

ICPSR 3184

**Monitoring the Future: A
Continuing Study of American
Youth (12th-Grade Survey), 2000**

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Codebook for 12th Grade, Core Data

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INTRODUCTION

DATA COLLECTION DESCRIPTION

MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH, 2000, which is conducted by the University of Michigan's Institute for Social Research and receives its core funding from the National Institute on Drug Abuse, is an unusually comprehensive research project in several respects: surveys are conducted annually on an ongoing basis; the samples are large and nationally representative; and the subject matter is very broad, encompassing some 1400 variables per year.

The Monitoring the Future Project is designed to explore changes in many important values, behaviors, and lifestyle orientations of contemporary American youth. Two general types of tasks may be distinguished. The first is to provide a systematic and accurate "description" of the youth population of interest in a given year, and to quantify the direction and rate of the changes taking place among them over time. The second task, more analytic than descriptive, involves the "explanation" of the relationships and trends observed to exist.

DATA COLLECTION PROCEDURES

The basic research design involves annual data collections from high school seniors during the spring of each year, beginning with the class of 1975. Each data collection takes place in approximately 130 public and private high schools selected to provide an accurate cross-section of high school seniors throughout the United States.

One limitation in the design is that it does not include in the target population those young men and women who drop out of high school before graduation (or before the last few months of the senior year, to be more precise). This excludes a relatively small proportion of each age cohort -- between 15 and 20 percent -- though not an unimportant segment, since certain behaviors, such as illicit drug use and delinquency tend to be higher than average in this group. However, the addition of a representative sample of dropouts would increase the cost of the present research enormously, because of their dispersion and generally higher level of resistance to being located and interviewed.

For the purposes of estimating characteristics of the entire age group, the omission of high school dropouts does introduce certain biases; however, their small proportion sets outer limits on the bias. For the purposes of estimating "changes" from one cohort of high school seniors to another, the omission of dropouts represents a problem only if different cohorts have considerably different proportions

who drop out. There is no reason to expect dramatic changes in those rates for the foreseeable future, and recently published government statistics indicate a great deal of stability in dropout rates since 1970.

Some may use this high school data to draw conclusions about changes for the entire age group. While the investigators do not encourage such extrapolation, they suspect that the conclusions reached often would be valid, since over 80 percent of the age group is in the surveyed segment of the population and changes among those not in school are likely to parallel the changes among those who are.

SAMPLING INFORMATION

The procedure for securing a nationwide sample of high school seniors is a multi-stage one. Stage 1 is the selection of particular geographic areas, Stage 2 is the selection of one or more high schools in each area, and Stage 3 is the selection of seniors within each high school.

STAGE 1: GEOGRAPHIC AREAS. The geographic areas used in this study are the primary sampling units (PSUs) developed by the Sampling Section of the Survey Research Center for use in the Center's nationwide interview studies. Because these same PSUs are used for personal interview studies by the Survey Research Center (SRC), local field representatives can be assigned to administer the data collections in practically all schools.

STAGE 2: SCHOOLS. In the major metropolitan areas more than one high school is often included in the sampling design; in most other sampling areas a single high school is sampled. In all cases, the selections of high schools are made such that the probability of drawing a school is proportionate to the size of its senior class. The larger the senior class (according to recent records), the higher the selection probability assigned to the high school. When a sampled school is unwilling to participate, a replacement school as similar to it as possible is selected from the same geographic area.

STAGE 3: STUDENTS. Within each selected school, up to about 400 seniors may be included in the data collection. In schools with fewer than 400 seniors, the usual procedure is to include all of them in the data collection. In larger schools, a subset of seniors is selected either by randomly sampling classrooms or by some other random method that is convenient for the school and judged to be unbiased. Sample weights are assigned to each respondent so as to take account of variations in the sizes of samples from one school to another, as well as the (smaller) variations in selection probabilities occurring at the earlier stages of sampling.

For a table of the sample size and student response rates see Appendix B.

One other important feature of the base-year sampling procedure should be noted here. All schools (except for half of the initial 1975 sample) are asked to participate in two data collections, thereby permitting replacement of half of the total sample of schools each year. One motivation for requesting that schools participate for two years is administrative efficiency; it is a costly and time-consuming procedure to secure the cooperation of schools, and a two-year period of participation cuts down that effort substantially. Another important advantage is that whenever an appreciable shift in scores from one graduating class to the next is observed, it is possible to check whether the shift might be attributable to some differences in the newly sampled schools. This is done simply by repeating the analysis using only the 60 or so schools which participated both years. Thus far, the half-sample approach has worked quite well and examination of drug prevalence data from the "matched half-samples" showed that the half samples of repeat schools yielded drug prevalence trends which were virtually identical to trends based on all schools.

SCHOOL RECRUITING PROCEDURES. Early during the fall semester an initial contact is made with each sampled school. First, a letter is sent to the principal describing the study and requesting permission to survey seniors. The letter is followed by a telephone call from a project staff member, who attempts to deal with any questions or problems and (when necessary) makes arrangements to contact and seek permission from other school district officials. Basically the same procedures are followed for schools asked to participate for the second year.

Once the school's agreement to participate is obtained, arrangements are made by phone for administering the questionnaires. A specific date for the survey is mutually agreed upon and a local SRC representative is assigned to carry out the administration.

ADVANCE CONTACT WITH TEACHERS AND STUDENTS. The local SRC representative is instructed to visit the school two weeks ahead of the actual date of administration. This visit serves as an occasion to meet the teachers whose classes will be affected and to provide them with a brochure describing the study, a brief set of guidelines about the questionnaire administration, and a supply of flyers to be distributed to the students a week to 10 days in advance of the questionnaire administration. The guidelines to the teachers include a suggested announcement to students at the time the flyers are distributed.

From the students' standpoint, the first information about the study usually consists of the teacher's announcement and the short descriptive flyer. In announcing

the study, the teachers are asked to stress that the questionnaires used in the survey are not tests, and that there are no right or wrong answers. The flyer tells the students that they will be invited to participate in the study, points out that their participation is strictly voluntary, and stresses confidentiality (including a reference to the fact that the Monitoring the Future project has a special government grant of confidentiality which allows their answers to be protected). The flyer also serves as an informative document which the students can show to their parents.

QUESTIONNAIRE ADMINISTRATION. The questionnaire administration in each school is carried out by the local SRC representatives and their assistants, following standardized procedures detailed in a project instruction manual. The questionnaires are administered in classrooms during normal class periods whenever possible, although circumstances in some schools require the use of larger group administrations. Teachers are not asked to do anything more than introduce the SRC staff members and (in most cases) remain in the classroom to help guarantee an orderly atmosphere for the survey. Teachers are urged to avoid walking around the room, so that students may feel free to write their answers without fear of being observed.

The actual process of completing the questionnaires is quite straightforward. Respondents are given sharpened pencils and asked to use them because the questionnaires are designed for automatic scanning. Most respondents can finish within a 45 minute class period; for those who cannot, an effort is made to provide a few minutes of additional time.

PROCEDURES FOR PROTECTING CONFIDENTIALITY. In any study that relies on voluntary reporting of drug use or other illegal acts, it is essential to develop procedures which guarantee the confidentiality of such reports. It is also desirable that these procedures be described adequately to respondents so that they are comfortable about providing honest answers.

The first information given to students about the survey consists of a descriptive flyer stressing the confidentiality and voluntary participation. This theme is repeated at the start of the questionnaire administration. Each participating student is instructed to read the message on the cover of the questionnaire, which stresses the importance and value of the study, notes that answers will be kept strictly confidential, states that the study is completely voluntary, and tells the student "If there is any question you or your parents would find objectionable for any reason, just leave it blank." The instructions then point out that in a few months a summary of nationwide results will be mailed to all participants and also that a follow-up questionnaire will be sent to some students after a year. The cover message explains that these are the reasons for asking that name

and address be written on a special form which will be removed from the questionnaire and handed in separately. The message also points out that the two different code numbers (one on the questionnaire and one on the tear-out form) cannot be matched except by a special computer tape at the University of Michigan.

In order to protect the confidentiality of responses and the identity of respondents, a number of alterations have been made in the original dataset to prepare it for public release; these alterations are described later in the section "Processing Information."

CONTENT AREAS AND QUESTIONNAIRE DESIGN

Drug use and related attitudes are the topics which receive the most extensive coverage in the Monitoring the Future project; but the questionnaires also deal with a wide range of other subject areas, including attitudes about government, social institutions, race relations, changing roles for women, educational aspirations, occupational aims, and marital and family plans, as well as a variety of background and demographic factors.

MEASUREMENT CONTENT AREAS

- A. DRUGS. Drug use and related attitudes and beliefs, drug availability and exposure, surrounding conditions and social meaning of drug use. Views of significant others regarding drugs.
- B. EDUCATION. Educational lifestyle, values, experiences, and environments.
- C. WORK AND LEISURE. Vocational values, meaning of work and leisure, work and leisure activities, preferences regarding occupational characteristics and type of work setting.
- D. SEX ROLES AND FAMILY. Values, attitudes, and expectations about marriage, family structure, sex roles, and sex discrimination.
- E. POPULATION CONCERNS. Values and attitudes about overpopulation and birth control.
- F. CONSERVATION, MATERIALISM, EQUITY, ETC. Values, attitudes, and expectations related to conservation, pollution, materialism, equity, and the sharing of resources. Preferences regarding type of dwelling and urbanicity.
- G. RELIGION. Religious affiliation, practices, and views.
- H. POLITICS. Political affiliation, activities, and views.

- I. SOCIAL CHANGE. Values, attitudes, and expectations about social change.
 - J. SOCIAL PROBLEMS. Concern with various social problems facing the nation and the world.
 - K. MAJOR SOCIAL INSTITUTIONS. Confidence in and commitment to various major social institutions (business, unions, branches of government, press, organized religion, military, etc.).
 - L. MILITARY. Views about the armed services and the use of military force. Personal plans for military service.
 - M. INTERPERSONAL RELATIONSHIPS. Qualitative and quantitative characteristics of cross-age and peer relationships. Interpersonal conflict.
 - N. RACE RELATIONS. Attitudes toward and experiences with other racial groups.
 - O. CONCERN FOR OTHERS. Concern for others; voluntary and charitable activities.
 - P. HAPPINESS. Happiness and life satisfaction, overall and in specific life domains.
 - Q. OTHER PERSONALITY VARIABLES. Attitudes about self (including self-esteem), locus of control, loneliness, risk-taking, trust in others, importance placed on various life goals, counterculture orientation, hostility.
 - R. BACKGROUND. Demographic and family background characteristics, living arrangements.
 - S. DEVIANT BEHAVIOR AND VICTIMIZATION. Delinquent behaviors, driving violations and accidents (including those under the influence of drugs), victimization experiences.
 - T. HEALTH. Health habits, somatic symptoms, medical treatment.
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Given this breadth of content, the study is not presented to respondents as a "drug use study," nor do they tend to view it as such.

Because many questions are needed to cover all of these topic areas, much of the questionnaire content is divided into different questionnaire forms which are distributed to participants in an ordered sequence. (Five forms were used in 1975-88; a sixth form was added in 1989.) This sequence produces five or six virtually identical subsamples. About one-third of each questionnaire form consists of key or "core" variables which are common to all forms. All demographic variables and some measures of drug use are

included in this "core" set of measures. This use of the full sample for drug and demographic measures provides a more accurate estimation on these dimensions and also makes it possible to link them statistically to all the other measures which are included in a single form only.

REPRESENTATIVENESS AND VALIDITY

The samples for this study are intended to be representative of high school seniors throughout the 48 coterminous states. We have already discussed the fact that this definition of the sample excludes one important portion of the age cohort: those who have dropped out of high school before nearing the end of the senior year. But given the aim of representing high school seniors, it will now be useful to consider the extent to which the obtained samples of schools and students are likely to be representative of all seniors and the degree to which the data obtained are likely to be valid.

It is possible to distinguish at least four ways in which survey data of this sort might fall short of being fully representative. First, some sampled schools refuse to participate, which could introduce some bias. Second, the failure to obtain questionnaire data from 100 percent of the students sampled in participating schools would also introduce bias. Third, the answers provided by participating students are open to both conscious and unconscious distortions which could reduce validity. Finally, limitations in sample size and/or design could place limits on the accuracy of estimates.

SCHOOL PARTICIPATION. As noted in the description of the sampling design, schools are invited to participate in the study for a two-year period. With very few exceptions, each school which has participated for one data collection has agreed to participate for a second. Thus far, from 66 percent to 80 percent of the original schools invited to participate have agreed to do so each year; for each school refusal, a similar school (in terms of size, geographic area, urbanicity, etc.) was recruited as a replacement. The selection of replacement schools almost entirely removes problems of bias in region, urbanicity, and the like that might result from certain schools refusing to participate. Other potential biases are more subtle, however. For example, if it turned out that most schools with "drug problems" refused to participate, that would seriously bias the drug estimates derived from the sample. And if any other single factor were dominant in most refusals, that also might suggest a source of serious bias. In fact, however, the reasons for schools' refusals to participate are varied and largely a function of happenstance events of the particular year. Thus, the investigators feel fairly confident that school refusals have not seriously biased the surveys.

STUDENT PARTICIPATION. Completed questionnaires are obtained from three-fourths to four-fifths of all students sampled. The single most important reason that students are missed is that they are absent from class at the time of data collection, and in most cases it is not workable to schedule a special follow-up data collection for them. Students with fairly high rates of absenteeism also report above-average rates of drug use; therefore, there is some degree of bias introduced by missing the absentees. That bias could be corrected through the use of special weighting; however, this course was not chosen because the bias in estimates (in drug use, where the potential effect was hypothesized to be largest) was determined to be quite small and because the necessary weighting procedures would have introduced undesirable complications. In addition to absenteeism, student nonparticipation occurs because of schedule conflicts with school trips and other activities which tend to be more frequent than usual during the final months of the senior year. Of course, some students refuse to complete or turn in a questionnaire. However, SRC representatives in the field estimate this proportion to be only about one percent.

VALIDITY OF SELF-REPORT DATA. Survey measures of delinquency and of drug use depend upon respondents reporting what are, in many cases, illegal acts. Thus, a critical question is whether such self-reports are likely to be valid. Like most studies dealing with these areas, the present study does not include direct, objective validation of the present measures; however, the considerable amount of inferential evidence which exists strongly suggest that the self-report questions produce largely valid data. A number of factors have given the investigators reasonable confidence about the validity of the responses to what are presumably among the most sensitive questions in the study: a low non-response rate on the drug questions; a large proportion admitting to some illicit drug use; the consistency of findings across several years of the present study; strong evidence of construct validity (based on relationships observed between variables); a close match between these data and the findings from other studies using other methods; and the findings from several methodological studies which have used objective validation methods.

As for others of the measures, a few have a long and venerable history -- as scholars of the relevant literature will recognize -- though some of these measures have been modified to fit the present questionnaire format. Many questions, however, have been developed specifically for this project through a process of question writing, pilot testing, pretesting, and question revision or elimination. Some have already been included in other publications from the study, but many have not; therefore, there exists little empirical evidence of their validity and reliability.

ACCURACY OF THE SAMPLE. A sample survey never can provide the same level of accuracy as would be obtained if the entire target population were to participate in the survey -- in the case of the present study, about 2.5-3.0 million seniors per year. But perfect accuracy of this sort would be extremely expensive and certainly not worthwhile considering the fact that a high level of accuracy can be provided by a carefully designed probability sample. The accuracy of the sample in this study is affected both by the size of the student sample and by the number of schools in which they were clustered. For the purposes of this introduction, it is sufficient to note that virtually all estimates based on the total sample have confidence intervals of +/- 1.5 percentage points or smaller - sometimes considerably smaller. This means that, had the project been able to invite all schools and all seniors in the 48 contiguous states to participate, the results from such a massive survey would be within an estimated 1.5 percentage points from the present sample findings 95 times out of 100. This is a quite high level of accuracy, and one that permits the detection of fairly small trends from one year to the next.

Because of the complex sampling design, standard means of assessing confidence intervals are not appropriate. The annual volumes from the project can provide information which allow the analyst to determine the confidence intervals around means and percentages for both the total sample and various subgroups. They also provide tables and guidelines for testing the statistical significance of differences between subgroups, and the significance of year-to-year changes.

CONSISTENCY AND THE MEASUREMENT OF TRENDS. One other point is worth noting in a discussion of the validity of the findings. The Monitoring the Future project is, by intention, a study designed to be sensitive to changes from one time to another. Accordingly, the measures and procedures have been standardized and applied consistently across each data collection. To the extent that any biases remain because of limits in school and/or student participation, and to the extent that there are distortions (lack of validity) in the responses of some students, it seems very likely that such problems will exist in much the same way from one year to the next. In other words, biases in the survey estimates should tend to be consistent from one year to another, which means that the measurement of trends should be affected very little by such biases.

INTERPRETING RACIAL DIFFERENCES. Ethnic identification is provided for the two largest racial/ethnic subgroups in the population -- those who identify themselves as white or Caucasian and those who identify themselves as black or African American. Identification is not given for the other ethnic categories (Native Americans, Asian Americans, Mexican American, Puerto Rican American, or other Latin American) since each of these groups comprises a small proportion of the sample in any given year, which means that

their small Ns (in combination with their clustered groupings in a limited number of schools) would yield estimates which would be too unreliable. In fact, even African Americans -- who constitute approximately 12 percent of each year's sample -- are represented by only 350 to 425 respondents per year on any single questionnaire form. Further, because our sample is a stratified clustered sample, it yields less accuracy than would be yielded by a pure random sample of equal size (see Appendix B of the annual volumes for details). Therefore, because of the limited number of cases, the margin of sampling error around any statistic describing African Americans is larger than for most other subgroups.

There exists, however, a way to determine the replicability of any finding involving racial comparisons. Since most questions are repeated from year to year, one can readily establish the degree to which a finding is replicated by looking at the results in prior and subsequent years. Given the relatively small Ns for African Americans, the analyst is urged to seek such replication before putting much faith in the reliability of any particular racial comparison.

There are factors in addition to reliability, however, which could be misleading in the interpretation of racial differences. Given the social importance which has been placed on various racial differences reported in the social science literature, the investigators would like to caution the analyst to consider the various factors which could account for differences. These factors fall into three categories: differential representation in the sample, differential response tendencies, and the confounding of race with a number of other background and demographic characteristics.

DIFFERENTIAL REPRESENTATION. Census data characterizing American young people in the approximate age range of those in this sample show somewhat lower proportions of African Americans than whites remain in school through the end of the twelfth grade. Therefore, a slightly different segment of the African American population than of the white population resides in the target population of high school seniors. Further, the samples appear to underrepresent slightly those African American males who, according to census figures, are in high school at the twelfth grade level. Identified African American males comprise about 6 percent of the sample, whereas census data suggest that they should comprise around 7 percent. Therefore it appears that more African American males are lost from the target population than white males or females of either race. This may be due to generally poorer attendance rates on the part of some African American males and/or an unwillingness on the part of some to participate in data collections of this sort.

In sum, a smaller segment of the African American population than of the white population of high school age is represented by the data contained here. Insofar as any characteristic is

associated with being a school dropout or absentee, it is likely to be somewhat disproportionately underrepresented among African Americans in the sample.

DIFFERENTIAL RESPONSE TENDENCIES. In examining the full range of variables, racial differences in response tendencies have been noted. First, the tendency to state agreement in response to agree-disagree questions is generally somewhat greater among African Americans than among whites. For example, African Americans tend to agree more with the positively worded items in the index of self-esteem, but they also tend to agree more with the negatively worded items. As it happens, that particular index has an equal number of positively and negatively worded items, so that any overall "agreement bias" should be self-cancelling when the index score is computed. However, group differences in agreement bias are likely to affect results on questions employing the agree-disagree format. Fortunately, most of the questions are not of that type.

There has also been observed a somewhat greater than average tendency for African American respondents to select extreme answer categories on attitudinal scales. For example, even if the same proportion of African Americans as whites felt positively (or negatively) about some subject, fewer of the whites are likely to say they feel very positively (or negatively). The analyst should be aware that differences in responses to particular questions may be related to these more general tendencies.

A somewhat separate issue in response tendency is a respondent's willingness to answer particular questions. The missing data rate may reflect willingness to answer particular questions. If a particular question or set of questions has a missing data rate higher than is true for the prior or subsequent questions, then presumably more respondents than usual were unwilling (or perhaps unable) to answer it. Such an exaggerated missing data rate exists for African American males on the set of questions dealing with the respondent's own use of illicit drugs. Clearly a respondent's willingness to be candid on such questions depends on his or her trust of the research process and of the researchers themselves. The exaggerated missing data rates for African American males in these sections may reflect, at least in part, less trust. The analyst is advised to check for exceptional levels of missing data when making comparisons on any variable in which candor is likely to be reduced by lower system trust. One bit of additional evidence related to trust in the research process is that higher proportions of African Americans than whites reported that if they had used marijuana or heroin they would not have been willing to report it in the survey.

COVARIANCE WITH OTHER FACTORS. Some characteristics such as race are highly confounded (correlated) with other variables -- variables which may in fact explain some observed racial differences. Put another way, at the aggregate level we might observe a considerable racial difference on some characteristic, but once we control for

some background characteristic such as socio-economic level or region of the country -- that is, once we compare the African American respondents with whites who come from similar backgrounds -- there may be no racial difference at all.

Race is correlated with important background and demographic variables. A higher proportion of African Americans live in the South and a higher proportion grew up in families with the mother and/or father absent, and more had mothers who worked while they were growing up. A substantially higher proportion of African Americans are Baptists, and African Americans tend to attribute more importance to religion than do whites. A higher proportion of African American respondents have children, and on the average they are slightly older than the white sample. As was mentioned earlier African American males are more underrepresented in our sample than African American females.

These differences in background, demographic, and ascriptive characteristics are noted because, in any attempt to understand why a racial difference exists, one would want to be able to examine the role of these covarying characteristics.

WEIGHTING INFORMATION

The codebook frequencies have been weighted using variable V5.

FILE STRUCTURE

MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH, 2000 is available from ICPSR as seven logical record length datasets. Each dataset consists of SAS and SPSS data definition statements containing all technical information for each variable in the corresponding datafile, and the datafile itself. The data are sorted by case. The datasets are organized by the form number (questionnaire version) used.

part #	form	#variables	logical record length	unweighted N
Part 1	Core	108	224	13286
Part 2	Form 1	615	1237	2242
Part 3	Form 2	330	667	2212
Part 4	Form 3	358	723	2220
Part 5	Form 4	281	569	2196
Part 6	Form 5	310	627	2197
Part 7	Form 6	338	683	2219

The SAS and SPSS data definition statements give the format and other information for each variable in the data file. See the section "Codebook Information" for further details. The data file is constructed with a single logical record for each case.

CODEBOOK INFORMATION

The codebook is arranged by question numbers which do not coincide with the variable numbers.

The example below is a reproduction of information appearing in the machine-readable codebook for a typical variable. The numbers in brackets do not appear but are references to the descriptions which follow this example.

.....

[1] V1134	[2] 991A13 KIND OF PAID JOB
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[3] A13: Which ONE of the job categories below comes closest to the kind of work you have done for pay on your current (or most recent) job? (If more than one kind of work, choose the one where you worked the most hours. Do not include work around the house.)

[4] PCT VALID	[5] PCT ALL	[6] N	[7] VALUE	[8] LABEL
15.6	14.9	854	1	NO WORK
16.2	15.4	882	2	LAWN WK
1.4	1.3	75	3	FASTFOOD
1.0	0.9	54	4	WAITER
1.6	1.5	87	5	OTH REST
2.0	1.9	108	6	PAPER RT
35.4	33.7	1,934	7	BABYSIT
4.4	4.2	241	8	FARM WK
2.1	2.0	115	9	SALES WK
1.3	1.2	69	10	OFFICE
3.7	3.5	202	11	ODD JOBS
15.3	14.6	838	12	OTHER
	3.3	190	0	
	1.6	94	99	

 [9] [10] [11]
 100.0 100.0 5,745 cases (Wtd)

- [12] Data type: numeric
- [13] Decimals: 0
- [14] Missing-data codes: 0,99
- [15] Columns: 98-99

[1] Indicates the variable number. A variable number is assigned to each variable in the data collection.

[2] Indicates the abbreviated variable name used to identify the variable for the user.

- [3] This is the full text (question) supplied by the investigator to describe this (section of) variable(s). The question text and the numbers and letters that may appear at the beginning reflect the original wording of the questionnaire item.
- [4] Indicates the weighted percentage distribution of each code value for this variable excluding cases where the value is missing.
- [5] Indicates the weighted percentage distribution of each code value for this variable including cases where the value is missing.
- [6] Indicates the weighted frequency of occurrence of each code value for this variable.
- [7] Indicates the code values occurring in the data for this variable.
- [8] Indicates the textual definitions of the codes for this variable.
- [9] Indicates the total of the valid case percentages (100%).
- [10] Indicates the total of all case percentages (100%).
- [11] Indicates the number of cases (weighted) for this variable (including the missing cases).
- [12] Indicates the variable type. NUMERIC variables contain numbers only, including numbers in E-notation, a decimal point or a minus sign. CHARACTER variables can be any special characters: underscores (_), pound signs (#), and ampersands (&).
- [13] Indicates the number of decimal places in the variable.
- [14] Indicates the code values of missing data. In this example, code values equal to 9 are missing data (MD Codes: 9). Some analysis software packages require that certain types of data which the user desires to be excluded from analysis be designated as "MISSING DATA," e.g., inappropriate, unascertained, unascertainable, or ambiguous data categories. Although these codes are defined as missing data categories, this does not mean that the user should not or cannot use them in a substantive role if so desired.
- [15] Indicates starting and ending column locations of this variable. In this example, the variable named "991A13 KIND OF PAID JOB" begins in the 98th and ends in the 99th column within the record.

ICPSR PROCESSING INFORMATION

The data collection was processed according to the standard ICPSR processing procedures. The data were checked for illegal or inconsistent code values which, when found, were recoded to missing data values. Consistency checks were performed. Statements bracketed in "<" and ">" signs in the body of the codebook were added by the processors for explanatory purposes. Statements bracketed in "[" and "]" were added to the tables provided by the PI, but did not appear in the questionnaire.

In order to protect the confidentiality of responses and the identity of respondents, a number of alterations and omissions have been made in the original dataset to prepare it for public release. Some questions have been eliminated from the dataset altogether (e.g., birth month, school, city, state, and student i.d. numbers; previously Variable Numbers 2, 6-12, 14-15, and 149). Other items have been left in the dataset but altered to "collapsed" or "bracketed" forms. Race (Var. No. 151) is now grouped as white/African American/missing data. Sampling weight (Var. No. 5), which originally had a distinct value for each school, now is assigned one of six grouped values. Number of Older Brothers and Sisters, and Number of Younger Brother and Sisters (Var. Nos. 75 & 76) have been combined into a simple Number of Siblings variable. Users interested in analyses involving these items in their original form should contact the investigators.

NOTE: THE "cases(Wtd)" IN THE CODEBOOK INCLUDES MISSING DATA ON THE QUESTION INVOLVED.

The N sizes and the percentage distributions are the result of using a weight variable, V5. For reasons of confidentiality, this variable was altered from its full version to a bracketed version prior to public distribution of the data; THIS RESULTS IN SLIGHT DISCREPANCIES BETWEEN THE PERCENTAGES AND N SIZES IN THE ANNUAL ISR VOLUMES AND IN THE PUBLIC USE DATASETS. Typically, the variation is less than 1%.

ICPSR PROCESSOR NOTE: Selected variables were omitted from the Western region questionnaires and have been noted in each codebook.

FREQUENCIES
CORE DATA FILE

CASEID	CASE IDENTIFICATION NUMBER
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13,285 cases (Wtd) (Range of valid codes: 1-13,286)

Data type: numeric
 Missing-data code: -9
 Columns: 220-224

V13	002	:SCHL RGN-4 CAT
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PCT	PCT	N	VALUE	LABEL
VALID	ALL			
19.7	19.7	2,617	1	NE
24.5	24.5	3,249	2	NC
35.3	35.3	4,692	3	S
20.5	20.5	2,727	4	W
-----	-----	-----		
100.0	100.0	13,285 cases (Wtd)		

Data type: numeric
 Missing-data code: -9
 Column: 1

V16	002	:SELF-REP/NOT=0
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PCT	PCT	N	VALUE	LABEL
VALID	ALL			
69.7	69.7	9,254	0	
30.3	30.3	4,031	1	
-----	-----	-----		
100.0	100.0	13,285 cases (Wtd)		

Data type: numeric
 Missing-data code: -9
 Column: 2

V17	002	:SMSA/NON-SMSA=0
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PCT	PCT	N	VALUE	LABEL
VALID	ALL			
24.8	24.8	3,291	0	
75.2	75.2	9,994	1	
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Column: 3

V1	YEAR OF ADMIN (4-DIGITS)
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PCT	PCT	N	VALUE	LABEL
VALID	ALL			
100.0	100.0	13,285	2000	
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 4-7

V3	002	:FORM ID
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PCT	PCT	N	VALUE	LABEL
VALID	ALL			
16.9	16.9	2,240	1	
16.6	16.6	2,205	2	
16.7	16.7	2,218	3	
16.5	16.5	2,195	4	
16.6	16.6	2,204	5	
16.7	16.7	2,222	6	
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Column: 8

V131	002B12B:#X ICE/LAST12MO
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On how many occasions (if any) have you smoked (or inhaled
the fumes of) crystal meth ("ice")...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.8	31.5	4,185	1	0 OCCAS (1)
1.1	0.4	48	2	1-2X (2)
0.3	0.1	14	3	3-5X (3)
0.3	0.1	14	4	6-9X (4)
0.2	0.1	7	5	10-19X (5)
0.1	0.0	5	6	20-39X (6)
0.2	0.1	7	7	40+OCCAS (7)
	67.8	9,005	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 16-17

V132	002B12C:#X ICE/LAST30DA
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On how many occasions (if any) have you smoked (or inhaled
the fumes of) crystal meth ("ice")...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
99.0	31.8	4,231	1	0 OCCAS (1)
0.6	0.2	27	2	1-2X (2)
0.1	0.0	6	3	3-5X (3)
0.1	0.0	6	4	6-9X (4)
0.1	0.0	3	5	10-19X (5)
0.0	0.0	1	6	20-39X (6)
0.0	0.0	1	7	40+OCCAS (7)
	67.8	9,009	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 18-19

V49 00C07R:# SIBLINGS

How many brothers and sisters do you have? (Include stepbrothers and sisters and half-brothers and sisters.)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
5.8	5.5	736	0	
31.3	30.0	3,983	1	
27.4	26.2	3,480	2	
35.5	34.0	4,518	3	3 OR MORE
	4.3	567	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 20-21

V101 002B01 :EVR SMK CIG,REGL

Have you ever smoked cigarettes?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
37.6	36.8	4,884	1	NEVER:(1)
23.1	22.6	3,004	2	1-2X:(2)
14.7	14.4	1,917	3	OCCASNLY:(3)
7.8	7.7	1,019	4	REG PAST:(4)
16.8	16.4	2,181	5	REG NOW:(5)
	2.1	280	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 22-23

V102	002B02 :#CIGS SMKD/30DAY
------	--------------------------

How frequently have you smoked cigarettes during the past
30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
68.6	67.1	8,911	1	NONE:(1)
10.8	10.6	1,404	2	<1 CIG/D:(2)
9.2	9.0	1,201	3	1-5/DAY:(3)
6.5	6.3	840	4	2PK/D:(4)
3.5	3.5	461	5	1 PK/DA:(5)
0.8	0.8	100	6	1.5 PK/D:(6)
0.5	0.5	66	7	2+ PKS/D:(7)
0.0	0.0	0	8	INAP:(8)
	2.3	301	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 24-25

V103	002B03 :EVER DRINK
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Have you ever had any beer, wine, wine coolers, or liquor
to drink--more than just a few sips . . .

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
20.3	16.3	2,164	1	NO:(1)
79.7	63.9	8,489	2	YES:(2)
	19.8	2,633	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 26-27

V104 002B04A:#X ALC/LIF SIPS

On how many occasions have you had alcoholic beverages to drink - more than just a few sips...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
19.9	18.8	2,502	1	0 OCCAS:(1)
8.4	7.9	1,054	2	1-2X:(2)
10.8	10.3	1,366	3	3-5X:(3)
9.7	9.2	1,219	4	6-9X:(4)
13.0	12.4	1,642	5	10-19X:(5)
11.6	11.0	1,462	6	20-39X:(6)
26.6	25.2	3,352	7	40+OCCAS:(7)
	5.2	688	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 28-29

V105 002B04B:#X ALC/ANN SIPS

On how many occasions have you had alcoholic beverages to drink - more than just a few sips...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
26.9	25.3	3,368	1	0 OCCAS:(1)
16.5	15.5	2,061	2	1-2X:(2)
13.8	13.0	1,730	3	3-5X:(3)
10.5	9.9	1,311	4	6-9X:(4)
12.8	12.0	1,600	5	10-19X:(5)
9.0	8.5	1,127	6	20-39X:(6)
10.6	10.0	1,326	7	40+OCCAS:(7)
	5.7	763	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 30-31

V106	002B04C:#X ALC/30D SIPS
------	-------------------------

On how many occasions have you had alcoholic beverages to drink - more than just a few sips...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
50.1	47.3	6,284	1	0 OCCAS:(1)
21.1	19.9	2,644	2	1-2X:(2)
12.8	12.1	1,608	3	3-5X:(3)
8.1	7.6	1,016	4	6-9X:(4)
5.0	4.7	623	5	10-19X:(5)
1.4	1.3	177	6	20-39X:(6)
1.5	1.4	188	7	40+OCCAS:(7)
	5.6	746	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 32-33

V107	002B05 :#X DRK ENF FL HI
------	--------------------------

On the occasions that you drink alcoholic beverages, how often do you drink enough to feel pretty high?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
24.4	15.6	2,067	1	NONE:(1)
26.0	16.6	2,202	2	FEW:(2)
13.7	8.7	1,162	3	HALF:(3)
19.7	12.6	1,670	4	MOST:(4)
16.2	10.3	1,375	5	NRLY ALL:(5)
	36.2	4,811	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 34-35

V108 **002B06 :5+DRK ROW/LST 2W**

Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A "drink" is a bottle of beer, a glass of wine, a wine cooler, a shot glass of liquor, or a mixed drink.)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
70.1	65.5	8,700	1	NONE:(1)
10.1	9.4	1,255	2	ONCE:(2)
7.8	7.3	963	3	TWICE:(3)
8.2	7.7	1,022	4	3-5X:(4)
2.3	2.2	292	5	6-9X:(5)
1.5	1.4	185	6	10+ TIME:(6)
	6.5	869	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 36-37

V115 **002B07A:#XMJ+HS/LIFETIME**

On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)...
 ...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
51.2	49.2	6,543	1	0 OCCAS:(1)
9.6	9.2	1,225	2	1-2X:(2)
6.6	6.3	837	3	3-5X:(3)
4.7	4.5	600	4	6-9X:(4)
6.2	5.9	789	5	10-19X:(5)
5.1	4.9	655	6	20-39X:(6)
16.7	16.1	2,136	7	40+OCCAS:(7)
	3.8	501	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 38-39

V116	002B07B:#XMJ+HS/LAST12MO
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On how many occasions (if any) have you used marijuana
(grass, pot) or hashish (hash, hash oil)...

...during last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
63.4	60.8	8,079	1	0 OCCAS:(1)
9.5	9.1	1,205	2	1-2X:(2)
6.6	6.3	835	3	3-5X:(3)
3.7	3.5	470	4	6-9X:(4)
4.4	4.2	564	5	10-19X:(5)
3.3	3.2	421	6	20-39X:(6)
9.1	8.8	1,165	7	40+OCCAS:(7)
	4.1	545	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 40-41

V117	002B07C:#XMJ+HS/LAST30DA
------	--------------------------

On how many occasions (if any) have you used marijuana
(grass, pot) or hashish (hash, hash oil)...

...during last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
78.3	75.0	9,970	1	0 OCCAS:(1)
7.0	6.7	891	2	1-2X:(2)
3.5	3.4	451	3	3-5X:(3)
2.2	2.1	282	4	6-9X:(4)
2.9	2.7	365	5	10-19X:(5)
2.7	2.6	349	6	20-39X:(6)
3.4	3.2	427	7	40+OCCAS:(7)
	4.1	550	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 42-43

V118 002B08A:#X LSD/LIFETIME

On how many occasions (if any) have you used LSD ("acid")...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
88.8	85.8	11,398	1	0 OCCAS:(1)
5.1	4.9	656	2	1-2X:(2)
2.2	2.1	279	3	3-5X:(3)
1.2	1.2	157	4	6-9X:(4)
1.1	1.1	141	5	10-19X:(5)
0.7	0.7	92	6	20-39X:(6)
0.9	0.8	112	7	40+OCCAS:(7)
	3.4	449	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 44-45

V119 002B08B:#X LSD/LAST 12MO

On how many occasions (if any) have you used LSD ("acid")...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
93.4	90.2	11,984	1	0 OCCAS:(1)
3.7	3.5	471	2	1-2X:(2)
1.4	1.4	179	3	3-5X:(3)
0.7	0.7	87	4	6-9X:(4)
0.4	0.4	57	5	10-19X:(5)
0.2	0.2	28	6	20-39X:(6)
0.2	0.2	29	7	40+OCCAS:(7)
	3.4	449	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 46-47

V120	002B08C:#X LSD/LAST 30DA
------	--------------------------

On how many occasions (if any) have you used LSD ("acid")...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
98.4	95.0	12,626	1	0 OCCAS:(1)
1.1	1.0	139	2	1-2X:(2)
0.3	0.3	34	3	3-5X:(3)
0.1	0.1	11	4	6-9X:(4)
0.1	0.1	8	5	10-19X:(5)
0.0	0.0	3	6	20-39X:(6)
0.1	0.1	10	7	40+OCCAS:(7)
	3.4	456	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 48-49

V121	002B09A:#X PSYD/LIFETIME
------	--------------------------

On how many occasions (if any) have you used psychedelics
other than LSD (like mescaline, peyote, psilocybin, PCP)...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
93.1	89.6	11,902	1	0 OCCAS:(1)
3.3	3.2	423	2	1-2X:(2)
1.5	1.5	195	3	3-5X:(3)
0.6	0.6	82	4	6-9X:(4)
0.7	0.6	83	5	10-19X:(5)
0.4	0.4	49	6	20-39X:(6)
0.4	0.4	50	7	40+OCCAS:(7)
	3.8	499	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 50-51

V122 002B09B:#X PSYD/LAST12MO

On how many occasions (if any) have you used psychedelics
other than LSD (like mescaline, peyote, psilocybin, PCP)...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
95.5	92.0	12,216	1	0 OCCAS:(1)
2.4	2.3	310	2	1-2X:(2)
0.9	0.9	121	3	3-5X:(3)
0.5	0.4	58	4	6-9X:(4)
0.4	0.4	53	5	10-19X:(5)
0.1	0.1	9	6	20-39X:(6)
0.2	0.2	20	7	40+OCCAS:(7)
	3.7	498	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 52-53

V123 002B09C:#X PSYD/LAST30DA

On how many occasions (if any) have you used psychedelics
other than LSD (like mescaline, peyote, psilocybin, PCP)...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
98.3	94.6	12,562	1	0 OCCAS:(1)
1.1	1.1	145	2	1-2X:(2)
0.3	0.3	44	3	3-5X:(3)
0.1	0.1	9	4	6-9X:(4)
0.1	0.1	8	5	10-19X:(5)
0.0	0.0	2	6	20-39X:(6)
0.1	0.1	10	7	40+OCCAS:(7)
	3.8	505	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 54-55

V124	002B10A:#X COKE/LIFETIME
------	--------------------------

On how many occasions (if any) have you used cocaine
(sometimes called "coke", "crack", "rock")...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
91.4	87.4	11,611	1	0 OCCAS:(1)
3.6	3.4	456	2	1-2X:(2)
1.9	1.8	241	3	3-5X:(3)
0.9	0.9	113	4	6-9X:(4)
0.7	0.7	90	5	10-19X:(5)
0.6	0.6	78	6	20-39X:(6)
0.9	0.9	120	7	40+OCCAS:(7)
	4.3	577	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 56-57

V125	002B10B:#X COKE/LAST12MO
------	--------------------------

On how many occasions (if any) have you used cocaine
(sometimes called "coke", "crack", "rock")...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
95.0	90.8	12,066	1	0 OCCAS:(1)
2.0	2.0	260	2	1-2X:(2)
1.2	1.2	154	3	3-5X:(3)
0.6	0.6	78	4	6-9X:(4)
0.5	0.5	67	5	10-19X:(5)
0.3	0.2	33	6	20-39X:(6)
0.3	0.3	44	7	40+OCCAS:(7)
	4.4	583	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 58-59

V126	002B10C:#X COKE/LAST30DA
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On how many occasions (if any) have you used cocaine
 (sometimes called "coke", "crack", "rock")...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.8	93.6	12,433	1	0 OCCAS:(1)
1.1	1.0	135	2	1-2X:(2)
0.6	0.5	71	3	3-5X:(3)
0.2	0.2	28	4	6-9X:(4)
0.1	0.1	18	5	10-19X:(5)
0.1	0.1	8	6	20-39X:(6)
0.1	0.1	16	7	40+OCCAS:(7)
	4.3	576	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 60-61

V127

002B11A:#X AMPH/LIFETIME

Amphetamines have been prescribed by doctors to help people lose weight or to give people more energy. They are sometimes called uppers, ups, speed, bennies, dexies, pep pills, and diet pills. Drugstores are not supposed to sell them without a prescription from a doctor. Amphetamines do NOT include any non-prescription drugs, such as over-the-counter diet pills (like Dexatrim) or stay-awake pills (like No-Doz), or any mail-order drugs. On how many occasions (if any) have you taken amphetamines on your own-that is, without a doctor telling you to take them...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
84.4	80.9	10,747	1	0 OCCAS:(1)
5.9	5.7	751	2	1-2X:(2)
3.1	2.9	390	3	3-5X:(3)
2.1	2.0	270	4	6-9X:(4)
1.7	1.6	211	5	10-19X:(5)
1.2	1.1	150	6	20-39X:(6)
1.7	1.6	219	7	40+OCCAS:(7)
	4.1	546	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric

Missing-data code: -9

Columns: 62-63

V128	002B11B:#X AMPH/LAST12MO
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Amphetamines have been prescribed by doctors to help people lose weight or to give people more energy. They are sometimes called uppers, ups, speed, bennies, dexies, pep pills, and diet pills. Drugstores are not supposed to sell them without a prescription from a doctor. Amphetamines do NOT include any non-prescription drugs, such as over-the-counter diet pills (like Dexatrim) or stay-awake pills (like No-Doz), or any mail-order drugs. On how many occasions (if any) have you taken amphetamines on your own-that is, without a doctor telling you to take them...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
89.5	85.8	11,394	1	0 OCCAS:(1)
4.8	4.6	613	2	1-2X:(2)
1.7	1.6	218	3	3-5X:(3)
1.4	1.3	174	4	6-9X:(4)
1.3	1.2	161	5	10-19X:(5)
0.6	0.6	83	6	20-39X:(6)
0.7	0.6	86	7	40+OCCAS:(7)
	4.2	557	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 64-65

V129

002B11C:#X AMPH/LAST30DA

Amphetamines have been prescribed by doctors to help people lose weight or to give people more energy. They are sometimes called uppers, ups, speed, bennies, dexies, pep pills, and diet pills. Drugstores are not supposed to sell them without a prescription from a doctor. Amphetamines do NOT include any non-prescription drugs, such as over-the-counter diet pills (like Dexatrim) or stay-awake pills (like No-Doz), or any mail-order drugs. On how many occasions (if any) have you taken amphetamines on your own-that is, without a doctor telling you to take them...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
95.0	91.0	12,083	1	0 OCCAS:(1)
2.5	2.4	315	2	1-2X:(2)
1.0	1.0	132	3	3-5X:(3)
0.6	0.6	76	4	6-9X:(4)
0.4	0.4	57	5	10-19X:(5)
0.2	0.2	30	6	20-39X:(6)
0.2	0.2	27	7	40+OCCAS:(7)
	4.3	565	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 66-67

V133	002B13A:#X BRBT/LIFETIME
------	--------------------------

Barbiturates are sometimes prescribed by doctors to help people relax or get to sleep. They are sometimes called downs, downers, goofballs, yellows, reds, blues, rainbows. On how many occasions (if any) have you taken barbiturates on your own-that is, without a doctor telling you to take them...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
90.8	87.1	11,574	1	0 OCCAS:(1)
3.7	3.5	467	2	1-2X:(2)
2.0	1.9	252	3	3-5X:(3)
1.1	1.1	145	4	6-9X:(4)
1.1	1.1	142	5	10-19X:(5)
0.5	0.5	64	6	20-39X:(6)
0.8	0.8	105	7	40+OCCAS:(7)
	4.0	536	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 68-69

V134

002B13B:#X BRBT/LAST12MO

Barbiturates are sometimes prescribed by doctors to help people relax or get to sleep. They are sometimes called downs, downers, goofballs, yellows, reds, blues, rainbows. On how many occasions (if any) have you taken barbiturates on your own-that is, without a doctor telling you to take them...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
93.8	90.0	11,959	1	0 OCCAS:(1)
2.9	2.8	368	2	1-2X:(2)
1.2	1.1	147	3	3-5X:(3)
0.9	0.8	112	4	6-9X:(4)
0.8	0.8	101	5	10-19X:(5)
0.3	0.3	35	6	20-39X:(6)
0.3	0.3	34	7	40+OCCAS:(7)
	4.0	530	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 70-71

V135	002B13C:#X BRBT/LAST30DA
------	--------------------------

Barbiturates are sometimes prescribed by doctors to help people relax or get to sleep. They are sometimes called downs, downers, goofballs, yellows, reds, blues, rainbows. On how many occasions (if any) have you taken barbiturates on your own-that is, without a doctor telling you to take them...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.0	93.1	12,363	1	0 OCCAS:(1)
1.6	1.5	199	2	1-2X:(2)
0.9	0.8	109	3	3-5X:(3)
0.3	0.3	44	4	6-9X:(4)
0.2	0.1	19	5	10-19X:(5)
0.0	0.0	6	6	20-39X:(6)
0.0	0.0	5	7	40+OCCAS:(7)
	4.1	540	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 72-73

V136	002B14A:#X TRQL/LIFETIME
------	--------------------------

Tranquilizers are sometimes prescribed by doctors to calm people down, quiet their nerves, or relax their muscles. Librium, Valium, and Miltown are all tranquilizers. On how many occasions (if any) have you taken tranquilizers on your own-that is, without a doctor telling you to take them...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
91.1	87.4	11,607	1	0 OCCAS:(1)
3.8	3.7	490	2	1-2X:(2)
2.0	1.9	258	3	3-5X:(3)
1.1	1.0	138	4	6-9X:(4)
0.8	0.8	104	5	10-19X:(5)
0.4	0.4	53	6	20-39X:(6)
0.7	0.7	88	7	40+OCCAS:(7)
	4.1	548	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 74-75

V137	002B14B:#X TRQL/LAST12MO
------	--------------------------

Tranquilizers are sometimes prescribed by doctors to calm people down, quiet their nerves, or relax their muscles. Librium, Valium, and Miltown are all tranquilizers. On how many occasions (if any) have you taken tranquilizers on your own-that is, without a doctor telling you to take them...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
94.3	90.3	12,003	1	0 OCCAS:(1)
2.9	2.7	363	2	1-2X:(2)
1.1	1.0	137	3	3-5X:(3)
0.8	0.8	103	4	6-9X:(4)
0.5	0.5	65	5	10-19X:(5)
0.2	0.2	26	6	20-39X:(6)
0.2	0.2	31	7	40+OCCAS:(7)
	4.2	557	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 76-77

V138	002B14C:#X TRQL/LAST30DA
------	--------------------------

Tranquilizers are sometimes prescribed by doctors to calm people down, quiet their nerves, or relax their muscles. Librium, Valium, and Miltown are all tranquilizers. On how many occasions (if any) have you taken tranquilizers on your own-that is, without a doctor telling you to take them...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.4	93.3	12,401	1	0 OCCAS:(1)
1.3	1.3	168	2	1-2X:(2)
0.6	0.6	81	3	3-5X:(3)
0.3	0.3	40	4	6-9X:(4)
0.3	0.2	33	5	10-19X:(5)
0.0	0.0	3	6	20-39X:(6)
0.0	0.0	4	7	40+OCCAS:(7)
	4.2	555	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 78-79

V141	002R	:#X H/LAST30DAY
------	------	-----------------

On how many occasions (if any) have you used heroin...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
99.3	95.1	12,637	1	0 OCCAS:(1)
0.4	0.4	47	2	1-2X:(2)
0.2	0.2	28	3	3-5X:(3)
0.0	0.0	3	4	6-9X:(4)
0.0	0.0	5	5	10-19X:(5)
0.0	0.0	5	6	20-39X:(6)
0.0	0.0	6	7	40+OCCAS:(7)
	4.2	555	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 84-85

V142	002B17A:#X NARC/LIFETIME
------	---------------------------------

There are a number of narcotics other than heroin, such as methadone, opium, morphine, codeine, demerol, paregoric, talwin, and laudanum. There are sometimes prescribed by doctors. On how many occasions (if any) have you taken narcotics other than heroin on your own-that is, without a doctor telling you to take them...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
89.4	85.1	11,311	1	0 OCCAS:(1)
4.7	4.5	596	2	1-2X:(2)
2.2	2.1	274	3	3-5X:(3)
1.3	1.2	160	4	6-9X:(4)
1.0	0.9	122	5	10-19X:(5)
0.6	0.6	81	6	20-39X:(6)
0.9	0.9	115	7	40+OCCAS:(7)
	4.7	626	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 86-87

V143

002B17B:#X NARC/LAST12MO

There are a number of narcotics other than heroin, such as methadone, opium, morphine, codeine, demerol, paregoric, talwin, and laudanum. There are sometimes prescribed by doctors. On how many occasions (if any) have you taken narcotics other than heroin on your own-that is, without a doctor telling you to take them...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
93.0	88.6	11,773	1	0 OCCAS:(1)
3.4	3.2	429	2	1-2X:(2)
1.5	1.4	187	3	3-5X:(3)
0.9	0.9	117	4	6-9X:(4)
0.5	0.5	64	5	10-19X:(5)
0.4	0.3	45	6	20-39X:(6)
0.3	0.3	41	7	40+OCCAS:(7)
	4.7	628	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 88-89

V144	002B17C:#X NARC/LAST30DA
------	--------------------------

There are a number of narcotics other than heroin, such as methadone, opium, morphine, codeine, demerol, paregoric, talwin, and laudanum. There are sometimes prescribed by doctors. On how many occasions (if any) have you taken narcotics other than heroin on your own-that is, without a doctor telling you to take them...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.1	92.5	12,286	1	0 OCCAS:(1)
1.6	1.5	202	2	1-2X:(2)
0.7	0.7	92	3	3-5X:(3)
0.3	0.3	35	4	6-9X:(4)
0.2	0.2	27	5	10-19X:(5)
0.1	0.1	8	6	20-39X:(6)
0.0	0.0	6	7	40+OCCAS:(7)
	4.7	629	-9	Missing

 100.0 100.0 13,285 cases (Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 90-91

V145

002B18A:#X INHL/LIFETIME

On how many occasions (if any) have you sniffed glue, or
breathed the contents of aerosol spray cans, or inhaled
any other gases or sprays in order to get high...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
85.8	41.2	5,477	1	0 OCCAS:(1)
7.0	3.4	449	2	1-2X:(2)
3.1	1.5	198	3	3-5X:(3)
1.6	0.8	101	4	6-9X:(4)
0.9	0.4	60	5	10-19X:(5)
0.4	0.2	28	6	20-39X:(6)
1.1	0.5	69	7	40+OCCAS:(7)
	52.0	6,904	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric

Missing-data code: -9

Columns: 92-93

V146	002B18B:#X INHL/LAST12MO
------	--------------------------

On how many occasions (if any) have you sniffed glue, or
 breathed the contents of aerosol spray cans, or inhaled
 any other gases or sprays in order to get high...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
94.1	45.1	5,993	1	0 OCCAS:(1)
3.0	1.4	190	2	1-2X:(2)
1.3	0.6	81	3	3-5X:(3)
0.5	0.3	34	4	6-9X:(4)
0.4	0.2	25	5	10-19X:(5)
0.4	0.2	24	6	20-39X:(6)
0.3	0.2	21	7	40+OCCAS:(7)
	52.1	6,916	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 94-95

V147	002B18C:#X INHL/LAST30DA
------	--------------------------

On how many occasions (if any) have you sniffed glue, or
breathed the contents of aerosol spray cans, or inhaled
any other gases or sprays in order to get high...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.8	46.8	6,220	1	0 OCCAS:(1)
1.1	0.5	67	2	1-2X:(2)
0.5	0.3	34	3	3-5X:(3)
0.3	0.1	16	4	6-9X:(4)
0.2	0.1	10	5	10-19X:(5)
0.1	0.1	8	6	20-39X:(6)
0.1	0.0	6	7	40+OCCAS:(7)
	52.1	6,923	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 96-97

V148	002(R) :AGE <>18 DICHOTOMY
------	----------------------------

In what year were you born?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
45.9	44.1	5,852	1	< 18
54.1	51.9	6,896	2	18+
	4.0	537	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 98-99

V150 002C03 :R'S SEX

What is your sex?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
47.9	45.0	5,980	1	MALE:(1)
52.1	48.9	6,503	2	FEMALE:(2)
	6.0	803	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 100-101

V151 002C04 (R)R'S RACE

How do you describe yourself?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
83.2	63.5	8,435	0	WHITE:(6)
16.8	12.8	1,706	1	BLACK:(2)
	23.7	3,144	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 102-103

V152	002C05 :R SPD >TIM R-URB
------	--------------------------

Where did you grow up mostly?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	DK/MIXED:(0)
5.4	4.8	632	1	FARM:(1)
13.9	12.3	1,632	2	COUNTRY:(2)
30.3	26.7	3,543	3	SML TOWN:(3)
12.4	10.9	1,454	4	MED CITY:(4)
7.7	6.8	902	5	SUBURB 4:(5)
11.0	9.7	1,290	6	LRG CITY:(6)
7.5	6.6	876	7	SUBURB 6:(7)
7.5	6.6	877	8	VRYLG CY:(8)
4.3	3.8	500	9	SUBURB 8:(9)
	11.9	1,579	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 104-105

V153	002C06 :R NOT MARRIED
------	-----------------------

What is your present marital status?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
2.5	2.4	314	1	MARRIED:(1)
6.0	5.8	767	2	ENGAGED:(2)
0.8	0.8	103	3	SEP/DIV:(3)
90.7	86.6	11,502	4	SINGLE:(4)
	4.5	599	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 106-107

V155 002C07Cb (R) :R'S HSHLD FATHER

Which of the following people live in the same household with you? (Mark all that apply.)

C07CB. Father (or male guardian)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
26.0	24.8	3,293	0	NT MARKD:(0)
74.0	70.5	9,369	1	MARKED:(1)
	4.7	622	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 108-109

V156 002C07Cc (R) :R'S HSHLD MOTHER

Which of the following people live in the same household with you? (Mark all that apply.)

C07CC. Mother (or female guardian)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
10.5	10.0	1,330	0	NT MARKD:(0)
89.5	85.3	11,333	1	MARKED:(1)
	4.7	622	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 110-111

V157	002C07Cd(R):R'S HSHLD BR/SR
------	-----------------------------

Which of the following people live in the same household
with you? (Mark all that apply.)

C07CD. Brother(s) and/or sister(s)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
33.6	32.0	4,250	0	NT MARKD:(0)
66.4	63.3	8,413	1	MARKED:(1)
	4.7	622	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 112-113

V163	002C08 :FATHR EDUC LEVEL
------	--------------------------

What is the highest level of schooling your father
completed?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
3.0	2.7	353	1	GRDE SCH:(1)
10.0	8.9	1,178	2	SOME HS:(2)
30.2	26.7	3,553	3	HS GRAD:(3)
18.8	16.6	2,208	4	SOME CLG:(4)
23.3	20.6	2,742	5	CLG GRAD:(5)
14.6	12.9	1,717	6	GRAD SCH:(6)
0.0	0.0	0	7	DK:(7)
	11.5	1,533	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 114-115

V166	002C11 :R'S POLTL PRFNC
------	-------------------------

How would you describe your political preference?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
11.3	7.2	962	1	STRG GOP: (1)
18.1	11.6	1,537	2	MILD GOP: (2)
16.7	10.6	1,413	3	MILD DEM: (3)
12.8	8.2	1,086	4	STRG DEM: (4)
13.9	8.9	1,178	5	INDEPNDT: (5)
25.2	16.1	2,140	6	NO PREF: (6)
2.0	1.3	171	7	OTHER: (7)
0.0	0.0	0	8	DK: (8)
	36.1	4,798	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 120-121

V167	002C12 :R'POL BLF RADCL
------	-------------------------

How would you describe your political beliefs?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
6.6	3.7	491	1	VRY CONS: (1)
16.7	9.4	1,248	2	CONSERV: (2)
41.6	23.3	3,098	3	MODERATE: (3)
23.6	13.2	1,759	4	LIBERAL: (4)
6.5	3.6	483	5	VRY LIB: (5)
5.0	2.8	376	6	RADICAL: (6)
0.0	0.0	0	8	NONE/DK: (8)
	43.9	5,830	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 122-123

V169 002C13B:R'ATTND REL SVC

The next three questions are about religion. (This question is omitted from California questionnaires.)

How often do you attend religious services? (California Schools omitted)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
14.0	10.4	1,384	1	NEVER:(1)
35.3	26.2	3,482	2	RARELY:(2)
17.7	13.2	1,751	3	1-2X/MO:(3)
33.0	24.5	3,255	4	WK OR+:(4)
	25.7	3,413	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 124-125

V170 002C13C:RLGN IMP R'S LF

The next three questions are about religion. (This question is omitted from California questionnaires.)

How important is religion in your life? (California Schools omitted)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
13.5	10.0	1,328	1	NOT IMPT:(1)
24.6	18.3	2,429	2	LITL IMP:(2)
29.7	22.1	2,932	3	PRTY IMP:(3)
32.1	23.9	3,170	4	VERY IMP:(4)
	25.8	3,426	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 126-127

V171	002C14 :WHEN R XPCT GRAD
------	--------------------------

When are you most likely to graduate from high school?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
97.7	92.3	12,263	1	BY JUNE:(1)
1.7	1.6	215	2	JULY-JAN:(2)
0.0	0.0	0	3	AFT JAN:(3)
0.6	0.5	69	6	WONT:(6)
	5.6	738	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 128-129

V172	002C15 :R'S HS PROGRAM
------	------------------------

Which of the following best describes your present high school program?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
54.1	50.6	6,728	1	CLG PREP:(1)
29.3	27.5	3,648	2	GENERAL:(2)
9.4	8.8	1,171	3	VOC-TECH:(3)
7.2	6.8	900	4	OTH/DK:(4)
	6.3	838	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 130-131

V175 002C18A:#DA/4W SC MS ILL

During the LAST FOUR WEEKS, how many whole days of school have you missed . . .

Because of illness

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
58.7	54.2	7,197	1	NONE:(1)
17.6	16.2	2,153	2	1 DAY:(2)
10.6	9.8	1,303	3	2 DAYS:(3)
6.1	5.6	744	4	3 DAYS:(4)
4.2	3.8	509	5	4-5 DAYS:(5)
1.7	1.5	206	6	6-10 DA:(6)
1.2	1.1	142	7	11+ DAYS:(7)
	7.8	1,030	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 136-137

V176 002C18B:#DA/4W SC MS CUT

During the LAST FOUR WEEKS, how many whole days of school have you missed . . .

Because you skipped or "cut"

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
66.8	60.2	8,004	1	NONE:(1)
15.0	13.6	1,801	2	1 DAY:(2)
7.4	6.6	883	3	2 DAYS:(3)
4.4	3.9	524	4	3 DAYS:(4)
3.4	3.0	404	5	4-5 DAYS:(5)
1.7	1.6	209	6	6-10 DA:(6)
1.4	1.2	163	7	11+ DAYS:(7)
	9.8	1,297	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 138-139

V177 002C18C:#DA/4W SC MS OTH

During the LAST FOUR WEEKS, how many whole days of school
have you missed . . .

For other reasons

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
54.4	49.5	6,580	1	NONE:(1)
21.2	19.3	2,560	2	1 DAY:(2)
11.2	10.2	1,360	3	2 DAYS:(3)
6.5	5.9	785	4	3 DAYS:(4)
4.0	3.7	490	5	4-5 DAYS:(5)
1.5	1.4	183	6	6-10 DA:(6)
1.2	1.1	144	7	11+ DAYS:(7)
	8.9	1,184	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 140-141

V178 002C19 :#DA/4W SKP CLASS

During the last four weeks, how often have you gone to
school, but skipped a class when you weren't supposed to?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
63.0	58.9	7,820	1	NONE:(1)
21.2	19.8	2,630	2	1-2:(2)
9.4	8.7	1,160	3	3-5:(3)
3.6	3.4	448	4	6-10:(4)
1.5	1.4	187	5	11-20:(5)
1.3	1.2	160	6	21+:(6)
	6.6	880	-9	Missing

100.0 100.0 13,285 cases (Wtd)

Data type: numeric
Missing-data code: -9
Columns: 142-143

V179	002C20 :R HS GRADE/D=1
------	------------------------

Which of the following best describes your average grade so far in high school?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
1.1	1.0	136	1	D: (1)
2.9	2.7	364	2	C-: (2)
6.5	6.1	808	3	C: (3)
9.3	8.7	1,151	4	C+: (4)
12.6	11.7	1,552	5	B-: (5)
18.7	17.4	2,317	6	B: (6)
17.8	16.6	2,205	7	B+: (7)
15.5	14.4	1,919	8	A-: (8)
15.4	14.4	1,908	9	A: (9)
	7.0	924	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 144-145

V180	002C21A:R WL DO VOC/TEC
------	-------------------------

How likely is it that you will do each of the following things after high school?

Attend a technical or vocational school

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
54.1	48.7	6,469	1	DEF WONT: (1)
23.2	20.9	2,771	2	PRB WONT: (2)
14.8	13.3	1,767	3	PRB WILL: (3)
7.9	7.1	940	4	DEF WILL: (4)
	10.1	1,338	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 146-147

V181 002C21B:R WL DO ARMD FC

How likely is it that you will do each of the following things after high school?

Serve in the armed forces

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
72.8	64.8	8,606	1	DEF WONT:(1)
16.0	14.2	1,890	2	PRB WONT:(2)
6.4	5.7	755	3	PRB WILL:(3)
4.8	4.3	565	4	DEF WILL:(4)
	11.0	1,468	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 148-149

V182 002C21C:R WL DO 2YR CLG

How likely is it that you will do each of the following things after high school?

Graduate from a two-year college program

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
40.0	35.7	4,746	1	DEF WONT:(1)
21.2	18.9	2,513	2	PRB WONT:(2)
22.2	19.8	2,631	3	PRB WILL:(3)
16.7	15.0	1,988	4	DEF WILL:(4)
	10.6	1,407	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases (Wtd)	

Data type: numeric
 Missing-data code: -9
 Columns: 150-151

V183	002C21D:R WL DO 4YR CLG
------	-------------------------

How likely is it that you will do each of the following things after high school?

Graduate from college (four-year program)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
10.5	9.5	1,268	1	DEF WONT:(1)
11.4	10.4	1,378	2	PRB WONT:(2)
21.8	19.9	2,640	3	PRB WILL:(3)
56.4	51.4	6,833	4	DEF WILL:(4)
	8.8	1,165	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 152-153

V184	002C21E:R WL DO GRD/PRF
------	-------------------------

How likely is it that you will do each of the following things after high school?

Attend graduate or professional school after college

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
19.5	17.5	2,320	1	DEF WONT:(1)
27.5	24.6	3,275	2	PRB WONT:(2)
33.1	29.6	3,936	3	PRB WILL:(3)
20.0	17.9	2,376	4	DEF WILL:(4)
	10.4	1,379	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 154-155

V185 **002C22A:R WNTDO VOC/TEC**

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22A. Attend a technical or vocational school

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
82.1	75.4	10,022	0	NT MARKD:(0)
17.9	16.4	2,178	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 156-157

V186 **002C22B:R WNTDO ARMD FC**

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22B. Serve in the armed forces

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
87.2	80.1	10,641	0	NT MARKD:(0)
12.8	11.7	1,560	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 158-159

V187	002C22C:R WNTDO 2YR CLG
------	-------------------------

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22C. Graduate from a two-year college program

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
75.8	69.6	9,242	0	NT MARKD:(0)
24.2	22.3	2,958	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 160-161

V188	002C22D:R WNTDO 4YR CLG
------	-------------------------

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22D. Graduate from college (four-year program)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
22.2	20.4	2,704	0	NT MARKD:(0)
77.8	71.5	9,496	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 162-163

V189 002C22E:R WNTDO GRD/PRF

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22E. Attend graduate or professional school after college

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
45.5	41.8	5,554	0	NT MARKD:(0)
54.5	50.0	6,646	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 164-165

V190 002C22F:R WNTDO NONE

Suppose you could do just what you'd like and nothing stood in your way. How many of the following things would you WANT to do? (Mark all that apply.)

C22F. None of the above

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
94.5	86.8	11,531	0	NT MARKD:(0)
5.5	5.0	670	1	MARKED:(1)
	8.2	1,085	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 166-167

V191	002C23 :HRS/W WRK SCHYR
------	-------------------------

On the average over the school year, how many hours per week do you work in a paid or unpaid job?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
21.4	19.7	2,615	1	NONE:(1)
8.1	7.5	993	2	5 OR <:(2)
8.6	7.9	1,050	3	6-10 HRS:(3)
11.4	10.5	1,396	4	11-15 HR:(4)
16.8	15.4	2,046	5	16-20 HR:(5)
14.7	13.5	1,793	6	21-25 HR:(6)
9.3	8.5	1,134	7	26-30 HR:(7)
9.7	8.9	1,179	8	30+ HRS:(8)
	8.1	1,079	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 168-169

V192	002C24A:R\$/AVG WEEK JOB
------	--------------------------

During an average week, how much money do you get from . . .

A job or other work

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
24.6	22.1	2,940	1	NONE:(1)
1.2	1.1	145	2	\$1-5:(2)
2.7	2.5	328	3	\$6-10:(3)
2.5	2.2	293	4	\$11-20:(4)
4.0	3.6	483	5	\$21-35:(5)
6.5	5.9	780	6	\$36-50:(6)
10.9	9.8	1,307	7	\$51-75:(7)
24.0	21.6	2,865	8	\$76-125:(8)
23.4	21.0	2,796	9	\$126+:(9)
	10.2	1,349	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 170-171

V193 **002C24B:R\$/AVG WEEK OTH**

During an average week, how much money do you get from . . .

Other sources (allowances, etc.)

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
37.1	32.7	4,346	1	NONE:(1)
6.7	5.9	785	2	\$1-5:(2)
10.5	9.2	1,229	3	\$6-10:(3)
17.9	15.8	2,097	4	\$11-20:(4)
11.1	9.8	1,305	5	\$21-35:(5)
6.8	6.0	796	6	\$36-50:(6)
3.5	3.1	413	7	\$51-75:(7)
2.6	2.3	307	8	\$76-125:(8)
3.7	3.2	430	9	\$126+:(9)
	11.9	1,578	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 172-173

V194 **002C25 :#X/AV WK GO OUT**

During a typical week, on how many evenings do you go out for fun and recreation?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
9.8	9.0	1,194	1	< 1:(1)
13.8	12.6	1,676	2	ONE:(2)
27.8	25.4	3,373	3	TWO:(3)
24.2	22.1	2,942	4	THREE:(4)
16.4	15.0	1,993	5	4-5:(5)
7.9	7.2	954	6	6-7:(6)
	8.7	1,153	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 174-175

V195	002C26 :#X DATE 3+/WK
------	-----------------------

On the average, how often do you go out with a date (or your spouse, if you are married)?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
20.8	18.8	2,504	1	NEVER:(1)
19.4	17.6	2,338	2	MO OR<:(2)
16.8	15.2	2,021	3	2-3/MO:(3)
14.7	13.3	1,764	4	WK:(4)
17.5	15.9	2,108	5	2-3/WK:(5)
10.7	9.7	1,289	6	3+/WK:(6)
	9.5	1,260	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 176-177

V196	002C27 :DRIVE>200 MI/WK
------	-------------------------

During an average week, how much do you usually drive a car, truck, or motorcycle?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
15.1	13.8	1,827	1	NONE:(1)
7.8	7.1	944	2	1-10 MI:(2)
21.3	19.4	2,573	3	11-50:(3)
21.9	20.0	2,652	4	51-100:(4)
18.6	16.9	2,246	5	101-200:(5)
15.3	13.9	1,851	6	> 200:(6)
	9.0	1,193	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 178-179

V199	002C29BR#TCKTS AFT MARJ
------	-------------------------

How many of these tickets or warnings occurred after you
were . . .

Smoking marijuana or hashish?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
93.6	25.9	3,439	0	None:(0)
4.6	1.3	167	1	One:(1)
1.2	0.3	43	2	Two:(2)
0.6	0.2	23	3	3-4 or +:(3-4)
	72.4	9,613	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 184-185

V200	002C29CR#TCKTS AFT OTDG
------	-------------------------

How many of these tickets or warnings occurred after you
were . . .

Using other illegal drugs?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
98.7	27.2	3,611	0	None:(0)
0.7	0.2	27	1	One:(1)
0.3	0.1	11	2	Two:(2)
0.2	0.1	9	3	3-4 or +:(3-4)
	72.5	9,627	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 186-187

V201 002C30 :#ACCIDNTS/12 MO

We are interested in any accidents which occurred while you were driving a car, truck, or motorcycle. ("Accidents" means a collision involving property damage or personal injury--not bumps or scratches in parking lots.) During the LAST 12 MONTHS, how many accidents have you had while you were driving (whether or not you were responsible)?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
75.2	67.0	8,906	0	NONE:(0)
18.7	16.7	2,214	1	ONE:(1)
4.7	4.2	560	2	TWO:(2)
1.1	1.0	134	3	THREE:(3)
0.3	0.3	37	4	4+:(4)
	10.8	1,434	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 188-189

V202 002C31AR#ACDTS AFT DRNK

How many of these accidents occurred after you were . . .
 Drinking alcoholic beverages?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
95.7	21.0	2,790	0	None:(0)
3.5	0.8	103	1	One:(1)
0.5	0.1	15	2	Two:(2)
0.3	0.1	8	3	3-4 or +:(3-4)
	78.0	10,368	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 190-191

V203	002C31BR#ACDTS AFT MARJ
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How many of these accidents occurred after you were . . .

Smoking marijuana or hashish?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
96.1	21.0	2,791	0	None:(0)
3.0	0.7	89	1	One:(1)
0.5	0.1	13	2	Two:(2)
0.4	0.1	12	3	3-4 or +:(3-4)
	78.1	10,380	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 192-193

V204	002C31CR#ACDTS AFT OTDG
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Using other illegal drugs?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
98.8	21.6	2,864	0	None:(0)
0.8	0.2	23	1	One:(1)
0.1	0.0	2	2	Two:(2)
0.3	0.1	9	3	3-4 or +:(3-4)
	78.2	10,388	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 194-195

V5	SAMPLING WEIGHT
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13,285 cases (Wtd) (Range of valid codes: .0001-5.0627)

Data type: numeric
 Decimals: 4
 Missing-data code: -9.0000
 Columns: 196-201

V109 001B018A:#X HASH/LIFETIM

On how many occasions (if any) have you used hashish...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
88.3	14.3	1,897	1	
4.1	0.7	88	2	
2.1	0.3	45	3	
1.2	0.2	25	4	
1.4	0.2	30	5	
1.0	0.2	21	6	
2.0	0.3	43	7	
	83.8	11,136	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 202-203

V110 001B018B:#X HASH/LAST12M

On how many occasions (if any) have you used hashish...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
91.9	14.8	1,973	1	
2.7	0.4	58	2	
1.7	0.3	37	3	
1.0	0.2	22	4	
1.2	0.2	25	5	
0.6	0.1	12	6	
0.9	0.1	20	7	
	83.8	11,138	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 204-205

V111	001B018C:#X HASH/LAST30D
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On how many occasions (if any) have you used hashish...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
96.2	15.5	2,063	1	
1.6	0.3	35	2	
0.4	0.1	9	3	
0.9	0.1	18	4	
0.4	0.1	8	5	
0.1	0.0	2	6	
0.4	0.1	9	7	
	83.9	11,140	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric

Missing-data code: -9

Columns: 206-207

V112	001B019A:#X MARJ/LIFETIM
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On how many occasions (if any) have you used marijuana...

...in your lifetime?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
50.7	8.2	1,085	1	
8.4	1.4	181	2	
6.7	1.1	143	3	
5.4	0.9	116	4	
6.4	1.0	136	5	
6.1	1.0	130	6	
16.4	2.6	351	7	
	83.9	11,145	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric

Missing-data code: -9

Columns: 208-209

V113 001B019B:#X MARJ/LAST12M

On how many occasions (if any) have you used marijuana...

...during the last 12 months?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
61.4	9.8	1,307	1	
10.5	1.7	222	2	
6.7	1.1	142	3	
4.7	0.8	100	4	
4.8	0.8	103	5	
3.4	0.5	73	6	
8.5	1.4	181	7	
	84.0	11,157	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 210-211

V114 001B019C:#X MARJ/LAST30D

On how many occasions (if any) have you used marijuana...

...during the last 30 days?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
0.0	0.0	0	0	No data
78.2	12.5	1,663	1	
7.6	1.2	161	2	
3.4	0.5	72	3	
2.4	0.4	52	4	
2.3	0.4	50	5	
2.2	0.4	47	6	
3.8	0.6	81	7	
	84.0	11,159	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
 Missing-data code: -9
 Columns: 212-213

V205	0015C32	:R'S BRANCH SERV
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If you have not entered military service, and do not expect to enter, GO TO PART D. What is, or will be, your branch of service?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
30.8	1.1	143	1	ARMY:(1)
12.8	0.4	60	2	NAVY:(2)
14.5	0.5	67	3	MARINES:(3)
26.7	0.9	124	4	AIRFORCE:(4)
5.0	0.2	23	5	COAST GD:(5)
10.1	0.4	47	6	UNCERTN:(6)
	96.5	12,820	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 214-215

V206	0015C33	:R XPCTS B OFFCR
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Do you expect to be an officer?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
14.3	0.5	68	1	NO:(1)
40.8	1.5	196	2	UNCERTN:(2)
44.9	1.6	215	3	YES:(3)
0.0	0.0	0	8	NO ANSR:(8)
	96.4	12,805	-9	Missing
-----	-----	-----		
100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 216-217

V207	0015C34	:R XPCTS MLTR CR
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Do you expect to have a career in the Armed Forces?

PCT	PCT	N	VALUE	LABEL
VALID	ALL			
22.3	0.8	107	1	NO:(1)
47.1	1.7	225	2	UNCERTN:(2)
30.5	1.1	146	3	YES:(3)
0.0	0.0	0	8	NO ANSR:(8)
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100.0	100.0	13,285	cases	(Wtd)

Data type: numeric
Missing-data code: -9
Columns: 218-219

APPENDIX A

PUBLICATIONS

ANNUAL VOLUMES CONTAINING COMPLETE RESPONSE DISTRIBUTIONS

(Published by the Institute for Social Research)

These volumes contain univariate and selected bivariate percentagized frequency distributions on all questions asked in a given year. Also contained is a cross-time index for locating the same question in the other years of the study in which it was contained. Order directly from Monitoring the Future, Institute for Social Research Room 2311, P. O. Box 1248, Ann Arbor, Michigan 48106-1248.

- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1975. L.D. Johnston and J.G. Bachman, 1980, 188 pp.
- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1976. J.G. Bachman, L.D. Johnston, and P.M. O'Malley, 1980, 264 pp.
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- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1983. L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1984, 282 pp.
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- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1990. J.G. Bachman, L.D. Johnston, and P.M. O'Malley, 1993, 335 pp.
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- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1993. L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1995, 339 pp.
- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1994. J.G. Bachman, L.D. Johnston, and P.M. O'Malley, 1997, 341 pp.

- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1995. L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1997, 341 pp.
- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1996. J.G. Bachman, L.D. Johnston, and P.M. O'Malley, 2001, 376 pp.
- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1997. L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 2001, 378 pp.
- Monitoring the Future: Questionnaire responses from the nation's high school seniors, 1998. J.G. Bachman, L.D. Johnston, and P.M. O'Malley, 2001, 378 pp.

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(Published by the National Institute on Drug Abuse)

Volumes in this series may be ordered from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852 (Tel. 1-800-729-6686). There is no charge for single copies.

- Drug use among American high school students 1975-1977 (DHEW Publication No. ADM 78-619). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1978, 256 pp.
- Highlights from drug use among American high school students 1975-1977 (DHEW Publication No. ADM 78-621). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1978, 43 pp.
- Drugs and the class of 1978: Behaviors, attitudes, and recent national trends (DHEW Publication No. ADM 79-877). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1979, 376 pp.
- Highlights from drugs and the class of 1978: Behaviors, attitudes, and recent national trends (DHEW Publication No. ADM 79-878). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1979, 62 pp.
- 1979 Highlights: Drugs and the nation's high school students, Five year national trends (DHEW Publication No. ADM 80-930). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1979, 85 pp.
- Highlights from student drug use in America, 1975-1980 (DHHS Publication No. ADM 81-1066). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1981, 120 pp.
- Highlights from student drug use in America, 1975-1981 (DHHS Publication No. ADM 82-1208). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1981, 130 pp.
- Student drug use in America, 1975-1981 (DHHS Publication No. ADM 89-1221). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1982, 433 pp.
- Student drug use, attitudes, and beliefs: National trends, 1975-1982 (DHHS Publication No. ADM 83-1260). L.D. Johnston, J.G. Bachman, and P.M. O'Malley, 1983, 134 pp.
- Highlights from drugs and American high school students, 1975-1983 (DHHS Publication No. ADM 84-1317). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1984, 135 pp.
- Drugs and American high school students: 1975-1983 (DHHS Publication No. ADM 85-1374). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1984, 492 pp.
- Use of licit and illicit drugs by America's high school students: 1975-1984 (DHHS Publication No. ADM 85-1394). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1985, 167 pp.
- Drug use among American high school students, college students, and other young adults: National trends through 1985 (DHHS Publication No. ADM 86-1450). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1986, 237 pp.
- National trends in drug use and related factors among American high school students and young adults, 1975-1986 (DHHS Publication No. ADM 87-1535). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1987, 265 pp.
- Illicit drug use, smoking, and drinking by America's high school students, college students, and young adults: 1975-1987 (DHHS Publication No. ADM 89-1602). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1988, 307 pp.
- Drug use, drinking, and smoking: National survey results from high school, college, and young adult populations, 1975-1988 (DHHS Publication No. ADM 89-1638). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1989, 339 pp.
- Trends in drug use and associated factors among American high school students, college students, and young adults: 1975-1989 (Institute for Social Research: Ann Arbor, MI). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1991, 331 pp.
- Drug use among American high school seniors, college students and young adults, 1975-1990, Volume I: High school seniors (DHHS Publication No. (ADM) 91-1813) and Volume II: College students and young adults (DHHS

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- National survey results on drug use from the Monitoring the Future study 1975-1993. Volume I: Secondary school students (NIH Pub. No. 94-3809). Volume II: College students and young adults (NIH Pub. No. 94-3810). L.D. Johnston, P.M. O'Malley, and J.G. Bachman, 1994, 281 pp. and 189 pp., respectively.
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APPENDIX B

SAMPLE SIZE AND STUDENT RESPONSE RATES

The three-stage sample procedure described in the introduction yielded the following number of participating schools and students.

	1975	1976	1977	1978	1979	1980
# Public Schools	111	108	108	111	111	107
# Private Schools	14	15	16	20	20	20
Total # Schools	125	123	124	131	131	127
Total # Students	15,791	16,678	18,438	18,924	16,662	16,524
Student Response Rate (%) *	78%	77%	79%	83%	82%	82%

	1981	1982	1983	1984	1985	1986
# Public Schools	109	116	112	117	115	113
# Private Schools	19	21	22	17	17	16
Total # Schools	128	137	134	134	132	129
Total # Students	18,267	18,348	16,947	16,499	16,502	15,713
Student Response Rate (%) *	81%	83%	84%	83%	84%	83%

SAMPLE SIZE AND STUDENT RESPONSE RATES
(continued)

	1987	1988	1989	1990	1991	1992
# Public Schools	117	113	111	114	117	120
# Private Schools	18	19	22	23	19	18
Total # Schools	135	132	133	137	136	138
Total # Students	16,843	16,795	17,142	15,676	15,483	16,261
Student Response Rate (%) *	84%	83%	86%	86%	83%	84%

	1993	1994	1995	1996	1997	1998
# Public Schools	121	119	120	118	125	124
# Private Schools	18	20	24	21	21	20
Total # Schools	139	139	144	139	146	144
Total # Students	16,763	15,929	15,876	14,824	15,963	15,780
Student Response Rate (%) *	84%	84%	84%	83%	83%	82%

SAMPLE SIZE AND STUDENT RESPONSE RATES
(continued)

	1999	2000
# Public Schools	124	116
# Private Schools	19	18
Total # Schools	143	134
Total # Students	14,056	13,286
Student Response Rate (%) *	83%	83%

* The student response rate is derived by dividing the attained sample by the target sample (both based on weighted numbers of cases). The target sample is based upon listings provided by schools. Since such listings may fail to take account of recent student attrition, the actual response rate may be slightly underestimated.