

The Risk and Protective Factor Student Perception Survey

OVERVIEW

- This scale is used to assess drug use and feelings of safety in youth.

SCALES AND/OR SUBSCALES

- None
- Sample items include:
 - Incidence of alcohol, tobacco, and other drug use (ATOD), both 30 Day and Lifetime data
 - Where ATOD used
 - When ATOD used
 - Perceived availability of ATOD
 - Perceived risk of drugs
 - Perception of friends' disapproval
 - Perception of parents' disapproval
 - Risk and protective factors: individual, family, school, and community
 - Feelings of safety at school and in the neighbourhood

GOOD TO KNOW

- This measure is not open-access; there is a fee required to use this tool
- Individual subscales have shown good reliability and can be used with caution

• Health & Wellness

- Youth are physically healthy
- Youth make choices that support healthy development

• Strong, Supportive Friends & Families

- Youth have families equipped to help them thrive
- Youth have at least one consistent, caring adult in their lives
- Youth form and maintain healthy, close relationships

• Education, Training & Apprenticeships

- Youth achieve academic success

• Diversity, Social Inclusion & Safety

- Youth feel safe at home, at school, online, and in their communities
- Youth respect, and are respected by, the law and justice system

TARGET POPULATION

- Youth ages 11 to 18 years of age

DEVELOPER

- Patrick, D.L., & Edwards, T.C.



LENGTH & HOW IT IS MEASURED

- 75 items
- Scale varies based on the question asked
- Self-report, paper-pencil version or electronic
- Available in: English



PSYCHOMETRICS

- **Reliability**
 - Moderate to high reliability
 - Test-retest reliability
- **Validity**
 - Content validity
 - Construct validity



LEARN MORE

- Pride Surveys: <http://www.pridesurveys.com/index.php/the-risk-and-protective-factor-student-survey/>
- Click here to access more information on the validity and reliability of the measure: <https://www.pridesurveys.com/wp-content/uploads/2014/06/Reliability-Validity-Study-Pride-Questionnaire-for-Grades-6-12.pdf?24559c>
- Click here to view sample items from the measure: <https://www.pridesurveys.com/wp-content/uploads/2014/06/2013-14-RPF-Questionnaire.pdf?24559c>
- Click here to view a sample report outlining the findings from this measure: <https://www.pridesurveys.com/wp-content/uploads/2014/06/Sample-Report-RPF-Standard.pdf?24559c>

I. PERSONAL AND FAMILY INFORMATION

1. Ethnic Origin: <input type="radio"/> White <input type="radio"/> African American <input type="radio"/> Hispanic/Latino <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Native American <input type="radio"/> Mixed Origin <input type="radio"/> Other	2. Sex: <input type="radio"/> Male <input type="radio"/> Female	3. Age: <input type="radio"/> 10 years old or less <input type="radio"/> 11 years old <input type="radio"/> 12 years old <input type="radio"/> 13 years old <input type="radio"/> 14 years old <input type="radio"/> 15 years old <input type="radio"/> 16 years old <input type="radio"/> 17 years old <input type="radio"/> 18 years old <input type="radio"/> 19 years old or more	4. Grade: <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	5. Do you live with... <input type="radio"/> both parents <input type="radio"/> mother only <input type="radio"/> father only <input type="radio"/> mother & stepfather <input type="radio"/> father & stepmother <input type="radio"/> other 6. Do you have a job? <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No	7. Do your parents have a job? father? <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No mother? <input type="radio"/> <input type="radio"/> <input type="radio"/>	8. What is the educational level of your father? <input type="radio"/> some high school <input type="radio"/> high school graduate <input type="radio"/> some college <input type="radio"/> college graduate mother? <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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II. STUDENT INFORMATION

	NEVER	SOMETIMES	OFTEN	A LOT
1. Do you make good grades?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Do you get into trouble at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do you take part in school sports teams?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Do you take part in school activities such as band, clubs, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Do you take part in community activities such as scouts, rec. teams, youth clubs, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Do you attend church, synagogue, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Do your parents talk with you about the problems of tobacco, alcohol and drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do your teachers talk with you about the problems of tobacco, alcohol and drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Have you skipped school without your parents' permission in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Does your school set clear rules on using drugs at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Does your school set clear rules on bullying or threatening other students at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Do your parents set clear rules for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Do your parents punish you when you break the rules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Have you been in trouble with the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Do you take part in gang activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Have you thought about committing suicide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Do your friends use tobacco (cigarettes, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Do your friends use alcohol (beer, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Do your friends use marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Do your friends use prescription drugs not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Have you had 5 or more glasses of beer, coolers, breezers or liquor within a few hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Does your school ask any students to take a drug test?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Do you think that you are overweight?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Has a doctor told you that you are overweight?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Have you bought or sold drugs AT school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Have you bought or sold drugs when NOT at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Have you carried a gun for protection or as a weapon when NOT at school in the past year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. WITHIN THE PAST YEAR HOW OFTEN HAVE YOU...

	DID NOT USE	6 TIMES YEAR	ONCE MONTH	TWICE MONTH	3 TIMES WEEK	EVERY DAY
1. Used tobacco (cigarettes, cigars, dip, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drunk alcohol (beer, coolers, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoked marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Used cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Used inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Used hallucinogens (PCP, LSD, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Used heroin (spikes)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Used steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Used ecstasy (MDMA)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Used meth (crystal, ice, crank, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Used prescription drugs not prescribed to you (such as Ritalin, Xanax or OxyContin)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Used over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. HOW EASY IS IT TO GET...

	DON'T KNOW/CAN'T GET	VERY DIFFICULT	FAIRLY DIFFICULT	VERY EASY
1. Tobacco (cigarettes, cigars, dip, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Alcohol (beer, coolers, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. HOW MUCH DO YOU THINK PEOPLE RISK HARMING THEMSELVES PHYSICALLY OR IN OTHER WAYS IF THEY...

	NO RISK	SLIGHT RISK	MODERATE RISK	GREAT RISK
1. Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Smoke e-cigarettes, e-cigars or e-hookahs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Have five or more drinks of an alcoholic beverage (beer, coolers, liquor) once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Take one or two drinks of an alcoholic beverage (beer, coolers, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Smoke marijuana once or twice a week?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use prescription drugs that are not prescribed to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. DURING THE PAST 30 DAYS:

	YES	NO
1. Did you smoke part or all of a cigarette?	<input type="radio"/>	<input type="radio"/>
2. Did you smoke an e-cigarette, e-cigar, or e-hookah?	<input type="radio"/>	<input type="radio"/>
3. Did you drink one or more drinks of an alcoholic beverage?	<input type="radio"/>	<input type="radio"/>
4. Have you used marijuana or hashish?	<input type="radio"/>	<input type="radio"/>
5. Have you used prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>
6. Have you used over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>
7. Have you used inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>

VII. AT WHAT AGE DID YOU FIRST...

	NEVER USED	10 OR UNDER	11	12	13	14	15	16	17 OR OLDER
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use cocaine (crack, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use inhalants (glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Use hallucinogens (PCP, LSD, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Use heroin (opiates)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use steroids?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use ecstasy (MDMA)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Use meth (crystal, ice, crank, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Use over-the-counter drugs (to get high)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIII. HOW WRONG DO YOUR PARENTS FEEL IT WOULD BE FOR YOU TO...

	NOT AT ALL WRONG	A LITTLE BIT WRONG	VERY WRONG
1. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. HOW WRONG DO YOUR FRIENDS FEEL IT WOULD BE FOR YOU TO...

	NOT AT ALL WRONG	A LITTLE BIT WRONG	VERY WRONG
1. Smoke tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Have one or two drinks of an alcoholic beverage nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

X. WHERE DO YOU USUALLY...

(You may mark more than 1 response for each question)

	DO NOT USE	AT HOME	AT SCHOOL	FRIEND'S HOUSE	IN A CAR	OTHER
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XI. WHEN DO YOU USUALLY...

(You may mark more than 1 response for each question)

	DO NOT USE	BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL	WEEK NIGHTS	WEEKENDS
1. Use tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XII. HOW DO YOU FEEL ABOUT SOMEONE YOUR AGE HAVING ONE OR TWO DRINKS OF AN ALCOHOLIC BEVERAGE NEARLY EVERY DAY?

- ☐ Neither approve nor disapprove ☐ Strongly disapprove
☐ Somewhat disapprove ☐ Don't know or can't say

XIII. WHAT EFFECT DO YOU MOST OFTEN GET WHEN YOU...

	DO NOT USE	A LITTLE HIGH	VERY HIGH	BOMBED/STONED
1. Drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Smoke marijuana (pot, hash, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Use prescription drugs not prescribed to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XIV. VEHICLE SAFETY

	0 times	1 time	2 or 3 times	4 or 5 times	6 or more times
1. During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often do you wear a seatbelt when driving a car?	<input type="radio"/> Never	<input type="radio"/> Sometimes	<input type="radio"/> Always	<input type="radio"/> Seldom	<input type="radio"/> Most of the time
4. How often do you wear a seat belt when riding in a car driven by someone else?	<input type="radio"/> Never	<input type="radio"/> Sometimes	<input type="radio"/> Always	<input type="radio"/> Seldom	<input type="radio"/> Most of the time

XV. WHILE AT SCHOOL HAVE YOU...(Past Year)

	NEVER	ONE TIME	2-5 TIMES	6 OR MORE TIMES
1. Carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Carried a knife, club or other weapon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Threatened a student with a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Threatened to hurt a student by hitting, slapping or kicking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Hurt a student by using a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Hurt a student by hitting, slapping or kicking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Been threatened with a handgun, knife or club by a student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Had a student threaten to hit, slap or kick you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Been afraid a student may hurt you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Been hurt by a student using a handgun, knife or club?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Been hurt by a student who hit, slapped or kicked you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XVI. IN MY SCHOOL, I FEEL SAFE...

	NEVER	SOMETIMES	OFTEN	A LOT
1. In the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the cafeteria (lunchroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the bathroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In the gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. On the school bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At school events (ballgames, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. On the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In the parking lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XVII. ADDITIONAL QUESTIONS

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
4.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
5.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
6.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
7.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
8.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
9.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
10.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H

PRIDE TECHNICAL REPORT

THE PRIDE QUESTIONNAIRE FOR GRADES 6 – 12

Validity and Reliability Study

By

Leroy Metze, Ph.D.

Director of Educational Technology / Professor of Psychology

Western Kentucky University

October, 2000

THE PRIDE QUESTIONNAIRE FOR GRADES 6-12

The need for a low cost means for schools and communities to obtain quality information about the prevalence and patterns of drug and alcohol use among adolescents prompted the development of the PRIDE Questionnaire for Grades 6-12. In 1980 field-testing on the PRIDE Questionnaire began. Field-testing and revisions continued until 1982 when the Questionnaire and associated survey procedures were introduced to PRIDE customers. Since 1982, more than seven million students have responded to the PRIDE Questionnaire in communities throughout the United States and in eight foreign countries. The need for quality data on drug and alcohol use is at least as great today as it was in the 1980's.

The PRIDE Questionnaire for Grades 6-12 (hence forth called the "PRIDE Questionnaire" or "Questionnaire") has been modified over the years to reflect research in this field and the changing informational needs of parents, school officials and other concerned community leaders. Changes in the Questionnaire also reflect the national concerns with drug and alcohol use among school-age students, such as nationally reported "risk factors." In addition to modifications in the Questionnaire form, survey procedures and reporting results have been refined over the years to not only improve the quality of data collected, but to make it more usable to PRIDE clients. Survey procedures include directions for pre-survey preparation, administering the Questionnaires, collecting Questionnaires, and returning the Questionnaires to PRIDE for processing. Reports sent to clients present survey findings in easily understood charts, graphs and "bulleted" statements as well as comprehensive percentage tables.

Craig and Emshoff (1987) authored a PRIDE Technical Report, *The PRIDE Questionnaire for Grades 6-12 A Developmental Study*. Craig and Emshoff used widely accepted procedures for determining reliability and validity to analyze the data collected by the Questionnaire. Dr. Harry Bowman, Office of Educational Research, Memphis State University, reviewed the report. A copy of Craig and Emshoff's report can be found in the Appendix. Adams (1994) *produced PRIDE*

TECHNICAL REPORT, The Pride Questionnaire for Grades 6-12, 2nd Developmental Study.

Adams' report can be found in the Appendix. The current report builds on and supports the work by Craig and Emshoff (1987) And Adams (1994).

The Questionnaire used for the 1998-99 school years was used for this study. The format has remained almost unchanged since the Questionnaire was introduced almost 20 years ago. The Questionnaire is presented in ten sections; each containing items pertaining to various topics from personal and family demographics to drug use items. This report will address the validity and reliability of the items within each of the sections.

Validity

A common method used to establish validity is to compare findings between like studies that use different instruments to measure the same constructs. Craig and Emshoff (1987) and Adams (1994) used data from NIDA sponsored surveys conducted by the Institute for Social Research located at the University of Michigan (Johnson et al., 1986, Johnson et al., 1987) to compare with data obtained from the PRIDE Questionnaire. These comparisons are also made for this report. Drug categories are not directly comparable between PRIDE and NIDA surveys and some that are compared (such as alcohol) must be modified to make them more comparable. The NIDA studies utilize rather complex random sampling techniques to obtain national estimates while PRIDE utilizes a client database correcting for over sampling of some states. Even though survey and sampling procedures used to obtain prevalence of use information differ for PRIDE surveys and for the NIDA surveys, similar findings between the studies support the validity of the PRIDE and NIDA measurement processes.

The national summary findings of PRIDE and the NIDA studies conducted by the Institute for Social Research are compared for the 1998-99 and 1999-00 school years. Craig and Emshoff (1987) were only able to compare 12th grade findings since the NIDA surveys did not include data for 8th and 10th grade students at that time. Table 1 contains contrasts for 8th, 10th and 12th grade

students for cigarette (30 day), alcohol, marijuana, and hallucinogens use. Other drug categories are not comparable due to the differences in survey instrumentation. Annual and 30-day uses are compared for the two years 1998-99 and findings are discussed by category.

Table 1
PRIDE National Summary and NIDA Monitoring the Future
Comparisons for 1998-99 and 1999-00 School Years

		Annual Use							
		Cigarettes		Alcohol		Marijuana		Hallucinogens	
		1998	1999	1998	1999	1998	1999	1998	1999
8th Grade									
	PRIDE	35.3	29.4	52.3	50.6	17.0	14.8	4.1	3.2
	NIDA	---	---	43.7	43.5	16.9	16.5	3.4	2.9
10th Grade									
	PRIDE	45.5	43.0	67.2	67.0	32.1	30.8	8.2	7.1
	NIDA	---	---	62.7	63.7	31.1	32.1	6.9	6.9
12th Grade									
	PRIDE	51.4	49.7	74.5	74.4	37.8	38.0	12.0	10.9
	NIDA	---	---	74.3	73.8	37.5	37.8	9.0	9.4
		30-Day Use							
		Cigarettes		Alcohol		Marijuana		Hallucinogens	
		1998	1999	1998	1999	1998	1999	1998	1999
8th Grade									
	PRIDE	19.2	14.4	20.4	18.2	10.3	8.6	2.3	1.9
	NIDA	19.1	17.5	23.0	24.0	9.7	9.7	1.4	1.3
10th Grade									
	PRIDE	29.6	27.1	35.4	35.2	20.0	18.9	4.1	3.3
	NIDA	27.6	25.7	38.8	40.0	18.7	19.4	3.2	2.9
12th Grade									
	PRIDE	37.5	36.3	45.3	45.2	23.1	23.4	5.2	4.4
	NIDA	35.1	34.6	52.0	51.0	22.8	23.1	3.8	3.5

Cigarettes

The NIDA findings do not include annual cigarette use. As with earlier studies, the estimate of 30-day use of cigarettes was slightly more conservative by NIDA than PRIDE. Both NIDA and PRIDE indicate a significant decrease in cigarette smoking for all groups between 1998 and 1999.

Alcohol

Alcohol use estimates by 8th grade, 10th grade and 12th grade students were similar for the PRIDE and NIDA surveys. The PRIDE estimates generally more conservative than NIDA estimates for 30-day use while the opposite is true for annual use. For example, annual use of alcohol

estimates at the 12th grade level differed by only .2 percent for 1998-99 and .6 percent for 1999-00. These differences are quite small given the percentage of use reported, i.e., both NIDA and PRIDE estimated that about 74 percent of the 12th grade students used alcohol both years. Also, although not statistically significant, a pattern of slight decreases in alcohol use from 1998-99 to 1999-00 was nearly the same for both data sets across the various age groups, supporting the consistency of findings between the two studies.

Marijuana

The estimates of use of marijuana by PRIDE and NIDA studies were extremely close for 1998-99 and 1999-00. PRIDE and NIDA estimates of annual use and 30 day use of marijuana differed by two percent or less across all age groups and for both years. Unlike the earlier studies both PRIDE and NIDA found little change in the use of marijuana across all grade levels from 1998-99 to 1999-00. The questions that obtained the prevalence of marijuana use were more similar for NIDA and PRIDE than for other items. This could explain these very similar findings.

Hallucinogens

The PRIDE and NIDA findings were very similar with regard to annual and 30 day use of hallucinogens. NIDA estimates were slightly more conservative than PRIDE estimates across all grade levels. However, the pattern of hallucinogen use was again very similar. Unlike earlier studies the PRIDE and NIDA findings did not produce a statistically significant increase in hallucinogen use between the two years. As a matter of fact, there was a general decrease in hallucinogen use from the 1998-99 to the 1999-00 years. This decrease is more pronounced for 30 day than annual use.

Summary

The contrast of PRIDE and NIDA survey findings produced a striking similarity between both estimates and patterns of drug use. Similar patterns of use were observed in the comparison of 1998-99 and 1999-00 data. PRIDE and NIDA found statistically significant decreases in cigarette smoking. Both found a slight but not statistically significant decrease in alcohol use. Only the 12th

grade showed an increase in marijuana use. Decreases were also found in hallucinogen use. Although the sampling methods for data collection and instruments were different, there was a remarkable similarity between findings of the PRIDE national summary data and the NIDA studies. This similarity of findings supports the validity of the PRIDE Questionnaire and associated survey procedures.

Reliability

As in the previous developmental studies, reliability of the PRIDE Questionnaire and associated survey procedures has been examined utilizing a test-retest procedure.

Data Collection Procedure

In the fall of 1998, a sample of 631 students from Bowling Green, Kentucky, Nashville, Tennessee, and Newaygo, Michigan was selected to participate in this developmental study. They were administered the PRIDE Questionnaire utilizing PRIDE's standardized instruction procedures two different times approximately one week apart. Student responses for the two administrations were paired anonymously using the techniques described in Craig and Eminoff's report (See the Appendix).

The sample consisted of 48.2 percent males and 51.8 percent females. White students made up 84.6 percent of the sample, black students made up 5.7 of a percent, and students of other ethnic origin represented 9.7 percent. Middle school students (grades 6 through 8) comprised 44 percent of the sample with the remaining 56 percent coming from grades 9 through 12. At least 30 percent of the students had a parent who graduated from college and 50 percent had a parent who attended at least one year of college.

Statistical Methods Employed

Three measures of reliability were computed from the test- retest data: 1) correlation of the test results from the first administration to the results of the second administration, 2) the percent of exact agreement to responses from the first administration compared to the second administration,

and 3) the percent of major disagreement from the first administration to the second administration. A correlation coefficient, Pearson's r , was computed for each of the items where appropriate. That is, where the data could be assumed continuous and not categorical. The sub-sample used for correlation analyses consisted of those students who responded to all the continuous items in the Questionnaire.

The percent of exact agreement was computed by determining the percentage of students who responded exactly the same on both administrations of the questionnaire. The maximum was 100 percent. The percent of major disagreement was computed to determine the percentage of students who responded substantially different on the two administrations. This percentage was computed by counting the number of student responses that varied more than one response category on the two administrations. Ideally, the percentage of major disagreement should be zero or near zero.

Results

The results of the test-retest analyses appear in Tables 2 - 10 that follow this discussion. They contain the correlations, percent of exact agreement, and percent of major disagreement for each of the sections with the exception of Section VII. Questions in this section ask "When" do students use drugs and are categorical responses and correlations were not computed for these items.

Section I: Personal And Family Information

Responses to items in this section appeared to be highly consistent. The percent of exact agreement was above 90 percent and the percent of major disagreement less than 3 percent for all of the items. The percent of exact agreement are consistent with findings from the previous developmental studies. Correlations are high (mostly above .9) for those items that could be correlated, further expressing the high reliability among these items. See Table 2 for results.

Section II: Student Information

The items in this section had correlation coefficients ranging from .513 to .867. Items 2, 7 – 10, 12 – 14, and 18 – 21 failed to reach a correlation of .70. However, the percent of exact agreement was above 80% for items 7 – 9, and 19 – 21 indicating a low, but acceptable level of correlation. The Items that had the weakest level of consistency according to the percent of exact agreement and percent of major disagreement were 10 – 14 and 18. These items deal with student/parent and student/teacher relationships and friends' discussion of drugs/alcohol. These items appear to solicit relatively less reliable responses than other items in this section. Since these items deal with talking about alcohol/drugs it is possible that being asked about these issues in the first administration led to a change in these activities between the first and second administration of the survey. A similar problem with consistency was noted in the earlier studies for student/family relationship items (see the Appendix). Table 3 contains the reliability analyses for Section II.

Section III: Do You Feel The Following Drugs Are Harmful To Your Health?

Students' responses to items in this section are not as reliable as items contained in other sections of the Questionnaire. Correlation coefficients were above .618 for cigarettes, alcohol, and marijuana and below .5 for other categories. These results suggest a somewhat lower consistency of response, especially for cocaine, uppers, downers, inhalants, hallucinogens, heroin and steroids. This inconsistency was also reflected in the percent of exact agreement and percent of major disagreement findings. Similar inconsistencies were found in the earlier studies. See Table 4 for these reliability indices. Adams (1994) suggested that the order of the response item set might contribute to the low reliability of these items (See the Appendix). Because of this, the item response set was changed. Never-the-less reliability indices for this section remain relatively low. It is more likely that the low reliability of the items in this section is due to asking students for a qualitative response (e.g., how do you 'feel'...). Other items in the Questionnaire require a quantitative response (e.g., how many times...). Even with the questionable reliability indices in this

and earlier studies, items in this section are considered important enough to be left as part of the data set obtained by the PRIDE Questionnaire. Students' perception of the harmful effects, particularly the percentage that feel drugs are "HARMFUL " or "VERY HARMFUL", is useful information for parents, school, and community leaders concerned with adolescent drug use.

Section IV: Within The Past Year How Often Have You ...

Students responded consistently to items that deal with 'prevalence of coefficients indicate a strong relationship between the first and second administrations of the questionnaire for all items except inhalants. The percent of exact agreement is high among all of the items in this section and is above 94% for the item with low correlation coefficient (inhalants). The percent of major disagreement is relatively low among all items in this section. See Table 5 for these data.

Section V: How Many Of Your Friends...

Perceived friends' use of the various drug and alcohol categories had high correlation coefficients for cigarette, alcohol, and marijuana use (i.e., above 80%). Items relating to other drug use had lower correlation coefficients. However all of the items with correlation coefficients below .8 had agreement percentages above .86 and major disagreement percentages below 2.0. Table 6 presents these statistics.

Section VI: What Effect' Do You Most Often Get When You...

Students were asked to respond to the levels of intoxication that they reached if they used various drugs and alcoholic beverages. While over half of the items in this category had correlation coefficients below .7; all of the items had a high percent of exact agreement between the first and second administration of the Questionnaire. Most of the items had an exact agreement percent above 90% and only one (item 5, 78.2%) had an exact agreement percent below 80%. See Table 7 for analysis results.

Section VIII: While At School Have You...

As may be seen in Table 8, all of the items in this section had an exact agreement of 70 percent or more except number eight, which had an exact agreement of 66.6%. The correlation coefficients for this section are not high. It is interesting that reliability estimates for aggression are much lower than for drug use.

Section IX: When Did You First...

The analysis of student responses to items about their first use of drugs is contained in Table 9. Students responded to these items in a highly consistent manner as indicated by the high percent of exact agreement and relatively low percent of major disagreement indices. Correlation coefficients for items 1 – 7 indicated a strong linear relationship between the first and second administration. While correlation coefficients for items 8 – 14 are lower, the percent exact agreement for first and second administration of all of these items is above 97%. The items in this section require that a student recall information that is several years old.

Section X: How Easy Is It To Get...

Correlation coefficients for items in this section were all above .70 except items 11 (.649). The percent of exact agreement percentages were in the 60's and 70's. The percentage of major disagreement ranged from about 10 to 20 percent. Adams (1994) suggested that the order of responses might account for the low reliability; however, the change in order for the current study did not significantly increase the indices. This Section provides information about the percent of students for which drugs and alcohol are readily available. Such information is critical for assessing prevention programs and should be retained as part of the data set produced by the PRIDE Questionnaire.

Summary

Reliability indices indicated that items in Sections I, II, IV - VI, and VIII - X of the PRIDE Questionnaire produced reasonable and acceptable consistency of response. The indices were particularly supportive for the drug use sections on first use, frequency of use, and intoxicating effects of use. And, these findings were confirmed by earlier developmental studies. The items in section III and VIII dealing with perceived harmfulness of drugs and alcoholic beverages and aggressive behaviors were not as reliable as items in other sections.

Table 2
Reliability Estimates for Section I:
Personal and Family Information

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Ethnic Origin	0.885	97.7	2.3
2. Sex	0.996	99.8	0.0
3. Age	0.962	96.0	0.6
4. Grade	0.982	98.1	0.6
5. Parents' Status	0.939	96.8	2.8
6. Your Job	0.857	93.6	0.3
7. Father's Job	0.892	95.5	0.5
8. Mother's Job	0.925	92.4	0.7
9. Father's Education.	0.928	91.4	2.2
10. Mother's Education.	0.936	91.5	1.6

Table 3
Reliability Estimates for Section II:
Student Information

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Do You Make Good Grades	0.808	77.3	2.2
2. Do You Get Into Trouble At Schools	0.695	72.1	3.4
3. Do You Take Part In School Activities Such As Sports Teams, Band, Clubs, etc.	0.825	62.7	7.8
4. Do You Take Part In Community Activities Such As Scouts, Rec. Teams, Youth Clubs, etc.	0.741	59.2	10.0
5. Do You Attend Church, Synagogue, etc.	0.867	68.7	5.5
6. Do You Drink Alcohol At Home	0.708	81.5	4.5
7. Do You Use Drugs At Home	0.684	90.2	3.3
8. Have You Threatened To Harm A Teacher	0.513	95.7	0.9
9. Have You Threatened To Harm One Or Both Of Your Parents, Guardian, etc.	0.579	91.4	2.2
10. Do Your Parents Talk With You About The Problems Of Alcohol/Drugs	0.689	56.5	10.3
11. I Talk With My Parents About My Problems	0.726	57.8	10.3
12. Do Your Friends Talk With You About The Problems Of Alcohol/Drugs	0.618	56.7	10.7
13. Do Your Parents Set Clear Rules For You	0.652	55.9	10.7
14. Do Your Parents Punish You When You Break The Rules	0.644	56.5	11.4
15. Have You Been In Trouble With The Police	0.792	86.4	2.0
16. Do You Take Part In Gang Activities	0.706	93.4	1.7
17. Have You Thought About Committing Suicide	0.803	83.6	3.6
18. Do You Teachers Talk With You About The Dangers Of Alcohol/Drugs	0.578	46.7	15.7
19. While NOT AT SCHOOL Have You Stolen Something worth \$5.00 or more	0.689	81.6	5.3
20. While NOT AT SCHOOL Have You Carried A Gun For Protection Or As A Weapon	0.735	88.4	4.4
21. Are You In A PRIDE Group: America's PRIDE, Club PRIDE or PRIDE Pals	0.667	96.9	0.8

Table 4
Reliability Estimates for Section III:
Do You Feel The Following Drugs Are Harmful To Your Health

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.647	68.3	4.6
2. Smokeless Tobacco	0.618	66.3	6.1
3. Cigars	0.627	66.6	6.5
4. Beer	0.672	62.4	6.6
5. Wine Coolers	0.683	61.8	7.9
6. Liquor	0.645	62.3	5.5
7. Marijuana	0.727	75.1	5.1
8. Cocaine	0.466	86.1	4.2
9. Uppers	0.461	72.5	6.8
10. Downers	0.375	68.0	9.0
11. Inhalants	0.350	69.8	9.3
12. Hallucinogens	0.387	76.2	7.2
13. Heroin	0.331	84.0	5.7
14. Steroids	0.440	68.3	7.7

Table 5
Reliability Estimates for Section IV:
Within The Past Year How Often Have You

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.940	85.4	5.9
2. Smokeless Tobacco	0.821	94.6	3.0
3. Cigars	0.818	88.2	4.8
4. Beer	0.851	76.9	7.7
5. Wine Coolers	0.814	75.6	8.4
6. Liquor	0.851	79.5	6.6
7. Marijuana	0.840	86.1	6.0
8. Cocaine	0.754	97.5	1.4
9. Uppers	0.769	95.7	2.6
10. Downers	0.710	94.9	2.5
11. Inhalants	0.545	94.6	2.1
12. Hallucinogens	0.809	96.8	1.7
13. Heroin	0.703	98.6	0.7
14. Steroids	0.830	98.5	0.6

Table 6
Reliability Estimates for Section V:
How Many Of Your Friends

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.833	74.5	2.9
2. Smokeless Tobacco	0.787	83.3	2.1
3. Cigars	0.743	77.1	3.9
4. Beer	0.808	74.1	4.5
5. Wine Coolers	0.765	70.7	6.2
6. Liquor	0.807	74.0	5.4
7. Marijuana	0.810	75.4	4.2
8. Cocaine	0.656	90.4	1.9
9. Uppers	0.666	88.4	1.8
10. Downers	0.647	91.0	1.4
11. Inhalants	0.556	86.4	1.7
12. Hallucinogens	0.725	90.7	1.5
13. Heroin	0.533	93.2	1.5
14. Steroids	0.460	90.9	1.8

Table 7
Reliability Estimates for Section VI:
What Effect Do You Most Often Get When You

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.790	88.5	2.2
2. Smokeless Tobacco	0.622	94.8	1.4
3. Cigars	0.728	91.3	2.3
4. Beer	0.802	82.9	5.8
5. Wine Coolers	0.718	78.2	4.4
6. Liquor	0.836	82.1	6.2
7. Marijuana	0.789	87.5	7.7
8. Cocaine	0.563	96.9	2.3
9. Uppers	0.598	94.9	2.5
10. Downers	0.539	95.1	2.6
11. Inhalants	0.363	95.4	2.5
12. Hallucinogens	0.691	95.9	2.9
13. Heroin	0.281	96.9	2.0
14. Steroids	0.203	96.5	1.7

Table 8
Reliability Estimates for Section VIII:
While AT School Have You

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Carried A Gun	0.472	96.0	1.4
2. Carried A Knife, Club Or Other Weapon	0.695	89.0	3.6
3. Threatened A Student With A Gun, Knife Or Club	0.465	94.6	1.7
4. Threatened To Hurt A Student By Hitting, Slapping Or Kicking	0.666	71.8	9.9
5. Hurt A Student By Using A Gun, Knife Or Club	0.529	96.1	1.5
6. Hurt A Student By Hitting, Slapping Or Kicking	0.710	76.6	6.1
7. Been Threatened With A Gun, Knife Or Club By A Student	0.458	88.0	4.1
8. Had A Student Threatened To Hit, Slap Or Kick You	0.624	66.6	10.0
9. Been Afraid A Student May Hurt You	0.635	79.1	4.5
10. Been Hurt By A Student Using A Gun, Knife Or Club	0.775	97.8	0.5
11. Been Hurt By A Student Who Hit, Slapped Or Kicked You	0.650	82.0	4.1

Table 9
Reliability Estimates for Section IX:
When Did You First

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.842	81.7	6.1
2. Smokeless Tobacco	0.847	93.9	2.8
3. Cigars	0.776	86.3	6.1
4. Beer	0.821	78.6	8.2
5. Wine Coolers	0.802	77.2	9.0
6. Liquor	0.842	81.7	7.7
7. Marijuana	0.833	89.1	5.1
8. Cocaine	0.668	99.2	0.6
9. Uppers	0.779	97.7	1.2
10. Downers	0.646	97.3	1.7
11. Inhalants	0.465	97.5	2.1
12. Hallucinogens	0.750	97.8	1.5
13. Heroin	0.350	99.0	0.9
14. Steroids	0.825	99.5	0.4

Table 10
Reliability Estimates for Section X:
How Easy Is IT To Get

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	0.819	73.9	8.9
2. Smokeless Tobacco	0.786	71.8	12.9
3. Cigars	0.827	73.7	10.5
4. Beer	0.787	68.7	11.5
5. Wine Coolers	0.783	66.4	13.0
6. Liquor	0.817	69.4	11.9
7. Marijuana	0.841	74.9	9.8
8. Cocaine	0.731	74.0	10.5
9. Uppers	0.748	74.7	10.8
10. Downers	0.727	73.9	11.9
11. Inhalants	0.649	70.7	18.6
12. Hallucinogens	0.753	76.1	8.4
13. Heroin	0.713	77.3	9.0
14. Steroids	0.707	75.1	11.0

Appendix

PRIDE TECHNICAL REPORT

THE PRIDE QUESTIONNAIRE FOR GRADES 6-12
2ND DEVELOPMENTAL STUDY

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October, 1994

The PRIDE Questionnaire For Grades 6-12

The PRIDE Questionnaire for Grades 6-12 was first developed in 1980 with field testing and revisions occurring until 1982 when the questionnaire and associated survey procedures were introduced to PRIDE customers. The purpose for PRIDE Questionnaire and associated survey services was to provide schools and communities with a low cost means to obtain quality information about the prevalence and patterns of drug and alcohol use for their adolescents. Since 1982, more than seven million students have responded to the PRIDE Questionnaire in communities throughout the United States and in eight foreign countries. The need for quality data on drug and alcohol use continues to be as great in the 1990's as it was in the 1980's.

The PRIDE Questionnaire for Grades 6-12 (hence forth called the "PRIDE Questionnaire" or just "Questionnaire") has been modified over the years to reflect research in this field and the changing informational needs of parents, school officials and other concerned community leaders. Changes in the Questionnaire has also reflected the national concerns with drug and alcohol use among school-age students, such as nationally reported "risk factors." In addition to modifications in the questionnaire form, survey procedures and reporting results have been refined over the years to not only improve the quality of data collected, but to make it more usable to PRIDE clients. Survey procedures include directions for pre-survey preparation, administering the questionnaires, collecting questionnaires, and returning the questionnaires to PRIDE for processing. Reports sent to clients present survey findings in easily understood charts, graphs and "bullet" statements as well as comprehensive percentage tables.

In 1987 Craig and Emshoff authored a PRIDE Technical Report, The PRIDE questionnaire for Grades 6-12 a Developmental Study. Craig and Emshoff addressed the validity and reliability of data collected by the Questionnaire using procedures and services developed by PRIDE research staff. Their report was also reviewed by Dr. Harry Bowman, Office of Educational Research, Memphis state university. This document will build on the work by Craig and Emshoff.

The Questionnaire used for the 1993-94 school years was used for this developmental study. The format has remained almost unchanged since the Questionnaire was introduced over 12 years ago. The Questionnaire is laid-out in ten sections. Within the sections are items pertaining to various topics from personal and family demographics to drug use items. Most of the new items within the Questionnaire are included in the second section, "Student Information," and were included to reflect the violent or potential violent activities with which many educators are currently concerned. For example, the item, "Have you carried a gun to school?" was included to provide information on the potential use of a deadly weapon while the student is at school. This report will address the reliability of the items within each of the sections.

VALIDITY

Craig and Emshoff discussed the concepts of validity in general and with regard to the PRIDE Questionnaire. Their report is contained in Appendix A. One of the methods to establish validity utilized in the 1987 developmental study was to compare findings between like studies utilizing different instruments to measure the same constructs. Craig and Emshoff utilized data from NIDA sponsored surveys conducted by the Institute for Social Research located at the University of Michigan (Johnson et al., 1987) to compare with data obtained from the PRIDE Questionnaire. An update of these comparisons were made for this report. As was the case in the previous developmental study, survey procedures used to obtain prevalence of use information differed for PRIDE surveys and for the NIDA surveys. All drug categories were not directly comparable and some that were compared (such as alcohol) had to be modified to

make them more comparable. Also, the NIDA studies utilized rather complex random sampling techniques to obtain national estimates where PRIDE utilized a client data base correcting for over sampling of some states. Even with the differences in sampling and survey methodology, similar findings between the studies would support the validity of the PRIDE and NIDA measurement process.

The national summary findings of PRIDE and the NIDA studies conducted by the Institute for Social Research were compared for the 1991-92 and 1992-93 school years. A major difference from the comparisons by Craig and Eroshoff was the addition of 8th and 10th grade findings, previously not available from the NIDA surveys. Table 1 contains contrasts from cigarette use (when available), alcohol, marijuana, and hallucinogens. Other drug categories were not comparable due to the differences in survey instrumentation. Annual use and 30 day use were compared for the two years 1992-93 and findings are discussed by drug category.

Cigarettes

The NIDA findings did not include annual cigarette use. Estimates of 30 day use of cigarettes was generally more conservative by NIDA than PRIDE, particularly at the 8th and 10 grade levels. The estimated 30 day use of cigarettes by 12th grade students was very similar for NIDA and PRIDE, with both finding: statistically significant increase from 1991-92 to 1992-93. NIDA also reported a significant increase in cigarette smoking for 10th grade students. This change was not found in the PRIDE study. The 10th and 12th grade cigarette use estimates for 1992-93 by PRIDE and NIDA were virtually the same.

Alcohol

Alcohol use estimates by 8th grade, 10th grade and 12th grade students were similar, with PRIDE estimates generally more conservative than NIDA estimates. For example, annual use of alcohol estimates at the 8th grade level differed by only 1.9 percent for 1991-92 and at the 12th grade level the difference was only 2.7 percent. These difference's are quite small given the percentage of use reported, i.e., NIDA estimated that 76.0 percent of the 12th grade students used alcohol as compared to the PRIDE estimate of 73.3 for 1992-93. Also, although not statistically significant, a pattern of slight decreases in alcohol use from 1991-92 to 1992-93 was nearly the same for both data sets across the various age groups, supporting the consistency of findings between the two studies.

Marijuana

The estimates of use of marijuana by PRIDE and NIDA studies were extremely close for 1991-92 and 1992-93. PRIDE and NIDA estimates of annual use and 30 day use of marijuana differed by one percent or less across all age groups and for both years with the exception of the 1992-93 10th grade annual use at 1.2 percent. The PRIDE estimates were slightly more conservative than the NIDA estimates. See Figure A for a visual representation of this difference. Even more remarkable, both PRIDE and NIDA found statistically significant increases in marijuana use across all grade levels from 1991-92 to 1992-93. The questions that obtained the prevalence of marijuana use were more similar for NIDA and PRIDE than for other items. This could explain these very similar findings.

Hallucinogens

The PRIDE and NIDA findings were very similar with regard to annual and 30 day use of hallucinogens. For example, in 1992-93 the differences between PRIDE and NIDA estimates of

hallucinogen use was less than 1.1 percent. NIDA estimates slightly more conservative than PRIDE estimates across all grade levels. However, the pattern of hallucinogen use was again very similar. Both the PRIDE and NIDA findings produced a statistically significant increase in hallucinogen use for twelfth grade students. This increase occurred for annual and 30 day use. Use at other grade levels indicated negligible differences in hallucinogen use for both PRIDE and NIDA findings.

Summary

The contrast of PRIDE and NIDA survey findings produce striking similarity between both estimates of drug use patterns of drug use. The PRIDE estimates were slightly higher than NIDA estimates for cigarette and hallucinogen use and estimates were slightly higher than PRIDE estimates for alcohol marijuana use. The comparison of 1991-92 and 1992-93 produce patterns of use that were very similar. PRIDE and NIDA show statistically significant increases in cigarette smoking at 12th grade level, while NIDA also found an increase at the 12th grade. Neither found statistically significant increases alcohol use at any level. Statistically significant increases marijuana use were found at all three grade levels by both PRIDE and NIDA. Statistically significant increases in hallucinogen was found by PRIDE and NIDA for twelfth grade students. Although the sampling, methods for data collection and instruments were different, there was a remarkable similarity between findings the PRIDE national summary data and the NIDA studies. The similarity of findings supports the validity of the PRIDE Questionnaire and associated survey procedures.

TABLE 1
PRIDE NATIONAL SURVEY AND NIDA MONITORING THE FUTURE
COMPARISONS FOR 1991-92 AND 1992-93 SCHOOL YEARS

=====								
Annual Use								
	Cigarettes		Alcohol		Marijuana		Hallucinogens	
	91-92	92-93	91-92	92-93	91-92	92-93	91-92	92-93
8 th Grade								
PRIDE	31.5	32.0	50.7	49.7	7.3	8.8	2.4	2.7
NIDA	-	-	53.7	51.6	7.2	9.2	2.5	2.6
10 th Grade								
PRIDE	37.9	37.9	65.9	64.8	16.2	18.0	5.3	5.3
NIDA	-	-	70.2	69.3	15.2	19.2	4.3	4.7
12 th Grade								
PRIDE	40.0	42.0	74.3	73.3	21.8	25.0	7.1	8.0
NIDA	-	-	76.8	76.0	21.9	26.0	5.9	7.4
<hr/>								
30 Day Use								
	Cigarettes		Alcohol		Marijuana		Hallucinogens	
	91-92	92-93	91-92	92-93	91-92	92-93	91-92	92-93
8 th Grade								
PRIDE	18.2	18.1	22.1	20.3	4.0	5.2	1.4	1.7
NIDA	15.5	16.7	26.1	26.2	3.7	5.1	1.1	1.2
10 th Grade								
PRIDE	25.6	24.8	37.0	35.2	9.2	10.7	2.9	2.8
NIDA	21.5	24.7	42.8	41.5	8.1	10.9	1.8	1.9
12 th Grade								
PRIDE	28.3	29.9	46.1	45.1	11.8	14.6	3.3	3.8
NIDA	27.8	29.9	51.3	51.0	11.9	15.5	2.1	2.7

Note: The bold numbers indicate a significant change in percentages from 1991-92 to 1993-94.

RELIABILITY

As in the previous developmental study, reliability of the PRIDE Questionnaire and associated survey procedures has been examined utilizing a test-retest procedure.

Data Collection Procedure

In the fall of 1993, a sample of 568 students from the Warren County Kentucky School system were selected to participate in this developmental study. They were administered the PRIDE Questionnaire utilizing PRIDE's standardized instruction procedures two different times approximately one week apart. Student responses for the two administrations were paired anonymously using the techniques described in Craig and Emhoff's report (See Appendix A).

The sample consisted of 47.7 percent males and 52.3 percent females. Ninety-four percent of the sample was white, 3.5 percent black, and 2.5 percent of other ethnic origin. Middle school students (grades 6 through 8) comprised 81.2 percent of the sample with the remaining 8.8 percent mostly from grade 11. Over one- third of the sample had fathers and/or mothers who were college graduates.

Statistical Methods Employed

Three measures of reliability were computed from the test- retest data: 1) correlation of the test results from the first administration to the results of the second administration, 2) the percent of exact agreement to responses from the first administration compared to the second administration, and 3) the percent of major disagreement from the first administration to the second administration. A correlation coefficient, Pearson's r , was computed for each of the items where appropriate. That is, where the data could be assumed continuous and not categorical. The sub- sample used for correlational analyses consisted of those students who responded to all the continuous items in the questionnaire. This procedure was utilized for consistency of item comparison, but resulted in a reduction of the sample to almost half the original size.

The percent of exact agreement was computed by determining the percentage of students who responded exactly the same on both administrations of the questionnaire. The maximum was 100 percent. The percent of major disagreement was computed to determine the percentage of students who responded substantially different on the two administrations. This percentage was computed by counting the number of student responses that varied more than one response category on the two administrations. Ideally, the percentage of major disagreement should be zero or near zero.

Results

The results of the test-retest analyses appear in tables that follow this discussion. They contain the correlations, percent of exact agreement, and percent of major disagreement for each of the sections with the exception of Sections VI and VII. Questions in these sections ask "Where" and "When" do students use drugs and are categorical responses and correlations were not computed for these items.

Section I: PERSONAL AND FAMILY INFORMATION

Responses to items in this section appeared to be highly consistent. The percent of exact agreement was mostly above 95 percent and the percent of major disagreement low for most of the items. However, while the percent of exact agreement are consistent with findings from the previous developmental study, the percent of major disagreement was slightly higher than in the 1987 study. Correlations were high for those items that could be correlated, further expressing the high reliability among these items. See Table 2 for analyses results

Section II: STUDENT INFORMATION

Most items in this section had correlation coefficients above .80, indicating acceptable levels of reliability. Items 7 and 11 failed to reach a correlation of .70. However the percent of exact agreement was 73.9% for item 7 indicating a lower, but acceptable level of correlation. The Items that had the weakest level of consistency according to the percent of exact agreement and percent of major disagreement were 3, 4, 10, 11, 12 and 13. Items 3 and 4 ask students about their school and community activities and while exact agreement was relatively low, the correlation was acceptable at above .80. This suggests that while some students responded differently on the second administration, they did not differ greatly from a linear relationship. Items 10, 11, 12, and 13 deal with student/parent relationships and friends discussion of drugs/alcohol. These items appear to solicit relatively less reliable responses than other items in this section. Although not as severe, a similar problem with consistency was noted in the 1987 study for student/family relationship items (see Appendix A). For the most part, the new items related to violence and student delinquent behavior appeared to produce reliable student responses. Table 3 contains the reliability analyses for Section II.

Section III: WHEN DID YOU FIRST...

The analyses of student responses to items about students' first use of drugs is contained in Table 4. Students responded to these items in a highly consistent manner as indicated by the high percent of exact agreement and relatively low percent of major disagreement indices. Correlation coefficients indicated a strong linear relationship between the first and second administration. These findings are consistent with the 1987 developmental study.

Section IV: WITHIN THE PAST YEAR HOW OFTEN HAVE YOU ...

The data analyses in Table 5 suggest that items dealing with prevalence of use are responded to quite consistently by students. Correlation coefficients indicate a strong linear relationship between the first and second administrations of the questionnaire; the percent of exact agreement is high among items; the percent of major disagreement is relatively low among items. A note of explanation may be necessary for item 6, cocaine use, and item 10, hallucinogen use. These items had a correlation coefficient of 1.00, a perfect correlation, yet the percent of exact agreement was 97.8% for item 6 and 97.6% for item 10. As was stated earlier, the sample used for correlation analyses was different than the total sample used in the percent of exact agreement analyses, thus producing this seemingly inconsistent finding.

Section V: WHAT EFFECT DO YOU MOST OFTEN GET WHEN YOU...

Students were asked to respond to the levels of intoxication they reached if they used various drugs and alcoholic beverages. The reliability indices indicated that students responded to these items in a consistent manner. Only one drug category "wine coolers" produced a correlation coefficient below .80, with most correlation coefficients above .85. Percent of exact agreement and percent of major disagreement also indicated highly consistent responses. See Table 6 for analyses results.

Section VIII: HOW MANY OF YOUR FRIENDS ...

Perceived friends' use of the various drug and alcohol categories had acceptable correlation coefficients with all but two, "wine coolers" (.7743) and "inhalants," (.7882) above .80. Exact agreement differed across categories. Friends' use of cigarettes and alcoholic beverages had exact agreement percentages in the mid to upper 70's and major disagreement percentages about 4 percent. Other drug categories were more consistent with exact agreement mostly in the 90's and major disagreement around 2 percent. Table 7 presents these statistics.

Section IX: DO YOU FEEL THE FOLLOWING DRUGS ARE HARMFUL TO YOUR HEALTH?

Students' responses to items in this section were not as reliable as items contained in other sections of the questionnaire. Correlation coefficients were for the most part ranged from .50 to .60 suggesting that these items had somewhat lower consistency of response. This inconsistency was also reflected in the percent of exact agreement and percent of major disagreement findings. Similar inconsistencies were found in the 1987 development study. One explanation for the low reliability indices may be the order of the item response set. The responses are ordered such that "NO" is the first response, "SOMETIMES" the second response, "VERY MUCH" the third, and "DON'T KNOW" the last. The numerical values assigned to these responses are used to compute the reliability indices range from "1" to "4," respectively. Thus, a student responding to "NO" or "Sometimes" on the first administration may respond to "DON'T KNOW" on the second administration, the opposite end of the scale. That is, students may be more prone to answer that drugs are sometimes harmful during one test period and don't know if drugs are harmful on the other since these may be perceived as somewhat similar responses. This would produce responses that are over 1 unit apart resulting in lower than expected correlations, lower percent of agreement percentages, and higher percent of major disagreement percentages. See Table 8 for these reliability indices.

Even with the questionable reliability indices both with this study and the 1987 study, items in this section were considered important enough to be left as part of the data set obtained by the PRIDE Questionnaire. Students' perception of the harmful effects, particularly the percentage that feel drugs are "VERY MUCH" harmful, is useful information for parents, school, and community leaders concerned with adolescent drug use.

Section X: HOW EASY IS IT TO GET

Similar to items in Section IX, questions that dealt with availability of drugs had questionable reliability indices. While correlation coefficients were mostly around .60, the percent of exact agreement percentages were about .70 and the percentage of major disagreement ranged from about 15 to 20 percent. The same explanation for the low reliability indices given in Section IX can be applied to Section X. The order of the responses and associated numerical value assigned for each item in section X are as follows:

CANNOT GET	=	1
FAIRLY DIFFICULT	=	2
FAIRLY EASY	=	3
VERY EASY	=	4
DON'T KNOW	=	5

Students' responses to "CANNOT GET" and "DON'T KNOW" may have produced the inconsistency between the first and second administration of the questionnaire. Since these response categories are on the opposite end of the scale, lower than expected correlations would occur, lower than expected percentages of exact agreement would be produced, and higher than expected percentages of major disagreement would be produced. This argument is supported by the high percentages of major disagreement found for all drug categories. However, the students who report that it is "FAIRLY EASY" or "VERY EASY" to get drugs and alcoholic beverages may be relatively consistent between administrations. Since this Section provides information about the percent of students for which drugs and alcohol are readily available, information critical for assessing prevention programs, this Section was retained as part of the data set produced by the PRIDE Questionnaire.

Summary

Reliability indices indicated that items in Sections I through V and Section VIII of the PRIDE Questionnaire produced reasonable and acceptable consistency of response. The indices were particularly supportive for the drug use sections on first use, frequency of use, and intoxicating effects of use. And, these findings were confirmed by the 1987 developmental study by Craig and-Emshoff. The items in section IX and X dealing with perceived harmfulness and availability of drugs and alcoholic beverages were not as reliable as items in other sections. Possible reasons for the low reliability indices was discussed under each Section. Additional analyses of these reliability data are needed to confirm the suppositions discussed and quite conceivably establish a higher level of consistency of response than the present reliability indices for Sections XI and X indicate.

TABLE 2
RELIABILITY ESTIMATES FOR SECTION I:
PERSONAL AND FAMILY INFORMATION

=====			
Item	Correlation	%Exact Agreement	%Major Disagreement
1. Ethnic Origin	--	97.6	1.1
2. Sex	--	99.2	0.0
3. Age	.9494	95.5	2.3
4. Grade	.9772	96.9	2.6
5. Parents' Status	--	97.1	2.2
6. Your Job	--	94.8	0.9
7a. Father's Job	--	96.6	1.3
7b. Mother's Job	--	94.3	1.4
8a. Father's Educ.	.9858	95.2	1.8
8b. Mother's Educ.	.9755	93.4	2.0

TABLE 3
RELIABILITY ESTIMATES FOR SECTION II:
STUDENT INFORMATION

=====			
Item	Correlation	%Exact Agreement	%Major Disagreement
1. Good Grades	.8380	76.1	2.8
2. Trouble at School	.8188	75.6	5.0
3. School Activities	.8419	63.6	10.5
4. Community Activities	.8118	63.3	11.6
5. Church/Synagogue	.9075	74.2	4.5
6. Take Gun To School	.9459	96.1	1.9
7. Afraid of Student	.6581	73.9	7.2
8. Hurt by Student	.7209	85.1	3.6
9. Threatened a Student	.6834	81.6	5.0
10. Parents Talk to You	.8064	58.0	9.5
11. Friend Talk to You	.6912	59.7	12.4
12. Parents Set Rules	.7049	60.4	12.1
13. Parents Punish You	.7691	61.4	9.0
14. Trouble with Police	.8351	91.3	2.6
15. Gang Activities	.7791	91.0	3.9
16. Thought About Suicide	.8536	87.9	4.2

TABLE 4
RELIABILITY ESTIMATES .FOR SECTION III:
WHEN DID YOU FIRST

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Smoke Cigarettes	.9297	88.7	3.5
2. Drink Beer	.8681	88.6	4.2
3. Drink Wine Coolers	.8485	85.9	7.7
4. Drink Liquor	.8296	88.7	6.4
5. Smoke Marijuana	.9717	95.8	1.7
6. Use Cocaine	.8920	97.6	1.5
7. Use Uppers	.8075	96.2	2.5
8. Use Inhalants	.8882	94.3	2.4
9. Use Hallucinogens	.9381	97.6	1.3

TABLE 5
RELIABILITY ESTIMATES FOR SECTION IV:
WITHIN THE PAST YEAR HOW OFTEN HAVE YOU

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Smoke Cigarettes	.8744	86.5	7.1
2. Drink Beer	.9090	85.0	5.0
3. Drink Wine Coolers	.8671	83.3	5.4
4. Drink Liquor	.8459	86.5	5.6
5. Smoke Marijuana	.9493	93.6	3.3
6. Use Cocaine	1.000	97.8	2.2
7. Use Uppers	.9374	94.9	2.9
8. Use Downers	.9413	96.7	2.9
9. Use Inhalants	.9268	94.0	3.3
10. Use Hallucinogens	1.000	97.6	1.9
11. Use Other Drugs	.9022	95.9	3.4

TABLE 6
RELIABILITY ESTIMATES FOR SECTION V:
WHAT EFFECT DO YOU MOST OFTEN GET WHEN YOU

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Drink Beer	.8823	88.1	2.7
2. Drink Wine Coolers	.7849	86.1	2.9
3. Drink Liquor	.8989	88.8	3.3
4. Smoke Marijuana	.9583	93.7	2.8
5. Use Cocaine	.9816	97.0	1.5
6. Use Uppers	.8036	95.2	2.6
7. Use Downers	.9217	96.4	1.7
8. Use Inhalants	.8661	94.0	2.8
9. Use Hallucinogens	.8597	97.0	1.9
10. Use Other Drugs	.9133	95.1	1.7

TABLE 7
RELIABILITY ESTIMATES FOR SECTION VIII:
HOW MANY OF YOUR FRIENDS

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Smoke Cigarettes	.8151	76.5	2.9
2. Drink Beer	.8221	74.4	4.1
3. Drink Wine Coolers	.7743	74.2	4.6
4. Drink Liquor	.8459	78.7	4.5
5. Smoke Marijuana	.8604	84.7	3.4
6. Use Cocaine	.9268	92.7	2.0
7. Use Uppers	.8687	91.0	2.1
8. Use Downers	.8930	93.1	1.7
9. Use Inhalants	.7882	89.1	2.8
10. Use Hallucinogens	.9228	93.6	1.5
11. Use Other Drugs	.8641	97.3	2.7

TABLE 8
RELIABILITY ESTIMATES FOR SECTION IX:
DO YOU FEEL THE FOLLOWING DRUGS ARE HARMFUL TO YOUR HEALTH?

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Cigarettes	.5280	75.6	8.9
2. Beer	.5512	70.2	10.4
3. Wine Coolers	.6509	68.8	12.4
4. Liquor	.5526	72.9	10.7
5. Marijuana	.5289	76.7	11.8
6. Cocaine	.4915	79.2	11.4
7. Uppers	.5489	74.4	11.2
8. Downers	.4898	73.8	12.0
9. Inhalants	.5232	73.3	11.1
10. Hallucinogens	.3648	75.0	11.6
11 Other Drugs	.9133	95.1	1.7

TABLE 9
RELIABILITY ESTIMATES FOR SECTION X:
HOW EASY IS IT TO GET?

Item	Correlation	% Exact Agreement	% Major Disagreement
1. Beer	.6033	67.8	15.1
2. Wine Coolers	.5826	67.8	15.9
3. Liquor	.5464	67.5	18.0
4. Marijuana	.5753	70.6	19.0
5. Cocaine	.6145	71.3	21.3
6. Uppers	.6170	73.1	19.5
7. Downers	.6353	73.1	19.1
8. Inhalants	.5915	70.5	20.2
9. Hallucinogens	.6354	73.6	19.0
11. Other Drugs	.5679	71.8	19.9

APPENDIX A

TECHNICAL REPORT # 1 The PRIDE Questionnaire for Grades 6-12 Developmental Study

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The PRIDE Questionnaire for Grades 6 -12

The PRIDE Questionnaire for Grades 6 -12 (formerly called the PRIDE Drug Usage Prevalence Questionnaire) was originally designed to assist parent groups, schools, and communities in assessing the nature and extent of adolescent drug use in their local communities. The items on the instrument gather information regarding the family (e.g., number of brothers/sisters), the personal characteristics of the student (e.g., age, grade), and general behaviors or lifestyles of the student (e.g., whether they drive a car, listen to rock music). In addition, information is obtained regarding the drugs used, how often the drugs are used, age of first use, effect of use, when and where drugs and alcohol are used, ease of obtaining drugs, pressure from peers to use, and perceived danger regarding the use of particular drugs on their health. The Questionnaire is printed on a machine-readable form for use with adolescents in grades 6 through 12. The directions for the administration of the Questionnaire are simple and easy to follow, allowing for completion of the form in 15 to 20 minutes by most students in this grade range.

Validity

The validity of an instrument is concerned with what the instrument measures and how well it does so. A valid instrument measures what it purports to measure. As examples, a spelling test should measure spelling skills, and a drug usage prevalence questionnaire should assess prevalence and patterns of drug use. While it is especially difficult to assess the validity of a self-report instrument soliciting information regarding illegal behavior, the validity of the Questionnaire has been examined from the perspective of its content validity and its construct validity.

Content Validity

The content validity of an instrument is based on the systematic examination of the content of the instrument to determine whether the instrument contains a representative sample of the behavior the instrument is designed to assess. In this regard the Questionnaire was originally created (and is periodically updated) by systematically reviewing the available research literature regarding the nature and extent of adolescent drug abuse to insure that major aspects have been (and continue to be) adequately covered by the items of the Questionnaire. Additional judgments of the adequacy of the items as being representative have been (and continue to be) conducted via periodic review of the instrument by groups of prevention practitioners and high school students.

Construct Validity

The construct validity of an instrument refers to the extent to which an instrument measures a theoretical construct such as intelligence or anxiety. And, while construct validity of an Instrument requires the gradual accumulation of information from a variety of sources, correlations between instruments purporting or designed to measure the same things are commonly examined to provide evidence of validity. Thus, two intelligence tests should produce scores that are highly correlated to each other. The extent to which they do not indicates the two tests measure different things. In the classical example of construct validity, two instruments would be given to the same respondents and paired scores would be correlated to determine the degree to which the two instruments were measuring the same construct. Since this

procedure was not feasible in determining construct validity of the PRIDE Questionnaire due to 1) logistical considerations of such procedures, 2) the sensitive nature of the constructs being measured, and 3) the lack of suitable instrumentation of known validity that measure the constructs under consideration, an alternative procedure was implemented to estimate construct validity by using existing data obtained from a national study of high school seniors.

One of the few sources of data available that could be used to assess the construct validity of the PRIDE Questionnaire was the NIDA "high school seniors" studies conducted annually by the Institute for Social Research located at the University of Michigan (e.g., Johnson et al., 1986, Johnson et al., 1987). To assess construct validity, comparisons were made of findings from the 1984-85 and 1985-86 administration of the PRIDE Questionnaire to findings reported in the NIDA studies for equivalent years (1985 and 1986, respectively). Of course, items were not exactly alike on both questionnaires and the methods of obtaining respondents were different. The NIDA studies utilized a rather complex national sampling design to obtain respondents, while the PRIDE Questionnaire annual summaries represent responses from students in those communities that elected to utilize the PRIDE Questionnaire during those particular school years. The NIDA studies were of high school seniors only, thus limiting these comparisons to only this level student. Table 2.1 contains these, summary data.

Both NIDA national data and NIDA data from the Southern region were used as contrasts to the PRIDE Questionnaire summary findings. The PRIDE Questionnaire has been utilized more by communities in the southern region states (as defined by NIDA) than in other regions of the country. For example, about 75% of the students in the 1985-1986 PRIDE sample were from states in the NIDA Southern region. Therefore, the PRIDE Questionnaire summary data should be more similar to NIDA's Southern region than to the NIDA national estimates.

The category of "Alcohol" was treated differently in the NIDA and PRIDE studies. NIDA used alcohol as a generic term where PRIDE broke alcohol down into the categories "Beer/Wine" and "Liquor." (As has been noted earlier, the category "Beer/Wine" has been separated into "Beer" and "Wine coolers" beginning with the 1986-87 version of the PRIDE Questionnaire.) Differences were also noted for the categories of stimulant and depressant drugs. These differences are given in Table 2.1 as they appeared in the reports of the studies.

Comparisons of estimates of alcohol use indicated that the PRIDE questionnaire gave a more conservative estimate than the NIDA estimate, although this discrepancy may be partially accounted for by the different categories of alcohol. For example, if the categories of beer/wine and liquor were combined, a slight increase would be reflected in the PRIDE Questionnaire alcohol use estimate. Thus, the estimates for high school seniors' use of alcohol are reasonably compatible.

PRIDE Questionnaire summary data estimated 1984-85 high school seniors' use of marijuana as 34%, falling between the 1985 NIDA national and Southern region estimates of 40.6% and 31.0%, respectively. A similar pattern was found for the following year. These data appear to be quite compatible since the Southern region estimates of drug use prevalence are the lowest of the four NIDA regions; thus, estimates of marijuana use by the PRIDE Questionnaire annual summary data would be expected to fall between the national and Southern region estimates.

Consistent and similar patterns were found for cocaine. PRIDE estimated cocaine use in 1984-85 and 1985-86 was 10% and 8%, respectively. In both years the estimate fell between NIDA's national and Southern regional estimates.

Use of stimulants (NIDA) or uppers (PRIDE) was similar for 1984-85 with PRIDE data and NIDA Southern region data at levels of 13% and 12.8%, respectively. The PRIDE estimates were slightly lower for 1985-86 than either national or Southern regional estimates. However, the PRIDE estimates of 7% use of downers (depressants) was higher than NIDA's national or Southern region estimates of sedative or tranquilizer use. These differences quite small and may be due to the more specific breakdown of these categories of drugs in the NIDA questionnaire. The data for stimulants and depressants may not be as comparable as other categories of drugs.

Two other categories of drugs, "inhalants" and "hallucinogens," were added to the 1986-87 version of the PRIDE Questionnaire, but the 1987 NIDA estimates are not available at this time for comparison. In addition, questions regarding "friends' use" and "availability" of various drugs will be compared for the 1986-87 data set. Analyses of these categories will be made as data become available.

In summary, information obtained from the PRIDE Questionnaire has been shown to have content and construct validity for use in school and community settings. The data in Table 2.1 that compare PRIDE Questionnaire prevalence of use estimates with findings from the NIDA studies of high school seniors strongly support the contention of construct validity. Comparisons of this type will continue to be made as data become available. These comparisons are anticipated to strengthen the validity of both the NIDA and PRIDE systems for monitoring prevalence of drug use.

Reliability

The reliability of the PRIDE Drug Usage Prevalence Questionnaire has been examined by obtaining test-retest and internal consistency data.

Data Collection Procedures

In the fall of 1986, a group of 304 6th-12th grade students in two different school districts completed the Questionnaire using the standard instructions for responding. Approximately one week later, the same students completed the Questionnaire again. Individuals who were not employees of either school district administered the Questionnaire, assisted by the teachers in whose classrooms the data were being collected.

Each student's Questionnaires were paired anonymously, and the Questionnaire completed during the first administration was separated from the Questionnaire completed during the second. This was accomplished by using the following procedure. First, the students were asked, using the standard administration instructions, to complete the Questionnaire. After the students had completed the Questionnaire, they were instructed to seal their completed Questionnaires in an unmarked envelope with which they were provided. Next, each student placed the unmarked envelope in a larger envelope, sealed the larger envelope, and wrote his/her name on the outside. Approximately one week later, each student completed the Questionnaire a second time. When finished, the large envelope was returned to each student with the student's name on it containing the unmarked envelope with the Questionnaire he/she completed the first time. Next, the students were instructed to open the large envelope, to remove the unmarked envelope, and to discard the large envelope. The students were then asked to place the unmarked envelope and the second Questionnaire (i.e., the one they had just completed) in another large plain envelope and to seal it. Once this step was completed, the envelopes were collected from the students and the questionnaire administrator thanked the

students and teacher for their cooperation and assistance and left the classroom.

Prior to scoring and data processing, the envelopes were opened and each questionnaire was coded with a sequence number (i.e., first or second administration of the Questionnaire) and an arbitrary student identification number. Each questionnaire was scanned to insure that students had completed all items and there were no stray marks. Questionnaires for students who had been present for only one of the administrations of the Questionnaire were discarded.

Statistical Methods Employed

The essence of the test-retest measure of reliability is to assess the degree to which individuals respond to an instrument the same way on two different occasions. That is, if the same individuals respond to the same items in the same way on two different occasions, the instrument is considered to be a stable and accurate measure of the information of interest. Therefore, if an instrument demonstrates test-retest reliability, differences between/among respondents are likely to be real and not a function of other factors (e.g., differential ability to remember the items and how they responded, generally termed error.)

Four measures of the test-retest reliability of the Questionnaire were computed to assess the stability of the students' responses to items on the two administrations of the Questionnaire. The first measure was the Pearson product-moment correlation coefficient (r) which is a statistical measure of the relationship between two variables. In general, the larger the correlation value (whose absolute value ranges from 0.00 to 1.00), the more highly one variable is related to another. The statistic is based on certain assumptions, deviations from which limit its interpretability. (A more complete discussion of correlation may be found in most basic statistics textbooks.)

The second measure of the test-retest reliability of the questionnaire computed was the difference between the average or mean item response value for each item for each administration of the Questionnaire. In theory, if the students are responding similarly on the two administrations of the Questionnaire, the mean difference should be zero or very close to it for each item.

The third measure employed was the percentage of exact agreement on each item of the Questionnaire. This was calculated by determining the number of students who responded to an item in exactly the same manner on both administrations of the Questionnaire. The maximum value possible is 100%.

The last measure computed was the percentage of students who responded with substantially different responses to the same item on both administrations of the Questionnaire. This was termed the percentage of major disagreement and was determined by counting the number of responses per item that varied by more than one response category between the two administrations of the Questionnaire. Ideally, the percentage of major disagreement should be zero, or very close to it.

Results

The results based on the statistics that have been computed for each of the sections of the Questionnaire are presented in the tables that follow. In general, the data indicate the Questionnaire is a stable, reliable instrument. Brief descriptive comments are presented for each table.

Student and parent characteristics sections. The data for the student and parent characteristics sections of the Questionnaire (refer to Table 2) indicate that the students were highly reliable in their completion of these items. This is perhaps best indicated by the percentage of exact agreement between the two administrations of the Questionnaire which was found to range from a low of 92% exact agreement to a high of 100%, with most found to be 95% exact agreement or better-

Student behavior section. The stability of the responses to the items in the student behavior section of the Questionnaire is reflected in the data reported in Table 3. In general, the responses were not as consistent as those observed for the student and parent characteristics section of the Questionnaire! The percentage of exact agreement was found to be lower and the percentage of major disagreement higher. However, the relatively high correlations between the two administrations of the Questionnaire as well as the small mean differences indicate that the stability of response was still high. Some care should be exercised in analyzing these data in conjunction with other data obtained from different portions of the Questionnaire.

Age of first use section. The consistency of responses to the items in the age of first use section of the Questionnaire indicated a high stability of response was exhibited by the students (refer to Table 4). In general, the correlations were high and the mean differences low, indicating high reliability. In addition, the percentage of exact agreement and the percentage of major disagreement for each item indicated the students were stable in making their responses. The wine category was found to be somewhat less reliable than the others. This may have been due to the fact that wine coolers was not an available response category, and there may have been some confusion on the part of the students as to how to indicate age of first use of wine coolers.

Frequency of use section. The frequency of use section of the Questionnaire was found to be highly stable (refer to Table 5). The correlations and mean differences both reflect the fact that the responses to the items contained in this section are reliably stable. And, while a correlation might be somewhat low for a particular item (e.g., Inhalants = .74), the corresponding percentage of exact agreement for that item was quite high (i.e., 98%). This apparent discrepancy is a statistical artifact produced by the low number of students who report using inhalants and the resulting reduction in variance in responses to that item. Thus, for the low frequency of use items, such as inhalants and hallucinogens, the percentage of exact agreement is probably a better indicator of the stability of the students' responses to the item.

Effects of use section. The data pertaining to the stability of the students' responses to effects of the use section of the Questionnaire are summarized in Table 6. These data indicate that the students' responses are reliable. The percentages of exact agreement and the correlations for the items are all high, while the mean differences and percentages of major disagreement are all low. Again, for the low frequency of use substances (e.g., inhalants and hallucinogens), the constrained variance of responses artificially lowers the correlation. In these instances, the percentage of exact agreement is a better indicator of the students' stability of responding.

Where and when section. The percentages of agreement for the sections of the Questionnaire that assess when and where students report drug use occurs (refer to Tables 7 and 8) indicate that the consistency of responding as reflected in the percentages of exact agreement is very high (i.e., 90% exact agreement in almost all instances). This means that, for almost all items in these two sections, 90% or more of the students responded exactly the same way on both administrations of the Questionnaire.

Use by friends section. The reliability of the items in the use by friends section of the Questionnaire was found to be at a lower but still acceptable level than for the preceding sections of the Questionnaire. There are several possibilities as to why this occurred. The students may have been somewhat less sure of their friends' usage patterns which resulted in variation of their responses from one time to the next.

Perceived harmfulness and ease of obtaining sections. The last two sections of the Questionnaire, the perceived harmfulness and the ease of obtaining drugs sections, proved to be the least reliable sections. In both instances, the correlations and the percentages of exact agreement were found to be lower than in other sections. And, while the percentages of exact agreement indicate approximately three of every four students responded exactly the same way to the items of the sections on both administrations of the Questionnaire, the percentages of major disagreement indicate that a fair number of students responded to the items much differently on the two administrations of the Questionnaire. Therefore, care should be taken in the interpretation of data obtained from this portion of the Questionnaire.

Internal Consistency

Another way to assess the reliability of the Questionnaire is to determine the extent to which students respond consistently to items within the Questionnaire that reflect the same behavior. Specifically, students indicating no use of a substance in the frequency section of the Questionnaire should indicate no use in the effects of use section. That is, if a student indicates no use of beer in the frequency of use section of the Questionnaire, then they should indicate no use of beer in the effects of use section. Stated in another way, a student responding with some use in the frequency of use section should not report no use in the effects section or indicate no use in the frequency of use section and report some effects of use in the effects section. The extent to which students do respond in this manner is reported in Table 12. While the percentages of inconsistent responding are fairly large for beer (i.e., 8% and 6%) and wine (i.e., 6% and 6%), the findings indicate that the students were basically internally consistent in their responding to these items.

Table 1. Contrast of 1985-86 high school seniors' prevalence of drug use for NIDA national and southern regional data and PRIDE summary data.

	Nat. NIDA	1984-1985 South NIDA	PRIDE	Nat. NIDA	1985-1986 South NIDA	PRIDE
Alcohol #	85.6	81.2	N/A	84.5	78.4	N/A
Beer/Wine	N/A	N/A	75.0	N/A	N/A	82.0
Liquor	N/A	N/A	64.0	N/A	N/A	68.0
Marijuana	40.6	31.0	34.0	38.8	31.7	32.0
Cocaine	13.1	7.5	10.0	12.7	7.1	8.0
Stimulants	15.8	12.8		13.4	11.5	N/A
Uppers			13.0			
Sedatives	5.8	5.5	N/A	5.2	5.1	N/A
Tranquilizers	6.1	5.9	N/A	5.8	6.3	N/A
Downers	N/A	N/A	7.0	N/A	N/A	6.0

* NIDA Studies: years 1985 and 1986

PRIDE Annual Summaries: School years 1984-85 and 1985-86

NIDA Studies reported total use of alcohol

PRIDE Studies reported use of alcohol by category

! Category adjusted for inappropriate reporting of non-prescription stimulants for NIDA data

Table 2. PRIDE Questionnaire reliability data pertaining to the student and parent characteristics sections of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Ethnic Origin	---	---	100%	0%
Sex	---	---	99%	0%
Age	.96	-.01	96%	0%
Grade	.99	+.00	99%	0%
Parents Live Together	.96	+.01	98%	0%
Father Has Job	.87	+.09	96%	1%
Mother Has Job	.96	+.07	95%	1%
You Have Job	.91	+.00	97%	0%
Father's Ed Level	.96	+.01	92%	1%
Mother's Ed Level	.96	+.01	95%	1%

Table 3. PRIDE Drug Usage Prevalence Questionnaire
reliability data pertaining to the student behavior section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Good Grades	.79	-.11	75%	2%
Get Into Trouble	.70	+.06	76%	3%
Play On Team	.87	+.01	69%	7%
Attend Church Or Synagogue	.87	-.09	78%	4%
Drive A Car	.93	+.07	80%	4%
Ride In Car With Friends	.83	-.04	65%	7%
Date	.91	-.07	74%	4%
Bring friends Home	.75	+.10	61%	6%
Talk To Parents About Problems	.77	-.13	64%	6%
Talk To Friends About Problems	.78	-.15	58%	7%
Watch Rock Videos	.86	-.13	64%	3%
Do You Like The Way You Look	.77	-.02	69%	4%
Are Your Parents Strict With You	.70	-.09	64%	6%
Do You Feel Lonely	.75	-.01	64%	6%

Table 4. PRIDE Drug Usage Prevalence Questionnaire reliability data pertaining to the age of first use section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Cigarettes	.90	-.01	85%	5%
Beer	.88	-.01	82%	6%
Wine*	.87	-.02	80%	8%
Liquor	.92	-.03	87%	4%
Marijuana	.95	-.04	93%	2%
Cocaine	.88	-.01	97%	1%
Uppers	.85	-.01	96%	2%
Downers	.89	+.05	97%	1%
Inhalants	.89	-.01	97%	1%
Hallucinogens	.81	-.03	98%	1%
Other Drugs	.86	-.02	96%	1%

* Did not include wine coolers

Table 5. PRIDE Drug Usage Prevalence Questionnaire reliability data pertaining to the frequency of use section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Cigarettes	.94	+.01	86%	4%
Beer	.94	+.02	81%	4%
Wine*	.87	+.10	80%	6%
Liquor	.87	+.02	77%	6%
Marijuana	.93	+.01	90%	2%
Cocaine	.90	-.01	97%	0%
Uppers	.97	+.02	95%	2%
Downers	.88	+.00	96%	1%
Inhalants	.74	+.03	98%	1%
Hallucinogens	.83	-.01	98%	1%
Other Drugs	.73	-.02	96%	2%

* Did not include wine coolers

Table 6. PRIDE Drug Usage Prevalence Questionnaire reliability data pertaining to the effects of use section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Beer	.90	+.04	83%	2%
Wine*	.84	+.04	86%	3%
Liquor	.91	+.02	86%	3%
Marijuana	.92	-.03	94%	2%
Cocaine	.89	-.01	97%	1%
Uppers	.75	+.00	96%	2%
Downers	.80	-.02	96%	1%
Inhalents	.81	+.00	97%	1%
Hallucinogens	.73	-.02	97%	2%
Other Drugs	.82	-.02	97%	1%

* Did not include wine coolers

Table 7. PRIDE Drug Usage Prevalence Questionnaire percentage of exact agreement reliability data pertaining to the where use section of the instrument

Item	Do Not Use	At Home	At School	In a Car	Friend's Home	Other
Cigarattes	92%	93%	97%	95%	93%	88%
Beer	94%	91%	99%	95%	88%	83%
Wine*	92%	92%	99%	97%	97%	90%
Liquor	92%	94%	99%	96%	90%	90%
Marijuana	93%	98%	99%	97%	96%	94%
Cocaine	94%	99%	99%	99%	99%	99%
Uppers	93%	98%	99%	98%	99%	98%
Downers	94%	99%	99%	100%	99%	99%
Inhalents	93%	98%	99%	100%	99%	100%
Hallucinogens	93%	100%	99%	99%	99%	99%
Other Drugs	93%	100%	99%	99%	99%	99%

* Did not include wine coolers

Table 8. PRIDE.Drug Usage Prevalence Questionnaire percentage of exact agreement reliability data pertaining to the when used section of the instrument

Item	Do Not Use	Before School	During School	After School	Week Nights
Cigarattes	91%	97%	99%	93%	92%
Beer	92%	98%	99%	95%	93%
Wine*	90%	98%	100%	95%	95%
Liquor	93%	98%	99%	97%	94%
Marijuana	93%	98%	99%	99%	97%
Cocaine	93%	100%	100%	100%	100%
Uppers	91%	99%	99%	98%	98%
Downers	92%	99%	99%	98%	99%
Inhalents	91%	99%	99%	99%	99%
Hallucinogens	91%	99%	99%	99%	99%
Other Drugs	91%	99%	99%	99%	99%

* Did not include wine coolers

Table 9. PRIDE Drug Usage Prevalence Questionnaire
reliability data pertaining to the use by friends section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% MajorDisagreement
Cigarattes	.77	+.00	72%	4%
Beer	.86	-.01	74%	2%
Wine*	.80	+.04	72%	3%
Liquor	.83	-.02	71%	3%
Marijuana	.87	-.02	83%	1%
Cocaine	.78	+.02	90%	0%
Uppers	.80	+.06	91%	0%
Downers	.79	+.00	92%	0%
Inhalents	.58	-.01	90%	1%
Hallucinogens	.75	+.01	93%	1%
Other Drugs	.64	-.09	89%	2%

* Did not include wine coolers

Table 10. PRIDE Drug Usage Prevalence Questionnaire reliability data pertaining to the perceived harmfulness section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Cigarettes	.49	-.03	77%	6%
Beer	.52	-.05	72%	8%
Wine*	.59	-.07	70%	8%
Liquor	.49	-.03	70%	7%
Marijuana	.41	-.02	82%	7%
Cocaine	.37	-.02	85%	6%
Uppers	.43	-.04	79%	7%
Downers	.43	-.04	80%	6%
Inhalants	.32	-.03	74%	8%
Hallucinogens	.28	-.01	80%	7%

* Did not include wine coolers

Table 11. PRIDE Drug Usage Prevalence Questionnaire
reliability data pertaining to the how easy to get section of the instrument.

Item	Correlation	Mean Difference	% Exact Agreement	% Major Disagreement
Beer	.52	+.09	73%	10%
Wine*	.57	+.09	70%	11%
Liquor	.58	+.12	72%	10%
Marijuana	.61	+.03	75%	13%
Cocaine	.62	+.11	76%	14%
Uppers	.63	+.10	76%	14%
Downers	.63	+.12	76%	15%
Inhalants	.60	+.08	73%	20%
Hallucinogens	.63	+.08	77%	14%
Other Drugs	.62	+.05	75%	17%

* Did not include wine coolers

Table 12. Comparison of responses from frequency of use and effects of use sections on the Questionnaire.

Item	Percentage Indicating No use in Frequency Questions and Some Use In Effects Questions	Percentage Indicating Some Use in Frequency Questions and No Use In Effects Questions
Beer	8%	6%
Wine*	6%	6%
Liquor	4%	3%
Marijuana	2%	2%
Cocaine	4%	1%
Uppers	2%	1%
Downers	1%	1%
Inhalants	1%	1%
Hallucinogens	0%	1%
Other Drugs	1%	1%

* Did not include wine coolers

MEMPHIS STATE UNIVERSITY

MEMPHIS, TENNESSEE 38152

February 8, 1988

Dr. Ronald D. Adams
Parents' Resource Institute for Drug Education
College of Education, Room 427
Western Kentucky University
Bowling Green, KY 42101

Dear Dr. Adams,

My appreciation is expressed to you for the invitation to review the work of you and your colleagues in examining the validity and reliability of the PRIDE Drug Usage Prevalence Questionnaire. Based on a review of the draft materials submitted to me, the comments below address the procedures used to determine the validity and reliability of the questionnaire.

The procedures used to ensure content validity of the questionnaire are well supported in the literature on psychometric methodology and the practice of psychometricians. The systematic review of research literature on adolescent drug abuse for development and subsequent revisions of the instrument is an effective strategy for determining relevant content. Periodic review of the instrument by prevention practitioners and high school students to suggest revisions is a useful complement to the literature review. A suggestion would be to prepare in written form a formalized plan for conducting periodic review by prevention practitioners and high school students. Changes made in the instrument from time to time should be described with reference to the sources of the ideas for the changes (i.e., practitioner and/or student review or literature review).

The procedures described and data presented on construct validity do not represent a typical approach to examine construct validity. Furthermore, the comparative data relate to a small segment of the questionnaire. The procedures are useful, nonetheless, for comparison of the questionnaire with the NIDA instrumentation to provide a traditional basis for inferences about the comparability of the two instruments. The sensitivity of the behavior assessed with the questionnaire would likely preclude the collection of data in a manner that would permit correlational analyses of responses to the two instruments. The strategy employed does provide some limited evidence on the validity of the questionnaire based on group data for selected common items. The nature of the data used and the limited number of common items addressed under construct validity might suggest that a term other than construct validity should apply to this aspect of the validity examination.

The reliability of the Questionnaire was assessed in a highly appropriate manner. An ample number of subjects was used to obtain highly stable estimates of reliability. Creative procedures were used to collect data for examination of the Questionnaire's reliability. The multiple measures of reliability, including the classical test-retest reliability coefficients, provide evidence for viewing reliability from several perspectives. The overall plan for assessing the reliability of the questionnaire is appropriate, impressive, and commendable.

The results of assessing the reliability of the questionnaire are presented in an easily interpreted tabular format with relevant narrative discussion. Where warranted, caveats are

given regarding the reliability of responses to particular items or sections of the instrument. Plausible explanations of lower reliability coefficients (e.g., lower variability of responses) for some items are offered. The usefulness of multiple reliability indicators is apparent in reviewing the data.

The generally lower reliability coefficients for the items in the sections on perceived harmfulness and ease of obtaining drugs may reflect problems arising from the numerical code assigned to the "don't know" response option for each scale. Two alternatives are recommended for consideration. First, the "don't know" response option could be deleted to eliminate the difficulty in determining an appropriate placement of the option on the numerical code scale. Second the "don't know" option could be treated as a "no response" and considered as a missing response in the data analysis. Other alternatives might be explored that would reduce or eliminate potential problems when the response is coded with a numerical value at either extreme of the numerical scale.

In summary, the strategies used to examine the validity and reliability of the Questionnaire are technically and psychometrically sound. The evidence presented suggests that the instrument is valid and reliable to assess the nature and extent of adolescent drug use -the stated purpose for its use.

I commend you and your colleagues on the quality of your work as exemplified by the PRIDE Drug Usage Prevalence Questionnaire. Hopefully, my comments and suggestions will be helpful to you in the further pursuit of your endeavors.

Sincerely,

Harry L. Bowman
Professor/Associate Director

Harry L. Bowman

Position: Professor, Foundations of Education (Research Methodology and Statistics), and Associate Director, Bureau of Educational Research and Services, College of Education, Memphis State University, Memphis, Tennessee (employed at Memphis State University since 1970)

Education: B.A. with major in Mathematics (Union University) and Ed.D. with major in Foundations of Education (George Peabody College)

Job Responsibilities: Teacher of graduate courses on research methodology and statistics, service on scores of doctoral committees as research specialist, director of numerous project and program evaluations (including instrument development) for institutions and agencies, director of statewide test validation studies for state education agency, director of two current projects to develop teacher certification tests and to validate teacher certification tests for state education agency, and service as Executive Secretary for Mid-South Educational Research Associations.

Professional Involvement: Refereed presentations at meetings of Psychology in the Department of Defense Symposia, American Educational Research Association, Mid-South Educational Research Association, and other professional associations; service as elected officer (including President) of Mid-South Educational Research Association; service currently on Board and committees of Southern Association of Colleges and Schools and Chair of an accrediting unit of the Association.

WESTERN KENTUCKY UNIVERSITY
Bowling Green, Kentucky 42101

Memorandum

TO: R. Adams
FROM: Robert Panchyshyn
RE: Readability, PRIDE Questionnaire
DATE: February 12, 1988

I have examined the "PRIDE" Drug Usage Prevalence Questionnaire authored by T. Gleaton and R. Adams for the purpose of estimating the readability of this instrument. Two widely-used readability formulas, Fry and Spache, were used to establish estimated reading difficulty.

Based on the Fry readability formula which incorporates sentence, word and syllable count, readability is estimated to be grade level 4, 5. This formula did not take into account strange or unfamiliar words.

Based on the Spache formula, which incorporates sentence length and the number of words classified as unfamiliar, readability is estimated to be grade level 3.

In the sentence samples taken (first 100 words following "Student Character" for the readability estimate, unfamiliar words included the following: grades, sports, teams, synagogue, date, parents, problems, videos, stricts, cigarettes, and beer. These should not present a problem for most upper elementary grade children.

The instrument also contains the following words (each used 7 times in the questionnaire): marijuana, cocaine, uppers, downers, and hallucinogens. These need special attention in some cases for maximum tool effectiveness. However, my opinion that most children in grade 6 and above, generally are familiar with terms and the instrument is acceptable for that intended target population.

RP/bm

Robert Panchyshyn, Ph.D.
Western Kentucky University
Bowling Green, Kentucky

Robert Panchyshyn, Professor of Education, received his Ph.D. degree in reading and curriculum from the University of Iowa. He is presently teaching reading methods courses at Western Kentucky University and is writing a series of student books for Barnell Loft Publishing Company. He is also author of professional journal articles and has given professional presentations in the United States, Canada, and at the World Reading Congress. Dr. Panchyshyn is an active member of the International Reading Association, presently serving as Chairman of the Honor Society of that organization.

Pride Surveys Questionnaire for Grades 6 thru 12 Standard Report

2014-15 Sample Report

Your Town, USA

February 24, 2016



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Chapter 1

Introduction

This report contains the data collected in your school(s) using the ***Pride Surveys Questionnaire***. The report is organized as follows:

1. A Summary that provides you with the fundamental findings in an abbreviated and easy to read fashion.
2. Color Graphs that provide more expansive results from the survey in pictorial fashion.
3. A List of Tables which contains the complete findings of the survey. This section itemizes student responses by each grade level and each item scale (for example: never, seldom, sometimes, often and a lot).
4. A Narrative Report which includes both text and graphic images. This section also includes a sample news release.

Additionally, the report contains a special section entitled *Drug Free Communities Support Program*. This section was developed to provide the data needed to satisfy core measures required by the Drug Free Communities Support Program, administered by the Substance Abuse and Mental Health Services Administration.

1.1 How To Use Your Data

- Meet the accountability requirements of federal and state agencies that your programs be evidence-based.
- Establish a needs assessment to design and secure funding for new programs.
- Conduct periodic performance evaluations for continuing programs.
- Encourage community-wide support for your programs.
- Determine why negative student behaviors occur by examining risk and protective factors.

Table 1.1: Number of Students Surveyed

Grade	Grade Total	Male	Female
9	136	78	48
10	420	174	198
11	410	173	198
12	381	175	172
9-12	1347	600	616
Total	1347	600	616

1.2 2015-2016 Use vs. 2014-2015 Use

1.2.1 Pride National Summary

The Pride National Summary for a particular school year is a compilation of all the data collected during that school year. The number of states and the number of questionnaires from each state will vary from year to year. While sampling is done to prevent any one state from overwhelming the summary, Pride does not claim that the results are statistically representative of the nation as a whole. However, historically the results from the Pride National Summary have tracked within a few (typically 2 to 3) percentage points of the results from the National Institute on Drug Abuse annual survey which is a nationally representative study.

1.2.2 Annual Use

The following tables compare 2015-2016 annual use figures to the 2014-2015 Pride Summary for all schools. A negative figure in the diff row indicates that 2015-2016 percentages for annual use are below 2014-2015 national percentages and a positive figure in the diff row indicates that 2015-2016 percentages for annual use are above 2014-2015 national percentages. NA means that percentage figures for this particular drug are not available. NS stands for National Summary.

Table 1.2: Annual Use – 2015-2016 vs 2014-2015 – DFC Drugs

DRUG/Location	9th	10th	11th	12th
Tobacco				
2015-2016	19.1	13.7	26.2	31.2
2014-2015 NS	15.1	21.7	24.6	34.2
diff	4.0	-8.0	1.6	-3.0
Alcohol				
2015-2016	21.5	27.1	47.9	56.5
2014-2015 NS	30.6	43.6	47.7	58.9
diff	-9.1	-16.5	0.2	-2.4
Marijuana				
2015-2016	11.0	16.9	28.5	35.4
2014-2015 NS	16.4	24.2	27.6	34.4
diff	-5.4	-7.3	0.9	1.0
Prescription Drugs				
2015-2016	2.2	4.1	2.2	9.4
2014-2015 NS	4.9	7.6	7.4	10.8
diff	-2.7	-3.5	-5.2	-1.4

Table 1.3: Annual Use – 2015-2016 vs 2014-2015 – Illicit Drugs

DRUG/Location	9th	10th	11th	12th
Cocaine				
2015-2016	1.5	1.7	1.0	5.1
2014-2015 NS	2.3	3.7	3.5	5.8
diff	-0.8	-2.0	-2.5	-0.7
Inhalants				
2015-2016	1.5	2.6	1.5	2.9
2014-2015 NS	3.6	3.9	3.5	4.5
diff	-2.1	-1.3	-2.0	-1.6
Hallucinogens				
2015-2016	1.5	1.9	1.5	6.1
2014-2015 NS	2.9	4.0	4.2	7.0
diff	-1.4	-2.1	-2.7	-0.9
Heroin				
2015-2016	0.7	0.5	0.5	1.9
2014-2015 NS	2.0	2.8	2.5	4.5
diff	-1.3	-2.3	-2.0	-2.6
Steroids				
2015-2016	0.7	0.5	1.0	2.7
2014-2015 NS	2.2	3.0	2.7	4.2
diff	-1.5	-2.5	-1.7	-1.5

Table 1.4: Annual Use – 2015-2016 vs 2014-2015 – Illicit Drugs (cont.)

DRUG/Location	9th	10th	11th	12th
Ecstasy				
2015-2016	0.7	1.0	1.0	5.6
2014-2015 NS	2.7	3.8	3.9	7.2
diff	-2.0	-2.8	-2.9	-1.6
Meth				
2015-2016	0.7	0.2	0.2	1.9
2014-2015 NS	2.1	3.0	2.7	4.5
diff	-1.4	-2.8	-2.5	-2.6
Over-the-Counter Drugs				
2015-2016	3.0	2.2	2.2	7.5
2014-2015 NS	4.7	5.6	5.8	7.2
diff	-1.7	-3.4	-3.6	0.3
Illicit Drugs				
2015-2016	12.5	19.4	30.5	36.3
2014-2015 NS	18.9	26.6	30.0	36.3
diff	-6.4	-7.2	0.5	0.0

1.2.3 Monthly Use

The following tables compare 2015-2016 monthly use figures to the 2014-2015 Pride Summary for all schools. A negative figure in the diff row indicates that 2015-2016 percentages for monthly use are below 2014-2015 national percentages and a positive figure in the diff row indicates that 2015-2016 percentages for monthly use are above 2014-2015 national percentages. NA means that percentage figures for this particular drug are not available. NS stands for National Summary.

Table 1.5: Monthly Use – 2015-2016 vs 2014-2015 – DFC Drugs

DRUG/Location	9th	10th	11th	12th
Cigarettes				
2015-2016	8.1	7.7	14.5	19.5
2014-2015 NS	NA	NA	NA	NA
diff	NA	NA	NA	NA
Alcohol				
2015-2016	14.2	14.5	26.9	33.1
2014-2015 NS	17.0	25.0	27.5	39.2
diff	-2.8	-10.5	-0.6	-6.1
Marijuana				
2015-2016	6.7	10.6	17.5	25.9
2014-2015 NS	11.4	16.3	17.8	22.7
diff	-4.7	-5.7	-0.3	3.2
Prescription Drugs				
2015-2016	3.0	3.1	1.7	6.7
2014-2015 NS	4.7	6.4	5.6	7.8
diff	-1.7	-3.3	-3.9	-1.1

Table 1.6: Monthly Use – 2015-2016 vs 2014-2015 – Illicit Drugs

DRUG/Location	9th	10th	11th	12th
Cocaine				
2015-2016	1.5	0.7	0.5	2.4
2014-2015 NS	1.5	2.5	2.4	4.1
diff	0.0	-1.8	-1.9	-1.7
Inhalants				
2015-2016	1.5	2.9	1.5	1.9
2014-2015 NS	2.1	2.4	2.3	3.3
diff	-0.6	0.5	-0.8	-1.4
Hallucinogens				
2015-2016	0.7	1.0	0.2	1.9
2014-2015 NS	1.8	2.6	2.4	4.0
diff	-1.1	-1.6	-2.2	-2.1
Heroin				
2015-2016	0.7	0.0	0.5	1.1
2014-2015 NS	1.5	2.2	2.0	3.7
diff	-0.8	-2.2	-1.5	-2.6
Steroids				
2015-2016	0.7	0.2	0.5	2.2
2014-2015 NS	1.5	2.2	2.2	3.3
diff	-0.8	-2.0	-1.7	-1.1

Table 1.7: Monthly Use – 2015-2016 vs 2014-2015 – Illicit Drugs (cont.)

DRUG/Location	9th	10th	11th	12th
Ecstasy				
2015-2016	0.7	0.7	0.7	2.7
2014-2015 NS	1.9	2.4	2.2	4.0
diff	-1.2	-1.7	-1.5	-1.3
Meth				
2015-2016	0.7	0.0	0.2	1.6
2014-2015 NS	1.5	2.3	2.3	3.6
diff	-0.8	-2.3	-2.1	-2.0
Over-the-Counter Drugs				
2015-2016	1.5	2.4	1.5	4.8
2014-2015 NS	2.6	3.4	3.3	4.5
diff	-1.1	-1.0	-1.8	0.3
Illicit Drugs				
2015-2016	8.1	11.9	18.3	27.6
2014-2015 NS	14.0	18.9	20.6	25.5
diff	-5.9	-7.0	-2.3	2.1

We recommend that you share the findings of your survey with staff/faculty, administration, boards of education, elected officials, parents, community organizations and the news media.

While the findings are likely to show that certain problems exist within your student population, the overriding message will be that you are taking a fact-based approach to understand and solve these problems

If you have questions about this report or if you wish to have information on other **Pride Surveys** services and products, please contact:

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The following information is for **Pride Surveys** internal use only.

- Data Files: us150003, 15, 20, 28, 38
- Filter: (grade == 4 or grade == 5 or grade == 6 or grade == 7)

Chapter 2

Summary

Many federal agencies have identified certain data that are most important in measuring drug use and perceptions among youth. These data are often referred to as the *Core Measures* and consist of:

- **Reported 30-day Use** - the percentage of students who have reported use in the last 30 days,
- **Perception of Risk** - the percentage of students who reported that a drug was *Moderate Risk* or *Great Risk*,
- **Perception of Parental Disapproval of Use** - the percentage of students who reported that their parents would feel if was *Wrong* or *Very Wrong* to use,
- **Perception of Friends' Disapproval of Use** - the percentage of students who reported that their friends would feel if was *Wrong* or *Very Wrong* to use,

for the drug categories of cigarettes, alcohol, marijuana, and prescription drugs for 30 day use and perception of risk and tobacco, alcohol, marijuana, and prescription drugs for parental and friends disapproval. The chapter entitled *Drug Free Communities Support Program Core Measures* will delve into these measures in detail. This section will briefly summarize these data.

2.1 Core Measures

Table 2.1: Core Measures for All Students

Measure	Cig/Tob	Alcohol	Marijuana	Presc. Drugs
Past 30 Day Use	13.1	23.5	16.6	3.7
Perceived Risk	80.1	65.1	46.4	81.6
Parental Disapproval	87.9	84.6	85.4	94.6
Friends Disapproval	55.5	50.6	47.6	76.5

2.2 Annual and Monthly Use

Table 2.2: Percentage of Students Who Report Using Drugs

DRUG	ANNUAL	MONTHLY
Tobacco	23.0	15.7
Cigarettes	—	13.1
E-cigarettes	—	14.7
Alcohol	41.1	23.5
Marijuana	25.0	16.6
Cocaine	2.4	1.2
Inhalants	2.3	2.0
Hallucinogens	2.9	1.0
Heroin	0.9	0.5
Steroids	1.3	0.9
Ecstasy	2.3	1.3
Meth	0.8	0.6
Prescription Drugs	4.8	3.7
Over-the-Counter Drugs	3.8	2.7
Any Illicit Drug	26.8	17.9

2.3 Where Students Use

Table 2.3: Where Do Students Report Using

DRUG	AT HOME	AT SCHOOL	IN A CAR	FRIENDS' HOUSE	OTHER
Tobacco	11.0	1.9	6.9	11.2	9.2
Alcohol	15.7	1.1	2.1	21.7	11.4
Marijuana	7.7	1.2	7.9	15.8	9.5
Presc Drugs	2.2	0.6	0.7	1.3	1.8

2.4 When Students Use

Table 2.4: When Do Students Report Using

DRUG	BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL	WEEK NIGHT	WEEK END
Tobacco	6.0	2.2	10.8	7.9	14.9
Alcohol	0.7	0.8	3.6	3.7	33.3
Marijuana	3.6	1.2	7.6	7.5	18.6
Presc Drugs	0.3	0.4	1.1	1.3	2.5

2.5 Risk Factors

Table 2.5: Percentage Of Students At Risk

FACTOR	PCT AT RISK
Guns NOT at School	7.3
Guns AT School	2.1
Gang Activity	2.3
Contemplate Suicide	7.4
Trouble With Police	19.7
Threaten A Student With a Gun, Knife or Club	2.2
Threaten To Hurt A Student By Hitting, Slapping or Kicking	19.4
Hurt A Student With A Gun, Knife or Club	1.3
Hurt A Student By Hitting, Slapping or Kicking	13.4
Been Threatened With a Gun, Knife or Club	6.2
Had A Student Threaten To Hit, Slap or Kick	21.5
Been Afraid A Student May Hurt You	12.3
Been Hurt By A Student With A Gun, Knife or Club	1.4
Been Hurt By A Student By Hitting, Slapping or Kicking	10.7

2.6 Protective Factors

Table 2.6: Percentage Of Students Protected

FACTOR	PCT PROTECTED
Make Good Grades	76.1
Attend Church or Synagogue	35.6
Take Part in Community Activities	22.0
Take Part in School Activities	35.0
Teachers Talk About the Dangers of Drugs	22.9
Parents Talk About the Dangers of Drugs	34.3

Chapter 3

Graphics

The following graphs will assist you in understanding the relationship of student behavior to alcohol and other drug usage. You are encouraged to make overheads or slides from the graphs for presentations to school faculty, parents, media, and other audiences in the community.

The *Location* and *Time* of drug use graphs will be helpful in understanding the need for a commitment to drug abuse prevention by parents and the larger community - not just by schools. Student alcohol and other drug use occurs most often outside the school and at times when school is not in session.

The *Perceived Harm* of alcohol and other drugs will assist with understanding how the false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases.

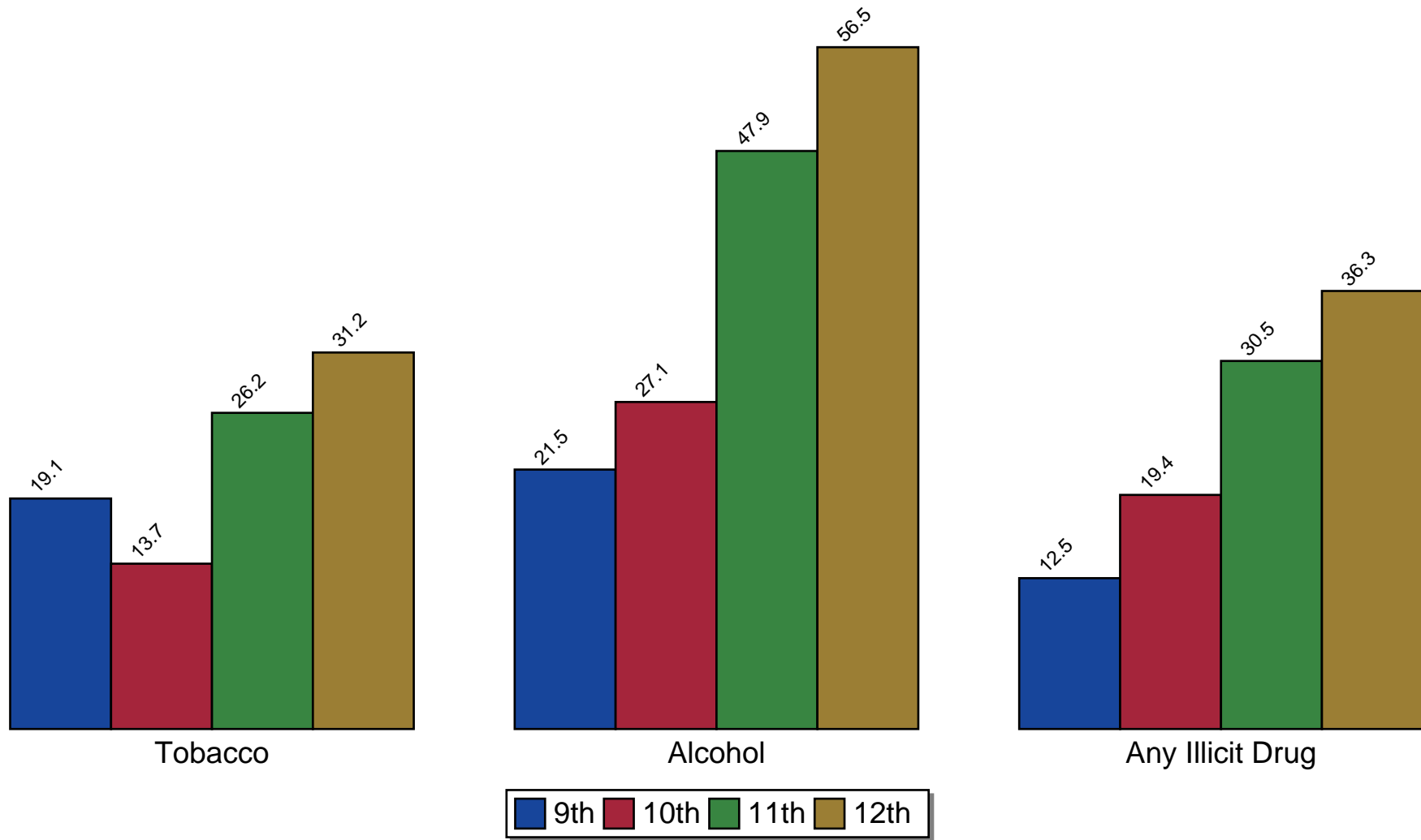
Research indicates that easy access, *Availability*, to drugs increases the probability of use. Availability of alcohol and other drugs normally increases at higher grade levels.

3.1 Frequency of Use

3.1.1 Annual Use

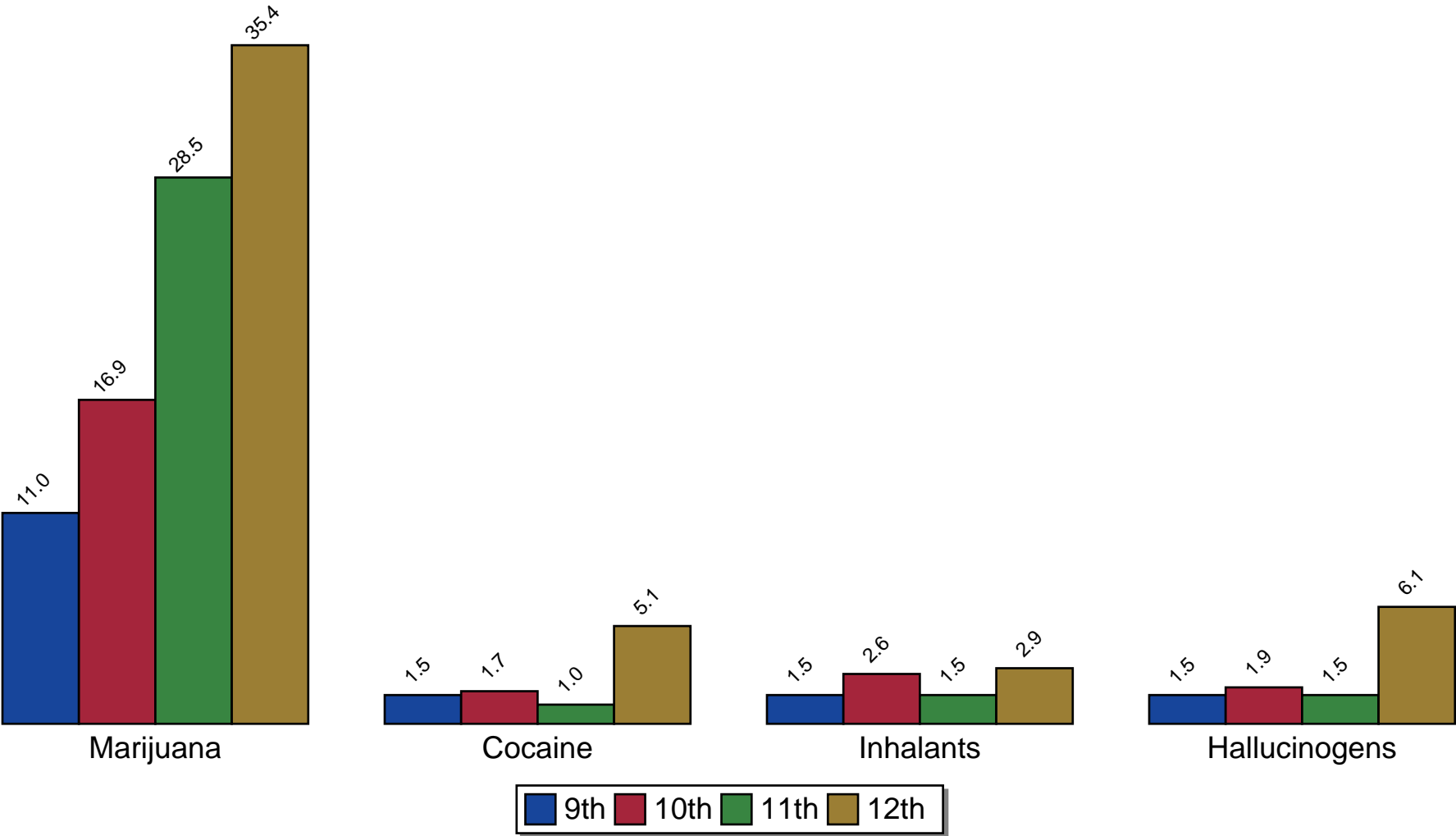
The following section contains graphs depicting the percentage of students who reported any use within the past year of various drugs broken down by grade level.

Annual Use of Tobacco, Alcohol and Illicit Drugs



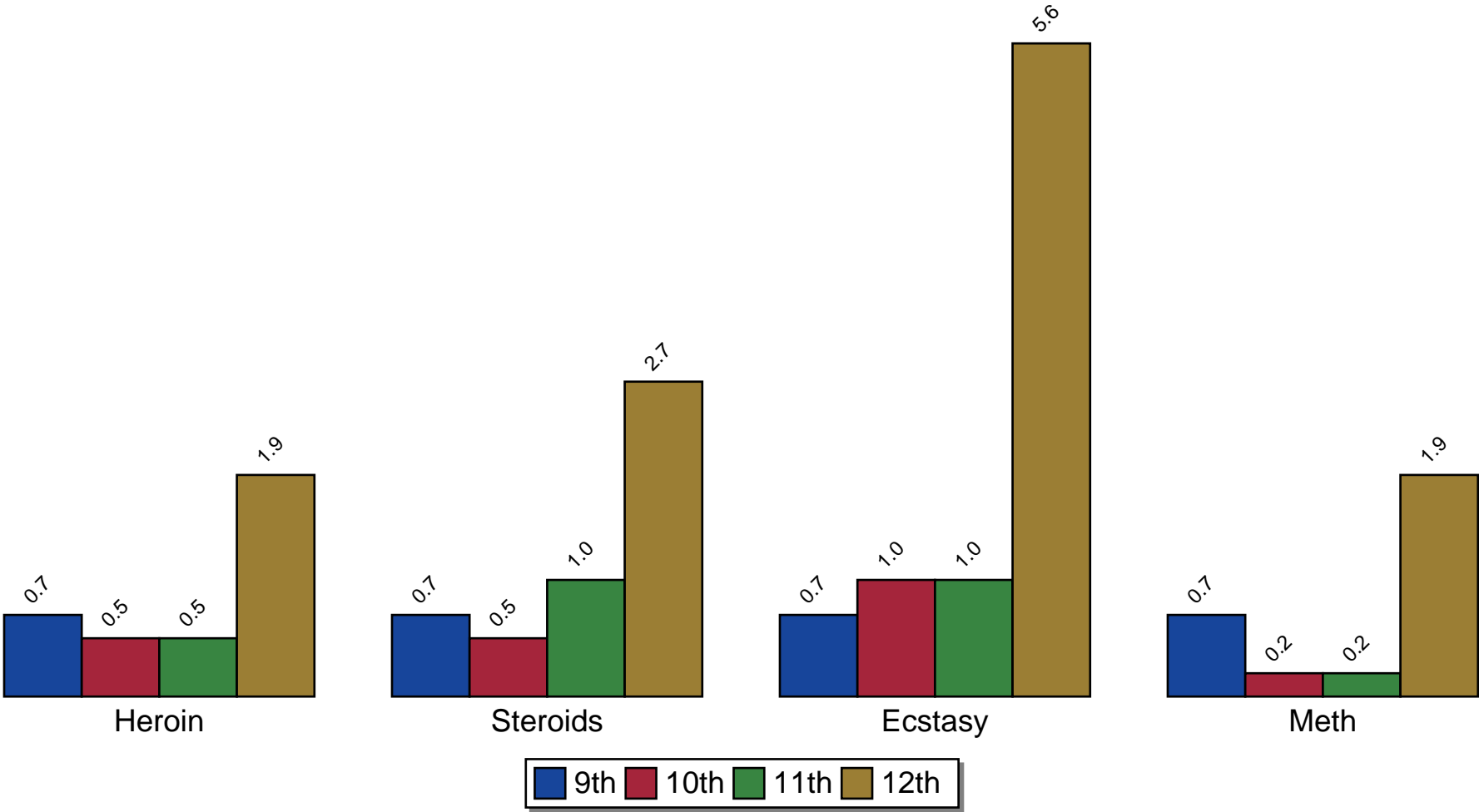
Source: Pride Surveys

Annual Use of Marijuana, Cocaine, Inhalants and Hallucinogens



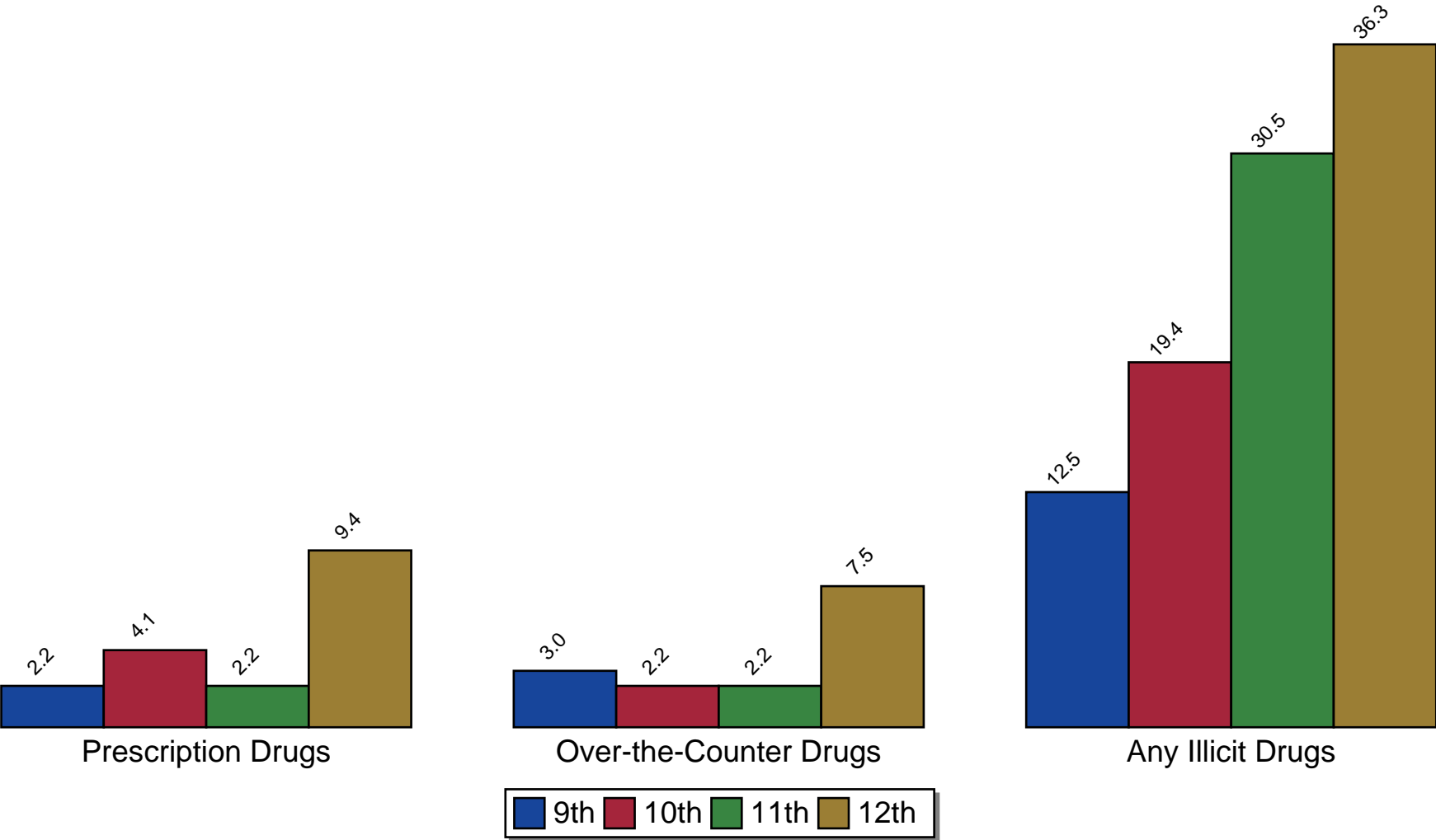
Source: Pride Surveys

Annual Use of Heroin, Steroids, Ecstasy, and Meth



Source: Pride Surveys

Annual Use of Prescription Drugs, OTC Drugs and Any Illicit Drugs

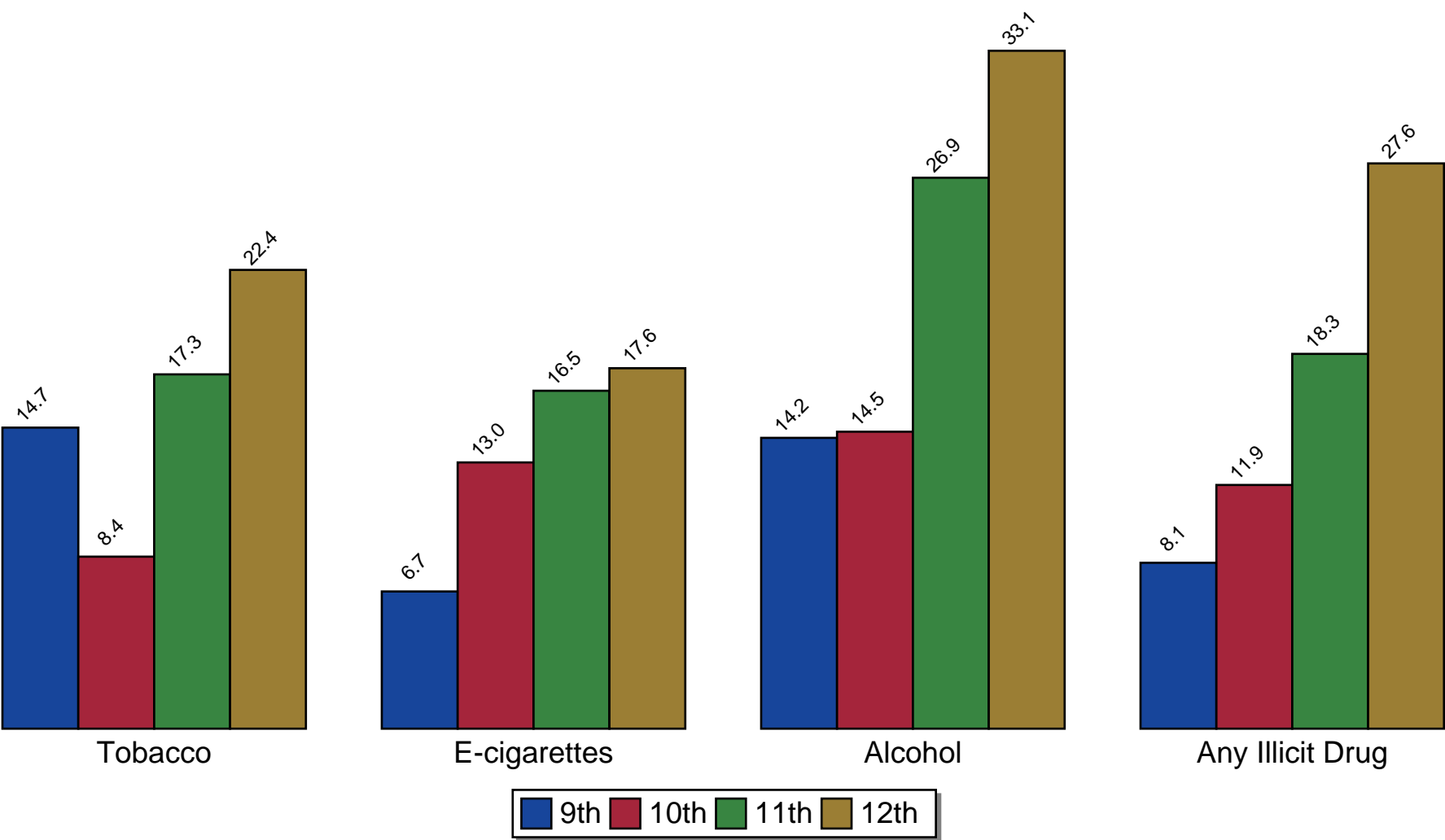


Source: Pride Surveys

3.1.2 Past 30 Day Use

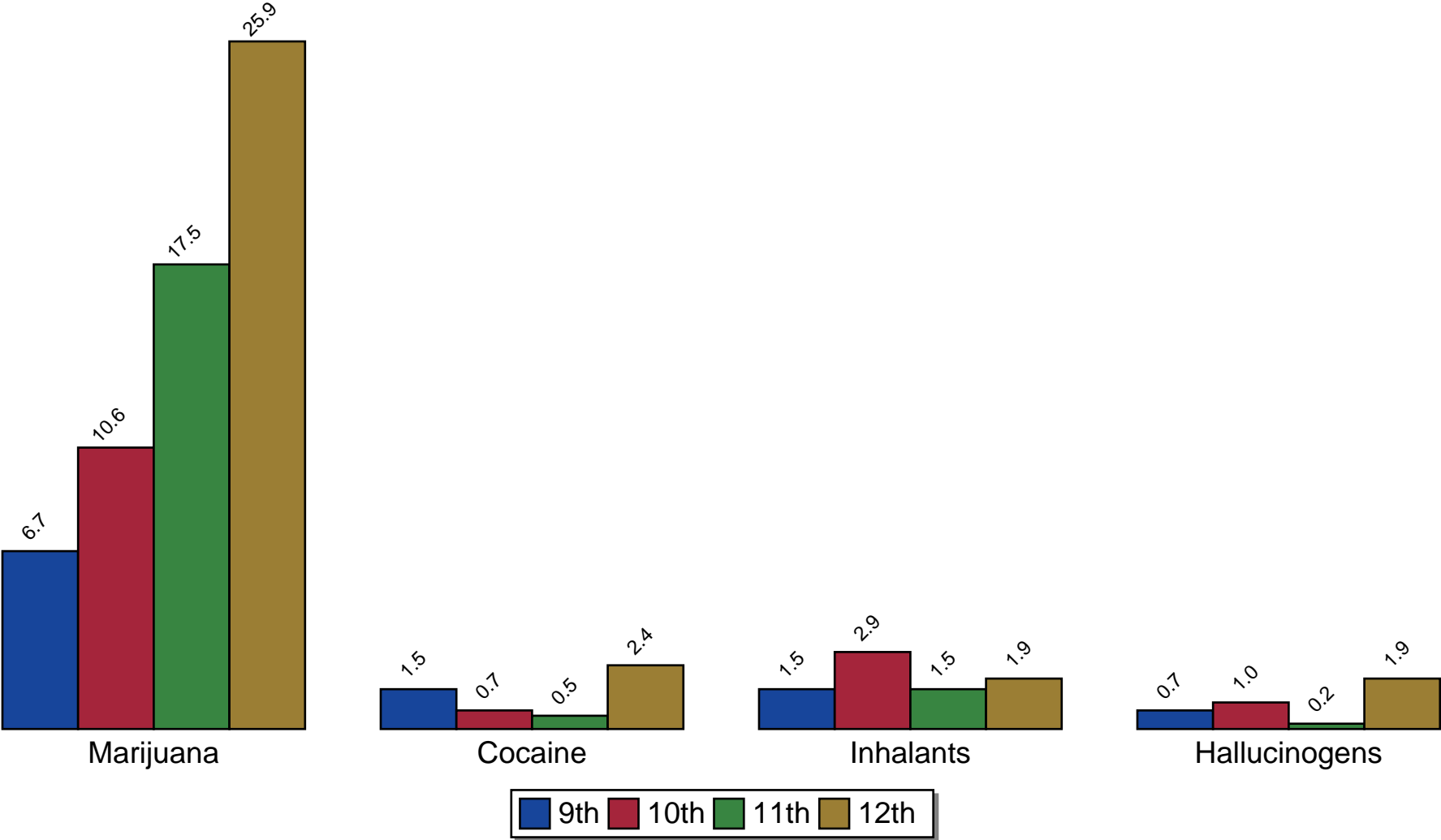
The following section contains graphs depicting the percentage of students who reported past 30 day use of various drugs broken down by grade level.

Past 30 Day Use of Tobacco, E-Cigarettes, Alcohol and Any Illicit Drug



Source: Pride Surveys

Past 30 Day Use of Marijuana, Cocaine, Inhalants and Hallucinogens



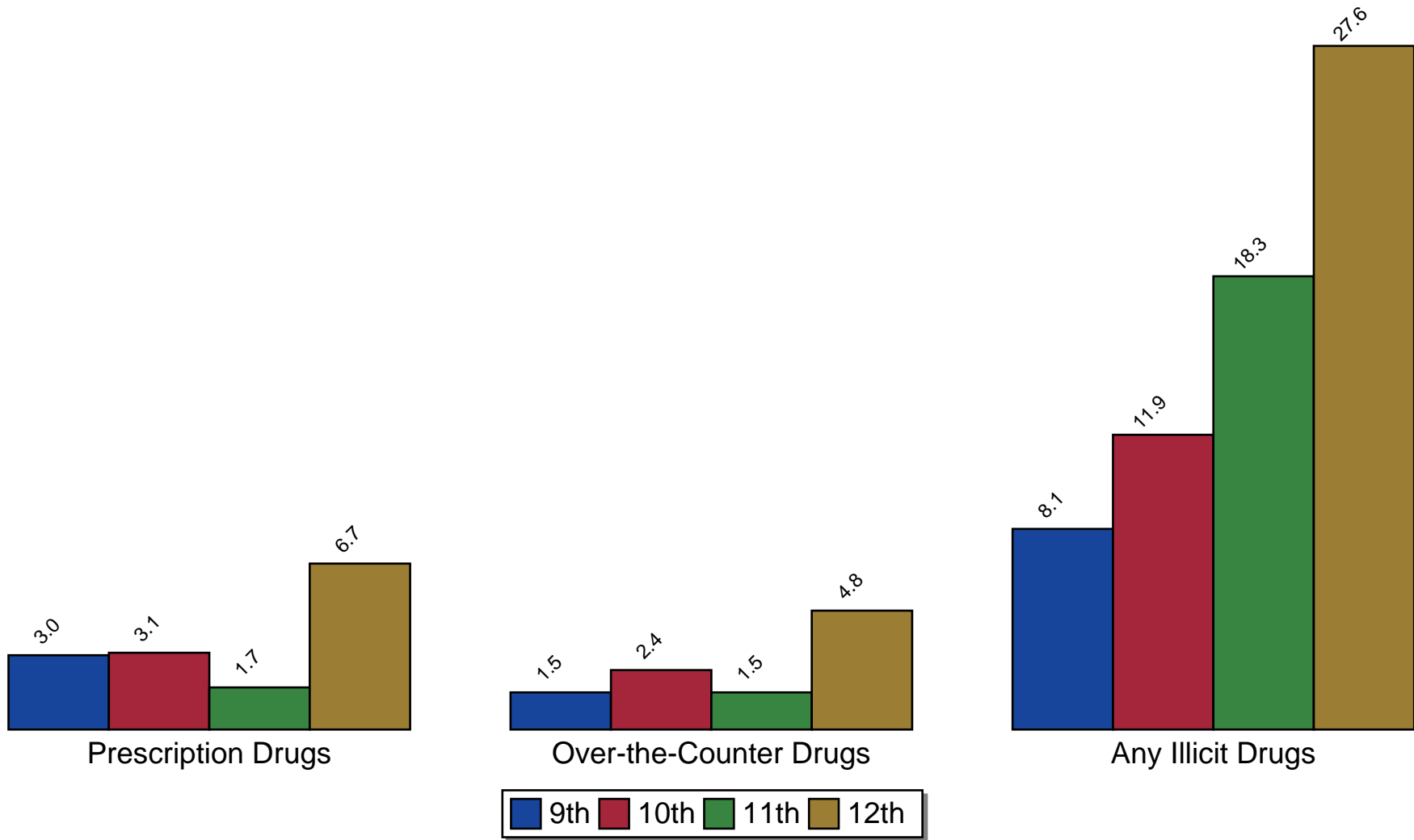
Source: Pride Surveys

Past 30 Day Use of Heroin, Steroids, Ecstasy, and Meth



Source: Pride Surveys

Past 30 Day Use of Prescription Drugs, OTC Drugs and Any Illicit Drugs

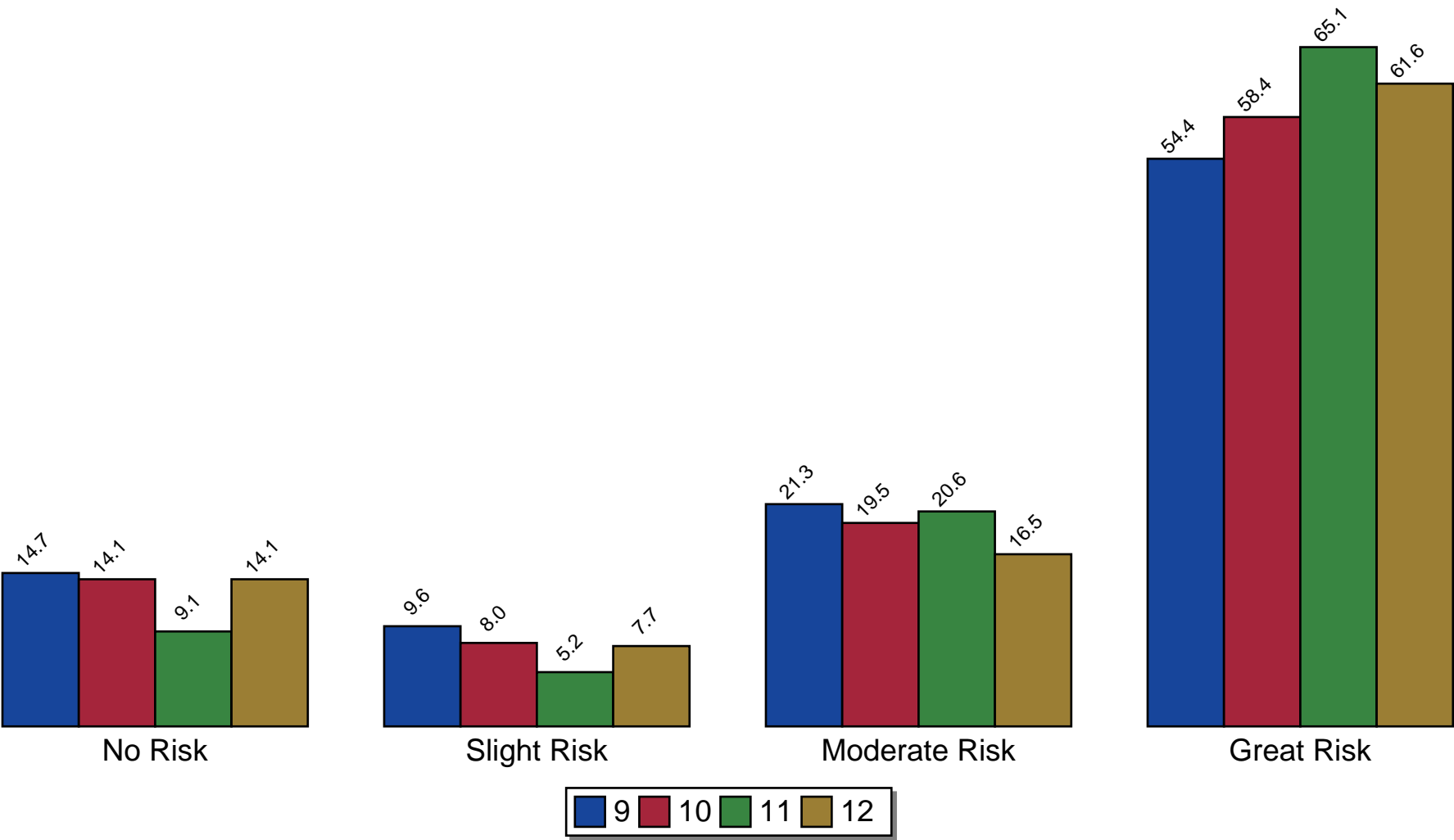


Source: Pride Surveys

3.2 Perception of Risk

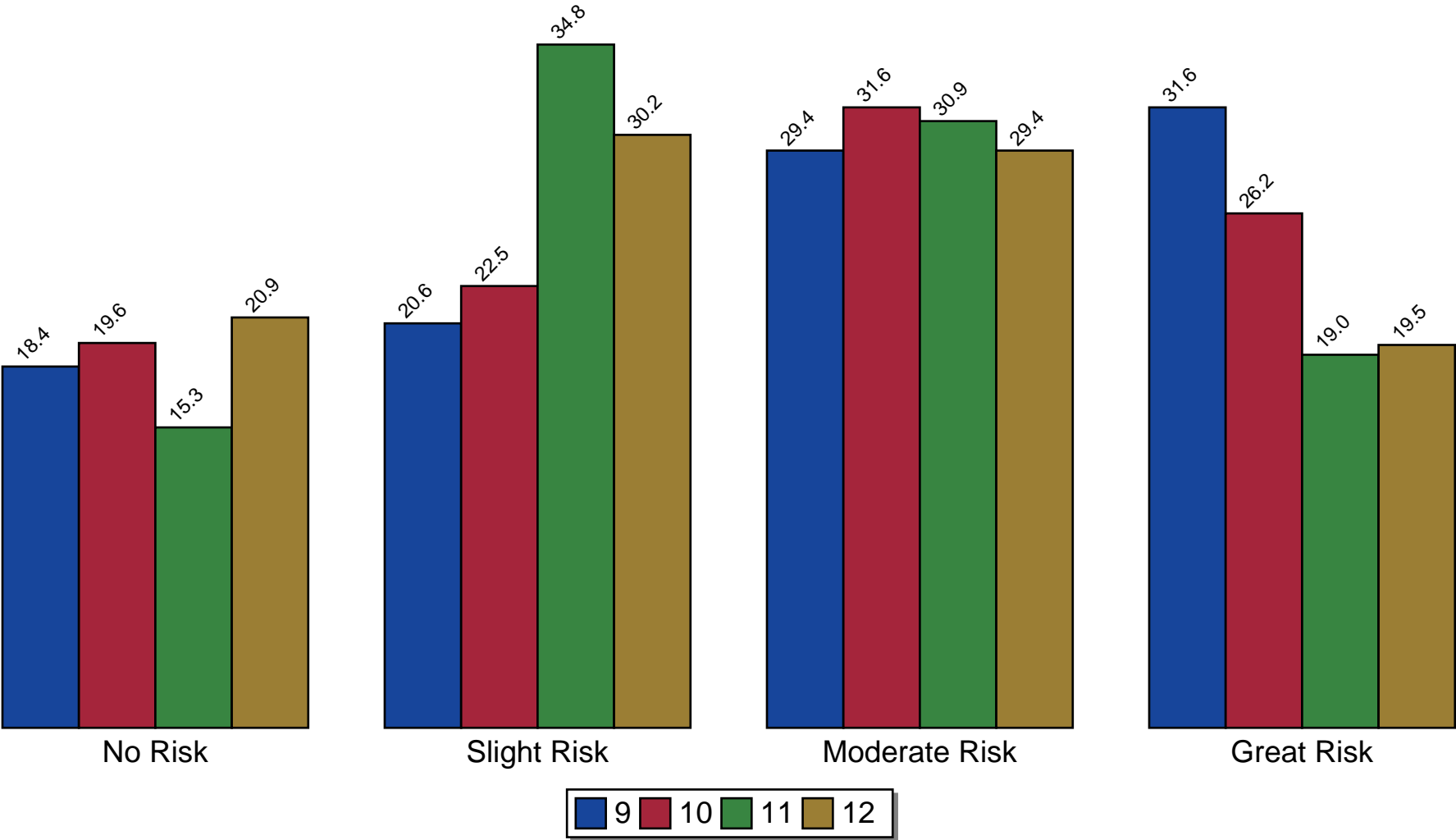
The following section contains graphs depicting how students responded to the questions on the risk of using certain drugs broken down by grade level.

Perception of Risk -- One or More Packs of Cigarettes/Day



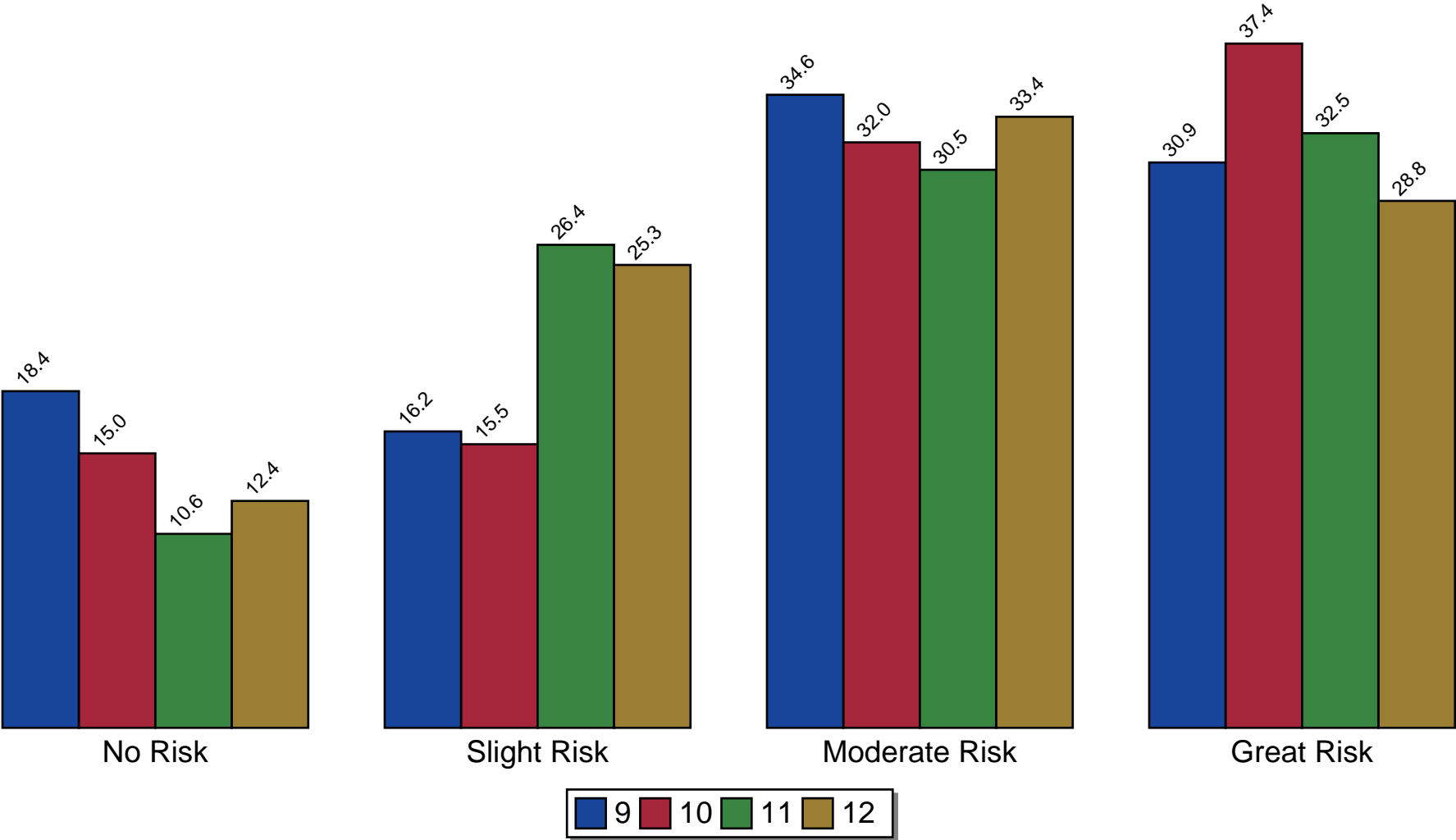
Source: Pride Surveys

Perception of Risk -- Smoke e-cigarettes, e-cigars, e-hookahs



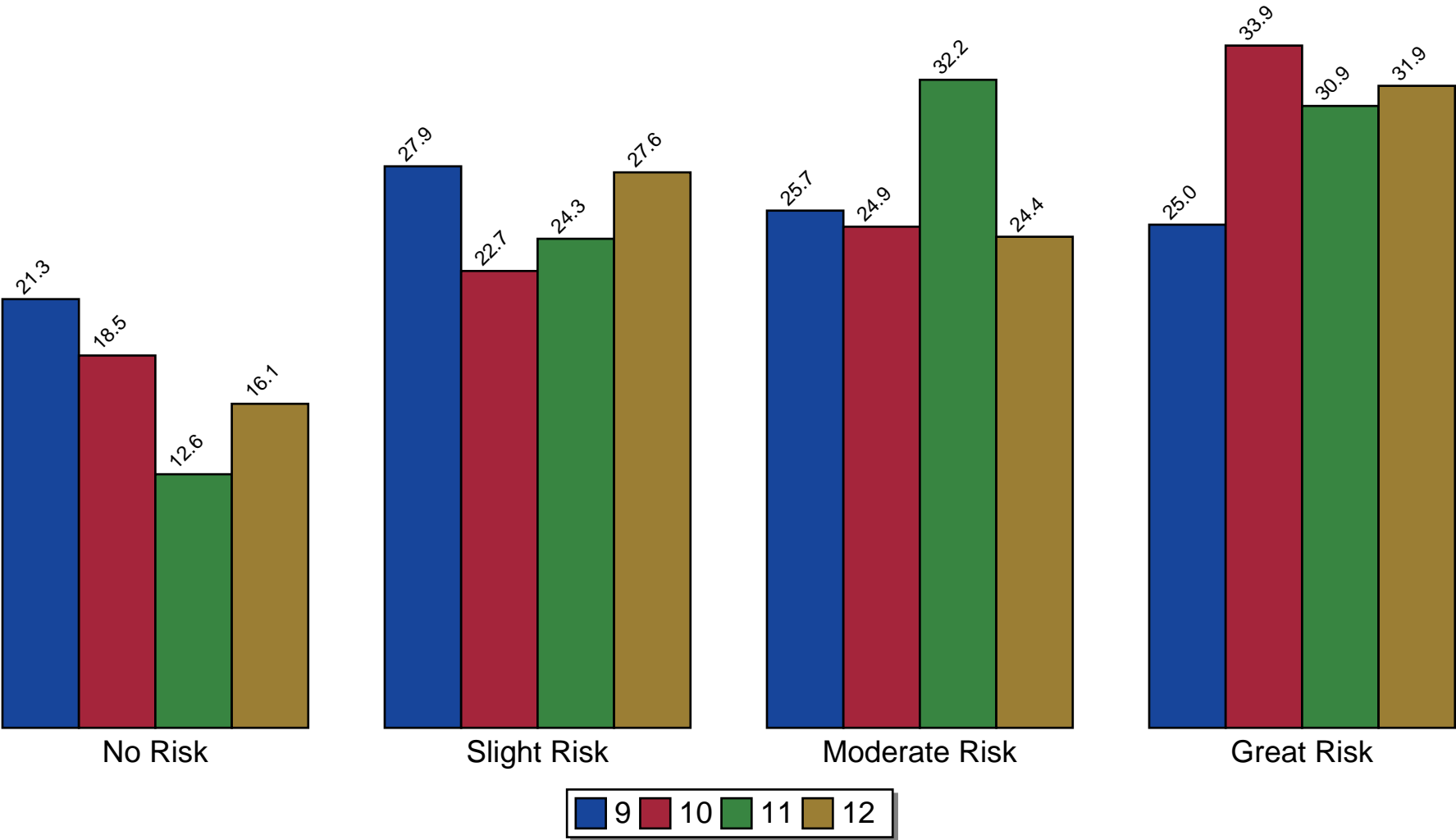
Source: Pride Surveys

Perception of Risk -- Five or More Drinks of Alcohol 1-2/Week



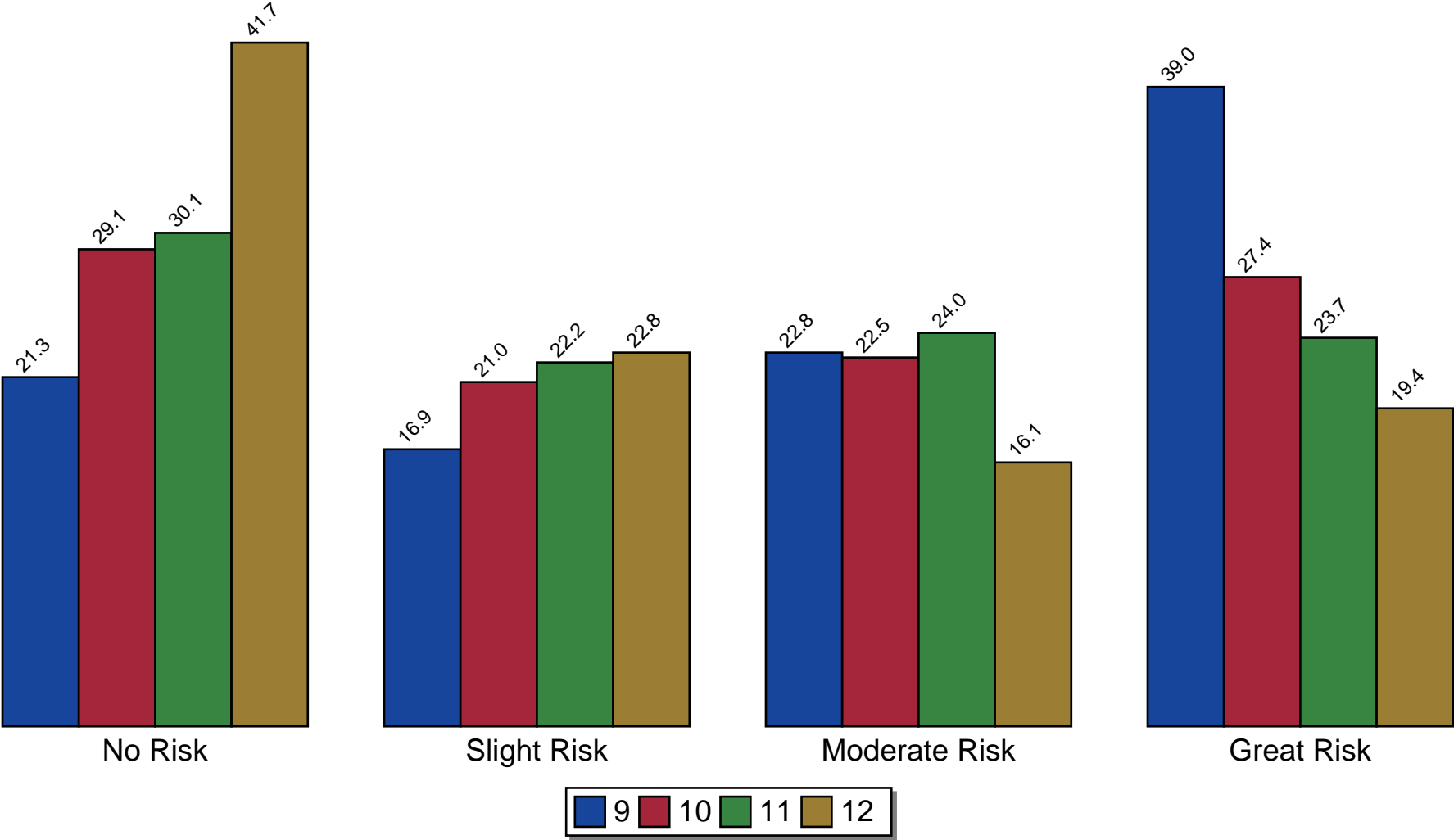
Source: Pride Surveys

Perception of Risk -- 1-2 Drinks of Alcohol Nearly Every Day



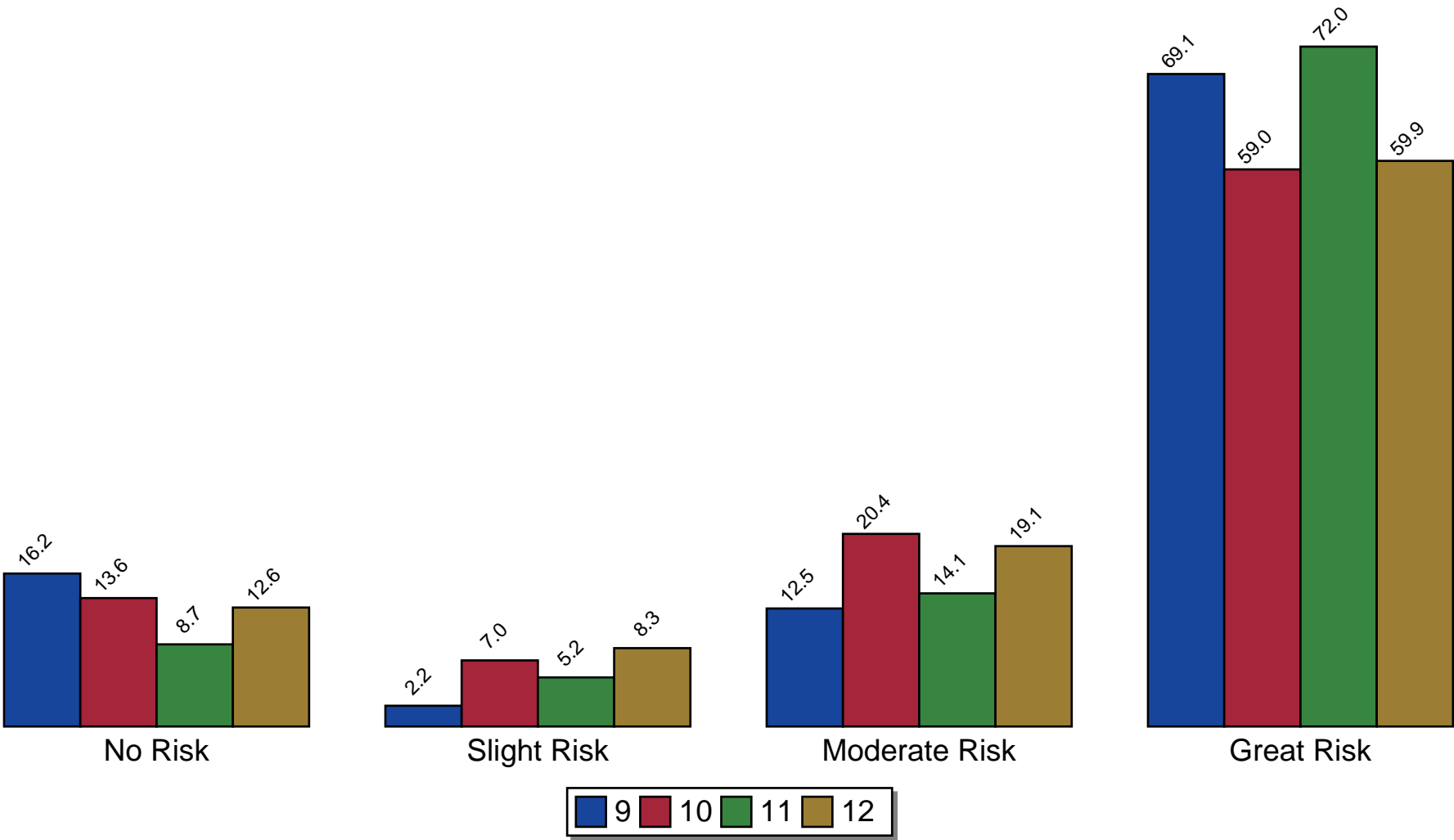
Source: Pride Surveys

Perception of Risk -- Smoke Marijuana 1-2/Week



Source: Pride Surveys

Perception of Risk -- Use Prescription Drugs Not Prescribed To You



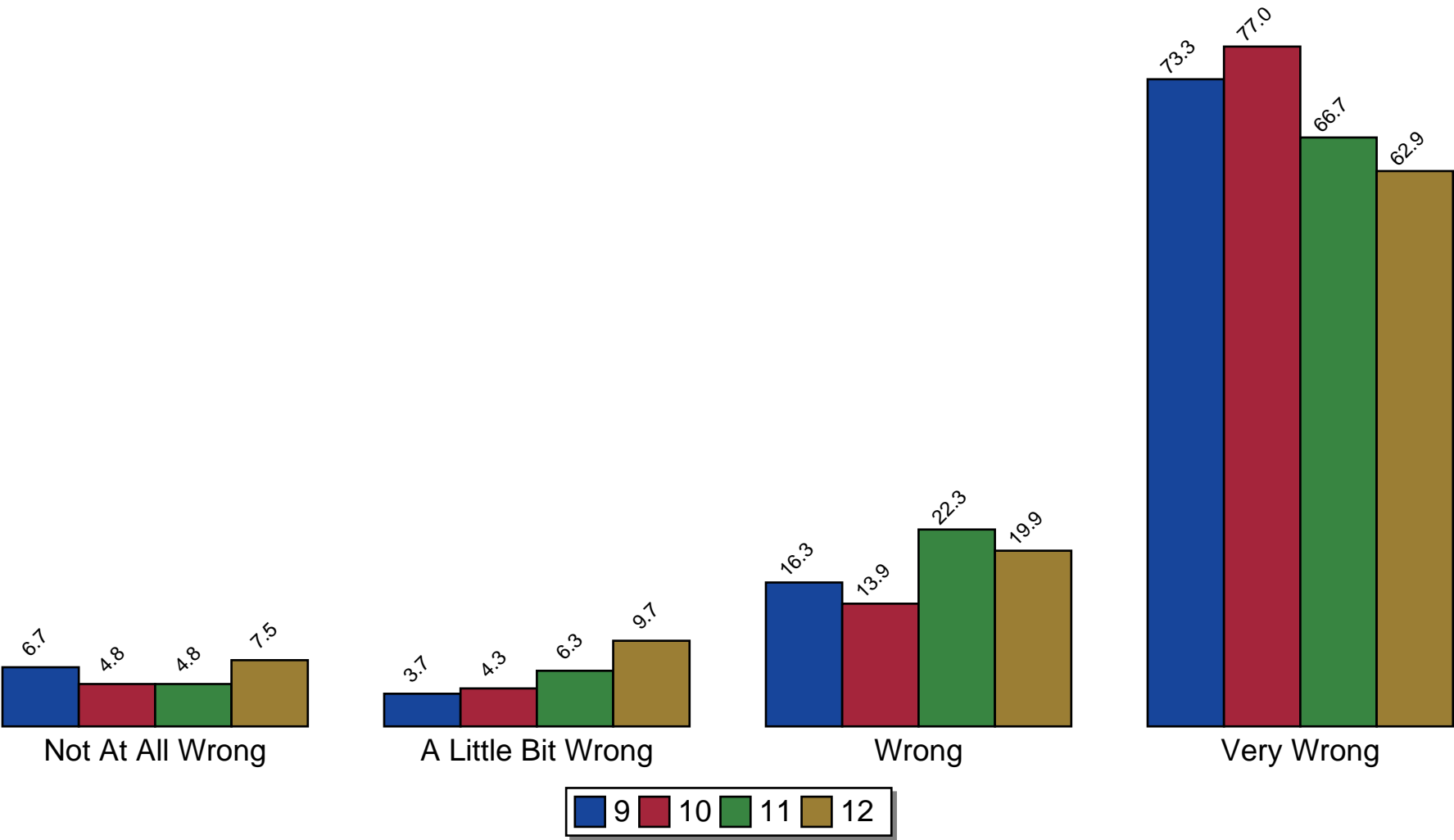
Source: Pride Surveys

3.3 Perception of Parental and Friend Disapproval

3.3.1 Perception of Parental Disapproval

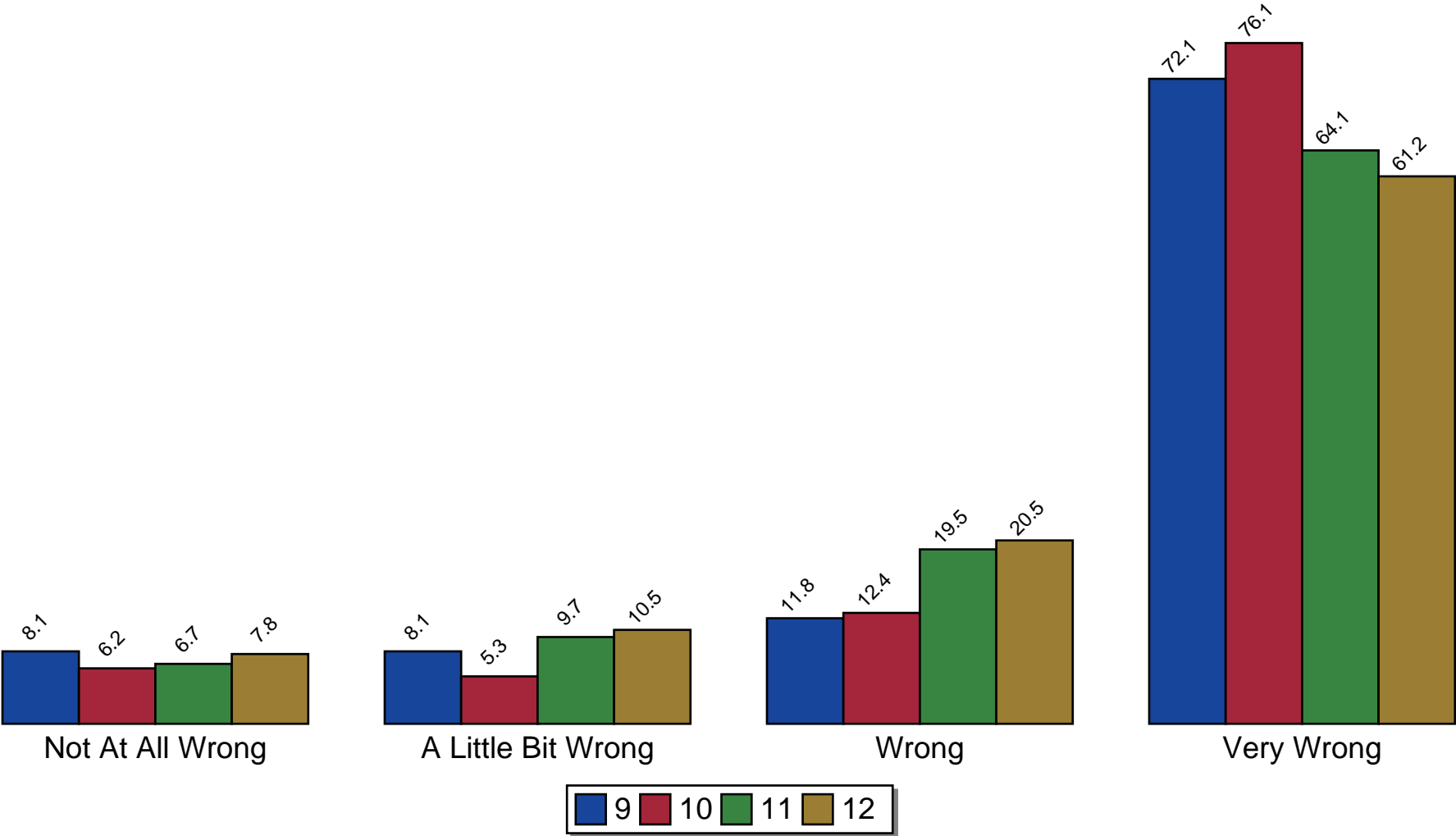
The following section contains graphs depicting how students responded to the questions on parental disapproval of using certain drugs broken down by grade level.

Perception of Parental Disapproval -- Use Tobacco



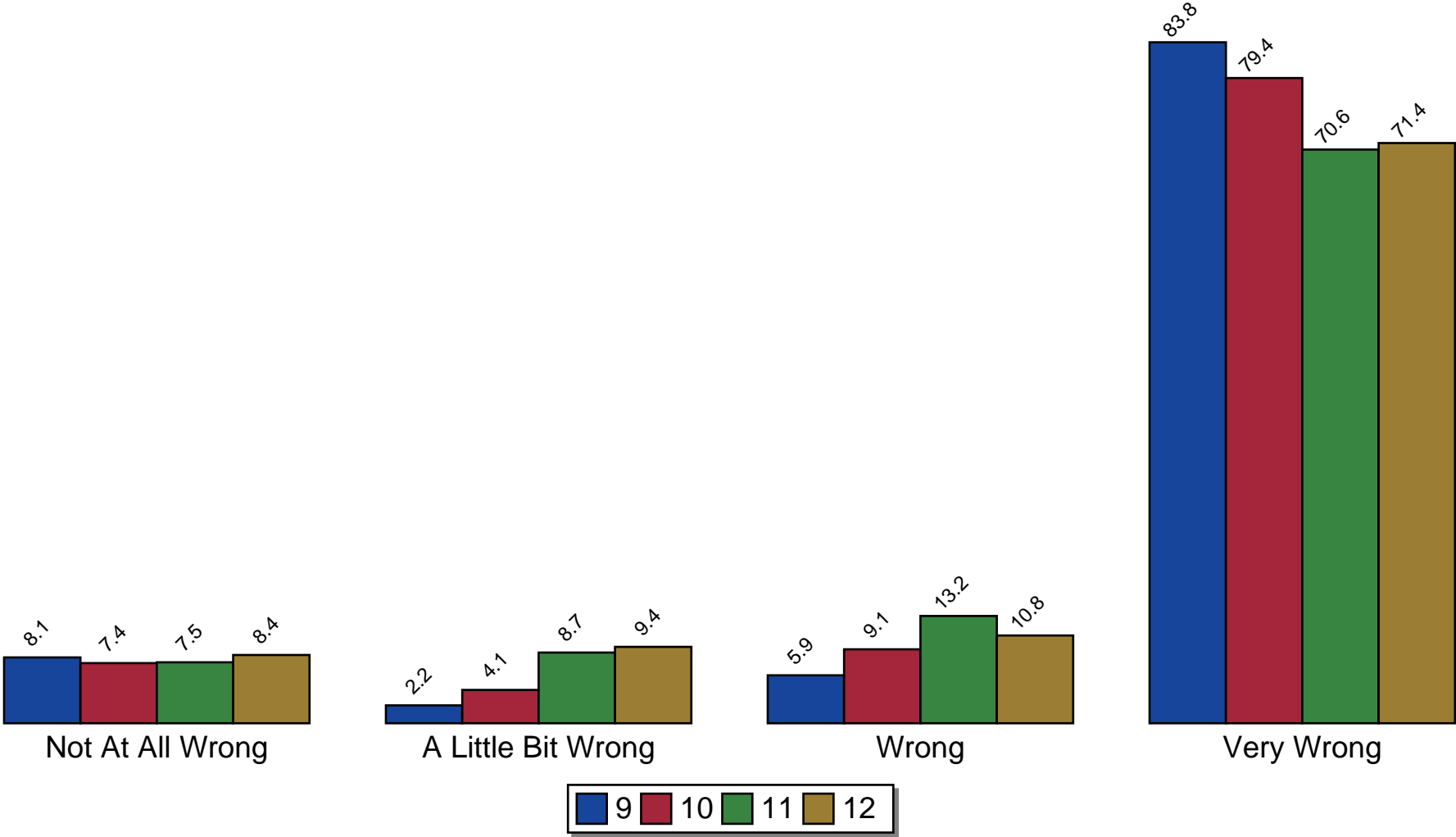
Source: Pride Surveys

Perception of Parental Disapproval -- Use Alcohol



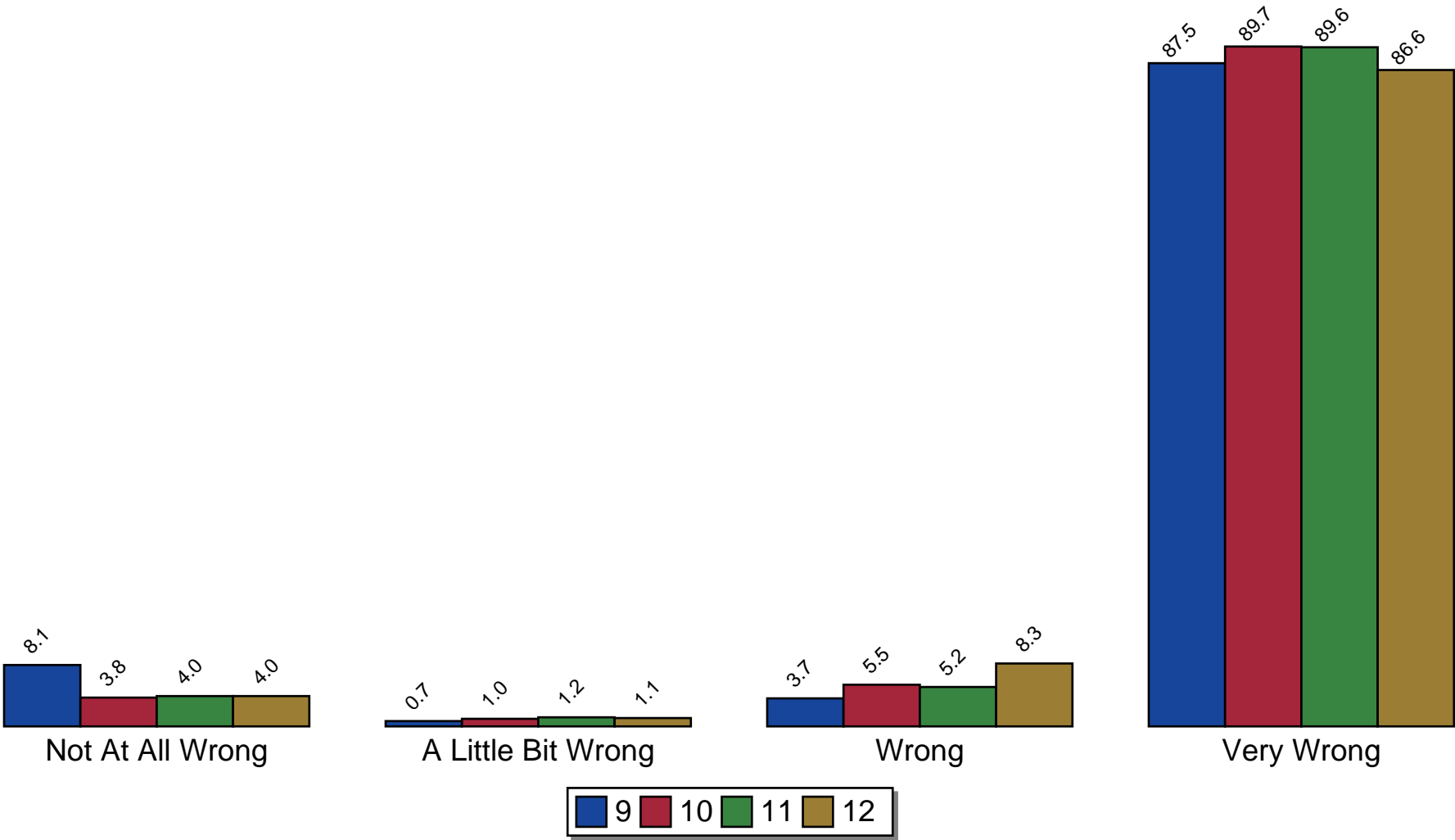
Source: Pride Surveys

Perception of Parental Disapproval -- Use Marijuana



Source: Pride Surveys

Perception of Parental Disapproval -- Use Prescription Drugs

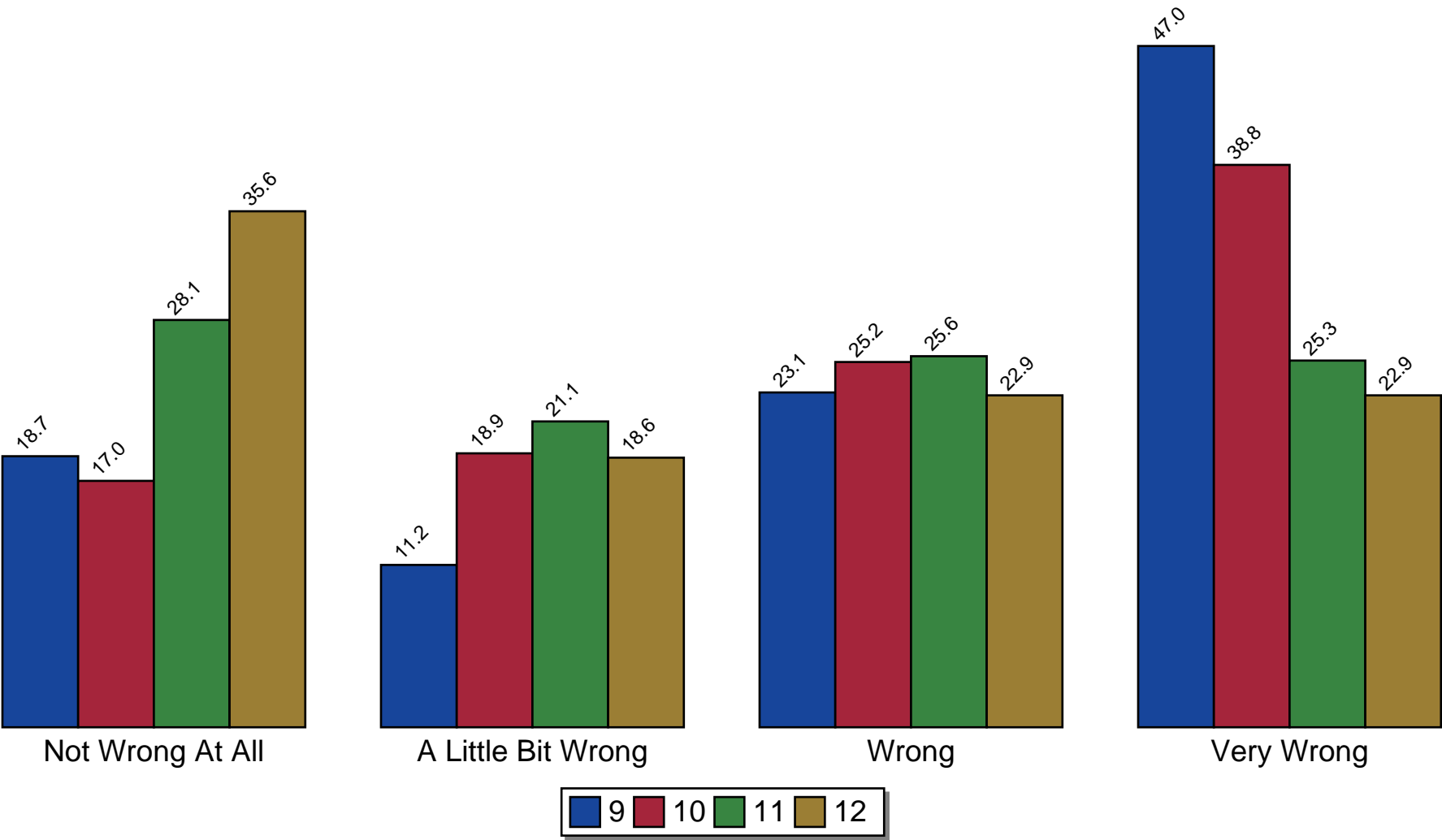


Source: Pride Surveys

3.3.2 Perception of Friends’ Disapproval

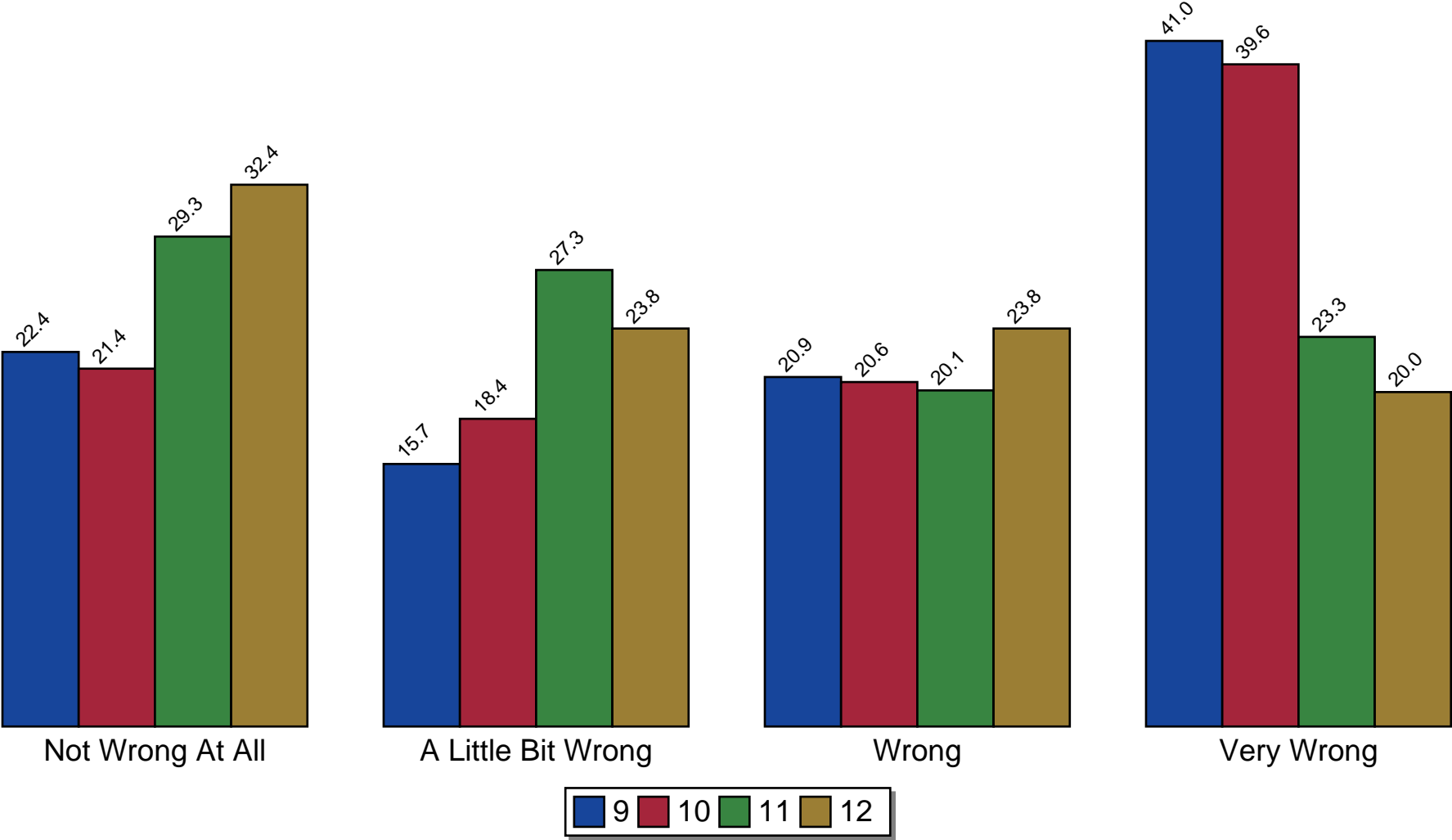
The following section contains graphs depicting how students responded to the questions on friends’ disapproval of using certain drugs broken down by grade level.

Perception of Friends' Disapproval -- Use Tobacco



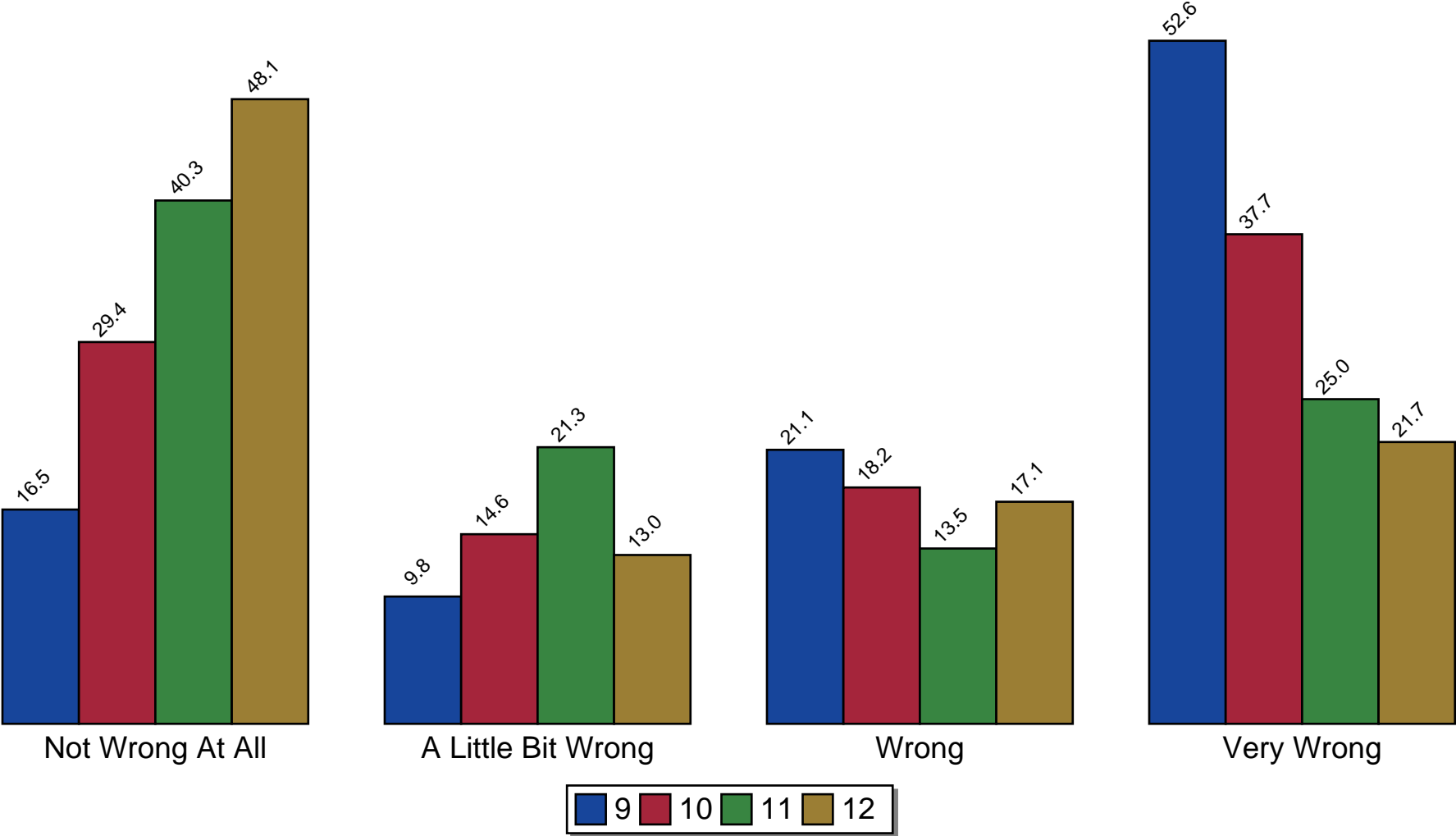
Source: Pride Surveys

Perception of Friends' Disapproval -- Use Alcohol



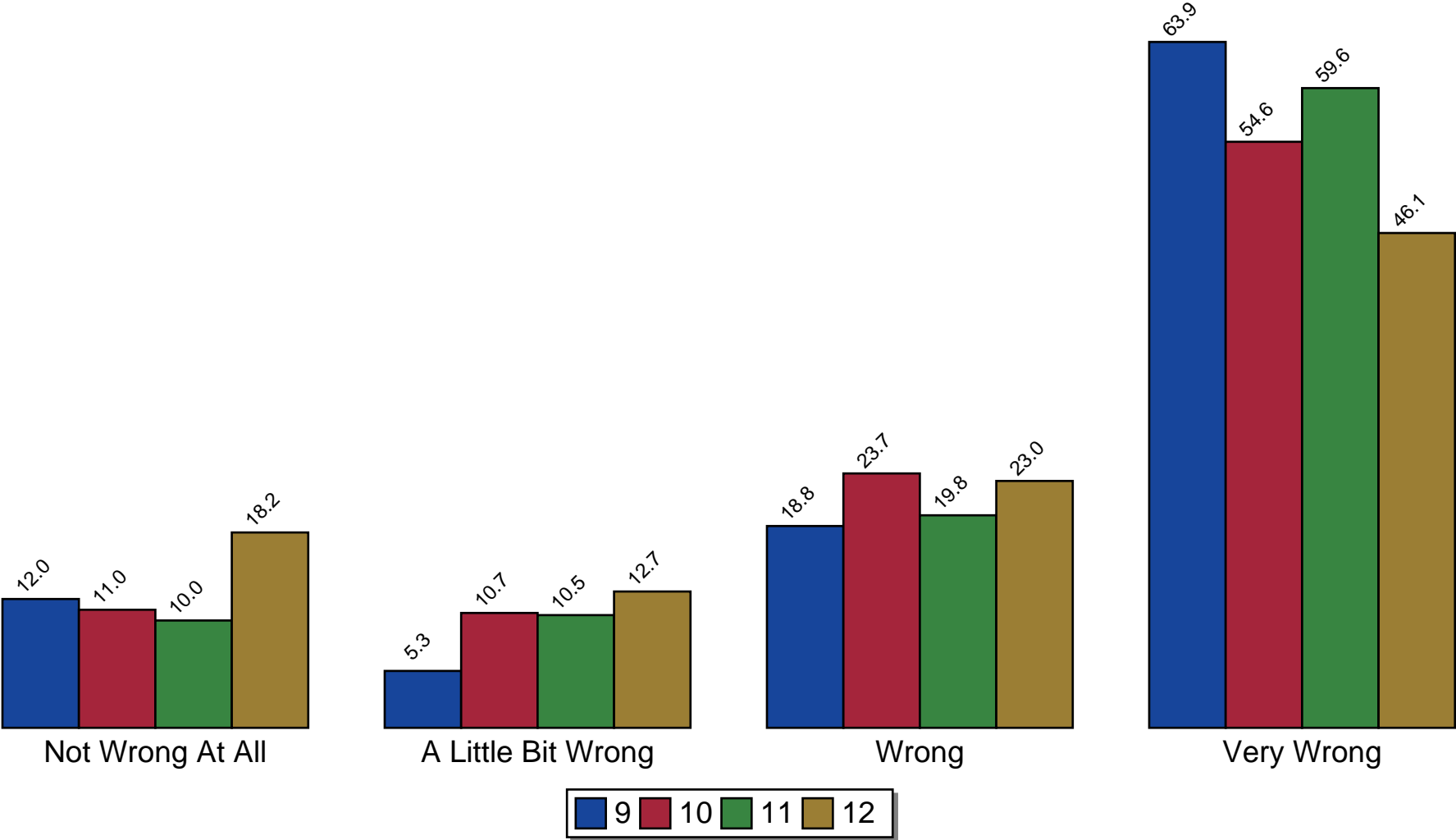
Source: Pride Surveys

Perception of Friends' Disapproval -- Use Marijuana



Source: Pride Surveys

Perception of Friends' Disapproval -- Use Prescription Drugs

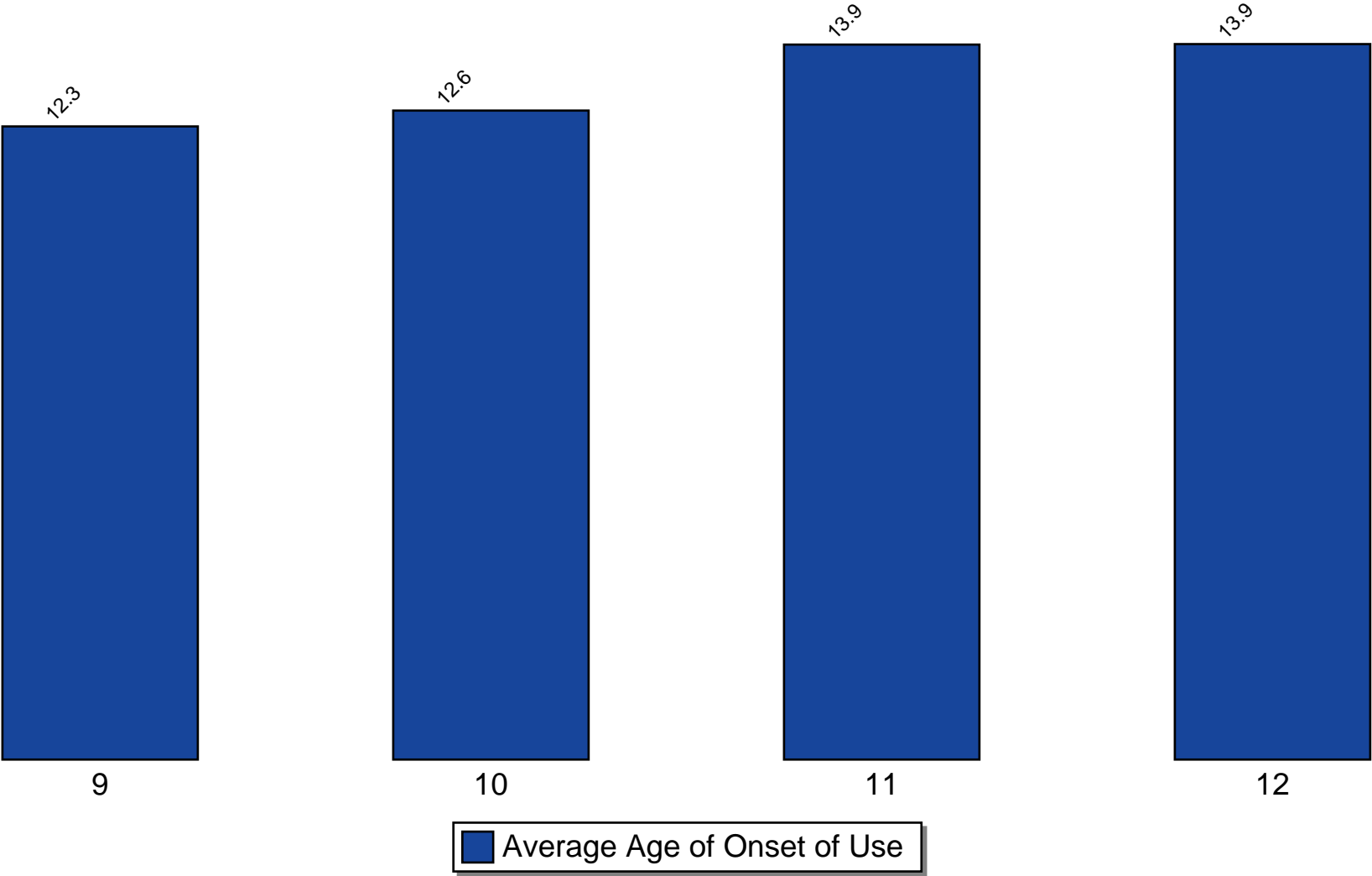


Source: Pride Surveys

3.4 Average Age of Onset of Use

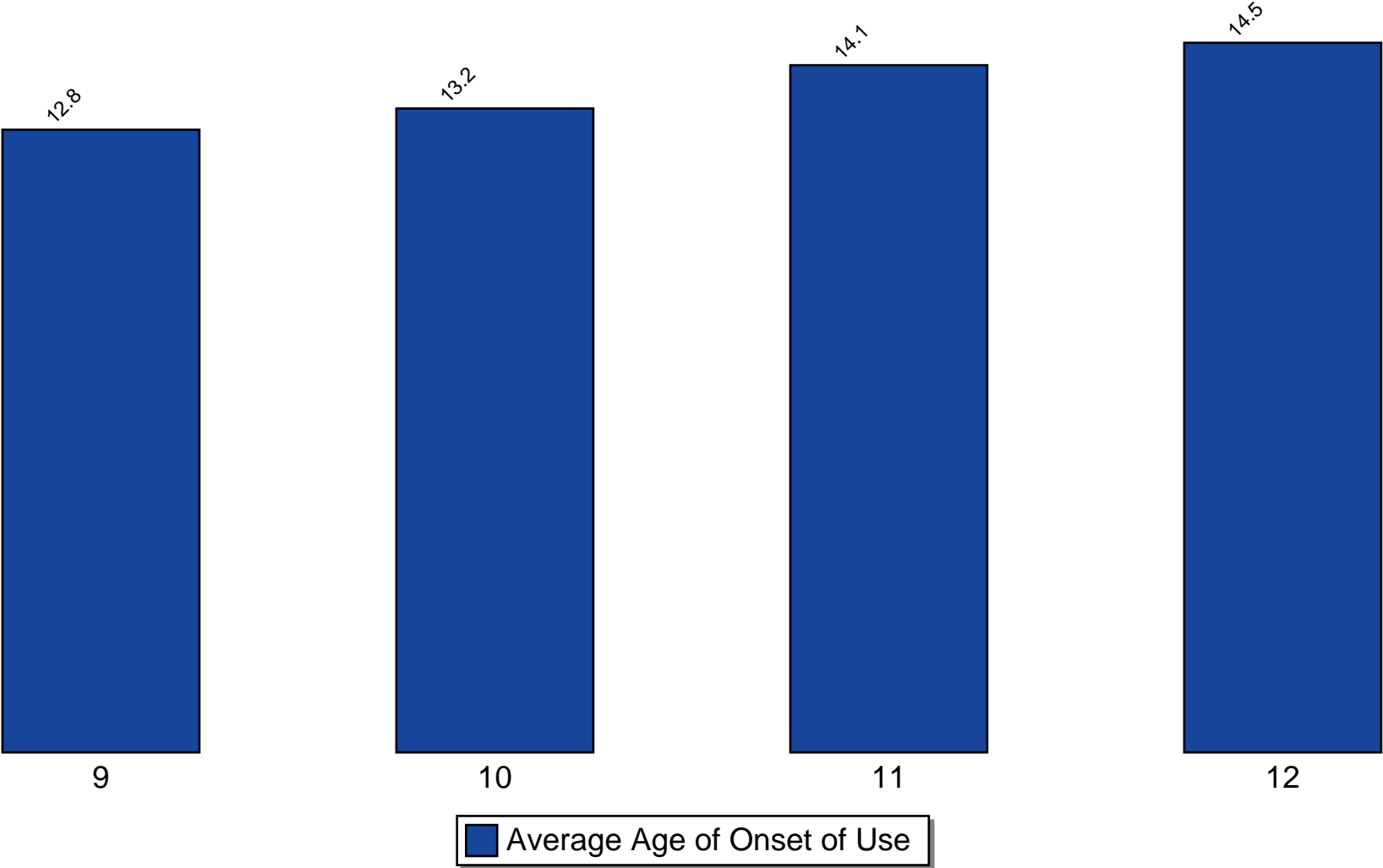
The following section contains graphs depicting the average age of onset of use (i.e. first use) for only those students who reported using certain drugs broken down by grade level.

Average Age of Onset of Use of Tobacco



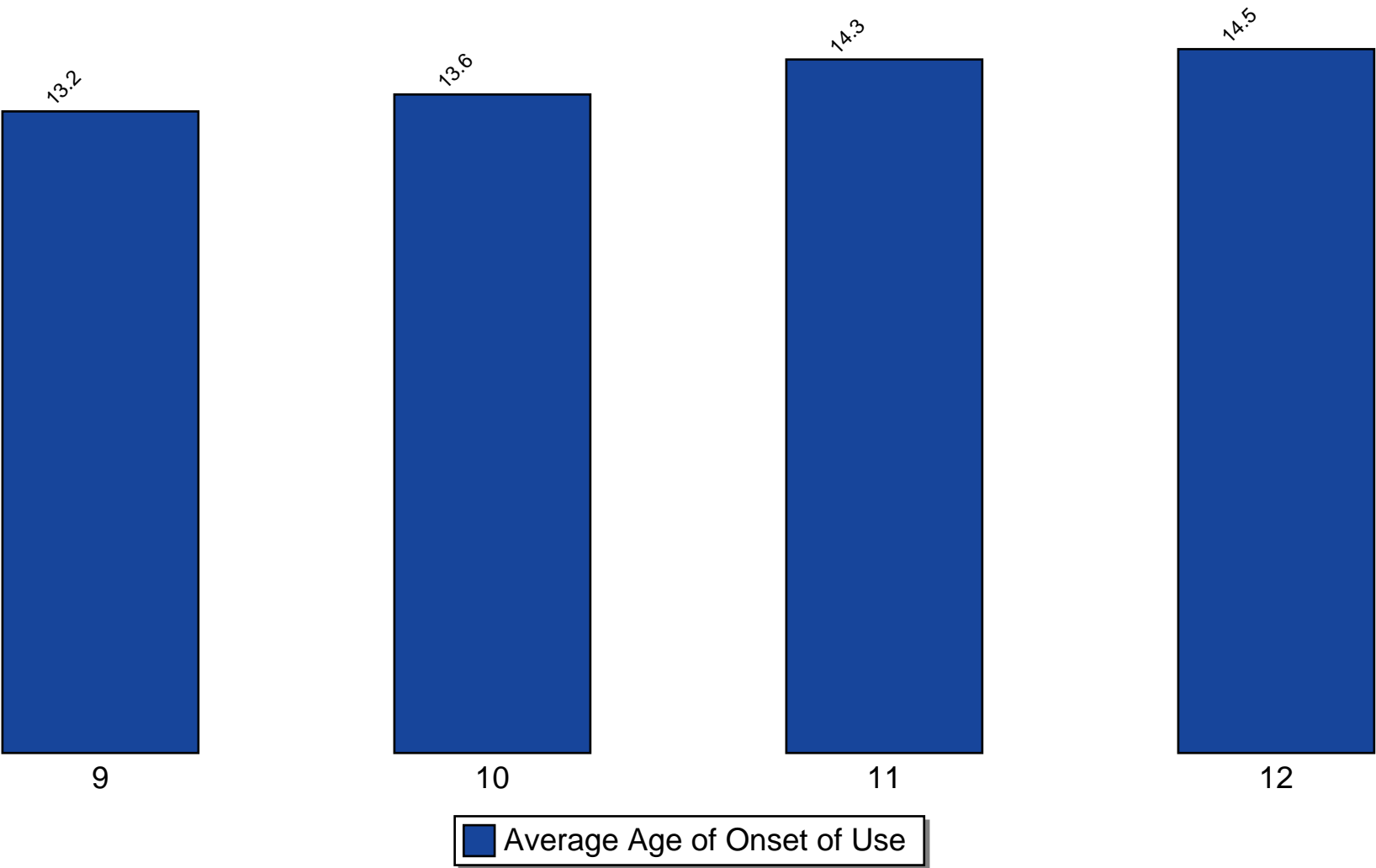
Source: Pride Surveys

Average Age of Onset of Use of Alcohol



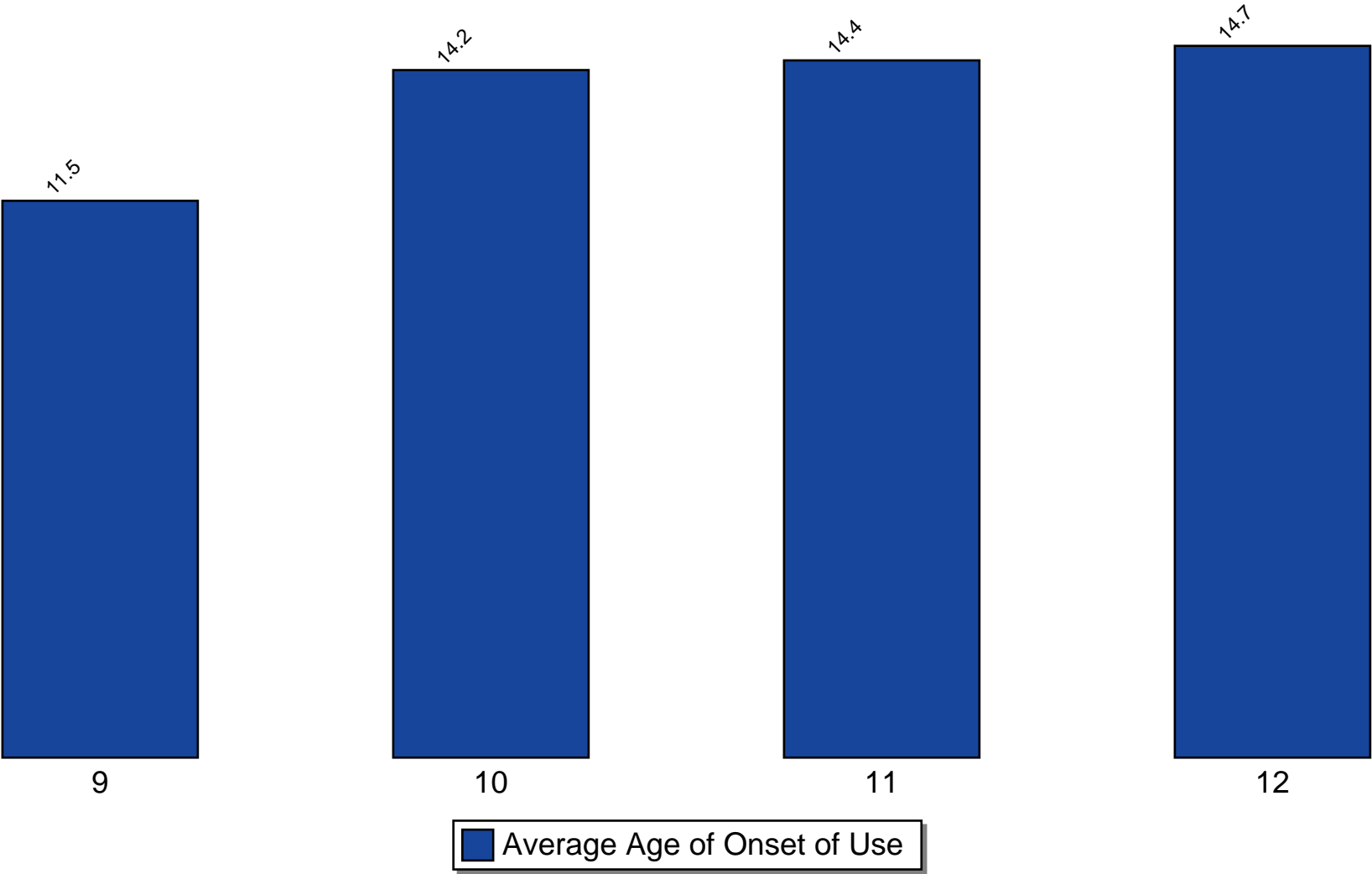
Source: Pride Surveys

Average Age of Onset of Use of Marijuana



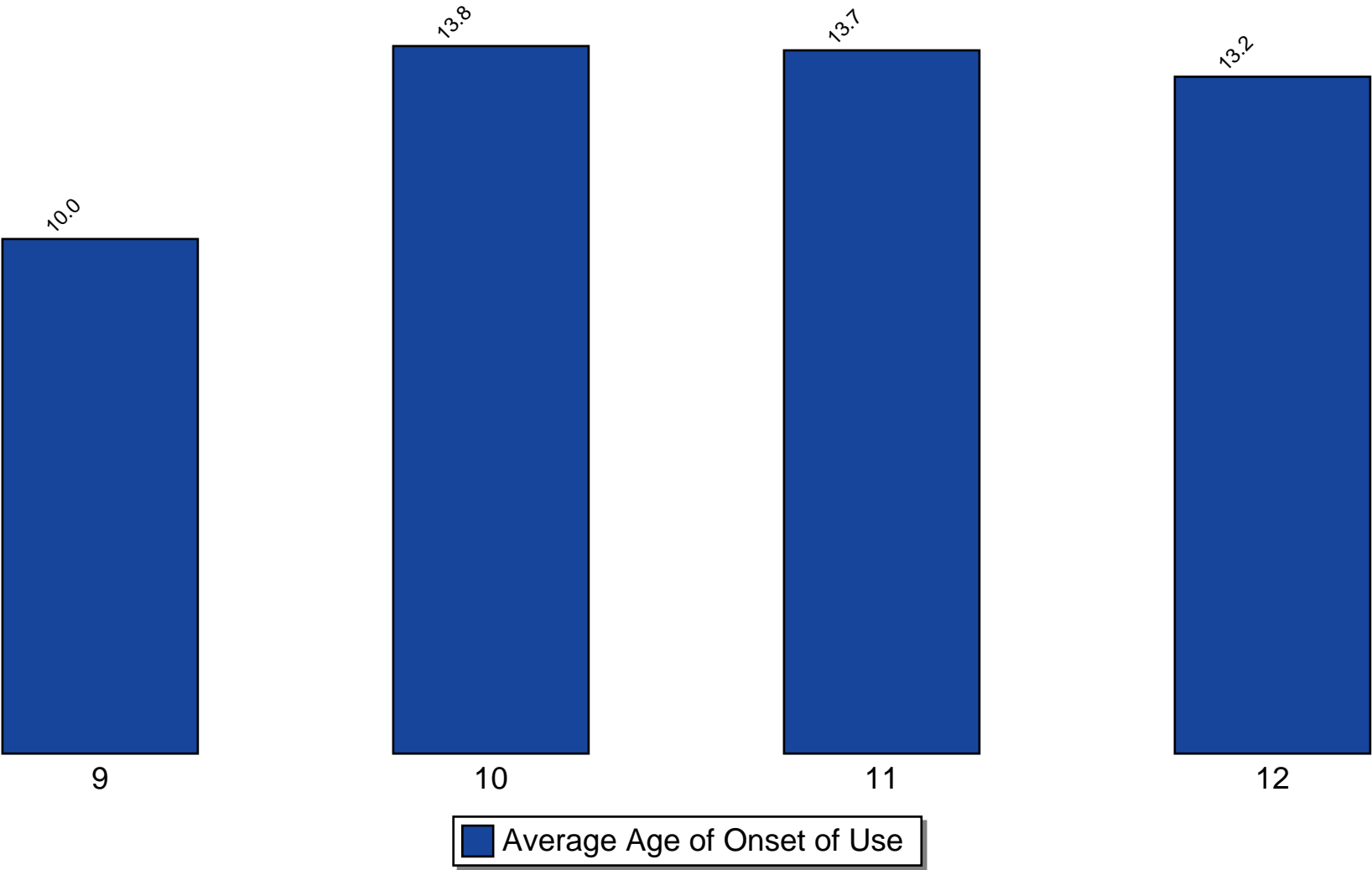
Source: Pride Surveys

Average Age of Onset of Use of Cocaine



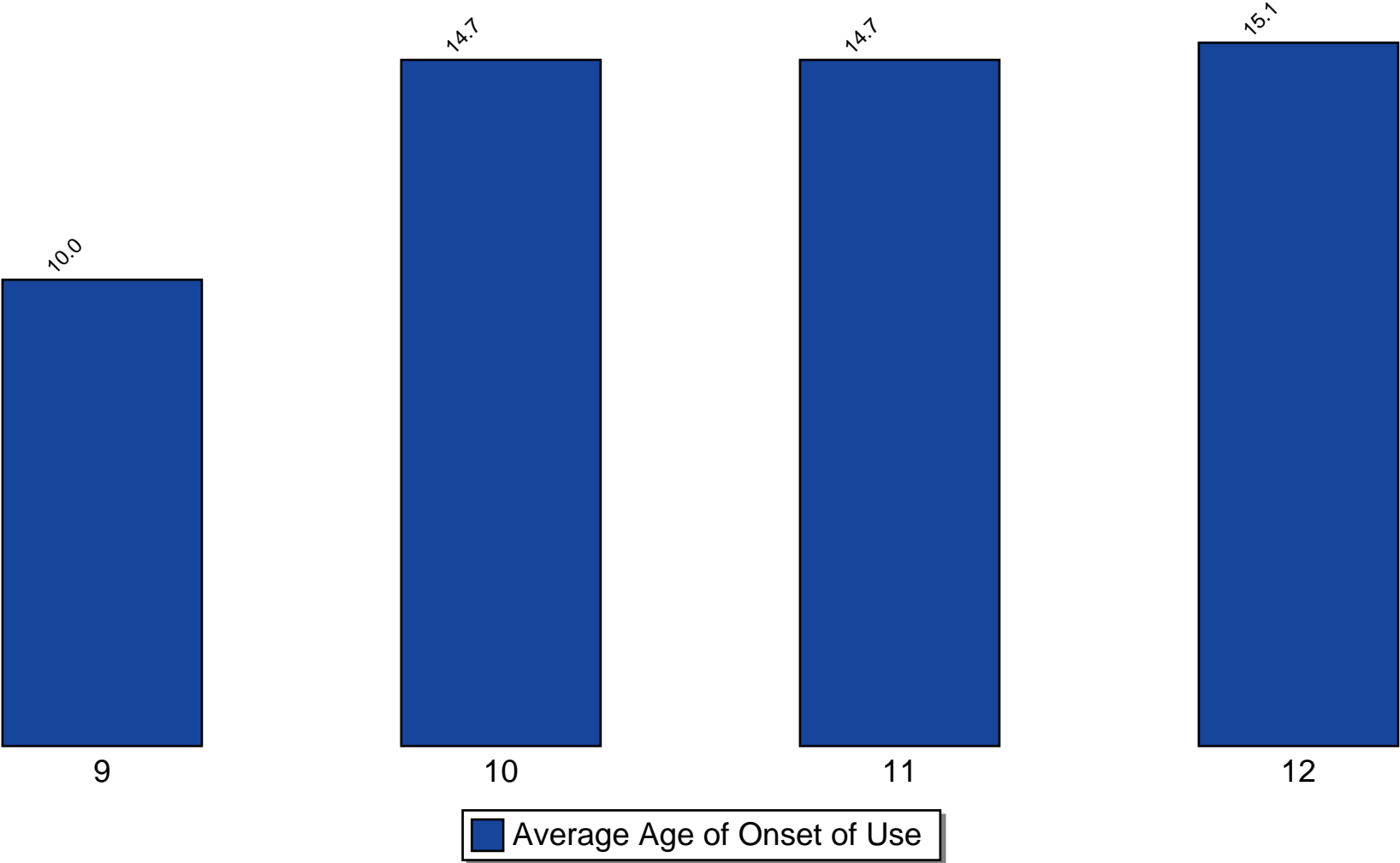
Source: Pride Surveys

Average Age of Onset of Use of Inhalants



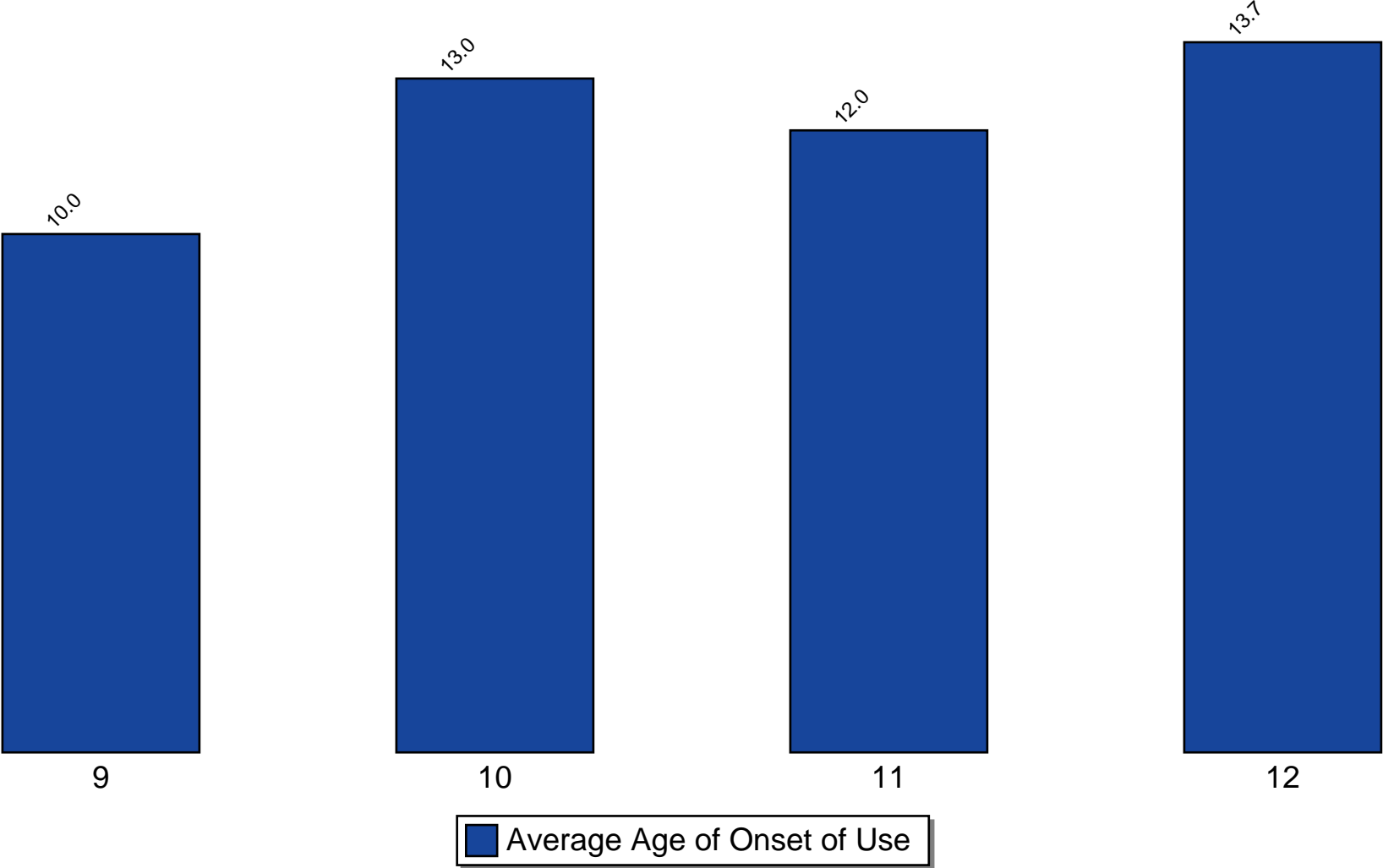
Source: Pride Surveys

Average Age of Onset of Use of Hallucinogens



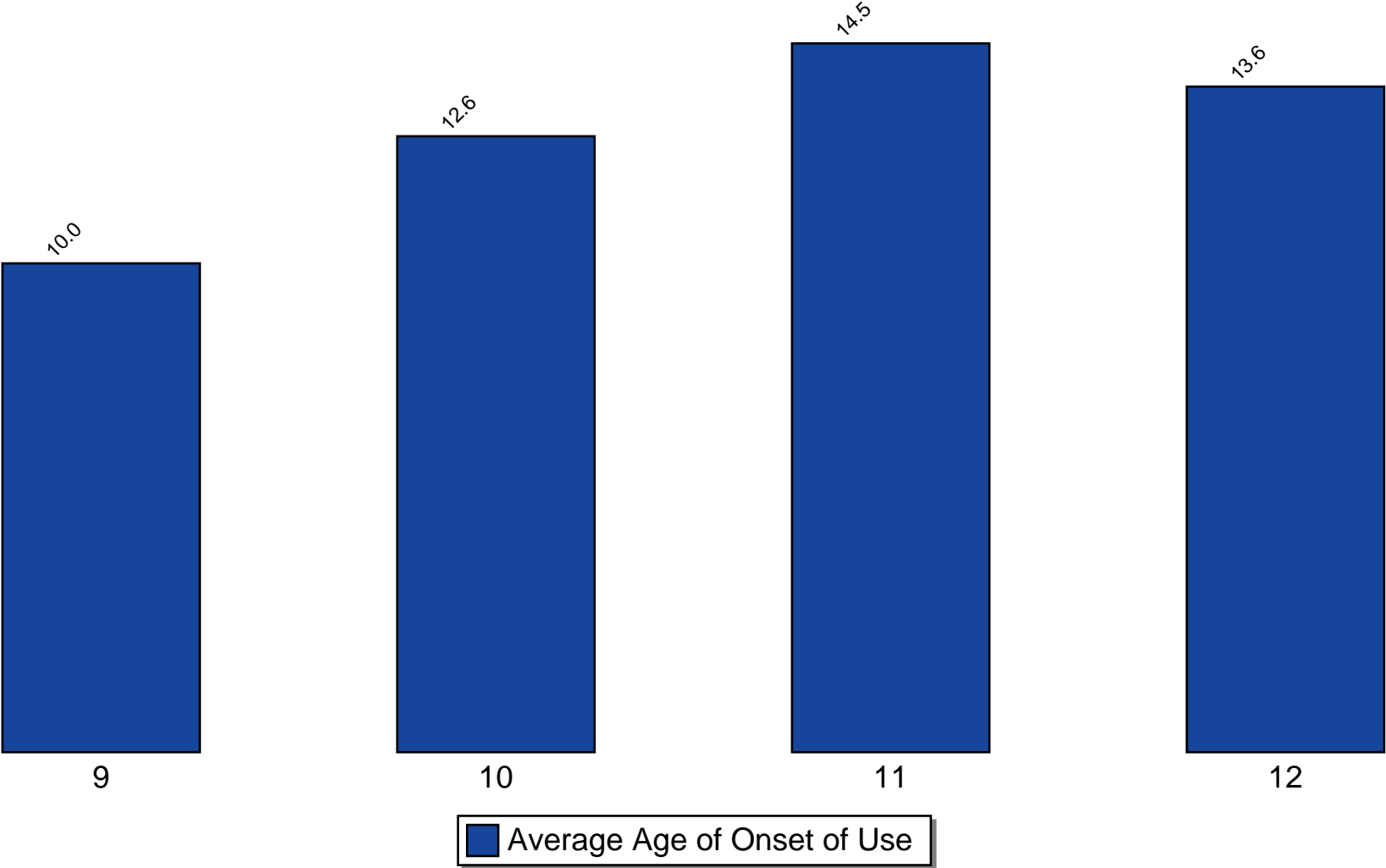
Source: Pride Surveys

Average Age of Onset of Use of Heroin



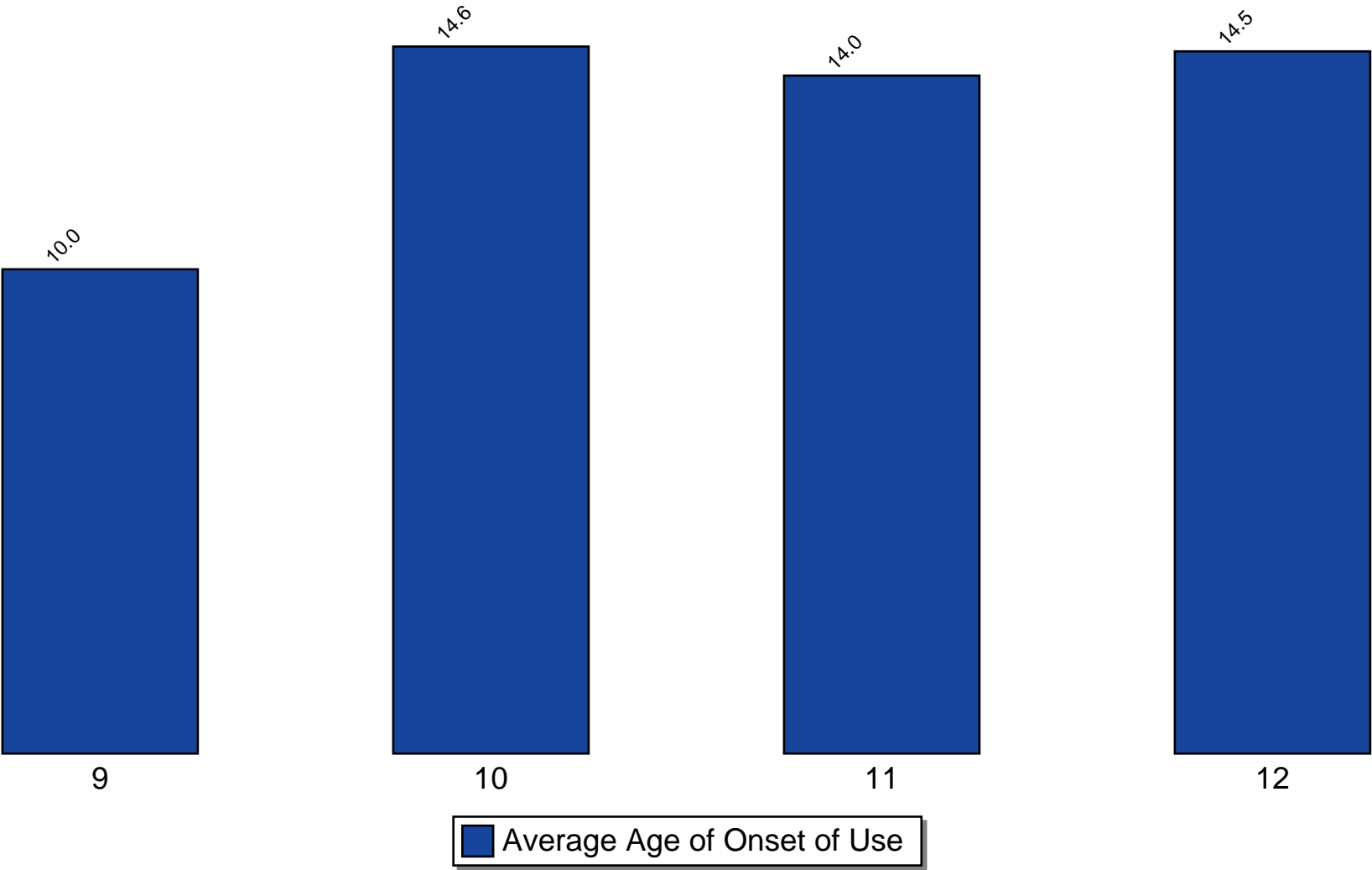
Source: Pride Surveys

Average Age of Onset of Use of Steroids



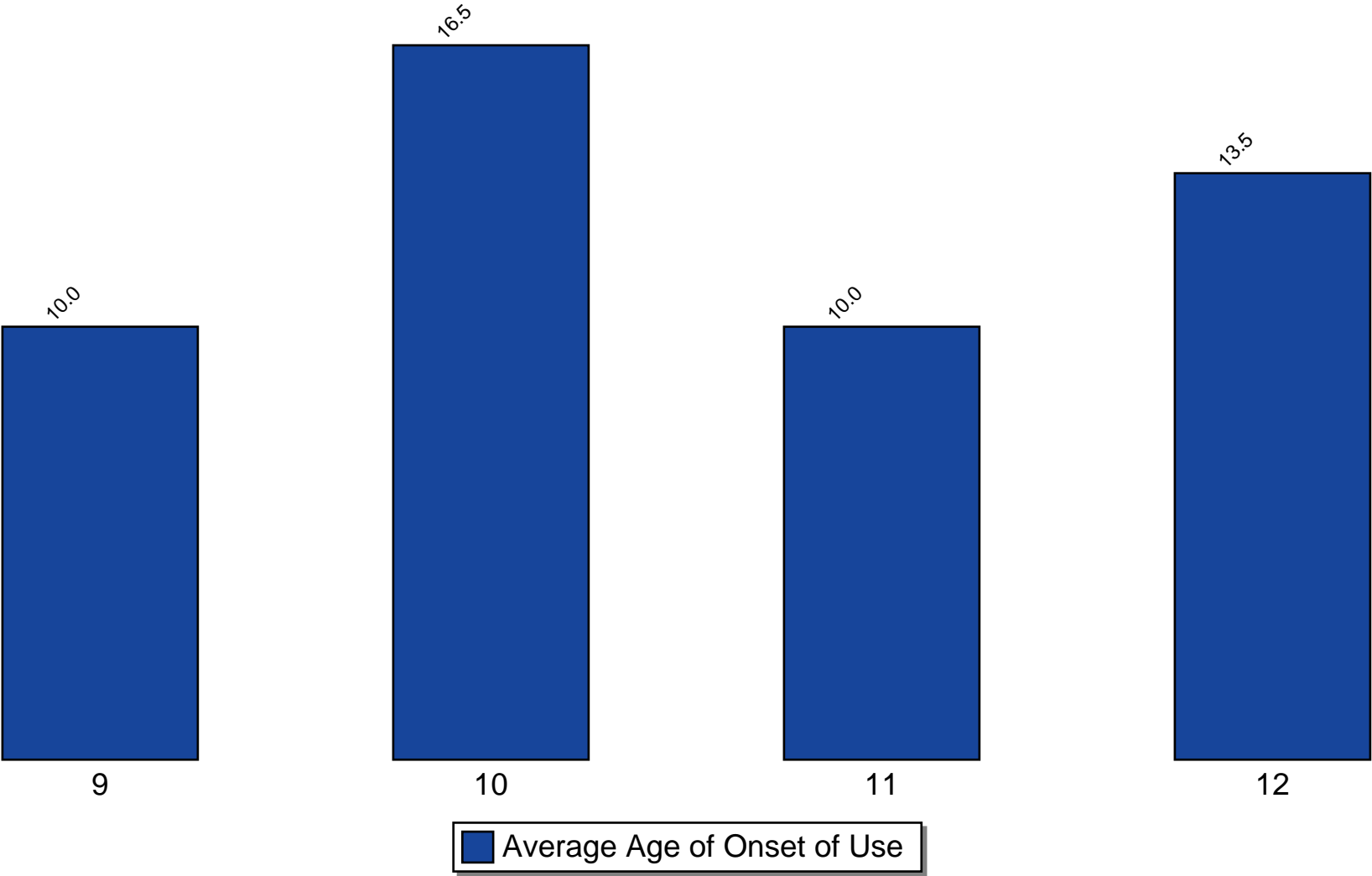
Source: Pride Surveys

Average Age of Onset of Use of Ecstasy

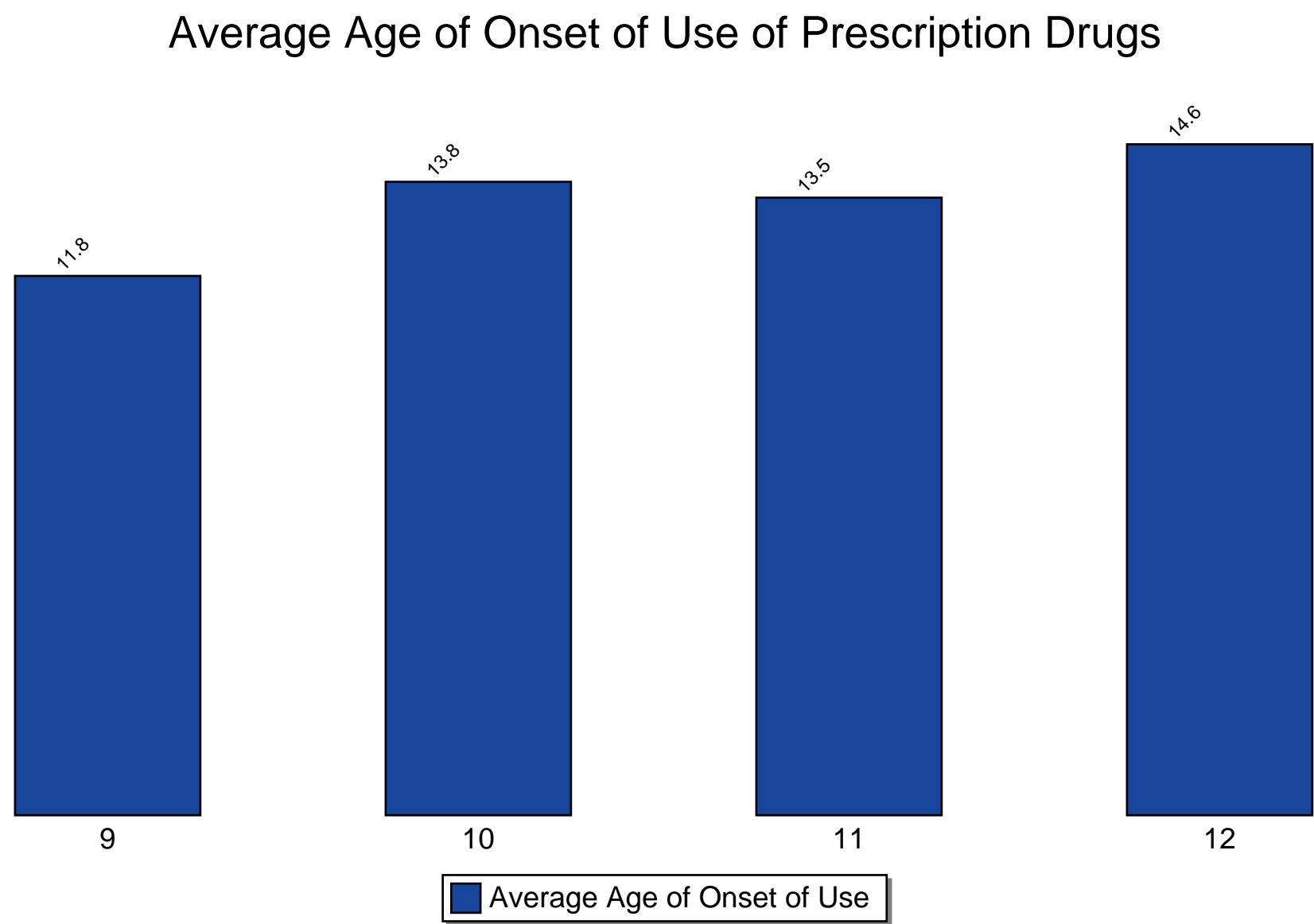


Source: Pride Surveys

Average Age of Onset of Use of Meth

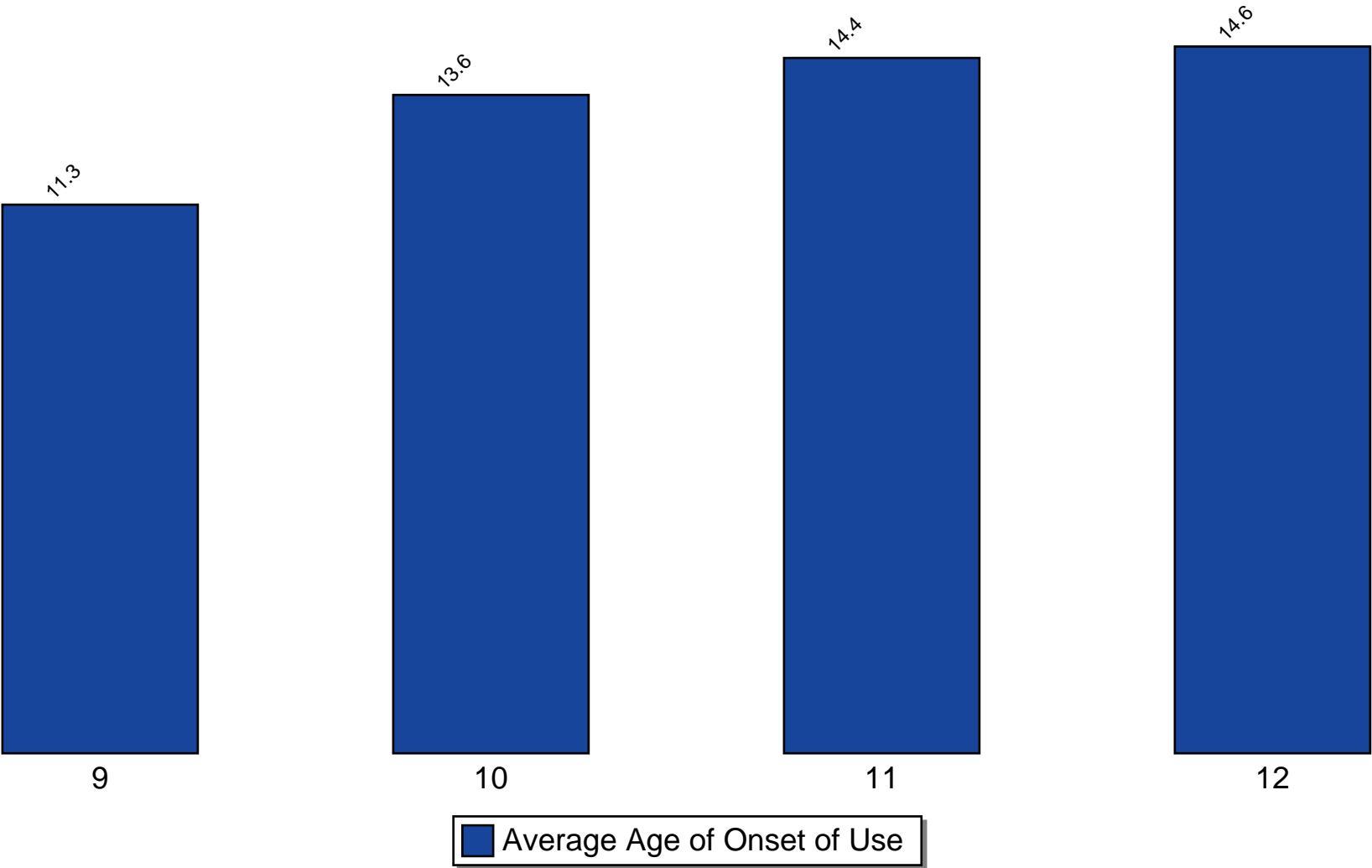


Source: Pride Surveys



Source: Pride Surveys

Average Age of Onset of Use of Over-the-Counter Drugs

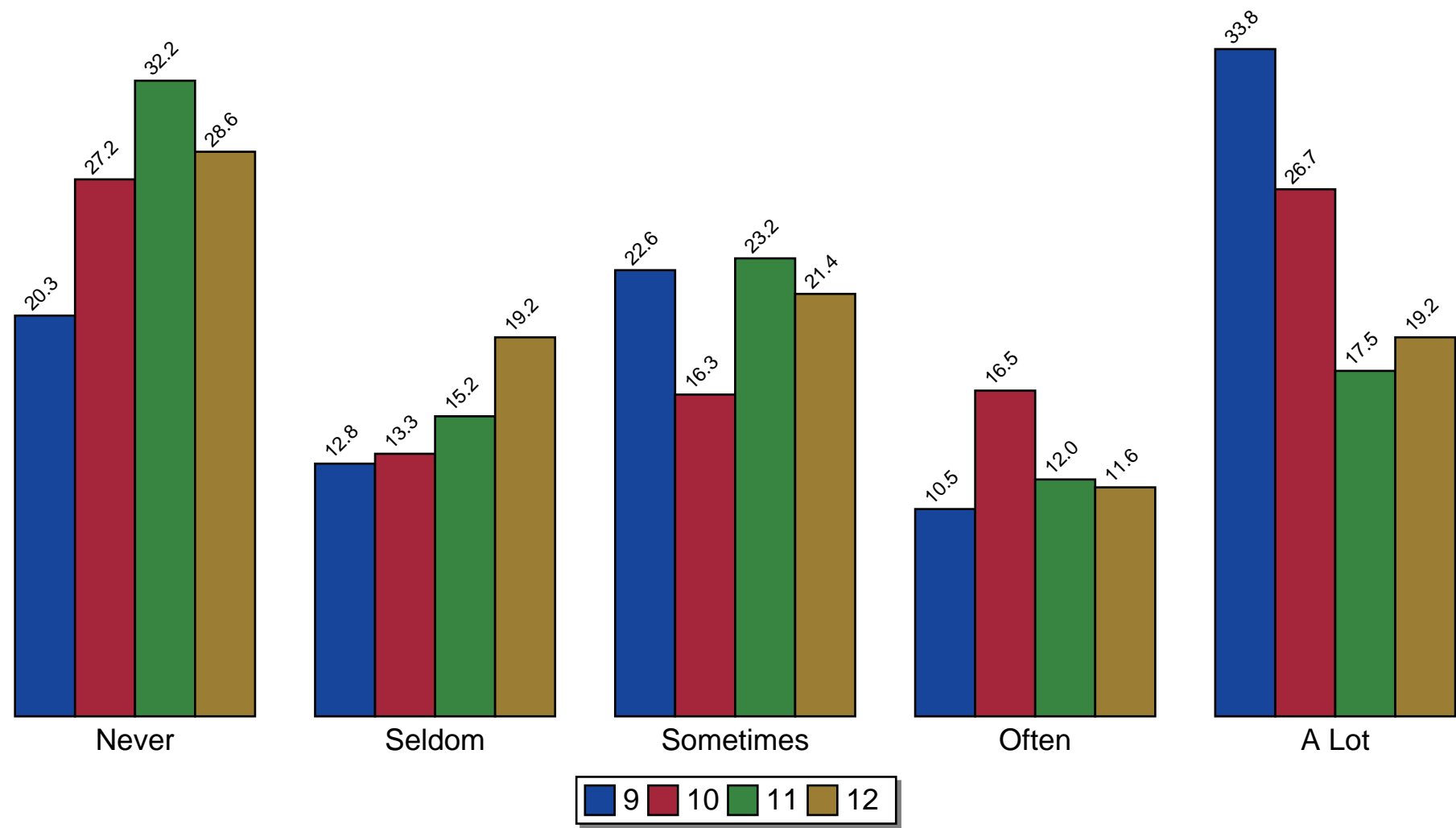


Source: Pride Surveys

3.5 Student Information

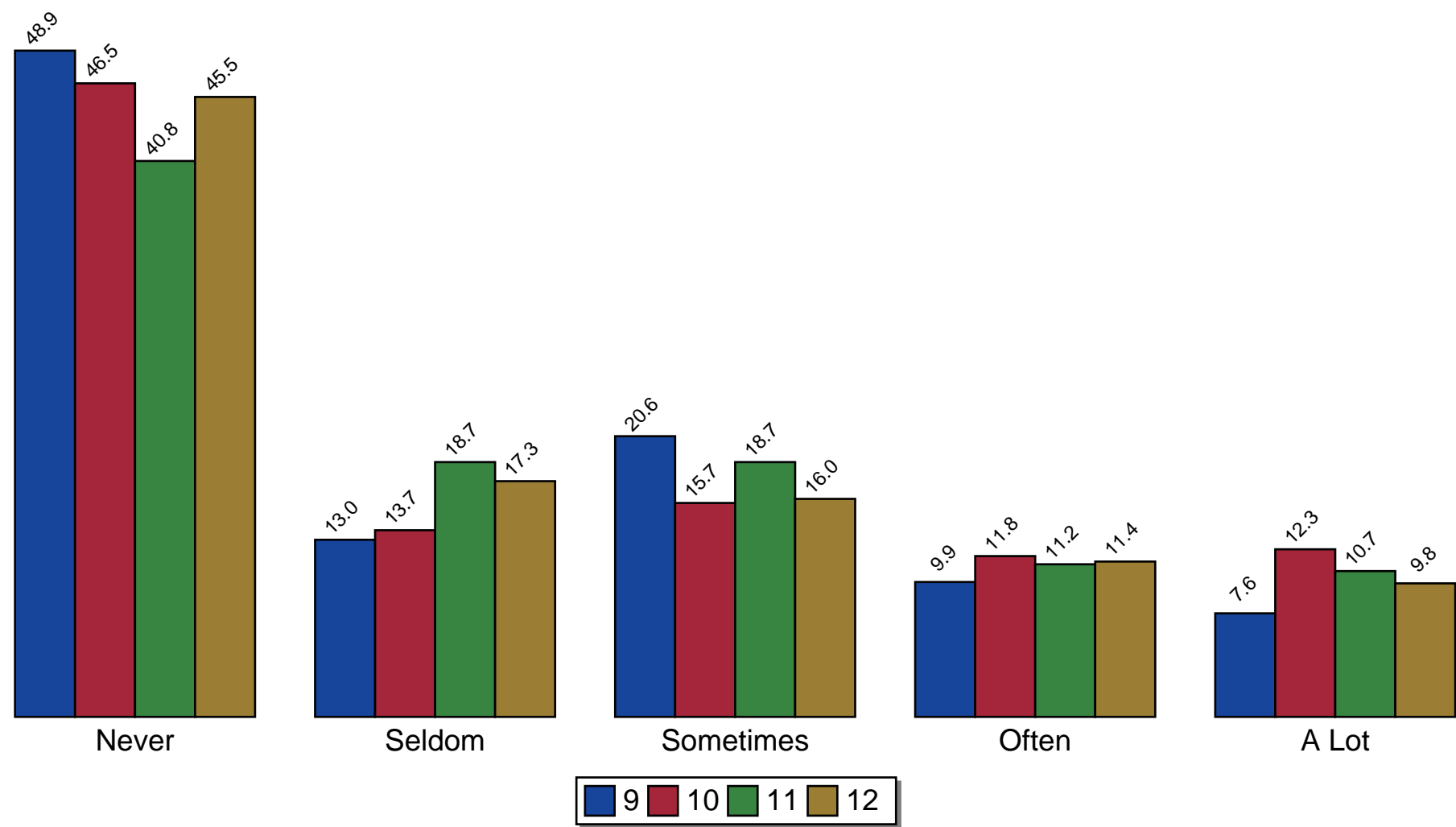
The following section contains graphs depicting how students responded to questions that past analysis indicates are correlated with substance use broken down by grade level.

Attend Church or Synagogue



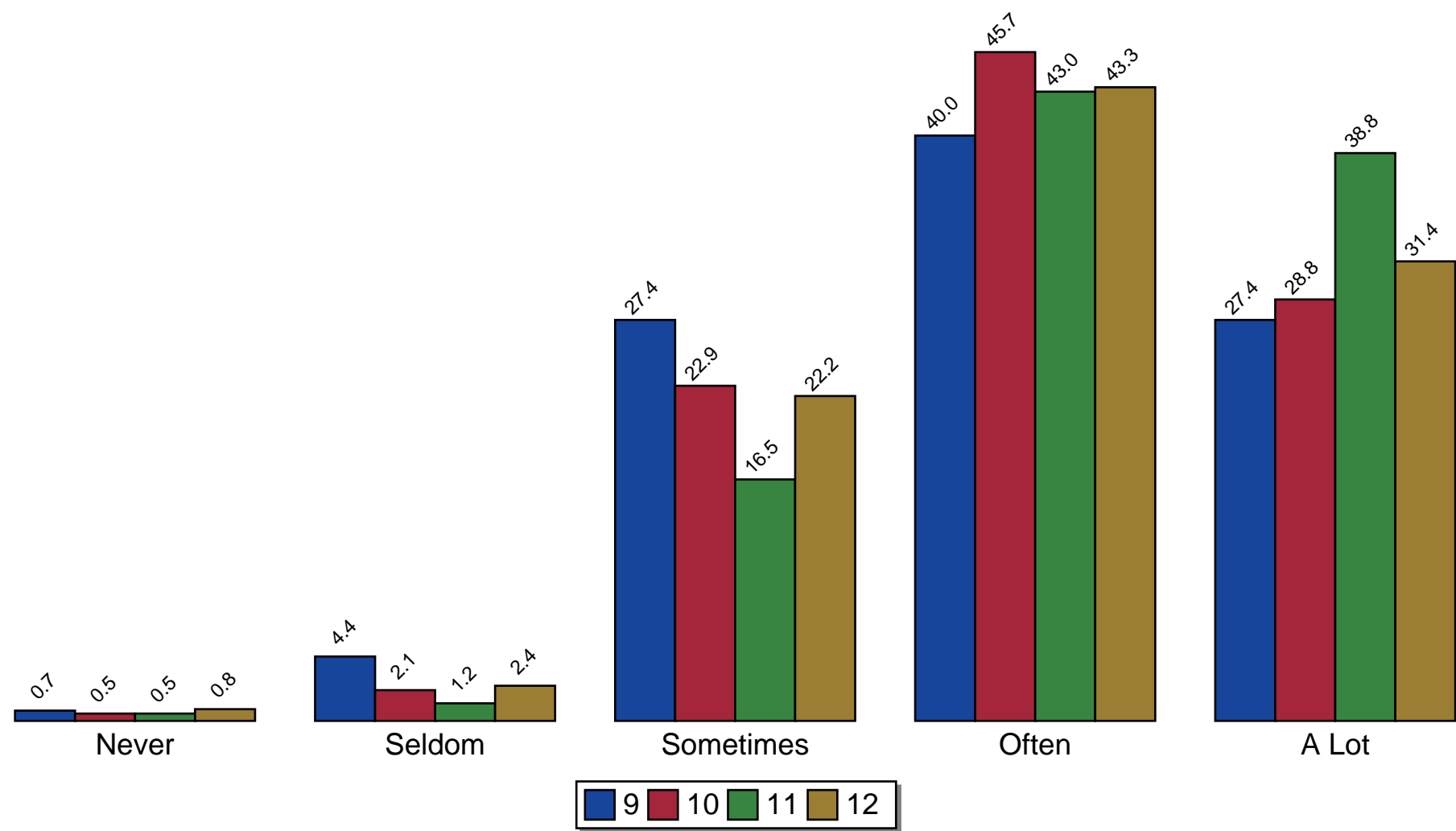
Source: Pride Surveys

Take Part in Community Activities



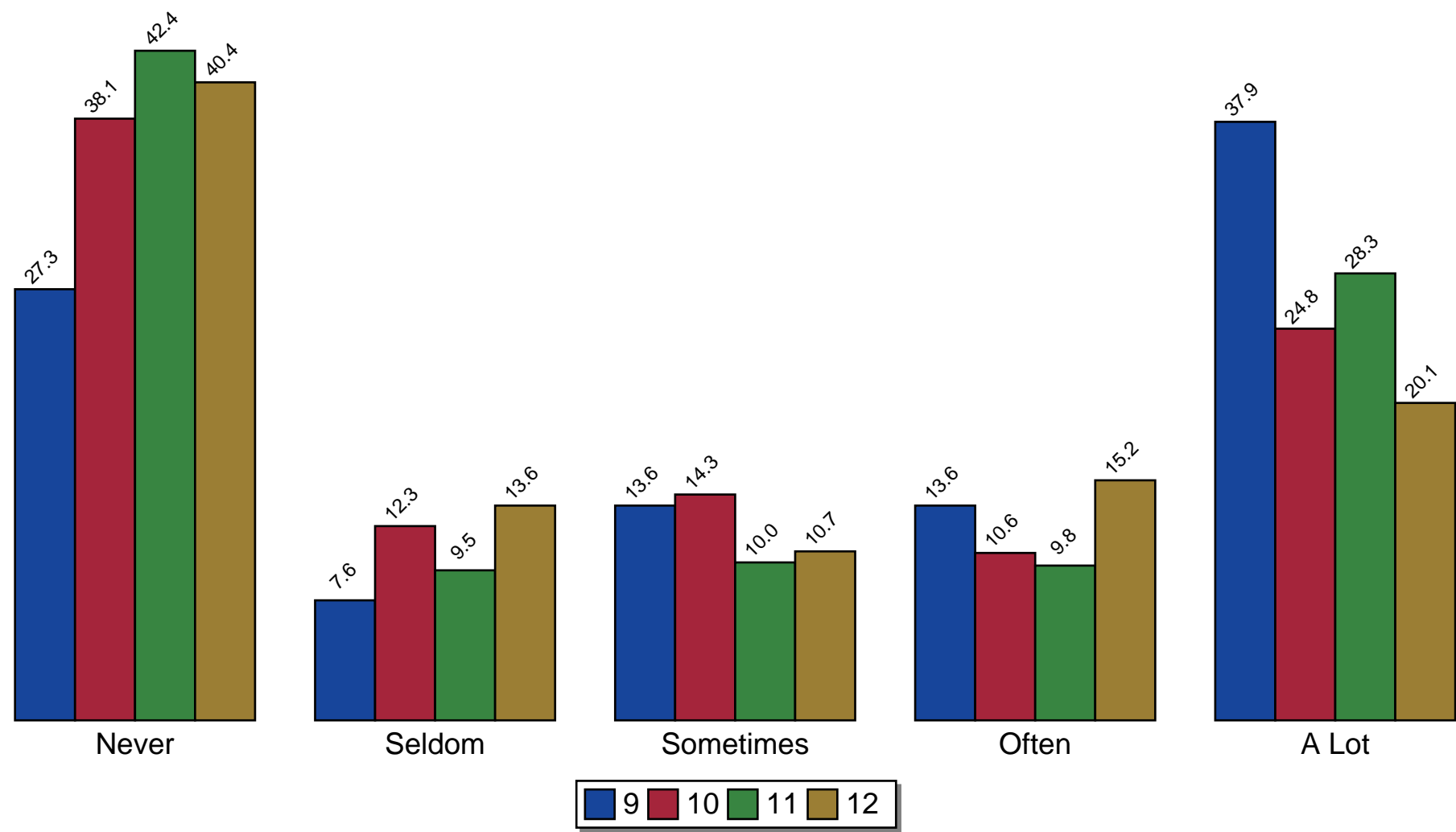
Source: Pride Surveys

Make Good Grades



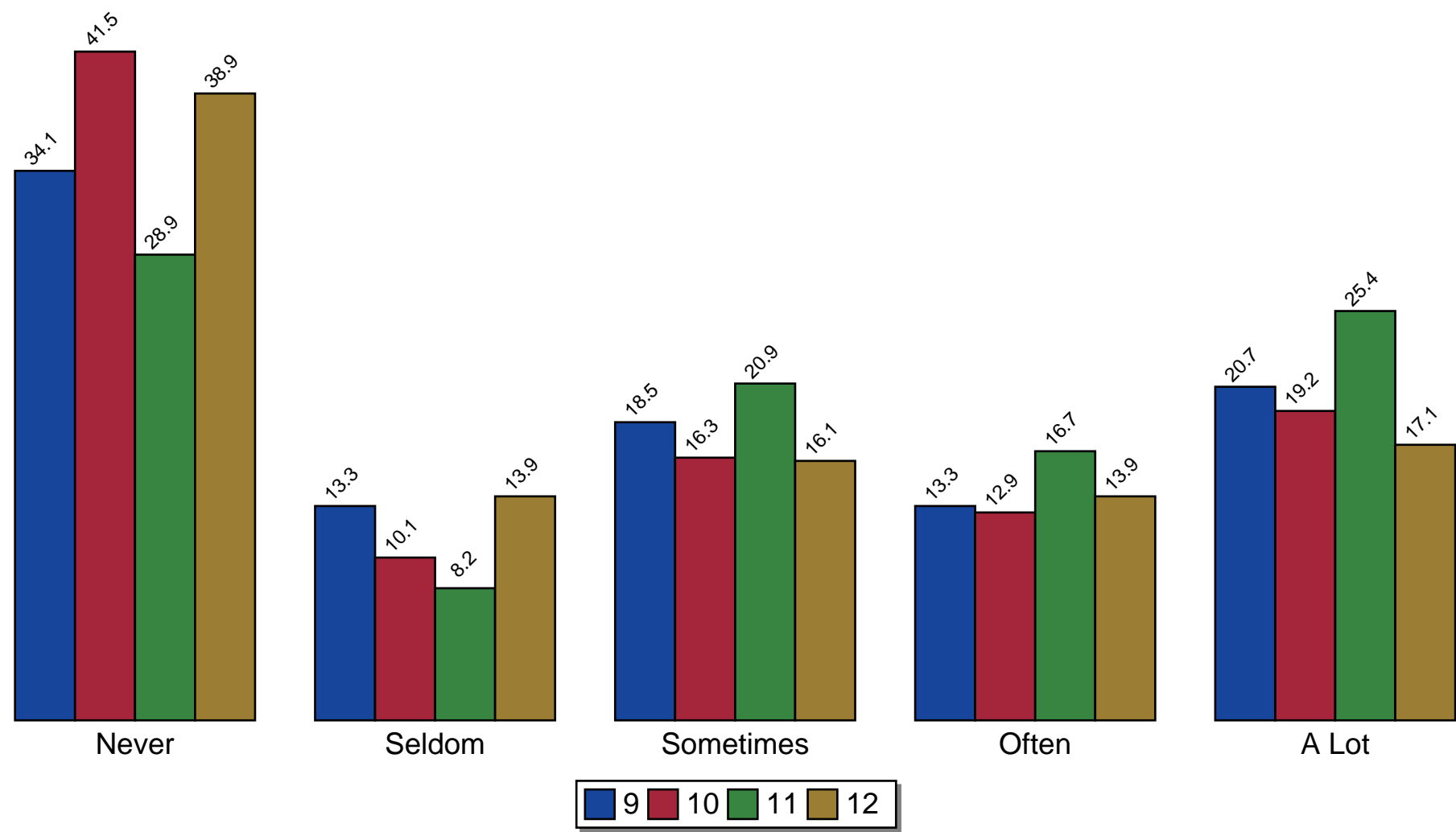
Source: Pride Surveys

Take Part in Sports Teams



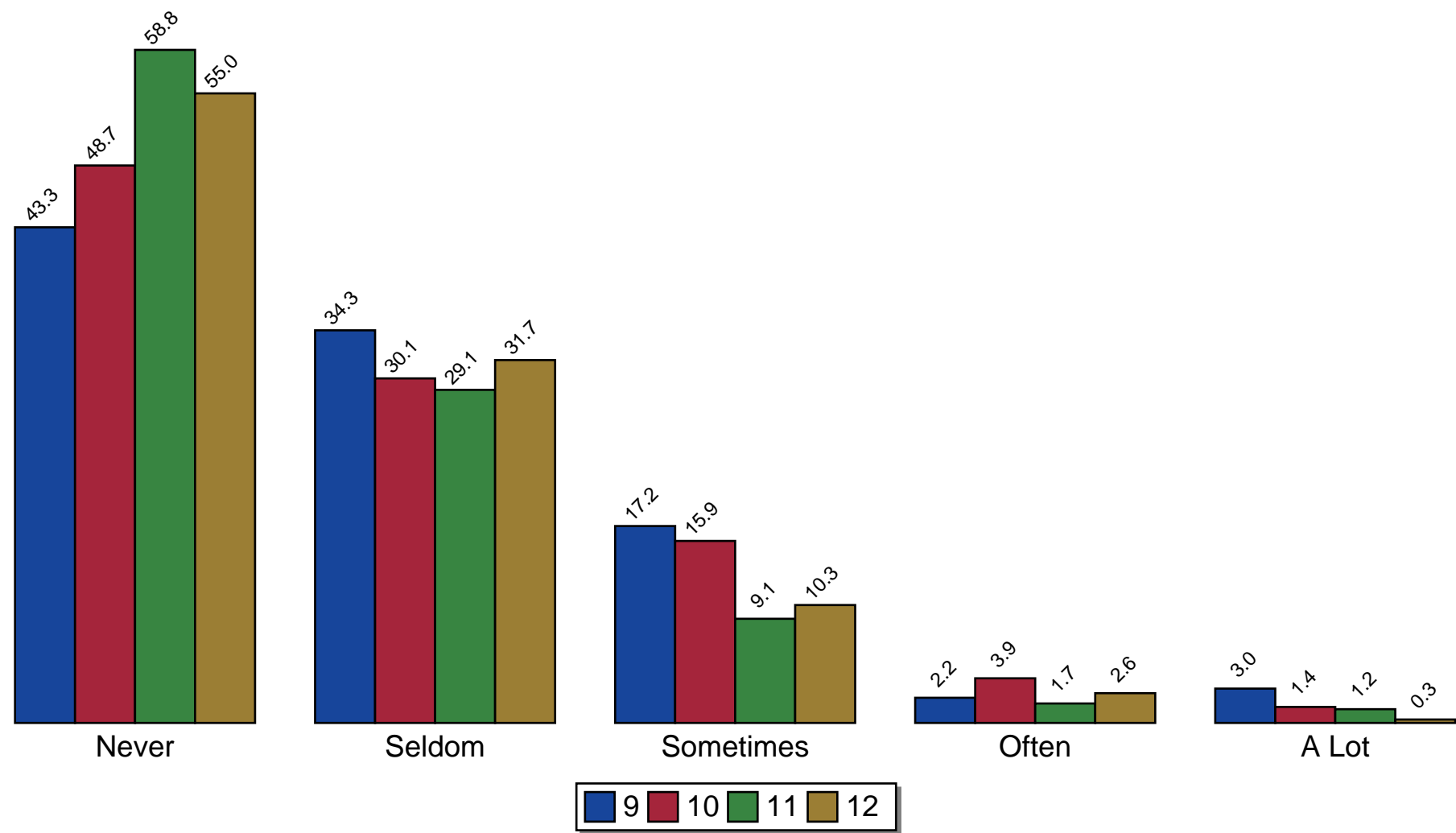
Source: Pride Surveys

Take Part in School Activities



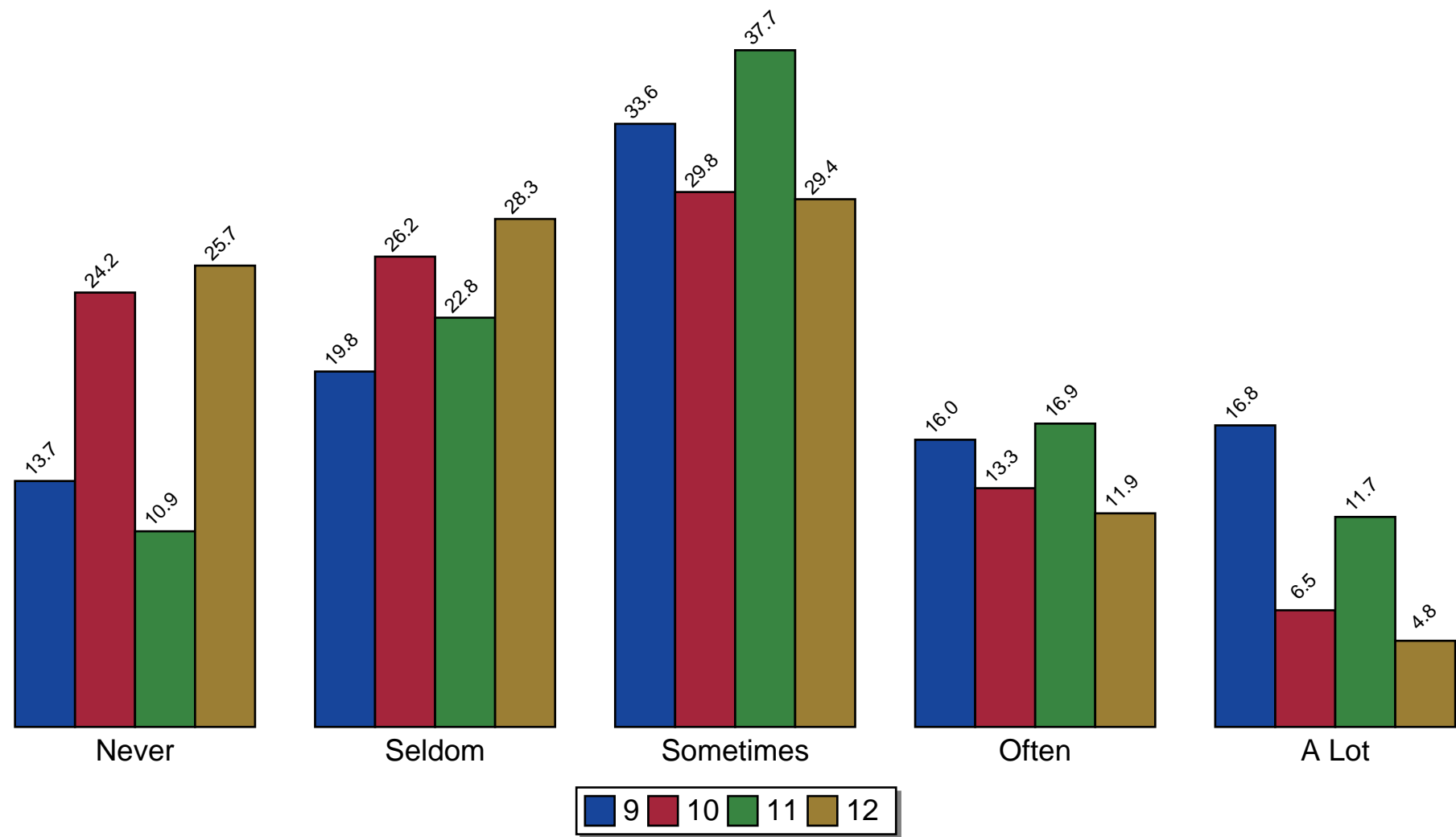
Source: Pride Surveys

Get in Trouble at School



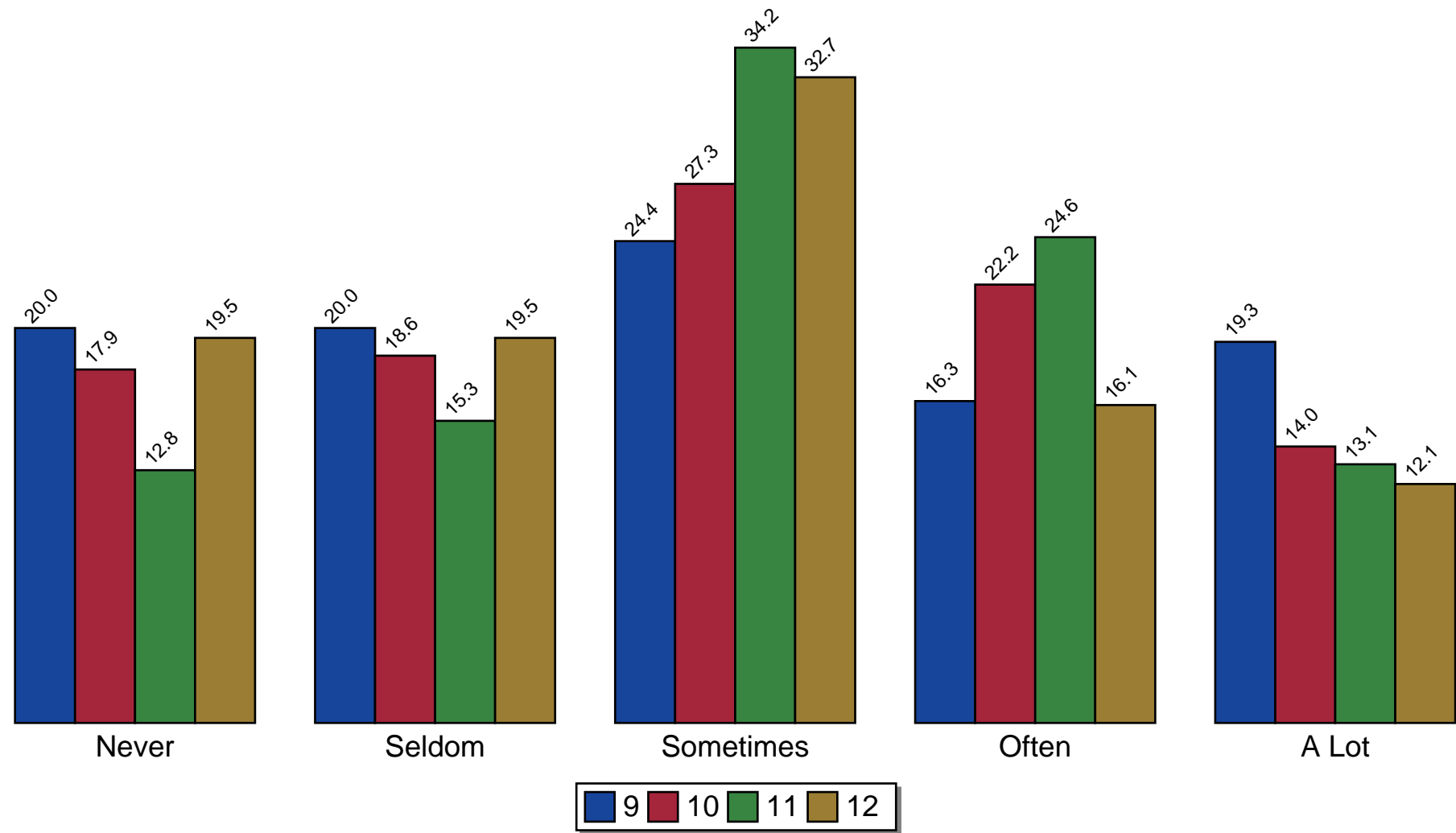
Source: Pride Surveys

Teachers Talk About the Dangers of Drugs



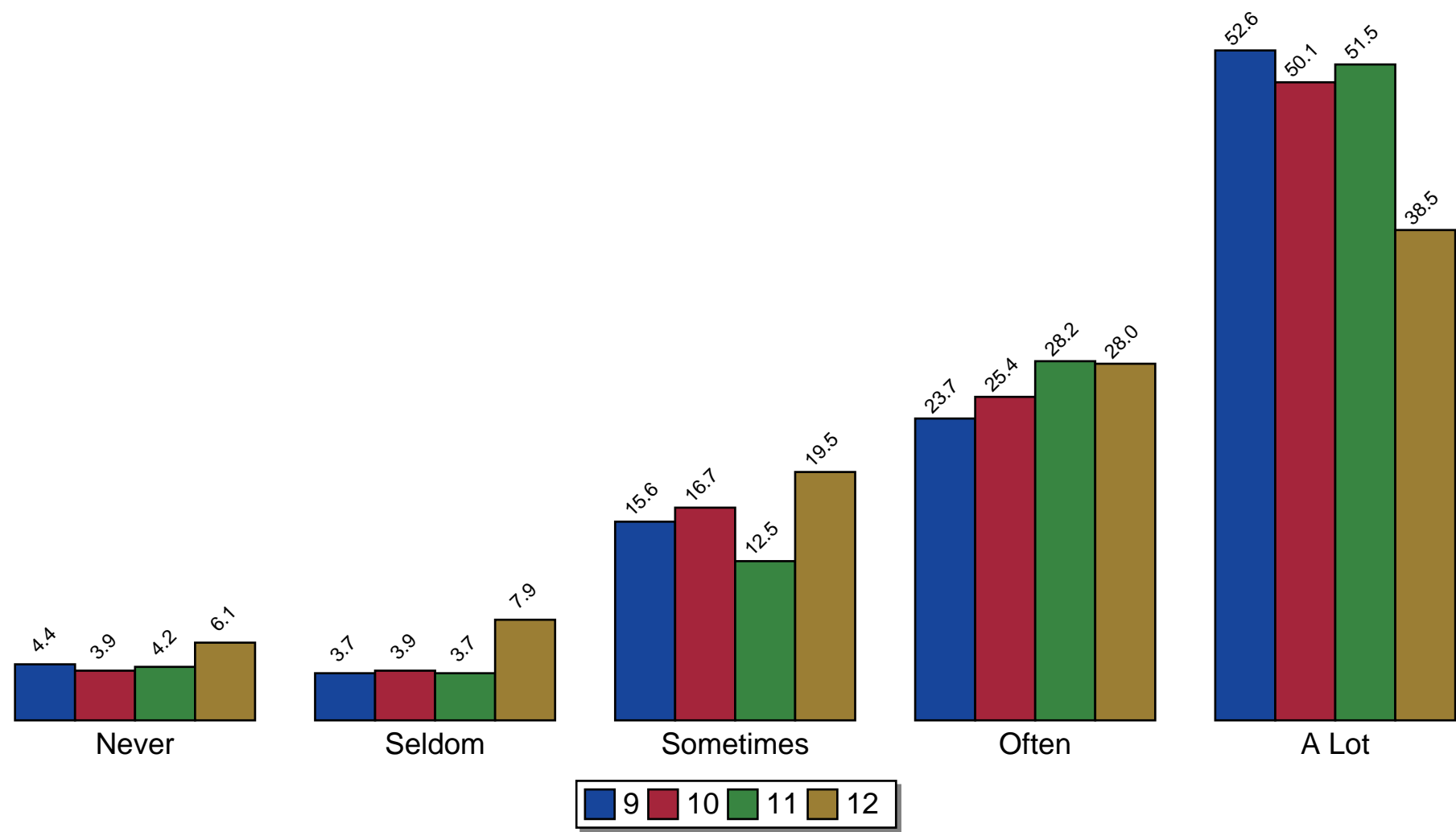
Source: Pride Surveys

Parents Talk About the Dangers of Drugs



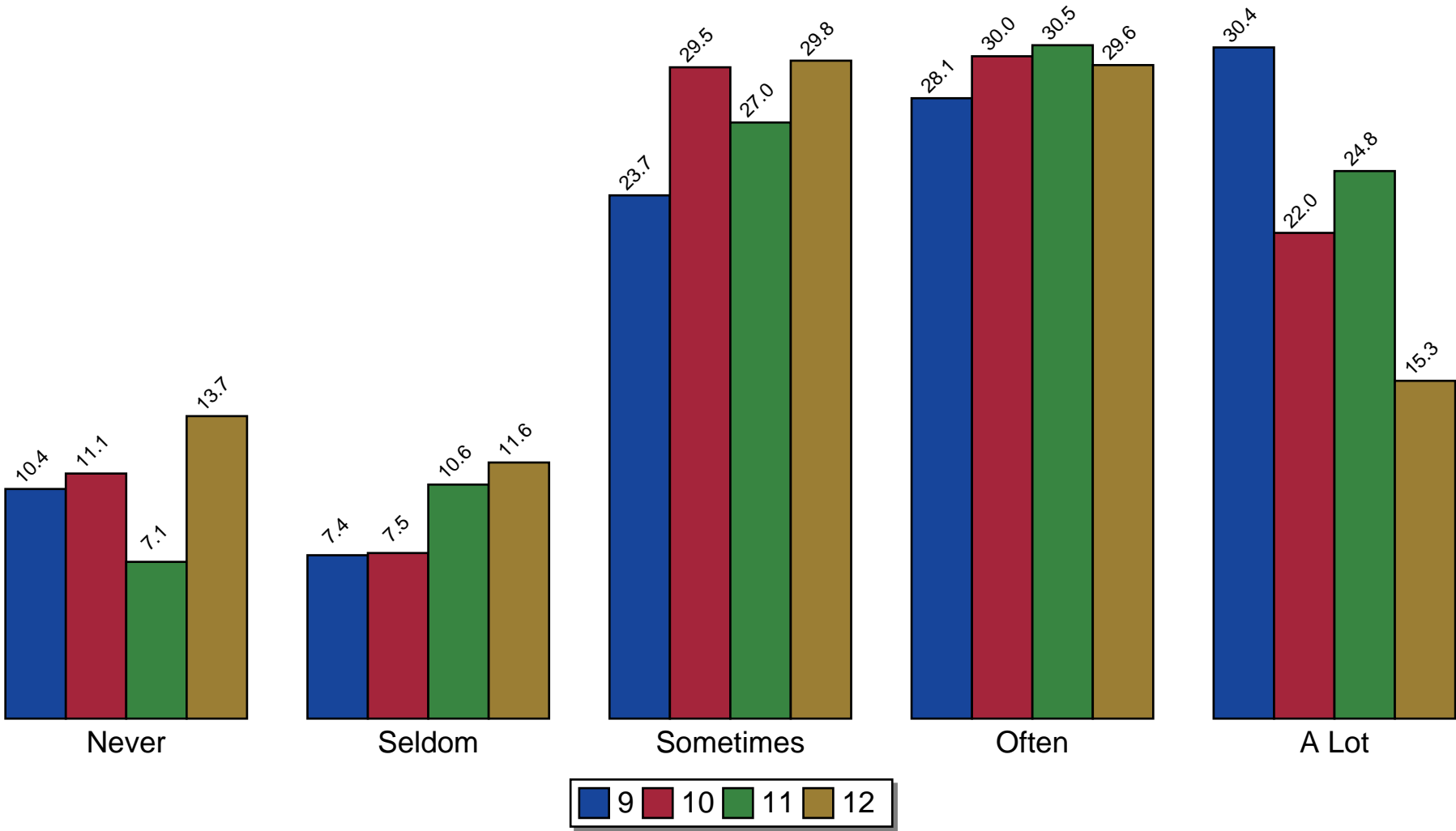
Source: Pride Surveys

Parents Set Clear Rules



Source: Pride Surveys

Parents Punish for Breaking Rules

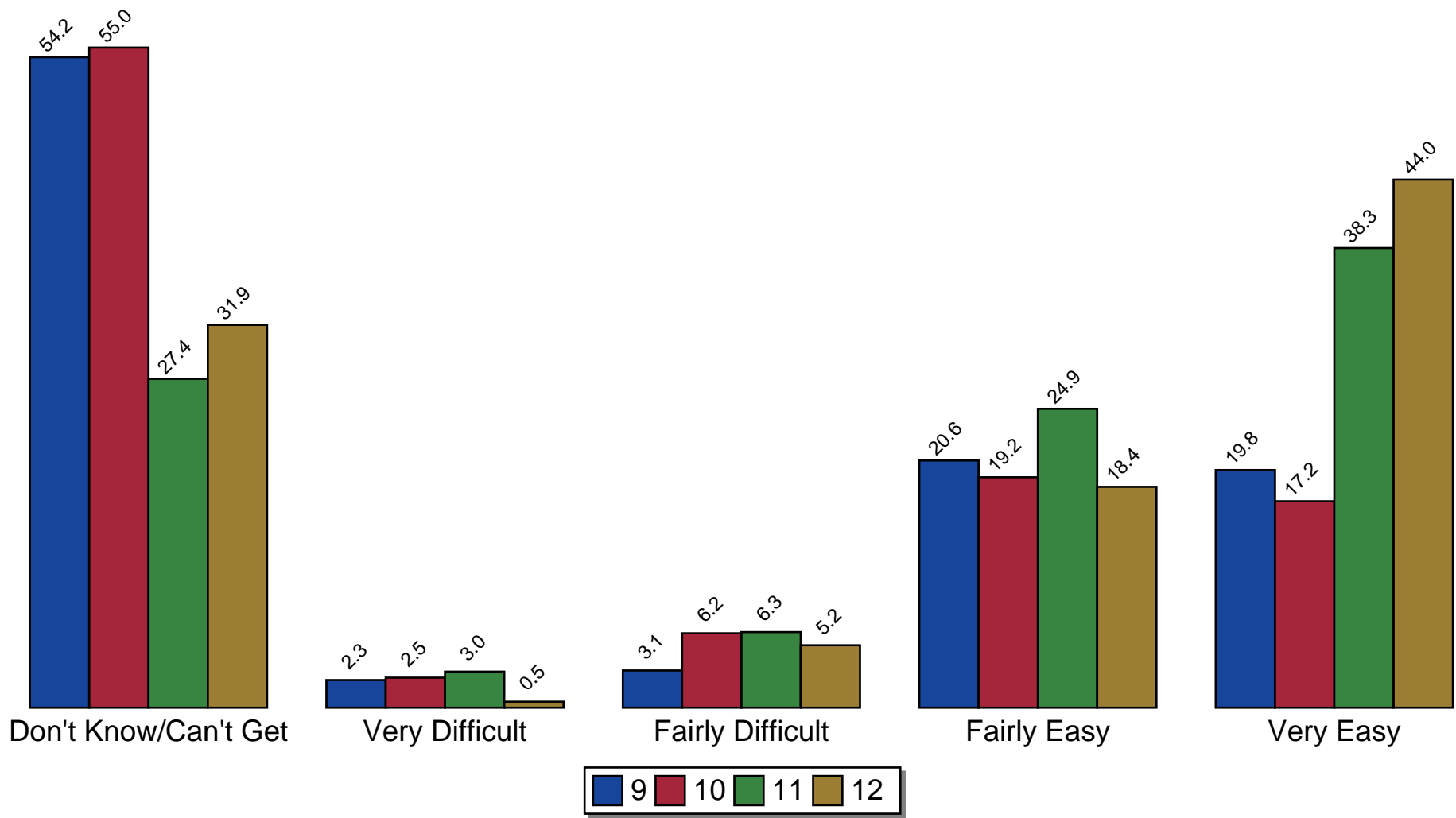


Source: Pride Surveys

3.6 Availability

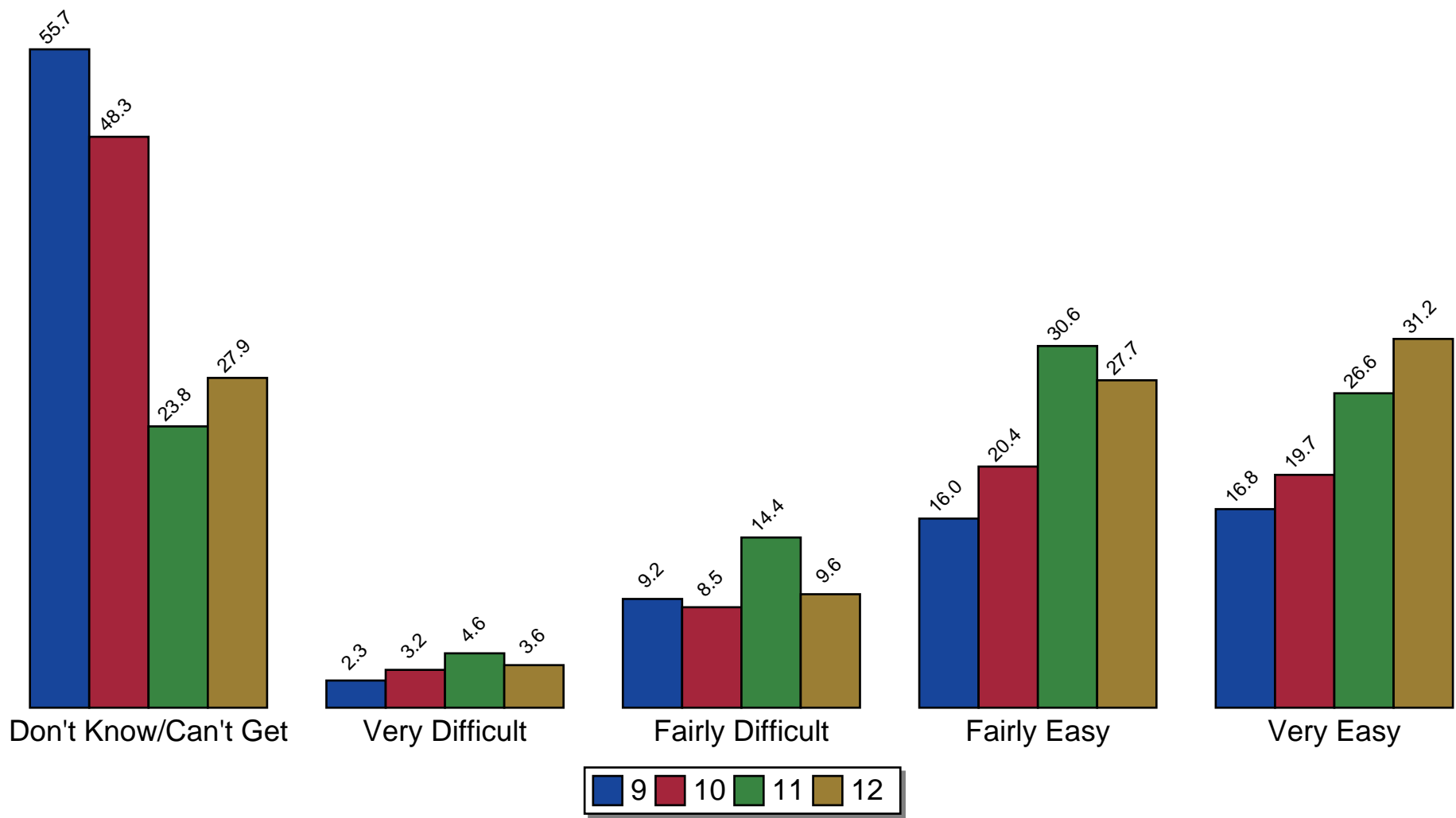
The following section contains graphs depicting how students responded to questions on the availability of certain drugs broken down by grade level.

Availability -- Tobacco



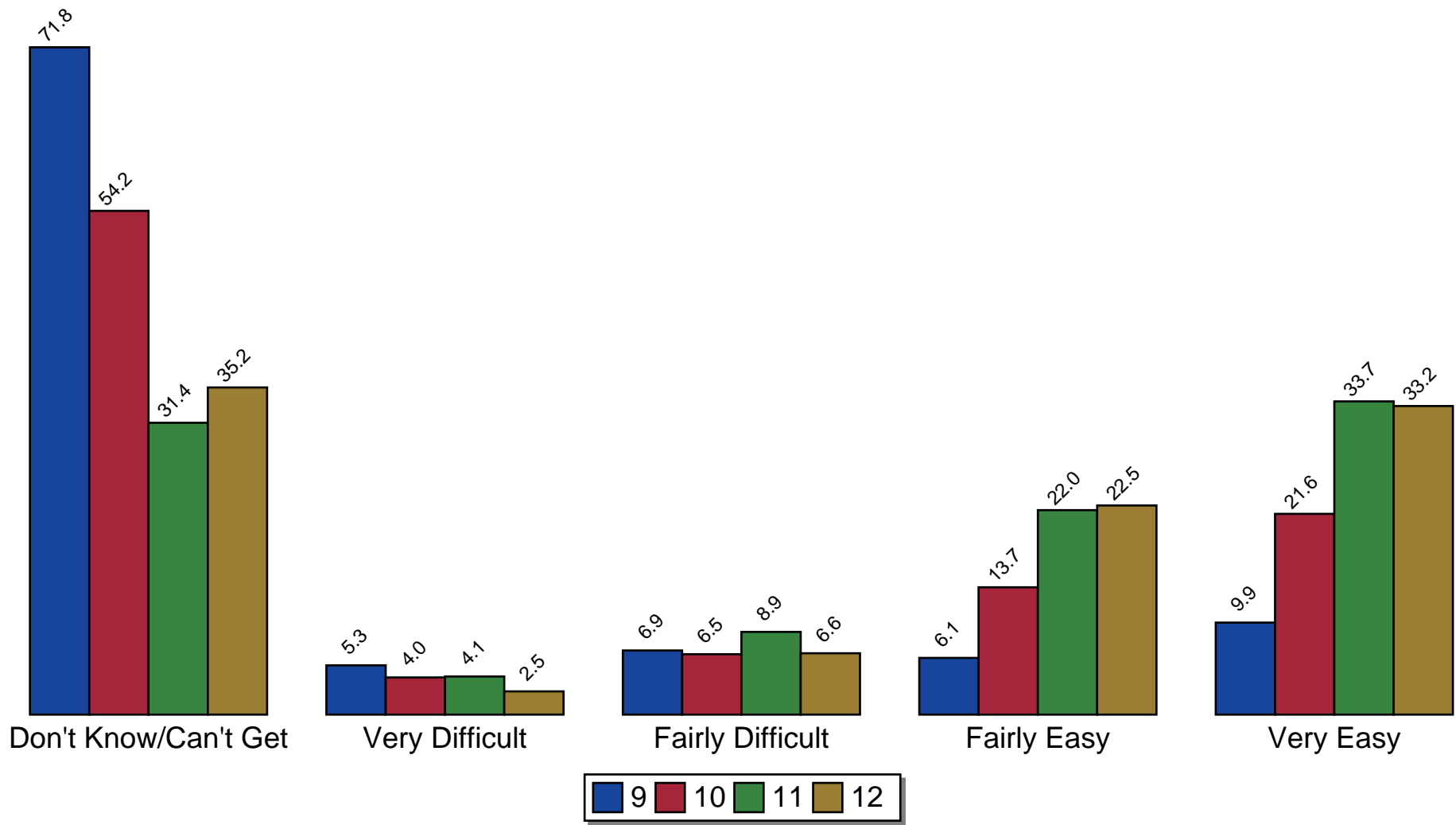
Source: Pride Surveys

Availability -- Alcohol



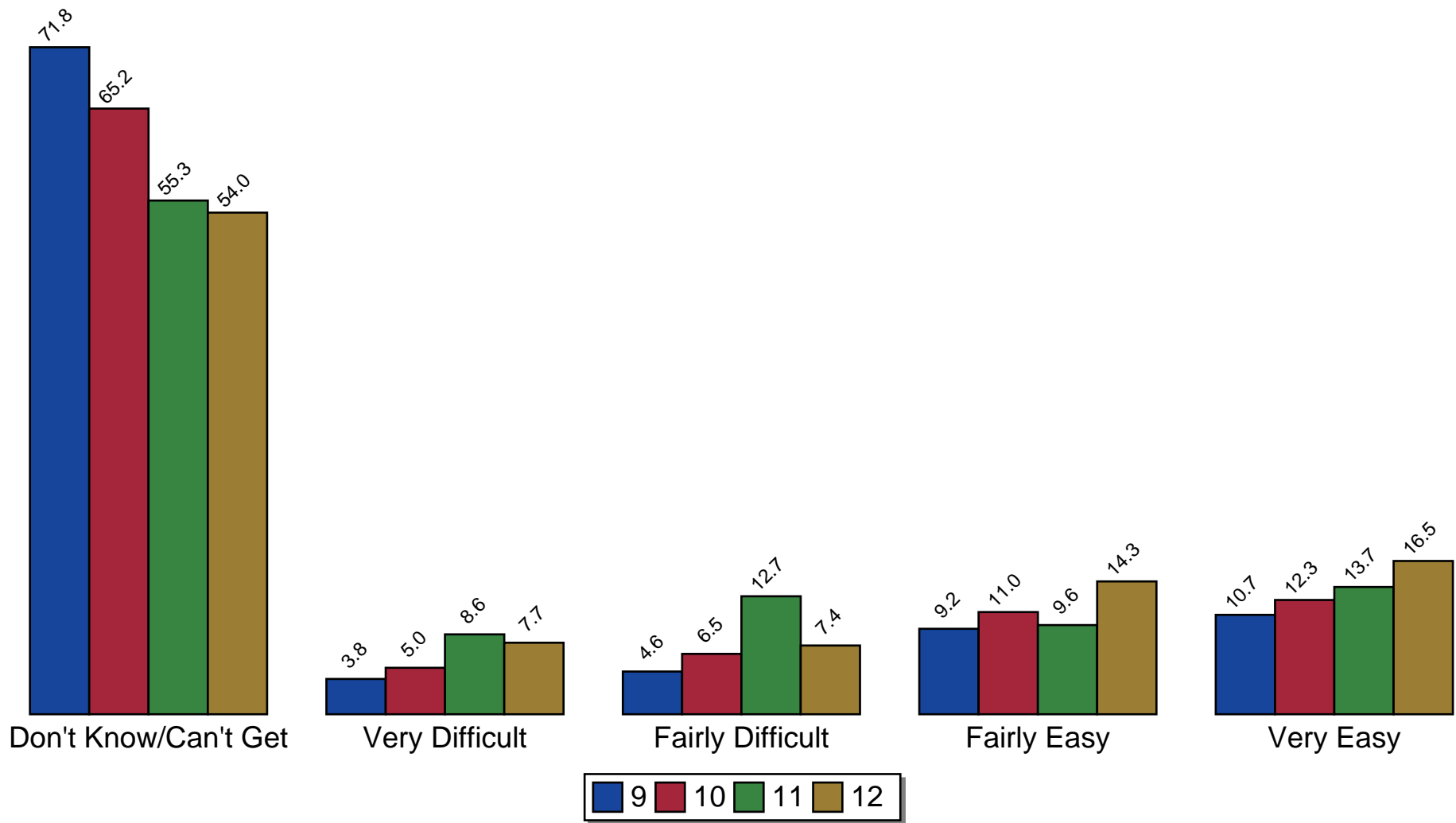
Source: Pride Surveys

Availability -- Marijuana



Source: Pride Surveys

Availability -- Prescription Drugs



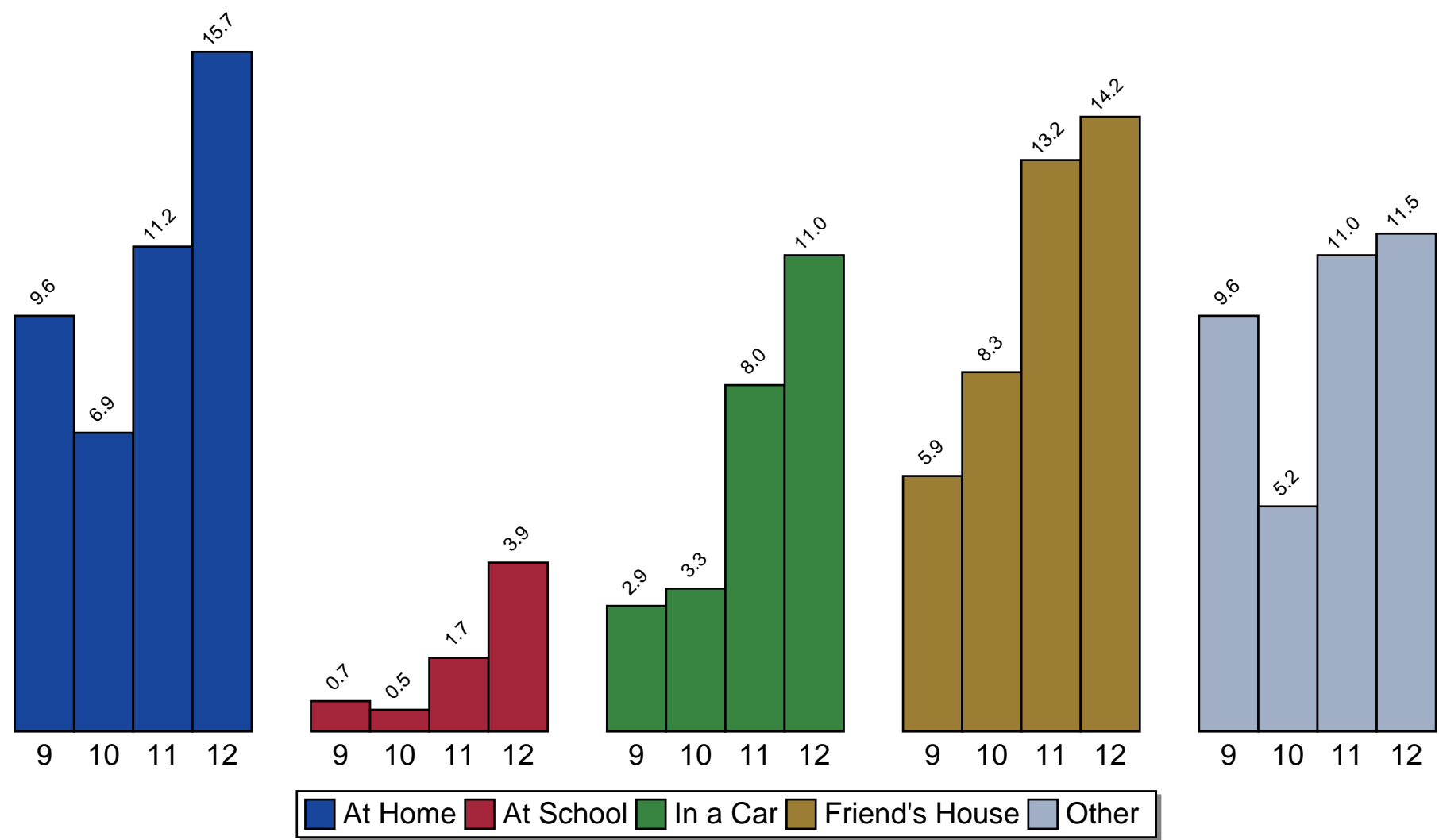
Source: Pride Surveys

3.7 Where & When Do You Use

3.7.1 Where Do You Use

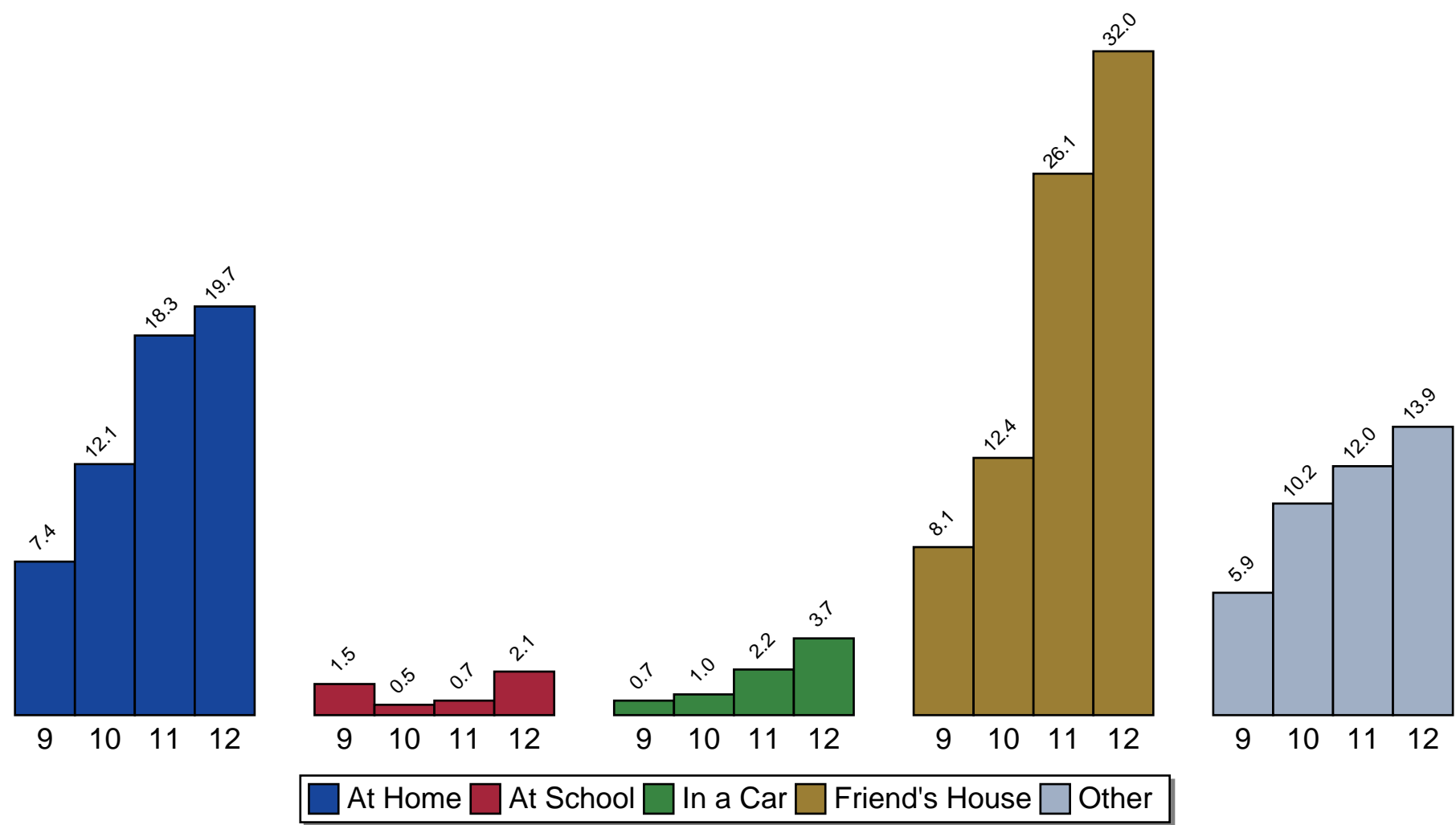
The following section contains graphs depicting how students responded to questions on where they use certain drugs broken down by grade level. Past analysis of national summary data indicates that *At School* is typically the least popular location for drug use.

Where Do You Use Tobacco



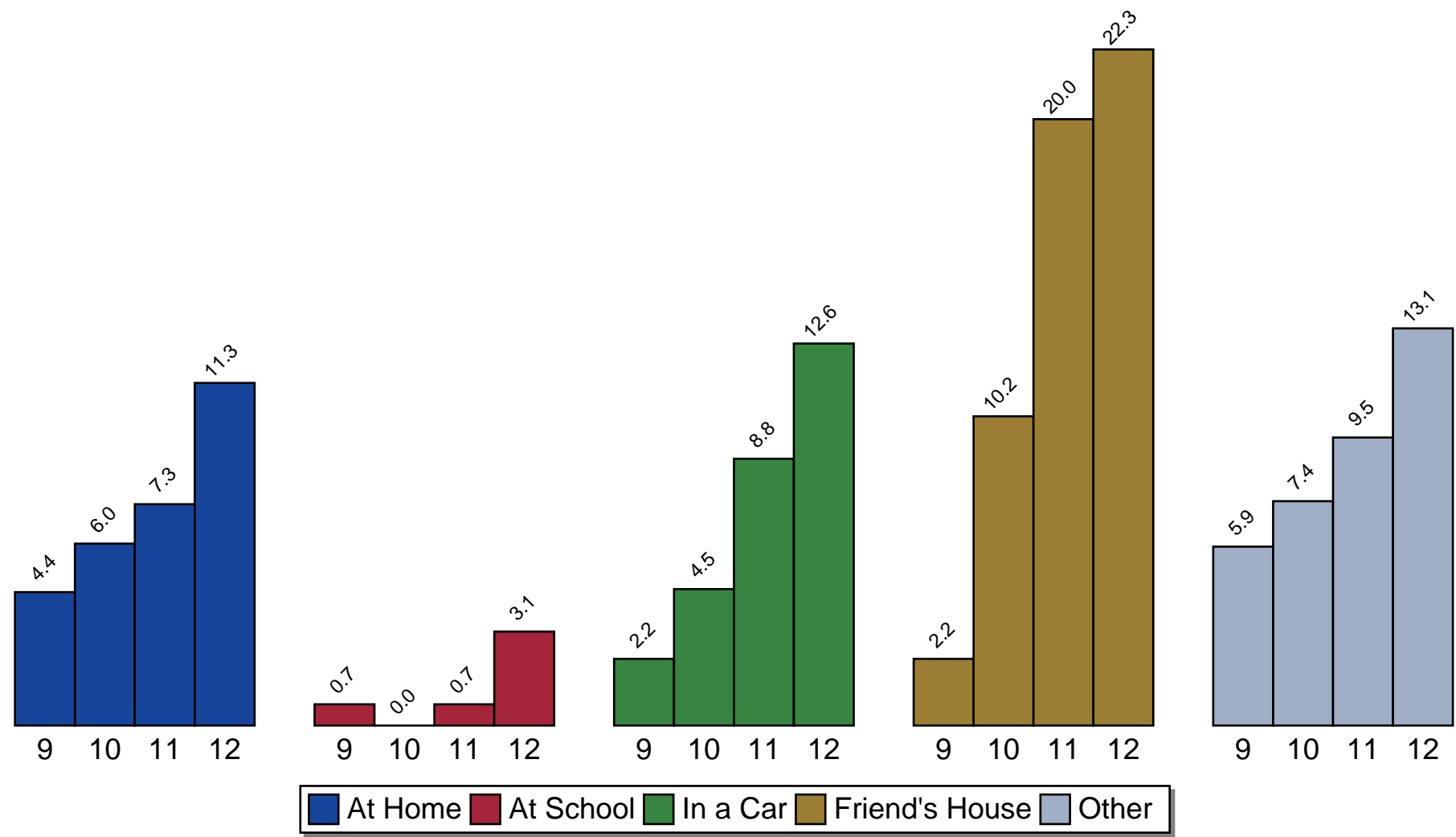
Source: Pride Surveys

Where Do You Use Alcohol



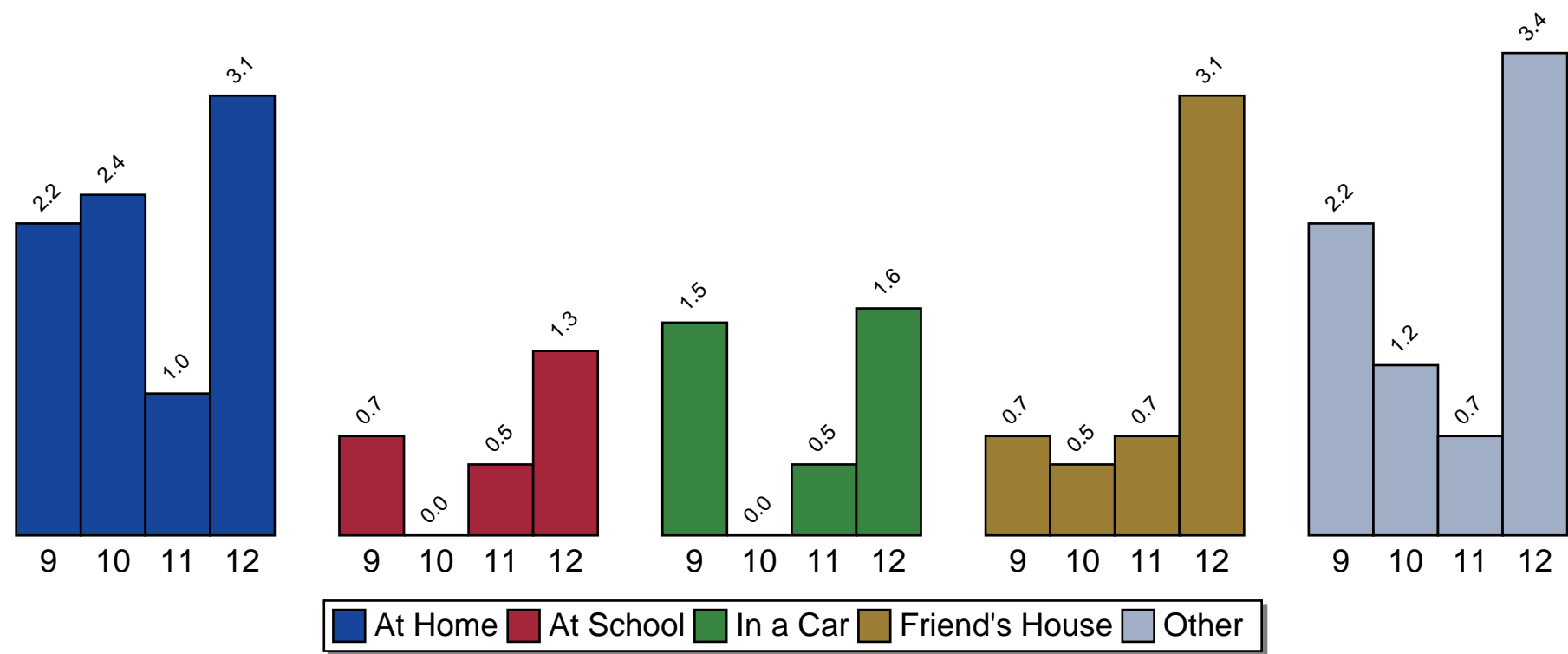
Source: Pride Surveys

Where Do You Use Marijuana



Source: Pride Surveys

Where Do You Use Prescription Drugs

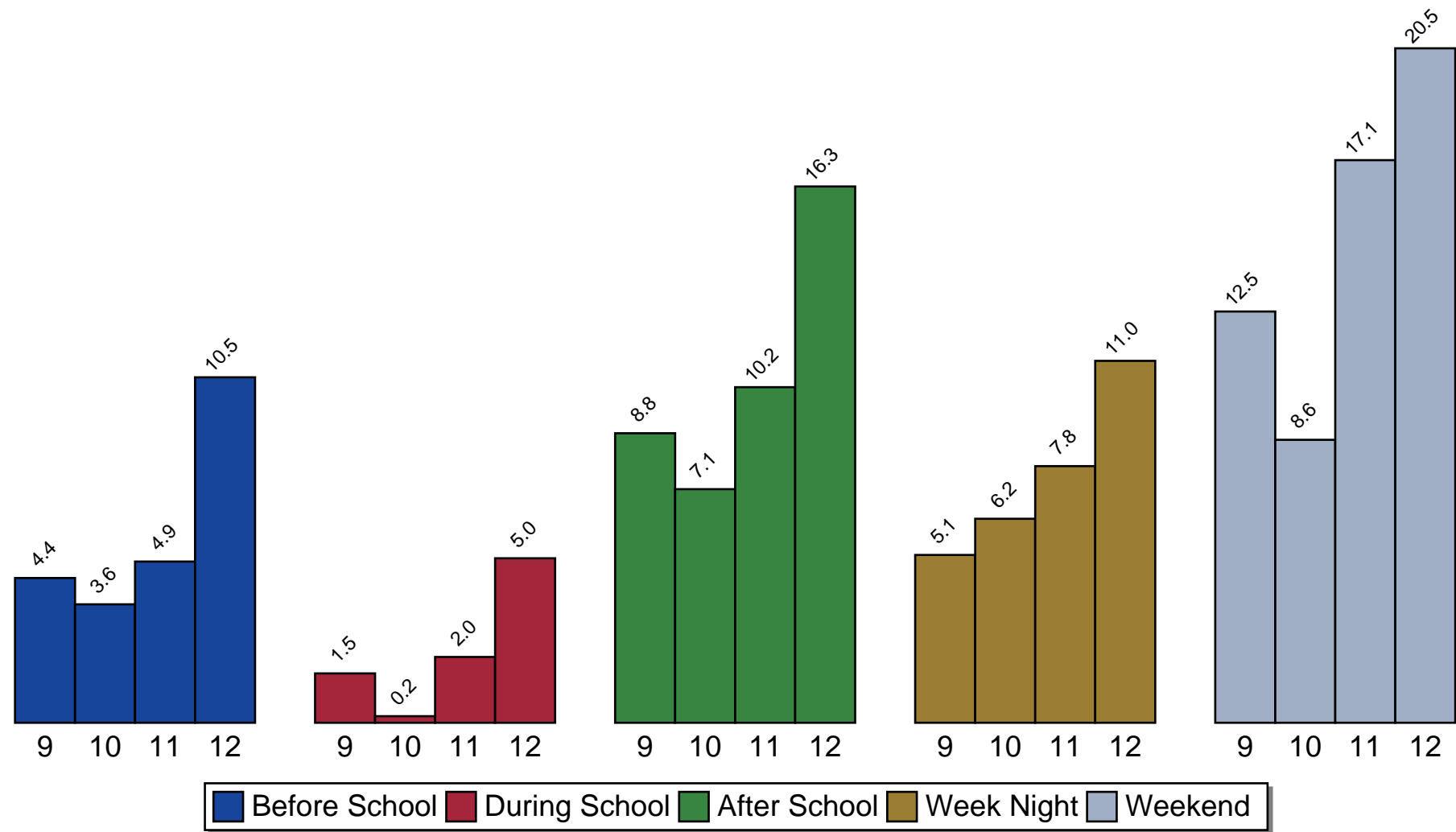


Source: Pride Surveys

3.7.2 When Do You Use

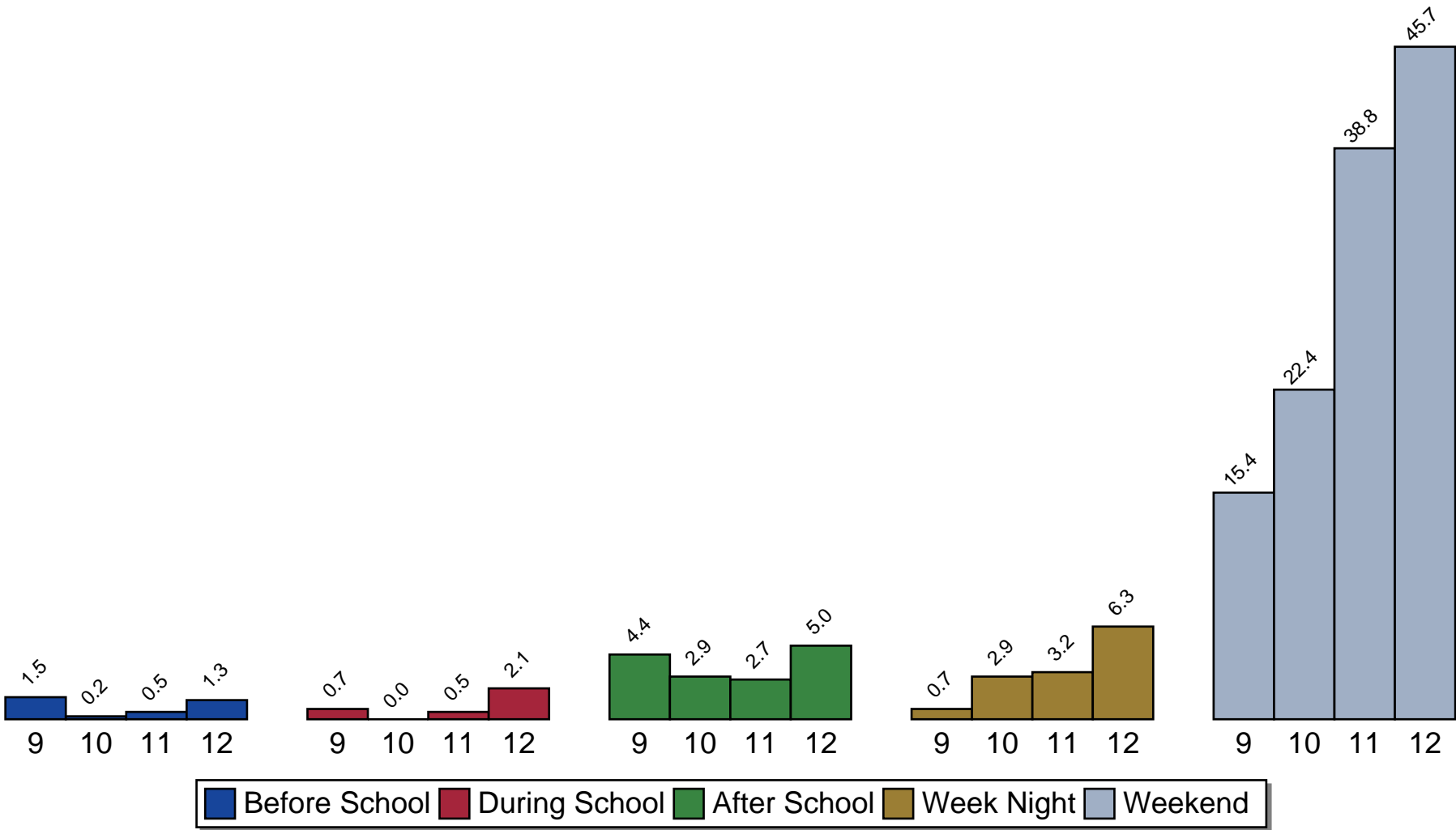
The following section contains graphs depicting how students responded to questions on when they use certain drugs broken down by grade level. Past analysis of national summary data indicates that *During School* is typically the least popular time for drug use.

When Do You Use Tobacco



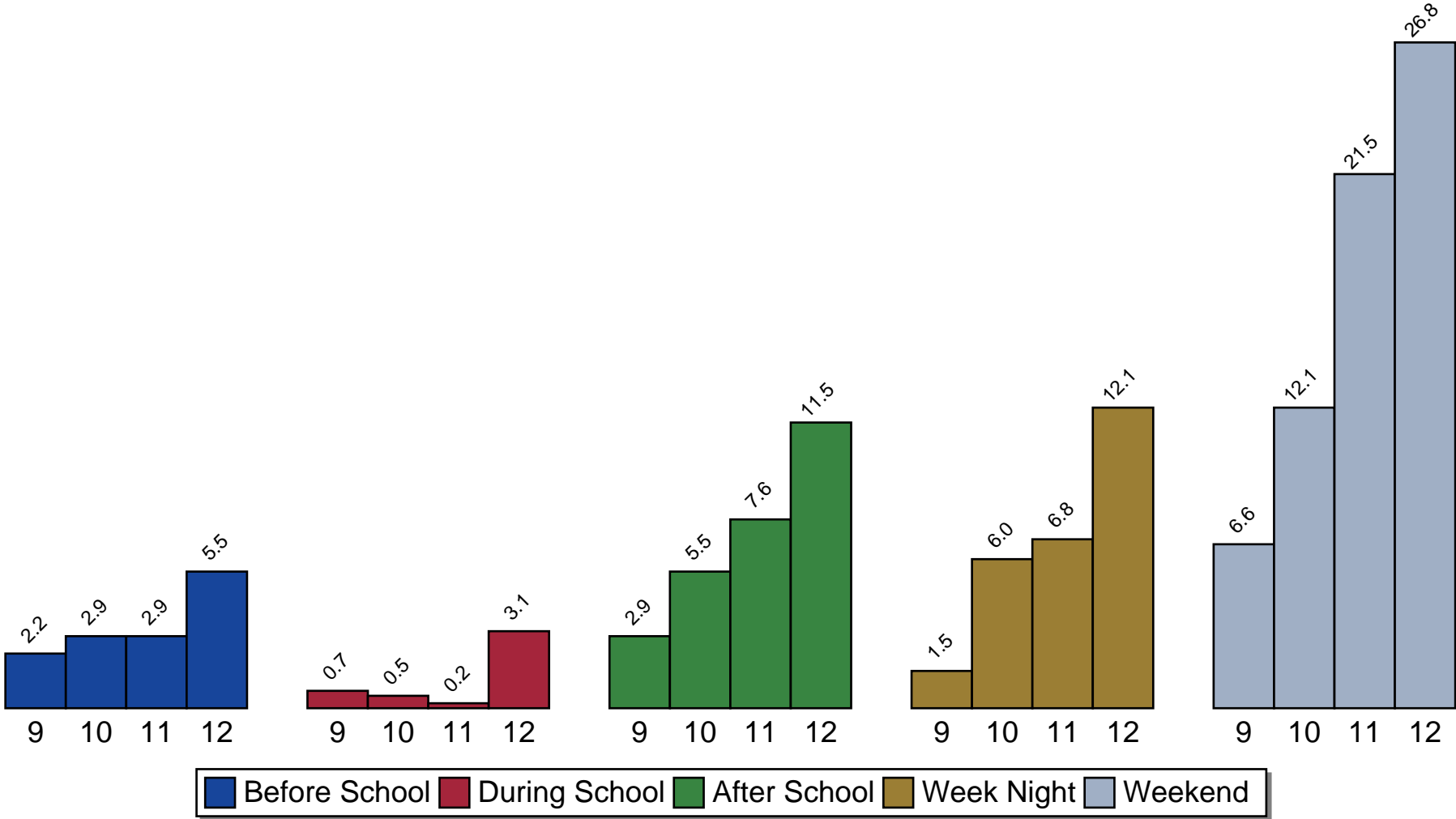
Source: Pride Surveys

When Do You Use Alcohol



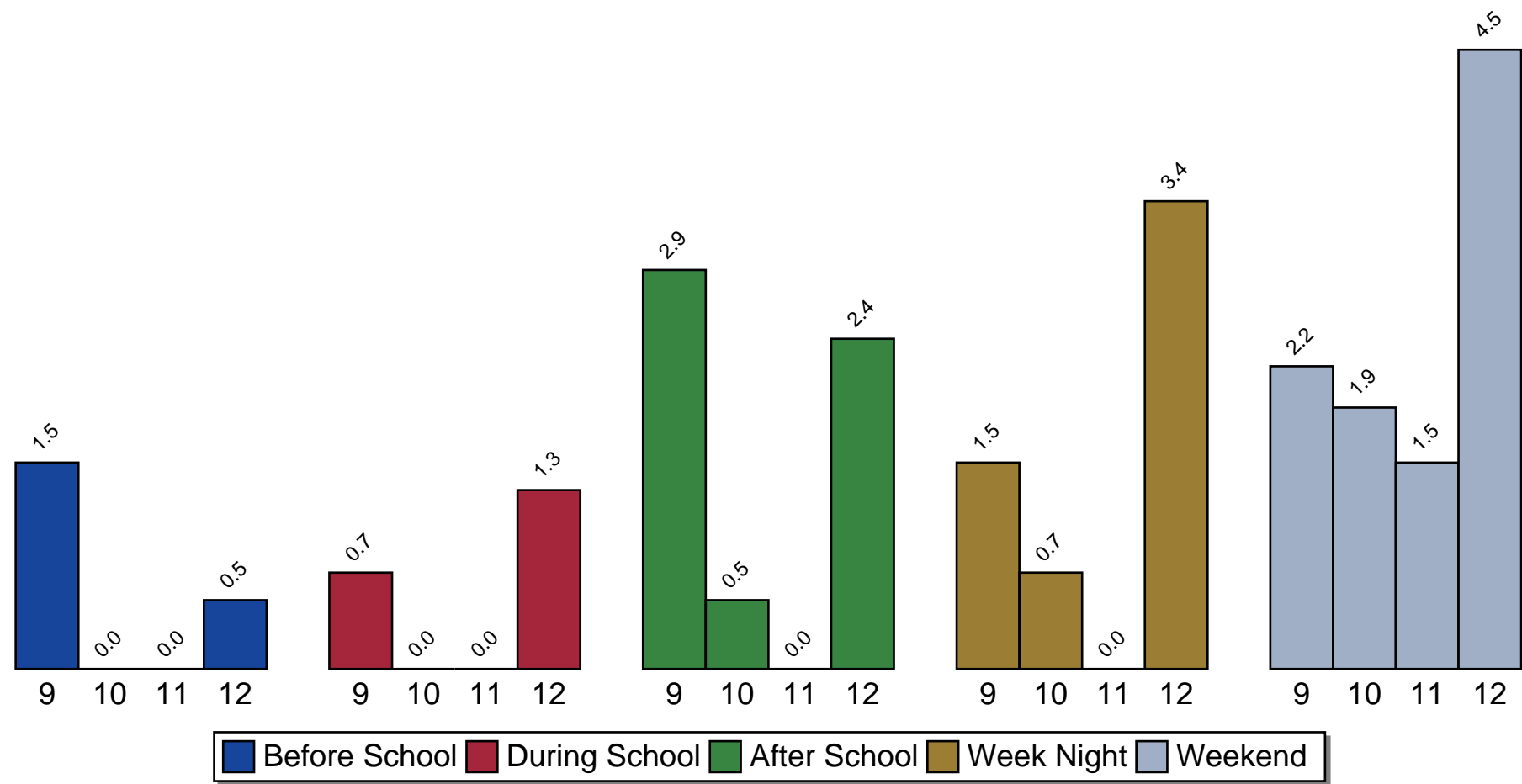
Source: Pride Surveys

When Do You Use Marijuana



Source: Pride Surveys

When Do You Use Prescription Drugs

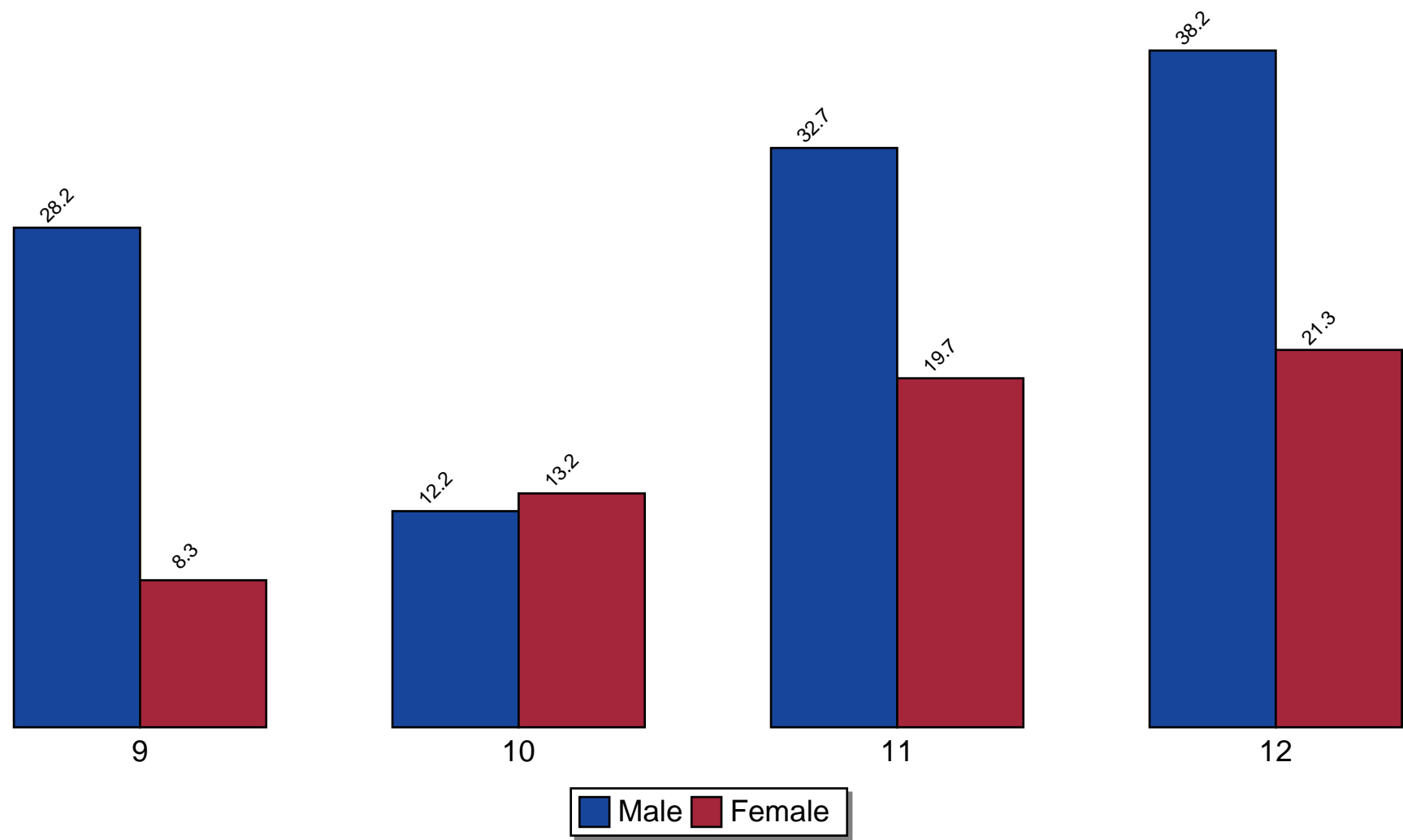


Source: Pride Surveys

3.8 Drug Use by Gender

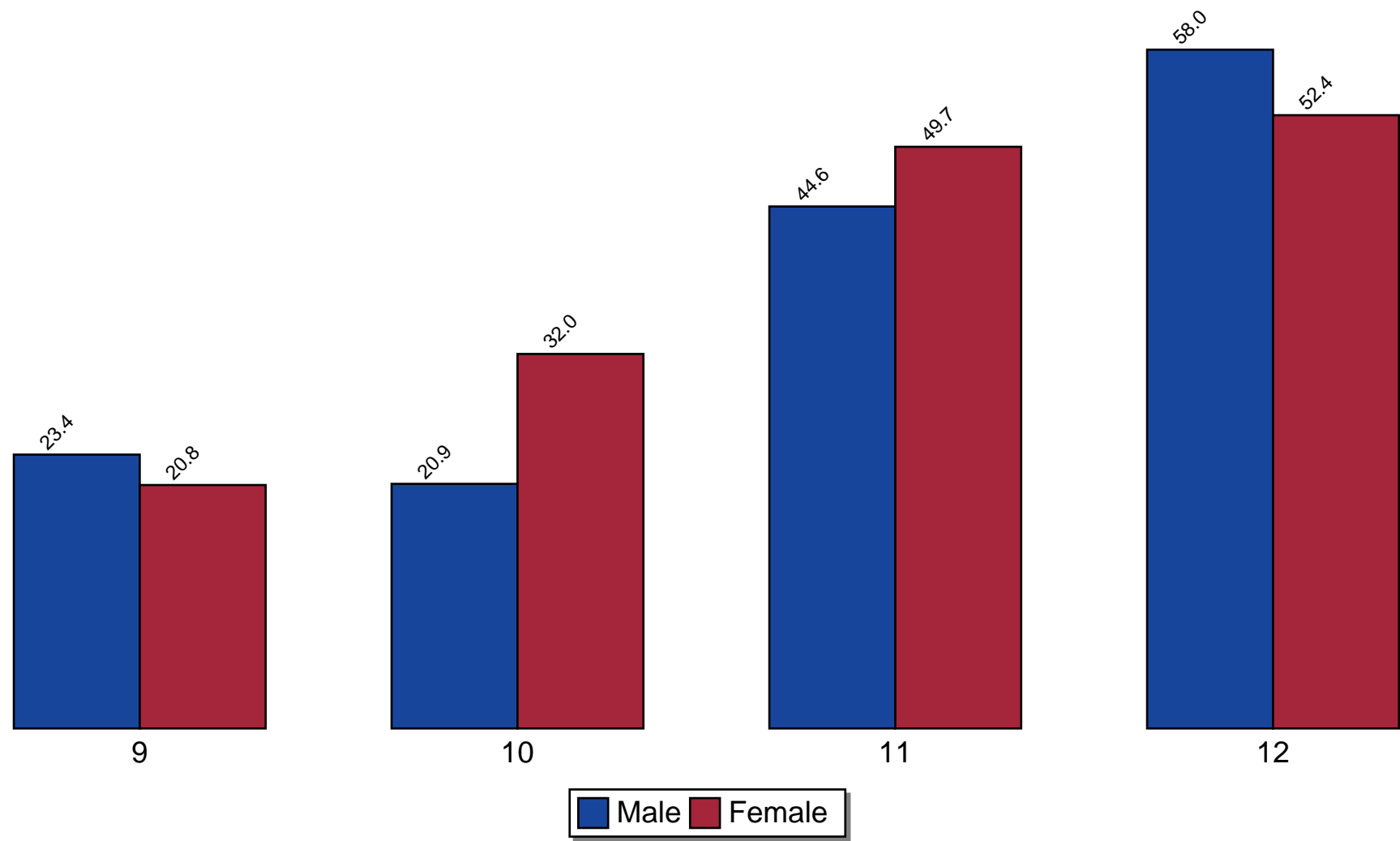
The following section contains graphs depicting how students responded to questions on use in the past year of certain drugs broken down by grade and sex.

Use of Tobacco by Gender



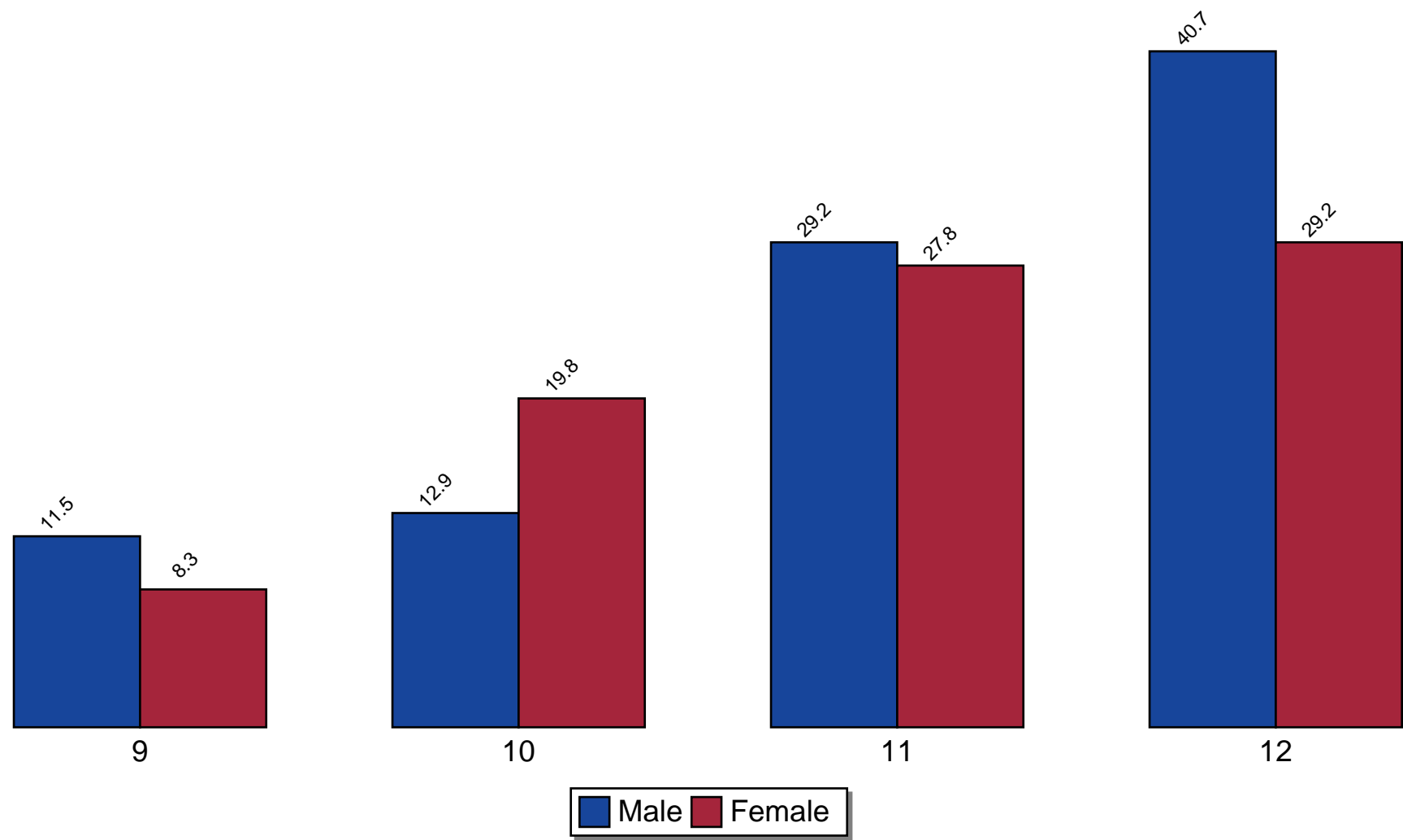
Source: Pride Surveys

Use of Alcohol by Gender



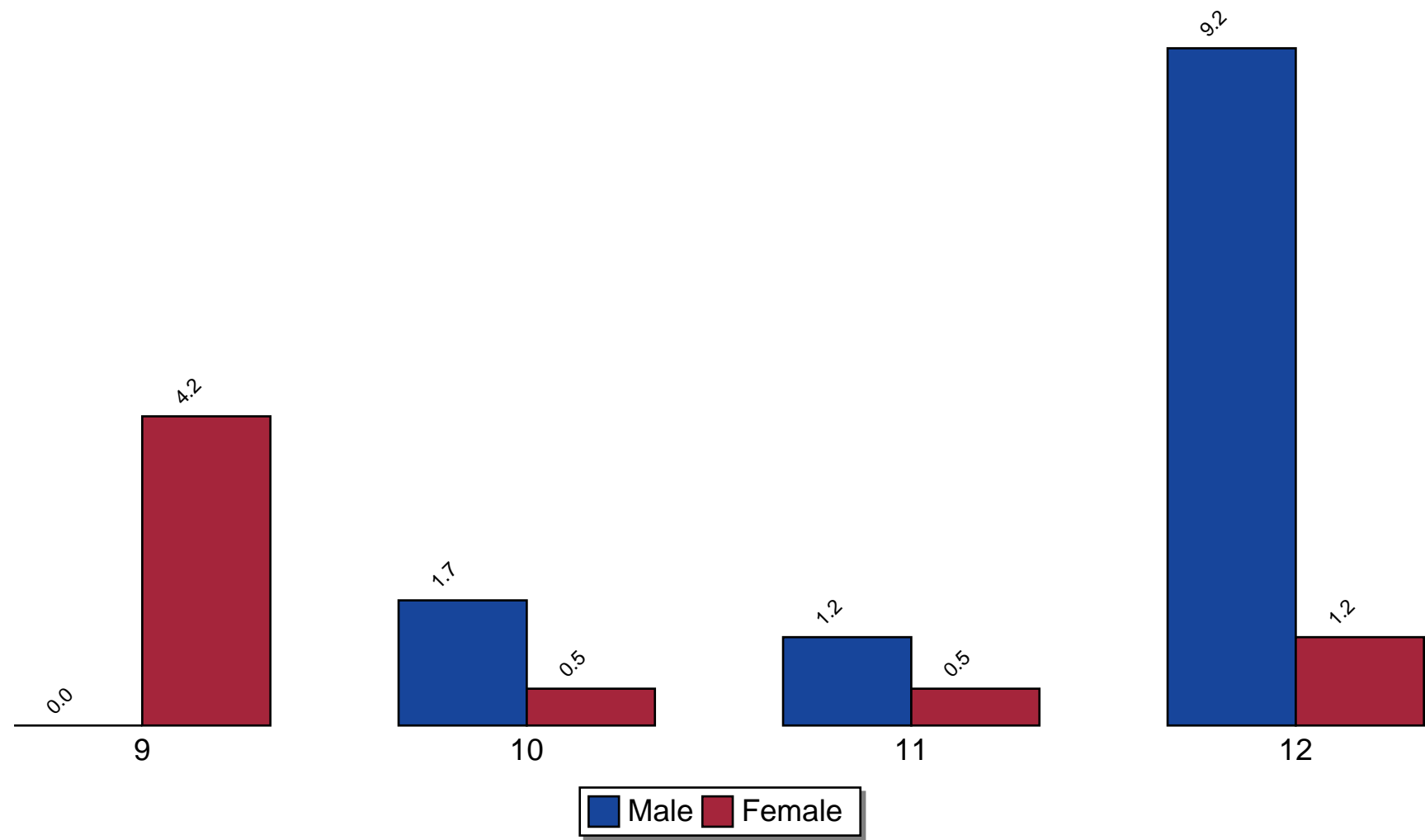
Source: Pride Surveys

Use of Marijuana by Gender



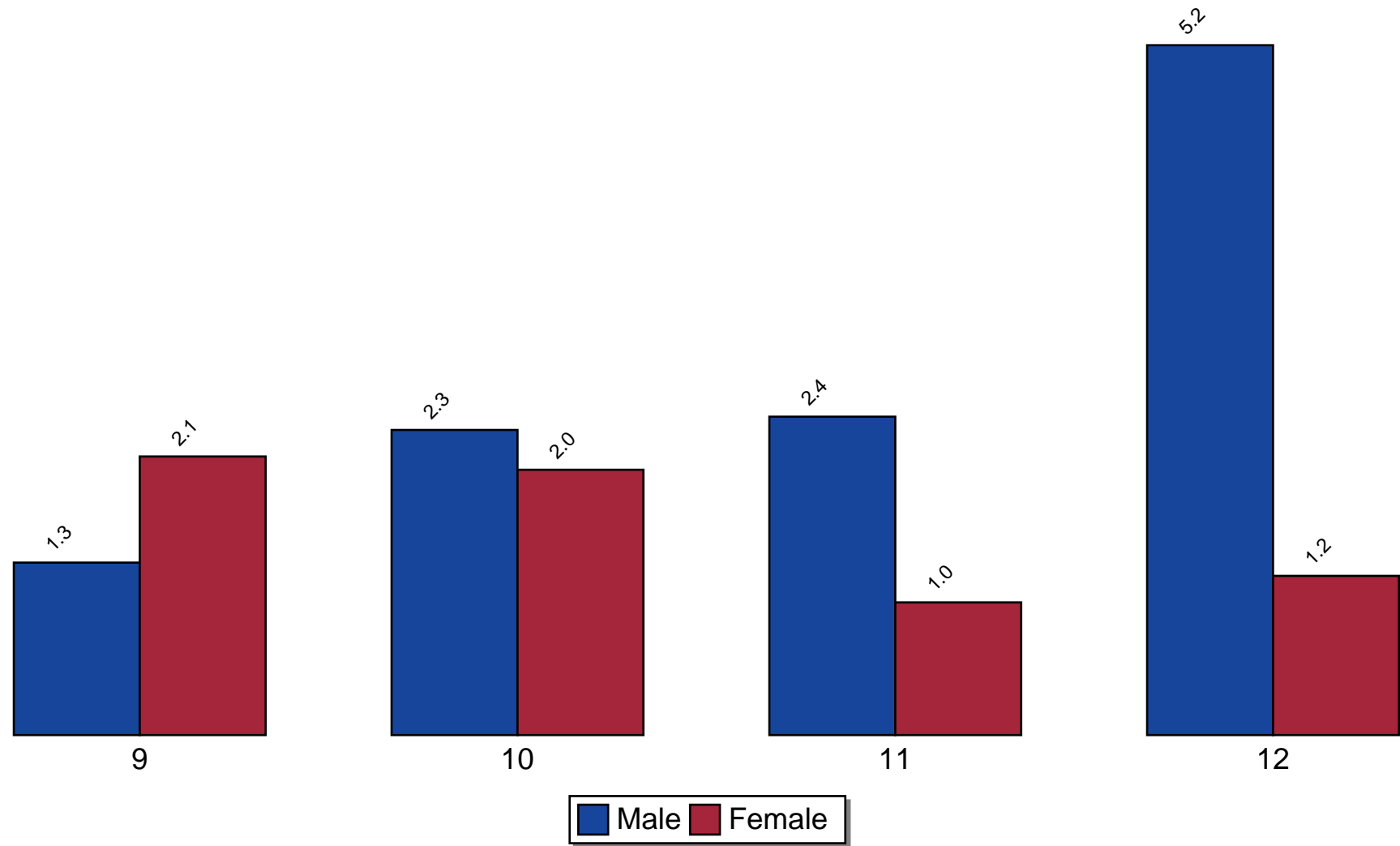
Source: Pride Surveys

Use of Cocaine by Gender



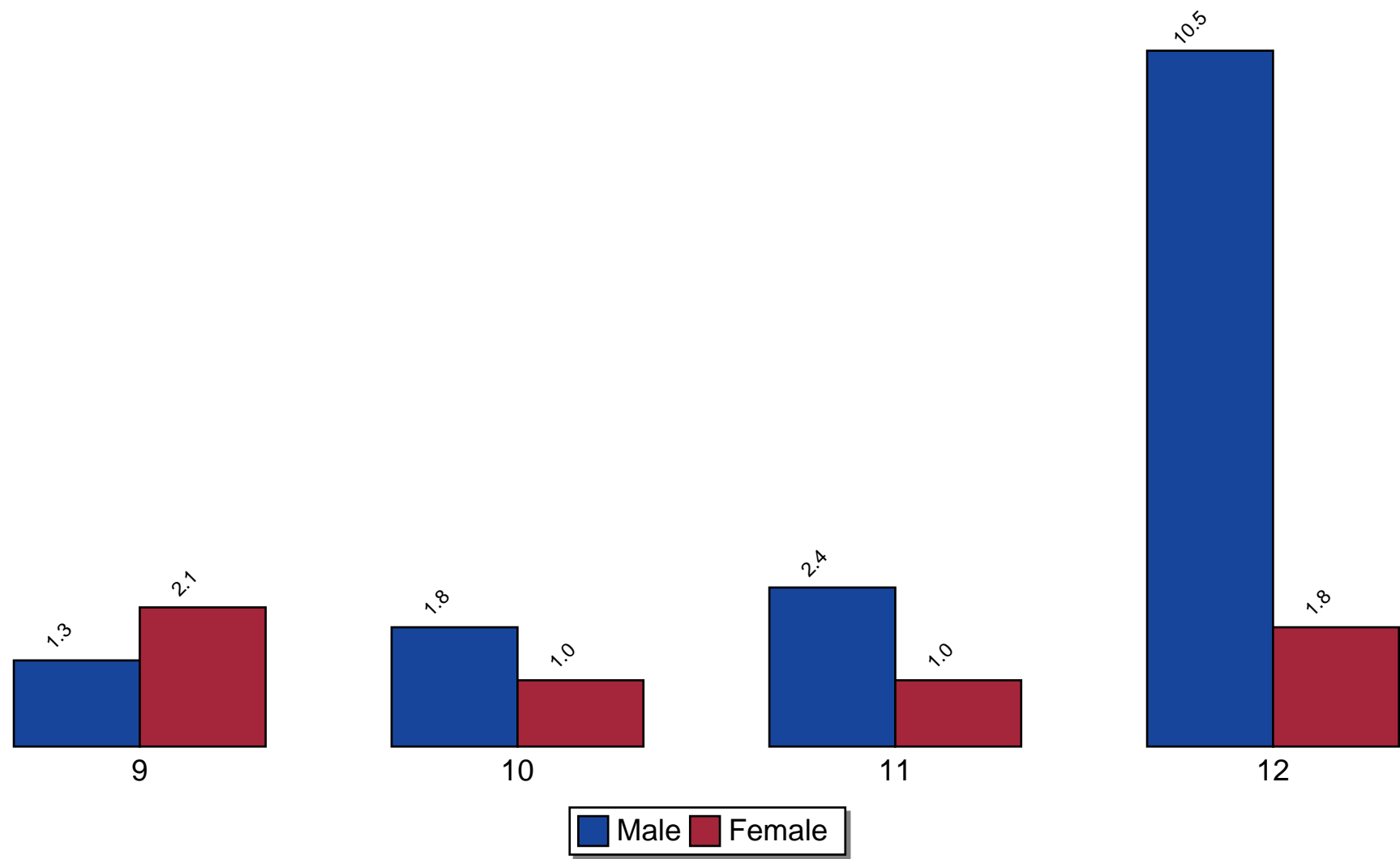
Source: Pride Surveys

Use of Inhalants by Gender



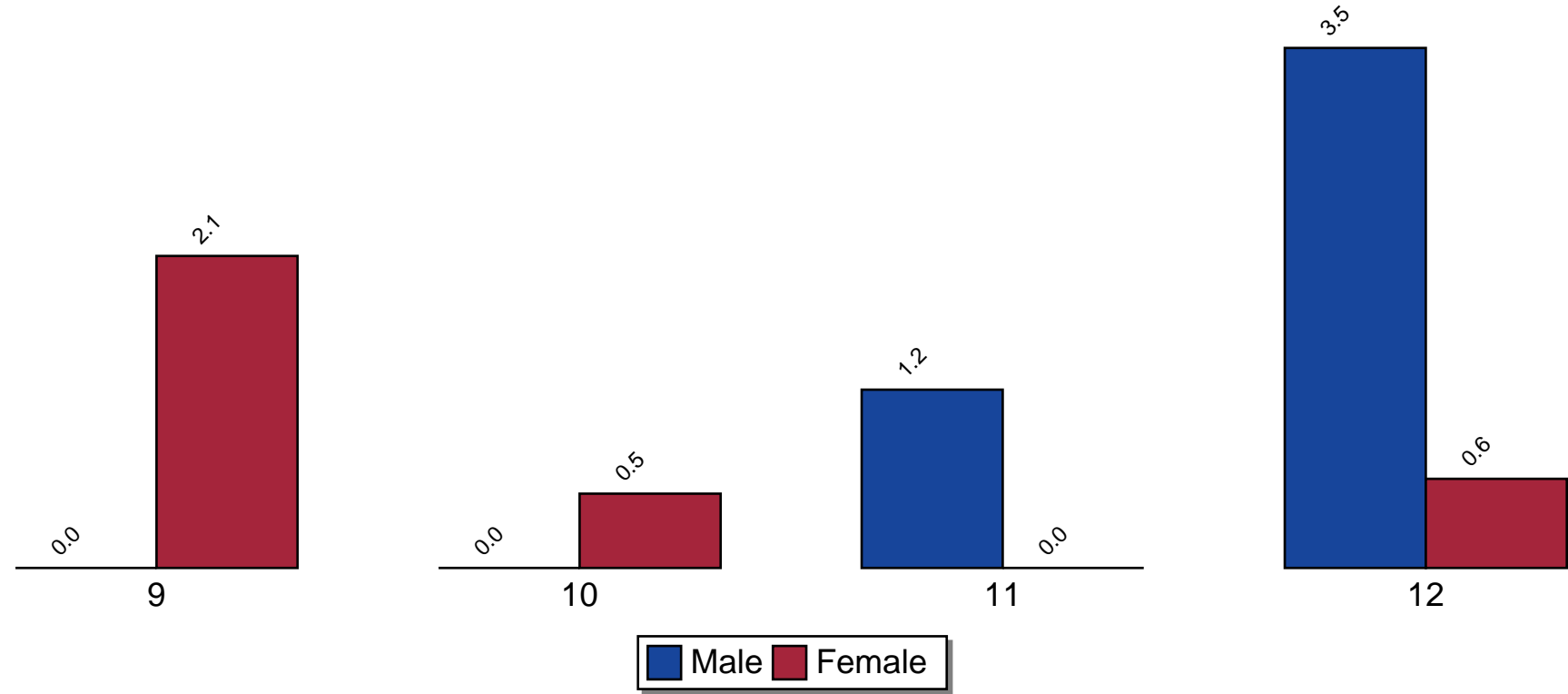
Source: Pride Surveys

Use of Hallucinogens by Gender



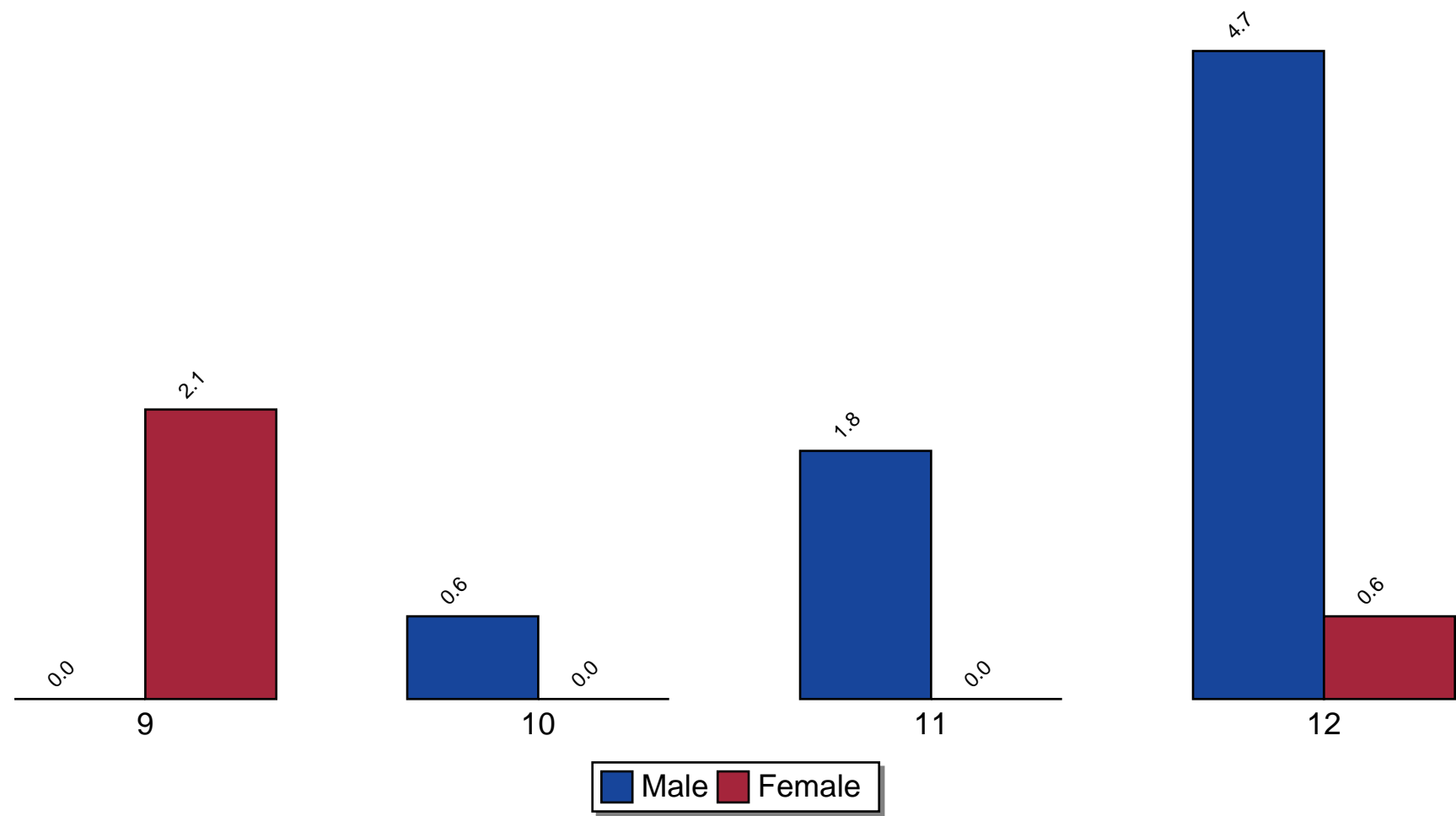
Source: Pride Surveys

Use of Heroin by Gender



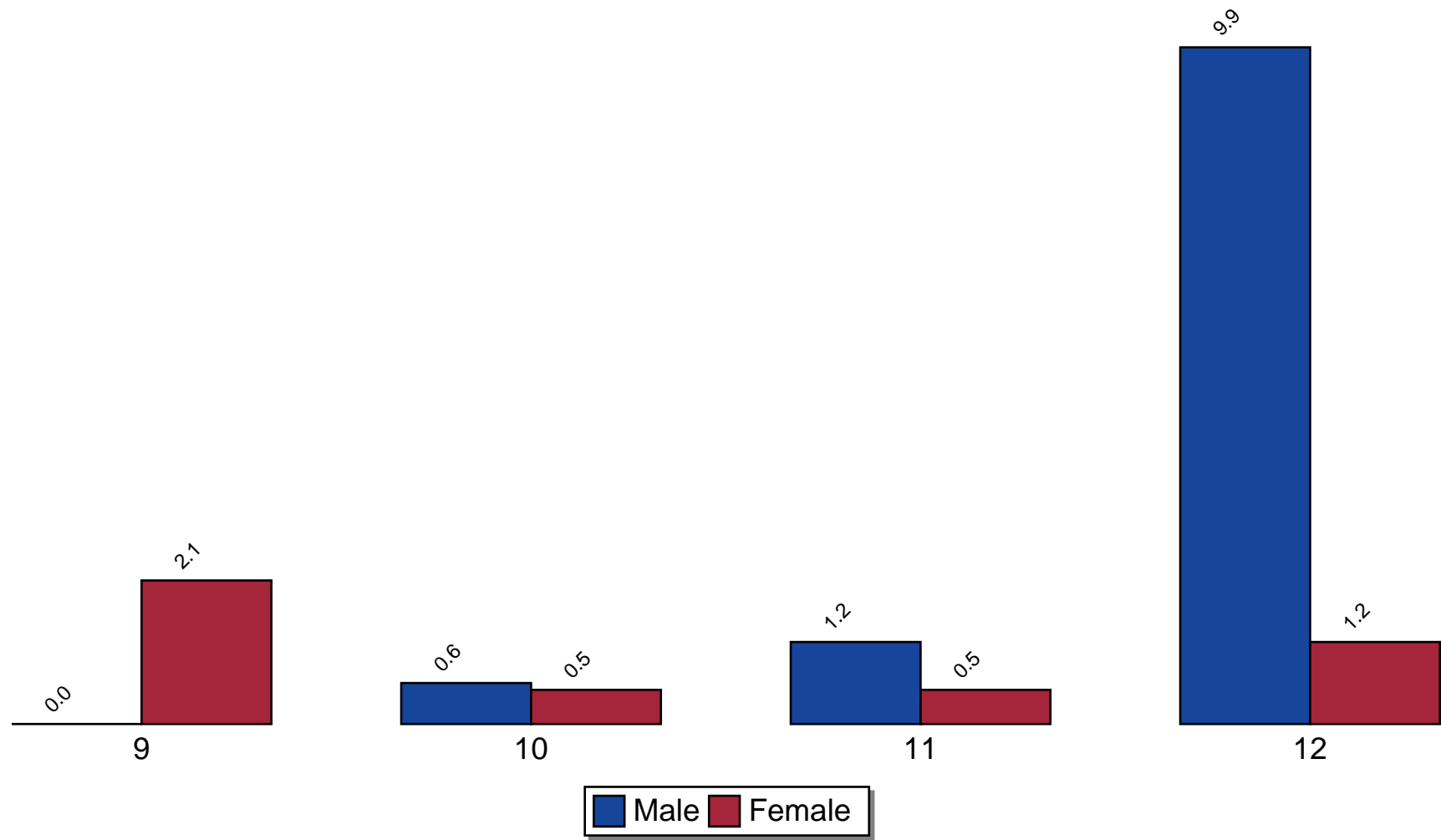
Source: Pride Surveys

Use of Steroids by Gender



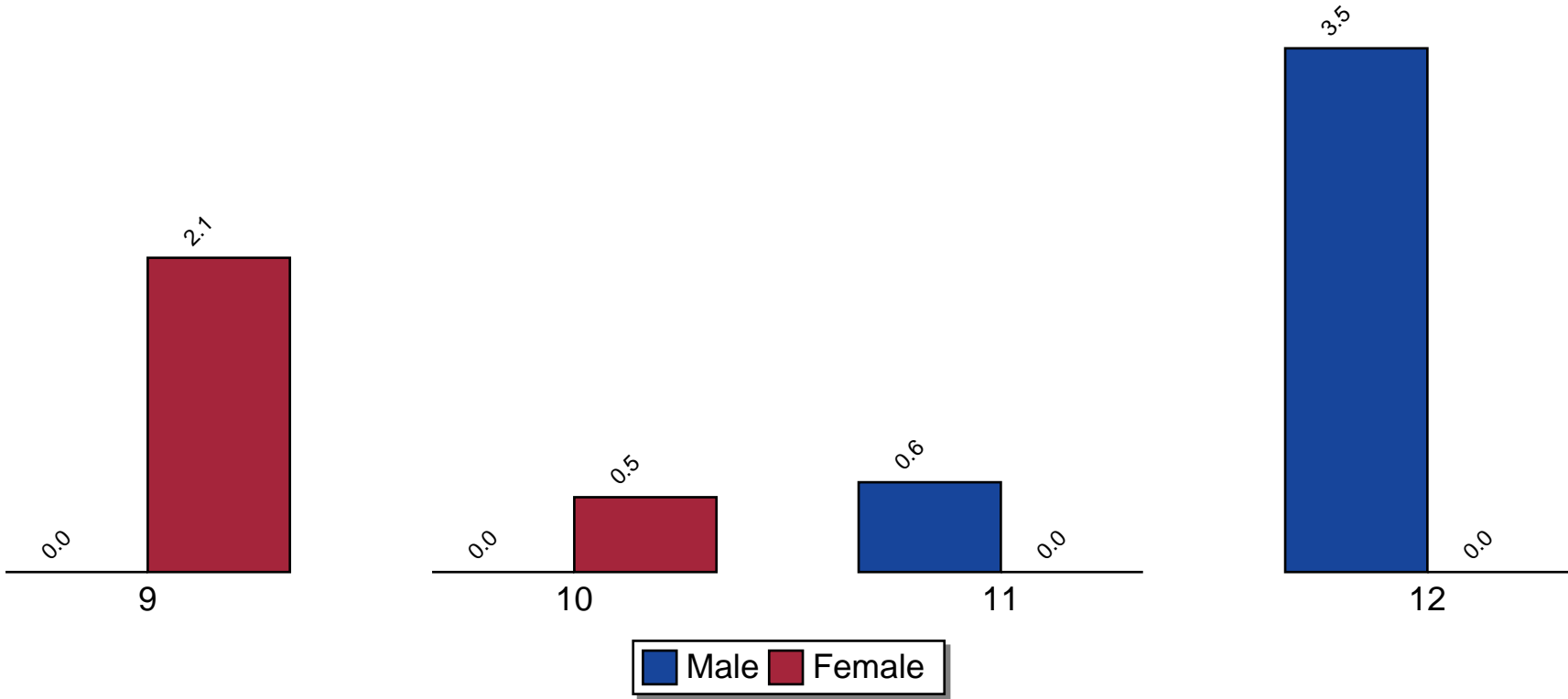
Source: Pride Surveys

Use of Ecstasy by Gender



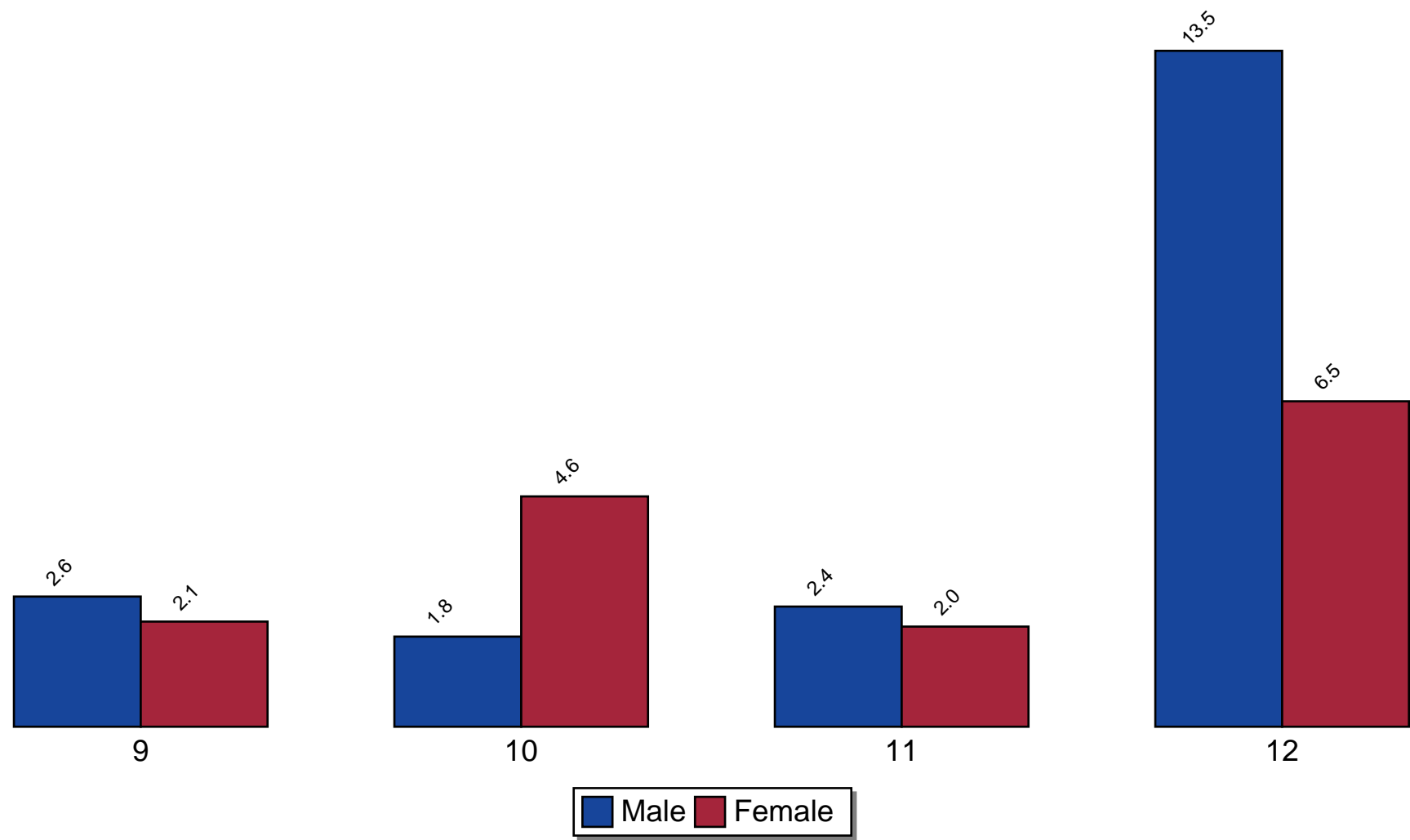
Source: Pride Surveys

Use of Meth by Gender



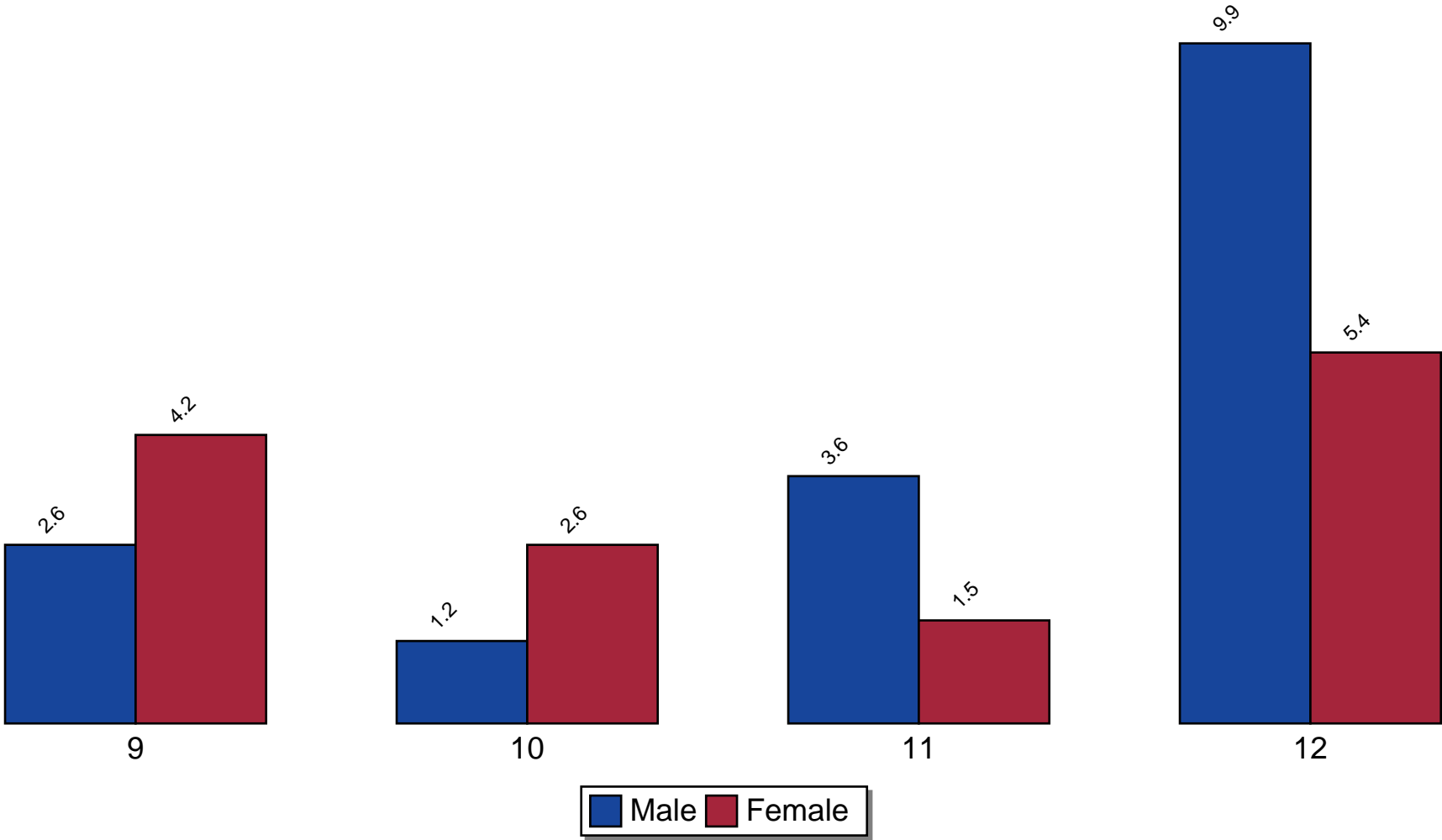
Source: Pride Surveys

Use of Prescription Drugs by Gender



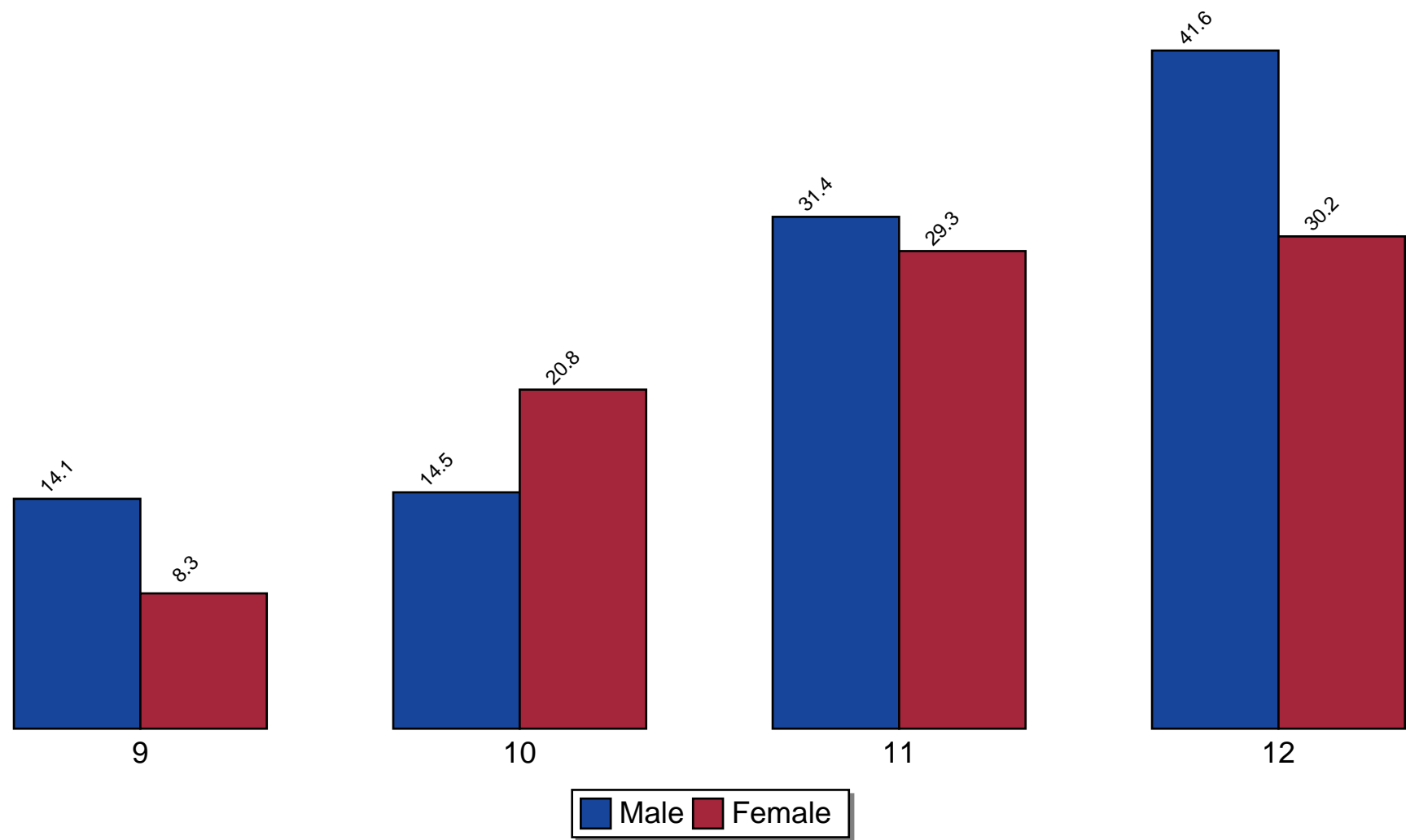
Source: Pride Surveys

Use of Over-the-Counter Drugs by Gender



Source: Pride Surveys

Use of Illicit Drugs by Gender



Source: Pride Surveys

3.9 Risk and Protective Factors – Cross Tabulations

This section looks at the following questions:

- Attend Church or Synagogue
- Take Part in Community Activities
- Make Good Grades
- Take Part in Sports Teams
- Take Part in School Activities
- Get Into Trouble at School
- Teachers Talk About Dangers of Drugs
- Parents Talk About Dangers of Drugs
- Parents Set Clear Rules
- Parents Punish for Breaking Rules

How students responded to each question is presented in table form. Students are then grouped based on how they responded to each question. The percent of illicit drug use for each subgroup is calculated and presented in graphic form. For example, if the bar for *Never* is at 40%, this means 40% of the students who marked *Never* reported using an illicit drug.

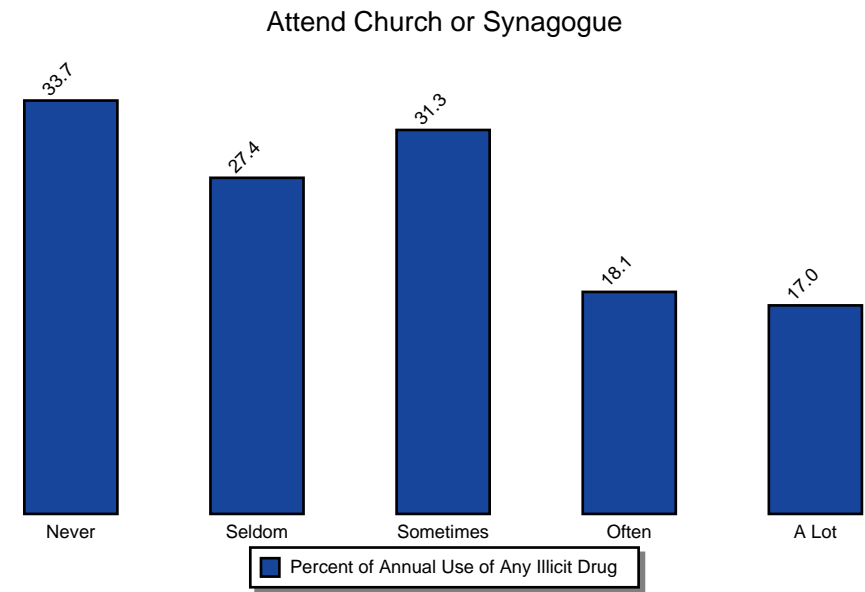
3.9.1 Attend Church or Synagogue

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.1: Attend Church or Synagogue

RESPONSE	PCT
Never	28.4
Seldom	15.5
Sometimes	20.4
Often	13.1
A Lot	22.5

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

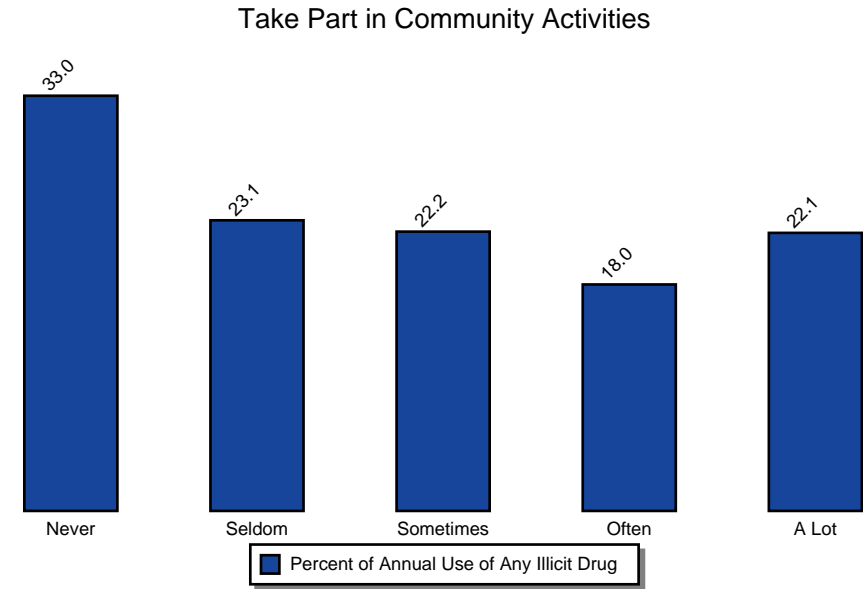
3.9.2 Take Part in Community Activities

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.2: Take Part in Community Activities

RESPONSE	PCT
Never	44.7
Seldom	16.2
Sometimes	17.1
Often	11.3
A Lot	10.6

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

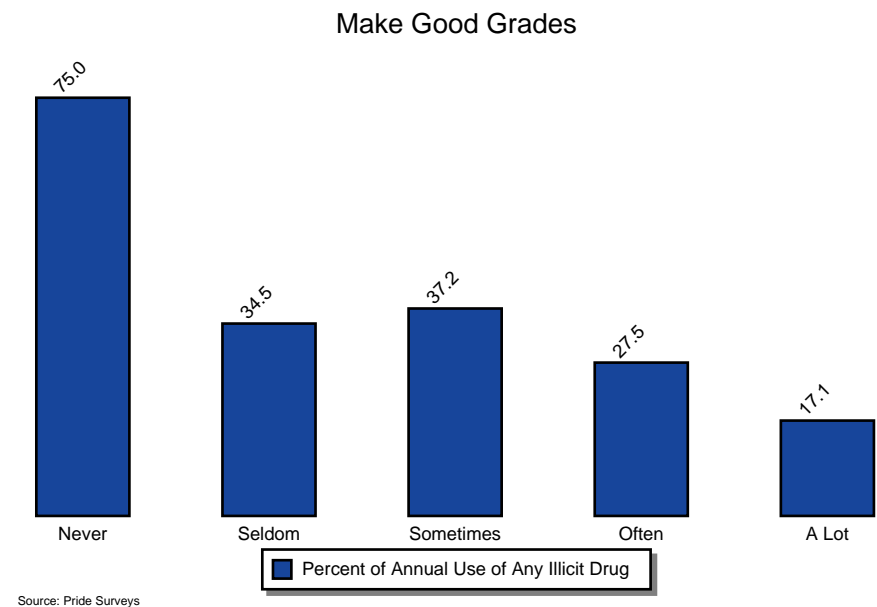
3.9.3 Make Good Grades

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.3: Make Good Grades

RESPONSE	PCT
Never	0.6
Seldom	2.2
Sometimes	21.2
Often	43.6
A Lot	32.4

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

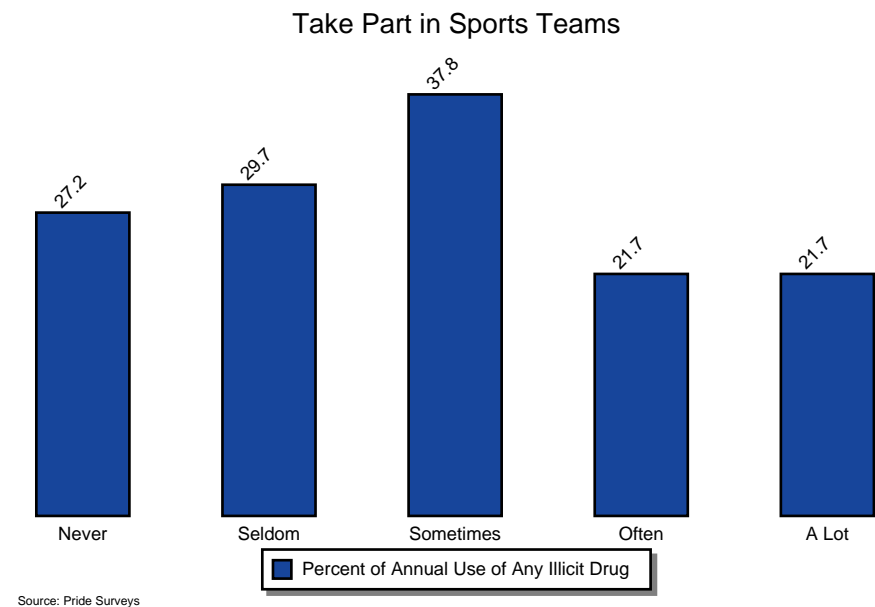
3.9.4 Take Part in Sports Teams

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.4: Take Part in Sports Teams

RESPONSE	PCT
Never	38.9
Seldom	11.4
Sometimes	11.9
Often	12.0
A Lot	25.8

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

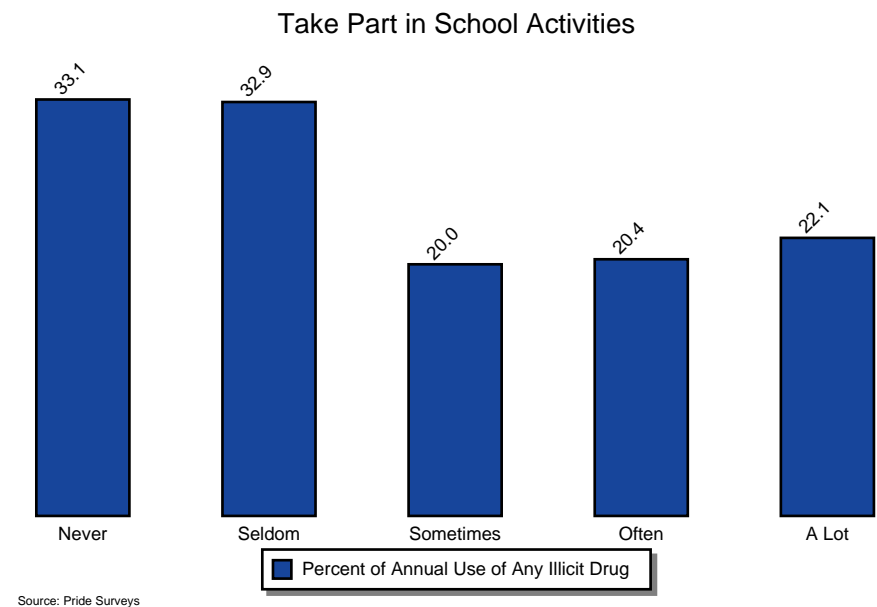
3.9.5 Take Part in School Activities

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.5: Take Part in School Activities

RESPONSE	PCT
Never	36.2
Seldom	10.9
Sometimes	17.8
Often	14.4
A Lot	20.6

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



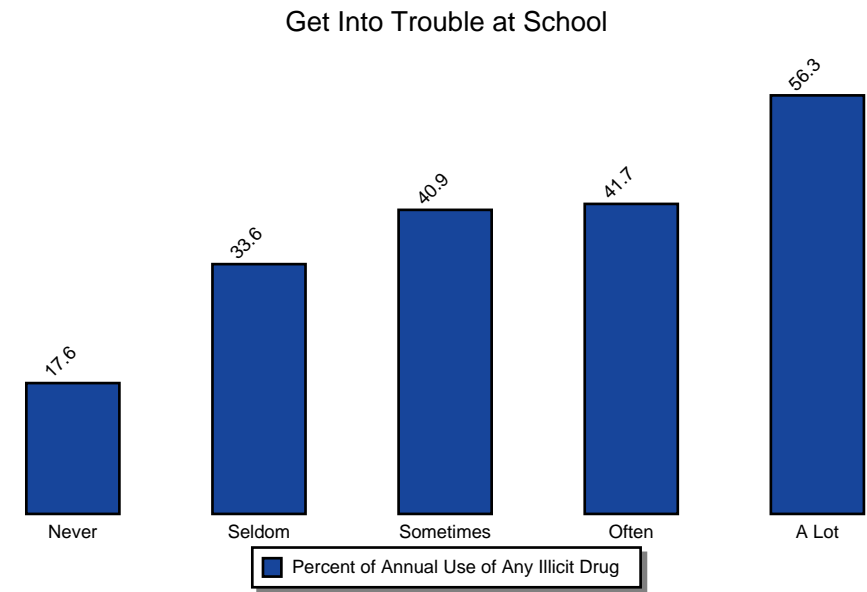
3.9.6 Get Into Trouble at School

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.6: Get Into Trouble at School

RESPONSE	PCT
Never	53.0
Seldom	30.7
Sometimes	12.4
Often	2.7
A Lot	1.2

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

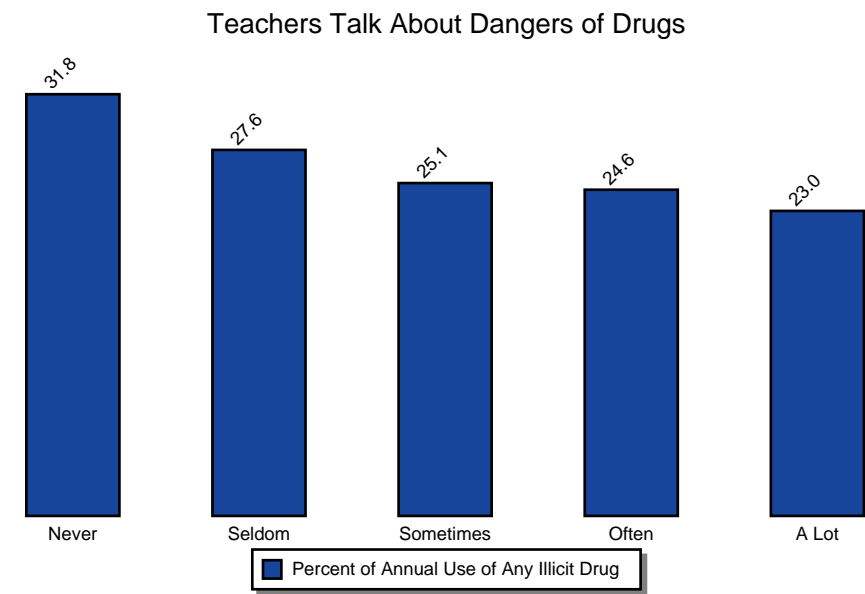
3.9.7 Teachers Talk About Dangers of Drugs

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.7: Teachers Talk About Dangers of Drugs

RESPONSE	PCT
Never	19.5
Seldom	25.1
Sometimes	32.5
Often	14.3
A Lot	8.6

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

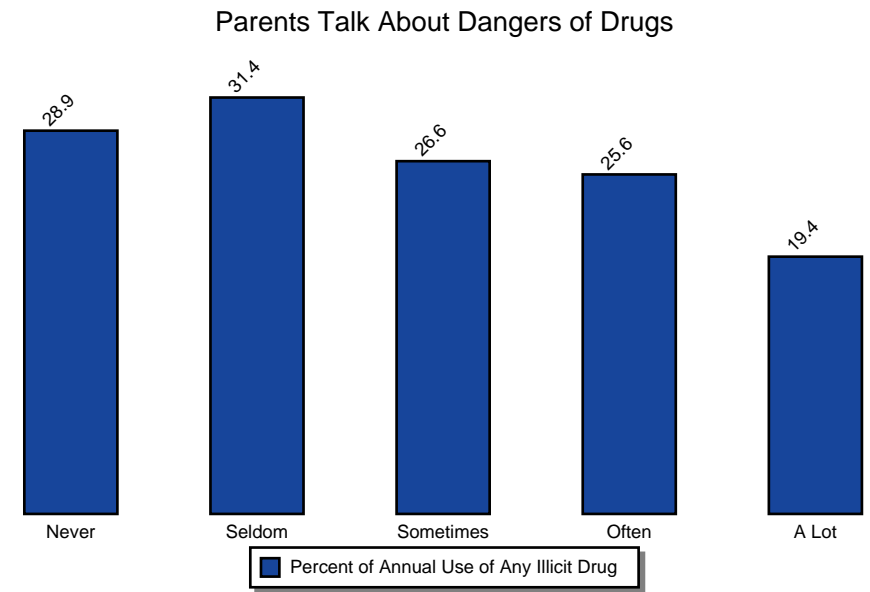
3.9.8 Parents Talk About Dangers of Drugs

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.8: Parents Talk About Dangers of Drugs

RESPONSE	PCT
Never	17.0
Seldom	18.0
Sometimes	30.7
Often	20.6
A Lot	13.7

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

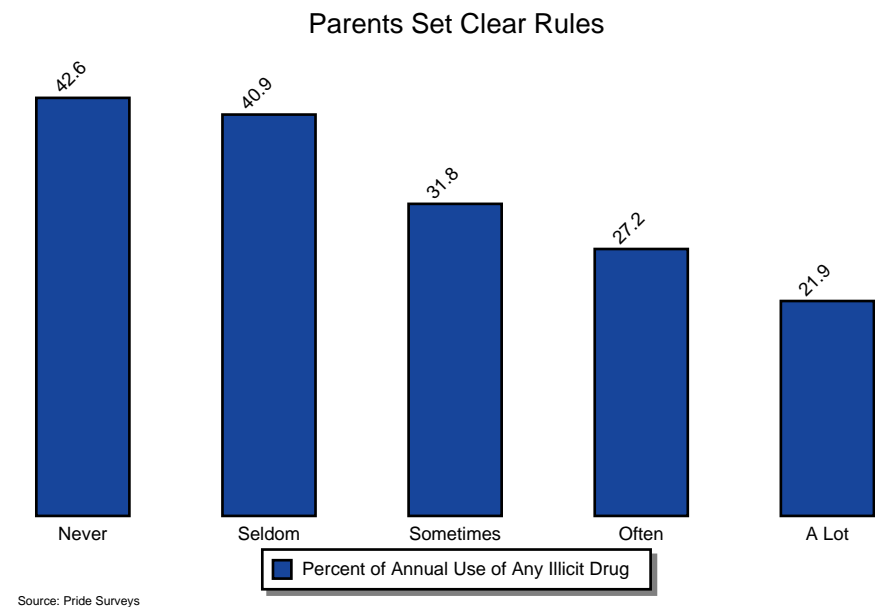
3.9.9 Parents Set Clear Rules

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.9: Parents Set Clear Rules

RESPONSE	PCT
Never	4.6
Seldom	4.9
Sometimes	16.1
Often	26.8
A Lot	47.5

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



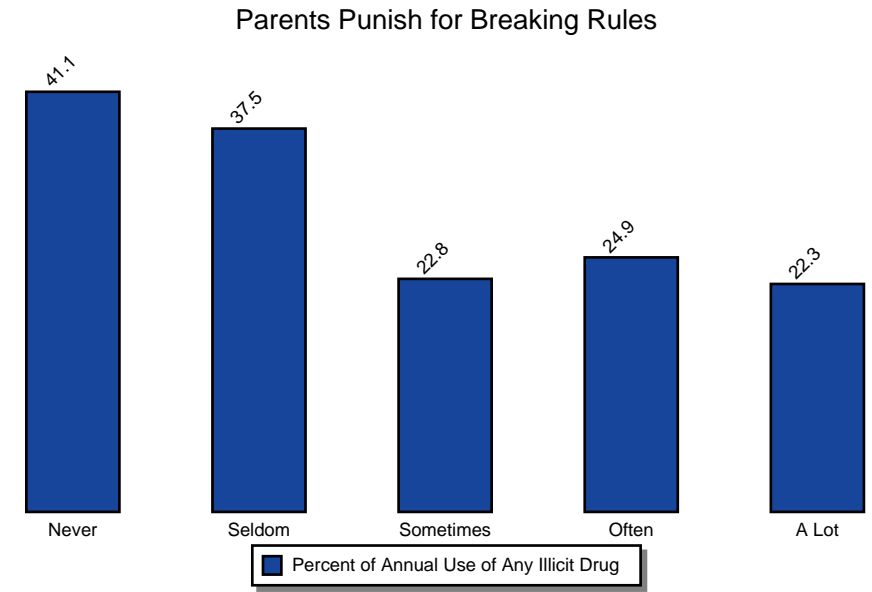
3.9.10 Parents Punish for Breaking Rules

Students could respond to this question by marking Never, Seldom, Sometimes, Often or A Lot. The following table shows what percent of all students responded Never, what percent responded Sometimes, etc.

Table 3.10: Parents Punish for Breaking Rules

RESPONSE	PCT
Never	10.6
Seldom	9.6
Sometimes	28.2
Often	29.8
A Lot	21.8

Students are grouped based on how they responded to the question and the percent of illicit drug use in the past year is calculated for each group. For example, if the bar for *Never* is at 40% this means 40% of the students who marked *Never* reported using an illicit drug.



Source: Pride Surveys

3.10 Safety and Health – Cross Tabulations

The following graphs and tables summarize some of the *Student Information* questions in regard to drug use. These data are calculated by examining specific subsets of your population. For example, a percentage is calculated for students who report carrying a gun and their liquor use. This percentage is calculated as follows:

$$\frac{\text{Number of those reporting carrying a gun to school and claiming to use liquor}}{\text{Number of those reporting carrying a gun and validly responding to the question *How Often Do You Use Liquor*}}$$

The *Ratio* describes the relationship between the groups examined on each graph. For example, in looking at Guns vs. No Guns if the cocaine ratio were 5.3, this would mean the percentage of students who report cocaine use was 5.3 times higher for students who report bringing a gun to school compared to those who don't.

3.11 Carrying a Gun to School

Total number of students surveyed = 1347

Total number who responded to this question = 1324

28 student(s) reported carrying a gun to school. (2.1% of total responding)

Of the 28 student(s) who reported carrying a gun to school,

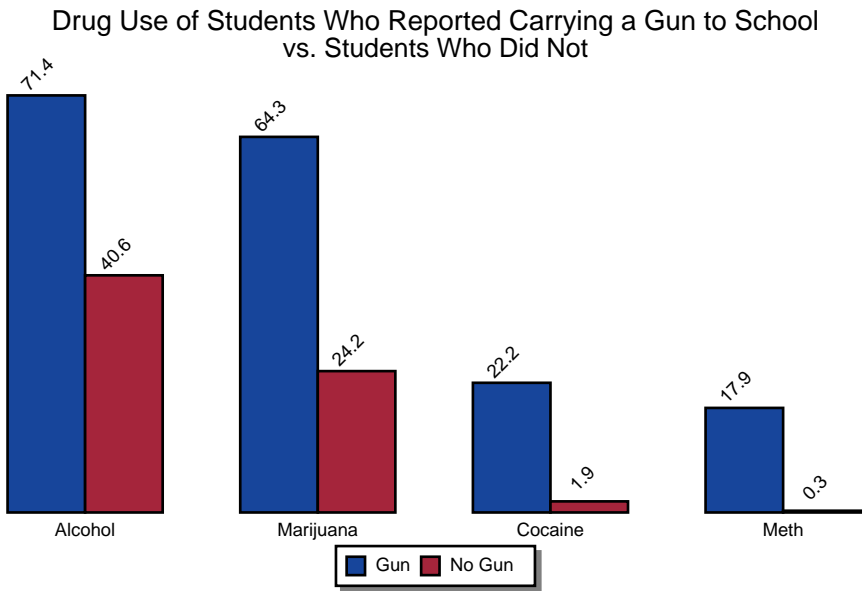
20 report(s) using alcohol (71.4%),

18 report(s) using marijuana (64.3%),

6 report(s) using cocaine (22.2%),

5 report(s) using Meth (17.9%).

NOTE: Results based on students who reported one or more instances of carrying a gun to school



Drug	Gun	No Gun	Ratio
Alcohol	71.4%	40.6%	1.8
Marijuana	64.3%	24.2%	2.7
Cocaine	22.2%	1.9%	11.7
Meth	17.9%	0.3%	59.7
N of Students	28	1296	

3.12 Involvement in Gangs

Total number of students surveyed = 1347

Total number who responded to this question = 1323

71 student(s) reported involvement in gangs. (5.4% of total responding)

Of the 71 student(s) who reported involvement in gangs,

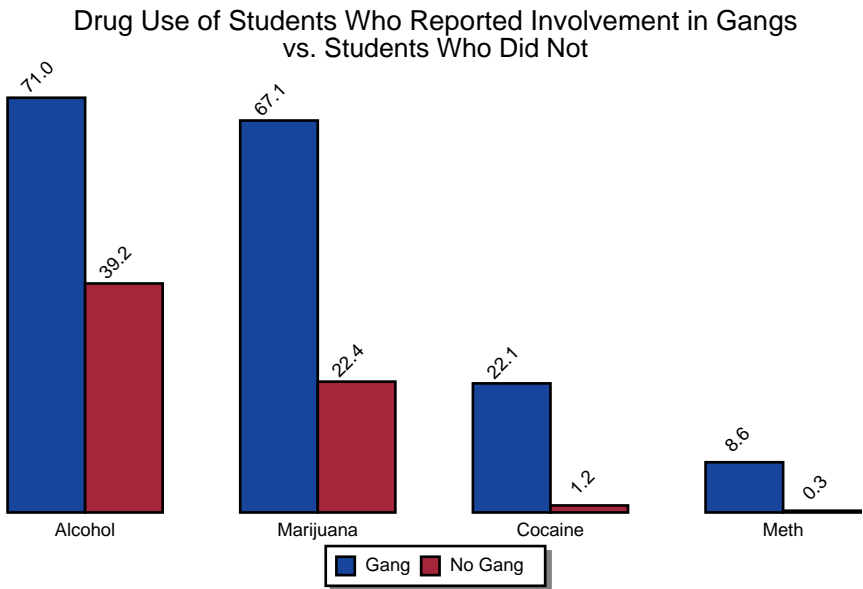
49 report(s) using alcohol (71.0%),

47 report(s) using marijuana (67.1%),

15 report(s) using cocaine (22.1%),

6 report(s) using Meth (8.6%).

NOTE: Results based on students who reported any involvement with gangs



Drug	Gang	No Gang	Ratio
Alcohol	71.0%	39.2%	1.8
Marijuana	67.1%	22.4%	3.0
Cocaine	22.1%	1.2%	18.4
Meth	8.6%	0.3%	28.7
N of Students	71	1252	

3.13 Thinking About Suicide

Total number of students surveyed = 1347

Total number who responded to this question = 1331

98 student(s) reported thinking about suicide. (7.4% of total responding)

Of the 98 student(s) who reported thinking about suicide,

61 report(s) using alcohol (63.5%),

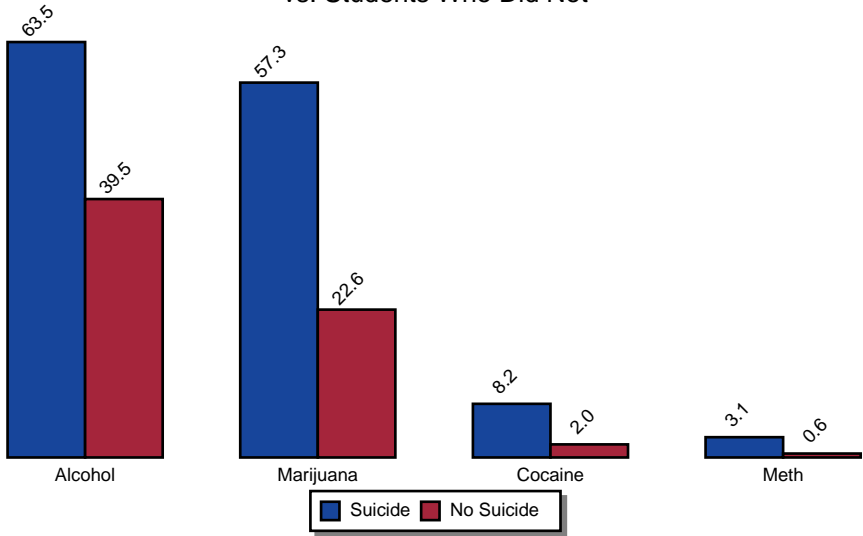
55 report(s) using marijuana (57.3%),

8 report(s) using cocaine (8.2%),

3 report(s) using Meth (3.1%).

*NOTE: Results based on students who reported thinking
Often or A Lot about committing suicide*

Drug Use of Students Who Reported Thinking About Suicide
vs. Students Who Did Not



Source: Pride Surveys

Drug	Suicide	No Suicide	Ratio
Alcohol	63.5%	39.5%	1.6
Marijuana	57.3%	22.6%	2.5
Cocaine	8.2%	2.0%	4.1
Meth	3.1%	0.6%	5.2
N of Students	98	1233	

3.14 Being Overweight

Total number of students surveyed = 1347

Total number who responded to this question = 1327

429 student(s) reported being overweight. (32.3% of total responding)

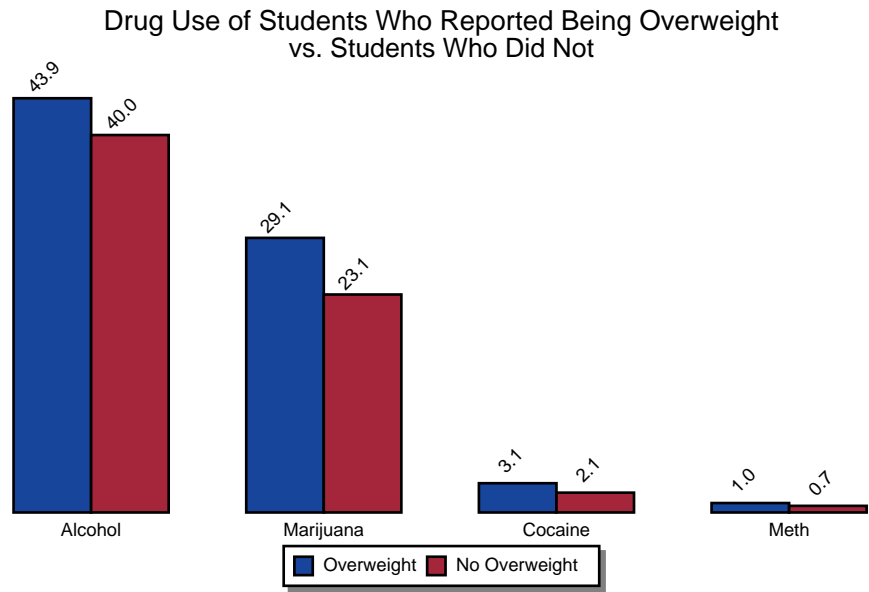
Of the 429 student(s) who reported being overweight,

185 report(s) using alcohol (43.9%),

123 report(s) using marijuana (29.1%),

13 report(s) using cocaine (3.1%),

4 report(s) using Meth (1.0%).



Drug	Overweight	No Overweight	Ratio
Alcohol	43.9%	40.0%	1.1
Marijuana	29.1%	23.1%	1.3
Cocaine	3.1%	2.1%	1.5
Meth	1.0%	0.7%	1.4
N of Students	429	898	

3.15 Threatening/Harmful Behaviors

Total number of students surveyed = 1347

Total number who responded to this question = 1326

260 student(s) reported threatening/harmful behaviors. (19.6% of total responding)

Of the 260 student(s) who reported threatening/harmful behaviors,

155 report(s) using alcohol (60.3%),

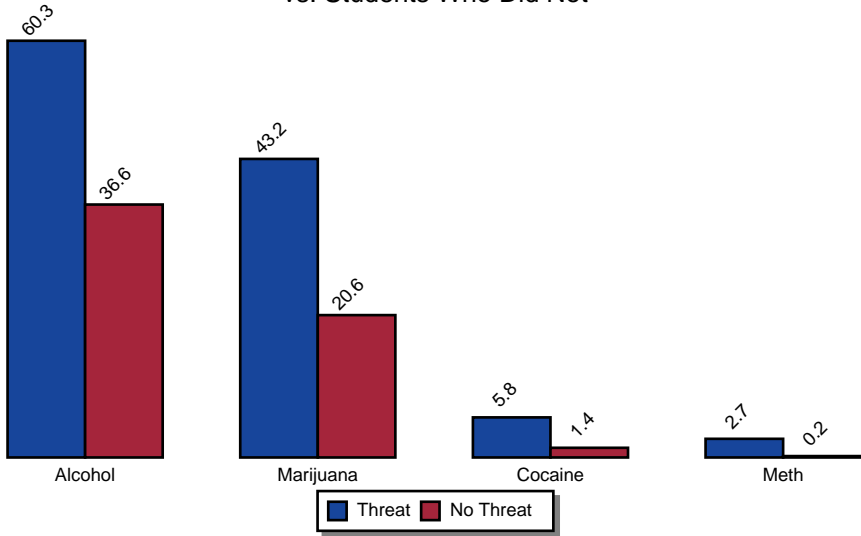
111 report(s) using marijuana (43.2%),

15 report(s) using cocaine (5.8%),

7 report(s) using Meth (2.7%).

NOTE: Results based on students who reported either threatening with a gun, knife or club or threatening to hit, slap or kick

Drug Use of Students Who Reported Threatening/Harmful Behaviors vs. Students Who Did Not



Source: Pride Surveys

Drug	Threat	No Threat	Ratio
Alcohol	60.3%	36.6%	1.6
Marijuana	43.2%	20.6%	2.1
Cocaine	5.8%	1.4%	4.1
Meth	2.7%	0.2%	13.5
N of Students	260	1066	

3.16 Trouble with Police

Total number of students surveyed = 1347

Total number who responded to this question = 1333

262 student(s) reported trouble with police. (19.7% of total responding)

Of the 262 student(s) who reported trouble with police,

163 report(s) using alcohol (62.9%),

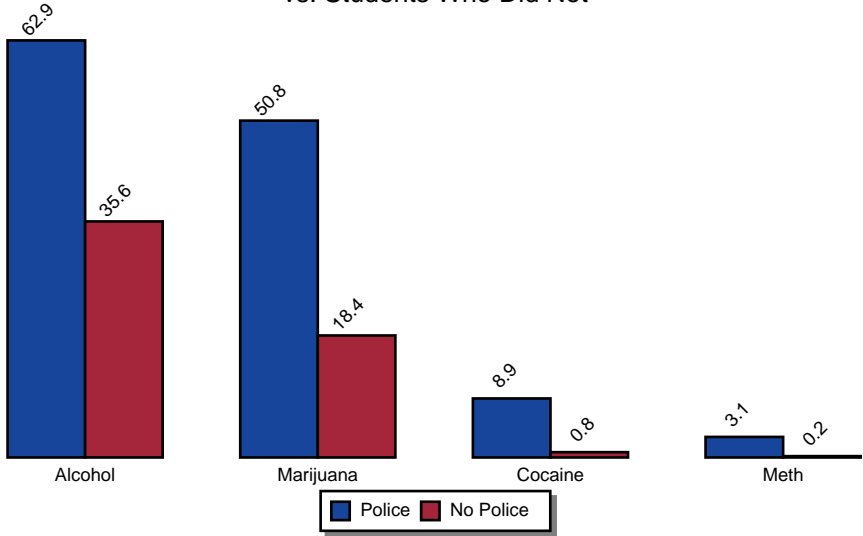
131 report(s) using marijuana (50.8%),

23 report(s) using cocaine (8.9%),

8 report(s) using Meth (3.1%).

NOTE: Results based on students who reported any trouble with police

Drug Use of Students Who Reported Trouble with Police vs. Students Who Did Not



Source: Pride Surveys

Drug	Police	No Police	Ratio
Alcohol	62.9%	35.6%	1.8
Marijuana	50.8%	18.4%	2.8
Cocaine	8.9%	0.8%	11.1
Meth	3.1%	0.2%	15.5
N of Students	262	1071	

3.17 Personal Safety

Total number of students surveyed = 1347

162 students report being afraid another student will hurt them at school.
(12.3% of total responding)

Of these 162 students, 10 report carrying a gun to school (6.2%).

143 students report getting hurt at school. (10.8% of total responding)

Of these 143 students, 12 report carrying a gun to school (8.4%).

Chapter 4

Percentage Tables

This chapter contains your school survey results in tabular form. Each table corresponds to an item on the questionnaire. The tables contain percentage data by grade level, grades 6 through 8 combined, grades 9 through 12 combined, and all grades combined. The *N of Valid* column contains the number of students who responded to the question and the *N of Missing* column contains the number of students who did not respond to the question. The remaining columns contain the percentages of students responding to the particular response categories.

The percentage tables of the report appear in the same order as corresponding questions on the questionnaire. The Table of Contents contains the percentage tables by section and gives the page number where each section is located. The List of Tables contains the location of each individual table.

4.1 Personal & Family Information

Table 4.1: Ethnic Origin

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
White	93.2	56.4	79.3	62.7	68.8	68.8	<div></div>
African American	2.3	5.1	3.8	4.5	4.3	4.3	<div></div>
Hispanic/Latino	1.5	23.3	7.1	21.3	15.6	15.6	<div></div>
Asian/Pacific Islander	0.0	1.7	0.8	1.9	1.3	1.3	<div></div>
Native American	1.5	0.5	0.5	0.3	0.5	0.5	<div></div>
Mixed Origin	0.8	8.6	6.5	6.1	6.5	6.5	<div></div>
Other	0.8	4.4	2.0	3.2	3.0	3.0	<div></div>
N of Valid	132	408	397	375	1312	1312	
N of Miss	4	12	13	6	35	35	

Table 4.2: Sex

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Male	61.9	46.8	46.6	50.4	49.3	49.3	<div></div>
Female	38.1	53.2	53.4	49.6	50.7	50.7	<div></div>
N of Valid	126	372	371	347	1216	1216	
N of Miss	10	48	39	34	131	131	

Table 4.3: Age

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
10 or under	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.3	0.1	0.1
12	0.0	0.0	0.0	0.3	0.1	0.1
13	0.0	0.0	0.0	0.0	0.0	0.0
14	40.0	0.0	0.0	0.0	4.0	4.0
15	54.8	68.0	1.2	0.0	27.1	27.1
16	4.4	29.8	74.9	1.1	32.8	32.8
17	0.7	1.9	21.4	70.3	27.1	27.1
18	0.0	0.2	1.2	25.8	7.8	7.8
19+	0.0	0.0	1.2	2.4	1.0	1.0
N of Valid	135	419	407	380	1341	1341
N of Miss	1	1	3	1	6	6

Table 4.4: Do you live with...

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Both Parents	49.6	53.7	51.6	52.2	52.2	52.2
Mother Only	13.5	22.2	18.2	17.9	18.9	18.9
Father Only	4.5	2.4	4.4	4.2	3.8	3.8
Mother & Stepfather	15.0	13.4	13.0	10.3	12.6	12.6
Father & Stepmother	3.8	2.2	3.9	4.5	3.5	3.5
Other	13.5	6.1	8.8	10.8	9.0	9.0
N of Valid	133	410	407	379	1329	1329
N of Miss	3	10	3	2	18	18

Table 4.5: Do you have a job?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes, Full-time	3.0	1.8	2.8	4.6	3.0	3.0
Yes, Part-time	11.4	12.7	35.7	43.2	28.3	28.3
No	85.6	85.6	61.4	52.2	68.7	68.7
N of Valid	132	395	389	370	1286	1286
N of Miss	4	25	21	11	61	61

Table 4.6: Does your father have a job?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes, Full-time	69.8	80.5	85.1	80.5	80.8	80.8	
Yes, Part-time	10.1	7.0	5.1	4.0	5.9	5.9	
No	20.2	12.4	9.8	15.5	13.3	13.3	
N of Valid	129	370	376	354	1229	1229	
N of Miss	7	50	34	27	118	118	

Table 4.7: Does your mother have a job?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes, Full-time	56.9	60.6	65.0	63.6	62.4	62.4	
Yes, Part-time	20.3	16.4	15.5	9.6	14.6	14.6	
No	22.8	23.0	19.5	26.8	23.0	23.0	
N of Valid	123	391	380	354	1248	1248	
N of Miss	13	29	30	27	99	99	

Table 4.8: What is the educational level of your father?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Some High School	16.9	22.8	11.7	28.8	20.5	20.5	
High School Graduate	35.6	36.5	28.9	37.7	34.4	34.4	
Some College	22.9	9.5	18.6	13.5	14.9	14.9	
College Graduate	24.6	31.2	40.9	19.9	30.2	30.2	
N of Valid	118	337	350	326	1131	1131	
N of Miss	18	83	60	55	216	216	

Table 4.9: What is the educational level of your mother?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Some High School	13.8	18.5	7.7	20.7	15.3	15.3	
High School Graduate	28.4	30.4	19.8	28.1	26.3	26.3	
Some College	14.7	16.9	25.0	19.5	19.9	19.9	
College Graduate	43.1	34.3	47.5	31.7	38.4	38.4	
N of Valid	109	362	364	338	1173	1173	
N of Miss	27	58	46	43	174	174	

4.2 Student Information

Table 4.10: Do you make good grades?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	0.7	0.5	0.5	0.8	0.6	0.6	
Seldom	4.4	2.1	1.2	2.4	2.2	2.2	
Sometimes	27.4	22.9	16.5	22.2	21.2	21.2	
Often	40.0	45.7	43.0	43.3	43.6	43.6	
A Lot	27.4	28.8	38.8	31.4	32.4	32.4	
N of Valid	135	420	407	379	1341	1341	
N of Miss	1	0	3	2	6	6	

Table 4.11: Do you get into trouble at school?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	43.3	48.7	58.8	55.0	53.0	53.0	
Seldom	34.3	30.1	29.1	31.7	30.7	30.7	
Sometimes	17.2	15.9	9.1	10.3	12.4	12.4	
Often	2.2	3.9	1.7	2.6	2.7	2.7	
A Lot	3.0	1.4	1.2	0.3	1.2	1.2	
N of Valid	134	415	405	378	1332	1332	
N of Miss	2	5	5	3	15	15	

Table 4.12: Do you take part in school sports teams?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	27.3	38.1	42.4	40.4	38.9	38.9	
Seldom	7.6	12.3	9.5	13.6	11.4	11.4	
Sometimes	13.6	14.3	10.0	10.7	11.9	11.9	
Often	13.6	10.6	9.8	15.2	12.0	12.0	
A Lot	37.9	24.8	28.3	20.1	25.8	25.8	
N of Valid	132	407	399	374	1312	1312	
N of Miss	4	13	11	7	35	35	

Table 4.13: Do you take part in school activities such as band, clubs, etc.?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	34.1	41.5	28.9	38.9	36.2	36.2	
Seldom	13.3	10.1	8.2	13.9	10.9	10.9	
Sometimes	18.5	16.3	20.9	16.1	17.8	17.8	
Often	13.3	12.9	16.7	13.9	14.4	14.4	
A Lot	20.7	19.2	25.4	17.1	20.6	20.6	
N of Valid	135	417	402	380	1334	1334	
N of Miss	1	3	8	1	13	13	

Table 4.14: Do you take part in community activities such as scouts, rec. teams, youth clubs, etc.?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	48.9	46.5	40.8	45.5	44.7	44.7	
Seldom	13.0	13.7	18.7	17.3	16.2	16.2	
Sometimes	20.6	15.7	18.7	16.0	17.1	17.1	
Often	9.9	11.8	11.2	11.4	11.3	11.3	
A Lot	7.6	12.3	10.7	9.8	10.6	10.6	
N of Valid	131	415	402	376	1324	1324	
N of Miss	5	5	8	5	23	23	

Table 4.15: Do you attend church, synagogue, etc.?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	20.3	27.2	32.2	28.6	28.4	28.4	
Seldom	12.8	13.3	15.2	19.2	15.5	15.5	
Sometimes	22.6	16.3	23.2	21.4	20.4	20.4	
Often	10.5	16.5	12.0	11.6	13.1	13.1	
A Lot	33.8	26.7	17.5	19.2	22.5	22.5	
N of Valid	133	412	401	370	1316	1316	
N of Miss	3	8	9	11	31	31	

Table 4.16: Do your parents talk with you about the problems of tobacco, alcohol and drug use?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	20.0	17.9	12.8	19.5	17.0	17.0	
Seldom	20.0	18.6	15.3	19.5	18.0	18.0	
Sometimes	24.4	27.3	34.2	32.7	30.7	30.7	
Often	16.3	22.2	24.6	16.1	20.6	20.6	
A Lot	19.3	14.0	13.1	12.1	13.7	13.7	
N of Valid	135	414	406	379	1334	1334	
N of Miss	1	6	4	2	13	13	

Table 4.17: Do your teachers talk with you about the problems of tobacco, alcohol and drug use?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	13.7	24.2	10.9	25.7	19.5	19.5	
Seldom	19.8	26.2	22.8	28.3	25.1	25.1	
Sometimes	33.6	29.8	37.7	29.4	32.5	32.5	
Often	16.0	13.3	16.9	11.9	14.3	14.3	
A Lot	16.8	6.5	11.7	4.8	8.6	8.6	
N of Valid	131	413	403	378	1325	1325	
N of Miss	5	7	7	3	22	22	

Table 4.18: Have you skipped school without your parents' permission in the past year?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	87.3	86.1	80.9	65.9	78.9	78.9	
Seldom	3.0	6.0	9.0	14.3	9.0	9.0	
Sometimes	5.2	4.8	5.4	11.9	7.0	7.0	
Often	1.5	1.9	2.2	3.7	2.5	2.5	
A Lot	3.0	1.2	2.4	4.2	2.6	2.6	
N of Valid	134	416	409	378	1337	1337	
N of Miss	2	4	1	3	10	10	

Table 4.19: Does your school set clear rules on using drugs at school?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	5.3	3.9	1.5	5.8	3.9	3.9	
Seldom	5.3	9.5	5.0	4.5	6.3	6.3	
Sometimes	11.3	9.3	12.1	11.9	11.1	11.1	
Often	12.8	25.1	24.8	24.9	23.7	23.7	
A Lot	65.4	52.2	56.7	52.8	55.1	55.1	
N of Valid	133	410	404	377	1324	1324	
N of Miss	3	10	6	4	23	23	

Table 4.20: Does your school set clear rules on bullying or threatening other students at school?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	8.2	5.6	4.4	5.0	5.3	5.3	
Seldom	5.2	8.2	5.6	8.5	7.2	7.2	
Sometimes	16.4	12.1	20.8	13.8	15.7	15.7	
Often	19.4	20.8	22.5	24.3	22.2	22.2	
A Lot	50.7	53.4	46.6	48.4	49.6	49.6	
N of Valid	134	414	408	378	1334	1334	
N of Miss	2	6	2	3	13	13	

Table 4.21: Do your parents set clear rules for you?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	4.4	3.9	4.2	6.1	4.6	4.6	
Seldom	3.7	3.9	3.7	7.9	4.9	4.9	
Sometimes	15.6	16.7	12.5	19.5	16.1	16.1	
Often	23.7	25.4	28.2	28.0	26.8	26.8	
A Lot	52.6	50.1	51.5	38.5	47.5	47.5	
N of Valid	135	413	408	379	1335	1335	
N of Miss	1	7	2	2	12	12	

Table 4.22: Do your parents punish you when you break the rules?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	10.4	11.1	7.1	13.7	10.6	10.6	
Seldom	7.4	7.5	10.6	11.6	9.6	9.6	
Sometimes	23.7	29.5	27.0	29.8	28.2	28.2	
Often	28.1	30.0	30.5	29.6	29.8	29.8	
A Lot	30.4	22.0	24.8	15.3	21.8	21.8	
N of Valid	135	414	407	379	1335	1335	
N of Miss	1	6	3	2	12	12	

Table 4.23: Have you been in trouble with the police?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	82.1	80.1	81.5	78.7	80.3	80.3	
Seldom	7.5	12.7	12.3	13.0	12.2	12.2	
Sometimes	5.2	4.1	4.2	5.3	4.6	4.6	
Often	1.5	1.2	0.7	0.8	1.0	1.0	
A Lot	3.7	1.9	1.2	2.1	2.0	2.0	
N of Valid	134	417	406	376	1333	1333	
N of Miss	2	3	4	5	14	14	

Table 4.24: Do you take part in gang activities?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	93.2	96.6	94.3	93.3	94.6	94.6	
Seldom	3.0	1.4	1.5	1.9	1.7	1.7	
Sometimes	1.5	1.0	1.7	1.1	1.3	1.3	
Often	0.8	0.2	0.5	1.6	0.8	0.8	
A Lot	1.5	0.7	2.0	2.2	1.6	1.6	
N of Valid	132	414	406	371	1323	1323	
N of Miss	4	6	4	10	24	24	

Table 4.25: Have you thought about committing suicide?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	69.2	70.5	66.1	68.2	68.4	68.4	
Seldom	15.0	14.5	15.2	13.5	14.5	14.5	
Sometimes	8.3	8.9	10.6	10.3	9.8	9.8	
Often	3.0	1.9	4.2	3.7	3.2	3.2	
A Lot	4.5	4.1	3.9	4.2	4.1	4.1	
N of Valid	133	414	407	377	1331	1331	
N of Miss	3	6	3	4	16	16	

Table 4.26: Do your friends use tobacco (cigarettes, etc.)?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	44.8	55.4	32.7	34.3	41.5	41.5	
Seldom	14.2	11.5	15.0	10.4	12.5	12.5	
Sometimes	23.9	14.9	24.3	21.3	20.5	20.5	
Often	8.2	11.0	15.0	14.4	12.9	12.9	
A Lot	9.0	7.2	13.0	19.7	12.7	12.7	
N of Valid	134	417	407	376	1334	1334	
N of Miss	2	3	3	5	13	13	

Table 4.27: Do your friends use alcohol (beer, liquor, etc.)?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	45.5	45.9	24.0	20.6	32.0	32.0	
Seldom	17.9	17.2	17.5	12.7	16.1	16.1	
Sometimes	20.1	17.5	26.9	25.1	22.8	22.8	
Often	8.2	10.9	18.0	20.9	15.7	15.7	
A Lot	8.2	8.5	13.6	20.6	13.5	13.5	
N of Valid	134	412	405	378	1329	1329	
N of Miss	2	8	5	3	18	18	

Table 4.28: Do your friends use marijuana (pot, hash, etc.)?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	65.4	52.8	31.0	30.4	41.1	41.1	
Seldom	11.0	14.7	16.5	12.0	14.1	14.1	
Sometimes	11.0	11.6	19.7	19.5	16.2	16.2	
Often	2.9	10.8	15.5	14.9	12.6	12.6	
A Lot	9.6	10.1	17.2	23.2	15.9	15.9	
N of Valid	136	415	406	375	1332	1332	
N of Miss	0	5	4	6	15	15	

Table 4.29: Do your friends use prescription drugs not prescribed to them?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	87.5	82.1	82.8	68.3	79.0	79.0	
Seldom	5.9	9.9	10.9	11.5	10.2	10.2	
Sometimes	2.9	6.0	4.5	10.7	6.6	6.6	
Often	0.7	0.5	1.2	4.0	1.7	1.7	
A Lot	2.9	1.4	0.5	5.6	2.5	2.5	
N of Valid	136	414	402	375	1327	1327	
N of Miss	0	6	8	6	20	20	

Table 4.30: Have you had 5 or more glasses of beer, coolers, breezers or liquor within a few hours?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	89.7	84.6	75.8	67.5	77.6	77.6	
Seldom	2.9	7.0	8.6	9.9	7.9	7.9	
Sometimes	4.4	5.1	8.9	12.0	8.1	8.1	
Often	0.7	1.9	2.7	4.3	2.7	2.7	
A Lot	2.2	1.4	4.0	6.4	3.7	3.7	
N of Valid	136	415	405	375	1331	1331	
N of Miss	0	5	5	6	16	16	

Table 4.31: Does your school ask any students to take a drug test?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	39.2	18.8	62.6	16.0	33.6	33.6	
No	60.8	81.2	37.4	84.0	66.4	66.4	
N of Valid	130	404	404	369	1307	1307	
N of Miss	6	16	6	12	40	40	

Table 4.32: Do you think that you are overweight?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	30.6	30.8	30.6	36.5	32.3	32.3	
No	69.4	69.2	69.4	63.5	67.7	67.7	
N of Valid	134	412	408	373	1327	1327	
N of Miss	2	8	2	8	20	20	

Table 4.33: Has a doctor told you that you are overweight?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	7.5	11.9	15.2	17.7	14.1	14.1	
No	92.5	88.1	84.8	82.3	85.9	85.9	
N of Valid	134	413	407	373	1327	1327	
N of Miss	2	7	3	8	20	20	

Table 4.34: Have you bought or sold drugs AT school?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	3.0	4.1	4.7	7.3	5.1	5.1	
No	97.0	95.9	95.3	92.7	94.9	94.9	
N of Valid	133	412	406	372	1323	1323	
N of Miss	3	8	4	9	24	24	

Table 4.35: Have you bought or sold drugs when NOT at school?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	6.1	8.5	16.3	20.5	14.0	14.0	
No	93.9	91.5	83.7	79.5	86.0	86.0	
N of Valid	131	411	405	371	1318	1318	
N of Miss	5	9	5	10	29	29	

Table 4.36: Have you carried a gun for protection or as a weapon when NOT at school in the past year?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	8.3	7.0	5.7	8.9	7.3	7.3	
No	91.7	93.0	94.3	91.1	92.7	92.7	
N of Valid	132	413	407	371	1323	1323	
N of Miss	4	7	3	10	24	24	

4.3 Within The Past Year How Often Have You...

Table 4.37: Within the past year how often have you used tobacco?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	80.9	86.3	73.8	68.8	77.0	77.0	
Once/year	3.7	3.8	5.7	5.9	5.0	5.0	
6 times/year	0.7	1.4	3.2	2.9	2.3	2.3	
Once/month	0.0	1.2	2.2	1.9	1.6	1.6	
Twice/month	0.7	1.0	2.2	2.9	1.9	1.9	
Once/week	2.9	0.7	1.7	2.4	1.7	1.7	
3 times/week	2.9	1.4	5.0	2.4	2.9	2.9	
Every day	8.1	4.1	6.2	12.8	7.6	7.6	
N of Valid	136	417	404	375	1332	1332	
N of Miss	0	3	6	6	15	15	

Table 4.38: Within the past year how often have you drunk alcohol?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	78.5	72.9	52.1	43.5	58.9	58.9	
Once/year	8.1	11.0	18.4	17.3	14.7	14.7	
6 times/year	3.7	3.8	11.4	10.8	8.1	8.1	
Once/month	2.2	4.6	6.5	7.3	5.7	5.7	
Twice/month	1.5	3.1	5.0	8.4	5.0	5.0	
Once/week	5.2	3.1	4.0	7.6	4.8	4.8	
3 times/week	0.0	1.2	2.0	3.0	1.8	1.8	
Every day	0.7	0.2	0.7	2.2	1.0	1.0	
N of Valid	135	417	403	370	1325	1325	
N of Miss	1	3	7	11	22	22	

Table 4.39: Within the past year how often have you smoked marijuana?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	89.0	83.1	71.5	64.6	75.0	75.0	
Once/year	5.1	4.8	9.7	7.2	7.0	7.0	
6 times/year	2.9	3.1	4.2	3.2	3.5	3.5	
Once/month	0.7	1.2	2.5	3.2	2.1	2.1	
Twice/month	0.7	1.0	3.2	4.8	2.7	2.7	
Once/week	0.0	1.4	2.5	2.9	2.0	2.0	
3 times/week	0.0	1.9	2.7	5.1	2.9	2.9	
Every day	1.5	3.4	3.7	8.8	4.8	4.8	
N of Valid	136	415	404	373	1328	1328	
N of Miss	0	5	6	8	19	19	

Table 4.40: Within the past year how often have you used cocaine?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	98.5	98.3	99.0	94.9	97.6	97.6	
Once/year	0.0	0.5	0.5	1.6	0.8	0.8	
6 times/year	0.0	0.5	0.0	1.1	0.5	0.5	
Once/month	0.0	0.2	0.0	0.0	0.1	0.1	
Twice/month	0.7	0.2	0.2	0.8	0.5	0.5	
Once/week	0.0	0.2	0.0	0.3	0.2	0.2	
3 times/week	0.0	0.0	0.0	0.5	0.2	0.2	
Every day	0.7	0.0	0.2	0.8	0.4	0.4	
N of Valid	136	417	402	375	1330	1330	
N of Miss	0	3	8	6	17	17	

Table 4.41: Within the past year how often have you used inhalants?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	98.5	97.4	98.5	97.1	97.7	97.7	
Once/year	0.0	1.2	0.7	1.1	0.9	0.9	
6 times/year	0.0	0.7	0.0	0.0	0.2	0.2	
Once/month	0.0	0.2	0.0	0.5	0.2	0.2	
Twice/month	0.7	0.5	0.2	0.3	0.4	0.4	
Once/week	0.0	0.0	0.2	0.0	0.1	0.1	
3 times/week	0.0	0.0	0.0	0.3	0.1	0.1	
Every day	0.7	0.0	0.2	0.8	0.4	0.4	
N of Valid	136	418	403	375	1332	1332	
N of Miss	0	2	7	6	15	15	

Table 4.42: Within the past year how often have you used hallucinogens?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	98.5	98.1	98.5	93.9	97.1	97.1	
Once/year	0.7	0.7	1.2	3.5	1.7	1.7	
6 times/year	0.0	0.2	0.0	0.8	0.3	0.3	
Once/month	0.0	0.5	0.0	0.0	0.2	0.2	
Twice/month	0.0	0.2	0.0	0.5	0.2	0.2	
Once/week	0.0	0.0	0.0	0.5	0.2	0.2	
3 times/week	0.0	0.2	0.0	0.0	0.1	0.1	
Every day	0.7	0.0	0.2	0.8	0.4	0.4	
N of Valid	135	416	404	374	1329	1329	
N of Miss	1	4	6	7	18	18	

Table 4.43: Within the past year how often have you used heroin?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	99.3	99.5	99.5	98.1	99.1	99.1	
Once/year	0.0	0.2	0.0	0.8	0.3	0.3	
6 times/year	0.0	0.2	0.0	0.0	0.1	0.1	
Once/month	0.0	0.0	0.2	0.3	0.2	0.2	
Twice/month	0.0	0.0	0.0	0.0	0.0	0.0	
Once/week	0.0	0.0	0.0	0.0	0.0	0.0	
3 times/week	0.0	0.0	0.0	0.0	0.0	0.0	
Every day	0.7	0.0	0.2	0.8	0.4	0.4	
N of Valid	136	418	404	374	1332	1332	
N of Miss	0	2	6	7	15	15	

Table 4.44: Within the past year how often have you used steroids?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	99.3	99.5	99.0	97.3	98.7	98.7	
Once/year	0.0	0.2	0.2	0.5	0.3	0.3	
6 times/year	0.0	0.0	0.2	0.0	0.1	0.1	
Once/month	0.0	0.0	0.0	0.5	0.2	0.2	
Twice/month	0.0	0.0	0.0	0.3	0.1	0.1	
Once/week	0.0	0.0	0.2	0.0	0.1	0.1	
3 times/week	0.0	0.0	0.0	0.5	0.2	0.2	
Every day	0.7	0.2	0.2	0.8	0.5	0.5	
N of Valid	136	418	405	372	1331	1331	
N of Miss	0	2	5	9	16	16	

Table 4.45: Within the past year how often have you used ecstasy?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	99.3	99.0	99.0	94.4	97.7	97.7	
Once/year	0.0	0.2	0.2	2.4	0.8	0.8	
6 times/year	0.0	0.0	0.0	0.5	0.2	0.2	
Once/month	0.0	0.5	0.0	0.3	0.2	0.2	
Twice/month	0.0	0.2	0.0	0.5	0.2	0.2	
Once/week	0.0	0.0	0.2	0.5	0.2	0.2	
3 times/week	0.0	0.0	0.0	0.5	0.2	0.2	
Every day	0.7	0.0	0.5	0.8	0.5	0.5	
N of Valid	136	417	405	374	1332	1332	
N of Miss	0	3	5	7	15	15	

Table 4.46: Within the past year how often have you used meth?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	99.3	99.8	99.8	98.1	99.2	99.2	
Once/year	0.0	0.2	0.0	0.3	0.2	0.2	
6 times/year	0.0	0.0	0.0	0.0	0.0	0.0	
Once/month	0.0	0.0	0.0	0.0	0.0	0.0	
Twice/month	0.0	0.0	0.0	0.0	0.0	0.0	
Once/week	0.0	0.0	0.0	0.8	0.2	0.2	
3 times/week	0.0	0.0	0.0	0.0	0.0	0.0	
Every day	0.7	0.0	0.2	0.8	0.4	0.4	
N of Valid	136	416	402	372	1326	1326	
N of Miss	0	4	8	9	21	21	

Table 4.47: Within the past year how often have you used prescription drugs?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	97.8	95.9	97.8	90.6	95.2	95.2	
Once/year	0.0	1.0	1.0	4.0	1.7	1.7	
6 times/year	0.0	0.7	0.2	0.8	0.5	0.5	
Once/month	0.0	0.7	0.5	0.3	0.5	0.5	
Twice/month	0.7	0.2	0.2	0.3	0.3	0.3	
Once/week	0.7	0.7	0.0	1.1	0.6	0.6	
3 times/week	0.0	0.5	0.0	0.8	0.4	0.4	
Every day	0.7	0.2	0.2	2.2	0.8	0.8	
N of Valid	135	414	401	372	1322	1322	
N of Miss	1	6	9	9	25	25	

Table 4.48: Within the past year how often have you used over-the-counter drugs?









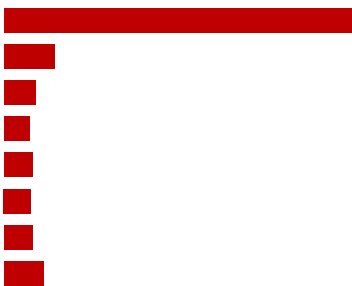
RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	97.0	97.8	97.8	92.5	96.2	96.2	
Once/year	1.5	0.5	1.2	3.0	1.5	1.5	
6 times/year	0.7	0.5	0.0	1.6	0.7	0.7	
Once/month	0.0	0.5	0.2	0.3	0.3	0.3	
Twice/month	0.0	0.0	0.0	0.3	0.1	0.1	
Once/week	0.0	0.7	0.2	0.3	0.4	0.4	
3 times/week	0.0	0.0	0.0	0.8	0.2	0.2	
Every day	0.7	0.0	0.5	1.3	0.6	0.6	
N of Valid	135	415	402	371	1323	1323	
N of Miss	1	5	8	10	24	24	

Table 4.49: Within the past year how often have you used any illicit drug?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	87.5	80.6	69.5	63.7	73.2	73.2	
Once/year	5.1	5.3	10.8	7.7	7.6	7.6	
6 times/year	2.9	3.8	4.2	2.7	3.5	3.5	
Once/month	0.7	1.2	2.7	3.5	2.2	2.2	
Twice/month	1.5	1.2	3.2	4.8	2.8	2.8	
Once/week	0.7	1.9	3.0	3.2	2.5	2.5	
3 times/week	0.0	2.2	2.7	5.1	2.9	2.9	
Every day	1.5	3.8	3.9	9.3	5.2	5.2	
N of Valid	136	418	406	375	1335	1335	
N of Miss	0	2	4	6	12	12	

4.4 How Easy Is It To Get...

Table 4.50: How easy is it to get tobacco (cigarettes, cigars, dip, etc.)?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Don't Know/Can't Get	54.2	55.0	27.4	31.9	40.0	40.0	
Very Difficult	2.3	2.5	3.0	0.5	2.1	2.1	
Fairly Difficult	3.1	6.2	6.3	5.2	5.7	5.7	
Fairly Easy	20.6	19.2	24.9	18.4	20.8	20.8	
Very Easy	19.8	17.2	38.3	44.0	31.4	31.4	
N of Valid	131	402	394	364	1291	1291	
N of Miss	5	18	16	17	56	56	


Table 4.51: How easy is it to get alcohol (beer, coolers, liquor, etc.)?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Don't Know/Can't Get	55.7	48.3	23.8	27.9	35.8	35.8	
Very Difficult	2.3	3.2	4.6	3.6	3.6	3.6	
Fairly Difficult	9.2	8.5	14.4	9.6	10.7	10.7	
Fairly Easy	16.0	20.4	30.6	27.7	25.1	25.1	
Very Easy	16.8	19.7	26.6	31.2	24.7	24.7	
N of Valid	131	402	395	365	1293	1293	
N of Miss	5	18	15	16	54	54	

Table 4.52: How easy is it to get marijuana (pot, hash, etc.)?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Don't Know/Can't Get	71.8	54.2	31.4	35.2	43.7	43.7	
Very Difficult	5.3	4.0	4.1	2.5	3.7	3.7	
Fairly Difficult	6.9	6.5	8.9	6.6	7.3	7.3	
Fairly Easy	6.1	13.7	22.0	22.5	18.0	18.0	
Very Easy	9.9	21.6	33.7	33.2	27.4	27.4	
N of Valid	131	402	395	364	1292	1292	
N of Miss	5	18	15	17	55	55	

Table 4.53: How easy is it to get prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Don't Know/Can't Get	71.8	65.2	55.3	54.0	59.7	59.7	
Very Difficult	3.8	5.0	8.6	7.7	6.8	6.8	
Fairly Difficult	4.6	6.5	12.7	7.4	8.5	8.5	
Fairly Easy	9.2	11.0	9.6	14.3	11.3	11.3	
Very Easy	10.7	12.3	13.7	16.5	13.8	13.8	
N of Valid	131	399	394	363	1287	1287	
N of Miss	5	21	16	18	60	60	

4.5 Do You Feel The Following Are Harmful To Your Health?

Table 4.54: How much do you think people risk harming themselves physically or in other ways if they smoke one or more packs of cigarettes per day?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	14.7	14.1	9.1	14.1	12.6	12.6	
Slight Risk	9.6	8.0	5.2	7.7	7.2	7.2	
Moderate Risk	21.3	19.5	20.6	16.5	19.2	19.2	
Great Risk	54.4	58.4	65.1	61.6	60.9	60.9	
N of Valid	136	411	407	375	1329	1329	
N of Miss	0	9	3	6	18	18	

Table 4.55: How much do you think people risk harming themselves physically or in other ways if they smoke e-cigarettes, e-cigars or e-hookahs?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	18.4	19.6	15.3	20.9	18.5	18.5	
Slight Risk	20.6	22.5	34.8	30.2	28.3	28.3	
Moderate Risk	29.4	31.6	30.9	29.4	30.5	30.5	
Great Risk	31.6	26.2	19.0	19.5	22.7	22.7	
N of Valid	136	408	405	374	1323	1323	
N of Miss	0	12	5	7	24	24	

Table 4.56: How much do you think people risk harming themselves physically or in other ways if they have five or more drinks of an alcoholic beverage (beer, coolers, liquor) once or twice a week?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	18.4	15.0	10.6	12.4	13.3	13.3	
Slight Risk	16.2	15.5	26.4	25.3	21.7	21.7	
Moderate Risk	34.6	32.0	30.5	33.4	32.2	32.2	
Great Risk	30.9	37.4	32.5	28.8	32.8	32.8	
N of Valid	136	412	406	371	1325	1325	
N of Miss	0	8	4	10	22	22	

Table 4.57: How much do you think people risk harming themselves physically or in other ways if they take one or two drinks of an alcoholic beverage (beer, coolers, liquor) nearly every day?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	21.3	18.5	12.6	16.1	16.3	16.3	
Slight Risk	27.9	22.7	24.3	27.6	25.1	25.1	
Moderate Risk	25.7	24.9	32.2	24.4	27.1	27.1	
Great Risk	25.0	33.9	30.9	31.9	31.5	31.5	
N of Valid	136	410	404	373	1323	1323	
N of Miss	0	10	6	8	24	24	

Table 4.58: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	21.3	29.1	30.1	41.7	32.1	32.1	
Slight Risk	16.9	21.0	22.2	22.8	21.5	21.5	
Moderate Risk	22.8	22.5	24.0	16.1	21.2	21.2	
Great Risk	39.0	27.4	23.7	19.4	25.2	25.2	
N of Valid	136	409	405	372	1322	1322	
N of Miss	0	11	5	9	25	25	

Table 4.59: How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
No Risk	16.2	13.6	8.7	12.6	12.1	12.1	
Slight Risk	2.2	7.0	5.2	8.3	6.3	6.3	
Moderate Risk	12.5	20.4	14.1	19.1	17.3	17.3	
Great Risk	69.1	59.0	72.0	59.9	64.3	64.3	
N of Valid	136	412	404	372	1324	1324	
N of Miss	0	8	6	9	23	23	

4.6 During the past 30 days:

Table 4.60: During the past 30 days did you smoke part or all of a cigarettes?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	8.1	7.7	14.5	19.5	13.1	13.1	
No	91.9	92.3	85.5	80.5	86.9	86.9	
N of Valid	135	416	407	375	1333	1333	
N of Miss	1	4	3	6	14	14	

Table 4.61: During the past 30 days did you smoke an e-cigarette, e-cigar, or e-hookah?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	6.7	13.0	16.5	17.6	14.7	14.7	
No	93.3	87.0	83.5	82.4	85.3	85.3	
N of Valid	135	415	405	374	1329	1329	
N of Miss	1	5	5	7	18	18	

Table 4.62: During the past 30 days did you drink one or more drinks of an alcoholic beverage?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	14.2	14.5	26.9	33.1	23.5	23.5	
No	85.8	85.5	73.1	66.9	76.5	76.5	
N of Valid	134	414	405	372	1325	1325	
N of Miss	2	6	5	9	22	22	

Table 4.63: During the past 30 days have you used marijuana or hashish?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	6.7	10.6	17.5	25.9	16.6	16.6	
No	93.3	89.4	82.5	74.1	83.4	83.4	
N of Valid	135	415	406	374	1330	1330	
N of Miss	1	5	4	7	17	17	

Table 4.64: During the past 30 days have you used prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	3.0	3.1	1.7	6.7	3.7	3.7	<div></div>
No	97.0	96.9	98.3	93.3	96.3	96.3	<div></div>
N of Valid	135	416	406	375	1332	1332	
N of Miss	1	4	4	6	15	15	

Table 4.65: During the past 30 days have you used over-the-counter drugs (to get high)?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	1.5	2.4	1.5	4.8	2.7	2.7	<div></div>
No	98.5	97.6	98.5	95.2	97.3	97.3	<div></div>
N of Valid	135	416	406	375	1332	1332	
N of Miss	1	4	4	6	15	15	

Table 4.66: During the past 30 days have you used inhalants (glue, gas, etc.)?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	1.5	2.9	1.5	1.9	2.0	2.0	<div></div>
No	98.5	97.1	98.5	98.1	98.0	98.0	<div></div>
N of Valid	135	415	406	375	1331	1331	
N of Miss	1	5	4	6	16	16	

4.7 At What Age Did You First...

Table 4.67: At what age did you first use tobacco?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Never used	75.7	82.7	67.5	61.6	71.5	71.5
10 or under	6.6	3.1	2.0	5.9	3.9	3.9
11	2.2	2.2	2.2	2.4	2.3	2.3
12	2.9	2.6	3.5	4.5	3.5	3.5
13	4.4	3.1	3.2	2.4	3.1	3.1
14	5.9	3.6	7.7	5.1	5.5	5.5
15	2.2	2.2	7.9	3.5	4.3	4.3
16	0.0	0.2	4.5	9.1	4.0	4.0
17 or older	0.0	0.2	1.5	5.6	2.1	2.1
N of Valid	136	417	403	375	1331	1331
N of Miss	0	3	7	6	16	16

Table 4.68: At what age did you first drink alcohol?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Never used	72.1	64.9	44.2	37.2	51.6	51.6
10 or under	2.9	4.8	4.8	5.6	4.8	4.8
11	3.7	1.9	1.2	1.9	1.9	1.9
12	3.7	2.9	3.2	4.3	3.5	3.5
13	7.4	7.7	6.5	4.5	6.4	6.4
14	7.4	8.9	11.5	8.0	9.3	9.3
15	2.9	7.5	17.8	12.6	11.5	11.5
16	0.0	1.4	9.5	15.0	7.5	7.5
17 or older	0.0	0.0	1.2	11.0	3.5	3.5
N of Valid	136	416	400	374	1326	1326
N of Miss	0	4	10	7	21	21

Table 4.69: At what age did you first smoke marijuana?










RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	89.6	80.8	66.5	60.9	71.8	71.8	
10 or under	1.5	1.7	1.5	1.9	1.7	1.7	
11	0.0	1.2	1.2	0.8	1.0	1.0	
12	0.7	1.4	2.2	1.9	1.7	1.7	
13	3.0	2.9	4.0	6.2	4.2	4.2	
14	3.0	5.8	5.8	7.8	6.1	6.1	
15	2.2	5.0	10.8	6.2	6.8	6.8	
16	0.0	1.0	7.0	9.7	5.1	5.1	
17 or older	0.0	0.2	1.0	4.6	1.7	1.7	
N of Valid	135	416	400	371	1322	1322	
N of Miss	1	4	10	10	25	25	

Table 4.70: At what age did you first use cocaine?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	98.5	97.6	98.8	94.7	97.2	97.2	
10 or under	0.7	0.2	0.2	0.5	0.4	0.4	
11	0.0	0.0	0.0	0.3	0.1	0.1	
12	0.0	0.0	0.0	0.0	0.0	0.0	
13	0.7	0.2	0.0	0.5	0.3	0.3	
14	0.0	0.7	0.2	0.5	0.5	0.5	
15	0.0	0.7	0.0	0.8	0.5	0.5	
16	0.0	0.5	0.7	1.6	0.8	0.8	
17 or older	0.0	0.0	0.0	1.1	0.3	0.3	
N of Valid	136	416	404	375	1331	1331	
N of Miss	0	4	6	6	16	16	

Table 4.71: At what age did you first use inhalants?










RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	98.5	98.1	97.8	96.5	97.6	97.6	
10 or under	1.5	0.2	0.5	0.5	0.5	0.5	
11	0.0	0.2	0.0	0.3	0.2	0.2	
12	0.0	0.0	0.2	0.3	0.2	0.2	
13	0.0	0.0	0.0	0.3	0.1	0.1	
14	0.0	0.7	0.7	1.3	0.8	0.8	
15	0.0	0.2	0.0	0.8	0.3	0.3	
16	0.0	0.5	0.5	0.0	0.3	0.3	
17 or older	0.0	0.0	0.2	0.0	0.1	0.1	
N of Valid	136	417	402	375	1330	1330	
N of Miss	0	3	8	6	17	17	

Table 4.72: At what age did you first use hallucinogens?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	99.3	98.3	98.3	93.6	97.1	97.1	
10 or under	0.7	0.0	0.2	0.8	0.4	0.4	
11	0.0	0.0	0.0	0.3	0.1	0.1	
12	0.0	0.0	0.0	0.0	0.0	0.0	
13	0.0	0.0	0.0	0.3	0.1	0.1	
14	0.0	0.7	0.2	0.0	0.3	0.3	
15	0.0	0.7	0.2	1.1	0.6	0.6	
16	0.0	0.2	1.0	1.9	0.9	0.9	
17 or older	0.0	0.0	0.0	2.1	0.6	0.6	
N of Valid	135	417	402	375	1329	1329	
N of Miss	1	3	8	6	18	18	

Table 4.73: At what age did you first use heroin?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	99.3	98.6	99.5	97.3	98.6	98.6	
10 or under	0.7	0.2	0.2	0.8	0.5	0.5	
11	0.0	0.2	0.0	0.0	0.1	0.1	
12	0.0	0.0	0.0	0.0	0.0	0.0	
13	0.0	0.2	0.0	0.3	0.2	0.2	
14	0.0	0.5	0.2	0.0	0.2	0.2	
15	0.0	0.0	0.0	1.1	0.3	0.3	
16	0.0	0.2	0.0	0.0	0.1	0.1	
17 or older	0.0	0.0	0.0	0.5	0.2	0.2	
N of Valid	135	419	403	375	1332	1332	
N of Miss	1	1	7	6	15	15	

Table 4.74: At what age did you first use steroids?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	99.3	98.8	99.0	96.5	98.3	98.3	
10 or under	0.7	0.2	0.2	1.3	0.6	0.6	
11	0.0	0.2	0.0	0.0	0.1	0.1	
12	0.0	0.2	0.0	0.0	0.1	0.1	
13	0.0	0.2	0.0	0.3	0.2	0.2	
14	0.0	0.0	0.0	0.0	0.0	0.0	
15	0.0	0.0	0.2	0.3	0.2	0.2	
16	0.0	0.0	0.2	0.8	0.3	0.3	
17 or older	0.0	0.2	0.2	0.8	0.4	0.4	
N of Valid	136	418	403	374	1331	1331	
N of Miss	0	2	7	7	16	16	

Table 4.75: At what age did you first use ecstasy?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	99.3	98.8	99.0	94.1	97.6	97.6	
10 or under	0.7	0.0	0.2	1.1	0.5	0.5	
11	0.0	0.0	0.0	0.3	0.1	0.1	
12	0.0	0.0	0.0	0.0	0.0	0.0	
13	0.0	0.0	0.0	0.3	0.1	0.1	
14	0.0	0.5	0.2	0.3	0.3	0.3	
15	0.0	0.7	0.0	1.3	0.6	0.6	
16	0.0	0.0	0.5	1.1	0.5	0.5	
17 or older	0.0	0.0	0.0	1.6	0.5	0.5	
N of Valid	136	417	402	373	1328	1328	
N of Miss	0	3	8	8	19	19	

Table 4.76: At what age did you first use meth?









RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	99.3	99.5	99.8	97.0	98.9	98.9	
10 or under	0.7	0.0	0.2	0.5	0.3	0.3	
11	0.0	0.0	0.0	0.5	0.2	0.2	
12	0.0	0.0	0.0	0.0	0.0	0.0	
13	0.0	0.0	0.0	0.3	0.1	0.1	
14	0.0	0.0	0.0	0.3	0.1	0.1	
15	0.0	0.0	0.0	0.5	0.2	0.2	
16	0.0	0.2	0.0	0.3	0.2	0.2	
17 or older	0.0	0.2	0.0	0.5	0.2	0.2	
N of Valid	135	418	401	370	1324	1324	
N of Miss	1	2	9	11	23	23	

Table 4.77: At what age did you first use prescription drugs not prescribed to you?



















RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	97.1	95.2	97.3	90.9	94.8	94.8	
10 or under	0.7	0.2	0.5	0.8	0.5	0.5	
11	0.7	0.5	0.0	0.0	0.2	0.2	
12	0.0	0.2	0.5	0.3	0.3	0.3	
13	1.5	0.5	0.0	1.1	0.6	0.6	
14	0.0	1.2	0.5	1.1	0.8	0.8	
15	0.0	1.9	1.0	2.7	1.7	1.7	
16	0.0	0.2	0.2	1.9	0.7	0.7	
17 or older	0.0	0.0	0.0	1.3	0.4	0.4	
N of Valid	136	416	401	375	1328	1328	
N of Miss	0	4	9	6	19	19	

Table 4.78: At what age did you first use over-the-counter drugs to get high?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never used	97.8	97.6	97.3	93.3	96.3	96.3	
10 or under	0.7	0.5	0.2	0.5	0.5	0.5	
11	0.7	0.0	0.0	0.3	0.2	0.2	
12	0.0	0.0	0.0	0.3	0.1	0.1	
13	0.7	0.7	0.0	0.5	0.5	0.5	
14	0.0	0.5	1.2	0.5	0.7	0.7	
15	0.0	0.2	0.5	1.9	0.8	0.8	
16	0.0	0.0	0.7	1.9	0.8	0.8	
17 or older	0.0	0.5	0.0	0.8	0.4	0.4	
N of Valid	136	415	401	373	1325	1325	
N of Miss	0	5	9	8	22	22	

4.8 How Wrong Do Your Parents Feel It Would Be For You To...

Table 4.79: How wrong do your parents feel it would be for you to smoke tobacco?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not at all wrong	6.7	4.8	4.8	7.5	5.7	5.7	
A little bit wrong	3.7	4.3	6.3	9.7	6.3	6.3	
Wrong	16.3	13.9	22.3	19.9	18.4	18.4	
Very wrong	73.3	77.0	66.7	62.9	69.5	69.5	
N of Valid	135	417	399	372	1323	1323	
N of Miss	1	3	11	9	24	24	

Table 4.80: How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not at all wrong	8.1	6.2	6.7	7.8	7.0	7.0	
A little bit wrong	8.1	5.3	9.7	10.5	8.4	8.4	
Wrong	11.8	12.4	19.5	20.5	16.7	16.7	
Very wrong	72.1	76.1	64.1	61.2	67.9	67.9	
N of Valid	136	418	401	371	1326	1326	
N of Miss	0	2	9	10	21	21	

Table 4.81: How wrong do your parents feel it would be for you to smoke marijuana?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not at all wrong	8.1	7.4	7.5	8.4	7.8	7.8	
A little bit wrong	2.2	4.1	8.7	9.4	6.8	6.8	
Wrong	5.9	9.1	13.2	10.8	10.5	10.5	
Very wrong	83.8	79.4	70.6	71.4	75.0	75.0	
N of Valid	136	418	401	371	1326	1326	
N of Miss	0	2	9	10	21	21	

Table 4.82: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not at all wrong	8.1	3.8	4.0	4.0	4.4	4.4	<div></div>
A little bit wrong	0.7	1.0	1.2	1.1	1.1	1.1	<div></div>
Wrong	3.7	5.5	5.2	8.3	6.0	6.0	<div></div>
Very wrong	87.5	89.7	89.6	86.6	88.6	88.6	<div></div>
N of Valid	136	418	402	372	1328	1328	
N of Miss	0	2	8	9	19	19	

4.9 How Wrong Do Your Friends Feel It Would Be For You To...

Table 4.83: How wrong do your friends feel it would be for you to smoke tobacco?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not wrong at all	18.7	17.0	28.1	35.6	25.8	25.8	
A little bit wrong	11.2	18.9	21.1	18.6	18.7	18.7	
Wrong	23.1	25.2	25.6	22.9	24.5	24.5	
Very wrong	47.0	38.8	25.3	22.9	31.1	31.1	
N of Valid	134	412	399	371	1316	1316	
N of Miss	2	8	11	10	31	31	

Table 4.84: How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not wrong at all	22.4	21.4	29.3	32.4	27.0	27.0	
A little bit wrong	15.7	18.4	27.3	23.8	22.4	22.4	
Wrong	20.9	20.6	20.1	23.8	21.4	21.4	
Very wrong	41.0	39.6	23.3	20.0	29.3	29.3	
N of Valid	134	412	399	370	1315	1315	
N of Miss	2	8	11	11	32	32	

Table 4.85: How wrong do your friends feel it would be for you to smoke marijuana?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not wrong at all	16.5	29.4	40.2	48.1	36.7	36.7	
A little bit wrong	9.8	14.6	21.2	13.0	15.7	15.7	
Wrong	21.1	18.2	13.5	17.1	16.8	16.8	
Very wrong	52.6	37.7	25.0	21.7	30.9	30.9	
N of Valid	133	411	400	368	1312	1312	
N of Miss	3	9	10	13	35	35	

Table 4.86: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Not wrong at all	12.0	11.0	10.0	18.2	12.8	12.8	<div></div>
A little bit wrong	5.3	10.7	10.5	12.7	10.7	10.7	<div></div>
Wrong	18.8	23.7	19.8	23.0	21.8	21.8	<div></div>
Very wrong	63.9	54.6	59.6	46.1	54.7	54.7	<div></div>
N of Valid	133	410	399	369	1311	1311	
N of Miss	3	10	11	12	36	36	

4.10 Where Do You Usually Use...

Table 4.87: Where do you usually use tobacco?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	82.4	86.4	74.1	68.8	77.3	77.3	<div></div>
At home	9.6	6.9	11.2	15.7	11.0	11.0	<div></div>
At school	0.7	0.5	1.7	3.9	1.9	1.9	<div></div>
In a car	2.9	3.3	8.0	11.0	6.9	6.9	<div></div>
Friend's house	5.9	8.3	13.2	14.2	11.2	11.2	<div></div>
Other	9.6	5.2	11.0	11.5	9.2	9.2	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.88: Where do you usually drink alcohol?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	80.9	73.1	53.2	46.2	60.2	60.2	<div></div>
At home	7.4	12.1	18.3	19.7	15.7	15.7	<div></div>
At school	1.5	0.5	0.7	2.1	1.1	1.1	<div></div>
In a car	0.7	1.0	2.2	3.7	2.1	2.1	<div></div>
Friend's house	8.1	12.4	26.1	32.0	21.7	21.7	<div></div>
Other	5.9	10.2	12.0	13.9	11.4	11.4	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.89: Where do you usually smoke marijuana?













RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	90.4	83.3	69.3	64.0	74.3	74.3	
At home	4.4	6.0	7.3	11.3	7.7	7.7	
At school	0.7	0.0	0.7	3.1	1.2	1.2	
In a car	2.2	4.5	8.8	12.6	7.9	7.9	
Friend's house	2.2	10.2	20.0	22.3	15.8	15.8	
Other	5.9	7.4	9.5	13.1	9.5	9.5	
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.90: Where do you usually use prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	96.3	95.7	95.9	88.5	93.8	93.8	
At home	2.2	2.4	1.0	3.1	2.2	2.2	
At school	0.7	0.0	0.5	1.3	0.6	0.6	
In a car	1.5	0.0	0.5	1.6	0.7	0.7	
Friend's house	0.7	0.5	0.7	3.1	1.3	1.3	
Other	2.2	1.2	0.7	3.4	1.8	1.8	
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

4.11 When Do You Usually Use...

Table 4.91: When do you usually use tobacco?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	83.1	87.4	75.4	69.3	78.2	78.2	<div></div>
Before school	4.4	3.6	4.9	10.5	6.0	6.0	<div></div>
During school	1.5	0.2	2.0	5.0	2.2	2.2	<div></div>
After school	8.8	7.1	10.2	16.3	10.8	10.8	<div></div>
Week nights	5.1	6.2	7.8	11.0	7.9	7.9	<div></div>
Weekends	12.5	8.6	17.1	20.5	14.9	14.9	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.92: When do you usually drink alcohol?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	80.1	74.8	56.3	48.8	62.4	62.4	<div></div>
Before school	1.5	0.2	0.5	1.3	0.7	0.7	<div></div>
During school	0.7	0.0	0.5	2.1	0.8	0.8	<div></div>
After school	4.4	2.9	2.7	5.0	3.6	3.6	<div></div>
Week nights	0.7	2.9	3.2	6.3	3.7	3.7	<div></div>
Weekends	15.4	22.4	38.8	45.7	33.3	33.3	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.93: When do you usually smoke marijuana?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	89.7	84.8	71.5	65.6	75.8	75.8	<div></div>
Before school	2.2	2.9	2.9	5.5	3.6	3.6	<div></div>
During school	0.7	0.5	0.2	3.1	1.2	1.2	<div></div>
After school	2.9	5.5	7.6	11.5	7.6	7.6	<div></div>
Week nights	1.5	6.0	6.8	12.1	7.5	7.5	<div></div>
Weekends	6.6	12.1	21.5	26.8	18.6	18.6	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

Table 4.94: When do you usually use prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do not use	96.3	96.0	94.9	89.8	93.9	93.9	<div></div>
Before school	1.5	0.0	0.0	0.5	0.3	0.3	<div></div>
During school	0.7	0.0	0.0	1.3	0.4	0.4	<div></div>
After school	2.9	0.5	0.0	2.4	1.1	1.1	<div></div>
Week nights	1.5	0.7	0.0	3.4	1.3	1.3	<div></div>
Weekends	2.2	1.9	1.5	4.5	2.5	2.5	<div></div>
N of Valid	136	420	410	381	1347	1347	
N of Miss	0	0	0	0	0	0	

4.12 How Do You Feel About Someone Your Age Having One or Two Drinks of an Alcoholic Beverage Nearly Every Day?

Table 4.95: How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Neither approve nor disapprove	22.0	18.5	24.0	27.1	23.0	23.0	<div></div>
Somewhat disapprove	13.6	18.5	17.4	18.8	17.7	17.7	<div></div>
Strongly disapprove	47.7	45.2	45.0	39.0	43.6	43.6	<div></div>
Don't know or can't say	16.7	17.8	13.6	15.2	15.6	15.6	<div></div>
N of Valid	132	394	391	362	1279	1279	
N of Miss	4	26	19	19	68	68	

4.13 What Effect Do You Most Often Get When You Use

Table 4.96: What effect do you most often get when you drink alcohol?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do Not Use	78.5	75.4	53.5	50.3	62.0	62.0	
No High	11.1	9.9	15.8	13.0	12.7	12.7	
A Little High	5.2	8.5	18.2	20.3	14.4	14.4	
Very High	3.7	4.6	7.2	8.4	6.4	6.4	
Bombed/Stoned	1.5	1.7	5.2	8.1	4.5	4.5	
N of Valid	135	414	400	370	1319	1319	
N of Miss	1	6	10	11	28	28	

Table 4.97: What effect do you most often get when you smoke marijuana?











RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do Not Use	88.8	82.1	69.2	65.8	74.3	74.3	
No High	1.5	1.2	2.3	1.1	1.5	1.5	
A Little High	5.2	5.3	9.5	11.1	8.2	8.2	
Very High	3.7	5.6	8.8	9.2	7.4	7.4	
Bombed/Stoned	0.7	5.8	10.3	12.9	8.7	8.7	
N of Valid	134	413	399	371	1317	1317	
N of Miss	2	7	11	10	30	30	

Table 4.98: What effect do you most often get when you use prescription drugs not prescribed to you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Do Not Use	97.7	96.4	97.5	91.7	95.5	95.5	
No High	0.0	1.0	0.3	0.8	0.6	0.6	
A Little High	0.8	1.0	0.3	3.2	1.4	1.4	
Very High	0.0	1.4	1.0	2.7	1.5	1.5	
Bombed/Stoned	1.5	0.2	1.0	1.6	1.0	1.0	
N of Valid	133	415	398	374	1320	1320	
N of Miss	3	5	12	7	27	27	

4.14 Vehicle Safety

Table 4.99: During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
0 times	95.6	98.3	96.8	91.9	95.8	95.8	
1 time	0.7	1.2	1.5	3.5	1.9	1.9	
2 or 3 times	1.5	0.0	1.0	2.4	1.1	1.1	
4 or 5 times	0.0	0.0	0.2	0.0	0.1	0.1	
6 or more times	2.2	0.5	0.5	2.2	1.1	1.1	
N of Valid	135	417	401	371	1324	1324	
N of Miss	1	3	9	10	23	23	

Table 4.100: During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
0 times	85.2	89.2	91.2	84.9	88.2	88.2	
1 time	5.2	5.5	4.5	6.7	5.5	5.5	
2 or 3 times	5.2	3.3	2.8	3.8	3.5	3.5	
4 or 5 times	0.7	1.0	0.3	1.1	0.8	0.8	
6 or more times	3.7	1.0	1.3	3.5	2.0	2.0	
N of Valid	135	418	399	371	1323	1323	
N of Miss	1	2	11	10	24	24	

Table 4.101: How often do you wear a seatbelt when driving a car?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	6.8	2.4	3.0	3.5	3.3	3.3	<div></div>
Seldom	3.8	1.0	1.2	2.4	1.7	1.7	<div></div>
Sometimes	4.5	2.7	3.2	4.3	3.5	3.5	<div></div>
Most of the time	8.3	5.6	6.0	7.5	6.5	6.5	<div></div>
Always	24.8	44.2	70.4	73.3	58.4	58.4	<div></div>
I don't drive	51.9	44.2	16.2	8.9	26.5	26.5	<div></div>
N of Valid	133	412	402	371	1318	1318	
N of Miss	3	8	8	10	29	29	

Table 4.102: How often do you wear a seatbelt when riding in a car driven by someone else?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	9.2	2.4	3.5	4.9	4.1	4.1	<div></div>
Seldom	2.3	2.2	3.7	3.0	2.9	2.9	<div></div>
Sometimes	15.3	12.5	9.2	10.8	11.3	11.3	<div></div>
Most of the time	24.4	22.7	19.1	18.4	20.6	20.6	<div></div>
Always	48.9	60.2	64.5	62.9	61.2	61.2	<div></div>
N of Valid	131	415	403	369	1318	1318	
N of Miss	5	5	7	12	29	29	

4.15 While At School Have You...

Table 4.103: While at school have you carried a handgun?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	97.8	98.3	98.7	96.5	97.9	97.9	
One time	0.0	0.5	0.5	1.3	0.7	0.7	
2-5 times	0.0	1.0	0.3	0.8	0.6	0.6	
6 or more times	2.2	0.2	0.5	1.3	0.8	0.8	
N of Valid	134	417	398	375	1324	1324	
N of Miss	2	3	12	6	23	23	

Table 4.104: While at school have you carried a knife, club or other weapon?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	91.8	94.0	90.5	87.4	90.8	90.8	
One time	3.7	2.9	4.8	3.5	3.7	3.7	
2-5 times	0.7	1.7	1.8	3.8	2.2	2.2	
6 or more times	3.7	1.4	3.0	5.4	3.3	3.3	
N of Valid	134	416	398	373	1321	1321	
N of Miss	2	4	12	8	26	26	

Table 4.105: While at school have you threatened a student with a handgun, knife or club?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	97.7	98.5	97.8	97.0	97.8	97.8	
One time	0.8	0.7	0.5	1.1	0.8	0.8	
2-5 times	0.0	0.5	0.2	0.8	0.5	0.5	
6 or more times	1.5	0.2	1.5	1.1	1.0	1.0	
N of Valid	132	413	400	371	1316	1316	
N of Miss	4	7	10	10	31	31	

Table 4.106: While at school have you threatened to hurt a student by hitting, slapping or kicking?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	69.6	83.1	80.7	81.8	80.6	80.6	
One time	11.1	5.8	4.8	5.1	5.8	5.8	
2-5 times	10.4	6.5	8.5	6.2	7.4	7.4	
6 or more times	8.9	4.6	6.0	7.0	6.1	6.1	
N of Valid	135	415	398	373	1321	1321	
N of Miss	1	5	12	8	26	26	

Table 4.107: While at school have you hurt a student by using a handgun, knife or club?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	98.5	99.0	98.5	98.7	98.7	98.7	
One time	0.0	0.2	0.8	0.3	0.4	0.4	
2-5 times	0.7	0.5	0.3	0.3	0.4	0.4	
6 or more times	0.7	0.2	0.5	0.8	0.5	0.5	
N of Valid	135	415	395	372	1317	1317	
N of Miss	1	5	15	9	30	30	

Table 4.108: While at school have you hurt a student by hitting, slapping or kicking?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	74.1	89.1	87.8	87.1	86.6	86.6	
One time	8.1	4.8	4.3	5.6	5.2	5.2	
2-5 times	12.6	3.6	4.6	4.6	5.1	5.1	
6 or more times	5.2	2.4	3.3	2.7	3.0	3.0	
N of Valid	135	414	395	373	1317	1317	
N of Miss	1	6	15	8	30	30	

Table 4.109: While at school have you been threatened with a handgun, knife or club by a student?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	88.0	95.4	94.7	93.3	93.8	93.8	
One time	3.8	2.7	2.0	2.9	2.7	2.7	
2-5 times	4.5	1.2	1.8	2.7	2.1	2.1	
6 or more times	3.8	0.7	1.5	1.1	1.4	1.4	
N of Valid	133	414	396	374	1317	1317	
N of Miss	3	6	14	7	30	30	

Table 4.110: While at school have you had a student threaten to hit, slap or kick you?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	62.2	78.6	82.3	80.1	78.5	78.5	
One time	11.9	8.2	4.8	7.0	7.2	7.2	
2-5 times	12.6	7.5	7.6	9.1	8.5	8.5	
6 or more times	13.3	5.8	5.3	3.8	5.8	5.8	
N of Valid	135	416	395	372	1318	1318	
N of Miss	1	4	15	9	29	29	

Table 4.111: While at school have you been afraid a student may hurt you?





RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	76.9	90.1	86.1	90.6	87.7	87.7	
One time	9.7	4.1	6.0	5.6	5.7	5.7	
2-5 times	6.0	3.8	3.8	2.4	3.6	3.6	
6 or more times	7.5	1.9	4.0	1.3	3.0	3.0	
N of Valid	134	416	397	373	1320	1320	
N of Miss	2	4	13	8	27	27	

Table 4.112: While at school have you been hurt by a student using a handgun, knife or club?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	98.5	99.3	98.5	98.1	98.6	98.6	<div></div>
One time	0.0	0.2	0.5	0.5	0.4	0.4	<div></div>
2-5 times	0.0	0.2	0.3	0.5	0.3	0.3	<div></div>
6 or more times	1.5	0.2	0.8	0.8	0.7	0.7	<div></div>
N of Valid	135	413	397	374	1319	1319	
N of Miss	1	7	13	7	28	28	

Table 4.113: While at school have you been hurt by a student who hit, slapped or kicked you?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	74.8	89.6	92.0	91.4	89.3	89.3	<div></div>
One time	10.4	4.8	2.8	5.1	4.9	4.9	<div></div>
2-5 times	5.9	3.9	2.5	2.4	3.3	3.3	<div></div>
6 or more times	8.9	1.7	2.8	1.1	2.6	2.6	<div></div>
N of Valid	135	413	398	373	1319	1319	
N of Miss	1	7	12	8	28	28	

4.16 In My School, I Feel Safe...

Table 4.114: In my school, I feel safe in the classroom.






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	10.4	7.7	5.0	6.5	6.8	6.8	
Seldom	6.0	3.6	3.5	6.5	4.6	4.6	
Sometimes	11.2	10.4	12.3	10.8	11.2	11.2	
Often	20.9	31.9	29.6	23.4	27.7	27.7	
A Lot	51.5	46.4	49.5	53.0	49.7	49.7	
N of Valid	134	414	398	372	1318	1318	
N of Miss	2	6	12	9	29	29	

Table 4.115: In my school, I feel safe in the cafeteria.






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	11.9	10.0	6.1	8.1	8.5	8.5	
Seldom	7.5	4.4	5.9	6.8	5.8	5.8	
Sometimes	14.9	16.3	19.3	14.3	16.5	16.5	
Often	21.6	29.4	30.5	24.1	27.4	27.4	
A Lot	44.0	40.0	38.2	46.8	41.8	41.8	
N of Valid	134	412	393	370	1309	1309	
N of Miss	2	8	17	11	38	38	

Table 4.116: In my school, I feel safe in the halls.






RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	13.4	10.0	7.1	7.6	8.8	8.8	
Seldom	8.2	5.8	7.9	8.7	7.5	7.5	
Sometimes	18.7	17.3	17.6	15.3	16.9	16.9	
Often	15.7	30.4	31.0	22.3	26.8	26.8	
A Lot	44.0	36.5	36.4	46.0	39.9	39.9	
N of Valid	134	411	393	367	1305	1305	
N of Miss	2	9	17	14	42	42	

Table 4.117: In my school, I feel safe in the bathroom.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	14.9	10.2	7.9	8.4	9.5	9.5	
Seldom	9.0	6.6	6.9	9.7	7.8	7.8	
Sometimes	14.9	16.3	20.4	13.2	16.5	16.5	
Often	18.7	27.3	26.0	21.4	24.3	24.3	
A Lot	42.5	39.5	38.9	47.3	41.9	41.9	
N of Valid	134	410	393	370	1307	1307	
N of Miss	2	10	17	11	40	40	

Table 4.118: In my school, I feel safe in the gym.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	12.6	8.5	4.9	7.8	7.6	7.6	
Seldom	5.9	3.6	5.6	8.1	5.7	5.7	
Sometimes	12.6	13.9	15.6	12.1	13.8	13.8	
Often	20.7	30.7	31.7	21.8	27.4	27.4	
A Lot	48.1	43.3	42.2	50.1	45.4	45.4	
N of Valid	135	411	391	371	1308	1308	
N of Miss	1	9	19	10	39	39	

Table 4.119: In my school, I feel safe on the school bus.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	14.9	10.7	7.3	11.2	10.3	10.3	
Seldom	5.2	5.6	7.1	7.9	6.7	6.7	
Sometimes	14.9	16.5	15.9	14.5	15.6	15.6	
Often	20.9	27.0	28.4	21.3	25.2	25.2	
A Lot	44.0	40.1	41.3	45.1	42.3	42.3	
N of Valid	134	411	395	366	1306	1306	
N of Miss	2	9	15	15	41	41	

Table 4.120: In my school, I feel safe at school events.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	12.6	9.8	6.1	7.9	8.4	8.4	
Seldom	5.2	3.7	4.8	7.9	5.4	5.4	
Sometimes	11.9	13.4	13.3	12.5	12.9	12.9	
Often	17.8	29.8	30.6	22.8	26.8	26.8	
A Lot	52.6	43.4	45.2	49.1	46.5	46.5	
N of Valid	135	410	392	369	1306	1306	
N of Miss	1	10	18	12	41	41	

Table 4.121: In my school, I feel safe on the playground.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	18.7	13.4	8.8	10.2	11.7	11.7	
Seldom	5.2	5.0	4.4	7.4	5.5	5.5	
Sometimes	11.2	11.7	14.5	12.1	12.6	12.6	
Often	17.9	27.8	29.3	21.4	25.4	25.4	
A Lot	47.0	42.2	43.0	48.9	44.8	44.8	
N of Valid	134	403	386	364	1287	1287	
N of Miss	2	17	24	17	60	60	

Table 4.122: In my school, I feel safe in the parking lot.

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Never	16.3	11.5	7.9	10.6	10.7	10.7	
Seldom	5.2	6.1	6.1	7.4	6.4	6.4	
Sometimes	14.8	18.0	13.6	12.8	14.9	14.9	
Often	21.5	27.6	26.9	22.6	25.3	25.3	
A Lot	42.2	36.8	45.5	46.6	42.7	42.7	
N of Valid	135	410	391	367	1303	1303	
N of Miss	1	10	19	14	44	44	

4.17 Frequency of Use

The last section of tables presents the frequency of drug use *How Often Do You Use* data with the categories *collapsed* as follows:

- Daily Use – Every Day
- Weekly Use – Once/Week + 3 Times/Week + Every Day
- Annual Use – Once/Year + 6 Times/Year + Once/Month +
Twice/Month + Once/Week + 3 Times/Week + Every Day

The Monthly Use category in previous reports has been changed to Past 30 Day Use. Due to recent changes in federal reporting requirements, Past 30 Day use for tobacco, alcohol, marijuana and prescription drugs must be calculated from the section headed *During the Past 30 Days*:. The other drugs are calculated as before by combining the categories of Once/Month thru Daily together of the *How Often Do You Use* data.

An additional drug use category has been created by combining the responses from marijuana, cocaine, inhalants, hallucinogens, heroin, steroids, ecstasy, meth, prescription drugs and over-the-counter drugs together to create an illicit drug use variable. This category represents any illicit drug use regardless of the type of drug.

Table 4.123: Past 30 day use cigarettes?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	8.1	7.7	14.5	19.5	13.1	13.1	
No	91.9	92.3	85.5	80.5	86.9	86.9	
N of Valid	135	416	407	375	1333	1333	
N of Miss	1	4	3	6	14	14	

Table 4.124: Past 30 day use e-cigarettes?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	6.7	13.0	16.5	17.6	14.7	14.7	
No	93.3	87.0	83.5	82.4	85.3	85.3	
N of Valid	135	415	405	374	1329	1329	
N of Miss	1	5	5	7	18	18	

Table 4.125: Past 30 day use alcohol?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	14.2	14.5	26.9	33.1	23.5	23.5	
No	85.8	85.5	73.1	66.9	76.5	76.5	
N of Valid	134	414	405	372	1325	1325	
N of Miss	2	6	5	9	22	22	

Table 4.126: Past 30 day use marijuana?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	6.7	10.6	17.5	25.9	16.6	16.6	
No	93.3	89.4	82.5	74.1	83.4	83.4	
N of Valid	135	415	406	374	1330	1330	
N of Miss	1	5	4	7	17	17	

Table 4.127: Past 30 day use cocaine?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	1.5	0.7	0.5	2.4	1.2	1.2 
No	98.5	99.3	99.5	97.6	98.8	98.8 
N of Valid	136	417	402	375	1330	1330
N of Miss	0	3	8	6	17	17

Table 4.128: Past 30 day use inhalants?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	1.5	2.9	1.5	1.9	2.0	2.0 
No	98.5	97.1	98.5	98.1	98.0	98.0 
N of Valid	135	415	406	375	1331	1331
N of Miss	1	5	4	6	16	16

Table 4.129: Past 30 day use hallucinogens?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	0.7	1.0	0.2	1.9	1.0	1.0 
No	99.3	99.0	99.8	98.1	99.0	99.0 
N of Valid	135	416	404	374	1329	1329
N of Miss	1	4	6	7	18	18

Table 4.130: Past 30 day use heroin?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	0.7	0.0	0.5	1.1	0.5	0.5 
No	99.3	100.0	99.5	98.9	99.5	99.5 
N of Valid	136	418	404	374	1332	1332
N of Miss	0	2	6	7	15	15

Table 4.131: Past 30 day use steroids?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	0.7	0.2	0.5	2.2	0.9	0.9 
No	99.3	99.8	99.5	97.8	99.1	99.1 
N of Valid	136	418	405	372	1331	1331
N of Miss	0	2	5	9	16	16

Table 4.132: Past 30 day use ecstasy?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	0.7	0.7	0.7	2.7	1.3	1.3 
No	99.3	99.3	99.3	97.3	98.7	98.7 
N of Valid	136	417	405	374	1332	1332
N of Miss	0	3	5	7	15	15

Table 4.133: Past 30 day use meth?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	0.7	0.0	0.2	1.6	0.6	0.6 
No	99.3	100.0	99.8	98.4	99.4	99.4 
N of Valid	136	416	402	372	1326	1326
N of Miss	0	4	8	9	21	21

Table 4.134: Past 30 day use prescription drugs?



RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Yes	3.0	3.1	1.7	6.7	3.7	3.7 
No	97.0	96.9	98.3	93.3	96.3	96.3 
N of Valid	135	416	406	375	1332	1332
N of Miss	1	4	4	6	15	15

Table 4.135: Past 30 day use over-the-counter drugs?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	1.5	2.4	1.5	4.8	2.7	2.7	<div></div>
No	98.5	97.6	98.5	95.2	97.3	97.3	<div></div>
N of Valid	135	416	406	375	1332	1332	
N of Miss	1	4	4	6	15	15	

Table 4.136: Past 30 day use any illicit drug?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Yes	8.1	11.9	18.3	27.6	17.9	17.9	<div></div>
No	91.9	88.1	81.7	72.4	82.1	82.1	<div></div>
N of Valid	136	419	409	381	1345	1345	
N of Miss	0	1	1	0	2	2	

Table 4.137: Frequency of use of tobacco?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	8.1	4.1	6.2	12.8	7.6	7.6
Weekly	14.0	6.2	12.9	17.6	12.2	12.2
Annual	19.1	13.7	26.2	31.2	23.0	23.0
N of Valid	136	417	404	375	1332	1332
N of Miss	0	3	6	6	15	15

Table 4.138: Frequency of use of alcohol?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.2	0.7	2.2	1.0	1.0
Weekly	5.9	4.6	6.7	12.7	7.6	7.6
Annual	21.5	27.1	47.9	56.5	41.1	41.1
N of Valid	135	417	403	370	1325	1325
N of Miss	1	3	7	11	22	22

Table 4.139: Frequency of use of marijuana?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	1.5	3.4	3.7	8.8	4.8	4.8
Weekly	1.5	6.7	8.9	16.9	9.7	9.7
Annual	11.0	16.9	28.5	35.4	25.0	25.0
N of Valid	136	415	404	373	1328	1328
N of Miss	0	5	6	8	19	19

Table 4.140: Frequency of use of cocaine?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.2	0.8	0.4	0.4
Weekly	0.7	0.2	0.2	1.6	0.7	0.7
Annual	1.5	1.7	1.0	5.1	2.4	2.4
N of Valid	136	417	402	375	1330	1330
N of Miss	0	3	8	6	17	17

Table 4.141: Frequency of use of inhalants?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.2	0.8	0.4	0.4
Weekly	0.7	0.0	0.5	1.1	0.5	0.5
Annual	1.5	2.6	1.5	2.9	2.3	2.3
N of Valid	136	418	403	375	1332	1332
N of Miss	0	2	7	6	15	15

Table 4.142: Frequency of use of hallucinogens?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.2	0.8	0.4	0.4
Weekly	0.7	0.2	0.2	1.3	0.6	0.6
Annual	1.5	1.9	1.5	6.1	2.9	2.9
N of Valid	135	416	404	374	1329	1329
N of Miss	1	4	6	7	18	18

Table 4.143: Frequency of use of heroin?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.2	0.8	0.4	0.4
Weekly	0.7	0.0	0.2	0.8	0.4	0.4
Annual	0.7	0.5	0.5	1.9	0.9	0.9
N of Valid	136	418	404	374	1332	1332
N of Miss	0	2	6	7	15	15

Table 4.144: Frequency of use of steroids?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.2	0.2	0.8	0.5	0.5
Weekly	0.7	0.2	0.5	1.3	0.7	0.7
Annual	0.7	0.5	1.0	2.7	1.3	1.3
N of Valid	136	418	405	372	1331	1331
N of Miss	0	2	5	9	16	16

Table 4.145: Frequency of use of ecstasy?




RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.5	0.8	0.5	0.5 
Weekly	0.7	0.0	0.7	1.9	0.8	0.8 
Annual	0.7	1.0	1.0	5.6	2.3	2.3 
N of Valid	136	417	405	374	1332	1332
N of Miss	0	3	5	7	15	15

Table 4.146: Frequency of use of meth?




RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.2	0.8	0.4	0.4 
Weekly	0.7	0.0	0.2	1.6	0.6	0.6 
Annual	0.7	0.2	0.2	1.9	0.8	0.8 
N of Valid	136	416	402	372	1326	1326
N of Miss	0	4	8	9	21	21

Table 4.147: Frequency of use of prescription drugs?




RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.2	0.2	2.2	0.8	0.8 
Weekly	1.5	1.4	0.2	4.0	1.8	1.8 
Annual	2.2	4.1	2.2	9.4	4.8	4.8 
N of Valid	135	414	401	372	1322	1322
N of Miss	1	6	9	9	25	25

Table 4.148: Frequency of use of over-the-counter drugs?




RESPONSE	9th	10th	11th	12th	9-12th	TOTAL
Daily	0.7	0.0	0.5	1.3	0.6	0.6 
Weekly	0.7	0.7	0.7	2.4	1.2	1.2 
Annual	3.0	2.2	2.2	7.5	3.8	3.8 
N of Valid	135	415	402	371	1323	1323
N of Miss	1	5	8	10	24	24

Table 4.149: Frequency of use of any illicit drug?

RESPONSE	9th	10th	11th	12th	9-12th	TOTAL	
Daily	1.5	3.8	3.9	9.3	5.2	5.2	<div></div>
Weekly	2.2	7.9	9.6	17.6	10.6	10.6	<div></div>
Annual	12.5	19.4	30.5	36.3	26.8	26.8	<div></div>
N of Valid	136	418	406	375	1335	1335	
N of Miss	0	2	4	6	12	12	

Chapter 5

Narrative Report

5.1 Introduction

Tobacco, alcohol, drug use and violence continues to be a persistent problem facing the youth of America. The use of mind-altering chemicals has proven to be especially harmful to the adolescent growth and development process. Psychoactive drugs interfere with physical, social, and emotional growth during the critical years of adolescent development.

An adolescent who uses intoxicants is not only at high risk of becoming drug dependent but is also at an increased risk of dropping out of school, getting involved in crime, attempting suicide, or becoming involved in an assortment of unacceptable behaviors.

The prevention of adolescent drug and alcohol use, bullying and related behaviors is most likely to occur when parents, teachers, faith leaders, other individuals and community organizations, who are part of the child's friendship circle...

- are well informed of the harmful effects of drugs,
- understand potential danger from threatening behaviors,
- recognize behavioral changes that accompany drug use,

- and understand how drug use and violence is encouraged and accepted in the social world of the child.

Another key to successful prevention programming is the direct involvement of youth in planning and implementing programs.

This report will help parents, school personnel, students, and other "youth care givers" understand the extent of drug use and threatening (bullying) behaviors in your community.

Your questions concerning this report or information on other reports and services of **Pride Surveys** may be obtained by calling the **Pride Surveys** office at 1-800-279-6361.

5.1.1 The Pride Surveys Questionnaire

As with any type of meaningful survey, it is important that the data collected are of high quality and utility. The **Pride Surveys Questionnaire** was developed to provide accurate, reliable and useful information about students through their reported behaviors, perceptions and living environments. Questionnaire forms and administration procedures have undergone extensive reviews by independent evaluators over the years. The survey provides users

with data of high quality and practical application. For more technical information about the development of the questionnaire, see the *Pride Technical Report: The Pride Questionnaire for Grades 6-12 Developmental Study*. These studies are available on the Pride Surveys website at www.pridesurveys.com.

5.1.2 The Report

This report was prepared to be used as part of a community-wide prevention program. For maximum use of your school drug and violence survey, we suggest that you review each section carefully, share the information with school officials, teachers, students and parents, and prepare a press release to inform your community of the results.

This narrative report contains five sections, including the introductory Section 5.1. Section 5.2 contains information on *Gateway Drugs* (tobacco, alcohol, and marijuana). Section 5.3 contains information on *Other Illicit Drugs* (cocaine, uppers, downers, inhalants, hallucinogens, heroin and steroids). The following information on each drug category has been selected for analysis in this report:

- perceived risk of drug use,
- frequency of drug use reported by students,
- when students reported using drugs,
- where students reported using drugs,
- friends' use of drugs,
- age of onset of use of drugs,
- availability of drugs as reported by students.

Section 5.4 contains suggestions for community awareness activities utilizing the media and presentations of survey findings to various audiences.

Note that all statistics compiled from your survey results are highlighted in **bold**.

It is important that your school survey be viewed as part of an ongoing process that provides needed information about the prevalence and patterns of tobacco, alcohol and other drug use by students in your community. By using the **Pride Surveys** in your assessment process, you can be confident of high quality, consistent, and reliable information to assist you in your drug prevention efforts. For additional assistance with questionnaire data, call the Pride Surveys Office at 1-800-279-6361. For additional information about the health impact of drugs visit the Pride Surveys website at www.pridesurveys.com.

5.2 Gateway Drugs

The *gateway drugs* are defined in this report as tobacco, alcohol, and marijuana. In most states, alcohol and tobacco products are illegal when used by minors, but are legal when used by adults. Nevertheless, they are generally easy to obtain and are widely used by students. Use of alcohol and cigarettes at early ages has been linked to later use of illicit drugs, thus the term *gateway drugs*. Marijuana is the illicit drug most widely used by the adolescent population. Although marijuana is itself a dangerous illicit drug, it is also a strong predictor for use of other addictive drugs. In this section, harmful effects, prevalence, and patterns of tobacco products (cigarettes, smokeless tobacco, and cigars), alcohol (beer, wine coolers, and liquor), and marijuana use are reported.

5.2.1 Tobacco

Harmful Effects of Tobacco Products

The use of tobacco products was not always considered to be drug use. However, cigarette smoke contains more than 1,200 chemicals, none of which are beneficial to man. When cigarette smoke is absorbed into the body, it decreases the oxygen-carrying capacity of the blood and increases the clotting rate. This reaction, combined with hardening of the arteries associated with smoking, can cause a heart attack. Using tobacco products is a major cause of emphysema, chronic bronchitis, lung cancer, heart disease and cancer of the mouth.

Research indicates that mothers who smoke during pregnancy may damage the unborn child. Women who take birth control pills should not smoke because of increased risk of blood clots, stroke, heart attack and liver tumors.

It is important that students know the health consequences of tobacco use, but they may be influenced more by the social stigma and the unattractive appearance using tobacco can cause. For example, young people may choose not to smoke because cigarette smoke makes their hair smell bad, turns their teeth and fingers yellow, and causes bad breath. These are important considerations for adolescents who are usually concerned about their appearance.

Frequency and Effects of Tobacco Use

While millions of people in this country have quit smoking cigarettes, there are still millions that continue to smoke despite warnings of detrimental health effects. It is important to examine the use of cigarettes by students, for they are engaging in an unhealthy practice. Also, students who start smoking tobacco early are more prone to try other drugs, particularly marijuana, than students who do not use tobacco products.

Table 5.1: 30-Day Use of Tobacco

DRUG	6th	7th	8th	9th	10th	11th	12th
Tobacco	0.0	0.0	0.0	14.7	8.4	17.3	22.4

Additional information about frequency of cigarette smoking by your students may be found in the Percentage Tables chapter of your Pride report.

Locations and Times of Tobacco Use

A knowledge of the patterns of adolescent tobacco use is important when planning and implementing prevention programs. Two of the most important questions that were asked on the *Pride Surveys* were *Where* and *When* various drugs are used. Students were asked to respond to various locations and times they used tobacco products. Responses to *Where* students used gateway drugs included *At Home, At School, In a Car, Friend's House and Other* places in the community. Time of use responses consisted of *Before School, During School, After School, Week Nights and Weekends*. This information is important in providing insight into the use patterns of tobacco products by your students.

Although there was some variation, students who smoked cigarettes reported smoking at most locations and times. This finding may be explained by the highly addictive nature of the nicotine in tobacco, the non-intoxicating effects of smoking tobacco (as opposed to the intoxicating effects of alcohol), and adult tolerance for possession and use of tobacco products by minors. However, as explained earlier, cigarette smoking does present health hazards for the users and for those who share a common environment.

Table 5.2: Reported Location of Tobacco Use For Your Students

LOCATION	6th	7th	8th	9th	10th	11th	12th
At Home	0.0	0.0	0.0	9.6	6.9	11.2	15.7
At School	0.0	0.0	0.0	0.7	0.5	1.7	3.9
In a Car	0.0	0.0	0.0	2.9	3.3	8.0	11.0
Friend's House	0.0	0.0	0.0	5.9	8.3	13.2	14.2
Other	0.0	0.0	0.0	9.6	5.2	11.0	11.5

Table 5.3: Reported Times of Tobacco Use For Your Students

TIME	6th	7th	8th	9th	10th	11th	12th
Before School	0.0	0.0	0.0	4.4	3.6	4.9	10.5
During School	0.0	0.0	0.0	1.5	0.2	2.0	5.0
After School	0.0	0.0	0.0	8.8	7.1	10.2	16.3
Week Night	0.0	0.0	0.0	5.1	6.2	7.8	11.0
Weekend	0.0	0.0	0.0	12.5	8.6	17.1	20.5

5.2.2 Alcohol

Harmful Effects of Alcohol

Alcohol is a central nervous system depressant, which relaxes the inhibiting and controlling mechanisms of the brain. The effects of drinking alcohol depend on the amount consumed, body size, food intake, age, genetic susceptibility, and tolerance. Alcohol is metabolized at the rate of about 1/2 ounce per hour, and coffee, tea, or cold showers will not speed up this process. The effects of drinking alcohol can range from mild intoxication, to mental confusion, to aggression, to respiratory depression and death. Repeated or chronic use of alcohol may cause damage to the liver, brain, stomach, skin, and other systems of the body.

The sources of alcohol most available to youth for consumption are beer,

wine or wine coolers, and various forms of liquor. It is important for youth and adults to understand that sources with lower percentages of alcohol, such as beer and wine coolers, are equally as capable of causing intoxication and dependency as liquor. However, there appears to be a progression of alcohol use that begins with beer or wine coolers and on to liquor. Drinking liquor produces higher levels of intoxication, probably due to its higher concentration of alcohol.

Since the human body builds a tolerance to alcohol, there is a potential for addiction for those who drink. This risk of addiction is greater for the developing adolescent than for mature adults. Junior and senior high students who use alcohol run the risk of delaying or retarding their normal physical, mental and social development. Drinking and driving is a popular practice among teenagers, and alcohol-related accidents are a major cause of death among 15- to 19-year-olds.

Frequency and Effects of Alcohol Use

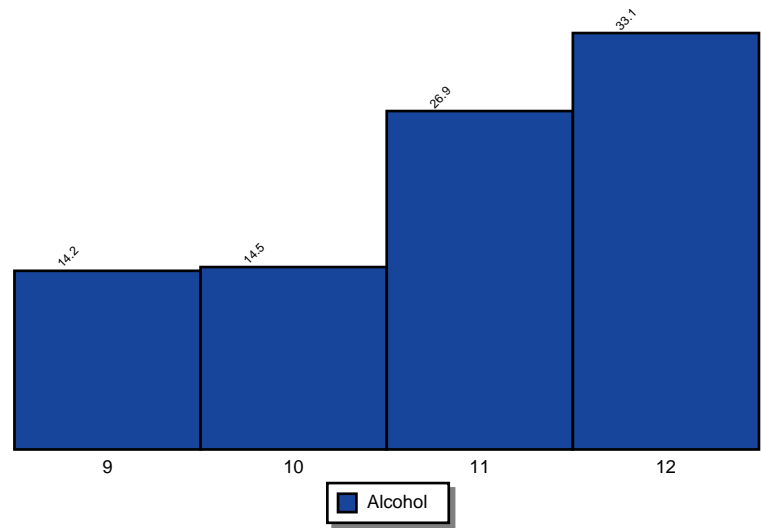
Although drinking alcoholic beverages is illegal for minors, beer, wine coolers, and liquor are popular intoxicants for students. It should be kept in mind that these data are from 12- to 18-year-old students. Not only are they minors under the law, and therefore violating the law when using alcohol, but they are also young adolescents who are abusing alcohol at least once a month or more often.

Table 5.4: 30-Day Use of Alcohol

DRUG	6th	7th	8th	9th	10th	11th	12th
Alcohol	0.0	0.0	0.0	14.2	14.5	26.9	33.1

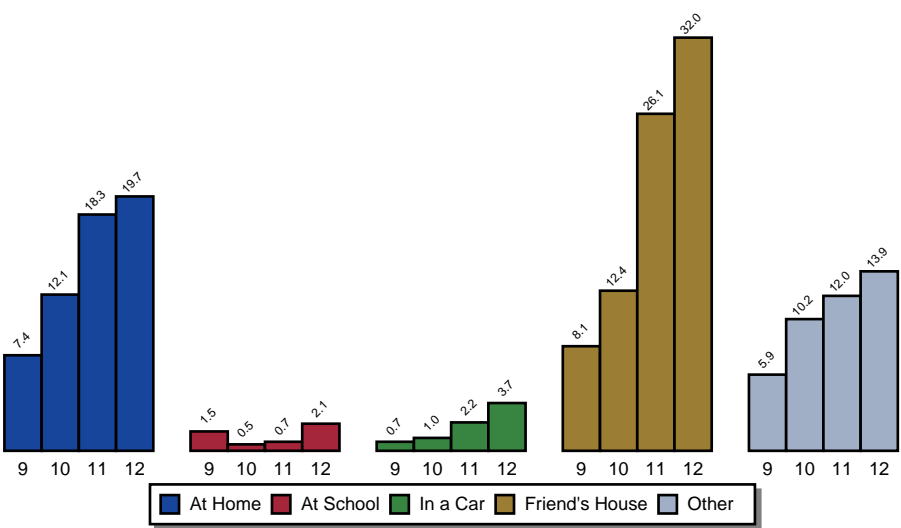
YOUR NOTES:

30-Day Use of Alcohol



Source: Pride Surveys

Location of Any Alcohol Use



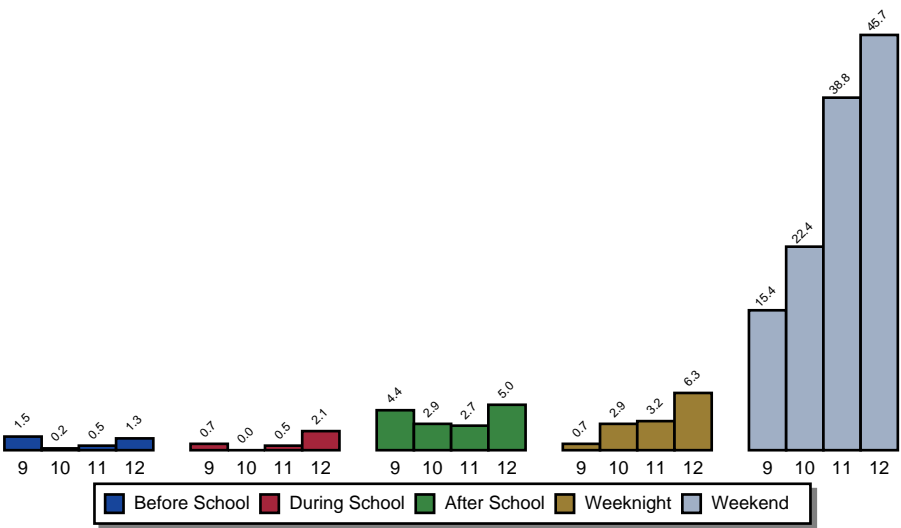
Source: Pride Surveys

Locations and Times of Alcohol Use

Drinking alcoholic beverages can produce a mind-altered or intoxicated state. Given the impairment in thinking and judgement produced by alcohol intoxication, time of use is an important consideration for targeting prevention activities. The following figures contain percentage data for the times of alcohol use as reported by junior and senior high students in your community.

It is important to note that past research indicates that *At School* is the least popular location for use and *During School* is the least popular time of use. *Weekends* tends to be the most popular time of use and *At Home* tends to be the most popular with younger students while *Friend's House* and *Other* tends to be the most popular with older students. These data strongly support the concept of parent and community involvement in reducing alcohol use by youth.

Time of Any Alcohol Use



Source: Pride Surveys

Availability of Tobacco Products & Alcohol

The question of availability of tobacco products has been included on the ***Pride Surveys***.

Students were asked to report how easy it was for them to get alcohol, specifically in the forms of beer, coolers, breezers, etc. and liquor. Students could respond that they *Cannot Get* alcohol, or that alcohol was *Very Difficult*, *Fairly Difficult*, *Fairly Easy*, or *Very Easy* to get. The following table provides the percentages of students who responded to the *Fairly Easy* or *Very Easy* categories for obtaining tobacco products as well as beer, wine coolers, liquor, and marijuana.

Use of tobacco products and alcohol by minors is illegal, yet they are readily available to students. Popular culture condones and often encourages the use of tobacco and alcohol. While it is important to discourage the illegal use of tobacco and alcohol through formal education and community prevention programs, it is also important to reduce the ease by which students may obtain tobacco and alcohol products, whether from home or a neighbor's home, or from merchants that sell alcoholic beverages to minors. Cooperation of parents, students, and educators with local, state, and federal law enforcement agencies should play an important role in reducing the availability of gateway drugs to students.

Table 5.5: Pct of Students Reporting *Fairly Easy* or *Very Easy* to Get Tobacco and Alcohol

DRUG	6th	7th	8th	9th	10th	11th	12th
Tobacco	0.0	0.0	0.0	40.5	36.3	63.2	62.4
Alcohol	0.0	0.0	0.0	32.8	40.0	57.2	58.9

YOUR NOTES:

5.2.3 Marijuana

Harmful Effects of Marijuana

Marijuana is a crude drug made from the *cannabis sativa* plant, and it contains more than 400 known chemicals. Seventy or more of these chemicals, called "cannabinoids," are found only in the cannabis plant, and in recent years we have learned much about their effect on the human body. One of the cannabinoids, THC (delta-9-tetrahydrocannabinol), is the major mind-altering chemical in marijuana.

Street names for marijuana include *pot*, *grass*, and *weed*. Smoking pot became popular with college age students during the late 60's and early 70's. By the middle 70's the age of users had dropped to junior high and even elementary school levels.

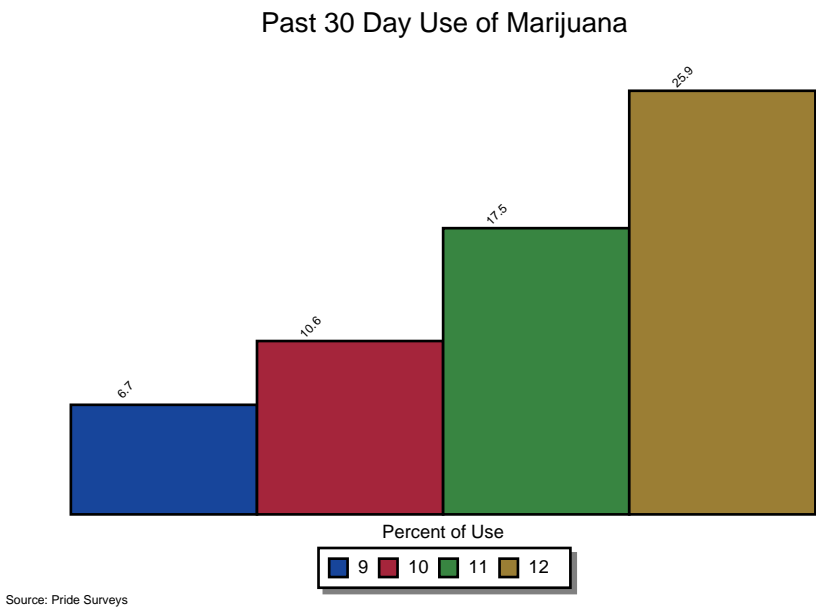
The marijuana used in the 1960's was often quite low in THC content, ranging from .25 to 1 percent, and few health hazards were documented during that period. In the early 1970's, the Mexican marijuana coming into the country averaged 1 to 2 percent THC content. After 1975, Colombian marijuana became more prominent, and it ranged from 3 to 6 percent in THC content. Presently, we have marijuana (a variety called *Sinsemilla*) being grown in the U.S. with THC levels of more than 24 percent. Because of the stronger, more potent varieties now available, the intoxicating and health effects of smoking marijuana have increased dramatically. More students are receiving treatment for marijuana addiction than for alcohol addiction.

The THC and other cannabinoids are fat-soluble chemicals and accumulate in the fatty linings of cells. They are metabolized very slowly, and may stay in the body four to six weeks. Thus, the students who smoke pot *only on weekends* will gradually accumulate THC content in their body cells. This build-up of THC is unlike the effect of alcohol, which is water-soluble and metabolized out of the body much more quickly (usually within 24 hours).

Accumulation of THC in the body affects those areas where there is an

accumulation of fatty cells, such as the brain, heart, lungs and reproductive systems. The effect of this drug is even more severe on developing adolescents in junior and senior high school. Not surprisingly, recent research indicates that regular marijuana use reduces the mental efficiency of students and may increase their susceptibility to infection and disease, by interfering with their immune system.

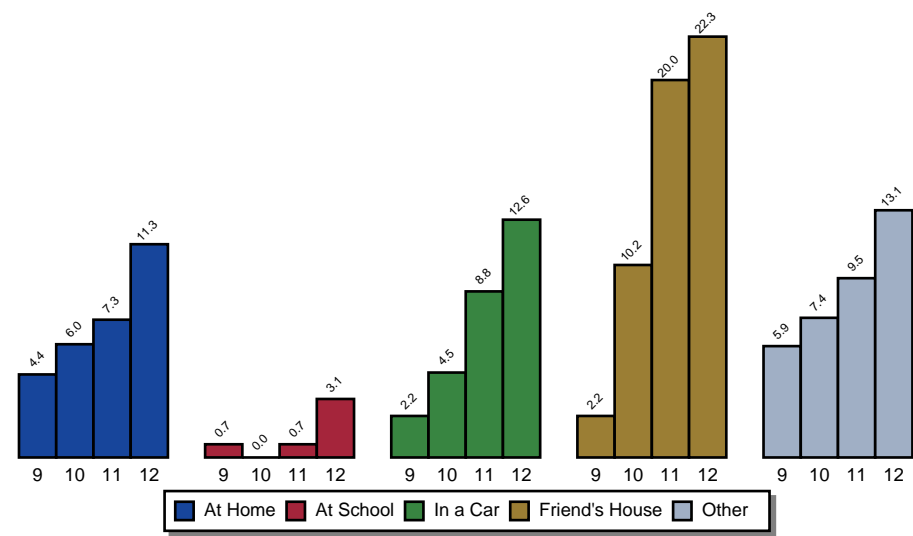
Production and use of marijuana is illegal in the United States and most other countries around the world. The following table contains data on your students' use of marijuana at least once a month or more often.



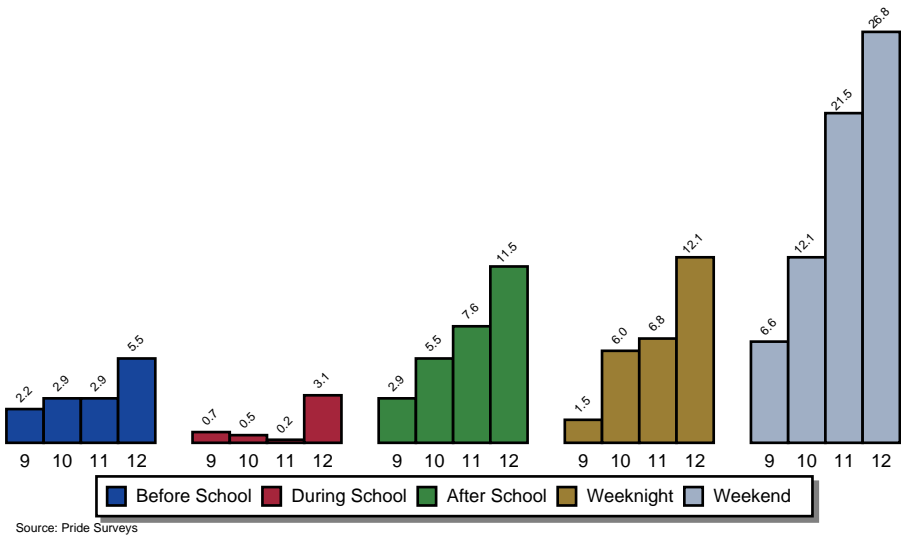
Location and Time of Marijuana Use

Location and time of marijuana use followed a similar pattern to that of alcohol use, although the percentage of students who reported smoking marijuana was considerably less than the percentage who reported drinking alcohol.

Location of Marijuana Use



Time of Any Marijuana Use



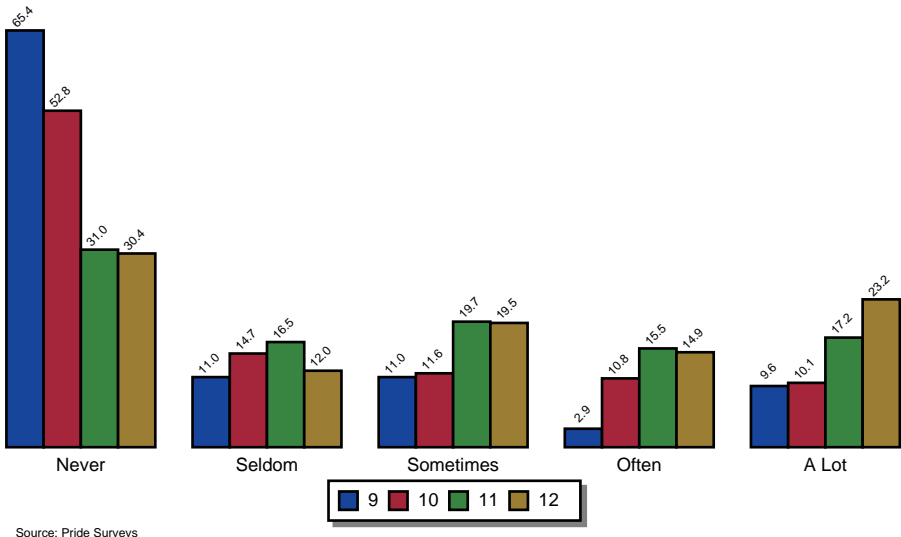
Friends' Use & Age of Onset of Use of Marijuana

Often, marijuana and other illicit drug use will occur within a friendship circle and those who report use among friends are more likely to use. Past analysis shows that marijuana is typically the most commonly used of illicit drugs. The following graphs present percentage data on friends' use of your students.

It is important to remember that early use is an indicator of increased risk for addiction. Figure 5-8 presents data on age of onset of use of marijuana for your students.

YOUR NOTES:

Friends' Use of Marijuana



5.3 Other Illicit Drugs

As stated in the previous section, marijuana is the illicit drug most used by junior and senior high students. However, many marijuana users become multiple drug users. Knowledge of the nature and extent of such illicit drug use is very important in gaining a perspective on the overall adolescent drug problem in your community. It will also provide you with information on the percentages of your students who are drug dependent or who are at high risk of becoming drug dependent and in need of professional help.

The other illicit drug categories included in *The Pride Surveys Questionnaire for Grades 6-12* are as follows:

Cocaine	including crack
Inhalants	such as glue or solvents
Hallucinogens	including LSD and PCP
Heroin	opiates
Steroids	
Ecstasy	MDMA
Meth	ice, crank, etc.
Prescription drugs	
Over-the-counter drugs	

Additional information on all categories of drugs obtained from your survey may be found in the tabular report.

5.4 The Media and Data Presentation

Your school-based survey results can be utilized in many ways to promote and support drug and alcohol abuse prevention in your community. The results of this survey should be made available to the public in a timely fashion. Therefore, Section 4 of this chapter is devoted to assisting you in utilizing your survey findings to make the community more aware of the extent and nature of adolescent alcohol and other drug use.

5.4.1 Community Awareness

Community awareness that a drug problem exists is important when mobilizing the various components of a community in a planned, systematic process to reduce alcohol and other drug use by youth. Unless the community is convinced that the problem is serious, real, and local – i.e., a threat to their children, families and friends – it is less likely that meaningful community involvement or support will occur. Community awareness involves informing as many people as possible of the extent and nature of the adolescent drug problem. Information collected by your survey of student drug use is very important in community awareness. It is also important for members of the community to understand the harmful nature of drug use. Both information about the harmful affects of drug use and the extent of local drug use is contained in Sections 2 and 3 of this chapter.

Two of the most effective means of conducting community awareness is through electronic and print media and through presentations to community groups such as parent and school groups, civic and business organizations, community coalitions and church groups. Section 4 is designed to assist you in these activities. Section 4.2. contains information about how you can work with the media in releasing your survey data and Section 4.3. contains information to assist you with presentations to various groups in your community. Of course, these are suggestions and you may want to change or modify the suggestions. For example, as you monitor the drug problem through multiple annual surveys, these data can be added to your press releases and

presentations.

5.4.2 The Media

What is generally referred to as *The Media* includes the traditional print media (such as, newspapers, magazines, and newsletters), and electronic media (such as, television, radio, wire services, and web sites). Non-traditional sources may include billboards, t-shirts, posters, pay-roll stuffers, grocery bags, hand bills, etc. The most common of these media used to communicate survey results have been local newspaper news articles and editorials, local television and radio news casts, talk-shows, and interviews.

HOW TO GET STARTED!

You can set a date for the announcement of your school data. Choose a *slow news day* when nothing major is scheduled in the community. Mid-morning on Tuesday may be a good time, giving the reporters time to prepare their stories for an afternoon or early morning edition of the newspaper, or an early evening broadcast or telecast.

Develop a local news media profile, showing the names, addresses, phone numbers and contact persons for each newspaper, station and type of program. Keep up with times you contact each one, news releases or other materials you provide them, and what the next steps will be toward giving your topic coverage. Good sources for help in developing your news media profile are the yellow pages, locally-published media directories, or media profiles already available from communications/public relations professionals.

HOW TO WRITE A NEWS RELEASE

Your next step is to prepare a news release on the survey results. A sample news release is included in Appendix B. The following guidelines may assist you in preparing a news release:

1. Use standard-size 8 1/2 by 11 white paper, and type the release double spaced on one side only. The first page should contain the name and address of your school/organization (letterhead is fine). If special News Release paper is available, use it.
2. Name a contact person and his/her office and home phone numbers in the upper right hand corner of the first page. Ideally, this is the person who prepared the news release. Make sure the contact person has agreed to handle possible follow-up calls from the media.
3. Write FOR IMMEDIATE RELEASE in the upper left hand corner of the first page unless you have planned a certain day and time to announce the survey results, perhaps at a news conference or some other event. If that is the case, write FOR RELEASE (DATE and TIME). The media are accustomed to respecting your release time.
4. Give the news release a brief two or three line title, centered in all caps and bold for emphasis.
5. Be brief with what you write – one to three pages, double spaced. Most releases do not exceed two pages, but questionnaire data are hard to summarize and may take an additional page.
6. Write in the active voice and use short sentences and paragraphs.
7. Write MORE at the bottom of each page except the last one to let the reporter know there is more than one page to the release. Type -30- or ## in the center of the last page below the last paragraph.
8. Proofread carefully. Reporters are wary of releases that contain typographical errors, misspellings, or crossouts.

TIPS FOR WRITING YOUR NEWS RELEASE

1. Traditionally, news releases are written in the "inverted pyramid style." This means that the more important information comes first in case the reporter doesn't have space or time for the entire release and wants to "cut" it from the bottom.

2. Include at least two of the five W's (Who, What, Where, When, and Why) in the lead (first) paragraph. Your lead paragraph should grab the reporter's attention and make him/her want to read and report the news the release contains.
3. The second paragraph should answer the other W's.
4. Identify your spokesperson no later than the third paragraph.
5. Use quotes to make an emotional point or state an opinion. A good news release contains two to four quotes. Remember to obtain the quoted person's permission, and let him/her know when the news will be released so that he/she can be prepared to respond to any media calls for additional details.
6. The last paragraph should include background information on your school or organization – a "commercial" for the work you are doing. Include purpose, size, non-profit status or other pertinent information.
7. Double-check names, dates, places, numbers, and quotes for accuracy. Your credibility as a source of information is jeopardized when details of a news release are inaccurate.

Send an original copy of the news release to all appropriate names on your media list. Follow-up by phone is important to make sure the release arrived, answer any questions, provide more information, and offer spokespeople to be interviewed by phone or in person.

End your conversation by thanking the reporter or editor for his/her time and interest. And, when the story appears in print or on the air, phone or write the reporter/editor a brief but sincere "thank you." Remember, a well written news release containing valid and interesting data should receive wide distribution in the news media.

SPECIALIZED PUBLICATIONS AND NEWS CONFERENCES

In addition to the news media in your community, there will be a number of specialized publications that will be interested in your survey data. They

include school and school system newsletters and other publications, community magazines, club and organization newsletters, and church bulletins. Don't forget to send them an original copy of your news release.

A News Conference gives your group the opportunity to release important information to all the news media at once. Here are some tips for setting up a news conference:

- Schedule the news conference for a *slow news time*. You will be more likely to get a good turnout of reporters.
- Select a location appropriate for your announcement. In the case of a student drug use report that has implications for the entire community, you may want to consider the school, City Hall, or some youth oriented site in the community.
- Develop a good presentation. Include your key spokespeople, but also include parents and young people who represent the populations affected by the survey announcement.
- Develop a Media Alert to let reporters/editors know about the conference, and notify them 5 to 7 days in advance.
- Phone the media to remind them to schedule the news conference on their calendars.
- Develop an information packet to distribute to the media at the conference and to others who are unable to attend. Include your news release, fact sheets and brochures, and recent news clippings on the drug problem. You may want to provide biographies of your leaders and/or spokespeople.

EDITORIALS, LETTERS TO THE EDITOR, AND PUBLIC SERVICE ANNOUNCEMENTS

Editorials in newspapers and on radio and television express definite opinions on important issues that face the community. Editorials may be produced

by the media from materials you provide to them, or you may be asked to read your own editorial on radio or television as a "community comment." Opinion pages in newspapers and letters to the editor are other good ways to express your viewpoint on the problem of early adolescent alcohol and drug use in the community.

Radio and television make time available to local nonprofit groups for free announcements that benefit the community by providing needed information or linking individuals with services. Your student drug use report will be of interest to Public Service Directors of radio and television who may decide to air public service announcements (PSA's) to heighten the community awareness about prevalence and patterns of elementary school students' use of gateway drugs.

5.4.3 Presentations to School/Community Groups

An excellent means of reaching the community leadership is through presentations to school, parent, civic, business, and religious groups. These groups are concerned with community issues, particularly those related to the safety and welfare of youth. Often these organizations will invite prevention leaders to speak at their meetings. While media coverage will help to make known your prevention efforts, you will want to contact appropriate groups and organizations in your community to offer a program on student drug and alcohol abuse and strategies for combating it.

The interests, needs, and abilities of your audience should be kept in mind when preparing your presentation. For example, parents are concerned about drug use that may affect their children and their children's friends; business leaders are mindful of the need for a drug-free work force that includes workers' children and future workers.

Select a poised, articulate spokesperson who is thoroughly familiar with the student data. The graphs, tables, and narrative discussion of the data in this report should assist the speaker in presenting pertinent and meaningful information. Such presentations are easy to prepare and deliver, and

will make the presentation more interesting and informative to the audience. Necessary arrangements should be made with the organization's program chairman. Background information (perhaps a news release) could help the group to promote your presentation among its membership.

GUIDELINES FOR PRESENTATION OF STUDENT DRUG USE RESULTS

Length of Presentation

An important consideration in preparing a presentation is the length of time you are expected to address the group. Usually civic and business groups have a limited time available for a program – as little as 5 or 10 minutes in some cases. This means only a fraction of the information may be presented. Once again, concentrate on the type of audience and what you think they will be interested in and need to hear. It is more important to leave the audience wanting to know more than having them feeling uncomfortable by exceeding your allotted time. If possible, leave a few minutes for questions at the end of your presentation, and always promise to provide additional information through print materials or a return appearance.

Matching Survey Results to the Audience

In structuring your presentation, keep in mind your audience. If the presentation is to teachers and administrators, you may want to emphasize students' perceptions of the harmful effects of gateway drug use. Teachers and administrators will be interested in how often students say they talk to teachers about the harmful effects of drug use. Elementary students' perceptions of where and how they get gateway drugs are important to determine if such perceptions are realistic.

If the presentation is targeted to parents, frequency of use and availability of drugs are important data to share. Help parents to realize their responsibility for their child's actions regarding gateway drug use and the importance of becoming involved in community drug prevention programs. Civic and business groups, law enforcement officers, and court officials will be particularly interested in the current use and availability of gateway drugs to minors.

Organizing Survey Results

Graphs are very effective in communicating the meaning of data. They enable audiences to "see" the relationship you are explaining. Bar graphs located in this report can be utilized in describing gateway drug use. However, you can lose the audience's attention with too many graphs. Tables are also effective if they are kept simple.

Short sentences or phrases called *bullets* are an excellent way to communicate your findings. Bullets can stand alone, be included in a list of findings, or accompany a graph or table. The following are examples of *bullets* that can be used in presentations:

- ONE IN FIVE STUDENTS IN GRADES SEVEN AND EIGHT REPORTED USING BEER AND/OR WINE COOLERS WITHIN THE PAST YEAR
- ONLY ONE PERCENT OF (–YOUR SCHOOL NAME–) STUDENTS IN GRADES FOUR THROUGH SIX REPORTED USING MARIJUANA WITHIN THE PAST YEAR
- OVER ONE-THIRD OF STUDENTS IN UPPER ELEMENTARY SCHOOL REPORTED THAT BEER AND WINE COOLERS WERE EASY TO GET BY THEIR PEERS AND NEARLY ONE-FOURTH INDICATED LIQUOR WAS EASY TO GET
- ONE-FOURTH OF SEVENTH GRADE STUDENTS IN –YOUR SCHOOL NAME– REPORTED MARIJUANA AS EASILY ACCESSIBLE TO THEIR PEERS

A combination of graphics, tables and bullets are suggested in a presentation to add variety and keep audience attention. It should be kept in mind that a good presentation is:

- straightforward
- easy to understand

- relevant to the interests of the audience
- supportive of local drug efforts.

Using Visual Aids

When presenting statistical data, it is advisable to use some visual aids. These may range from a simple handout to more elaborate aids, depending upon the resources and time available to the school or other organizations concerned with drug abuse prevention. A single visual aid may be used, or combination aids may be chosen when preparing for a presentation. Often the time parameters may determine what and how many visual aids can be used. However, you should be cautious not to use too many visual aids or rely too heavily on the aids so that the information presented and flow of the presentation is diminished.

The following are types of presentation aids that you may want to consider:

1. **PowerPoint Presentations** – have become popular, but require special equipment, (i.e. laptop computer with projector). One of the advantages of a PowerPoint Presentation is that handouts can be generated directly from the presentation without the need to prepare them separately;
2. **Handouts** – are useful in addition to other types of aids and are easy to transport, and provide a *take-home* product, but can be expensive to produce, may be difficult to utilize with large audiences, and may distract attention from your presentation;
3. **Overhead transparencies** – are easy and inexpensive to make, can be viewed by large audiences, but can be cumbersome to use and require an on-site projector and screen;
4. **Flip charts and poster boards** – are easy to use, fairly easy to transport, and require no special equipment, but are sometimes expensive

and time consuming to make and can only be viewed by a relatively small audience;

5. **Slides** – are easy to use and can be viewed by large audiences, but are difficult and expensive to make, and require an on-site projector and screen;
6. **Videos** – provide a *canned*, consistent approach to a topic, utilize *expertise* of presenter(s) on tape, and are easy to use, but are very time consuming and expensive to make, require technical expertise for quality product, require on-site play-back equipment, and may be difficult to use with large audiences.

YOUR NOTES:

5.4.4 Sample Press Release

FOR RELEASE *(Time)*
(Date)

(Contact Name)
(Phone)

MOST DRUG AND ALCOHOL USE OCCURS OUTSIDE SCHOOL ENVIRONMENT

(City), (State), (Date) – Students in grades ____ in *(Name of School System)* use drugs and alcohol at nights and weekends, but few of them report ever taking drugs or alcohol during school hours.

"The results of our survey indicates that we have a community drug problem in *(Locality)*, not just a school drug problem," said *(Name & Title of School Official)*.

More than (approximate # students surveyed) students were surveyed in grades ____ through ____ to determine the extent and nature of drug use by adolescents in this community. Nationally, Pride Surveys, the research group that developed the Questionnaire used in this survey, found that students report drug use primarily at two specific times: "Week Nights" and "Weekends". Very little use is reported during school.

*** MORE ***

** Page 2 **

Although few drugs are consumed during school hours, the survey detected both drug and alcohol use outside of school, according to *(Last Name of School Official)*.

Alcohol remained the "drug of choice" of the young people surveyed in *(Locality)*.

____ percent of the senior high students (grades ____) drank beer in the past year;

* ____ percent reported liquor use;

* ____ percent drank wine coolers.

In junior high (grades ____), ____ percent drank beer; ____ percent drank liquor; and ____ percent drank wine coolers.

Cocaine and Marijuana

Local students reported less use of cocaine than marijuana, but drug prevention specialists like Dr. Thomas J. Gleaton, Jr., president of Pride Surveys cautions that any use of cocaine is disturbing, particularly at young ages.

Marijuana use during the past year was reported by ____ percent of the students in senior high, and ____ percent in junior high. Cocaine was reported by ____ percent of the senior high students, and

*** MORE ***

** Page 3 **

____ percent of the junior high students.

When

The most popular times for marijuana use were: weekends, ____ percent;
week nights, ____ percent; and after school, ____ percent.

The Pride Questionnaire

The Pride Questionnaire has undergone continuous development since 1982 and provides reliable and accurate information for monitoring adolescent drug use. Pride Surveys is America's largest survey of adolescent drug use. It is based in Marietta, Ga (1-800-279-6361). For additional information on national trends, visit the Pride Surveys website at www.pridesurveys.com.

##

Chapter 6

Drug-Free Communities Support Program Core Measures

6.1 Drug-Free Communities Support Program

The Drug-Free Communities Support Program, administered by the Center for Substance Abuse Prevention, requests specific data which is typically referred to as the Core Measures of which there are currently four (30 Day Use, Perception of Risk, Parental Disapproval and Friends Disapproval). The drug categories measured are tobacco, alcohol, marijuana and prescription drugs. The first set of four tables found on the following page examines these measures broken down by grade level. The second set of four tables examines these measures broken down by gender. The meaning of the *pct* column will vary with each table and is described below. The *n* column represents the number of students who responded to the question (i.e. sample size).

30-Day Use The question *During the past 30 days?* is used to measure this statistic by reporting the percentage of students who responded *Yes* to the question.

Perception of Risk The question *How much do you think people risk harming themselves physically or in other ways if they...* is used to measure this statistic by reporting the percentage of students who report that using the drug is *Moderate Risk* or *Great Risk* to their health.

Perception of Parental Disapproval The questions *How wrong do your parents feel it would be for you to use ...?* is used to measure this statistic by reporting the percentage of students who report that their parents would feel it is *Wrong* or *Very Wrong* to use tobacco, alcohol, marijuana and prescription drugs.

Perception of Friends Disapproval The questions *How wrong do your friends feel it would be for you to use ...?* is used to measure this statistic by reporting the percentage of students who report that their friends would feel it is *Wrong* or *Very Wrong* to use tobacco, alcohol, marijuana and prescription drugs.

Table 6.1: Core Measure for 30 Day Use by Grade

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 6	0.0	0	0.0	0	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0	0.0	0	0.0	0
Grade 9	8.1	135	14.2	134	6.7	135	3.0	135
Grade 10	7.7	416	14.5	414	10.6	415	3.1	416
Grade 11	14.5	407	26.9	405	17.5	406	1.7	406
Grade 12	19.5	375	33.1	372	25.9	374	6.7	375
Combined	13.1	1,333	23.5	1,325	16.6	1,330	3.7	1,332

Table 6.2: Core Measure of Perception of Risk by Grade

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 6	0.0	0	0.0	0	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0	0.0	0	0.0	0
Grade 9	75.7	136	65.4	136	61.8	136	81.6	136
Grade 10	77.9	411	69.4	412	49.9	409	79.4	412
Grade 11	85.7	407	63.1	406	47.7	405	86.1	404
Grade 12	78.1	375	62.3	371	35.5	372	79.0	372
Combined	80.1	1,329	65.1	1,325	46.4	1,322	81.6	1,324

Table 6.3: Core Measure of Parental Disapproval by Grade

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 6	0.0	0	0.0	0	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0	0.0	0	0.0	0
Grade 9	89.6	135	83.8	136	89.7	136	91.2	136
Grade 10	90.9	417	88.5	418	88.5	418	95.2	418
Grade 11	89.0	399	83.5	401	83.8	401	94.8	402
Grade 12	82.8	372	81.7	371	82.2	371	94.9	372
Combined	87.9	1,323	84.6	1,326	85.4	1,326	94.6	1,328

Table 6.4: Core Measure of Friends Disapproval by Grade

Grade	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Grade 6	0.0	0	0.0	0	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0	0.0	0	0.0	0
Grade 9	70.1	134	61.9	134	73.7	133	82.7	133
Grade 10	64.1	412	60.2	412	56.0	411	78.3	410
Grade 11	50.9	399	43.4	399	38.5	400	79.4	399
Grade 12	45.8	371	43.8	370	38.9	368	69.1	369
Combined	55.5	1,316	50.6	1,315	47.6	1,312	76.5	1,311

Table 6.5: Core Measure for 30 Day Use by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	14.0	594	24.1	588	18.0	590	5.1	593
Female	11.5	610	22.4	608	14.9	611	2.8	610
Combined	12.7	1,204	23.2	1,196	16.4	1,201	3.9	1,203

Table 6.6: Core Measure of Perception of Risk by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	76.5	588	57.5	588	41.0	586	78.7	588
Female	83.1	611	71.7	608	51.7	606	84.9	609
Combined	79.9	1,199	64.7	1,196	46.4	1,192	81.9	1,197

Table 6.7: Core Measure of Parental Disapproval by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	84.5	588	78.2	588	82.7	590	92.7	591
Female	91.6	608	91.5	610	88.8	609	96.6	610
Combined	88.1	1,196	85.0	1,198	85.8	1,199	94.7	1,201

Table 6.8: Core Measure of Friends Disapproval by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	47.0	583	42.4	582	40.2	580	69.9	581
Female	64.1	605	59.7	605	55.5	604	83.3	603
Combined	55.7	1,188	51.2	1,187	48.0	1,184	76.7	1,184