



Measure Attitudes, Perceptions, Behaviors Set a Course to Greater Academic Achievement

Dear Educator:

In the effort to achieve *safe and healthy learning environments*, data-driven schools have a reliable partner in Pride Surveys. Since 1982 we have conducted more than 32,000 school building level surveys.

Our surveys collect *reliable* and *valid* data from students, parents and school faculty/staff, giving you a data-rich context for adolescent development – *at school, home, and the community*.

You receive indispensable information needed to *overcome learning barriers* and *improve academic performance*. Our questionnaires measure more than 60 items that guide you to greater academic achievement.

Pride Surveys also clearly demonstrate that problem behaviors – like alcohol/drug use, buying/selling drugs, and carrying weapons – are *most common outside school*.

Plus, our simple-to-use surveys fulfill the *No Child Left Behind* requirement that programs “be based on an assessment of *objective data*.”

Every customer receives a *free*, detailed report on the “core measures” established by Federal and State funding agencies. These core measures are contained in the U.S. Department of Education’s proposed *Uniform Data Set*.

We guarantee *low cost, easy administration*, and a *two week turnaround*.

The following pages explain why you should survey your students, parents and faculty, and why Pride Surveys should provide that service. If you think we can be of assistance, please contact us.

Sincerely yours,

Doug Hall

Doug Hall
Senior Vice President



Improve Academic Achievement

The relationship between student substance use, risk and protective factors, and academic test scores is well established. Our questionnaires contain more than 60 items that promote greater *academic achievement* and break down *barriers to learning*. This chart represents a partial list:

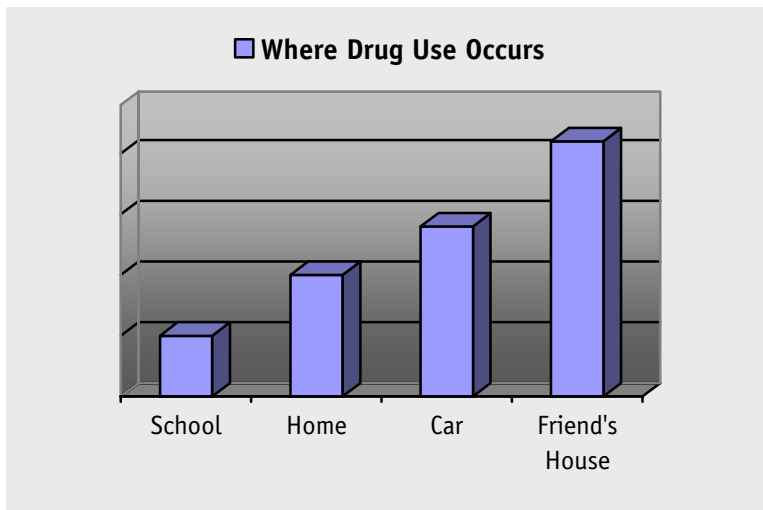
<i>Items Relating to Academic Achievement</i>	Questionnaire	Grades 4-6	Grades 6-12	Parents	Faculty/Staff	Risky/Protective	Communities That Care
Making good grades.		•	•	•		•	•
Skipping school.			•	•		•	•
Availability of student assistance programs.			•			•	
Do you get in trouble at school?		•	•	•		•	
Participation in school sports teams.			•			•	•
Participation in school activities such as band, clubs, etc.			•	•		•	•
Do your teachers talk with you about the problems of tobacco, alcohol and drug use?		•	•	•		•	
Does your school set clear rules on using drugs at school		•	•	•	•		
Does your school set clear rules on bullying or threatening other students at school?			•	•			
Bought or sold drugs at school.			•			•	
Carried a handgun to school.			•			•	•
While at school have you carried a knife, club or other weapon?			•			•	
Threatening to hurt a student with a handgun, knife or club; or by hitting, slapping or kicking.			•	•		•	
Hurting a student by using a handgun, knife or club; or by hitting, slapping or kicking.			•			•	
Being threatened by a student with a handgun, knife or club; or by hitting, slapping and kicking.			•			•	
Being hurt by a student using a handgun, knife or club; or by hitting, slapping and kicking.			•				
Fear of being hurt at school.			•	•			
Presence of school security officer; perception of usefulness			•	•	•	•	
While at school have you been in trouble with a school security (police) officer?			•				
In my school I feel safe in the (choices) classroom, cafeteria, halls, bathroom, gym, school bus, school events, playground?			•	•			
The kids at school like me.		•					
My workplace is always safe.					•		
My workplace is sometimes unsafe due to (choices) alcohol and/or drug use by students, drug dealing by students, students who carry weapons, "outsiders" coming into the school, students being more violent than in the past, school rules being unclear or not enforced, violence in movies and music, lack of security officer (police), poor parental support for school policies.					•		

<i>Items Relating to Academic Achievement</i>	Questionnaire	Grades 4-6	Grades 6-12	Parents	Faculty/Staff	Risk/Protective	Communities That Care
	I need training in (choices) recognizing signs and symptoms of alcohol and drug use, biological effects of alcohol and drugs, how the child's social world may affect alcohol and drug use, student refusal skills, drug education training and awareness programs for parents, alcohol and other drug curricula, recognizing signs and symptoms of potential violence, conflict resolution, violence prevention (bullying, threatening behaviors, etc., personal liabilities regarding students, locating and using community resources.					•	
School personnel opinions. (Choices) parents setting clear rules for their children, students buying and selling drugs, teachers warning students about drugs, parents warning students about drugs, skipping school, efficacy of school security officer.					•		
Effectiveness of school policies on bullying, violence; drugs; fairness and consistency of policy; understanding of policy by school personnel, etc.				•	•		
Effectiveness of school programs such as alcohol and drug prevention, crisis intervention, PTA, student and employee assistance programs, etc.				•			
Effectiveness of drug and violence policy and programs in schools.				•			
Students have chance to decide class activities and rules.						•	•
Teachers ask students to work on special classroom projects.						•	•
Teachers notice student is doing a good job and lets the student know.						•	•
Opportunity for student to talk to teachers one-on-one						•	•
I feel safe at school.						•	•
School notifies parents when student performs well.						•	•
Teachers give praise when student works hard.						•	•
Lots of chances to be part of class discussion or activities.						•	•
Courses are interesting, stimulating, boring.						•	•
Enjoy being in school; hate being in school; trying to do best in school.						•	•
School work is meaningful and important.						•	•
Importance of coursework in later life.						•	•
Perception of wrongfulness to skip school without parental permission.						•	•
Perception of wrongfulness to take a handgun to school.						•	•
Been suspended from school.						•	•
Changing schools/number of times.						•	•
Changing homes/number of times.						•	•
Done extra work on your own at school.						•	
I like to see how much I can get away with.							•
I ignore rules that get in my way.							•
I do the opposite of what people tell me, just to get them mad.							•
How many times have you done what feels good no matter what; done something dangerous because someone dared me to; done crazy things even if they are a little dangerous							•
Been drunk or high at school.						•	•
Dropped out of school.						•	•
How many friends have been suspended from school, dropped out of school, like school, tried to do well in school, participate in school activities, made commitment to stay drug-free?						•	•



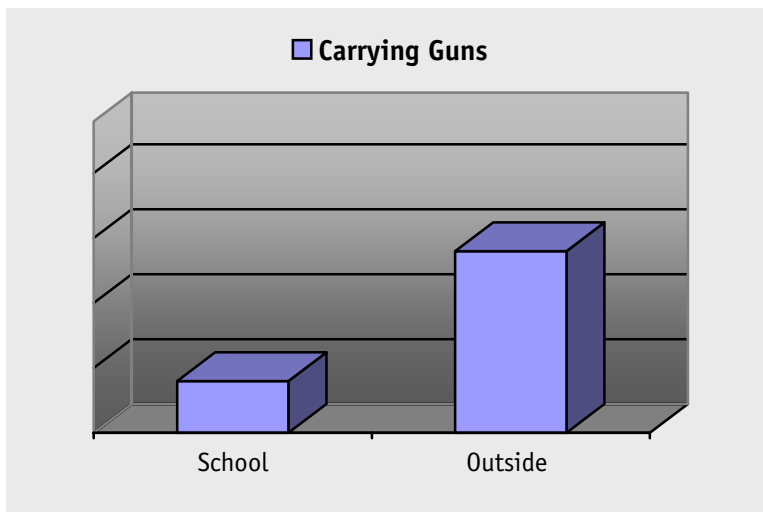
Highlight the Good Work Schools Are Doing

Schools are blamed for problems that originate in other places.
Set the record straight with Pride Survey data.



MYTH: We often hear about the “school drug problem.”

FACT: *School is the least likely place for adolescent drug use.*



MYTH: Recent news reports focused on guns in schools.

FACT: *Adolescents are nearly 3 times more likely to carry guns outside of school.*

These are national statistics. *Your community is more likely to respond to local data* collected with Pride Surveys.

Chart source: 2005-06 Pride Surveys National Summary, Grade 12



Make It Easy, Fast, and Low Cost

1 When you conduct a Pride Survey, you tell us the number and names of schools to be surveyed, and the number of students per grade level in each school. If using the parent and faculty/staff instruments you will provide the number of questionnaire forms needed.



For the most representative findings, cost effectiveness, and to avoid singling out classes or students, we recommend that you survey all students rather than conduct a random sample.

2 A survey coordinator at each site will receive a shipment of questionnaires. School faculty will conduct the survey. Detailed instructions are provided for the district and the school building coordinators.

3 After the questionnaires have been completed by the respondents, the questionnaires are returned to Pride Surveys where the instruments are scanned and analyzed. Our computer filtering system can detect obvious distortions, and those questionnaires are eliminated from the findings. Detailed reports on CD-Rom are returned to you for the school district *and* for each school building. In addition, you receive a hard copy executive summary for each district and school building.

After we receive your completed questionnaires, you will receive your final reports within two weeks.



Products and Services

Our Family of Questionnaires offers survey instruments and analysis for students, parents, and school faculty/staff. Each of our instruments contains “resembling questions” so you can compare, for example, what students say about their marijuana use with the perceptions of parents and faculty. *Samples of questionnaires and reports:* <http://www.pridesurveys.com>

STUDENT QUESTIONNAIRES

Grades 4-6 (2 pages, \$1.25 per student)

Obtains information on the prevalence of alcohol, tobacco and other drug use and bullying, school climate and family management, perception of risk, parental and peer disapproval, availability and other items. It is the most widely used elementary questionnaire in the nation.

Grades 6-12 (2 pages, \$1.35 per student)

Introduced in 1982, the Pride Survey for Grades 6-12 has been employed in more than 32,000 schools. The instrument has undergone years of revision and testing and is recognized by the White House Office of National Drug Control Policy and SAMHSA. In addition to core measures, and school climate items, this instrument collects some 50 risk and protective factor items. Schools find it the most user-friendly of our three choices for grades 6-12.

Risk and Protective Factor Survey Grades 6-12 (4 pages, \$1.45 per student)

A blend of our original instrument for grades 6-12 (above) and the Communities that Care Youth Survey. For communities that follow the Hawkins and Catalano risk and protective factor model, but find the CTC Youth Survey too lengthy, this might be your best choice. For more on the development of this instrument, visit http://www.pridesurveys.com/supportfiles/Rationale_RPFS.pdf.

Communities That Care Youth Survey (12 pages, \$1.65 per student)

The questionnaire and report are exact replicas of the products formerly marketed by The Channing Bete Co. The CTCYS is now owned by the Substance Abuse and Mental Health Services Administration; however SAMHSA does not offer data analysis. If you obtain the op-scan questionnaire booklets through SAMHSA, deduct 25 cents per questionnaire. As with all questionnaires, reports are included in the quoted price.

OTHER QUESTIONNAIRES

Parent Survey (2 pages, \$1.25 per parent, paper and pencil; \$1.00 per parent, web-based)

Promotes greater awareness of teen issues among parents; helps promote parental involvement in your school and community. Results of this questionnaire help identify areas of concern by parents, and areas in which parental and student responses are at odds. An on-line version of this questionnaire is also available.

Faculty/Staff Survey (2 pages, \$1.55 per faculty/staff member; \$1.25, web-based)

An important tool to gauge faculty/staff knowledge and understanding of school policy; training needs; school safety; basic information about specific drugs; and opinions about prevention efforts. An on-line version of this questionnaire is also available.



Products and Services

OPTIONAL ITEMS

The following products are time-saving options that will simplify and improve your use of data.

Multi-Year Comparison Reports (\$325.00)

Let us do the work for you in comparing your most recent findings with previous years.

Multi-Media Presentation (\$275.00)

The PowerPoint presentation has become a part of life. We make it easy for you by creating a PowerPoint-like presentation. Not only does this save you time and effort, it helps you avoid the errors that often occur when transferring data.

Raw Data (ASCII) on CD with Record Layouts (\$375.00)

We provide you the raw data, and you are able to create customized reports. This option requires proficiency in SPSS or other analytical software.

Additional Reports (\$125.00)

Regardless of the number of schools surveyed, you will receive one school district report and one report for each school building. If you require additional district, or school building reports, there will be a \$125.00 charge per additional report.

Data Mining (\$125.00 per report)

Examine subgroups within the total survey population. Example: Respondents who associate high risk with marijuana use. This service is ideal for those who chose not to purchase the raw data CD.



WHAT YOU GET

After your questionnaires have been scanned and analyzed, you will receive your results on CD-Rom. Results will be aggregated for all students surveyed and disaggregated by school building. Regardless of the number of school building reports needed, the price per questionnaire remains the same. All shipping and handling by UPS is included in the price.

In addition, a printed executive summary (~20 pages, 5.75"W x 8.5"H) will be provided for each consolidated and school building report. Multi-year, multi-media, and data mining reports, if purchased, will be contained on the CD-Rom.



Identify Core Measures Required by Funding Agencies

A number of funding agencies have identified “core measures” of alcohol and drug use – the US Department of Health and Human Services, the White House Office of National Drug Control Policy, the US Department of Justice and the US Department of Education. Many state and local agencies have followed suit.

The core measures are: 30-day use of alcohol, tobacco and marijuana; perception of risk to health; perception of parental disapproval; and age of onset. Core measures are essential to grant writing, program design and grant evaluation.

Our *free* core measures chapter *saves you hours of work* and *eliminates the chance of error* that occurs in transferring data by hand. The following table, delivered on CD-Rom, illustrates the Drug Free Communities core measures chapter.

Table 6.1: Outcome Measures by Grade

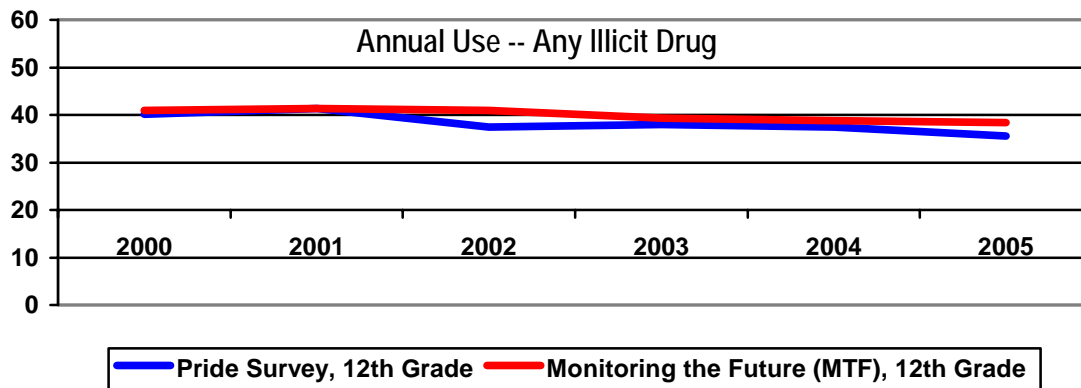
Outcomes	Substance	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Combined Grades	
		%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
30-Day Use	Alcohol	5.3	14787	8.5	15438	15.6	21355	23.6	10868	31.2	15757	36.4	12094	42.1	9587	21.4	99886
	Tobacco	3.9	14798	6.9	15454	13.2	21379	18.6	10887	21.7	15779	26.9	12102	30.6	9587	16.1	99986
	Marijuana	2.1	14716	3.6	15361	7.6	21256	11.6	10805	15.6	15677	17.6	12035	19.8	9538	10.2	99388
	Combined	6.8	14812	11.4	15468	20.7	21396	29.3	10895	37.1	15791	43.2	12112	48.4	9600	26.1	100074
Perception of Risk	Alcohol	88.4	14687	84.7	15322	78.9	21170	73.6	10799	70.6	15615	68.2	12045	65.7	9503	76.8	99141
	Tobacco	93.8	14705	92.3	15331	89.7	21180	88.0	10819	88.6	15630	87.7	12062	88.6	9505	90.0	99232
	Marijuana	92.9	14574	90.4	15228	84.9	21080	79.7	10768	74.5	15554	70.9	12001	69.2	9466	81.5	98671
	Combined	95.8	14718	95.6	15344	94.3	21190	93.0	10823	93.0	15638	92.2	12068	92.4	9515	93.9	99296
Perception of Parental Disapproval	Alcohol	91.4	14194	89.5	14767	85.5	20654	82.5	10344	79.0	15213	75.6	11509	69.1	9248	82.9	95929
	Tobacco	94.4	14231	93.4	14795	91.7	20697	89.0	10361	88.0	15218	83.8	11523	79.8	9256	89.4	96081
	Marijuana	95.5	14196	95.6	14747	94.3	20659	93.0	10343	91.8	15189	90.4	11494	89.1	9232	93.2	95860
	Combined	96.1	14298	96.3	14870	95.7	20802	94.8	10431	94.2	15304	92.8	11578	91.8	9307	94.8	96590
Age of Onset	Alcohol	10.7	3249	11.2	4692	11.7	9521	12.4	5876	13.0	9964	13.6	8255	14.1	6936	12.6	48493
	Tobacco	10.8	1783	11.2	2970	11.6	6093	12.2	3860	12.8	6284	13.3	5758	13.8	4932	12.5	31680
	Marijuana	11.3	561	11.9	1059	12.4	2921	13.0	2208	13.5	4379	14.1	3990	14.5	3651	13.4	18769
Perception of Peer Disapproval	Alcohol	83.7	13893	74.7	14518	59.2	20419	46.1	10227	35.8	15025	32.9	11399	27.1	9161	53.8	94642
	Tobacco	86.2	13929	78.4	14513	67.3	20449	57.2	10252	51.3	15031	45.5	11389	39.2	9144	62.8	94707
	Marijuana	89.6	13885	84.8	14496	74.8	20409	66.1	10223	57.9	15021	55.1	11385	49.7	9142	70.1	94561
	Combined	90.5	14009	86.2	14606	77.6	20566	69.9	10313	63.6	15128	59.9	11467	54.3	9203	73.4	95292
Availability	Alcohol	21.6	14305	30.3	14908	43.3	20894	54.9	10515	65.6	15399	70.0	11682	74.4	9333	49.1	97036
	Tobacco	18.5	14355	27.2	14939	38.9	20990	52.0	10535	61.4	15432	68.8	11698	77.8	9363	46.4	97252
	Marijuana	6.3	14195	10.7	14801	20.3	20728	33.1	10444	45.2	15286	51.3	11597	58.3	9287	29.5	96338
	Combined	26.1	14374	36.5	14960	50.7	20959	62.8	10550	71.8	15454	76.5	11725	83.2	9374	55.8	97396
Perception of Peer Use	Alcohol	90.1	14621	80.8	15278	64.5	21145	44.9	10775	33.0	15678	27.3	12016	22.6	9538	55.1	99051
	Tobacco	81.9	14630	67.9	15278	51.5	21168	35.0	10782	27.2	15676	21.8	12028	17.9	9550	46.0	99112
	Illicit	93.6	14408	89.1	15072	80.6	20852	69.3	10637	63.0	15492	60.0	11866	57.0	9475	75.0	97802
	Combined	95.7	14710	91.7	15366	83.7	21266	72.5	10833	65.8	15749	62.4	12066	59.3	9583	77.7	99573

Sample of the full chapter: <http://www.pridesurveys.com/customercenter/us05ns.pdf>



Assure Reliability and Validity

Pride Surveys have undergone years of testing for reliability and validity. In addition, results from the Pride Survey for Grades 6-12 are compared with the federally-funded *Monitoring the Future Survey* (MTF). The chart and table below demonstrate the consistency in findings.



30-Day Prevalence – Any Illicit Drug

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
Grade	8	10	12	8	10	12	8	10	12	8	10	12	8	10	12
MTF	11.7	22.7	25.7	10.4	20.8	25.4	9.7	19.5	24.1	8.4	18.3	23.4	8.5	17.3	23.1
Pride	10.7	22.3	26.6	8.7	20.0	23.5	12.3	20.3	25.3	10.7	19.2	24.6	10.3	18.5	22.5
Diff.	+1.0	+0.4	-0.9	+1.7	+0.8	+1.9	-2.6	-0.8	-1.2	-2.3	-0.9	-1.2	-1.8	-1.2	+0.6

RELIABILITY AND VALIDITY STUDIES ON THE WEB

- *Pride Surveys Questionnaires for Grades 4-6 and 6-12*
<http://www.pridesurveys.com/WhyPrideSurveys.html#reliable>
- *Communities That Care Youth Survey*
http://www.pridesurveys.com/supportfiles/CTC_reliability.pdf

The Pride Surveys Risk and Protective Factor questionnaire blends two previously tested instruments: the Pride Survey for Grades 6-12 and the Communities that Care Youth Survey. Further testing is underway in schools in Brooklyn and Queens, New York.



Additional Information and Ordering

Samples of Questionnaires and Reports
www.pridesurveys.com

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More Information
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