2006 National Youth Tobacco Survey

Methodology Report

Introduction

Overview of the National Youth Tobacco Survey (NYTS)

In conjunction with the state Youth Tobacco Survey (YTS), the National Youth Tobacco Survey (NYTS) was developed to provide the data necessary to support the design, implementation, and evaluation of state and national tobacco prevention and control programs (TCPs).[1,2] In addition, NYTS data supplement other existing data sources that provide prevalence estimates for selected tobacco use behaviors among high school students, such as the Youth Risk Behavior Surveillance System (YRBSS), by providing more comprehensive data for both middle school and high school students (i.e., grades 6-8 and grades 9-12, respectively) that cover tobacco use (i.e., bidis,[*] cigarettes, cigars, kreteks,[†] tobacco pipes, and smokeless tobacco); exposure to secondhand smoke; smoking cessation; school curriculum; minors' ability to purchase or obtain tobacco products; and, knowledge and attitudes about tobacco and familiarity with pro-tobacco and anti-tobacco media messages. NYTS data also serve as essential benchmarks against which TCPs can compare the magnitude of youth tobacco use and that monitor one of the 10 leading health indicators for Healthy People 2010[3] that addresses tobacco use (27-2b: Reduce cigarette smoking by adolescents).

First conducted during fall 1999[4] and again during spring 2000,[5] 2002,[6] 2004,[7] 2006,[8] and 2009 (unpublished) NYTS data are representative of all middle school and high school students in the 50 states and the District of Columbia.

Overview of the 2006 NYTS Methodology

The 2006 NYTS employed a geographically stratified three-stage cluster sample design to produce a nationally representative sample of middle school and high school students in the United States. Non-Hispanic black, Hispanic, and Asian students were oversampled. Sampling procedures were probabilistic and conducted without replacement at all stages, and entailed selection of Primary Sampling Units (PSUs) (i.e., a county, or a group of small counties, or part of a very large county) within each created stratum, of schools within each selected PSU, and, lastly, of students within each selected school. Participating students completed the survey via pencil and paper self-administered scannable questionnaire booklet.

Participation in the NYTS was voluntary at both the school and student level. At the student level, participation was also anonymous. Schools used either passive or active permission forms at their discretion to fulfill requirements of the No Child Left Behind Act whereby parents must be provided with a means to opt out of their child's participation. The school response rate was 91.6%, and the student response rate was 87.6%, resulting in an overall response rate (i.e., the school response rate multiplied by the student response rate) of 80.2%.

[*] Bidis (or "beedies") are small brown cigarettes from India consisting of tobacco wrapped in a leaf and tied with a thread.
[†] Kreteks (or "clove cigarettes") are flavored cigarettes containing tobacco and clove extract.

A weighting factor was applied to each student record to adjust for nonresponse and for varying probabilities of selection. Weights were adjusted to ensure that the weighted proportions of students in each grade matched national population proportions. Final adjusted weights were scaled to ensure that the weighted count of students was equal to the total sample size.

The remainder of this report provides detailed information on the methodology used in 2006 NYTS sample selection, data collection, and weighting of student response data.

- Section I: NYTS Sampling Design
- Section II: NYTS Sampling Methods
- Section III: NYTS Data Collection
- Section IV: Weighting of NYTS Response Data

SECTION I — NYTS SAMPLING DESIGN

1.1 Sampling Design Overview

The objective of the 2006 NYTS sampling design was to support estimation of tobacco-related knowledge, attitudes, and behaviors[‡] in a national population of public, Catholic, and other private school students enrolled in grades 6 through 12 in the United States. More specifically, the study was designed to produce national estimates at a 95% confidence level by school level (middle school, defined as grades 6-8; and high school, defined as grades 9-12), by individual grade, by gender, and by race/ethnicity for non-Hispanic white, non-Hispanic black, Hispanic, and Asian students. *Please note: subsequent use of the terms "white" and "black" in this report pertain to non-Hispanic respondents only; and the variable definition for "Asian" is exclusive of Native Hawaiian/Other Pacific Islander (NH/OPI).*

Additional estimates, such as cross-tabulations of grade by gender and of race/ethnicity by school level, were also supported; however, precision levels will vary considerably according to differences in one sub-population's cell sizes versus another's.

The universe for the study consisted of all public, Catholic, and other private school students enrolled in regular middle schools and high schools in grades 6 through 12 in the 50 states and the District of Columbia. Alternative schools, special education schools, Department of Defense operated schools, vocational schools that serve only pull-out populations, and students enrolled in regular schools unable to complete the questionnaire without special assistance were excluded.

The NYTS utilized a geographically stratified, three-stage sampling design. The sampling frame was stratified by Census Region,[9] Metropolitan Statistical Area (MSA) status[10] and, implicitly, by state (i.e., the frame was sorted by state). Sampling procedures were probabilistic and conducted without replacement at all stages, and entailed selection of PSUs within each created stratum, of schools within each selected PSU, and, lastly, of students via whole classrooms (i.e., all students in any one class) within each selected school. Black, Hispanic, and Asian students were oversampled using a modified weighted measure of size (MOS) that increased the probability of selection of PSUs and schools with disproportionately high minority student enrollments. The measure of size was adjusted to equalize the expected sample size by grade.

Stage I: Selection of PSUs
At the first sampling stage, 91 main PSUs were selected from eight strata with probability proportional to the total number of eligible students enrolled in all eligible schools located within a PSU.

Stage II: Selection of Schools
At the second sampling stage, three schools were selected on average from each main PSU, and one school selected from each of 16 sub-sampled PSUs randomly selected from the 91

[‡] See Section 3.1, Survey Instrument, for the specific indicators measured.

main PSUs. Both were conducted with probability proportional to the total number of eligible students enrolled in a school.

Stage III: Selection of Students
At the third sampling stage, students were selected via whole classrooms whereby all students enrolled in a selected class were by default chosen for participation. Classes were selected from course schedules provided by each school that agreed to participate. Schedules were constructed such that all eligible students were accounted for, each having one and only one chance of being selected. Classes were then randomly selected from each schedule using a fixed interval with a random start, with the start set within the initial interval. The interval used varied by school according to the total number of eligible students enrolled in a school, and thus how many students were anticipated to be enrolled on average in each class listed within a course schedule.

1.2 Designed Sample Sizes

Utilizing the same sampling plan as was used for the 2004 NYTS,[7] the sample was designed to employ a large enough sample size to yield reliable estimates within ± 5% confidence interval for the following variables:

1. School level (univariate): All middle school students in total and all high school students in total.

2. Individual grade (univariate): Grades 6, 7, 8, 9, 10, 11, and 12, separately.

3. Gender (univariate and bivariate): Males and females separately in total, as well as each gender by school level (e.g., male middle school students, female high school students, etc.) and by individual grade (e.g., 6th grade males, 6th grade females, etc.).

4. Race/ethnicity (univariate and bivariate): White, black, Hispanic, and Asian students separately in total, as well as each race/ethnicity by school level (e.g., Hispanic middle school students, Asian high school students, etc.).

To achieve these precision requirements, the study required obtaining completed surveys from approximately 24,500 students. The sampling design specified the selection of approximately equal numbers of students from each grade:

- 10,500 middle school students at 3,500 students per grade
- 14,000 high school students at 3,500 students per grade

It was necessary to draw an initial sample considerably larger than this target number of completed interviews to compensate for school and student non-participation. Response rates attained in prior cycles of the NYTS have ranged from 83% to 90% for schools and 91% to 93% for students. However, for sampling purposes more conservative response rates of 82% for schools, 85.5% for students, and, subsequently, a combined overall response rate of approximately 70% were assumed.

Projecting a large sample of this size permits analysis by individual grade and by gender without any special considerations in the sampling plan, as grade and gender subgroups both typically cut evenly across schools, and gender subgroups typically cut evenly across grades with males and females each constituting about half of the students selected, or an anticipated 12,250 students per gender group. As design effects are relatively small for subgroups that cut evenly across clusters[11] (i.e., schools), gender group estimates will have better precision than other groups that are less evenly dispersed across schools (e.g., racial/ethnic groups). Thus, confidence intervals for univariate gender estimates will be within ± 3%. These same estimates will, however, be more precise at the high school level than those at the middle school level as the design expects to yield a greater number of completed surveys from high school students (i.e., 3,500 completes from each of *four* high school grades) than from middle school students (i.e., 3,500 completes from each of *three* middle school grades). In comparison, bivariate estimates of gender by grade will be within ± 5%, as within grade estimates by gender have slightly larger standard errors than those for estimates by grade alone.

The number of students to be randomly selected per school served as another NYTS design parameter. This determination required balancing schools' student enrollment size and the degree of burden that would be placed on schools if substantially more students were selected from those with higher enrollment counts. For consistency with prior survey cycles, a target sample size of 125 students per school was maintained, equating on average to the selection of five classes with a range typically between four to six classes. However, the actual number of classes needed to target 125 students within a school ultimately depends on the average enrollment count per eligible class. The design was based on an anticipated average yield of 103.8 students per school across both large and small schools. This yield is similar to student yields attained in the 2002 and 2004 cycles of the NYTS but lower than student yields attained in the 1999 and 2000 NYTS surveys.

Small Schools

About 6.5% of U.S. students attend small schools, defined as those in which < 125 eligible students are enrolled. As they are unable to yield the targeted 125 students, they often require a census, or near-census, of all eligible students as compared to a random selection of eligible students in large schools. In turn, this typically equates to a larger average number of classes selected for participation among small schools than among large schools, as the former tend to have a lower average enrollment count per class as compared to the latter.

Again, while there are a fair number of small schools in the U.S., they account for only a nominal proportion of the total eligible student population. As a result they are more expensive per student survey, as they incur all of the same costs involved with recruiting a school and dispatching a field data collector, but produce smaller samples. Thus, like previous NYTS cycles, small schools were assigned to a separate stratum within each PSU. The requisite sample allocation to the small school stratum was computed, creating a target number of small schools to be selected from the same PSUs used in the main sample. Coverage of the middle school and high school strata was guaranteed by the main sample draw; the supplemental draw guaranteed coverage of the small school segment of the population.

Middle School and High School Estimates

Estimates by school level are required to support separate analysis of students across middle school grades and across high school grades. However, schools tend to vary in their grade structures, an inconsistency that can compromise the ability to easily and efficiently cluster schools for sampling purposes in a manner that also uniformly divides students by grade. For example, 9th grade students are served by both grades 7-9 junior high schools and by grades 9-12 high schools. Thus, an approach utilizing an implicit stratification scheme, whereby the sampling frame was sorted by grade, was used.

Gender Group Estimates

The large projected sample size permits analysis by gender without any special considerations in the sampling plan. During the class selection process for co-educational schools, any otherwise viable sampling frame configuration of eligible classes that would have included male-only enrolled or female-only enrolled classrooms were avoided whenever possible.

Racial Group Estimates

Probability Proportional to Size (PPS) sampling methods with a weighted MOS were used to increase the likelihood of selecting PSUs and schools with relatively high minority enrollment and, subsequently, the likelihood of selecting classrooms with relatively high concentrations of minority students. This approach yielded sample sizes sufficient enough to support separate data analysis for white, black, Hispanic, and Asian students, both in total and by school level. Sample sizes were not designed, however, to support detailed analyses by gender and school level within racial/ethnic subgroups (e.g., middle school Hispanic males).

As wording of the race/ethnicity questions changed with the 2004 survey cycle, the 2004/2006 NYTS race/ethnicity coding scheme described below was applied to 2000 and 2002 NYTS data in as consistent a manner as possible in order to compute and compare racial/ethnic distributions across all four spring-based survey cycles. Accordingly, Table 1 presents the reported numbers of white, black, Hispanic, Asian, NH/OPI, and American Indian or Alaska Native (AI/AN) students that participated in each implementation.

Table 1:
Actual Racial/Ethnic Group Sample Sizes, NYTS 2000-2006

Racial/ Ethnic Subgroup	2000 NYTS No. of Students		2002 NYTS No. of Students		2004 NYTS No. of Students		2006 NYTS No. of Students	
	Group Size	% of Sample	Group Size	% of Sample	Group Size	% of Sample	Group Size	% of Sample
White	19,537	54.5%	12,627	48.3%	12,616	45.2%	11,736	43.4%
Black	5,750	16.0%	4,913	18.8%	5,137	18.4%	5,302	19.6%
Hispanic	7,445	20.8%	6,392	24.4%	7,288	26.1%	7,212	26.7%
Asian	1,711	4.8%	1,282	4.9%	1,293	4.6%	1,405	5.2%
NH/OPI	447	1.2%	305	1.2%	205	0.7%	297	1.1%
AI/AN	637	1.8%	395	1.5%	351	1.3%	305	1.1%
Missing	301	0.8%	235	0.9%	1,043	3.7%	781	2.9%
Total	35,828	100.0%	26,149	100.0%	27,933	100.0%	27,038	100.0%

In the 2000 and 2002 survey cycles, race/ethnicity was defined via the combination of two separate race/ethnicity questions.[12,13] The response set was identical for both questions, each providing five race response options and one Hispanic ethnicity response option. The first question allowed respondents to select multiple responses if applicable, and the second asked for a single best response. Using a process developed by Centers for Disease Control and Prevention/Office on Smoking and Health (CDC/OSH), these responses were then combined into a single race for reporting purposes as follows:

> If a student selected only one response for the multi-response race/ethnicity question they were categorized according to the single race/ethnicity indicated therein, regardless of whether or how they may have answered the single-response race/ethnicity question that followed.
>
> Alternately, if a student selected multiple responses for the multi-response race/ethnicity question, of which one was "Hispanic", they were categorized as Hispanic regardless of what additional response(s) may have been selected therein, and regardless of whether or how they may have answered the single-response race/ethnicity question that followed.
>
> Lastly, if a student selected multiple responses for the multi-response race/ethnicity question, but "Hispanic" was *not* among those chosen, and provided a response for (i.e., did not skip) the single-response race/ethnicity question that followed, they were categorized according to the single race/ethnicity indicated therein.

With the transfer of NYTS administrative and operational oversight from the American Legacy Foundation to CDC/OSH beginning with the 2004 survey cycle, the race/ethnicity two-question

series was changed in order to comply with Office of Management and Budget (OMB) Directive No. 15, Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity.[14] The series was changed to a stand-alone yes/no question regarding Hispanic ethnicity, followed by a multi-response race question that uses the exact same five race response options as those used in the earlier surveys but with the previously used Hispanic ethnicity response option removed.[15,16] As in prior cycles, responses were combined into one single race/ethnicity variable for reporting purposes, with the method modified for the 2004 and 2006 cycles per the following in order to account for the question changes:

> If a student selected "Yes" for the Hispanic ethnicity question they were categorized as Hispanic, regardless of whether or how they may have answered the multi-response race question that followed.
>
> Alternately, if a student selected "No" to the Hispanic ethnicity question, and selected only one response for the multi-response race question that followed, they were categorized according to the single race indicated therein.
>
> Lastly, if a student selected "No" to the Hispanic ethnicity question, but selected multiple responses for the multi-response race question that followed, a hierarchical coding scheme was used to assign them to a single race category.

1.3 Actual Sample Yield and Participation Rates

Of the 289 selected schools, those that had been selected in Louisiana (four in total) were later removed from the sample due to the emergency responses that were in effect following Hurricane Katrina. At that time, Louisiana schools were closed to all outside, non-essential research. Entirely removing these four schools rather than deeming them selected and eligible but non-participating was consistent with how selected schools that have been closed due to a natural disaster or a terrorist act or threat have been handled in the past by the National Youth Risk Behavior Survey (National YRBS) and NYTS. The response rates presented in this report are reflective of this decision, with the four schools removed from both the numerator and the denominator of response rate calculations. *Please note: the number of schools selected for the 2006 NYTS will be reported as 285 rather than 289 from this point onward.* A comparative analysis of the Katrina affected schools can be found below.

Participation rates for this survey were high (Table 2) and generally comparable to participation rates achieved in the prior cycles of NYTS. Of the 285 selected schools, 261 (91.6%) participated in the 2006 NYTS. Among the 30,875 selected students enrolled at the 261 participating schools, 27,038 (87.6%) participated. This resulted in a combined overall response rate of 80.2%.[§]

[§]As a point of comparison, if the Louisiana schools had been included in the response rate calculations as selected but non-participating, the school response rate would have been 90.3% (261/289) and, with the student response rate staying the same, the overall response rate would have been 79.1%.

Table 2:
Participation Rates and Number of Participants, 2006 NYTS

	Number Selected	Number Participated	Participation Rate (%)
Schools	285	261	91.6%
Students	30,875	27,038	87.6%

Comparative Analysis of Katrina Affected Schools

The four removed Louisiana schools were the only schools selected in the PSU from which they came. A comparative analysis was conducted to examine any potential data bias this may have introduced. Non-response biases are a function of two factors: 1) the magnitude of the non-response and 2) the extent to which non-responding students do or do not differ from those who responded. Thus, the extent to which non-response bias may have arisen is related to the proportion of all the eligible schools represented in the initial, full sampling frame that were impacted, and the extent to which the student population in the removed schools did or did not differ from the rest of the eligible U.S. student population.

The Louisiana PSU in which the four removed schools were located, Acadia Parish (PSU 22001), lies approximately 200 miles from New Orleans, LA and approximately 100 miles west of Baton Rouge, LA. It was a small PSU similar to many other non-urban Southern PSUs. According to 2004 U.S. Census data, it has a total population of about 60,000 of whom approximately 80% of the residents are white. Despite the removal of schools selected from this PSU, schools very similar to these were still well represented both in the sample of schools selected from the non-urban strata and in those that subsequently participated.

Table 3 on the next page presents demographic characteristics of the four removed schools in comparison to those of the selected sample and to those of the full sampling frame from which they were selected, including within-selected sample and within-sampling frame comparisons (i.e., demographic characteristics of each with the four removed schools included vs. excluded).

The four removed Louisiana schools represented a negligible proportion of the 64,816 total eligible schools in the initial sampling frame (magnitude = 4/64,816 = 6.2×10^{-5}%). Likewise, the extremely low enrollment of Hispanic and Asian students—two of the three racial/ethnic sub-populations the 2006 NYTS sought to over-represent—implies negligible bearing on any potential compromising of the sample design. Table 3 also shows that the grade distribution among the four removed schools was almost identical to that overall, with a parallel skewing towards the high school grades. Lastly, the gender distribution was balanced in the four removed schools just as it was and remains in the U.S. as a whole.

Table 3:
Demographics of Removed Schools,
Selected Sample, and Sampling Frame, 2006 NYTS

Characteristic	Four Removed Louisiana Schools	Total Selected Sample (Incl. LA Schools)	Total Selected Sample (Excl. LA Schools)	Total Sampling Frame (Incl. LA Schools)	Total Sampling Frame (Excl. LA Schools)
Sex					
Female	50.4%	48.8%	48.8%	48.9%	48.9%
Male	49.6%	51.2%	51.2%	51.1%	51.1%
Race/Ethnicity					
White	71.2%	47.8%	47.7%	65.1%	65.1%
Black	28.1%	20.9%	20.9%	15.4%	15.4%
Hispanic	0.7%	23.5%	23.6%	14.1%	14.1%
Asian	0.7%	6.8%	6.8%	3.9%	3.9%
Grade					
6th	10.0%	8.6%	8.6%	15.9%	15.9%
7th	9.2%	10.5%	10.5%	15.2%	15.2%
8th	9.8%	10.2%	10.2%	14.9%	14.9%
9th	21.6%	21.7%	21.7%	15.8%	15.8%
10th	18.3%	18.3%	18.3%	13.9%	13.9%
11th	16.5%	16.2%	16.2%	12.7%	12.7%
12th	14.7%	14.4%	14.4%	11.6%	11.6%

SECTION II — NYTS SAMPLING METHODS

The sampling frame included public, Catholic, and other private schools in the 50 states and the District of Columbia with at least one grade in the 6th through 12th grade range. The sampling process employed a three-stage stratified cluster design whereby PSUs, schools within PSUs, and classrooms within schools were probabilistically selected without replacement. The sampling approach utilized PPS sampling methods, in which the probability of a particular PSU being selected was proportional to the total number of eligible students enrolled in all eligible schools located within the PSU, and the probability of a particular school being selected proportional to the total number of eligible students enrolled in the school. A weighted MOS that increased the chances of selecting PSUs and schools with relatively high minority enrollment was also used, thereby increasing the likelihood of selecting classrooms with relatively high concentrations of minority students.

2.1 Measure of Size (MOS)

Oversampling of black, Hispanic, and Asian students was accomplished using a modified MOS during the PPS sample selection steps. This increased the chances of schools with relatively large minority enrollments entering the sample, with the effectiveness of this approach dependent upon the extent to which these sub-groups are or are not evenly distributed across eligible schools. The known uneven distribution of students by race in the U.S makes a weighted MOS a sound means of oversampling. In comparison, if all U.S. schools had identical percentages of minorities, then a sample of students from any sample of schools would mirror the national percentages and use of a weighted MOS would fail to oversample minority students.

With regard to Asian students, oversampling was not conducted for the 1999 NYTS. For NYTS 2000, 2002, and 2004, a MOS was used to oversample Asian and Pacific Islander students as a combined group, as this is how they are classified[17] (Appendix A) by the Quality Education Data, Inc. (QED)[18] files that served as the sampling frame. As this imposes notable limitations on the ability to oversample either population separately, the 2006 NYTS modified the oversampling approach in order to focus specifically on Asian students, exclusive of Pacific Islander students. In order to estimate the number of Asian students, and subsequently to permit a more accurate oversampling of this sub-population, Census data were used to create a ratio by county of Asians out of the combined Asian/Pacific Islander population. This ratio was then used for adjustment and was multiplied by the QED Asian/Pacific Islander enrollment data. Lastly, the adjusted enrollment data were used as the basis for applying the MOS to NYTS Asian student data.

The weighting function used for 2006 NYTS was:

$$r_a A + r_b B + r_h H + r_o O$$

where the *r's* are the weighting factors for the Asian, black, Hispanic and Other non-Hispanic non-white populations, respectively.

The weighted measure of size was also modified by the ratio of a given grade's enrollment to the 12th grade enrollment. This had the effect of equalizing the size of the grade level enrollment so as to more equally distribute the sample across grades.

The weighting function used was:

$$Size = \sum_{i \in grades} ER_i (1.0O_i + 10.0H_i + 5.0B_i + 20.0A_i)$$

where i denotes the grade, ER_i denotes the enrollment ratio for the ith grade, and A_i, B_i, H_i, and O_i denote the minority enrollment for that grade as described above.

This weighted measure of size was summed to compute stratum and PSU sizes. Disproportionate weighting subsequently increased the allocation of the sample to high-minority strata and increased the chances of PSUs with high minority concentrations in these strata being included in the sample.

2.2 Stage 1 – Selection of PSUs

PSU Definition

The following parameters were set in defining PSUs:

- Each PSU should be large enough such that it contains no fewer than the average number of schools and students typically selected per PSU.[**]
- Each PSU should not be so large as to be selected with certainty.
- Each PSU should be compact geographically so that field staff can go from school to school easily.
- There should be recent data available (ideally, no more than one year old) to characterize the PSUs.

Generally, PSUs were comprised of a single county. However, where needed, multiple counties with lower than the requisite population were combined to create a PSU of an acceptable size and, likewise, very large counties were broken down into multiple PSUs in order to minimize certainty of selection.

County population figures were aggregated from school enrollment data for the grades of interest. Enrollment data were obtained from the most recent Common Core of Data (CCD)[19] from the National Center for Education Statistics (NCES) and the current school and school district QED data files. The NYTS 2006 PSU definitions are consistent with those used in previous NYTS cycles.

[**] See Section 1.2, Designed Sample Sizes, for requisite size details.

Stratification and Selection of PSUs

PSUs were explicitly stratified into eight first-stage strata according to Census Region[9] and urban/non-urban MSA[10] status. PSUs were classified as "urban" if they were in one of the 54 largest MSAs in the U.S.; otherwise, they were considered "non-urban". In addition, the PSUs were implicitly stratified by five-digit zip code (i.e., the frame was sorted by zip code) in each first-stage stratum.

A sampling interval was computed for each stratum by dividing the sum of the MOS for the PSUs in the stratum by the number of PSUs to be selected. Any PSUs larger than 80% of the sampling interval were split into equal-sized sub-PSU units, with schools from the regular selected PSU randomly assigned to the new sub-PSU units. A total of 91 main PSUs were then selected from the eight strata, and a subsample of 16 PSUs selected from the 91 main PSUs, both with PPS systematic random sampling methods.

Table 4 summarizes the first-stage sample allocation, showing the number of PSUs on the sampling frame and the number of PSUs selected in each of the eight first-stage strata. Strata are labeled by Census Region (1-4) and urban or non-urban status (U, N). These first-stage strata should be distinguished from the second-stage school strata (large vs. small schools).

Table 4:
Summary of first-stage stratification, 2006 NYTS

Stratum	PSU Count	
	Sampling Frame	Selected
1N	118	7
1U	52	10
2N	376	12
2U	61	9
3N	450	19
3U	87	13
4N	133	9
4U	34	12
Total	1,311	91

2.3 Stage 2 – Selection of Schools

Stratification and Selection of Schools

Prior to sampling schools within each PSU, eligible schools were implicitly stratified by grade (i.e., the frame was sorted by grade) to help equalize sample sizes for each grade in support of grade-specific estimates, and by geographic location to obtain good dispersion across schools with differing minority compositions. Schools were sorted from highest grade to lowest grade, by zip code and enrollment, and then explicitly assigned to either the "large" or "small" school strata. Refusing schools were not replaced. The sample sizes anticipated a certain amount of non-participation by allowing for refusals in calculating the number of schools initially drawn.

Large Schools

Three large schools were selected on average per main selected PSU with probability proportional to the weighted measure of school enrollment size, using a PPS systematic sampling procedure with a random start.

Small Schools

One small school was selected per sub-sampled PSU with probability proportional to the weighted measure of school enrollment size.

2.4 Stage 3 – Selection of Students

Students were selected for participation by default via the random selection of whole classrooms, with all students enrolled in a selected class who are able to complete the questionnaire without special assistance eligible to take the survey. Refusing students were not replaced.

Classes were selected from course schedules provided by each school that agreed to participate. Schedules were constructed such that all eligible students were accounted for, each having one and only one chance of being selected. The specific method then used to select classes varied from school to school according to how a school's class schedule was structured and implemented. Typically, though, classes were selected from a list of required core courses such as English, social studies, math, or science. Among middle school students, and among high school students in a few states, physical education and/or health also were considered core courses. In a small number of schools, however, it was extremely difficult to develop an appropriate frame using this particular approach. Therefore, in such schools, classes were selected by using a time of day (e.g., second period) when all eligible students were scheduled to be attending a class of one kind or another, and randomly selecting from all classes held at that time. School homerooms were occasionally used as the frame for class selection; a less-favored arrangement, however, as relatively few schools hold homeroom of duration sufficient enough for conducting the survey. Lastly, as mentioned in Section 1.2 (see Gender Group Estimates), the class selection process for co-educational schools avoided using any otherwise viable sampling frame configuration that would have included male-only enrolled or female-only enrolled classrooms whenever possible.

The target number of students to be selected within a given school remained constant at 125 for large schools; but, by default, this number was lower in small schools with fewer than 125 students enrolled across the grades of interest. The subsequent number of classes needed to obtain these targeted students was estimated by dividing the total enrollment of the grades of interest by the number of eligible classes available in the chosen core subject area or during the time period from which classes would be selected.

An Excel program using a fixed interval with a random start set within the initial interval was then used to identify the specific classes to be surveyed. On average this equated to the selection of five classes per large school (typical range of four to six classes) with the expectation that this would meet or exceed the 125 student yield requirement. However, because this process employed average class sizes, in practice the number of students actually selected in each school varied from

this 125 student target. Nonresponse at the student level was accounted for in the sample size using an average per class yield that assumed student response rates derived from historical experience with the NYTS.

2.5 Probabilities of Selection

This section describes the probabilities of selection associated with the various sampling stages. These probabilities provide the basis for the sampling weights discussed in Section IV, Weighting of NYTS Response Data.

If n_i is the number of PSUs to be selected from stratum i, S_i is the size of stratum i, and S_{ij} is the size of PSU_i in stratum i (in all cases "size" refers to MOS), then the probability of selection of PSU_i is $n_i S_{ij}/S_i$. For the three schools to be selected in PSU_i, S_{ijk} is the size of school k in $PSU\ j$ in stratum i, and then the conditional probability of selection of the school given the selection of the PSU is $3S_{ijk}/S_{ij}$. If C_{ijk} is the number of classes in school ijk and m is the number of classes to be selected, then the conditional probability of selection of a class is m/C_{ijk}. Since all students were selected, the conditional probability of selection of a student given the selection of the class is unity.

The overall probability of selection of a student in stratum i is the product of the conditional probabilities of selection:

Equation 1:

$$\left(\frac{n_i S_{ij}}{S_i}\right)\frac{3S_{ijk}}{S_{ij}}\left(\frac{m}{C_{ijk}}\right)$$

Note that if the number of classes were exactly proportional to the size of the school, then the probability of selection for a student would be constant throughout each stratum. This sort of self-weighting sample tends to be statistically efficient. The probabilities of selection were the same for all students in a given school, regardless of their ethnicity, but varied across schools depending upon the racial/ethnic mix of the schools and their surrounding regions.

SECTION III — NYTS DATA COLLECTION

3.1 Survey Instrument

The NYTS collects data on key short-term, intermediate, and long-term tobacco prevention and control outcome indicators. The 2006 survey instrument included a total of 81 questions, the first seven of which collect student demographic information and the remaining measuring a comprehensive set of tobacco-related topics (Appendix B). Specifically, areas covered by the survey included prevalence of tobacco use, knowledge of and attitudes towards tobacco use, pro- and anti-tobacco media and advertising, minors' access to tobacco products, nicotine dependence, cessation attempts, exposure to second-hand smoke, and tobacco use prevention school curricula.

3.2 Recruitment and Scheduling of Schools

The schools selected to participate in the 2006 NYTS fell across 41 different states. Recruitment began in July 2005 with calls to State Departments of Education and Health. Letters of support were obtained from various national partner and other stakeholder agencies and organizations, and then used in mailings to districts and schools. A date for survey implementation was selected to optimize the efficiency of data collection while accommodating school schedules. In selecting a date, convenience to the school and its calendar were considered while also trying to schedule groups of schools from the same school district or PSU around the same time to facilitate efficient travel to and survey implementation within selected schools. Recruiters used an electronic calendar on a secure, shared drive to facilitate communication and to avoid scheduling two schools for the same data collector on the same day.

3.3 Mailings to Schools

After schools had been recruited, classes selected, and a date scheduled, each school received a packet of pre-survey materials. These materials included all the information necessary to prepare the school for data collection. Teacher packets contained the parental permission forms that had to be given out to all students in the selected classes prior to data collection. The timing of these pre-survey packet mailings was determined in part by the type of permission form being used by the school. Passive parental permission forms (forms required to be returned only if a parent or legal guardian does not want their child to participate) were sent approximately one week prior to the scheduled date of data collection. Active parental permission forms (forms required to be returned with a parent's or legal guardian's signature in order for the child to participate) were sent out at least two weeks prior to the scheduled date of data collection. Follow-up calls were made to the selected schools to answer any questions and make sure materials were received and distributed to selected classes and students.

3.4 Hiring and Training Data Collectors

Data collectors were recruited from a pool of previously trained data collectors as well as retired teachers associations, school health networks, and a variety of health education listservs. Data collector training was conducted on March 2 – 4, 2006. Initially, data collectors observed everything they would have to say or do as "experts" performed it. Then they acquired these skills through practice, demonstrated them to each other, and finally refined each other's performance through constructive feedback. Appendix C presents the training agenda from the 2006 NYTS Data Collector Training.

3.5 Management and Support of Data Collectors in the Field

On a weekly basis, data collectors received mailings containing their assignments for the coming week, travel and logistical information to get them where they need to be, and their must-read weekly bulletin. Weekly bulletins underlined key performance issues, corrected misconceptions, provided consistent direction on any procedural changes, and kept everyone abreast of the latest must-have information. In addition to these mailings, boxes of survey supplies were sent to data collectors either to the data collector's home or hotel. These boxes contained all supplies necessary for completing the data collection, including questionnaires, data envelopes, field forms, and pencils. Data collectors were supplied with extra materials for emergency packs as well, which they carried with them at all times.

In addition to receiving multiple mailings, supervisors remained in close contact with the data collectors by phone and email, including daily contact during the first week and no less than twice-weekly contact thereafter. Phone calls were specifically used to review performance, provide reminders, and give emotional support. Further, the calls gave data collectors the opportunity to ask questions, provided feedback from schools, and discussed difficult or rewarding data collection experiences.

3.6 Survey Administration

Survey administration in the schools began on March 6, 2006 immediately after data collector training and continued until June 6, 2006. Each data collector visited an average of three schools per week. While the details of each data collection varied, there were six core steps followed for every school:

1. Pre-contact call with the principal or lead contact prior to arrival at the school;
2. Entry meeting with the principal or lead contact;
3. Entry meeting with teacher or group of teachers prior to survey administration
4. Survey administration;
5. Post-survey meeting with the teacher or teachers; and,
6. Post-survey meeting with the principal or lead contact prior to leaving the school.

Most survey administrations could be completed in one day, while at other times, due to the number of classes selected or class schedules with an alternating block structure (e.g., class

schedule and implementation differs Monday-Wednesday-Friday vs. Tuesday-Thursday), the data collector needed to return for a second day. Procedures were designed to protect students' privacy by assuring that student participation was anonymous and voluntary. Students completed a pencil and paper self administered scannable questionnaire booklet.

3.7 Make-up Sessions

A make-up list of students in selected classes who were eligible to participate but absent on the day of the survey were compiled. Copies of the make-up list were given to the applicable teacher and to the school's principal/lead contact; one also was kept by the data collector. Every effort was made to have the data collector return to each of these schools at least once to conduct a make-up session if necessary. However, sometimes there was no opportunity for the data collector to return to a school prior to leaving for the next site; or, coming back while the data collector was still in the area was too soon for a make-up session. In these and other similar situations, teachers were asked to administer makeup surveys and send them back in the provided pre-paid business reply envelopes. These supplementary make-ups closely followed the National YRBS model for teacher-administered make-up sessions.[20]

Student anonymity was protected throughout the make-up process, with no means of connecting a make-up survey with a particular student. There were no student-level identifiers on the questionnaire, and school-level identifiers remain confidential and have not been released. Once data collection was completed, all make-up lists were destroyed.

The use of make-up sessions ensured comparability of data and protected respondent anonymity while at the same time maximizing response rates. After the completion of all data collection in a school, data collectors sent thank-you letters to each of the participating teachers and the principal/lead contact. In addition to expressing appreciation for the cooperation received, this allowed the data collector an opportunity to connect once more with the staff at the school, inquire as to the status of make-ups expected, and encourage further participation.

SECTION IV — WEIGHTING OF NYTS RESPONSE DATA

This section describes the procedures used to weight the 2006 NYTS student response data, with focus on the development of these weights. The final student level response data were weighted to reflect the initial probabilities of selection and non-response patterns, to mitigate large variations in sampling weights, and to post-stratify the data to known sampling frame characteristics via a process involving the steps outlined below:

- Sampling Weights
- Non-response Adjustments
- Adjusting Weights for National Estimates
- Weight Trimming
- Post-stratification to National Estimates of Racial Percentages by Grade

4.1 Sampling Weights

The basic weights were computed on a case-by-case basis as the reciprocal of the probability of selection of that case. A base weight, or sampling weight, incorporating adjustments for non-response and scaling to total school enrollment at the student level, was computed in three stages.

PSU-level Probabilities

The PSU component of the sampling weight was computed by the sampling program as part of the sampling process, with certainty PSUs handled as described in Section 2.2, Selection of PSUs.

The resulting weight was:

Equation 2:

$$W_{ij}^{P} = \frac{S_i}{n_i S_{ij}}$$

For small schools, the PSU component of the weight was multiplied by the ratio of the number of PSUs to the number of PSUs selected to have a small school drawn; specifically, this ratio is 90/15, or 6.0.

Appendix D gives, for each sampled PSU, the PSU size measure, the PSU-level sampling weight after removal of certainty PSUs, and the number of times the PSU was expected to be taken into the sample (i.e., probability of selection for non-certainty PSUs).

School-level Probabilities

The school level component of the sampling weight also was computed by the sampling program, accounting for schools selected with certainty. The weight was computed as in Equation 3 with Appendix E giving the school measure of size and the school component of the sampling weight. Note that for schools identified as small schools, only one school was selected per subsampled PSU.

Equation 3:

$$W^{S}_{ijk} = \frac{S_{ij}}{3S_{ijk}}$$

Student-level Probabilities

The student level component of the sampling weight was computed to include a post-stratification adjustment to total school enrollment. If r_{ijk} is the number of responding students in the school *k*, PSU *j*, stratum *i*, and E_{ijk} is the school enrollment in eligible grades, then the weight of student *l* adjusted for non-response is:

Equation 4:

$$W^{R}_{ijkl} = \frac{E_{ijk}}{r_{ijk}}$$

4.2 Non-response Adjustments

An overall adjustment for school non-response was made by stratum, adjusting the sum of the student weights to the weighted measure of size of that stratum. This adjustment was made separately for large and small schools.

Equation 5:

$$F_{i,large} = \left(\frac{\sum_{k} W^{S}_{ijk} W^{P}_{ij} S_{ijk}}{\sum_{k \in Stratum\ i\ respondents} W^{S}_{ijk} W^{P}_{ij} S_{ijk}} \right)$$

The final weight of student *l* is $F_{i,large} W^{S}_{ijk} W^{P}_{ij} W^{R}_{ijkl}$. School response rates by strata and PSU, and the resulting non-response adjustment factors, are detailed in Table 5. For small schools, a similar adjustment was computed using the entire small school sample as the adjusting class as shown in Equation 6 below.

Equation 6:

$$F_{small} = \frac{\sum_{i,j,k} W_{ijk}^{S} W_{ij}^{P} S_{ijk}}{\sum_{k \in small\ sample respondents} W_{ijk}^{S} W_{ij}^{P} S_{ijk}}$$

Table 5:
School Non-Response Adjustments, 2006 NYTS

School Size	Stratum	Selected Schools: Weighted Measure of Size (# of Students)	Selected Schools: Count (# Schools)	Participating Schools: Weighted Measure of Size (# of Students)	Participating Schools: Count (# Schools)	School Response Rate (%)	School Non-Response Adjustment
Large	1N	3,215,436	21	3,061,992	20	95.2%	1.05011
	1U	8,918,512	30	8,015,811	27	90.0%	1.11262
	2N	5,103,389	36	4,960,074	35	97.2%	1.02889
	2U	6,516,893	27	6,278,702	26	96.2%	1.03794
	3N	12,893,809	54	11,969,171	50	92.6%	1.07725
	3U	13,269,020	39	11,555,259	34	87.2%	1.14831
	4N	8,162,800	27	6,936,037	23	85.2%	1.17687
	4U	17,491,901	36	15,515,553	32	88.9%	1.12738
	Overall	**75,571,763**	**270**	**68,292,601**	**247**	**91.5%**	**1.05011**
Small	**Overall**	**4,175,869**	**15**	**4,158,699**	**14**	**93.3%**	**1.00413**

4.3 Adjusting Weights for National Estimates

The results of the weighting steps described above were a set of weights useful for producing accurate estimates by stratum. However, because weighted measures of size were used, development of national estimates required a re-weighting of the strata to total student enrollment. This provides two benefits: the weights are adjusted to represent strata in the correct proportions, and simultaneously adjusted to sampling frame totals.

The adjustment for stratum *i* was computed as:

Equation 7:

$$Af_i = \frac{E_i}{\sum_i W_i}$$

where E_i = enrollment totals for grades 6 - 12 and W_i is the sum of all adjusted weights for respondents in stratum i.

Table 6 gives the enrollment, weight and adjustment for each stratum. Adjustments were made based on the total enrollment in all eligible grades.

Table 6:
Enrollment Weight Adjustments, 2006 NYTS

Stratum	Student Enrollment		Enrollment Weight Adjustment Factor
	Number in Sampling Frame	Sum of Adjusted Weights	
1N	1,891,422	1,833,701	1.03148
1U	2,947,320	2,307,906	1.27705
2N	3,528,691	2,829,195	1.24724
2U	2,685,535	2,248,007	1.19463
3N	5,554,795	5,456,187	1.01807
3U	3,774,354	3,600,563	1.04827
4N	2,447,658	2,270,783	1.07789
4U	3,515,801	3,795,864	0.92622
Total	**26,345,580**	**24,342,210**	

4.4 Weight Trimming

Extreme variation in sampling weights can cause inflated sampling variances and offset the precision gained from a well-designed sampling plan. This variation can occur, for example, if the number of respondents in a particular school is very low, causing a large non-response adjustment factor to be computed. One strategy to compensate for this is to trim extreme weights and distribute the trimmed weight among the untrimmed weights. The method we used is based on a similar procedure done for the National Assessment of Educational Progress (NAEP).[21] The trimming was an iterative procedure. An optimal weight, W_o, was calculated in each iteration from the sum of the squared weights in the sample. Then, each weight, W_i, was marked and trimmed if it exceeded that optimal weight. The trimmed weight was summed within grade and spread out proportionally over the unmarked cases in the grade. The process was allowed to iterate until trimming produced a change in the design effect due to weighting of less than one percent. Weight trimming was done within strata.

W_{ok} is determined by the following:

Equation 8:

$$W_{ok} = \left(c \sum_{k=1}^{n} \frac{w_k^2}{n} \right)^{\frac{1}{2}}$$

The constant *c* was set so that a maximum of three percent of the weight would be trimmed on the first iteration of the trimming process in each stratum.

Let W_{ik} and W_{ok} be the weight for the ith case and the optimum weight for the kth iteration, respectively, and define T_{ik} as 1 if W_{ik} is greater than or equal to W_{ok}, and zero otherwise.

Then the trimmed weight for the k + 1 iteration is defined as follows:

Equation 9:

$$W_{i,k+1} = \begin{cases} W_{ok} \; if \; W_{ik} \geq W_{ok} \\ \left[\dfrac{\sum_{i=1}^{n} \left(1 - t_{ik} \left(\dfrac{W_{ok}}{W_{ik}} \right) \right) W_{ik}}{\sum_{i=1}^{n} W_{ik} (1 - t_{ik})} \right] if \; W_{ik} < W_{ok} \end{cases}$$

Table 7 presents the results of the weight trimming.

Table 7:
Summary of Trimming Factors, 2006 NYTS

Stratum	Trim Factor	Number Cases	Trim Iteration	Adjusting Factor	Weight Trimmed	Design Effect
1N	1.7	2,033	Initial	1.00000	2159.45	1.24
			Final	1.00295	2380.18	1.19
1U	5.9	2,798	Initial	1.00000	2332.38	1.82
			Final	1.00221	2200.84	1.55
2N	2.1	3,614	Initial	1.00000	1688.49	1.27
			Final	1.00227	2499.55	1.17
2U	2.7	2,938	Initial	1.00000	1564.27	1.32
			Final	1.00145	1905.52	1.19
3N	3.8	5,801	Initial	1.00000	1511.10	1.59
			Final	1.00123	1626.44	1.38
3U	3.4	3,472	Initial	1.00000	2111.44	1.54
			Final	1.00137	2140.74	1.39
4N	3.6	2,294	Initial	1.00000	3049.97	1.88
			Final	1.00223	3277.82	1.72
4U	3.8	4,088	Initial	1.00000	973.84	1.51
			Final	1.00288	1655.41	1.34
Total		**27,038**				

4.5 Post-stratification

National estimates of student enrollment distribution by race/ethnicity and grade within stratum were obtained from the most recent CCD[18] data from NCES and the current school and school district QED[17] data files. Weights were post-stratified to national student enrollment estimates within the cross-classification of grade and race/ethnicity for the following categories: white, black, Hispanic, Asian,[††] and AI/AN.

Given a national estimate of R_a and a weighted population estimate of P_a for race/grade combination a, the simple post-stratification factor would be the ratio of R_a to P_a for each race and grade.

[††] See Section 2.1, Measure of Size, for information pertaining to estimation of Asian student enrollment data.

However, this process sets weights for respondents who failed to answer either the grade or race questions, or gave a response of "Ungraded or other grade" to the grade question, to zero. Missing responses were imputed using a hot-deck method, with adjustable imputation classes prior to the post-stratification step.

Table 8 gives for each post-stratification cell, the percentage of weight, the percentage of enrollment, and the post-stratification adjustment.

Table 8:
Post Stratification, 2006 NYTS

Grade	Race/Ethnicity	Control Total	Weighted Estimate Total	Number Cases	Control Percent	Weighted Estimate Percent	Ratio Adjustment
06th	White	2,601,150	2,008,213	1,645	9.87%	7.62%	1.29526
07th	White	2,519,291	1,856,737	1,653	9.56%	7.05%	1.35684
08th	White	2,479,348	1,722,689	1,556	9.41%	6.54%	1.43923
09th	White	2,655,744	2,130,736	1,701	10.08%	8.09%	1.24640
10th	White	2,418,079	2,378,191	1,928	9.18%	9.03%	1.01677
11th	White	2,267,445	2,149,084	1,702	8.61%	8.16%	1.05508
12th	White	2,104,340	1,737,896	1,416	6.60%	7.99%	1.21085
06th	Black	683,681	680,477	824	2.60%	2.58%	1.00471
07th	Black	651,856	714,521	796	2.47%	2.71%	0.91230
08th	Black	621,530	828,475	906	2.36%	3.14%	0.75021
09th	Black	695,855	814,561	959	2.64%	3.09%	0.85427
10th	Black	551,435	824,344	874	2.09%	3.13%	0.66894
11th	Black	470,216	584,138	679	1.78%	2.22%	0.80497
12th	Black	418,880	459,874	533	1.59%	1.75%	0.91086
06th	Hispanic	656,354	944,895	1,247	2.49%	3.59%	0.69463
07th	Hispanic	605,444	838,567	1,215	2.30%	3.18%	0.72200
08th	Hispanic	587,488	839,167	1,294	2.23%	3.19%	0.70008
09th	Hispanic	614,124	774,503	1,158	2.33%	2.94%	0.79293
10th	Hispanic	504,855	742,098	880	1.92%	2.82%	0.68031
11th	Hispanic	434,450	556,993	786	1.65%	2.11%	0.77999
12th	Hispanic	381,774	477,075	679	1.81%	1.45%	0.80024
06th	Asian	171,589	232,583	279	0.65%	0.88%	0.73776
07th	Asian	165,675	219,306	296	0.63%	0.83%	0.75546
08th	Asian	162,546	290,749	397	0.62%	1.10%	0.55906

Grade	Race/Ethnicity	Control Total	Weighted Estimate Total	Number Cases	Control Percent	Weighted Estimate Percent	Ratio Adjustment
09th	Asian	186,672	262,813	308	0.71%	1.00%	0.71028
10th	Asian	167,435	273,467	318	0.64%	1.04%	0.61227
11th	Asian	152,226	173,049	211	0.58%	0.66%	0.87967
12th	Asian	138,157	156,716	175	0.52%	0.59%	0.88158
06th	AI/AN	44,637	173,509	168	0.17%	0.66%	0.25726
07th	AI/AN	43,390	124,293	117	0.16%	0.47%	0.34909
08th	AI/AN	41,775	79,482	81	0.16%	0.30%	0.52559
09th	AI/AN	43,114	78,068	72	0.16%	0.30%	0.55226
10th	AI/AN	38,077	120,362	95	0.14%	0.46%	0.31635
11th	AI/AN	34,947	49,743	46	0.13%	0.19%	0.70254
12th	AI/AN	32,001	48,206	44	0.12%	0.18%	0.66384
Total		26,345,580	26,345,580	27,038	100%	100%	

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Appendix A

Common Core of Data (CCD) Race/Ethnicity Definitions

Appendix A: Common Core of Data Race/Ethnicity Definitions

American Indian/Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands.

Black: A person having origins in any of the black racial groups of Africa; African American.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Appendix B

2006 NYTS Survey Instrument

Appendix B: 2006 NYTS Survey Instrument

OMB No.: 0920-0621
Expiration Date:
12/31/2008

National Youth Tobacco Survey (NYTS) 2006 Questionnaire

DO NOT write your name on this survey. The answers you give will be kept private.

NO one will know what you write. Answer the questions based on what you really do and know.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. Try to answer all the questions. If you do not want to answer a question, just leave it blank. There are no wrong answers.

The questions that ask about your background will only be used to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Please read every question. Try to answer all the questions. Fill in the circles in the booklet completely. When you are finished, follow the instructions of the person giving you the survey.

Thank You Very Much For Your Help.

TODAY'S DATE

Month	Day	
0 March	0 0	0 1
0 April	0 1	0 2
0 May	0 2	0 3
0 June	0 3	0 4
		0 5
		0 6
		0 7
		0 8
		0 9

The first questions ask for some background information about you.

1. How old are you?
   a. 9 years old
   b. 10 years old
   c. 11 years old
   d. 12 years old
   e. 13 years old
   f. 14 years old
   g. 15 years old
   h. 16 years old
   i. 17 years old
   j. 18 years old
   k. 19 years old
   l. 20 years old
   m. 21 years old

2. What is your sex?
   a. Female
   b. Male

3. What grade are you in?
   a. 6th
   b. 7th
   c. 8th
   d. 9th
   e. 10th
   f. 11th
   g. 12th
   h. Ungraded or other grade

4. Are you Hispanic or Latino?
   a. Yes
   b. No

5. What race or races do you consider yourself to be? **(Please select one or more than one category)** Would you say:
   a. American Indian or Alaska Native
   b. Asian
   c. Black or African American
   d. Native Hawaiian or Other Pacific Islander
   e. White

6. During an average week, how much money do you get from a job and other sources (allowance, etc.)?
   a. None
   b. Less than $1
   c. $1 to $5
   d. $6 to $10
   e. $11 to $20
   f. $21 to $50
   g. $51 to $100
   h. $101 to $150
   i. $151 or more

7. During the past 30 days, how many days did you miss school for any reason, with or without permission?
   a. 0 days
   b. 1 day
   c. 2 to 5 days
   d. 6 to 10 days
   e. 11 or more days

The next questions ask about your use of tobacco.
The first group of questions is about cigarette smoking.

8. Have you ever tried cigarette smoking, even one or two puffs?
   a. Yes
   b. No

9. How old were you when you smoked a whole cigarette for the first time?
   a. I have never smoked a whole cigarette
   b. 8 years old or younger
   c. 9
   d. 10
   e. 11
   f. 12
   g. 13
   h. 14
   i. 15
   j. 16
   k. 17 years old or older

10. About how many cigarettes have you smoked <u>in your entire life</u>?
    a. None
    b. 1 or more puffs but never a whole cigarette
    c. 1 cigarette
    d. 2 to 5 cigarettes
    e. 6 to 15 cigarettes (about ½ a pack total)
    f. 16 to 25 cigarettes (about 1 pack total)
    g. 26 to 99 cigarettes (more than 1 pack but less than 5 packs)
    h. 100 or more cigarettes (5 or more packs)

11. Now think back 12 months ago. At this time last year, about how much were you smoking?
    a. I have never smoked cigarettes
    b. I have smoked in my life, but I wasn't smoking at this time last year
    c. I smoked on some days at this time last year
    d. I smoked on most days at this time last year
    e. I smoked every day at this time last year

12. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
    a. Yes
    b. No

13. During the past 30 days, on how many days did you smoke cigarettes?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

14. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?
    a. I did not smoke cigarettes during the past 30 days
    b. Less than 1 cigarette per day
    c. 1 cigarette per day
    d. 2 to 5 cigarettes per day
    e. 6 to 10 cigarettes per day
    f. 11 to 20 cigarettes per day
    g. More than 20 cigarettes per day

15. During the past 30 days, what brand of cigarettes did you usually smoke? **(Choose only one answer)**
    a. I did not smoke cigarettes during the past 30 days
    b. I do not have a usual brand
    c. American Spirit
    d. Camel
    e. GPC, Basic, or Doral
    f. Kool
    g. Lucky Strike
    h. Marlboro
    i. Newport
    j. Parliament
    k. Virginia Slims
    l. Some other brand

16. What type of cigarette did you usually smoke in the past 30 days?
    a. I have never smoked
    b. I have smoked but not in the past 30 days
    c. I do not have a usual type
    d. Regular/Full flavor
    e. Light
    f. Ultra Light

17. Are the cigarettes you usually smoke menthol cigarettes?
    a. I do not smoke cigarettes
    b. Yes
    c. No

18. When was the last time you smoked a cigarette, even one or two puffs?
    a. I have never smoked even one or two puffs
    b. Earlier today
    c. Not today but sometime during the past 7 days
    d. Not during the past 7 days but sometime during the past 30 days
    e. Not during the past 30 days but sometime during the past 6 months
    f. Not during the past 6 months but sometime during the past year
    g. 1 to 4 years ago
    h. 5 or more years ago

19. Where do you smoke cigarettes?
    (Choose one or more answers)
    a. I do not smoke now
    b. At home
    c. At school
    d. At work
    e. In the car
    f. At friends' houses
    g. At sports events, parties, dances, raves, or other social events
    h. In public buildings (restaurants, fast food places, shopping malls, or other hangouts)
    i. Outdoors (sidewalks, parking lots, parks, or other places)

20. Have you <u>ever</u> tried any of these tobacco products?
    (Choose one or more answers)
    a. Eclipse cigarettes
    b. Omni
    c. Advance Lights
    d. Accord
    e. Ariva
    f. I have not tried any of these products

21. During the past 30 days, how did you usually get your own cigarettes? **(Choose only one answer)**
    a. I did not smoke cigarettes during the past 30 days
    b. I bought them in a store such as a convenience store, supermarket, or gas station
    c. I bought them from a vending machine
    d. I gave someone else money to buy them for me
    e. I borrowed them from someone else
    f. I stole them
    g. A person 18 years old or older gave them to me
    h. I got them some other way

22. During the past 30 days, where did you buy the last pack of cigarettes you bought? **(Choose only one answer)**
    a. I did not buy a pack of cigarettes during the past 30 days
    b. A gas station
    c. A convenience store
    d. A grocery store
    e. A drugstore
    f. A vending machine
    g. I bought them over the Internet
    h. Other

23. When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show proof of age?
    a. I did not try to buy cigarettes in a store during the past 30 days
    b. Yes, I was asked to show proof of age
    c. No, I was not asked to show proof of age

24. During the past 30 days, did anyone ever refuse to sell you cigarettes because of your age?
    a. I did not try to buy cigarettes in a store during the past 30 days
    b. Yes, someone refused to sell me cigarettes because of my age
    c. No, no one refused to sell me cigarettes because of my age

25. During the past 30 days, on how many days did you smoke cigarettes on school property?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

26. Do you want to stop smoking cigarettes?
    a. I do not smoke now
    b. Yes
    c. No

27. Are you seriously thinking about quitting smoking?
    a. I have never smoked
    b. I do not smoke now
    c. Yes, within the next 30 days
    d. Yes, within the next 6 months
    e. Yes, but not within the next 6 months
    f. No, I am not thinking of quitting smoking
    g. Not sure

28. How many times during the past 12 months have you stopped smoking for one day or longer because you were trying to quit smoking?
    a. I have not smoked in the past 12 months
    b. I have not tried to quit
    c. 1 time
    d. 2 times
    e. 3 to 5 times
    f. 6 to 9 times
    g. 10 or more times

29. When you last tried to quit, how long did you stay off cigarettes?
    a. I have never smoked cigarettes
    b. I have never tried to quit
    c. Less than a day
    d. 1 to 2 days
    e. 3 to 7 days
    f. More than 7 days but less than 30 days
    g. 30 days or more but less than 6 months
    h. 6 months or more but less than a year
    i. 1 year or more

30. During the past 12 months, did a medical doctor, dentist, or nurse <u>ask</u> you whether you smoke cigarettes?
    a. Yes
    b. No
    c. I don't know/I can't remember

31. During the past 12 months, did a medical doctor, dentist, or nurse <u>tell</u> you to stop smoking?
    a. I have never smoked
    b. Yes
    c. No
    d. I don't know/I can't remember

32. In the past 12 months, did you do any of the following to help you stop smoking? **(Choose one or more answers)**
    a. I have never smoked
    b. I have not smoked in the past 12 months
    c. I did not try to quit in the past 12 months
    d. Attended a program in my school
    e. Attended a program in the community
    f. Called a help line or quit line
    g. Used nicotine gum
    h. Used nicotine patch
    i. Used any medicine to help quit
    j. Visited an internet quit site
    k. Got help from family or friends
    l. I tried to quit but did something else
    m. I tried to quit but did not do any of these things

33. In the past 12 months, did you have to go to a stop smoking class because you were caught smoking?
    a. I have never smoked
    b. I have not smoked in the past 12 months
    c. Yes, I had to go to a stop smoking class
    d. No, I did not have to go to a stop smoking class

34. Do you think you would be able to quit smoking cigarettes now if you wanted to?
    a. I do not smoke now
    b. Yes
    c. No

35. How long can you go without smoking before you feel like you need a cigarette?
    a. I have never smoked cigarettes
    b. I do not smoke now
    c. Less than 1 hour
    d. 1 to 3 hours
    e. More than 3 hours but less than a day
    f. A whole day
    g. Several days
    h. A week or more

36. <u>How true is this statement for you?</u> After not smoking for a while, I feel restless and irritable.
    a. I have never smoked cigarettes
    b. I don't smoke now
    c. Not at all true
    d. Not very true
    e. Fairly true
    f. Very true

37. How true is this statement for you? When I go without a smoke for a few hours, I experience craving.
    a. I have never smoked cigarettes
    b. I don't smoke now
    c. Not at all true
    d. Not very true
    e. Fairly true
    f. Very true

The next questions are about smokeless tobacco—chewing tobacco, snuff, or dip.

38. Have you ever used chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
    a. Yes
    b. No

39. How old were you when you used chewing tobacco, snuff, or dip for the first time?
    a. I have never used chewing tobacco, snuff, or dip
    b. 8 years old or younger
    c. 9
    d. 10
    e. 11
    f. 12
    g. 13
    h. 14
    i. 15
    j. 16
    k. 17 years old or older

40. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

41. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip on school property?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

The next questions are about cigars and pipes.

42. Have you ever tried smoking cigars, cigarillos, or little cigars, even one or two puffs?
    a. Yes
    b. No

43. How old were you when you smoked a cigar, cigarillo, or little cigar for the first time?
    a. I have never smoked a cigar, cigarillo or little cigar
    b. 8 years old or younger
    c. 9
    d. 10
    e. 11
    f. 12
    g. 13
    h. 14
    i. 15
    j. 16
    k. 17 years old or older

44. During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

45. Have you ever tried smoking tobacco in a pipe, even one or two puffs?
    a. Yes
    b. No

46. During the past 30 days, on how many days did you smoke tobacco in a pipe?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

The next questions are about bidis and kreteks. Bidis (or "beedies") are small brown cigarettes from India made of tobacco wrapped in a leaf tied with a thread. They can taste like vanilla, chocolate, cherry or other flavors. Kreteks (or "clove cigarettes") are cigarettes containing tobacco and clove extract.

47. Have you ever tried smoking any of the following:
    a. Bidis
    b. Kreteks
    c. I have tried both bidis and kreteks
    d. I have never smoked bidis or kreteks

48. During the past 30 days, on how many days did you smoke bidis?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

49. During the past 30 days, on how many days did you smoke kreteks?
    a. 0 days
    b. 1 or 2 days
    c. 3 to 5 days
    d. 6 to 9 days
    e. 10 to 19 days
    f. 20 to 29 days
    g. All 30 days

The next questions ask about other people smoking and using tobacco around you.

50. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
    a. 0 days
    b. 1 or 2 days
    c. 3 or 4 days
    d. 5 or 6 days
    e. 7 days

51. During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?
    a. 0 days
    b. 1 or 2 days
    c. 3 or 4 days
    d. 5 or 6 days
    e. 7 days

52. Do you think the smoke from other people's cigarettes is harmful to you?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

53. Does anyone who lives with you now smoke cigarettes?
    a. Yes
    b. No

54. Does anyone who lives with you now use chewing tobacco, snuff, or dip?
    a. Yes
    b. No

55. How many of your four closest friends smoke cigarettes?
    a. None
    b. One
    c. Two
    d. Three
    e. Four
    f. Not sure

56. How many of your four closest friends use chewing tobacco, snuff, or dip?
    a. None
    b. One
    c. Two
    d. Three
    e. Four
    f. Not sure

57. Which statement best describes the rules about smoking <u>inside</u> your home?
    a. Smoking is not allowed anywhere inside my home
    b. Smoking is allowed in some places or at some times
    c. Smoking is allowed anywhere in my home
    d. There are no rules about smoking in my home

The next questions ask about your thoughts about tobacco.

58. Do you think you will smoke a cigarette at anytime during the next year?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

59. Do you think you will be smoking cigarettes 5 years from now?
    a. I definitely will
    b. I probably will
    c. I probably will not
    d. I definitely will not

60. If one of your best friends offered you a cigarette, would you smoke it?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

61. Do you think that you will try a cigarette soon?
    a. I have already tried smoking cigarettes
    b. Yes
    c. No

62. During the past 12 months, has either of your parents (or guardians) told you not to smoke cigarettes?
    a. Mother (female guardian) only
    b. Father (male guardian) only
    c. Both
    d. Neither

63. In the past 12 months, how often have your parents or guardians discussed the dangers of tobacco use with you?
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Very often

64. Do you think it is safe to smoke for only a year or two, as long as you quit after that?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

65. Do you think smoking cigarettes makes young people look cool or fit in?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

Some tobacco companies make items like sports gear, t-shirts, lighters, hats, jackets, and sunglasses that people can buy or receive free.

66. During the past 12 months, did you buy or receive anything that has a tobacco company name or picture on it?
    a. Yes
    b. No

67. Would you ever use or wear something that has a tobacco company name or picture on it such as a lighter, t-shirt, hat, or sunglasses?
    a. Definitely yes
    b. Probably yes
    c. Probably not
    d. Definitely not

The next questions ask about events you may have attended or what you have seen or heard on the TV, radio, movies, billboards, signs, newspapers, magazines, stores, or the Internet.

68. During the past 12 months, have you participated in any community activities to discourage people your age from using cigarettes, chewing tobacco, snuff, dip, or cigars?
    a. Yes
    b. No
    c. I did not know about any activities

69. During the past 30 days, how many times did you see anti-smoking messages on TV?
    a. I did not watch TV in the past 30 days
    b. None
    c. 1 to 3 times in the past 30 days
    d. 1 to 3 times per week
    e. Daily or almost daily
    f. More than once a day

70. During the past 30 days, how many times did you hear anti-smoking messages on the radio?
    a. I did not listen to the radio in the past 30 days
    b. None
    c. 1 to 3 times in the past 30 days
    d. 1 to 3 times per week
    e. Daily or almost daily
    f. More than once a day

71. During the past 30 days, how many times did you see anti-smoking messages on the Internet?
    a. I did not use the Internet in the past 30 days
    b. None
    c. 1 to 3 times in the past 30 days
    d. 1 to 3 times per week
    e. Daily or almost daily
    f. More than once a day

72. During the past 30 days, how many times have you seen anti-smoking messages on billboards or outdoor signs?
    a. None in the past 30 days
    b. 1 to 3 times in the past 30 days
    c. 1 to 3 times per week
    d. Daily or almost daily
    e. More than once a day

73. During the past 30 days, how many times did you see anti-smoking messages in magazines or newspapers?
    a. I did not read magazines or newspapers
    b. None in the past 30 days
    c. 1 to 3 times in the past 30 days
    d. 1 to 3 times per week
    e. Daily or almost daily
    f. More than once a day

74. When you watch TV or go to movies, how often do you see actors using tobacco?
    a. I don't watch TV or go to movies
    b. Most of the time
    c. Some of the time
    d. Hardly ever
    e. Never

75. When you are using the Internet, how often do you see ads for tobacco products?
    a. I do not use the Internet
    b. Most of the time
    c. Some of the time
    d. Hardly ever
    e. Never

76. When you read newspapers or magazines, how often do you see ads or promotions for cigarettes and other tobacco products?
    a. I do not read newspapers or magazines
    b. All of the time
    c. Most of the time
    d. Some of the time
    e. Hardly ever
    f. Never

77. When you go to a convenience store, supermarket, or gas station, how often do you see ads for cigarettes and other tobacco products or items that have tobacco company names or pictures on them?
    a. I never go to a convenience store, supermarket, or gas station
    b. All of the time
    c. Most of the time
    d. Some of the time
    e. Hardly ever
    f. Never

The last questions ask if you were taught about tobacco in your classes.

78. During this school year, did you practice ways to say “No” to tobacco in any of your classes (for example, by role playing)?
    a. Yes
    b. No
    c. Not sure

79. During this school year, were you taught in any of your classes the reasons why people your age smoke?
    a. Yes
    b. No
    c. Not sure

80. During this school year, were you taught in any of your classes that most people your age do not smoke cigarettes?
    a. Yes
    b. No
    c. Not sure

81. During this school year, were you taught in any of your classes about the dangers of tobacco use?
    a. Yes
    b. No
    c. Not sure

Thank you for participating in this survey.

DO NOT WRITE BELOW THIS LINE

OFFICE USE ONLY

1. Who administered this survey?
    a. Teacher or other school staff person
    b. Data collector

2. When was this survey administered?
    a. As part of the original survey administration
    b. As part of a make-up session

School ID

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

Appendix C

Data Collector Training Agenda

Appendix C: Data Collector Training Agenda

National Youth Tobacco Survey 2006 - Data Collector Training Agenda

Day 1 - Thursday March 2, 2006

4:00 - 5:00	**Module 1**	**Orientation and Introductions**
5:00 - 5:15	**Module 2**	**Purpose and Overview of Training**
5:15 - 5:30	**Module 3**	**National Youth Tobacco Survey**
5:30 - 5:45	**Module 4**	**Break**
5:45 - 6:15	**Module 5**	**Steps Leading to Data Collection**
6:15 - 6:45	**Module 6**	**Data Collector Roles and Responsibilities**
6:45 - 7:45	**Module 7**	**Dinner**
7:45 - 8:15	**Module 8**	**Time and Expense Reporting**
8:15 - 8:30	**Module 9**	**Q & A/General Discussion**

Day 2 - Friday March 3, 2006

8:45 - 9:00	**Module 10**	**Coffee and Juice**
9:00 - 9:30	**Module 11**	**Overview of Data Collection Process**
9:30 - 9:45	**Module 12**	**Receipt of Assignments and Materials Preparation**
9:45 - 10:15	**Module 13**	**Advance Calls to Schools**
10:15 - 10:45	**Module 14**	**Entry Meeting with Principal/Contact Person**
10:45 - 11:00	**Module 15**	**Break**
11:00 - 11:30	**Module 16**	**Teacher Meeting Before Survey**
11:30 - 12:30	**Module 17**	**Survey Administration**
12:30 - 2:00	**Module 18**	**Working Lunch & Distribution and Review of Materials Needed to Call Week 1 Schools**
2:00 - 2:30	**Module 19**	**Post-survey Teacher Meeting and Make-up Session Scheduling**
2:30 - 3:00	**Module 20**	**Principal/Contact Person Exit Meeting**
3:00 - 3:15	**Module 21**	**Break**
3:15 - 3:45	**Module 22**	**What Happened Today and What About Tomorrow?**
3:45 - 4:00	**Module 23**	**Q & A/Assignment of Saturday Role-play Scenarios**
4:00 - 5:00	**Module 24**	**Role Play Preparation and Group Meetings**

Day 3 Saturday March 4, 2006

9:15 - 10:00	**Module 25**	**Expense Report Problems and Procedures**
10:00 - 11:00	**Module 26**	**Presentation and Discussion of Role Plays**
11:00 - 11:15	**Module 27**	**Break**
11:15 - 12:30	**Module 28**	**Presentation and Discussion of Role Plays**
12:30 - 1:30	**Module 29**	**Lunch**
1:30 - 2:30	**Module 30**	**Presentation and Discussion of Role Plays**
2:30 - 2:45	**Module 31**	**Break**
2:45 - 3:00	**Module 32**	**Distribution and Return of Project Materials**
3:00 - 3:30	**Module 33**	**Areas for Priority Attention**
3:30 - 4:00	**Module 34**	**Staying Sane and Keeping in Touch**
4:00 - 4:15	**Module 35**	**Closure/Final Q & A**
4:15 - ?	**Module 36**	**Dinner**

Appendix D

Primary Sampling Unit (PSU) Sampling Weights

Appendix D: Primary Sampling Unit (PSU) Sampling Weights

Stratum	PSU	Size Measure	Expected Number of Draws	Sampling Weight	Sub-sampled For Small Schools
1N	090010	240395.97	0.49121	2.0358	0
1N	330170	12718.07	0.02599	38.4806	0
1N	340010	74973.2	0.15319	6.5276	0
1N	360210	8238.88	0.01683	59.4011	0
1N	360730	13601.53	0.02779	35.9811	0
1N	420430	56572.85	0.1156	8.6508	0
1N	421030	32822.45	0.06707	14.9105	0
1U	090030	251395.04	0.26485	3.7758	1
1U	250250	268249.1	0.2826	3.5386	1
1U	340230	341379.77	0.35964	2.7805	0
1U	340390	185037.99	0.19494	5.1298	0
1U	360470	892209.8	0.93994	1.0639	0
1U	360590	377031.8	0.3972	2.5176	0
1U	360610	592807.94	0.62452	1.6012	0
1U	360810	892715.13	0.94048	1.0633	0
1U	361030	343203.66	0.36157	2.7657	0
1U	421010	561827.3	0.59189	1.6895	0
2N	170070	78812.02	0.17506	5.7124	0
2N	180430	13009.05	0.0289	34.607	0
2N	190930	20892.16	0.04641	21.549	0
2N	201730	120915.08	0.26858	3.7233	0
2N	260730	16425.32	0.03648	27.4092	0
2N	261390	52659.61	0.11697	8.5493	0
2N	271090	28479.82	0.06326	15.8078	0
2N	291330	11187.94	0.02485	40.2401	0
2N	310190	7666.32	0.01703	58.7249	0
2N	390390	8843.4	0.01964	50.9085	0
2N	391510	52171.46	0.11588	8.6293	0
2N	550090	50769.57	0.11277	8.8676	1
2U	170310	532860.74	0.68272	1.4647	0
2U	170312	513697.37	0.65816	1.5194	0
2U	170430	302115.01	0.38708	2.5835	0
2U	170970	216145.23	0.27693	3.611	1
2U	261630	496364.67	0.63596	1.5724	0
2U	291890	241688.92	0.30966	3.2294	0
2U	390410	233559.85	0.29924	3.3418	1
2U	390610	181071.28	0.23199	4.3105	0
2U	550890	305438.4	0.39134	2.5553	0

Stratum	PSU	Size Measure	Expected Number of Draws	Sampling Weight	Sub-sampled For Small Schools
3N	010170	12436.86	0.0166	60.2549	0
3N	010730	173669.98	0.23175	4.315	1
3N	050010	14700.88	0.01962	50.9753	0
3N	100010	155528.27	0.20754	4.8183	1
3N	120730	47512.06	0.0634	15.7724	0
3N	120990	295032.48	0.3937	2.54	0
3N	131330	48142.6	0.06424	15.5659	0
3N	220010	14141.15	0.01887	52.993	1
3N	280430	11962.5	0.01596	62.6442	0
3N	371330	25529.42	0.03407	29.3536	1
3N	400530	14340.75	0.01914	52.2554	0
3N	450730	20112.26	0.02684	37.2599	0
3N	470690	31113.45	0.04152	24.0854	1
3N	480390	92842.63	0.12389	8.0715	0
3N	482150	567341.31	0.75708	1.3209	0
3N	482430	644541.78	0.8601	1.1627	0
3N	482950	14853.83	0.01982	50.4504	0
3N	483110	57988.57	0.07738	12.9229	0
3N	540110	13568.39	0.01811	55.2299	0
3U	110010	162533.5	0.15251	6.5571	0
3U	120110	552528.58	0.51844	1.9289	0
3U	120860	631677	0.59271	1.6872	0
3U	120970	392554.39	0.36834	2.7149	0
3U	132550	108145.05	0.10147	9.8548	1
3U	245100	200432.76	0.18807	5.3173	0
3U	370590	23956.65	0.02248	44.4867	0
3U	481130	1044341.99	0.97991	1.0205	0
3U	482011	821314.94	0.77064	1.2976	0
3U	482310	15827.48	0.01485	67.3356	0
3U	484730	250697.92	0.23523	4.2511	1
3U	484930	859344.57	0.80633	1.2402	0
3U	510590	411934.25	0.38652	2.5872	0
4N	020680	97053.33	0.09608	10.4077	0
4N	060530	246153.94	0.24369	4.1036	0
4N	060950	201864.74	0.19985	5.0039	0
4N	061070	253113.81	0.25058	3.9907	0
4N	061110	374647.81	0.3709	2.6961	0
4N	150030	533426.1	0.52809	1.8936	0
4N	350530	282197.06	0.27937	3.5794	0
4N	410330	42327.18	0.0419	23.8642	1
4N	490490	65636.54	0.06498	15.3894	0

Stratum	PSU	Size Measure	Expected Number of Draws	Sampling Weight	Sub-sampled For Small Schools
4U	040210	75238.22	0.04832	20.6954	0
4U	060010	851463.37	0.54683	1.8287	0
4U	060370	1221015.31	0.78417	1.2752	0
4U	060371	1230910.92	0.79052	1.265	0
4U	060373	1246720.47	0.80068	1.2489	0
4U	060374	1261188.52	0.80997	1.2346	0
4U	060591	800797.55	0.51429	1.9444	1
4U	060650	847341.02	0.54419	1.8376	1
4U	060710	1049473.89	0.674	1.4837	1
4U	060850	1052430.17	0.6759	1.4795	0
4U	320230	506023.95	0.32498	3.0771	0
4U	530330	551275.1	0.35404	2.8245	0

Appendix E

School Sampling Weights

Appendix E: School Sampling Weights

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
1N	090010	00232144	Large	1270.2	0.01704	58.685
1N	090010	00234549	Large	1970.4	0.02643	37.831
1N	090010	00242629	Large	6410.2	0.08599	11.629
1N	330170	00851594	Large	160.97	0.03897	25.66
1N	330170	00854143	Large	2128.09	0.51522	1.941
1N	330170	00858931	Large	1417.72	0.34323	2.913
1N	340010	00870868	Large	13626.73	0.59487	1.681
1N	340010	00903341	Large	2165.18	0.09452	10.58
1N	340010	01921483	Large	5573.91	0.24333	4.11
1N	360210	00936548	Large	258.39	0.09545	10.476
1N	360210	00952184	Large	567.31	0.20957	4.772
1N	360210	04137439	Large	585.74	0.21638	4.622
1N	360730	00947323	Large	1105.67	0.25927	3.857
1N	360730	00965182	Large	598.44	0.14033	7.126
1N	360730	02923719	Large	1070.31	0.25098	3.984
1N	420430	01214485	Large	1489.46	0.09112	10.975
1N	420430	01220466	Large	1009.34	0.06175	16.195
1N	420430	01895699	Large	1980.94	0.12118	8.252
1N	421030	01230441	Large	931.12	0.08903	11.232
1N	421030	01241726	Large	845.14	0.08081	12.374
1N	421030	01248776	Large	2280.43	0.21806	4.586
1U	090030	00236885	Large	5640.22	0.07183	13.921
1U	090030	00239106	Small	325.15	0.02052	48.725
1U	090030	00244502	Large	1170.55	0.01491	67.077
1U	090030	01893352	Large	4975.98	0.06337	15.779
1U	250250	00609306	Large	6611.12	0.08259	12.108
1U	250250	00609452	Small	892.82	0.03177	31.473
1U	250250	00609496	Large	3940.98	0.04923	20.312
1U	250250	90177412	Large	3422.42	0.04275	23.39
1U	340230	00877513	Large	10687.83	0.09696	10.314
1U	340230	00887893	Large	11721.12	0.10633	9.405
1U	340230	00900861	Large	3414.89	0.03098	32.28
1U	340390	00863431	Large	2651.74	0.04515	22.147
1U	340390	00883866	Large	2106.51	0.03587	27.879
1U	340390	00902971	Large	5747.25	0.09786	10.218
1U	360470	00973874	Large	15510.68	0.05496	18.195
1U	360470	02123122	Large	4460.07	0.0158	63.277
1U	360470	03127997	Large	323.5	0.00115	872.405
1U	360590	00939039	Large	342.78	0.00295	339.549
1U	360590	00959157	Large	3273.56	0.02813	35.554

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
1U	360590	00968638	Large	2222.27	0.01909	52.374
1U	360610	00973965	Large	28420.12	0.15489	6.456
1U	360610	00974222	Large	12594.1	0.06864	14.569
1U	360610	00978191	Large	6898.86	0.0376	26.597
1U	360810	00926223	Large	6366.38	0.0233	42.91
1U	360810	02184550	Large	7682.02	0.02812	35.561
1U	360810	05492970	Large	2144.3	0.00785	127.399
1U	361030	00948699	Large	6274.74	0.05683	17.598
1U	361030	00967237	Large	3099.79	0.02807	35.622
1U	361030	00996723	Large	3841.13	0.03479	28.747
1U	421010	01185645	Large	3500.65	0.01956	51.129
1U	421010	01234876	Large	9006.44	0.05032	19.873
1U	421010	01235701	Large	2897.04	0.01619	61.782
2N	170070	00350805	Large	1354.23	0.05519	18.119
2N	170070	00407274	Large	1724.66	0.07029	14.227
2N	170070	00407296	Large	6131.77	0.24989	4.002
2N	180430	00429232	Large	656.63	0.17659	5.663
2N	180430	00444192	Large	1813.85	0.48781	2.05
2N	180430	00444341	Large	1322.06	0.35555	2.813
2N	190930	00458627	Large	1261.08	0.18675	5.355
2N	190930	00482354	Large	4287.31	0.63491	1.575
2N	190930	00482365	Large	2438.64	0.36114	2.769
2N	201730	00497757	Large	282.23	0.00717	139.484
2N	201730	00511944	Large	4595.02	0.11672	8.567
2N	201730	00512686	Large	7602.86	0.19313	5.178
2N	260730	00678052	Large	2341.46	0.44611	2.242
2N	260730	00678201	Large	811.91	0.15469	6.465
2N	260730	00687996	Large	654.69	0.12474	8.017
2N	261390	00669831	Large	3037.64	0.18121	5.519
2N	261390	00671738	Large	2218.49	0.13234	7.556
2N	261390	05950728	Large	4769.25	0.28451	3.515
2N	271090	00725027	Large	2325.55	0.25353	3.944
2N	271090	00725049	Large	5451.15	0.59429	1.683
2N	271090	00725071	Large	4035.39	0.43994	2.273
2N	291330	00782813	Large	1407.65	0.39973	2.502
2N	291330	00782824	Large	1286.25	0.36526	2.738
2N	291330	00782868	Large	1313.55	0.37301	2.681
2N	310190	00835415	Large	945.53	0.40084	2.495
2N	310190	00835426	Large	2165.08	0.91784	1.09
2N	310190	90072337	Large	639.92	0.27128	3.686
2N	390390	01075392	Large	1999.49	0.74158	1.348

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
2N	390390	01099777	Large	587.42	0.21787	4.59
2N	390390	03253762	Large	390	0.14464	6.913
2N	391510	01115575	Large	2327.76	0.13788	7.253
2N	391510	01115746	Large	801.49	0.04747	21.064
2N	391510	01116273	Large	292.89	0.01735	57.643
2N	550090	01508613	Large	203.16	0.01244	80.397
2N	550090	01525399	Large	2661.04	0.16292	6.138
2N	550090	01525457	Large	5000.78	0.30616	3.266
2N	550090	02067948	Small	70.33	0.03978	25.14
2U	170310	00342146	Large	1692.64	0.01041	96.073
2U	170310	00405583	Large	1826.31	0.01123	89.041
2U	170310	00412852	Large	1565.09	0.00962	103.902
2U	170312	00367229	Large	3798.08	0.02435	41.074
2U	170312	00371563	Large	2011.12	0.01289	77.57
2U	170312	00412783	Large	10028.18	0.06428	15.557
2U	170430	00382859	Large	5815.51	0.06095	16.407
2U	170430	00397333	Large	10856.57	0.11379	8.788
2U	170430	00404681	Large	4780.04	0.0501	19.961
2U	170970	00396996	Large	2924.15	0.04198	23.819
2U	170970	00404207	Large	12802.38	0.18381	5.4405
2U	170970	00418708	Small	276.37	0.03844	26.0157
2U	261630	00661082	Large	6550.38	0.0423	23.6383
2U	261630	00670916	Large	1737.01	0.01122	89.1414
2U	261630	04125751	Large	1874.61	0.01211	82.5983
2U	291890	00768865	Large	1856.14	0.02538	39.3983
2U	291890	00768887	Large	3457.96	0.04729	21.1479
2U	291890	04126041	Large	4059.59	0.05551	18.0138
2U	390410	01073395	Small	408.77	0.0491	20.3671
2U	390410	01073759	Large	5004.11	0.06665	15.0033
2U	390410	01100988	Large	3970.65	0.05289	18.9083
2U	390410	04146567	Large	1194.06	0.0159	62.8763
2U	390610	01069367	Large	1395.75	0.0259	38.6149
2U	390610	01084636	Large	6051.57	0.11228	8.9063
2U	390610	01084716	Large	4361.39	0.08092	12.3577
2U	550890	01531846	Large	4660.61	0.05042	19.8348
2U	550890	01532158	Large	5446.64	0.05892	16.9723
2U	550890	01532533	Large	7254.96	0.07848	12.7419
3N	010170	00006997	Large	1532.68	0.38755	2.5803
3N	010170	00007006	Large	1530.81	0.38707	2.5835
3N	010170	00013927	Large	1012.99	0.25614	3.9041
3N	010730	00003216	Small	164.01	0.02538	39.4013
3N	010730	00005698	Large	4791.16	0.08596	11.6331
3N	010730	00011792	Large	2210.64	0.03966	25.2126

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
3N	010730	00013439	Large	1401.83	0.02515	39.7594
3N	050010	00053744	Large	727.23	0.16744	5.9724
3N	050010	00056745	Large	3632.79	0.8364	1.1956
3N	050010	00056778	Large	1245.43	0.28674	3.4874
3N	100010	00250957	Large	1940.86	0.0383	26.1091
3N	100010	00251098	Large	3018.86	0.05957	16.7858
3N	100010	00251112	Large	5274.66	0.10409	9.6071
3N	100010	00251688	Small	163.99	0.04677	21.3821
3N	120730	00283042	Large	2186.88	0.14207	7.039
3N	120730	00283086	Large	3710.14	0.24102	4.149
3N	120730	06116950	Large	2628.03	0.17072	5.8574
3N	120990	00287943	Large	6062.14	0.06334	15.7871
3N	120990	00288029	Large	5102.06	0.05331	18.7578
3N	120990	00288051	Large	12336.98	0.12891	7.7574
3N	131330	00305975	Large	5954.44	0.3759	2.6603
3N	131330	00320144	Large	2109.17	0.13315	7.5104
3N	131330	90072767	Large	1786.59	0.11278	8.8665
3N	220010	00543149	Large	1416.81	0.32438	3.0828
3N	220010	00549027	Large	819.89	0.18771	5.3273
3N	220010	02028727	Small	76.46	0.07367	13.5736
3N	220010	06116483	Large	267.82	0.06132	16.3084
3N	280430	00736094	Large	363.42	0.09815	10.1887
3N	280430	00740329	Large	2855.87	0.77128	1.2965
3N	280430	00749547	Large	1561.25	0.42165	2.3717
3N	371330	01010426	Small	201.08	0.37142	2.6924
3N	371330	01032439	Large	2431.07	0.29187	3.4262
3N	371330	01032676	Large	3208.79	0.38524	2.5958
3N	371330	02944091	Large	1351.52	0.16226	6.1629
3N	400530	01149651	Large	518.63	0.12537	7.9761
3N	400530	01150292	Large	125.58	0.03036	32.9405
3N	400530	02880059	Large	264.59	0.06396	15.634
3N	450730	01276431	Large	1348.09	0.20306	4.9247
3N	450730	01276453	Large	904.05	0.13617	7.3435
3N	450730	01276464	Large	200.37	0.03018	33.1337
3N	470690	01306504	Large	3999.89	0.39923	2.5048
3N	470690	01306548	Large	1532.87	0.153	6.536
3N	470690	01309811	Large	1817.97	0.18145	5.511
3N	470690	01310725	Small	147.67	0.13974	7.1563
3N	480390	01333119	Large	6216.35	0.20544	4.8675
3N	480390	01338922	Large	3598	0.11891	8.4097
3N	480390	01387448	Large	11483.85	0.37953	2.6348
3N	482150	02905631	Large	8051.26	0.04375	22.858

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
3N	482150	03238530	Large	16230.57	0.08819	11.3388
3N	482150	05962992	Large	9869.99	0.05363	18.646
3N	482430	01354707	Large	12136.21	0.05925	16.8771
3N	482430	01355096	Large	10185.51	0.04973	20.1094
3N	482430	05446027	Large	5636.98	0.02752	36.3359
3N	482950	01338401	Large	2548.22	0.54979	1.8189
3N	482950	01338412	Large	2461.83	0.53115	1.8827
3N	482950	01396361	Large	426.41	0.092	10.8695
3N	483110	01360572	Large	1612.75	0.08852	11.2965
3N	483110	01378105	Large	2479.18	0.13608	7.3486
3N	483110	01389219	Large	3956.84	0.21719	4.6043
3N	540110	01489224	Large	377.57	0.08508	11.7542
3N	540110	01491277	Large	682.27	0.15373	6.5048
3N	540110	01501389	Large	248.74	0.05605	17.8422
3U	110010	00255365	Large	4277.78	0.09399	10.6389
3U	110010	00255729	Large	1915.5	0.04209	23.7593
3U	110010	03244452	Large	5574.53	0.12249	8.1641
3U	120110	00269298	Large	5526.06	0.03086	32.4038
3U	120110	00270066	Large	8603.12	0.04804	20.814
3U	120110	00270215	Large	13874.11	0.07748	12.9064
3U	120860	00262601	Large	3216.13	0.01562	64.0203
3U	120860	00272518	Large	10512.22	0.05106	19.5865
3U	120860	00272711	Large	6458.28	0.03137	31.8812
3U	120970	02122683	Large	15785.5	0.12175	8.2137
3U	120970	02868065	Large	15792.11	0.1218	8.2103
3U	120970	02876532	Large	8299.48	0.06401	15.6224
3U	132550	00297587	Small	205.17	0.66978	1.493
3U	132550	00306527	Large	2365.84	0.06582	15.1939
3U	132550	00306571	Large	8861.62	0.24652	4.0564
3U	132550	03214643	Large	3428.75	0.09539	10.4838
3U	245100	00579277	Large	1320.8	0.02063	48.4747
3U	245100	00585473	Large	3759.03	0.05871	17.0324
3U	245100	00585473	Large	3759.03	0.05871	17.0324
3U	245100	00585509	Large	4338.91	0.06777	14.7561
3U	370590	01035054	Large	1020.89	0.13257	7.5434
3U	370590	01035236	Large	2039.93	0.26489	3.7751
3U	370590	01035688	Large	2495.42	0.32404	3.0861
3U	481130	01348522	Large	8330.02	0.02629	38.0377
3U	481130	01349297	Large	8728.97	0.02755	36.2992
3U	481130	01380679	Large	3487.84	0.01101	90.8455

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
3U	482011	01366541	Large	11038.25	0.04099	24.3939
3U	482011	04125514	Large	4118.03	0.01529	65.387
3U	482011	05939329	Large	12130.95	0.04505	22.1966
3U	482310	01390643	Large	1088.17	0.20947	4.774
3U	482310	01624811	Large	4253.56	0.81878	1.2213
3U	482310	05734398	Large	218.02	0.04197	23.8278
3U	484730	01326994	Small	80.72	0.10238	9.7672
3U	484730	02881186	Large	17305.1	0.20774	4.8138
3U	484730	05513062	Large	4077.95	0.04895	20.4277
3U	484730	90069636	Large	6520.15	0.07827	12.7763
3U	484930	01384389	Large	9489.85	0.03397	29.4355
3U	484930	01385429	Large	20061.76	0.07182	13.9239
3U	484930	01395517	Large	6296.42	0.02254	44.3646
3U	510590	01441554	Large	9494.37	0.07691	13.0027
3U	510590	01441612	Large	10651.59	0.08628	11.59
3U	510590	01918856	Large	6435.78	0.05213	19.1821
4N	020680	00024939	Large	4356.6	0.16725	5.979
4N	020680	00025003	Large	3018.18	0.11587	8.6303
4N	020680	00025604	Large	8001.94	0.3072	3.2552
4N	060530	00125165	Large	5921.83	0.07931	12.6095
4N	060530	00186344	Large	6450.85	0.08639	11.5754
4N	060530	03267334	Large	9521.39	0.12751	7.8425
4N	060950	00118941	Large	4723.52	0.07649	13.0741
4N	060950	00191037	Large	6630.82	0.10737	9.3135
4N	060950	00192926	Large	13619.87	0.22054	4.5342
4N	061070	00193952	Large	16346.17	0.21947	4.5564
4N	061070	05447734	Large	8284.33	0.11123	8.9905
4N	061070	90069684	Large	11128.03	0.14941	6.693
4N	061110	00111742	Large	4846.35	0.0426	23.4724
4N	061110	00161432	Large	25884.49	0.22754	4.3947
4N	061110	00193227	Large	3191.72	0.02806	35.6408
4N	150030	00328041	Large	14993.66	0.09351	10.6945
4N	150030	00329952	Large	8262.5	0.05153	19.407
4N	150030	05486060	Large	10127.94	0.06316	15.8325
4N	350530	00910654	Large	7766.88	0.08555	11.6896
4N	350530	00910734	Large	7081.64	0.078	12.8208
4N	350530	00911341	Large	13919.14	0.15331	6.5228
4N	410330	01163155	Large	1981.51	0.15438	6.4776
4N	410330	01165899	Large	2908.37	0.22659	4.4133
4N	410330	01170173	Large	1187.77	0.09254	10.8063
4N	410330	01173651	Small	169.64	0.0444	22.5235

Stratum	PSU	School ID	School Size Class	School Size Measure	Expected Number of Draws	Sampling Weight
4N	490490	01418398	Large	1887.48	0.09829	10.1742
4N	490490	01419369	Large	4018.98	0.20928	4.7782
4N	490490	02122027	Large	2053.74	0.10695	9.3506
4U	040210	00038522	Large	2044.09	0.08959	11.162
4U	040210	00038919	Large	2915.43	0.12778	7.826
4U	040210	00039901	Large	4031.49	0.1767	5.659
4U	060010	00121047	Large	6386.21	0.02465	40.566
4U	060010	00121433	Large	1636.07	0.00632	158.343
4U	060010	00164422	Large	4251.44	0.01641	60.935
4U	060370	00124809	Large	3483.51	0.00901	111.012
4U	060370	00166317	Large	12743.62	0.03295	30.345
4U	060370	00171236	Large	7640.79	0.01976	50.611
4U	060371	00115372	Large	7866.33	0.02017	49.582
4U	060371	00136337	Large	7972.9	0.02044	48.919
4U	060371	00141799	Large	13198.65	0.03384	29.551
4U	060373	00101406	Large	17439.87	0.04412	22.664
4U	060373	00178038	Large	14590.99	0.03692	27.089
4U	060373	00196181	Large	16320.75	0.04129	24.218
4U	060374	00162265	Large	1282.74	0.0032	312.984
4U	060374	04142143	Large	4860.03	0.01211	82.608
4U	060374	05483477	Large	13010.29	0.03241	30.858
4U	060591	00075316	Small	324.43	0.00434	230.514
4U	060591	00123088	Large	11438.09	0.04726	21.158
4U	060591	00123827	Large	8566.98	0.0354	28.248
4U	060591	00191773	Large	15529.9	0.06417	15.583
4U	060650	00110363	Small	860.58	0.02147	46.581
4U	060650	00112098	Large	6523.57	0.02424	41.248
4U	060650	02114639	Large	11172.35	0.04152	24.085
4U	060650	03260248	Large	7710.32	0.02865	34.899
4U	060710	00110749	Small	874.63	0.01263	79.185
4U	060710	00168267	Large	10087.68	0.03087	32.39
4U	060710	00173732	Large	16716.02	0.05116	19.546
4U	060710	03268043	Large	25508.19	0.07807	12.809
4U	060850	00103221	Large	14242.23	0.04411	22.673
4U	060850	00120826	Large	8826.47	0.02733	36.584
4U	060850	00153385	Large	7893.65	0.02445	40.907
4U	320230	00849993	Large	1971.33	0.01186	84.283
4U	320230	03237343	Large	10096.91	0.06077	16.455
4U	320230	03237412	Large	8059.78	0.04851	20.615
4U	530330	01470712	Large	4343.6	0.0261	38.313
4U	530330	01482772	Large	8269.69	0.04969	20.124
4U	530330	01483142	Large	3969.32	0.02385	41.926