  
NO.....2

\*P75. How does (CHILD) get to and from school most of the time? [IF METHOD VARIES, PROBE FOR THE USUAL ONE. IF METHOD IS DIFFERENT TO SCHOOL AND FROM SCHOOL, RECORD FROM SCHOOL.]

**CCTRANS** WALK..... 1  
BICYCLE ..... 2  
SCHOOL BUS..... 3  
PUBLIC BUS, SUBWAY, TRAIN ..... 4  
STUDENT DRIVES CAR TO SCHOOL ..... 5  
DRIVEN BY SOMEONE ELSE ..... 6  
MOTORBIKE OR MOTORCYCLE ..... 7  
**CCTRANOS/R** OTHER (SPECIFY)..... 91

**If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P79.**

P77. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, school clubs, or student government?  
**CCSCHL**

YES ..... 1  
NO.....2  
SCHOOL DOES NOT OFFER ANY ..... 3

P78. During this school year, has (CHILD) participated in any out-of-school group activities such as scouting, church or temple youth group, or non-school team sports like Little League?  
**CCNOSCHL**

YES ..... 1  
NO.....2

\*P79. Compared with other children in (his/her) class, how would you say (CHILD) is doing in (his/her) schoolwork this year? Would you say...

**CCSTATUS**

- Near the top of the class ..... 1 (GO TO P81)
- Above the middle of the class ..... 2 (GO TO P80)
- Around the middle..... 3 (GO TO P81)
- Below the middle, or ..... 4 (GO TO P81)
- Near the bottom of the class?..... 5 (GO TO P81)

\*P80. Would you say far above the middle or somewhat above the middle?

**CCSTATAB**

- FAR ABOVE MIDDLE ..... 1
- SOMEWHAT ABOVE ..... 2

**Family Characteristics**

\*P81. How many times has (CHILD) moved from one home or household to another during the last 5 years?

**FCMOVED**

NUMBER.....

\*P82. Was your choice of where you live now influenced by where (CHILD) would go to school?

**FCLIVE**

- YES ..... 1
- NO..... 2

\*P83. Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied...

[1 = VERY SATISFIED; 2 = SOMEWHAT SATISFIED; 3 = SOMEWHAT DISSATISFIED; 4 = VERY DISSATISFIED]

VS SS SD VD

- FC SCHOOL** a. With the school (CHILD) attends this year? ..... 1 2 3 4
- FC TEACHR** b. With the teachers (CHILD) has this year?..... 1 2 3 4
- FC STDS** c. With the academic standards of the school? ..... 1 2 3 4
- FC ORDER** d. With the order and discipline at the school? ..... 1 2 3 4

\*PY84. Do you think [(CHILD)/you] will...

YES NO

- FC GRADHS** a. Graduate from high school? ..... 1 2
- FC POSTHS** b. Attend school after high school? ..... 1 2
- FC GRADCO** c. Graduate from a 4-year college? ..... 1 2

\*PY85. During the last week, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about school activities or events or school projects?

**FCACTIVY**

- YES ..... 1
- NO..... 2

\*PY86. During this school year, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about what to do if someone offers [(him/her)/you] alcohol or other drugs?

**FCDRUGS**

YES ..... 1  
NO..... 2

\*PY87. During this school year, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about what to do if [(he/she) is/you are] threatened or in a dangerous situation?

**FCTHREAT**

YES ..... 1  
NO..... 2

\*PY88. During this school year, [has (CHILD) said or done something to indicate/(have you told [your (mother/stepmother/foster mother/father/stepfather/foster father)/have you told (ADULT RESPONDENT))] that [(he/she) was/you were] worried about being hurt or bothered...

		YES	NO
<b>FCCLASS</b>	a. In a classroom .....	1	2
<b>FCGROUND</b>	b. Somewhere else at school or on the school grounds, or .....	1	2
<b>FCTRAVEL</b>	c. On the way to or from school? .....	1	2

***If Respondent is a youth, go to PY92.***

\*P89. Since the beginning of this school year, have you [or (CHILD'S) (mother/stepmother/foster mother/father/stepfather/foster father)]...

		YES	NO
<b>FCMEETNG</b>	a. Attended a general school meeting, for example, back to school night or a meeting of a parent-teacher organization? .....	1	2
<b>FCSPORTS</b>	b. Attended a school or class event such as a play, sports event, or science fair? .....	1	2
<b>FCVOLNTR</b>	c. Acted as a volunteer at the school or served on a school committee? .....	1	2

\*P90. During this school year, has a teacher contacted you about any schoolwork problems (CHILD) has had in school?

**FCSCHLWK**

YES ..... 1  
NO..... 2

\*P91. During this school year, has a teacher contacted you about any behavior problems (CHILD) has had in school?

**FCBEHAVE**

YES ..... 1  
NO..... 2

***If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to PY96.***

PY92. Now I'd like to ask you a few more opinion questions. [Do you/(Do your parents/Does your (mother/stepmother/foster mother/father/stepfather/foster father)/Does (ADULT RESPONDENT))] think it is all right for [(CHILD)/you] to smoke cigarettes?

**FCSMOKOK** YES..... 1 (GO TO PY94)  
 NO ..... 2 (GO TO PY93)

PY93. When, if at all, would it be all right with [you/(them/him/her)] if [(he/she)/you] did?

**FCSMOKAG** AGE .....   
 NEVER ALL RIGHT..... 1  
 WHEN LEGAL ..... 2  
 AFTER LEAVING HOME/*WHEN MARRIED* ..... 3  
*YOUTH'S OWN DECISION* ..... 4  
*AFTER HIGH SCHOOL/AFTER SCHOOL/IN COLLEGE*..... 5  
*AFTER COLLEGE* ..... 6  
*AT HOME/PARENT SUPERVISION*..... 7  
*WHEN YOUTH CAN AFFORD TO BUY/AFTER GETTING JOB* ..... 8  
**FCSMOKOS/R** OTHER (SPECIFY)..... 91

PY94. [Do you/Do your parents/Does your (mother/stepmother/foster mother/father/stepfather/foster father)/Does (ADULT RESPONDENT))] think it is all right for [(CHILD)/you] to drink alcoholic beverages, for example, beer, wine coolers, or liquor? A small amount on special family occasions or for religious purposes does not count.

**FCALCOOK** YES..... 1 (GO TO PY96)  
 NO ..... 2 (GO TO PY95)

PY95. When, if at all, would it be all right with [you/(them/him/her)] if [(he/she)/you] drank alcoholic beverages?

**FCALCOAG** AGE .....   
 NEVER ALL RIGHT..... 1  
 WHEN LEGAL ..... 2  
 AFTER LEAVING HOME/*WHEN MARRIED* ..... 3  
*YOUTH'S OWN DECISION* ..... 4  
*AFTER HIGH SCHOOL/AFTER SCHOOL/IN COLLEGE*..... 5  
*AFTER COLLEGE* ..... 6  
*AT HOME/PARENT SUPERVISION*..... 7  
*FOR RELIGIOUS REASONS/SPECIAL OCCASIONS* ..... 8  
**FCALCOOS/R** OTHER (SPECIFY)..... 91

**Community Characteristics**

\*PY96. The next questions are about your neighborhood. Would you say your neighborhood is...

**CONEIGH** Safer than most neighborhoods ..... 1  
 About as safe as any, or ..... 2  
 Not as safe as most neighborhoods? ..... 3

\*PY97. Would you say [(CHILD'S)/your] school ....

*COSCHOOL* Is safer than your neighborhood..... 1  
About as safe, or .....2  
Not as safe as your neighborhood?.....3

***If Respondent is a parent, go to box before LFINTRO.***

Y98. During this interview, were you able to answer these questions privately?

*PRIVATE*

YES ..... 1  
NO.....2

***If Respondent is a youth, go to CLOSE2.***

**PARENTS' EDUCATION AND LABOR FORCE PARTICIPATION**

***Parent information is collected only once for each parent/guardian in a household.***

LFINTRO. Now I have some questions about [(you) (and) (CHILD'S) (mother/stepmother/foster mother) (and) (father/stepfather/foster father)]. [Let's start with (you)/(CHILD'S) mother).]

***Ask P99 to P106 if mother/female guardian resides in the household. Else, if there are no parents/guardians in the household, and respondent is female, ask P99 to P106. Else, go to P107.***

\*P99. What is the highest grade or year of school that [you/(CHILD'S) (mother/stepmother/foster mother)] completed?

*MOMGRADE*

UP TO 8TH GRADE ..... 1 (GO TO P100)  
9TH TO 11TH GRADE.....2 (GO TO P100)  
HIGH SCHOOL DIPLOMA/EQUIVALENT.....3 (GO TO P101)  
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL .....4 (GO TO P101)  
1-2 YEARS OF COLLEGE .....5 (GO TO P101)  
ASSOCIATE'S DEGREE .....6 (GO TO P101)  
3-4 YEARS OF COLLEGE .....7 (GO TO P101)  
BACHELOR'S DEGREE.....8 (GO TO P101)  
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) .....9 (GO TO P101)

\*P100. Did (you/she) receive a high school diploma or equivalent?

*MOMDIPL*

YES ..... 1  
NO.....2

\*P101. During the past week, did [you/(CHILD'S) (mother/stepmother/foster mother)] work at a job for pay?

**MOMWORK**

YES ..... 1 (GO TO P103)  
NO.....2 (GO TO P102)

\*P102. (Were you/Was she) on leave or vacation from a job?

**MOMLEAVE**

YES ..... 1 (GO TO P103)  
NO.....2 (GO TO P104)

\*P103. About how many hours per week (do you/does she) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

**MOMHOURS**

WEEKLY HOURS ..... (GO TO P107)

\*P104. (Have you/Has she) been actively looking for work in the past 4 weeks?

**MOMLOOK**

YES ..... 1 (GO TO P105)  
NO.....2 (GO TO P106)

\*P105. What (have you/has she) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

**MOMPUBL**

CHECKED WITH PUBLIC EMPLOYMENT AGENCY ..... 1 (GO TO BOX AFTER P106)

**MOMPRIV**

CHECKED WITH PRIVATE EMPLOYMENT AGENCY .....2 (GO TO BOX AFTER P106)

**MOMEMPL**

CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME.....3 (GO TO BOX AFTER P106)

**MOMREL**

CHECKED WITH FRIENDS OR RELATIVES .....4 (GO TO BOX AFTER P106)

**MOMANSAD**

PLACED OR ANSWERED ADS/SENT RESUME .....5 (GO TO BOX AFTER P106)

**MOMREAD**

READ WANT ADS.....6 (GO TO P106)

**MOMOTHER**

OTHER ..... 91

**MOMOTHOS/R**

What was that?

(GO TO P106)

\*P106. What (were you/was she) doing most of last week? Would you say...

**MOMACTY**

Keeping house or caring for children ..... 1

Going to school.....2

Retired.....3

Unable to work, or.....4

Something else? ..... 91

**MOMACTOS/R**

What was that?

**Ask P107 to P114 if father/male guardian resides in the household. Else, if there are no parents/guardians in the household, and respondent is male, ask P107 to P114. Else, go to HINTRO.**

\*P107. What is the highest grade or year of school that [you/(CHILD'S) (father/stepfather/foster father)] completed?

**DADGRADE**

- UP TO 8TH GRADE ..... 1 (GO TO P108)
- 9TH TO 11TH GRADE.....2 (GO TO P108)
- HIGH SCHOOL DIPLOMA/EQUIVALENT.....3 (GO TO P109)
- VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL .....4 (GO TO P109)
- 1-2 YEARS OF COLLEGE .....5 (GO TO P109)
- ASSOCIATE'S DEGREE .....6 (GO TO P109)
- 3-4 YEARS OF COLLEGE .....7 (GO TO P109)
- BACHELOR'S DEGREE.....8 (GO TO P109)
- GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) .....9 (GO TO P109)

\*P108. Did (you/he) receive a high school diploma or equivalent?

**DADDIPL**

- YES ..... 1
- NO.....2

\*P109. During the past week, did [you/(CHILD'S) (father/stepfather/foster father)] work at a job for pay?

**DADWORK**

- YES ..... 1 (GO TO P111)
- NO.....2 (GO TO P110)

\*P110. (Were you/Was he) on leave or vacation from a job?

**DADLEAVE**

- YES ..... 1 (GO TO P111)
- NO.....2 (GO TO P112)

\*P111. About how many hours per week (do you/does he) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

**DADHOURS**

WEEKLY HOURS .....   (GO TO HINTRO)

\*P112. (Have you/Has he) been actively looking for work in the past 4 weeks?

**DADLOOK**

- YES ..... 1 (GO TO P113)
- NO.....2 (GO TO P114)

\*P113. What (have you/has he) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

**DADPUBL**

CHECKED WITH PUBLIC EMPLOYMENT AGENCY ..... 1 (GO TO HINTRO)

**DADPRIV**

CHECKED WITH PRIVATE EMPLOYMENT AGENCY .....2 (GO TO HINTRO)

**DAEMPL**

CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME.....3 (GO TO HINTRO)

**DADREL**

CHECKED WITH FRIENDS OR RELATIVES .....4 (GO TO HINTRO)

**DADANSAD**

PLACED OR ANSWERED ADS/SENT RESUME .....5 (GO TO HINTRO)

**DADREAD**

READ WANT ADS.....6 (GO TO P114)

**DADOTHER**

OTHER ..... 91

**DADOTHOS/R**

What was that?  
\_\_\_\_\_ (GO TO P114)

\*P114. What (were you/was he) doing most of last week? Would you say...

**DADACTY**

- Keeping house or caring for children ..... 1
  - Going to school.....2
  - Retired.....3
  - Unable to work, or.....4
  - Something else? ..... 91
  - What was that?
- 

**DADACTOS/R**

**HOUSEHOLD CHARACTERISTICS**

***In the event of multiple interviews within a household, household information is collected only one time.***

HINTRO. Finally, a few questions about your household.

\*P116. Do you...

**HOWNHOME**

- Own your home ..... 1
- Rent your home, or .....2
- Have some other arrangement? .....3

\*P117.

**HBEDRMS**

How many bedrooms are there in your home?

NUMBER .....

\*P118.

**HPHONE/R**

Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- YES ..... 1 (GO TO P119)
- NO.....2 (GO TO P120)

\*P119.

**HPHONCNT/R**

How many of these additional telephone numbers are for home use?

NUMBER .....

\*P120.

**HPHONSVC/R**

During the past 12 months, has your household ever been without telephone service for more than 24 hours?

- YES ..... 1 (GO TO P121)
- NO.....2 (GO TO P122)

\*P121.

**HPHONNUM/R**

What was the total amount of time your household was without telephone service in the past 12 months?

NUMBER .....

- DAYS ..... 1
- WEEKS.....2
- MONTHS.....3

\*P122. So that we can group households geographically, may I have your ZIP code?

*HZIPCODE/R*

ZIP CODE.....□□□□□

\*P123. In studies like this, households are sometimes grouped according to income. Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members. Is your household income...

*HINCMRNG* \$25,000 or less or ..... 1 (READ SET 1)  
More than \$25,000?.....2 (READ SET 2)

*HINCOME* Was it ...

[SET 1]

\$5,000 or less ..... 1  
\$5,001 to \$10,000.....2  
\$10,001 to \$15,000.....3  
\$15,001 to \$20,000, or.....4  
\$20,001 to \$25,000?.....5

[SET 2]

\$25,001 to \$30,000 ..... 6  
\$30,001 to \$35,000 ..... 7  
\$35,001 to \$40,000 ..... 8  
\$40,001 to \$50,000 ..... 9  
\$50,001 to \$75,000, or..... 10  
Over \$75,000?..... 11

**Go to CLOSE2.**

CLOSE1. Thank you, but we are only asking about children in a specific age range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Those are all the questions I have [about (CHILD)]. [IF YOUTH IS TO BE INTERVIEWED FOLLOWING THE PARENT INTERVIEW: After I finish speaking with you, I would also like to interview (CHILD) independently about (his/her) school experiences.] [Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with].

*INTPRIV* [IF RESPONDENT WAS A YOUTH:] DURING THIS INTERVIEW, EVEN FOR PART OF THE TIME, DO YOU THINK

A PARENT WAS LISTENING ON AN EXTENSION ..... 1  
A PARENT WAS IN THE ROOM LISTENING TO THE  
CHILD'S RESPONSES.....2  
THE CHILD ANSWERED PRIVATELY .....3

**Go to HHSELECT screen to select interviews.**

**APPENDIX B**  
**SCHOOL SAFETY AND DISCIPLINE VARIABLE LIST**



VARIABLE NAME	VARIABLE LABEL	RECORD FORMAT	NUMBER	LENGTH	START COLUMN	END COLUMN
BASPID	UNIQUE RECORD ID	A	1	12	1	12
ENUMID	SUBJECT CHILD'S ID NUMBER	A	1	10	13	22
MAINRSLT	INTERVIEW COMPLETION STATUS	A	1	2	23	24
ENGLSPAN	INTERVIEW CONDUCTED IN ENGLISH/SPANISH?	N	1	1	25	25
PARNYUTH	BOTH PRNT&YOUTH RECORD EXIST F/CHILD	A	1	2	26	27
AGE92	SUBJECT CHILD'S AGE 12/31/92	N	1	2	28	29
SEX	SUBJECT CHILD'S SEX	A	1	2	30	31
ERESPAGE	EXTENDED RESPONDENT'S AGE	N	1	2	32	33
ERESPSEX	EXTENDED RESPONDENT'S SEX	A	1	2	34	35
ERESRELN	EXTENDED RESPONDENT'S RELATION TO CHILD	N	1	1	36	36
EPARTYPE	PARENT'S EXACT RELATIONSHIP TO CHILD	N	1	2	37	38
MOMAGE	MOTHER'S AGE	N	1	2	39	40
MOMTYPE	TYPE OF MOTHER	N	1	2	41	42
DADAGE	FATHER'S AGE	N	1	2	43	44
DADTYPE	TYPE OF FATHER	N	1	2	45	46
AGE1	O/HH MEM - #1'S AGE	N	1	2	47	48
SEX1	O/HH MEM - #1'S SEX	A	1	2	49	50
AGE2	O/HH MEM - #2'S AGE	N	1	3	51	53
SEX2	O/HH MEM - #2'S SEX	A	1	2	54	55
AGE3	O/HH MEM - #3'S AGE	N	1	2	56	57
SEX3	O/HH MEM - #3'S SEX	A	1	2	58	59
AGE4	O/HH MEM - #4'S AGE	N	1	2	60	61
SEX4	O/HH MEM - #4'S SEX	A	1	2	62	63
AGE5	O/HH MEM - #5'S AGE	N	1	2	64	65
SEX5	O/HH MEM - #5'S SEX	A	1	2	66	67
AGE6	O/HH MEM - #6'S AGE	N	1	2	68	69
SEX6	O/HH MEM - #6'S SEX	A	1	2	70	71
AGE7	O/HH MEM - #7'S AGE	N	1	2	72	73
SEX7	O/HH MEM - #7'S SEX	A	1	2	74	75
AGE8	O/HH MEM - #8'S AGE	N	1	2	76	77
SEX8	O/HH MEM - #8'S SEX	A	1	2	78	79
AGE9	O/HH MEM - #9'S AGE	N	1	2	80	81
SEX9	O/HH MEM - #9'S SEX	A	1	2	82	83
DOBMM	P1-MONTH OF BIRTH	N	1	2	84	85
DOBYY	P1-YEAR OF BIRTH	N	1	2	86	87
RACE	P2-SUBJECT CHILD'S RACE	N	1	2	88	89
HISPANIC	P3-SUBJECT CHILD IS OF HISPANIC ORIGIN	N	1	1	90	90
ENROLL	P4-CHILD ATTENDING OR ENROLLED IN SCHOOL	N	1	1	91	91
GRADE	P6-GRADE OR YEAR CHILD IS ATTENDING	A	1	2	92	93
GRADEEQ	P7-GRADE EQUIVALENT FOR UNGRADED/SPEC ED	A	1	2	94	95
MOMHOME	P8-TYPE OF MOTHER LIVING IN HH	N	1	1	96	96
DADHOME	P9-TYPE OF FATHER LIVING IN HH	N	1	1	97	97
SCPUBLIC	P10-PUBLIC OR PRIVATE SCHOOL	N	1	1	98	98
SCASSIGN	P11-ASSIGNED OR CHOSEN SCHOOL	N	1	2	99	100
SCCHURCH	P12-RELIGION-AFFILIATED SCHOOL	N	1	2	101	102
SCREASON	P13-MAIN REASON CHILD ATTENDS THIS SCH	N	1	2	103	104
SCNEIGH	P14-SCHOOL LOCATED IN NEIGHBORHOOD	N	1	1	105	105
SCLOW	P15-LOWEST GRADE AT CHILD'S SCHOOL	A	1	2	106	107
SCHIGH	P16-HIGHEST GRADE AT CHILD'S SCHOOL	A	1	2	108	109
SCFIRST	P17-CHILD'S FIRST YEAR IN THE SCHOOL	N	1	1	110	110
SCSTUD	P18-# OF STUDENTS AT CHILD'S1 SCHOOL	N	1	1	111	111
SCSTUDGR	P18-# OF STUDENTS IN CHILD'S GRADE	N	1	4	112	115
SCSAMETH	P19-PERCENTAGE STUDENTS OF CHILD'S RACE	N	1	1	116	116
SCGENDER	P20-SCHOOL ENROLL BOYS, GIRLS, OR BOTH	N	1	1	117	117
SECHALNG	PY21A-CHILD CHALLENGED AT SCHOOL	N	1	1	118	118
SEENJOY	PY21B-CHILD ENJOYS SCHOOL	N	1	1	119	119
SETEADIS	PY21C-TEACHERS MAINTAIN DISCIPLINE	N	1	1	120	120
SERESPCT	PY21D-STDTS/TCHERS RESPECT EACH OTHER	N	1	1	121	121
SEPRIDIS	PY21E-PRINCIPAL MAINTAINS DISCIPLINE	N	1	1	122	122
SEWORKOK	PY22-FRIENDS THINK OK TO WORK FOR GRADES	N	1	1	123	123
SEBEHVOK	PY23-FRIENDS THINK IT'S OK TO BEHAVE	N	1	1	124	124
SEBEHPUN	PY24-WHY DO FRIENDS BEHAVE	N	1	2	125	126

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
SEMISBEH	P25-MISBEHAVIOR INTERFERED WITH LEARNING	N	1	2	127	128
SSSTEAL	PY26-THINGS STOLEN FROM LOCKERS OR DESKS	N	1	1	129	129
SSSTEWOR	PY27-WORRIED ABOUT THEFT	N	1	2	130	131
SSSTEYOU	PY28-THINGS STOLEN FROM CHILD	N	1	2	132	133
SSFORCE	PY29-THINGS TAKEN BY FORCE OR THREAT	N	1	1	134	134
SSFORSEE	PY30-CHILD SAW THINGS TAKEN BY FORCE	N	1	2	135	136
SSFORWOR	PY31-CHILD WORRIED ABOUT FORCE	N	1	2	137	138
SSFORYOU	PY32-CHILD HAD THINGS TAKEN BY FORCE	N	1	2	139	140
SSFORWHR	PY33-WHERE FORCEFUL EVENT TOOK PLACE	N	1	2	141	142
SSBULLY	PY34-STUDENTS BULLIED	N	1	1	143	143
SSBULSEE	PY35-CHILD SAW BULLYING	N	1	2	144	145
SSBULWOR	PY36-CHILD WORRIED ABOUT BULLYING	N	1	2	146	147
SSBULYOU	PY37-CHILD WAS BULLIED	N	1	2	148	149
SSBULWHR	PY38-WHERE CHILD WAS BULLIED	N	1	2	150	151
SSATTACK	PY39-PHYSICAL ATTACKS TOOK PLACE	N	1	1	152	152
SSATTSEE	PY40-CHILD SAW A PHYSICAL ATTACK	N	1	2	153	154
SSATTWOR	PY41-CHILD WORRIED ABOUT ATTACKS	N	1	2	155	156
SSATTYOU	PY42-CHILD WAS PHYSICALLY ATTACKED	N	1	2	157	158
SSATTWHR	PY43-WHERE PHYSICAL ATTACK HAPPENED	N	1	2	159	160
SSROUTE	Y44A-CHILD TOOK SPECIAL ROUTE TO SCHOOL	N	1	2	161	162
SSPLACES	Y44B-CHILD AVOIDED PLACES IN SCHOOL	N	1	2	163	164
SSPARKNG	Y44C-CHILD AVOIDED PLACES ON SCH GROUNDS	N	1	2	165	166
SSDANCES	Y44D-CHILD AVOIDED SCHOOL EVENTS	N	1	2	167	168
SSGROUP	Y44E-CHILD STAYED IN GROUP AT SCHOOL	N	1	2	169	170
SSSKIP	Y44F-CHILD SKIPPED SCHOOL	N	1	2	171	172
SSINCDNT	P45-INCIDENTS INTERFERED WITH LEARNING	N	1	2	173	174
SSRACIAL	PY46-ANY INCIDENTS RACIALLY MOTIVATED	N	1	2	175	176
SSGANGS	PY47-ANY STUDENTS IN FIGHTING GANGS	N	1	2	177	178
SSGANNUM	PY48-MORE THAN 1 GANG AT CHILD'S SCHOOL	N	1	2	179	180
SSGANYOU	PY49-CHILD BELONGS TO A GANG	N	1	2	181	182
SSGANREL	PY50-ANY INCIDENTS FROM GANG ACTIVITY	N	1	2	183	184
SSWEAYOU	Y51-CHILD BROUGHT WEAPONS TO SCHOOL	N	1	2	185	186
SSGUN	Y52A-CHILD BROUGHT GUN TO SCHOOL	N	1	2	187	188
SSKNIFE	Y52B-CHILD BROUGHT KNIFE TO SCHOOL	N	1	2	189	190
SSBRASS	Y52C-CHILD BROUGHT BRASS KNUCKLES TO SCH	N	1	2	191	192
SSRAZOR	Y52D-CHILD BROUGHT RAZOR BLADE TO SCHOOL	N	1	2	193	194
SSJEWELRY	Y52E-CHILD BROUGHT SPIKED JEWELRY TO SCH	N	1	2	195	196
SSMACE	Y52F-CHILD BROUGHT MACE TO SCHOOL	N	1	2	197	198
SSCHUCKS	Y52G-CHILD BROUGHT NUNCHUCKS TO SCHOOL	N	1	2	199	200
SSSTICK	Y52H-CHILD BROUGHT STICK, CLUB, BAT TO SCH	N	1	2	201	202
SSOTHER	Y52I-CHILD BROUGHT OTHER WEAPON	N	1	2	203	204
SSWEAOTH	PY53-OTHER STUDENTS BRING WEAPONS	N	1	2	205	206
SSTRAVEL	P54A-TOLD CHILD NOT TO GO A CERTAIN WAY	N	1	2	207	208
SSTRANS	P54B-HAD CHILD USE DIFFERENT TRANSPRT	N	1	2	209	210
SSCLOTHE	P54C-TOLD CHLD DON'T WEAR CERTAIN CLOTHE	N	1	2	211	212
SSMONEY	P54D-SET LIMITS ON AMOUNT OF MONEY	N	1	2	213	214
SSTALK	P54E-TALKED ABOUT HOW TO AVOID TROUBLE	N	1	2	215	216
SSGUARDS	PY55A-SCHOOL HAS SECURITY GUARDS	N	1	1	217	217
SSMETAL	PY55B-SCHOOL HAS METAL DETECTORS	N	1	1	218	218
SSLOCKS	PY55C-SCHOOL HAS LOCKED DOORS	N	1	1	219	219
SSVISITR	PY55D-SCHOOL REQUIRES VISITOR SIGN IN	N	1	1	220	220
SSRESTRM	PY55E-LIMIT ON RESTROOM ACCESS	N	1	1	221	221
SSHALSUP	PY55F-TEACHER SUPERVISION IN HALLWAYS	N	1	1	222	222
SSLOCKER	PY55G-SCHOOL HAS REGULAR LOCKER CHECKS	N	1	1	223	223
SSHALPAS	PY55H-HALL PASS REQUIRED TO LEAVE CLASS	N	1	1	224	224
SDPOLICY	P56-SCHOOL HAS WRITTEN DISCIPLINE POLICY	N	1	2	225	226
SDCOPY	P57-RECEIVED COPY OF POLICY	N	1	2	227	228
SDSPANSH	P58-POLICY IN SPANISH	N	1	2	229	230
SDDRUGS	P59-POLICY COVERS DRUGS	N	1	2	231	232
SDKNOWS	Y60A-EVERYONE KNOWS THE SCHOOL RULES	N	1	2	233	234
SDFAIR	Y60B-SCHOOL RULES ARE FAIR	N	1	2	235	236
SDPUNISH	Y60C-PUNISHMENT IS CONSISTENT	N	1	2	237	238

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
SDENFORC	Y60D-SCHOOL RULES ARE STRICTLY ENFORCED	N	1	2	239	240
SDKNOPUN	Y60E-IF RULE IS BROKEN, PUNISHMENT KNOWN	N	1	2	241	242
SDPADDLE	Y60F-STUDENTS SPANKED FOR RULE BREAKING	N	1	2	243	244
TASMOKE	Y61A-FRIENDS THINK SMOKING IS OK	N	1	2	245	246
TADRINK	Y61B-FRIENDS THINK DRINKING IS OK	N	1	2	247	248
TAMARIJ	Y61C-FRIENDS THINK SMOKING MARIJUANA OK	N	1	2	249	250
TADRUGS	Y61D-FRIENDS THINK TAKING DRUGS IS OK	N	1	2	251	252
TAGETCIG	PY62A-HOW EASY TO GET CIGARETTES AT SCH	N	1	2	253	254
TAGETBER	PY62B-HOW EASY TO GET BEER/WINE AT SCH	N	1	2	255	256
TAGETLIQ	PY62C-HOW EASY TO GET LIQUOR AT SCH	N	1	2	257	258
TAGETMAR	PY62D-HOW EASY TO GET MARIJUANA AT SCH	N	1	2	259	260
TAGETDRG	PY62E-HOW EASY TO GET OTHER DRUGS AT SCH	N	1	2	261	262
TADRUNK	PY63-ANY STUDENTS DRUNK AT SCHOOL	N	1	2	263	264
TAHIGH	PY64-ANY STUDENTS HIGH AT SCHOOL	N	1	2	265	266
TADRUGIN	P65-DRUNK/HI STDTS INTERFER W/LEARNING	N	1	2	267	268
TADEAL	PY66-DRUG DEALERS AT SCHOOL	N	1	2	269	270
EDDRUGS	P67-CHILD HAD DRUG ED COURSE THIS YEAR	N	1	2	271	272
EDPART	PY68A-DRUG ED: PART OF REGULAR COURSE	N	1	2	273	274
EDCOURSE	PY68B-DRUG ED: SPECIAL COURSE	N	1	2	275	276
EDDEMO	PY68C-DRUG ED: ASSEMBLIES OR DEMOS	N	1	2	277	278
EDCLUBS	PY68D-DRUG ED: IN OTH ACTIVITIES, CLUBS	N	1	2	279	280
EDMESAGE	Y69-MAIN MESSAGE ABOUT DRINKING	N	1	2	281	282
CCMISSED	P70-DAYS CHILD MISSED LAST 4 WEEKS	N	1	2	283	284
CCREPEAT	P71-HAS CHILD REPEATED ANY GRADES	N	1	2	285	286
CCSUSPND	P72-CHILD EVER SUSPENDED FROM SCHOOL	N	1	2	287	288
CCSUSPYR	P73-SUSPENSION HAPPENED THIS YEAR	N	1	2	289	290
CCEXPPEL	P74-CHILD EVER EXPELLED FROM SCHOOL	N	1	2	291	292
CCTRANS	P75-USUAL TRANSPORT METHOD TO/FROM SCH	N	1	2	293	294
CCSCHL	P77-CHILD IN SCHOOL ACTIVITIES	N	1	2	295	296
CCNOSCHL	P78-CHILD IN OUT-OF-SCH ACTIVITY	N	1	2	297	298
CCSTATUS	P79-HOW CHILD IS DOING IN SCHOOLWORK	N	1	2	299	300
CCSTATAB	P80-WHERE IN MIDDLE OF CLASS STANDING	N	1	2	301	302
FCMOVED	P81-# TIMES CHILD MOVED IN PAST 5 YRS	N	1	2	303	304
FCLIVE	P82-HOME LOCATION INFLUENCED BY SCHOOL	N	1	2	305	306
FCSCHOOL	P83A-SATISFIED WITH SCHOOL	N	1	2	307	308
FCTEACHR	P83B-SATISFIED WITH TEACHERS	N	1	2	309	310
FCSTDS	P83C-SATISFIED WITH ACADEMIC STANDARDS	N	1	2	311	312
FCORDER	P83D-SATISFIED WITH DISCIPLINE	N	1	2	313	314
FCGRADHS	PY84A-THINK CHILD/SELF WILL GRADUATE HS	N	1	1	315	315
FCPOSTHS	PY84B-THINK CHILD/SELF ATTND SCH AFT HS	N	1	1	316	316
FCGRADCO	PY84C-THINK CHILD/SELF TO GRADUATE COLL	N	1	1	317	317
FCACTIVY	PY85-PRNT & CHLD TALKED ABT SCH EVENTS	N	1	2	318	319
FCDRUGS	PY86-PRNT & CHLD TALKED ABOUT DRUGS	N	1	2	320	321
FCTHREAT	PY87-PRNT & CHLD TALKED ABT THREAT/DANGR	N	1	2	322	323
FCCLASS	PY88A-CHLD WORRIED ABT HARM IN CLASSROOM	N	1	2	324	325
FCGROUND	PY88B-CHLD WORRIED ABT HARM AT SCH/GROUN	N	1	2	326	327
FCTRAVEL	PY88C-CHLD WORRIED ABT HARM TO/FROM SCH	N	1	2	328	329
FCMEETNG	P89A-PARENTS ATTENDED GENERAL SCH MEETIN	N	1	2	330	331
FCSPORTS	P89B-PARENTS ATTENDED SCHOOL EVENTS	N	1	2	332	333
FCVOLNTR	P89C-PARENTS ACTED AS VOLUNTEERS AT SCH	N	1	2	334	335
FCSCHLWK	P90-TCHER CONTACTED PARENT ABT SCHWOK	N	1	2	336	337
FCBEHAVE	P91-TCHER CONTACTED PARENT ABT BEHAVIOR	N	1	2	338	339
FCSMOKOK	PY92-PARENTS THINK CHILD SMOKING OK	N	1	2	340	341
FCSMOKAG	PY93-TIME/AGE CHILD SMOKING IS OK	N	1	2	342	343
FCALCOOK	PY94-PARENTS THINK CHILD DRINKING OK	N	1	2	344	345
FCALCOAG	PY95-TIME/AGE CHILD DRINKING IS OK	N	1	2	346	347
CONEIGH	PY96-HOW SAFE IS NEIGHBORHOOD	N	1	1	348	348
COSCHOOL	PY97-HOW SAFE IS SCHOOL VS NEIGHBORHOOD	N	1	1	349	349
PRIVATE	Y98-CHILD WAS INTERVIEWED PRIVATELY	N	1	2	350	351
MOMGRADE	P99-HIGHEST GRADE MOTHER COMPLETED	N	1	2	352	353
MOMDIPL	P100-MOTHER COMPLETED HS DIPLOMA	N	1	2	354	355
MOMWORK	P101-MOTHER WORKED FOR PAY LAST WEEK	N	1	2	356	357

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
MOMLEAVE	P102-MOM ON LEAVE OR VACATION LAST WEEK	N	1	2	358	359
MOMHOURS	P103-HOURS PER WEEK MOTHER WORKS FOR PAY	N	1	2	360	361
MOMLOOK	P104-MOM LOOKING FOR WORK PAST 4 WEEKS	N	1	2	362	363
MOMPUBL	P105A-MOM CHECKED PUBLIC EMPLOY AGENCY	N	1	2	364	365
MOMPRIV	P105B-MOM CHECKED PRIVATE EMPLOY AGENCY	N	1	2	366	367
MOMEMPL	P105C-MOM CHECKED W/EMPLOYER DIRECTLY	N	1	2	368	369
MOMREL	P105D-MOM CHECKED W/FRIENDS/RELATIVES	N	1	2	370	371
MOMANSAD	P105E-MOTHER PLACED OR ANSWERED ADS	N	1	2	372	373
MOMREAD	P105F-MOM READ WANT ADS	N	1	2	374	375
MOMOTHER	P105G-MOM DID OTHER THING TO FIND WORK	N	1	2	376	377
MOMACTY	P106-MOTHER'S MAIN ACTIVITY LAST WEEK	N	1	2	378	379
DADGRADE	P107-HIGHEST GRADE FATHER COMPLETED	N	1	2	380	381
DADDIPL	P108-FATHER COMPLETED A HS DIPLOMA	N	1	2	382	383
DADWORK	P109-FATHER WORKED FOR PAY LAST WEEK	N	1	2	384	385
DADLEAVE	P110-DAD ON LEAVE OR VACATION LAST WEEK	N	1	2	386	387
DADHOURS	P111-HOURS PER WEEK FATHER WORKS FOR PAY	N	1	2	388	389
DADLOOK	P112-DAD LOOKING FOR WORK PAST 4 WEEKS	N	1	2	390	391
DADPUBL	P113A-DAD CHECKED PUBLIC EMPLOY AGENCY	N	1	2	392	393
DADPRIV	P113B-DAD CHECKED PRIVATE EMPLOY AGENCY	N	1	2	394	395
DADEMP	P113C-DAD CHECKED W/EMPLOYER DIRECTLY	N	1	2	396	397
DADREL	P113D-DAD CHECKED W/FRIENDS/RELATIVES	N	1	2	398	399
DADANSAD	P113E-FATHER PLACED OR ANSWERED ADS	N	1	2	400	401
DADREAD	P113F-DAD READ WANT ADS	N	1	2	402	403
DADOTHER	P113G-DAD DID OTHER THING TO FIND WORK	N	1	2	404	405
DADACTY	P114-FATHER'S MAIN ACTIVITY LAST WEEK	N	1	2	406	407
HOWNHOME	P116-OWN, RENT HOME OR SOMETHING ELSE	N	1	1	408	408
HBEDRMS	P117-NUMBER OF BEDROOMS IN HOME	N	1	1	409	409
HINCMRNG	P123-TOTAL HOUSEHOLD INCOME - RANGE	N	1	1	410	410
HINCOME	P123-TOTAL HOUSEHOLD INCOME	N	1	2	411	412
INTPRIV	INTPR-CHILD ANSWERED PRIVATELY	N	1	2	413	414
ALLGRADE	D-CHILD'S ENROLLMENT AND GRADE/EQUIV	A	1	2	415	416
CENREG	D-CENSUS REGION	N	1	1	417	417
DADEMPD	D-FATHER'S WORK STATUS	N	1	2	418	419
DADLABOR	D-FATHER'S LABOR FORCE STATUS	N	1	2	420	421
FEARP	D-PARENT-FEAR OF CRIME AT SCHOOL	N	1	2	422	423
FEARY	D-YOUTH-FEAR OF CRIME AT SCHOOL	N	1	2	424	425
HHDAD	D-FATHER RESIDES IN HH	N	1	2	426	427
HHMOM	D-MOTHER RESIDES IN HH	N	1	2	428	429
HHNONPAR	D-NUMBER OF NON-PARENT HH MEMBERS	N	1	2	430	431
HHPARN1	D-PARENTS IN HOUSEHOLD, GENERAL	N	1	1	432	432
HHTOTAL	D-TOTAL NUMBER OF HOUSEHOLD MEMBERS	N	1	2	433	434
HHUNDER9	D-NUMBER OF CHILDREN 8 YEARS OR YOUNGER	N	1	1	435	435
HHUNDR18	D-NUMBER OF HH MEMBERS UNDER 18	N	1	1	436	436
HH18OVER	D-NUMBER OF HH MEMBERS 18 AND OLDER	N	1	1	437	437
KNOWP	D-PARENT-KNOW OF CRIME AT SCHOOL	N	1	2	438	439
KNOWY	D-YOUTH-KNOW OF CRIME AT SCHOOL	N	1	2	440	441
MOMEMPLD	D-MOTHER'S WORK STATUS	N	1	2	442	443
MOMLABOR	D-MOTHER'S LABOR FORCE STATUS	N	1	2	444	445
PARENT	D-NUMBER & TYPE OF PARENTS IN HOUSEHOLD	N	1	1	446	446
PARGRADE	D-HIGHEST LEVEL OF PARENTAL EDUCATION	N	1	1	447	447
RACECOMP	D-STUDENT RACE/ETHNICITY & SCH COMPOSTN	N	1	1	448	448
RACEETHN	D-RACE-ETHNICITY	N	1	1	449	449
SCHLGRAD	D-GRADE ORGANIZATION OF SCHOOL	N	1	1	451	451
SCHLTYPE	D-TYPE OF SCHOOL CHILD ATTENDS	N	1	1	452	452
SCNUMSTU	D-ESTIMATED NUMBER STDTs IN CHILD'S SCH	N	1	1	453	453
VICTIMP	D-PARENT-VICTIMIZATION AT SCHOOL	N	1	2	454	455
VICTIMY	D-YOUTH-VICTIMIZATION AT SCHOOL	N	1	2	456	457
WITNESSP	D-PARENT-WITNESS CRIME AT SCHOOL	N	1	2	458	459
WITNESSY	D-YOUTH-WITNESS CRIME AT SCHOOL	N	1	2	460	461
ZIP18PO2	D-PERCENT < 18 BELOW POVERTY LINE	A	1	1	462	462
ZIPBLHI2	D-PERCENT WHO ARE BLACK OR HISPANIC	A	1	1	463	463
ZIPURBAN	D-LIVE INSIDE, OUTSIDE URBANIZED AREA	A	1	1	464	464

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
FWGT0	FINAL RAKED WEIGHT	N	1	10.3	465	474
PFWGT0	PARENT WEIGHT FOR EMANCIPATED YOUTH	N	1	10.3	475	484
RECNUM	RECORD NUMBER	N	1	1	1024	1024
BAS MID	UNIQUE RECORD ID	A	2	12	1	12
ENUMID	SUBJECT CHILD'S ID NUMBER	A	2	10	13	22
FWGT1	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	25	34
FWGT2	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	35	44
FWGT3	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	45	54
FWGT4	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	55	64
FWGT5	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	65	74
FWGT6	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	75	84
FWGT7	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	85	94
FWGT8	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	95	104
FWGT9	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	105	114
FWGT10	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	115	124
FWGT11	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	125	134
FWGT12	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	135	144
FWGT13	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	145	154
FWGT14	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	155	164
FWGT15	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	165	174
FWGT16	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	175	184
FWGT17	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	185	194
FWGT18	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	195	204
FWGT19	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	205	214
FWGT20	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	215	224
FWGT21	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	225	234
FWGT22	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	235	244
FWGT23	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	245	254
FWGT24	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	255	264
FWGT25	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	265	274
FWGT26	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	275	284
FWGT27	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	285	294
FWGT28	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	295	304
FWGT29	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	305	314
FWGT30	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	315	324
FWGT31	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	325	334
FWGT32	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	335	344
FWGT33	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	345	354
FWGT34	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	355	364
FWGT35	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	365	374
FWGT36	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	375	384
FWGT37	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	385	394
FWGT38	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	395	404
FWGT39	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	405	414
FWGT40	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	415	424
FWGT41	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	425	434
FWGT42	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	435	444
FWGT43	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	445	454
FWGT44	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	455	464
FWGT45	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	465	474
FWGT46	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	475	484
FWGT47	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	485	494
FWGT48	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	495	504
FWGT49	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	505	514
FWGT50	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	515	524
FWGT51	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	525	534
FWGT52	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	535	544
FWGT53	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	545	554
FWGT54	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	555	564
FWGT55	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	565	574
FWGT56	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	575	584
FWGT57	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	585	594

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
FWGT58	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	595	604
FWGT59	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	605	614
FWGT60	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	615	624
PSU	FOR USE IN TAYLOR SERIES VARIANCE	N	2	1	626	626
STRATUM	FOR USE IN TAYLOR SERIES VARIANCE	N	2	2	627	628
DOBMF	IMPUTATION FLAG	A	2	1	629	629
DOBYF	IMPUTATION FLAG	A	2	1	630	630
RACF	IMPUTATION FLAG	A	2	1	631	631
HISPANIF	IMPUTATION FLAG	A	2	1	632	632
GRADEEF	IMPUTATION FLAG	A	2	1	633	633
MOMHOMF	IMPUTATION FLAG	A	2	1	634	634
DADHOMF	IMPUTATION FLAG	A	2	1	635	635
SCPUBLIF	IMPUTATION FLAG	A	2	1	636	636
SCASSIGF	IMPUTATION FLAG	A	2	1	637	637
SCREASOF	IMPUTATION FLAG	A	2	1	638	638
SCNEIGF	IMPUTATION FLAG	A	2	1	639	639
SCLOF	IMPUTATION FLAG	A	2	1	640	640
SCHIGF	IMPUTATION FLAG	A	2	1	641	641
SCFIRSF	IMPUTATION FLAG	A	2	1	642	642
SCSTUF	IMPUTATION FLAG	A	2	1	643	643
SCSTUDGF	IMPUTATION FLAG	A	2	1	644	644
SCSAMETF	IMPUTATION FLAG	A	2	1	645	645
SCGENDEF	IMPUTATION FLAG	A	2	1	646	646
SECHALNF	IMPUTATION FLAG	A	2	1	647	647
SEENJOF	IMPUTATION FLAG	A	2	1	648	648
SETEADIF	IMPUTATION FLAG	A	2	1	649	649
SERESPCF	IMPUTATION FLAG	A	2	1	650	650
SEPRIDIF	IMPUTATION FLAG	A	2	1	651	651
SEWORKOF	IMPUTATION FLAG	A	2	1	652	652
SEBEHVOF	IMPUTATION FLAG	A	2	1	653	653
SEBEHPUF	IMPUTATION FLAG	A	2	1	654	654
SEMISBEF	IMPUTATION FLAG	A	2	1	655	655
SSSTEAF	IMPUTATION FLAG	A	2	1	656	656
SSSTEWOF	IMPUTATION FLAG	A	2	1	657	657
SSSTEYOF	IMPUTATION FLAG	A	2	1	658	658
SSFORCF	IMPUTATION FLAG	A	2	1	659	659
SSFORSEF	IMPUTATION FLAG	A	2	1	660	660
SSFORWOF	IMPUTATION FLAG	A	2	1	661	661
SSFORYOF	IMPUTATION FLAG	A	2	1	662	662
SSFORWHF	IMPUTATION FLAG	A	2	1	663	663
SSBULLF	IMPUTATION FLAG	A	2	1	664	664
SSBULSEF	IMPUTATION FLAG	A	2	1	665	665
SSBULWOF	IMPUTATION FLAG	A	2	1	666	666
SSBULYOF	IMPUTATION FLAG	A	2	1	667	667
SSBULWHF	IMPUTATION FLAG	A	2	1	668	668
SSATTACF	IMPUTATION FLAG	A	2	1	669	669
SSATTSEF	IMPUTATION FLAG	A	2	1	670	670
SSATTWOF	IMPUTATION FLAG	A	2	1	671	671
SSATTYOF	IMPUTATION FLAG	A	2	1	672	672
SSATTWHF	IMPUTATION FLAG	A	2	1	673	673
SSROUTF	IMPUTATION FLAG	A	2	1	674	674
SSPARKNF	IMPUTATION FLAG	A	2	1	675	675
SSDANCEF	IMPUTATION FLAG	A	2	1	676	676
SSGROUF	IMPUTATION FLAG	A	2	1	677	677
SSINCDNF	IMPUTATION FLAG	A	2	1	678	678
SSRACIAF	IMPUTATION FLAG	A	2	1	679	679
SSGANGF	IMPUTATION FLAG	A	2	1	680	680
SSGANNUF	IMPUTATION FLAG	A	2	1	681	681
SSGANYOF	IMPUTATION FLAG	A	2	1	682	682
SSGANREF	IMPUTATION FLAG	A	2	1	683	683
SSWEAYOF	IMPUTATION FLAG	A	2	1	684	684
SSOTHEF	IMPUTATION FLAG	A	2	1	685	685

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
SSWEAOTF	IMPUTATION FLAG	A	2	1	686	686
SSTRAVEF	IMPUTATION FLAG	A	2	1	687	687
SSTRANF	IMPUTATION FLAG	A	2	1	688	688
SSCLOTHF	IMPUTATION FLAG	A	2	1	689	689
SSMONEF	IMPUTATION FLAG	A	2	1	690	690
SSTALF	IMPUTATION FLAG	A	2	1	691	691
SSGUARDF	IMPUTATION FLAG	A	2	1	692	692
SSMETAF	IMPUTATION FLAG	A	2	1	693	693
SSLOCKF	IMPUTATION FLAG	A	2	1	694	694
SSVISITF	IMPUTATION FLAG	A	2	1	695	695
SSRESTRF	IMPUTATION FLAG	A	2	1	696	696
SSHALSUF	IMPUTATION FLAG	A	2	1	697	697
SSLOCKEF	IMPUTATION FLAG	A	2	1	698	698
SSHALPAF	IMPUTATION FLAG	A	2	1	699	699
SDPOLICF	IMPUTATION FLAG	A	2	1	700	700
SDCOPF	IMPUTATION FLAG	A	2	1	701	701
SDSPANSF	IMPUTATION FLAG	A	2	1	702	702
SDDRUGF	IMPUTATION FLAG	A	2	1	703	703
SDKNOWF	IMPUTATION FLAG	A	2	1	704	704
SDFAI F	IMPUTATION FLAG	A	2	1	705	705
SDPUNISF	IMPUTATION FLAG	A	2	1	706	706
SDENFORF	IMPUTATION FLAG	A	2	1	707	707
SDKNOPUF	IMPUTATION FLAG	A	2	1	708	708
SDPADDLF	IMPUTATION FLAG	A	2	1	709	709
TASMOKF	IMPUTATION FLAG	A	2	1	710	710
TADRINF	IMPUTATION FLAG	A	2	1	711	711
TAMARIF	IMPUTATION FLAG	A	2	1	712	712
TADRUGF	IMPUTATION FLAG	A	2	1	713	713
TAGETCIF	IMPUTATION FLAG	A	2	1	714	714
TAGETBEF	IMPUTATION FLAG	A	2	1	715	715
TAGETLIF	IMPUTATION FLAG	A	2	1	716	716
TAGETMAF	IMPUTATION FLAG	A	2	1	717	717
TAGETDRF	IMPUTATION FLAG	A	2	1	718	718
TADRUNF	IMPUTATION FLAG	A	2	1	719	719
TAHIGF	IMPUTATION FLAG	A	2	1	720	720
TADRUGIF	IMPUTATION FLAG	A	2	1	721	721
TADEAF	IMPUTATION FLAG	A	2	1	722	722
EDDRUGF	IMPUTATION FLAG	A	2	1	723	723
EDPARF	IMPUTATION FLAG	A	2	1	724	724
EDCOURSEF	IMPUTATION FLAG	A	2	1	725	725
EDDEMF	IMPUTATION FLAG	A	2	1	726	726
EDCLUBF	IMPUTATION FLAG	A	2	1	727	727
EDMESAGF	IMPUTATION FLAG	A	2	1	728	728
CCMISSEF	IMPUTATION FLAG	A	2	1	729	729
CCREPEAF	IMPUTATION FLAG	A	2	1	730	730
CCSUSPNF	IMPUTATION FLAG	A	2	1	731	731
CCSUSPYF	IMPUTATION FLAG	A	2	1	732	732
CCEXPEF	IMPUTATION FLAG	A	2	1	733	733
CCTRANF	IMPUTATION FLAG	A	2	1	734	734
CCSCHF	IMPUTATION FLAG	A	2	1	735	735
CCNOSCHF	IMPUTATION FLAG	A	2	1	736	736
CCSTATUF	IMPUTATION FLAG	A	2	1	737	737
CCSTATAF	IMPUTATION FLAG	A	2	1	738	738
FCMOVEF	IMPUTATION FLAG	A	2	1	739	739
FCLIVF	IMPUTATION FLAG	A	2	1	740	740
FCSCHOOF	IMPUTATION FLAG	A	2	1	741	741
FCTEACHF	IMPUTATION FLAG	A	2	1	742	742
FCSTDF	IMPUTATION FLAG	A	2	1	743	743
FCORDEF	IMPUTATION FLAG	A	2	1	744	744
FCGRADHF	IMPUTATION FLAG	A	2	1	745	745
FCPOSTHF	IMPUTATION FLAG	A	2	1	746	746
FCGRADCF	IMPUTATION FLAG	A	2	1	747	747

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
FCACTIVF	IMPUTATION FLAG	A	2	1	748	748
FCDRUGF	IMPUTATION FLAG	A	2	1	749	749
FCTHREAF	IMPUTATION FLAG	A	2	1	750	750
FCCLASF	IMPUTATION FLAG	A	2	1	751	751
FCGROUNF	IMPUTATION FLAG	A	2	1	752	752
FCTRAVEF	IMPUTATION FLAG	A	2	1	753	753
FCMEETNF	IMPUTATION FLAG	A	2	1	754	754
FCSPORTF	IMPUTATION FLAG	A	2	1	755	755
FCVOLNTF	IMPUTATION FLAG	A	2	1	756	756
FCSCHLWF	IMPUTATION FLAG	A	2	1	757	757
FCBEHAVF	IMPUTATION FLAG	A	2	1	758	758
FCSMOKOF	IMPUTATION FLAG	A	2	1	759	759
FCSMOKAF	IMPUTATION FLAG	A	2	1	760	760
FCALCOOF	IMPUTATION FLAG	A	2	1	761	761
FCALCOAF	IMPUTATION FLAG	A	2	1	762	762
CONEIGF	IMPUTATION FLAG	A	2	1	763	763
COSCHOOF	IMPUTATION FLAG	A	2	1	764	764
PRIVATF	IMPUTATION FLAG	A	2	1	765	765
MOMGRADF	IMPUTATION FLAG	A	2	1	766	766
MOMDIPF	IMPUTATION FLAG	A	2	1	767	767
MOMWORF	IMPUTATION FLAG	A	2	1	768	768
MOMLEAVF	IMPUTATION FLAG	A	2	1	769	769
MOMHOURF	IMPUTATION FLAG	A	2	1	770	770
MOMLOOF	IMPUTATION FLAG	A	2	1	771	771
MOMPUBF	IMPUTATION FLAG	A	2	1	772	772
MOMPRIF	IMPUTATION FLAG	A	2	1	773	773
MOMEMPF	IMPUTATION FLAG	A	2	1	774	774
MOMREF	IMPUTATION FLAG	A	2	1	775	775
MOMANSAF	IMPUTATION FLAG	A	2	1	776	776
MOMREAF	IMPUTATION FLAG	A	2	1	777	777
MOMOTHEF	IMPUTATION FLAG	A	2	1	778	778
MOMACTF	IMPUTATION FLAG	A	2	1	779	779
DADGRADF	IMPUTATION FLAG	A	2	1	780	780
DADDIPF	IMPUTATION FLAG	A	2	1	781	781
DADWORF	IMPUTATION FLAG	A	2	1	782	782
DADLEAVF	IMPUTATION FLAG	A	2	1	783	783
DADHOURF	IMPUTATION FLAG	A	2	1	784	784
DADLOOF	IMPUTATION FLAG	A	2	1	785	785
DADPUBF	IMPUTATION FLAG	A	2	1	786	786
DADPRIF	IMPUTATION FLAG	A	2	1	787	787
DADEMPF	IMPUTATION FLAG	A	2	1	788	788
DADREF	IMPUTATION FLAG	A	2	1	789	789
DADANSAF	IMPUTATION FLAG	A	2	1	790	790
DADREAF	IMPUTATION FLAG	A	2	1	791	791
DADOTHEF	IMPUTATION FLAG	A	2	1	792	792
DADACTF	IMPUTATION FLAG	A	2	1	793	793
HOWNHOMF	IMPUTATION FLAG	A	2	1	794	794
HBEDRMF	IMPUTATION FLAG	A	2	1	795	795
HINCMRNF	IMPUTATION FLAG	A	2	1	796	796
HINCOMF	IMPUTATION FLAG	A	2	1	797	797
INTPRIF	IMPUTATION FLAG	A	2	1	798	798
ZIPF	IMPUTATION FLAG	A	2	1	799	799
RECNUM	RECORD NUMBER	N	2	1	1024	1024
BASMID	UNIQUE RECORD ID	A	3	12	1	12
ENUMID	SUBJECT CHILD'S ID NUMBER	A	3	10	13	22
PFWGT1	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	25	34
PFWGT2	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	35	44
PFWGT3	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	45	54
PFWGT4	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	55	64
PFWGT5	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	65	74
PFWGT6	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	75	84
PFWGT7	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	85	94

VARIABLE NAME	VARIABLE LABEL	RECORD			START	END
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
PFWGT8	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	95	104
PFWGT9	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	105	114
PFWGT10	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	115	124
PFWGT11	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	125	134
PFWGT12	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	135	144
PFWGT13	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	145	154
PFWGT14	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	155	164
PFWGT15	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	165	174
PFWGT16	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	175	184
PFWGT17	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	185	194
PFWGT18	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	195	204
PFWGT19	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	205	214
PFWGT20	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	215	224
PFWGT21	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	225	234
PFWGT22	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	235	244
PFWGT23	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	245	254
PFWGT24	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	255	264
PFWGT25	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	265	274
PFWGT26	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	275	284
PFWGT27	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	285	294
PFWGT28	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	295	304
PFWGT29	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	305	314
PFWGT30	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	315	324
PFWGT31	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	325	334
PFWGT32	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	335	344
PFWGT33	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	345	354
PFWGT34	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	355	364
PFWGT35	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	365	374
PFWGT36	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	375	384
PFWGT37	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	385	394
PFWGT38	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	395	404
PFWGT39	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	405	414
PFWGT40	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	415	424
PFWGT41	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	425	434
PFWGT42	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	435	444
PFWGT43	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	445	454
PFWGT44	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	455	464
PFWGT45	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	465	474
PFWGT46	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	475	484
PFWGT47	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	485	494
PFWGT48	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	495	504
PFWGT49	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	505	514
PFWGT50	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	515	524
PFWGT51	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	525	534
PFWGT52	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	535	544
PFWGT53	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	545	554
PFWGT54	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	555	564
PFWGT55	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	565	574
PFWGT56	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	575	584
PFWGT57	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	585	594
PFWGT58	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	595	604
PFWGT59	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	605	614
PFWGT60	REPLICATE WEIGHT FOR PFWGT0	N	3	10.3	615	624
RECNUM	RECORD NUMBER	N	3	1	1024	1024



**APPENDIX C**  
**GUIDELINES FOR USING SAS AND SPSS-X**



## GUIDELINES FOR USING SAS AND SPSS-X

The files provided on the public release tape include the flat data files, SAS system files, SAS input statement files, and VALUE statements for PROC FORMAT. The data files are in SAS system format created using SAS release 6.07. These files contain the questionnaire variables, flag variables, derived variables, weight variables, and labels associated with each variable.

### Using SAS System Files

**Mainframe users:** Because of the large size of the data files (72.7 megabytes), SAS users should use the '(KEEP=...)' or '(DROP=...)' options in the 'SET...;' and/or 'DATA...;' or 'PROC...;' statements when creating temporary working data sets. This will minimize space usage and maximize processing efficiency. Also, SAS mainframe users may want to override the default work space and memory allocation when working with large data files. Increasing the REGION value in the options of the //EXEC SAS statement of the JCL will override the default memory allocation. The //LIBRARY DD can be used to increase the capacity of the format library, if the user includes the large number of VALUE statements in the PROC FORMAT statement. The //WORK DD statement can be used to increase the work space. The //WORK DD statement should be placed just after the //EXEC SAS or the //LIBRARY DD statement, as shown in the following example:

```
//EXEC          SAS,REGION=2048K
//LIBRARY      DD SPACE=(TRK,(50,50,60))
//WORK         DD UNIT=SYSDA,SPACE=(24322,(1850,1000),,,ROUND)
//IN1         DD DSN=SAFEDISP.SASFILE,DISP=SHR
//SYSIN       DD *
```

```
PROC FORMAT;
VALUE YESNO
```

```
-1 = 'INAPPLICABLE'
 1 = 'YES'
 2 = 'NO';
```

```
VALUE PUBLIC
```

```
-1 = '-1 inapplicable'
 1 = '1 public'
 2 = '2 private'
```

```
PROC FREQ DATA=IN1.SAFEDISP(KEEP=SCNEIGH SCPUBLIC);
FORMAT
```

```
SCNEIGH YESNO.
SCPUBLIC PUBLIC.;
```

```
TABLES SCNEIGH*SCPUBLIC;
TITLE 'SCHOOL LOCATION BY TYPE OF SCHOOL';
```

The user should include in the PROC FORMAT only those VALUE statements for the variables that are needed for specific analysis. Once the PROC FORMAT has been established, users can include the FORMAT...; statements in any SAS data step or procedures.

**PC-SAS Application Users:** PC-SAS users should do the same procedures as outlined above and replace the first five lines of code with LIBNAME IN1 'C:\[SUBDIRECTORY]';.

The guidelines mentioned here are general suggestions. Each specific computer site will have its own set of guidelines and suggestions. The user should contact the technical assistance persons for the specific site to utilize the system most efficiently.

### **Using SPSS-X System Files**

SPSS-X system files may be created and used on most computer sites. SPSS-X control statements to read in the raw data file and create an SPSS-X system file, and the variable label and value label statements are included on the public release tape. Some of the guidelines mentioned above for SAS can also be applied to SPSS-X, such as keeping only the variables needed for the specific analysis and using the //WORK DD... statement to increase the work space. Users should contact the technical assistance persons for the specific site to obtain the information necessary to utilize SPSS-X most efficiently.

**APPENDIX D**

**SAS CODE FOR DERIVED VARIABLES**



```
LIBNAME LIBRARY 'D66:[NHES93.FILES]';
```

```
PROC FORMAT LIBRARY=LIBRARY;
```

```
VALUE $ALLGRAD  
'0' = '0 NOT ENROLLED'  
'N' = 'N NURS/PREK/HDST'  
'T' = 'T TRANS KIND'  
'K' = 'K KINDERGARTEN'  
'P' = 'P PRE/TRANS FRST'  
'1' = '1 1ST GRD/EQUIV'  
'2' = '2 2ND GRD/EQUIV'  
'3' = '3 3RD GRD/EQUIV'  
'4' = '4 4TH GRD/EQUIV'  
'5' = '5 5TH GRD/EQUIV'  
'6' = '6 6TH GRD/EQUIV'  
'7' = '7 7TH GRD/EQUIV'  
'8' = '8 8TH GRD/EQUIV'  
'9' = '9 9TH GRD/EQUIV'  
'10' = '10 10TH GR/EQUIV'  
'11' = '11 11TH GR/EQUIV'  
'12' = '12 12TH GR/EQUIV'  
'U' = 'U UNGRD/N-EQUIV';
```

```
VALUE DAEMPLD  
-1 = '-1 NO DAD IN HH'  
1 = ' 1 >= 35 HRS P/WK'  
2 = ' 2 < 35 HRS P/WK'  
3 = ' 3 LOOKING F/WORK'  
4 = ' 4 N/LABOR FORCE';
```

```
VALUE DADLABOR  
-1 = '-1 NO DAD IN HH'  
1 = ' 1 WORKING F/PAY'  
2 = ' 2 UNEMPL/LOOKNG'  
3 = ' 3 KEEPING HOUSE'  
4 = ' 4 GOING TO SCHL'  
5 = ' 5 RET/UNABL T/WK'  
6 = ' 6 OTHER';
```

```
VALUE FEAR1t  
1 = '1 N/FEAR OF CRIME'  
2 = '2 THEFT ONLY'  
3 = '3 ROBBERY ONLY'  
4 = '4 BULLYING ONLY'  
5 = '5 ASSAULT ONLY'  
6 = '6 2orMORE TYPES';
```

```
VALUE SHHPARN  
1 = '1 MOTHER&FATHER'  
2 = '2 MOTHER ONLY'  
3 = '3 FATHER ONLY'  
4 = '4 NPAR G/NO PRNT';
```

---

The variables FEARP and FEARY were derived using the same code. Each was put on the appropriate record by selecting on MAINRSLT. Therefore, the code given here does not show the suffix P or Y. This also applies to KNOWP and KNOWY, VICTIMP and VICTIMY, and WITNESSP and WITNESSY.

VALUE KNOW  
 1 = '1 NO CRIME KNOWN'  
 2 = '2 THEFT ONLY'  
 3 = '3 ROBBERY ONLY'  
 4 = '4 BULLYING ONLY'  
 5 = '5 ASSAULT ONLY'  
 6 = '6 2orMORE TYPES';

VALUE MOMEMPLD  
 -1 = '-1 NO MOM IN HH'  
 1 = ' 1 >= 35 HRS P/WK'  
 2 = ' 2 < 35 HRS P/WK'  
 3 = ' 3 LOOKING F/WORK'  
 4 = ' 4 N/LABOR FORCE';

VALUE MOMLABOR  
 -1 = '-1 NO MOM IN HH'  
 1 = ' 1 WORKING F/PAY'  
 2 = ' 2 UNEMPL/LOOKNG'  
 3 = ' 3 KEEPING HOUSE'  
 4 = ' 4 GOING TO SCHL'  
 5 = ' 5 RET/UNABL T/WK'  
 6 = ' 6 OTHER';

VALUE PARENT  
 1 = '1 MOTHER&FATHER'  
 2 = '2 MOM&ST/FOS DAD'  
 3 = '3 MOTHER ONLY'  
 4 = '4 DAD&ST/FOS MOM'  
 5 = '5 FATHER ONLY'  
 6 = '6 STP/F0S PRNTS'  
 7 = '7 STP/FOSMOM ONLY'  
 8 = '8 STP/FOSDAD ONLY'  
 9 = '9 NPAR G/NO PRNT';

VALUE PARGRADE  
 0 = ' 0 NO PAR IN HH'  
 1 = ' 1 < HIGH SCHL'  
 2 = ' 2 HS GRAD/EQUIV'  
 3 = ' 3 VOC/TEC/SM COL'  
 4 = ' 4 COLLEGE GRAD'  
 5 = ' 5 GRAD/PROF SCHL';

VALUE RACECOMP  
 1 = '1 WHT-WHT SCH'  
 2 = '2 WHT-MIXD SCH'  
 3 = '3 WHT-NONWHT SCH'  
 4 = '4 BLK-BLK SCH'  
 5 = '5 BLK-MIXD SCH'  
 6 = '6 BLK-NONBLK SCH'  
 7 = '7 HISP-HISP SCH'  
 8 = '8 HISP-OTHR SCH'  
 9 = '9 OTHER';

VALUE RACEETHN  
 1 = '1 WHITE/NONHISP'  
 2 = '2 BLACK/NONHISP'  
 3 = '3 HISPANIC'  
 4 = '4 ALL O/RACES';

VALUE SCHLGRAD  
 1 = '1 ELEMENTARY SCHOOL'  
 2 = '2 MIDDLE/JUNIOR HI'  
 3 = '3 HIGH SCHOOL'  
 4 = '4 COMBINED';

```

VALUE SCHLTYPE
-1 = '-1 NOT PRIM STUD'
 1 = ' 1 PUBLIC-ASSGN'
 2 = ' 2 PUBLIC-CHOSEN'
 3 = ' 3 PRIV/REL AFFL'
 4 = ' 4 PRIV/NREL AFFL';

```

```

VALUE SCNUMSTU
 1 = '1 UNDER 300'
 2 = '2 300 - 599'
 3 = '3 600 - 999'
 4 = '4 1,000 or MORE';

```

```

VALUE VICTIM
 1 = '1 N/VICTIMIZATN'
 2 = '2 THEFT ONLY'
 3 = '3 ROBBERY ONLY'
 4 = '4 BULLYING ONLY'
 5 = '5 ASSAULT ONLY'
 6 = '6 2orMORE TYPES';

```

```

VALUE WITNESS
 1 = '1 N/CRIME WITNSD'
 2 = '2 ROBBERY ONLY'
 3 = '3 BULLYING ONLY'
 4 = '4 ASSAULT ONLY'
 5 = '5 2orMORE TYPES';

```

```
RUN;
```

```

DATA C1 C2 CE
CY(DROP=SCHLTYPE POSITION SCNUMSTU SCHLGRAD STUGRADE
HIGHRANK PARINVOL RACECOMP
TC1(KEEP=ENUMID SCHLTYPE POSITION SCNUMSTU SCHLGRAD
STUGRADE HIGHRANK PARINVOL RACECOMP

```

```
;
```

```

SET LIBRARY.SAFEDISP;
LENGTH ALLGRADE $ 2;
LENGTH SCHGRADE STUGRADE $2;

```

```
/*-- ALLGRADE --*/
```

```

IF GRADE = '-1' & GRADEEQ = '-1' THEN ALLGRADE = '0';
ELSE IF (GRADE = 'N' | GRADE = 'T' | GRADE = 'K' | GRADE = 'P' |
GRADE = '1' | GRADE = '2' | GRADE = '3' | GRADE = '4' |
GRADE = '5' | GRADE = '6' | GRADE = '7' | GRADE = '8' |
GRADE = '9' | GRADE = '10' | GRADE = '11' |
GRADE = '12') THEN ALLGRADE = GRADE;
ELSE IF ((GRADE = '13' | GRADE = '14') & GRADEEQ ^= ' ')
THEN ALLGRADE = GRADEEQ;
ELSE IF ((GRADE = '13' | GRADE = '14') &
(GRADEEQ = '13' | GRADEEQ = ' '))
THEN ALLGRADE = 'U';
ELSE ALLGRADE = '-1';

```

```

/*-- DADEMPLD --*/
IF ((DADWORK = 1 | (DADWORK = 2 & DADLEAVE = 1)) & DADHOURS GE 35)
    THEN DADEMPLD = 1;
ELSE IF ((DADWORK=1 | (DADWORK=2 & DADLEAVE=1)) & DADHOURS < 35)
    THEN DADEMPLD = 2;
ELSE IF (DADWORK = 2 & DADLEAVE = 2 & (DADLOOK=1 &(DADPUBL=1 |
    DADPRIV = 1 | DADEMPL = 1 | DADREL = 1 | DADANSAD=1)))
    THEN DADEMPLD = 3;
ELSE IF DADWORK = -1 THEN DADEMPLD = -1;
ELSE DADEMPLD = 4;

/*-- DADLABOR --*/
IF (DADWORK = 1 | (DADWORK = 2 & DADLEAVE = 1)) THEN DADLABOR = 1;
ELSE IF (DADWORK = 2 & DADLEAVE = 2 & DADLOOK = 1 & (DADPUBL = 1 |
    DADPRIV = 1 | DADEMPL = 1 | DADREL = 1 | DADANSAD = 1))
    THEN DADLABOR = 2;
ELSE IF DADACTY = 1 THEN DADLABOR = 3;
ELSE IF DADACTY = 2 THEN DADLABOR = 4;
ELSE IF DADACTY = 3 | DADACTY = 4 THEN DADLABOR = 5;
ELSE IF DADWORK = -1 | DADACTY = -1 THEN DADLABOR = -1;
ELSE DADLABOR = 6;

/*-- FEAR --*/
IF ((SSSTEWOR=2 | SSSTEWOR=8 | SSSTEWOR = -1) &
    (SSFORWOR=2 | SSFORWOR=8 | SSFORWOR = -1) &
    (SSBULWOR=2 | SSBULWOR=8 | SSBULWOR = -1) &
    (SSATTWOR=2 | SSATTWOR=8 | SSATTWOR = -1))
    THEN FEAR = 1;
ELSE IF (SSSTEWOR = 1 &
    (SSFORWOR=2 | SSFORWOR=8 | SSFORWOR = -1) &
    (SSBULWOR=2 | SSBULWOR=8 | SSBULWOR = -1) &
    (SSATTWOR=2 | SSATTWOR=8 | SSATTWOR = -1))
    THEN FEAR = 2;
ELSE IF ((SSSTEWOR=2 | SSSTEWOR=8 | SSSTEWOR = -1) &
    SSFORWOR = 1 &
    (SSBULWOR=2 | SSBULWOR=8 | SSBULWOR = -1) &
    (SSATTWOR=2 | SSATTWOR=8 | SSATTWOR = -1))
    THEN FEAR = 3;
ELSE IF ((SSSTEWOR=2 | SSSTEWOR=8 | SSSTEWOR = -1) &
    (SSFORWOR=2 | SSFORWOR=8 | SSFORWOR = -1) &
    SSBULWOR = 1 &
    (SSATTWOR=2 | SSATTWOR=8 | SSATTWOR = -1))
    THEN FEAR = 4;
ELSE IF ((SSSTEWOR=2 | SSSTEWOR=8 | SSSTEWOR = -1) &
    (SSFORWOR=2 | SSFORWOR=8 | SSFORWOR = -1) &
    (SSBULWOR=2 | SSBULWOR=8 | SSBULWOR = -1) &
    SSATTWOR = 1) THEN FEAR = 5;
ELSE FEAR = 6;

/*-- HHPARN1 --*/
IF HHMOM = 1 & HHDAD = 1 THEN HHPARN1 = 1;
ELSE IF HHMOM = 1 & HHDAD = -1 THEN HHPARN1 = 2;
ELSE IF HHMOM = -1 & HHDAD = 1 THEN HHPARN1 = 3;
ELSE HHPARN1 = 4;

```

```

/*-- KNOW --*/
IF (SSSTEAL = -1 & SSFORCE = -1 & SSBULLY = -1 & SSATTACK = -1)
  THEN KNOW = -1;
ELSE IF ((SSSTEAL = 2 | SSSTEAL = 8 | SSSTEAL = -1) &
  (SSFORCE = 2 | SSFORCE = 8 | SSFORCE = -1) &
  (SSBULLY = 2 | SSBULLY = 8 | SSBULLY = -1) &
  (SSATTACK = 2 | SSATTACK = 8 | SSATTACK = -1))
  THEN KNOW = 1;
ELSE IF (SSSTEAL = 1 &
  (SSFORCE = 2 | SSFORCE = 8 | SSFORCE = -1) &
  (SSBULLY = 2 | SSBULLY = 8 | SSBULLY = -1) &
  (SSATTACK = 2 | SSATTACK = 8 | SSATTACK = -1))
  THEN KNOW = 2;
ELSE IF ((SSSTEAL = 2 | SSSTEAL = 8 | SSSTEAL = -1) &
  SSFORCE = 1 &
  (SSBULLY = 2 | SSBULLY = 8 | SSBULLY = -1) &
  (SSATTACK = 2 | SSATTACK = 8 | SSATTACK = -1))
  THEN KNOW = 3;
ELSE IF ((SSSTEAL = 2 | SSSTEAL = 8 | SSSTEAL = -1) &
  (SSFORCE = 2 | SSFORCE = 8 | SSFORCE = -1) &
  SSBULLY = 1 &
  (SSATTACK = 2 | SSATTACK = 8 | SSATTACK = -1))
  THEN KNOW = 4;
ELSE IF ((SSSTEAL = 2 | SSSTEAL = 8 | SSSTEAL = -1) &
  (SSFORCE = 2 | SSFORCE = 8 | SSFORCE = -1) &
  (SSBULLY = 2 | SSBULLY = 8 | SSBULLY = -1) &
  SSATTACK = 1) THEN KNOW = 5;
ELSE KNOW = 6;

/*-- MOMEMPLD --*/
IF ((MOMWORK = 1 | (MOMWORK = 2 & MOMLEAVE = 1)) & MOMHOURS GE 35)
  THEN MOMEMPLD = 1;
ELSE IF ((MOMWORK=1 | (MOMWORK=2 & MOMLEAVE=1)) & MOMHOURS < 35)
  THEN MOMEMPLD = 2;
ELSE IF (MOMWORK = 2 & MOMLEAVE = 2 & (MOMLOOK=1 &(MOMPUBL=1 |
  MOMPRIV = 1 | MOMEMPL = 1 | MOMREL = 1 | MOMANSAD=1)))
  THEN MOMEMPLD = 3;
ELSE IF MOMWORK = -1 THEN MOMEMPLD = -1;
ELSE MOMEMPLD = 4;

/*-- MOMLABOR --*/
IF (MOMWORK = 1 | (MOMWORK = 2 & MOMLEAVE = 1)) THEN MOMLABOR = 1;
ELSE IF (MOMWORK = 2 & MOMLEAVE = 2 & MOMLOOK = 1 & (MOMPUBL = 1 |
  MOMPRIV = 1 | MOMEMPL = 1 | MOMREL = 1 | MOMANSAD = 1))
  THEN MOMLABOR = 2;
ELSE IF MOMACTY = 1 THEN MOMLABOR = 3;
ELSE IF MOMACTY = 2 THEN MOMLABOR = 4;
ELSE IF MOMACTY = 3 | MOMACTY = 4 THEN MOMLABOR = 5;
ELSE IF MOMWORK = -1 | MOMACTY = -1 THEN MOMLABOR = -1;
ELSE MOMLABOR = 6;

```

```

/*-- PARENT --*/

IF MOMHOME = 4 & DADHOME = 4 THEN PARENT = 9;
ELSE IF (MOMHOME = 1 & DADHOME=1) THEN PARENT = 1;
ELSE IF (MOMHOME = 1 & (DADHOME = 2 | DADHOME = 3))
    THEN PARENT = 2;
ELSE IF (MOMHOME = 1 & DADHOME = 4) THEN PARENT = 3;
ELSE IF (DADHOME = 1 & (MOMHOME = 2 | MOMHOME = 3))
    THEN PARENT = 4;
ELSE IF (DADHOME = 1 & MOMHOME = 4) THEN PARENT = 5;
ELSE IF ((MOMHOME = 2 | MOMHOME = 3) &
    (DADHOME = 2 | DADHOME = 3)) THEN PARENT = 6;
ELSE IF ((MOMHOME = 2 | MOMHOME = 3) & DADHOME = 4)
    THEN PARENT = 7;
ELSE IF ((DADHOME = 2 | DADHOME = 3) & MOMHOME = 4)
    THEN PARENT = 8;
ELSE PARENT = -1;

/*-- PARGRADE --*/

IF MOMGRADE = 9 | DADGRADE = 9 THEN PARGRADE = 5;
ELSE IF MOMGRADE = 8 | DADGRADE = 8 THEN PARGRADE = 4;
ELSE IF (4 <= MOMGRADE <= 7) | (4 <= DADGRADE <= 7)
    THEN PARGRADE = 3;
ELSE IF (MOMGRADE = 3 | ((MOMGRADE=1 | MOMGRADE=2) & MOMDIPL = 1))
    | (DADGRADE = 3 | ((DADGRADE=1 | DADGRADE=2) & DADDIPL = 1))
    THEN PARGRADE = 2;
ELSE IF MOMGRADE = 1 | MOMGRADE = 2 | DADGRADE = 1 | DADGRADE = 2
    THEN PARGRADE = 1;
ELSE IF MOMGRADE = -1 & DADGRADE = -1 THEN PARGRADE = 0;

/*-- RACECOMP --*/

IF (RACEETHN = -1 | SCSAMETH = -1) THEN RACECOMP = -1;
ELSE IF (RACEETHN = 1 & SCSAMETH = 3) THEN RACECOMP = 1;
ELSE IF (RACEETHN = 1 & SCSAMETH = 2) THEN RACECOMP = 2;
ELSE IF (RACEETHN = 1 & SCSAMETH = 1) THEN RACECOMP = 3;
ELSE IF (RACEETHN = 2 & SCSAMETH = 3) THEN RACECOMP = 4;
ELSE IF (RACEETHN = 2 & SCSAMETH = 2) THEN RACECOMP = 5;
ELSE IF (RACEETHN = 2 & SCSAMETH = 1) THEN RACECOMP = 6;
ELSE IF (RACEETHN = 3 & SCSAMETH = 3) THEN RACECOMP = 7;
ELSE IF (RACEETHN = 3 & (SCSAMETH = 1 | SCSAMETH = 2))
    THEN RACECOMP = 8;
ELSE RACECOMP = 9;

/*-- RACEETHN --*/

IF HISPANIC = 1 THEN RACEETHN = 3;
ELSE IF RACE = 1 THEN RACEETHN = 1;
ELSE IF RACE = 2 THEN RACEETHN = 2;
ELSE IF RACE = 3 | RACE = 4 | RACE = 91 THEN RACEETHN = 4;
ELSE RACEETHN = -1;

```

```

/*-- SCHLGRAD --*/

IF (SCLOW= 'N' OR SCLOW='K' OR SCLOW='1' OR SCLOW='2' OR
    SCLOW='3') AND (SCHIGH='N' OR SCHIGH='K' OR SCHIGH='1' OR
    SCHIGH='2' OR SCHIGH='3' OR SCHIGH='4' OR SCHIGH='5' OR
    SCHIGH='6' OR SCHIGH='7' OR SCHIGH='8') THEN SCHLGRAD=1;
ELSE IF (SCLOW='5' OR SCLOW='5' OR SCLOW='6' OR SCLOW='7' OR
    SCLOW='8' OR SCLOW='9') AND (SCHIGH='4' OR SCHIGH='5'
    OR SCHIGH='6' OR SCHIGH='7' OR SCHIGH='8' OR
    SCHIGH='9') THEN SCHLGRAD=2;
ELSE IF (SCLOW='7' OR SCLOW='8' OR SCLOW='9' OR SCLOW='10' OR
    SCLOW='11' OR SCLOW='12') AND (SCHIGH='10' OR
    SCHIGH='11' OR SCHIGH='12') THEN SCHLGRAD=3;
ELSE IF SCHLGRAD=4;

/*-- SCHLTYPE --*/

IF (SCPUBLIC = 1 & (SCASSIGN = 1 | SCASSIGN = -1)) THEN SCHLTYPE = 1;
ELSE IF (SCPUBLIC = 1 & (SCASSIGN = 2 | SCASSIGN = 3))
    THEN SCHLTYPE = 2;
ELSE IF SCCHURCH = 1 THEN SCHLTYPE = 3;
ELSE IF SCCHURCH = 2 THEN SCHLTYPE = 4;
ELSE SCHLTYPE = -1;

/*-- SCNUMSTU --*/

IF (SCLOW = 'N' | SCLOW = 'T' | SCLOW = 'K' | SCLOW = 'P')
    THEN TSCLOW = '0';
ELSE TSCLOW = SCLOW;
IF SCSTUD < 5 THEN SCNUMSTU = SCSTUD;
ELSE DO;
    IF SCSTUDGR >= 1 THEN DO;
        IF (TSCLOW >= '0' & SCHIGH >= '0') THEN
            SCSTU = (((SCHIGH - TSCLOW) + 1) * SCSTUDGR);
        ELSE IF TSCLOW < '0' | SCHIGH < '0' THEN SCSTU = -1;
    END;
    IF SCSTU < 300 THEN SCNUMSTU = 1;
    ELSE IF (300 <= SCSTU < 600) THEN SCNUMSTU = 2;
    ELSE IF (600 <= SCSTU < 1000) THEN SCNUMSTU = 3;
    ELSE IF SCSTU GE 1000 THEN SCNUMSTU = 4;
END;
IF (SCSTUD = -1 & SCSTUDGR = -1) THEN SCNUMSTU = -1;

```

```

/*-- VICTIM --*/

IF ((SSSTEYOU=2 | SSSTEYOU=8 | SSSTEYOU = -1) &
    (SSFORYOU=2 | SSFORYOU=8 | SSFORYOU = -1) &
    (SSBULYOU=2 | SSBULYOU=8 | SSBULYOU = -1) &
    (SSATTYOU=2 | SSATTYOU=8 | SSATTYOU = -1))
    THEN VICTIM = 1;
ELSE IF (SSSTEYOU = 1 &
    (SSFORYOU=2 | SSFORYOU=8 | SSFORYOU = -1) &
    (SSBULYOU=2 | SSBULYOU=8 | SSBULYOU = -1) &
    (SSATTYOU=2 | SSATTYOU=8 | SSATTYOU = -1))
    THEN VICTIM = 2;
ELSE IF ((SSSTEYOU=2 | SSSTEYOU=8 | SSSTEYOU = -1) &
    SSFORYOU = 1 &
    (SSBULYOU=2 | SSBULYOU=8 | SSBULYOU = -1) &
    (SSATTYOU=2 | SSATTYOU=8 | SSATTYOU = -1))
    THEN VICTIM = 3;
ELSE IF ((SSSTEYOU=2 | SSSTEYOU=8 | SSSTEYOU = -1) &
    (SSFORYOU=2 | SSFORYOU=8 | SSFORYOU = -1) &
    SSBULYOU = 1 &
    (SSATTYOU=2 | SSATTYOU=8 | SSATTYOU = -1))
    THEN VICTIM = 4;
ELSE IF ((SSSTEYOU=2 | SSSTEYOU=8 | SSSTEYOU = -1) &
    (SSFORYOU=2 | SSFORYOU=8 | SSFORYOU = -1) &
    (SSBULYOU=2 | SSBULYOU=8 | SSBULYOU = -1) &
    SSATTYOU = 1) THEN VICTIM = 5;
ELSE VICTIM = 6;

/*-- WITNESS --*/

IF ((SSFORSEE=2 | SSFORSEE=8 | SSFORSEE = -1) &
    (SSBULSEE=2 | SSBULSEE=8 | SSBULSEE = -1) &
    (SSATTSEE=2 | SSATTSEE=8 | SSATTSEE = -1))
    THEN WITNESS = 1;
ELSE IF (SSFORSEE = 1 &
    (SSBULSEE=2 | SSBULSEE=8 | SSBULSEE = -1) &
    (SSATTSEE=2 | SSATTSEE=8 | SSATTSEE = -1))
    THEN WITNESS = 2;
ELSE IF ((SSFORSEE=2 | SSFORSEE=8 | SSFORSEE = -1) &
    SSBULSEE = 1 &
    (SSATTSEE=2 | SSATTSEE=8 | SSATTSEE = -1))
    THEN WITNESS = 3;
ELSE IF ((SSFORSEE=2 | SSFORSEE=8 | SSFORSEE = -1) &
    (SSBULSEE=2 | SSBULSEE=8 | SSBULSEE = -1) &
    SSATTSEE = 1) THEN WITNESS = 4;
ELSE WITNESS = 5;

FORMAT ALLGRADE $ALLGRAD.
        DADEMPLD DADEMPLD.
        DADLABOR DADLABOR.
        HHPARN1 SHHPARN.
        FEAR FEAR.
        KNOW KNOW.
        MOMEMPLD MOMEMPLD.
        MOMLABOR MOMLABOR.
        PARENT PARENT.
        PARGRADE PARGRADE.
        RACECOMP RACECOMP.
        RACEETHN RACEETHN.
        SCHLGRAD SCHLGRAD.
        SCHLTYPE SCHLTYPE.
        SCNUMSTU SCNUMSTU.
        VICTIM VICTIM.
        WITNESS WITNESS.

```

```

RUN;

DROP TSCLOW SCSTU ;

IF MAINRSLT = 'C1' THEN DO;
  OUTPUT C1;
  OUTPUT TC1;
END;
ELSE IF MAINRSLT = 'C2' THEN OUTPUT C2;
ELSE IF MAINRSLT = 'CY' THEN OUTPUT CY;
ELSE IF MAINRSLT = 'CE' THEN OUTPUT CE;
ELSE PUT 'ERROR: ' BASMID= MAINRSLT= ;
RUN;

PROC SORT DATA=TC1; BY ENUMID; RUN;
PROC SORT DATA=CY; BY ENUMID; RUN;

DATA C1CY;
  MERGE TC1 (IN=IN1)
        CY (IN=INY)
  ;
  BY ENUMID;
  IF INY & NOT(IN1) THEN PUT 'ERR: ' ENUMID= BASMID= IN1= INY= ;
  IF INY;
RUN;

DATA LIBRARY.SAFEDRIV;
  SET C1 C2 C1CY CE ;

IF (MAINRSLT = 'C1' ] MAINRSLT = 'C2') THEN DO;
  KNOWP = KNOW;
  FEARP = FEAR;
  VICTIMP = VICTIM;
  WITNESSP = WITNESS;
  KNOWY = -1 ;
  FEARY = -1 ;
  VICTIMY = -1 ;
  WITNESSY = -1 ;
END;
ELSE IF (MAINRSLT = 'CY' ] MAINRSLT = 'CE') THEN DO;
  KNOWP = -1 ;
  FEARP = -1 ;
  VICTIMP = -1 ;
  WITNESSP = -1 ;
  KNOWY = KNOW;
  FEARY = FEAR;
  VICTIMY = VICTIM;
  WITNESSY = WITNESS;
END;

```

/\*\* -- DERIVED VARIABLES LABELS -- \*\*/

LABEL ALLGRADE = 'D-CHILD'S ENROLLMENT AND GRADE/EQUIV'  
DAEMPLD = 'D-WORK STATUS-DAD/STEP, FOSTER DAD/GUARD'  
DADLABOR = 'D-DAD/STEP/FOSTR/GUARD LABR FRCE STATUS'  
HHPARN1 = 'D-PARENTS IN HOUSEHOLD, GENERAL'  
FEAR = 'D-FEAR OF CRIME AT SCH, ACTVTY, ON ROUTE'  
FEARP = 'D-PARENT-FEAR OF CRIME AT SCHOOL'  
  
FEARY = 'D-YOUTH-FEAR OF CRIME AT SCHOOL'  
  
KNOW = 'D-KNOW OF CRIME AT SCH, ACTVTY, ON ROUTE'  
KNOWP = 'D-PARENT-KNOW OF CRIME AT SCHOOL'  
  
KNOWY = 'D-YOUTH-KNOW OF CRIME AT SCHOOL'  
  
MOMEMPLD = 'D-WORK STATUS-MOM/STEP, FOSTER MOM/GUARD'  
MOMLABOR = 'D-MOM/STEP/FOSTR/GUARD LABR FRCE STATUS'  
PARENT = 'D-NUMBER & TYPE OF PARENTS IN HOUSEHOLD'  
PARGRADE = 'D-HIGHEST LEVEL OF PARENTAL EDUCATION'  
RACECOMP = 'D-STUDENT RACE/ETHNICITY & SCH COMPOSTN'  
RACEETHN = 'D-RACE-ETHNICITY'  
SCHLGRAD = 'D-GRADE ORGANIZATION OF SCHOOL'  
SCHLTYPE = 'D-TYPE OF SCHOOL CHILD ATTENDS'  
SCNUMSTU = 'D-ESTIMATED NUMBER STDTS IN CHILD'S SCH'  
VICTIM = 'D-VICTIMIZATION AT SCH, ACTVTY, ON ROUTE'  
VICTIMP = 'D-PARENT-VICTIMIZATION AT SCHOOL'  
  
VICTIMY = 'D-YOUTH-VICTIMIZATION AT SCHOOL'  
  
WITNESS = 'D-WITNESS CRIME AT SCH, ACTVTY, ON ROUTE'  
WITNESSP = 'D-PARENT-WITNESS CRIME AT SCHOOL'  
  
WITNESSY = 'D-YOUTH-WITNESS CRIME AT SCHOOL'

;

FORMAT

KNOWP KNOWY KNOW.  
FEARP FEARY FEAR.  
VICTIMP VICTIMY VICTIM.  
WITNESSP WITNESSY WITNESS.

;

RUN;