
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Evaluating Student
Safety and Drug Use
With Pride Surveys

By Thomas J. Gleaton, Ed.D.
Founder, Pride Surveys
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Pride Surveys
160 Vanderbilt Court
Bowling Green, KY 42103

Telephone: 800-279-6361
Fax: 270-746-9598
www.pridesurveys.com
janie.pitcock@pridesurveys.com

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Evaluating Student Safety and Drug Use with Pride Surveys.

Thomas J. Gleaton, Ed.D.

Founder, Pride Surveys

Foreword

Since 1982, more than 8,000 school systems in 49 states have used the Pride Questionnaires. More than 8 million students in grades 4-12 have completed the questionnaires and their responses are now part of the archives maintained by Pride Surveys. These archives form the world's largest database on student use of illicit drugs, alcohol, tobacco products, and violence.

For educators, parents, community leaders, and students, the Pride Survey has helped to answer many questions:

- How safe is our school?
- Do students use drugs at school?
- When does most drug use occur?
- Are students more likely to carry a gun while at school or outside the school?
- How many students are involved in gang activity?
- What do we know about students who carry guns to school?
- Is alcohol and drug use related to violence and other bad behaviors?
- What steps can be taken to prevent student drug use?
- How is our school meeting USDOE's *Principles of Effectiveness*?
- How is our school complying with No Child Left Behind?
- Is drug use increasing or decreasing among students at our school?
- Is violence in schools increasing or decreasing?
- Are students at our school more or less likely to bring a gun to school than students at other schools?
- How does our students' use of drugs, alcohol, and tobacco compare with national use?

For many schools and communities, the Pride Survey data provides compelling arguments and information for increased funding and other support of drug prevention programming. Aligned with the United States Department of Education's *Principles of Effectiveness* and the “No Child Left Behind” legislation, as well as the SAMHSA and CSAP substance abuse survey data requirements, the Pride Survey will help your school and community prove its success or need to enhance programming. This booklet will show you how to link Pride Survey data to program initiation and evaluation.

Other schools and communities have used Pride Surveys instruments to help parents, the media, and others in the community understand that drug use, carrying a gun, and many other dangerous behaviors are less likely to occur in school than in the community – pointing toward the need for more community programming.

In this brief guide, Thomas J. Gleaton, Jr, Ed.D. provides an overview of the Pride Questionnaire and presents useful comparison data based on the latest National Pride Survey (2004-2005). Readers will find easy-to-use figures and information that will demonstrate how Pride Surveys can assist in monitoring and evaluating student behaviors – an important step for schools and communities that receive state or federal funding.

The Pride Survey was designated by Federal law as an official measure of the effectiveness of the White House drug policy (H.R. 4328 Div. C Title VII Sec. 706 (a)(4)(B), Office of National Drug Control Policy Reauthorization Act of 1998).

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CHAPTER I: GETTING TO KNOW PRIDE SURVEYS

Introduction

The decade of the 1960s brought an unexpected student revolution on college campuses across the nation as we witnessed social upheaval directed toward ending the Vietnam War, big business dominance, racial bias and other social issues. Students were anxious to improve their world. As a professor of education, I clearly remember the intensity with which students addressed social change. Many students went into social service occupations and committed a lifetime to improving their communities.

With deep-felt concerns focused on social issues of the time, dedicated and committed students were determined to bringing a positive change to America. Even while disagreeing with the use of violence by some of the students, for me, teaching on the college campus was truly a pleasure.

Yet, the highly focused student dedication and commitment also brought negative fallout - student choices concerning drug use. With little scientific data on the physical and social harm that is associated with the use of various drugs, students began using cannabis (marijuana) as a social statement against what they determined to be social injustices. Marijuana, LSD, peyote, and other mind-altering drugs became popular on most of our college campuses. The country waited for the drug popularity to pass, as the swallowing of goldfish and other bizarre behaviors of college students had come and gone in previous generations.

Instead of a trend that came and went, however, drug use surprisingly moved into our high schools and then more shockingly into the lower grades. As the 1970s and 1980s brought us a college campus with social issues becoming less prominent, drug use was taking its toll on an even younger student population. As a professor of education, I taught drug education courses for teachers and school counselors at Georgia State University (Atlanta) for more than two decades. I learned much from my students and was often invited to visit their classes and talk with students about the harmful effects of mind-altering drugs.

The Pride Questionnaires

In 1977, Marsha Keith Schuchard, a parent from Atlanta, Georgia, and I formed PRIDE (the Parents' Resource Institute for Drug Education). The organization was initially devoted to parent education and later became involved with the formation of youth groups to encourage positive peer pressure. The student drug use survey, which I developed in 1981, became known as the PRIDE Questionnaire, and was used exclusively by PRIDE during my presidency (1977-1999). In 1999, I formed International Survey Associates LLC, d/b/a Pride Surveys; and in 2006, with SAMHSA's purchase of the Communities That Care survey, which placed it in the public domain, we

added both the full CTC survey, as well as a condensed version, to facilitate and assist communities who wish to continue with the Risk and Protective Factor surveys.

For almost three decades, I have worked with schools and communities in the United States and several other countries in the collection of data on drug use. In more recent years, questions have been added to the questionnaire to gather information on behaviors related to student violence. The data has been gathered by using a two-sided op-scan sheet filled out anonymously by students. To accommodate students' developmental reading levels, two surveys were used: one for students in grades 4-6, and one for grade 6-12 students.

The most popular questionnaire has been the Pride Questionnaire for Grades 6-12. Throughout the following chapters, data from this more popular version will be cited as I refer to student behaviors.

Questionnaires are also available to evaluate parents' perception of student drug use (Parent Questionnaire), for teachers and school staff to evaluate their school's educational environment (Faculty and Staff Questionnaire), and for specific evaluation of risk and protective factors. The latter may be measured with the 12-page CTC Questionnaire or the condensed 4-page RPF Questionnaire.

The Pride Questionnaire for Grades 6-12 queries students about their use of alcohol and tobacco products, as well as 11 other drugs and drug categories: marijuana, cocaine, uppers, downers, inhalants, hallucinogens, heroin, anabolic steroids, methamphetamines, ecstasy, and OxyContin. Since 1993, the questionnaire has also asked questions about school climate and student behaviors such as carrying a gun to school, making and receiving threats, physical abuse, and joining gangs.

Schools that administer the Pride Questionnaires do so voluntarily, or in compliance with a school district or state request. In 1998, Congress designated Pride Surveys as an official monitor of student drug use. Because of this designation many schools choose the Pride Questionnaire to answer evaluation questions and to prove program effectiveness (more on evaluation in Chapter II).

A copy of the current version of the Pride Questionnaire for grades 6-12, a summary of methodology used for gathering data, and information on the evaluation of the questionnaire is available at www.pridesurveys.com. To view the most recent independent reliability and validity study conducted on the Pride Questionnaire for grades 6-12, go to the "Why Use Pride Surveys" page and click on the study link under "Proven Reliability & Validity."

Goals and Objectives of Pride Surveys

Pride Surveys was established as a system to monitor student alcohol, tobacco, and other drug use and violence. By providing solid facts and information, Pride Surveys' ultimate mission is to offer educators and community leaders the tools they need to form a protective circle around our youth to help them grow in a violence- and drug-free world. To reach its mission, Pride Surveys employs several goals and objectives.

Goals

- Provide data needed by schools and communities to implement "best practice" drug prevention programs while complying with federal and local grant-writing requirements;
- Provide local and regional information for use by administrators and policymakers in the allocation of resources;
- Raise public awareness to rally parental and community support for preventing drug use.
- Inform parents about students' drug use, including type of drugs used, time of drug use, and location of drug use.

Objectives

- Conduct the PRIDE Questionnaires among all students in grades 4-12, parents, school faculty and staff;
- Provide individual school reports, school district reports, regional reports, statewide reports, and a national report;
- Assist schools and communities in utilizing the data on a school-by-school and district-by-district basis;
- Assist states and school districts in complying with USDOE Principles of *Effectiveness* as related to HR 1, No Child Left Behind
- Offer the Pride Questionnaire for Faculty and Staff and the Pride Questionnaire for Parents to further assess the student's environment and its impact on drug use and violence.

CHAPTER II: EVALUATION WITH PRIDE SURVEYS

Use of the Pride Questionnaire

The Pride Questionnaires were developed with the needs of an individual school in mind. From my early years of working with schools until today, schools appear to be fighting a never-ending attack. Parents, community leaders, and others often ask schools, "What are you doing about the school's drug problem?" Items on the Pride Questionnaire ask students when and where they use drugs. For participating schools, it soon becomes clear that most drug use occurs at night and during the weekend when school is **not** in session.

Over the years, more than 8 million students, teachers, and parents in more than 8,000 school systems and communities have used the Pride Questionnaires, giving us information to better understand student drug use and violence as a community problem. With a database of more than 8 million completed questionnaires, we are able to correlate drug use with behaviors such as carrying a gun to school, involvement in gangs, threatening fellow students and teachers, and other behaviors that disrupt our schools and communities.

Linking Evaluation Requirements to Pride Surveys

Schools and communities work diligently to apply for, and receive, funding from their state agencies for drug prevention programs. At the federal, state and regional levels, grant funds are given to those who propose and can execute a solid evaluation plan. Results from the Pride Survey at your school or in your community can provide the data for your evaluation components, helping to make a case for new, or continued, support of drug education and school safety programs.

With good cause, our federal and local funding agencies are requiring that grantees provide information on how drug prevention programs are assessed. Evaluation, although once a seemingly difficult-to-implement concept, can be manageable, reliable, and of great value for operating the best of drug prevention programming.

For example, based on the guidelines of the United States Department of Education's *Principles of Effectiveness*, a school drug prevention program should complete three steps to ensure effective programming. Simply put, these steps are:

- 1) Conduct a needs assessment;
- 2) Set goals and objectives based on the needs assessment;
- 3) Measure change.

Pride Surveys can assist with each of these steps. Here's how:

1) **Needs Assessment.** When you administer the Pride Questionnaire, you assess drug use and behaviors related to violence. In addition, you could use the Faculty and Staff Questionnaire to gather more information on the school environment. The results from both questionnaires can help you determine which programs are needed to make progress in reducing student violence and drug use.

2) **Goals and Objectives.** When determining goals and objectives, you can turn to the Pride Questionnaire variables. For example, you may determine that one goal would be to increase the amount of time that teachers talk to students about drugs. Then, you can choose programs or curricula that would address that goal. With the Pride Questionnaire variable, "How often does your teacher talk to you about the dangers of alcohol/drugs?" the school will have an evaluation component that will easily demonstrate success or failure in reaching the goal.

3) **Measure Change.** After setting your goals and objectives, administer the Pride Questionnaire to gain baseline data. Upon completion of your programs (or on an annual basis) re-administer the Pride Questionnaire to measure the change in your students' behaviors over time.

Boosting Drug Prevention Efforts

The Pride Questionnaire has been used by large and small school systems throughout its 23-year history. As can be the case for your school, the data collected has been used to help determine the best practices to employ to prevent student drug use. Consider how some of Pride Surveys' customers have benefited from using the Questionnaire on a system-wide scale.

Alabama conducted a population survey of all students in grades 6-11 in the spring of 2003. In spring of 2004 and 2005, they also included 12th grade students, surveying 263,944 students in the most recent survey. Several districts also chose to survey faculty, staff, and parents as well. The largest single Pride Survey ever completed was a population survey of more than 425,000 students in grades 6-12 in Georgia during the 1986-1987 school year. Louisiana conducted a three-year study of all students in grades 7-12 with approximately 250,000 students participating each year. With data from these large scale surveys providing insight about local needs, state legislators and education administrators were able to allocate appropriate drug prevention education resources and discuss policy issues for school and community efforts.

Even though large populations are surveyed for regional and statewide needs, the key to maximum utilization of the data is a commitment of individual schools to share the data with all concerned locally - teaching faculty, students, parents, and other adults. Such is the case in Bowling Green, Kentucky, where the Bowling Green High School has used the PRIDE Questionnaire annually since 1985. Each year, a survey report is given to the local newspaper, radio, and TV stations, and the community is informed of the status of student drug use and violence. With this approach, drug use and violence in Bowling

Green, as well as many other communities using the PRIDE Questionnaire, are viewed as a community concern, not as "a school problem." Bowling Green High School has consistently remained below the national average in illicit drug use and violence.

Assistance with Drug Free Communities Support Program Requirements

In 2004, a new section was added to the summary report of the survey data, in order to help communities receiving Drug-Free Communities Support Program grants to measure the effectiveness of their programming. The ONDCP/CSAP asks grantees to provide certain statistics including:

- 30-Day Use,
- Perception of Risk,
- Perception of Disapproval,
- Age of Onset,
- Availability, and
- Friends Use.

The new section includes tables showing each of these measures, as well as special tables in the format required by ONDCP/CSAP, breaking the data down by grade level, gender, and ethnicity. On the following page is a sample graph from this section. This particular chart displays outcome measures by gender for all students included in the 2004-05 Pride National Summary. To see the entire section, you may visit www.pridesurveys.com, click on "Reports on Student Behavior and Perceptions" and view *Grades 6-12 Pride Surveys National Summary*, Chapter 6.

Table 6.20: Outcomes Measures by Gender

Outcomes	Substance	Male		Female		Combined Genders	
		%	n	%	n	%	n
30-Day Use	Alcohol	23.5	87458	20.9	92189	22.2	179647
	Tobacco	19.7	87659	14.8	92316	17.2	179975
	Marijuana	13.5	86489	9.6	91569	11.5	178058
	Combined	29.5	87795	25.5	92387	27.5	180182
Perception of Risk	Alcohol	69.9	87246	74.4	91725	72.2	178971
	Tobacco	86.7	87381	90.8	91845	88.8	179226
	Marijuana	76.4	86570	83.4	91259	80.0	177829
	Combined	92.0	87470	95.2	91885	93.7	179355
Perception of Parental Disapproval	Alcohol	75.1	81255	80.1	87156	77.7	168411
	Tobacco	77.1	81268	83.8	87207	80.6	168475
	Marijuana	80.1	81110	86.0	87070	83.2	168180
	Combined	82.7	81890	88.3	87632	85.6	169522
Age of Onset	Alcohol	12	86048	12	91186	12	177234
	Tobacco	12	86167	12	91243	12	177410
	Marijuana	13	85993	13	91234	13	177227
Perception of Peer Disapproval	Alcohol	40.6	79927	47.6	86231	44.2	166158
	Tobacco	45.4	79955	57.7	86241	51.8	166196
	Marijuana	50.4	79856	61.4	86134	56.1	165990
	Combined	54.0	80566	65.6	86682	60.0	167248
Availability	Alcohol	52.3	82163	56.8	87331	54.6	169494
	Tobacco	52.8	82332	53.4	87485	53.1	169817
	Marijuana	35.1	81298	34.8	86355	35.0	167653
	Combined	60.6	82641	62.9	87754	61.8	170395
Perception of Peer Use	Alcohol	56.3	86973	52.7	91961	54.5	178934
	Tobacco	43.4	87056	44.3	92007	43.9	179063
	Illicit	57.0	86474	57.0	91367	57.0	177841
	Combined	66.2	87763	64.5	92445	65.3	180208

Congressional Designation of the Pride Questionnaire

In October 1998, Congress designated Pride Surveys as an official monitor of adolescent drug use in determining the effectiveness of the National Drug Control Strategy - making the Pride Questionnaire the only such drug survey to be so designated and available for use by local school systems.

The following excerpt appears in the Congressional Record, October 19, 1998; Page H11228; H.R. 4328 Div. C Title V11 Sec. 706 (a)(4)(B); Office of National Drug Control Policy Reauthorization Act of 1998.

"4) Specific targets -- The targets in the National Drug Control Strategy shall include the following:

...B) Reduction of adolescent unlawful drug use (as measured in terms of illicit drug use during the past 30 days by the Monitoring the Future Survey of the University of Michigan or the National PRIDE Survey conducted by the National Parents' Resource Institute for Drug Education) to 3 percent of the adolescent population of the United States or less by December 31, 2003, and achievement of at least 20 percent of such reduction during each of 1999, 2000, 2001, 2002, and 2003."

As mentioned previously, other federal programs also require student drug use monitoring to prove effectiveness of drug education programming. In response to the Government Performance and Results Act, the US Department of Education (USDOE) published rules in the Federal Register that require all US school systems that receive funding through the Safe and Drug Free School and Communities Act (SDFSCA) to demonstrate the effectiveness of programs. The USDOE's *Principles of Effectiveness* can be downloaded at www.pridesurveys.com. For more information on new guidelines under HR1 "No Child Left Behind," see [\(weblink\)](#)

In addition, the Drug-Free Communities Act of 1997 (also known as the "Portman Bill") requires that local community anti-drug coalitions conduct baseline drug studies and biennial follow-up studies in order to be eligible for funding under the \$80 million program.

CHAPTER III: THE PRIDE QUESTIONNAIRE AND SCHOOL SAFETY

Introduction

Schools that use the Pride Questionnaire are consistently proven to be a safe place for students. In looking at when students are most likely to use drugs, tobacco products, and alcohol, we have always found use before or after school hours to be significantly higher than during school. Also, when queried about if and when they carried a gun, students reported carrying a gun “as a weapon or for protection” *outside* of school far more often than when they are *at* school. It is important that schools collect data on student behaviors for many reasons, one of which is to counter the often-negative perception of the school environment that surrounds a school when a shooting or other violence occurs.

In 1998, a shooting at a middle school devastated Jonesboro, Arkansas. Local and national media questioned whether school officials had been diligent in maintaining a safe school environment. During the previous school year, the school system had collected data using the Pride Questionnaire. At that time, the Pride National survey data indicated 3.3% of students nationwide admitted to carrying a gun to school in the past year. The data from Jonesboro indicated only 1.4% of students had carried a gun to school in the previous year – less than half the national average. A timely news release was helpful in bringing some perspective to the situation. (For a copy of the press release, go to www.pridesurveys.com, click on "Why Conduct a Student Survey?" and scroll down to “Create a Positive Public Image.”)

The Media and School Safety

Even today, we continue to hear about Columbine High School on national news. The ongoing airing of television footage showing students fleeing their school and the continuing negative articles in print media about school personnel and school policies has many Americans convinced that schools are war zones and administrators are incompetent.

In December 2000, the Atlanta Journal-Constitution ran a story headlined, "Bullying at Columbine occurred before attack." The article stated, "Golden, Colo. - Bullying was a problem at Columbine High School shortly before the worst school shootings in the nation's history, despite administrators' denials of harassment there, according to a report released Friday." The story reported that an investigator with the Denver district attorney's office commented that students and teachers had reported numerous cases of harassment. "What is not in doubt is that bullying occurred at Columbine, that in some instances the school administration reacted appropriately, and in other instances the school administration's reaction is unclear or altogether unknown," the investigator told reporters.

After questioning more than 8 million students, it is evident that adolescent youth threaten each other and there always seem to be a few students who are more violent or dangerous than others. I have seen **no data** that would indicate that there was more threatening behavior, in the form of what is termed "bullying" behavior, at Columbine High School than in any other school across America.

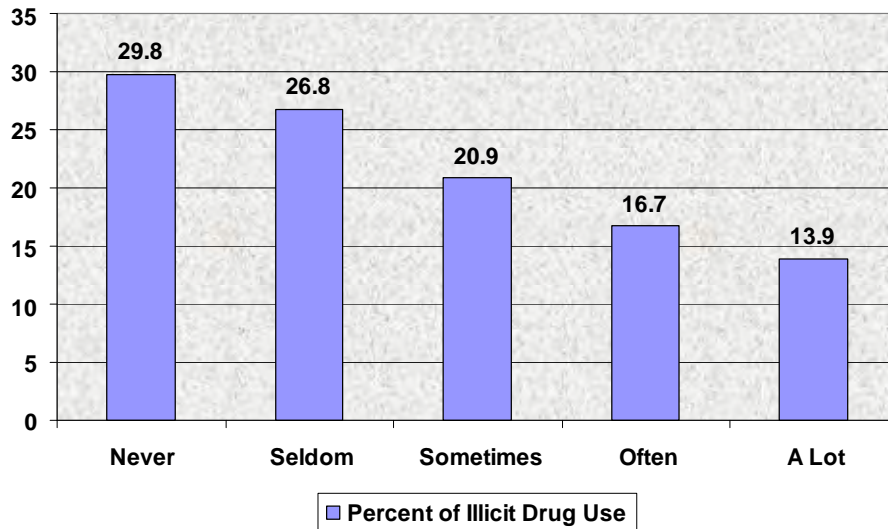
It's time for communities across America to know the real facts and not just the ones that emerge from heated situations. Pride Surveys has the tools each community needs to paint an appropriate picture of safety, as well as drug use, at each school or community in our nation. Let's explore some of the **real** facts that are extrapolated from the 2004-2005 Pride National Survey: 1) schools **are** safe shelters; 2) teachers **are** as vigilant as parents are; and 3) **weekends** are the most popular times for drug and alcohol use.

Schools Are Safe Shelters

According to the 2004-2005 Pride National Summary, schools do provide a sheltering place for young people. Data from Pride Surveys indicate drugs and violence to be more of a problem for the larger community. As shown below and in Figures 1-3, students involved in school activities are less likely to use drugs; students are more likely to use drugs and alcohol at home than at school; and schools are more likely than parents to punish students who break rules.

- According to the 2004-2005 Pride Survey, 3.8 percent of students in grades 6-12 reported they took a gun to school, but over three times as many (13.7 percent) said they carried a gun outside of school for protection or as a weapon.
- More than three times as many students used drugs on weekends compared to use during school hours (14.9 percent vs 4.5 percent).
- Students are more than eight times as likely to use alcohol at home (22.6%) or at a friend's house (24.2%) than to use alcohol at school (2.8%).
- Students were more likely to participate in school activities such as band or clubs "Often" or "A Lot" than non-school initiatives such as scouting, recreation teams, and youth clubs (37.7 percent vs 27.2 percent).
- Drug use for students who frequently participate in school activities was less than half the rate for students who never participate in school activities, 13.9 percent vs 29.8 percent (Figure 1).

Figure 1 - Percent of Student Illicit Drug Use in Past Year by Frequency of Participation in School Activities

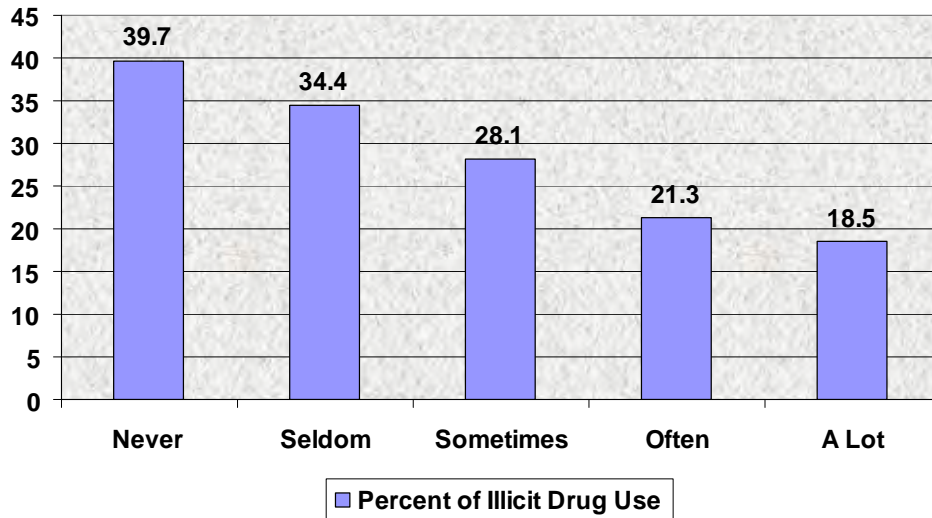


Teachers Are As Vigilant As Parents Are

The faculty and staff of schools are justifiably upset when parents or media want to talk about “the school’s problem” with drugs or violent behavior among students. Data from the Pride Questionnaire consistently shows students reporting that teachers talk to them as much about alcohol and drugs as parents do; that they feel safe in the classroom, and that schools are actually more likely than parents are to punish students when they break the rules.

- 64.3% of students said that their school set clear rules on bullying or threatening other students “Often” or “A Lot.”
- More students reported that their school punished them “Often” or “A Lot” when they broke the rules than reported that their parents did so, 75.3% vs 58.6%.
- 81% of students say that their parents talk to them about the problems of drug use, very similar to the 80.5% of students who say that their teachers talk to them about the problems of drug use.
- When asked if their school sets clear rules on using drugs at school, 76.7% of students responded “Often” or “A Lot.”
- 64.3 percent of students say that their school sets clear rules “Often” or “A Lot” about bullying or threatening other students.
- 72.3 percent of students said that their parents set clear rules “Often” or “A Lot.”

Figure 2 - Percent of Student Illicit Drug Use in Past Year by School Punishes For Breaking Rules

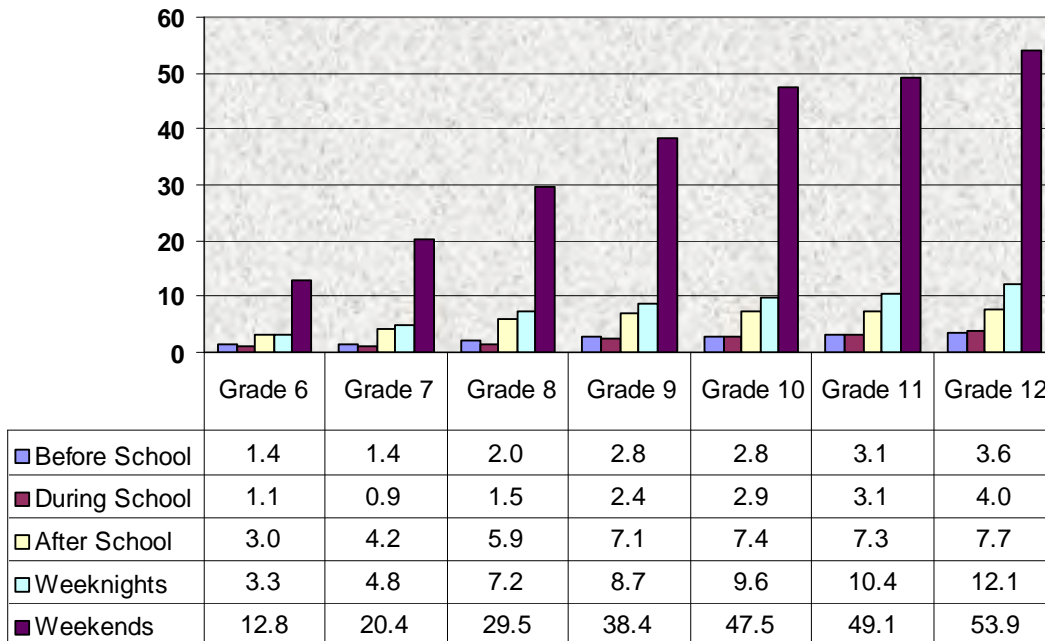


Weekends Are the Most Popular Time for Alcohol and Drug Use

Much public attention has been given to the increasingly common category of "latch key" kids, who are unsupervised after school while parents are at work. However, the 2004-2005 National Pride Survey, in keeping with previous years' findings, found no significant distinction between use after school and on weeknights (Figures 2 and 3). In fact, use was slightly higher on weeknights, when parents would be more likely to be home.

Figures 3 and 4 clearly show that students of all ages are most likely to use alcohol and illicit drugs on weekends. Any curriculum or program for students which is intended to reduce student substance abuse should take this into account. Adolescent use of drugs and alcohol is a community problem, not merely a school problem.

Figure 3 - When Do You Use Alcohol? (By Grade)

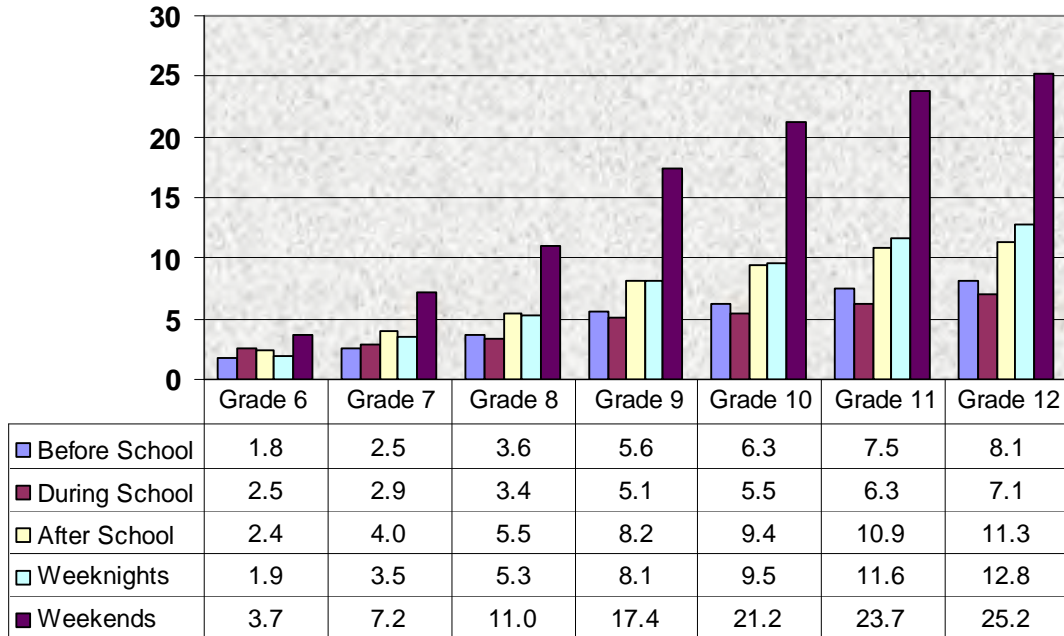


Note: the data above comes from the question, “When Do You Usually...” and includes the option (not shown) for students to answer “Do Not Use.” It does not ask students how often they use the substance; therefore the data refers to both frequent and infrequent users.

When Do You Use Alcohol?

- Average rates across grades 6-12 of after-school alcohol use (6.0 percent) and weeknight use (7.7 percent) are significantly less than weekend use (34.7 percent).
- Weekend alcohol use is consistently reported as four to five times more common than the next highest time, weeknights, in each grade level from 6th through 12th.
- Over half of 12th grade students, 53.9 percent, reported that they used alcohol on weekends.
- Nearly three out of ten 8th graders (29.5 percent) said that they used alcohol on weekends.
- “During school” is consistently the least or second-least most commonly reported time of alcohol use among all age groups.

Figure 4 - When Do You Use Illicit Drugs? (By Grade)



Note: the data above comes from the question, “When Do You Usually...” and includes the option (not shown) for students to answer “Do Not Use.” It does not ask students how often they use the substance; therefore the data refers to both frequent and infrequent users.

When Do You Use Illicit Drugs?

- Average rates across grades 6-12 of after-school illicit drug use (7.1 percent) and weeknight use at (7.1 percent) are significantly less than weekend use (14.9 percent).
- Weekend drug use is consistently reported as about twice as common as the next highest time, weeknights, in each grade level from 6th through 12th.
- 25.2 % of 12th grade students, or over a quarter of those surveyed, reported that they used illegal drugs on weekends.
- Nearly one in nine 8th graders (11.0 percent) said that they used drugs on weekends.
- Use “during school” is consistently the lowest rate among all age groups.

CHAPTER IV: PROGRESS IN PREVENTION

Reducing Teen Cigarette, Alcohol, and Drug Use

American schools became more drug-free in the past school year (2004-2005), and students continued to turn away from alcohol and cigarettes in convincing numbers, according to Pride Surveys data. The 2004-2005 school year witnessed the healthiest change in student substance use levels in at least nine years.

- Illicit drug use in grades 6-12 dropped to the lowest levels seen since a previous peak during the 1993-1994 school year.
- Teen drinking dropped to the lowest level in at least 18 years.
- Cigarette smoking also dropped to the lowest level in the last 18 years.

Illicit Drug Use Decreases

In the last eighteen years, the level of student use of illegal drugs has fluctuated. The lowest level during this time period was for the 1990-91 school year, when 12.8 percent of students used an illegal drug at least annually. From that school year until 1996-97, drug use more than doubled to a high of 30.1 percent. The following year, however, student drug use began to fall. In 2004-05, 22.3 percent of students reported using an illegal drug.

Figure 5 - Illicit Drug Use - Annual

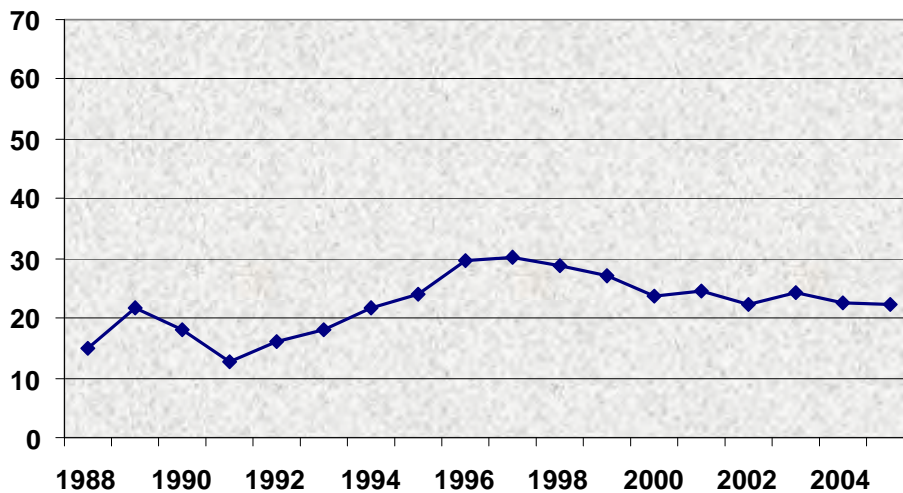


Table 1 – Percentage of annual illicit drug use: grades 6-12

87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
15.0	21.8	18.1	12.8	16.0	18.1	21.8	24.0	29.5
96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
30.1	28.7	27.1	23.6	24.6	22.3	24.3	22.5	22.3

Alcohol Use Falls Again

From 1987-88 to 1991-92, student-reported use of alcohol fluctuated. Beginning in 1996-97, it began a steady downward trend which continued in the 2004-05 survey, in which 47.2 percent of students reported using alcohol at least annually. This marks the lowest level of overall alcohol use in 18 years.

Figure 6 - Alcohol Use - Annual

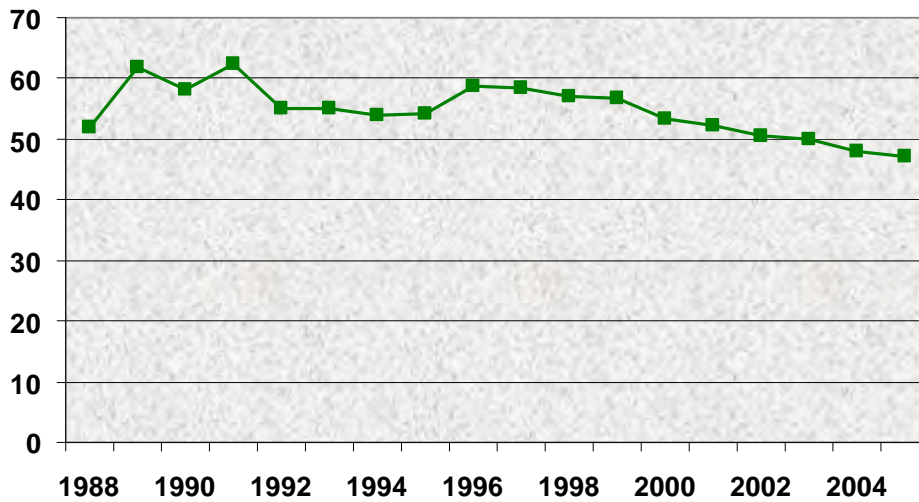


Table 2 – Percentage of annual alcohol use: grades 6-12

87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
52.0	61.7	58.2	62.3	55.1	55.1	53.8	54.2	58.8
96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
58.3	56.9	56.8	53.3	52.1	50.4	50.0	48.1	47.2

Significant Progress in Cigarette Smoking

Progress toward reducing smoking was even more evident, falling from 41.3 percent in 1996-1997, to 24.3 percent for the 2004-2005 school year (Table 4), representing a 41.2 percent rate of decline over the last nine years. Smoking among students is also at an 18-year low.

Figure 7 - Cigarette Use - Annual

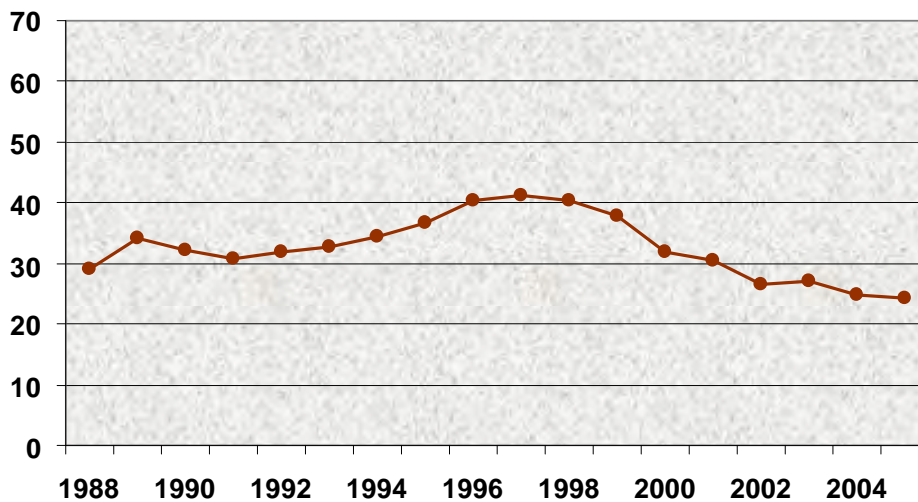


Table 3 – Percentage of annual cigarette use: grades 6-12

87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
29.1	34.2	32.1	30.9	31.9	32.7	34.3	36.8	40.5
96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
41.3	40.3	37.9	32.0	30.5	26.4	27.1	24.8	24.3

Drug Use and Other Problems Still Prevalent

Despite the progress, we must remember that drug use and violent behavior remain chronic problems among our nation's youth, especially older students.

Almost one in four 12th grade students used illicit drugs on a monthly basis (22.5 percent), and 9.1 percent reported daily drug use. In addition, nearly one in four 12th grade students reported they drank alcohol weekly (23.3 percent) and 14.6 percent smoked cigarettes daily.

Nearly a quarter of all students in grades 6-12 have been in trouble with the police (24.8 percent), and one in nine joined a gang (11.8 percent). Gang involvement increased

from 8.3 percent in 2001-2002 to 11.8 percent in 2004-05. More than one in ten (11.7 percent) have had a fellow student threaten them with a gun, knife, or club, and 4.0 percent report other students have actually hurt them using one of those weapons.

We have made remarkable progress in the last year in reducing an array of adolescent behavioral problems, but it is obvious that much more needs to be done.

CHAPTER V: TRENDS IN VIOLENCE AND BULLYING

Positive and Negative Trends

The Pride Questionnaire for Grades 6-12 asks several questions designed to measure students' experiences with bullying and violent behaviors, whether they are participants or victims. The increasing incidence of students carrying weapons to school and student involvement in gangs are cause for concern. However, we are encouraged by a decreasing trend in student reports of threatening behavior at school.

Continued Increase of Guns in School

Students were first asked about carrying guns to school on the 1993-94 survey. That year, 6.0% of students said that they had carried a gun to school. Over the next eight years, that percentage steadily declined to a low of 2.3% in 2001-02. In 2002-03, the percentage jumped sharply to 3.7%, and then remained relatively stable for the most recent two years.

Figure 8 - Guns at School

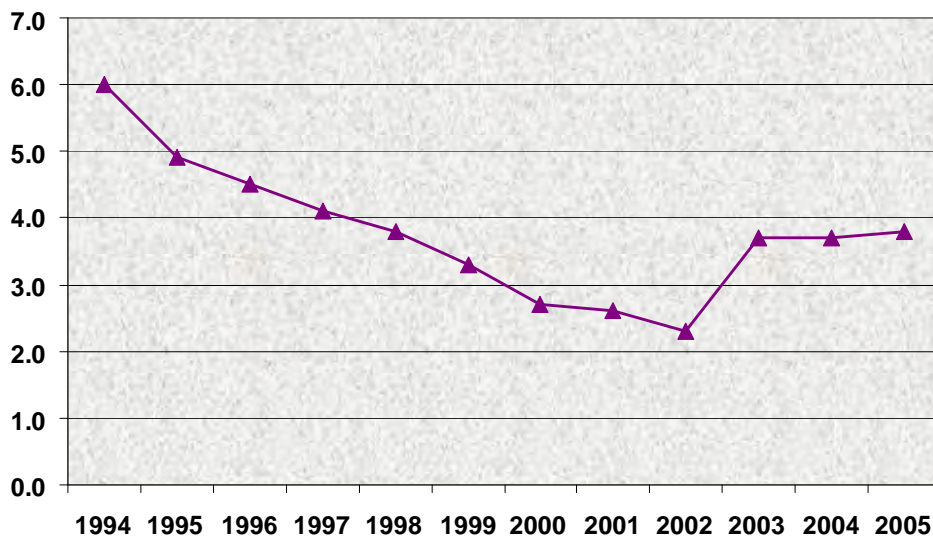


Table 4 – Percentage reporting carrying a gun to school

93-94	94-95	95-96	96-97	97-98	98-99
6.0	4.9	4.5	4.1	3.8	3.3
99-00	00-01	01-02	02-03	03-04	04-05
2.7	2.6	2.3	3.7	3.7	3.8

Reported Gun Carrying Parallels Reported Gang Activity

Students are asked if they have taken part in any gang activity. All students who give an answer other than never (i.e., seldom, sometimes, often, or a lot) are counted in the figure for “Gang Activity.” While a causal relationship cannot be established from this data, it is clear that decline and subsequent rise in the percentage of students carrying guns to school is similar to the decline and subsequent rise in reported gang activity.

Figure 9 - Gang Activity

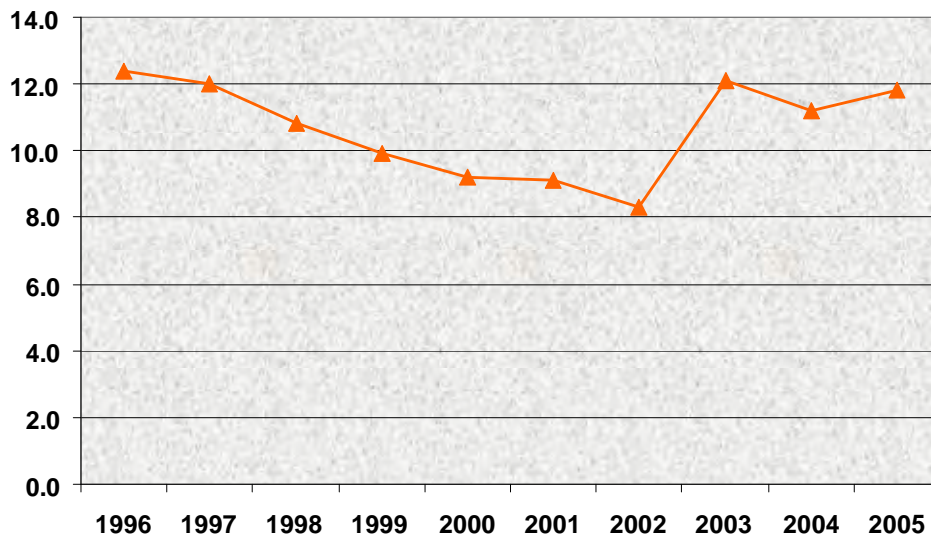


Table 4 – Percentage reporting gang activity

95-96	96-97	97-98	98-99	99-00
12.4	12.0	10.8	9.9	9.2
00-01	01-02	02-03	03-04	04-05
9.1	8.3	12.1	11.2	11.8

Threatening Behavior Continues To Decrease

On the 6-12 Questionnaire, students are asked both if they have ever threatened to hit, kick, or slap another student, and if they have threatened another student with a weapon. These two questions are combined to give us the number of students who report threatening behaviors. In the last ten years, this percentage has declined from 42.1% of students in 1995-96 to 35.8% of students in 2004-05.

Figure 10 - Threatening Behaviors

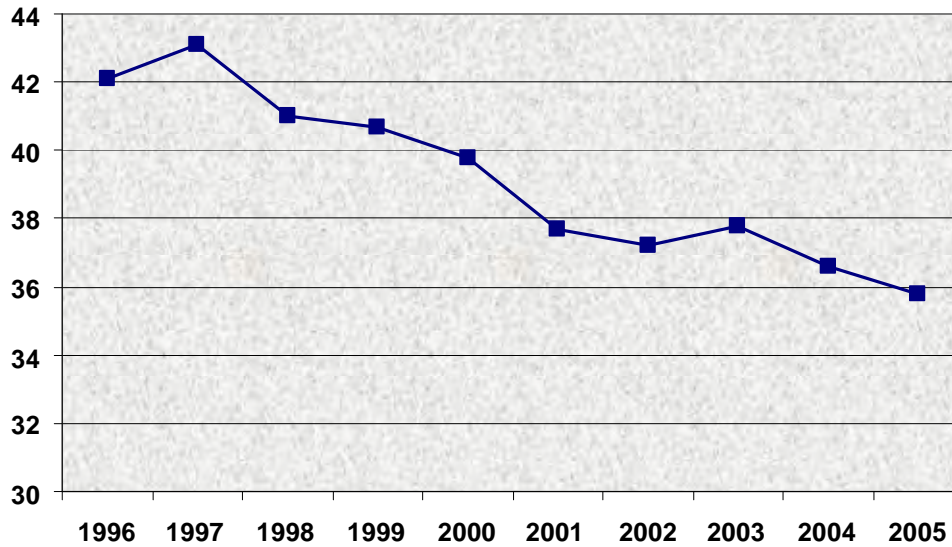


Table 5 – Percentage reporting threatening fellow students

95-96	96-97	97-98	98-99	99-00
42.1	43.1	41.0	40.7	39.8
00-01	01-02	02-03	03-04	04-05
37.7	37.2	37.8	36.6	35.8

Signs of Hope

Although there are more students reporting carrying guns to school and joining gangs than in years past, the positive news is that these two trends have been flat for the last three years. We hope to see a return to the decreasing trend that was seen in the previous decade.

We have made progress in reducing threatening behavior among students as well. In 2005, the highest percentage of threatening students was seen in the 8th grade, where 39.1% of students said that they had threatened to hit, slap, or kick another student. By the 12th grade, this percentage has declined to 31.2%. This suggests that programs to reduce bullying may be best targeted toward middle-school students.

CHAPTER VI: SPECIAL ANALYSIS

The Pride Questionnaire Format

The Pride Questionnaire for grades 6-12 is divided into 11 modules, beginning with I.) Personal and Family Information and ending with XI. How Wrong Would Your Parents/Friends Feel It Would Be For You To... (A sample questionnaire can be downloaded at www.pridesurveys.com.)

Once completed, the Pride Questionnaires are returned to Pride Surveys for analysis and the compilation of reports. Comprehensive information describing the basic analyses performed, as well as reliability and validity studies can be found at www.pridesurveys.com.

In addition to these basic analyses, Pride Surveys can compare data to identify other trends and determine correlations between drug use, student demographics, and behaviors. Using a cross tabulation analysis of subsets of data for an item, the relationships between various behaviors, perceptions, and actions can be determined. For example, we can isolate a particular behavior and look at all questions in relation to that behavior; e.g. we can look at the question, "Do You Take Part In Gangs" vs "Use of Various Drugs During Past Year." This chapter presents examples of cross-tabulations and special analyses from the 2004-2005 Pride Survey data.

Risk and Protective Factors

These analyses can help to answer questions related to risk and protective factors surrounding student drug use and violence. A risk factor is any characteristic that researchers have linked to a higher incidence of problem behaviors such as drug use. A protective factor is any characteristic that has been linked to a lower incidence of this and other types of problem behaviors. The following analyses of local risk and protective factors do not consider any cause and effect, only a relationship between student characteristics and drug use.

Traditional risk and protective factors as developed by Hawkins and Catalano combine several risk or protective factors into a scale score. They group these into domains, such as School, Family, Community, and Peer/Individual, and subdivide these into several other groups of factors.

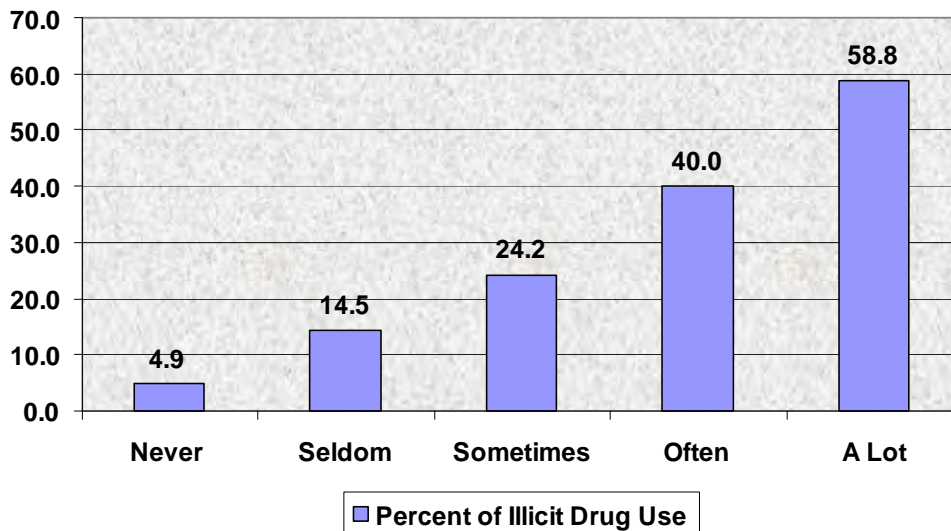
With Pride Surveys, each risk and protective factor stands alone, therefore no scale scores are created.

Friends Who Use Alcohol vs. Any Illicit Drug Use

In Module II, Student Information Question 19 asks, "Do your friends use alcohol (beer, liquor, etc.)?" The possible responses are: "Never," "Seldom," "Sometimes," "Often," and "A Lot." Each response is compiled into a special subset of the population; the subset is then matched against the subset, "Any Illicit Drug Use."

Figure 4 is helpful in answering the question, "How does student use of illicit drugs compare among students who report that their friends use alcohol vs students who report that their friends do not use alcohol?"

Figure 11 - Percent of Student Illicit Drug Use in Past Year by Friends Use Of Alcohol



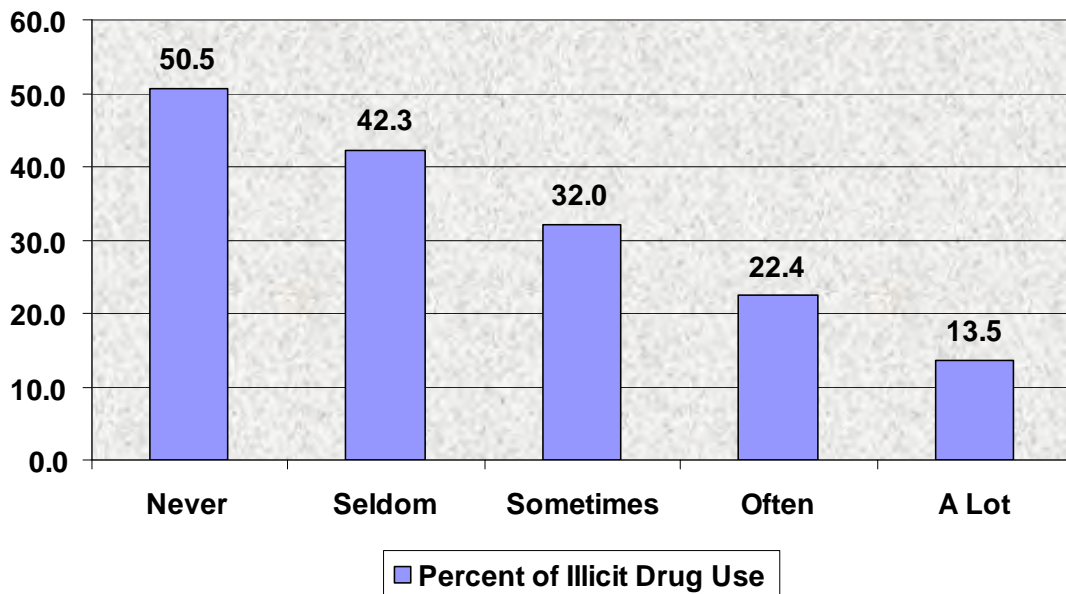
Students who say their friends use alcohol "A Lot" are approximately twelve times more likely (58.8 percent) to have used an illicit drug in the past year as those who say their friends "never" use alcohol (4.9 percent). This data gives us good reason to continue to include alcohol use prevention in curricula designed to discourage drug use. Also, this data should encourage parents to know as much as possible about the drinking behavior of their child's friendship circle.

Clear Rules vs Any Illicit Drug Use

Question 12 in Module II (Student Information) asks, "Do your parents set clear rules for you?" The possible responses are: "Never," "Seldom," "Sometimes," "Often," and "A Lot." Each response is compiled into a special subset of the population; the subset is then matched against the subset, "Any Illicit Drug Use."

Figure 5 is helpful in answering the question, "Do students who report 'parents set clear rules' use illicit drugs more or less frequently than their counterparts?"

Figure 12 - Percent of Student Illicit Drug Use in Past Year by Parents Set Clear Rules



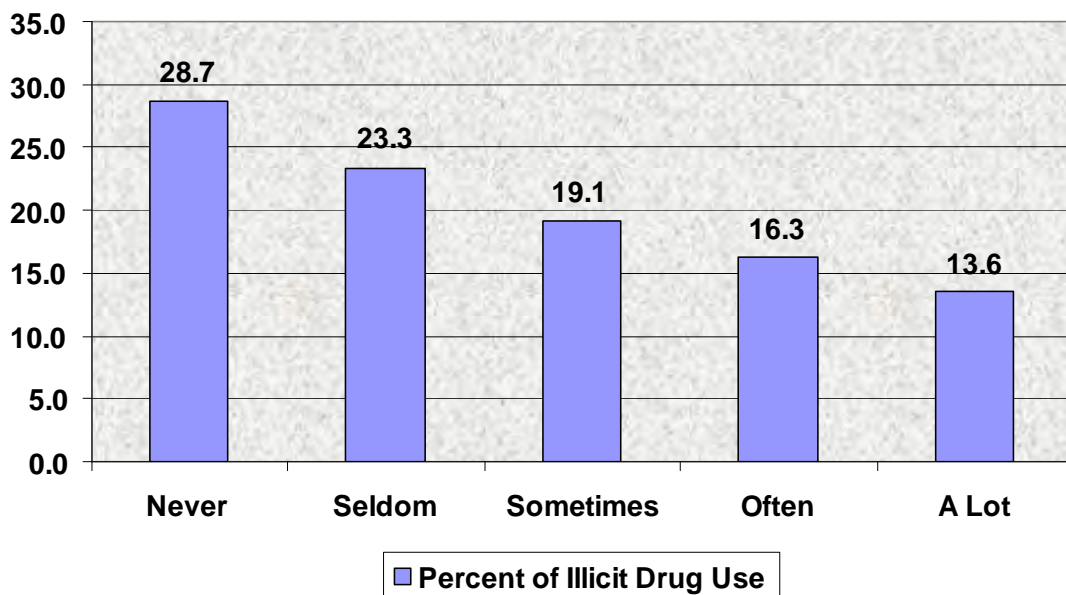
The students who say their parents "Never" set clear rules are nearly four times more likely (50.5 percent) to have used an illicit drug during the past year as students who report their parents set clear rules "A Lot" (13.5 percent). This data gives us good reason for encouraging parents to set clear rules for their teens.

Community Activities vs Any Illicit Drug Use

Module II, Question 5 asks, "Do you take part in community activities such as scouts, rec. teams, youth clubs, etc.?" The possible responses are: "Never," "Seldom," "Sometimes," "Often," and "A Lot." As in the previous examples, each response is compiled into a special subset of the population; the subset is then matched against the subset, "Any Illicit Drug Use."

Figure 6 is helpful in answering the question, "Do students who report that they participate in community activities use illicit drugs more or less frequently than their counterparts?"

Figure 13 - Percent of Student Illicit Drug Use in Past Year by Take Part in Community Activities



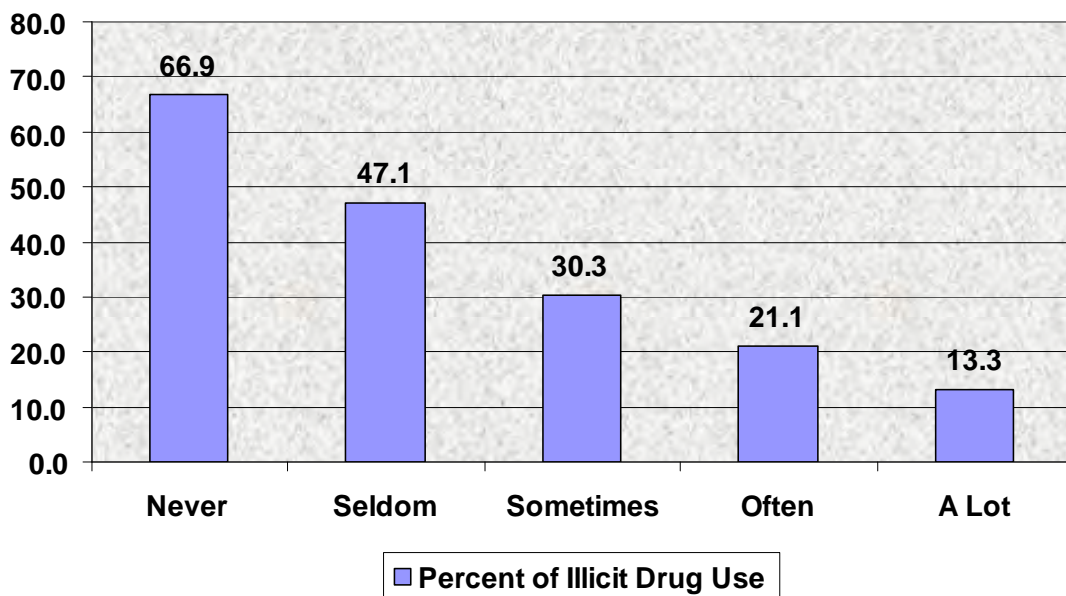
The students who report that they "Never" participate in community activities are more than twice as likely (28.7 percent) to have taken an illicit drug during the past year as the students who report participating "A Lot" (13.6 percent). This data gives us good reason to encourage teens to participate in community activities.

Good Grades vs Any Illicit Drug Use

Question 1 in Module II asks, "Do you make good grades?" The possible responses are: "Never," "Seldom," "Sometimes," "Often," and "A Lot." Again, each response is compiled into a special subset of the population; the subset is then matched against the subset, "Any Illicit Drug Use."

Figure 7 is helpful in answering the question, "Do students who report that they make good grades use illicit drugs more or less frequently than their counterparts?"

Figure 14 - Percent of Student Illicit Drug Use in Past Year by Make Good Grades



The students who report "Never" making good grades are more than five times as likely (66.9 percent) to have used an illicit drug during the past year as students who report making good grades "A Lot" (13.3 percent). This data gives us good reason to consider focusing more prevention efforts towards academically-challenged students.

Other Risk and Protective Factors

The Pride Survey data also collects data on three additional areas and, through cross tabulation, reports and charts can be generated to demonstrate the relationship of illicit drug use to: student participation in school activities, religiosity, and parental punishment. (Figures 8, 9, 10)

Figure 15 - Percent of Student Illicit Drug Use in Past Year by Parents Punish For Breaking Rules

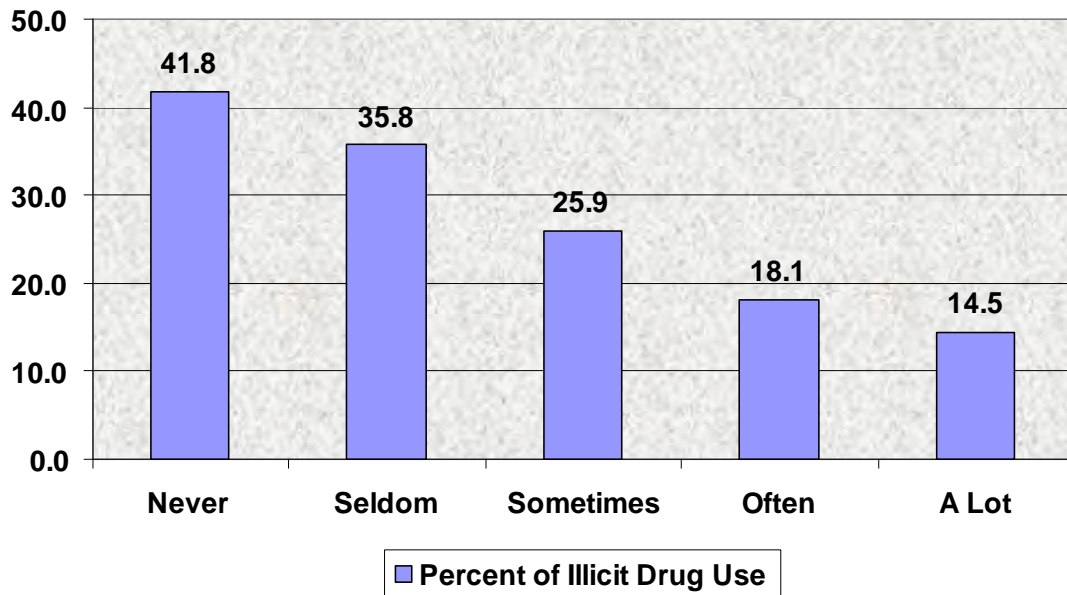


Figure 16 - Percent of Student Illicit Drug Use in Past Year by Attend Religious Services

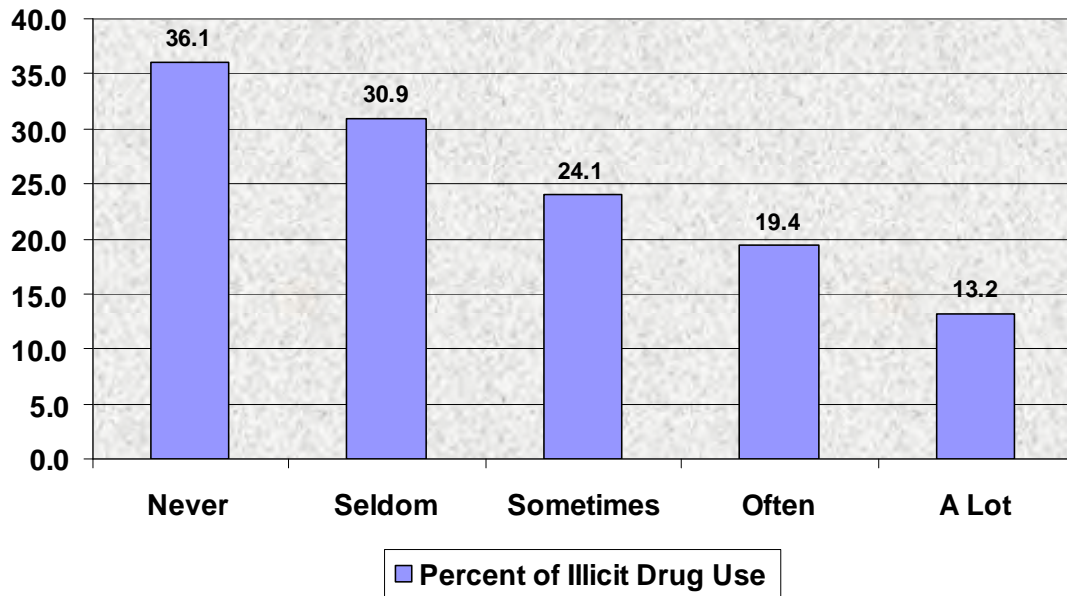
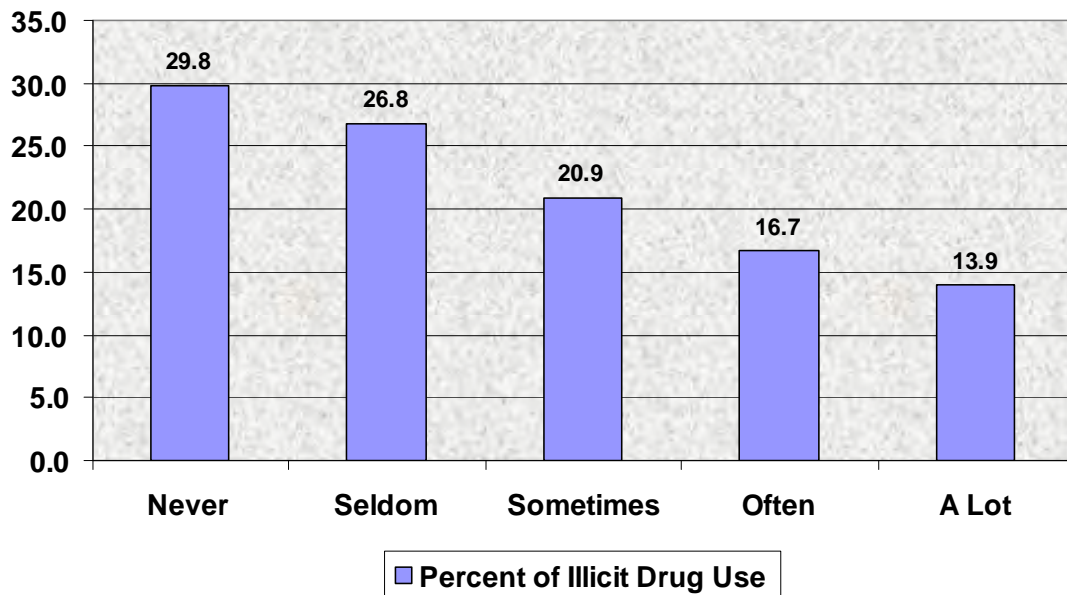


Figure 17 - Percent of Student Illicit Drug Use in Past Year by Participate in School Activities



CHAPTER VII: SPECIAL ANALYSES AND RELATIONSHIPS TO VIOLENT BEHAVIORS

For the 2004-2005 school data, Pride Surveys has calculated the relationships between drug use and: guns, gangs, suicide, threatening behaviors, and trouble with the police as demonstrated in Figures 11-15 and Tables 6-10. These data were calculated by examining specific subsets of the 2004-2005 Pride Survey data of students in grades 6-12. In each case, we compare students who report one of these violent behaviors to those who use liquor, marijuana, inhalants, and cocaine.

Guns

Total number of students in Pride Surveys National Summary = 193,658

6,901 students report carrying a gun to school. (3.8% of total responding)

Of the 6,901 students who report carrying a gun to school,

- 2,974 report using cocaine (44.4%)
- 2,838 report using inhalants (42.7%);
- 4,559 report using marijuana (68.2%);
- 4,969 report using liquor (74.5%);

Figure 18 - Drug Use of Students Who Carry Guns vs Those Who Do Not

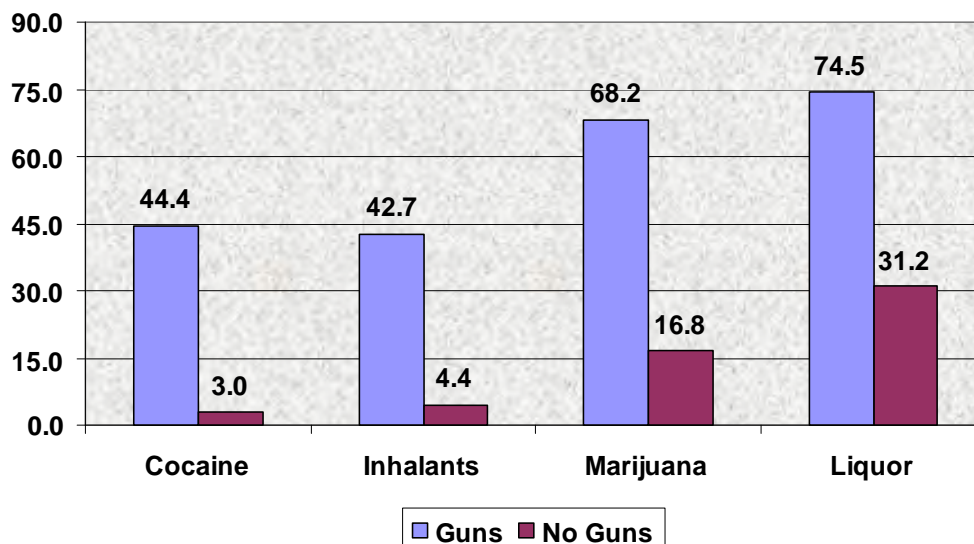


Table 6 – Relationship of Gun-Carrying Behavior to Illicit Drug Use

Drug	Guns	No Guns	Ratio
Cocaine	44.4	3.0	14.8
Inhalants	42.7	4.4	9.7
Marijuana	68.2	16.8	4.1
Liquor	74.5	31.2	2.4
N of Students	6901	174836	

Note: 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 14.8 this would mean the percentage of students who report cocaine use was 14.8 times higher for students who report bringing a gun to school compared to those who don't.

Gangs

Total number of students in Pride Surveys National Summary = 193,658

22,410 students report taking part in gang activities. (11.8% of total responding)

Of the 22,410 students who report taking part in gang activities,

- 4,885 report using cocaine (22.7%).
- 5,142 report using inhalants (23.9%);
- 11,099 report using marijuana (51.5%);
- 13,018 report using liquor (60.4%);

Figure 19 - Drug Use of Students In Gangs vs Not In Gangs

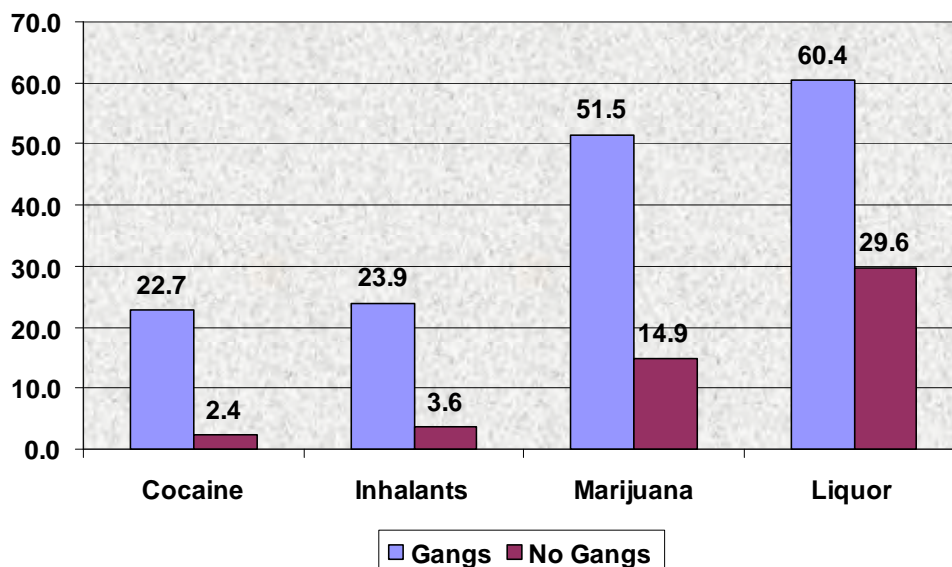


Table 7 – Relationship of Gang Involvement to Illicit Drug Use

Drug	Gangs	No Gangs	Ratio
Cocaine	22.7	2.4	9.5
Inhalants	23.9	3.6	6.6
Marijuana	51.5	14.9	3.5
Liquor	60.4	29.6	2.0
N of Students	22410	168187	

Suicide

Total number of students in Pride Surveys National Summary = 193,658

13,328 students report thinking often or a lot about committing suicide. (7.0% of total responding)

Of the 13,328 students who report thinking often or a lot about committing suicide,

- 2,932 report using cocaine (22.7%).
- 3,471 report using inhalants (26.9%);
- 6,101 report using marijuana (47.2%);
- 7,721 report using liquor (59.7%);

Figure 20 - Drug Use of Students Who Think Of Suicide Often Or A Lot vs Those Who Do Not

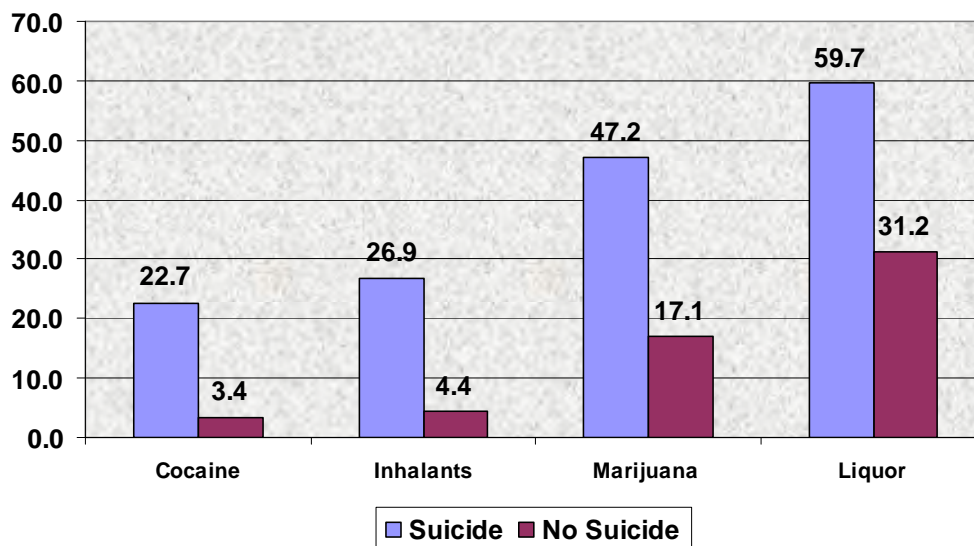


Table 8 – Relationship of Suicide to Illicit Drug Use

Drug	Suicide	No Suicide	Ratio
Cocaine	22.7	3.4	6.7
Inhalants	26.9	4.4	6.1
Marijuana	47.2	17.1	2.8
Liquor	59.7	31.2	1.9
N of Students	13328	177323	

Threatening Behaviors

Total number of students in Pride Surveys National Summary = 193,658

65,188 students report threatening to harm another student. (35.8% of total responding)

Of the 65,188 students who report threatening to harm another student,

- 5,880 report using cocaine (9.2%).
- 7,520 report using inhalants (11.8%);
- 19,938 report using marijuana (31.1%);
- 30,876 report using liquor (48.2%);

Figure 21 - Drug Use of Students Who Threaten Others vs Those Who Do Not

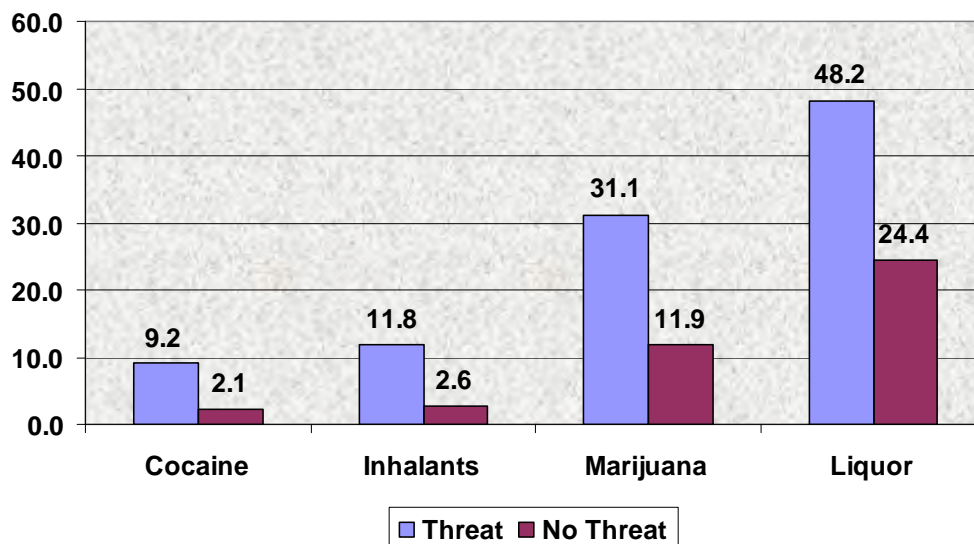


Table 9 – Relationship of Threatening Behaviors to Illicit Drug Use

Drug	Threat	No Threat	Ratio
Cocaine	9.2	2.1	4.4
Inhalants	11.8	2.6	4.5
Marijuana	31.1	11.9	2.6
Liquor	48.2	24.4	2.0
N of Students	65188	117041	

Trouble with the Police

Total number of students in Pride Surveys National Summary = 193,658

47,118 students report getting in trouble with the police. (24.8% of total responding)

Of the 47,118 students who report getting in trouble with the police,

6,465 report using cocaine (14.2%).

6,714 report using inhalants (14.8%);

20,395 report using marijuana (44.8%);

26,622 report using liquor (58.4%);

Figure 22 - Drug Use of Students Who Get In Trouble With The Police vs Those Who Do Not

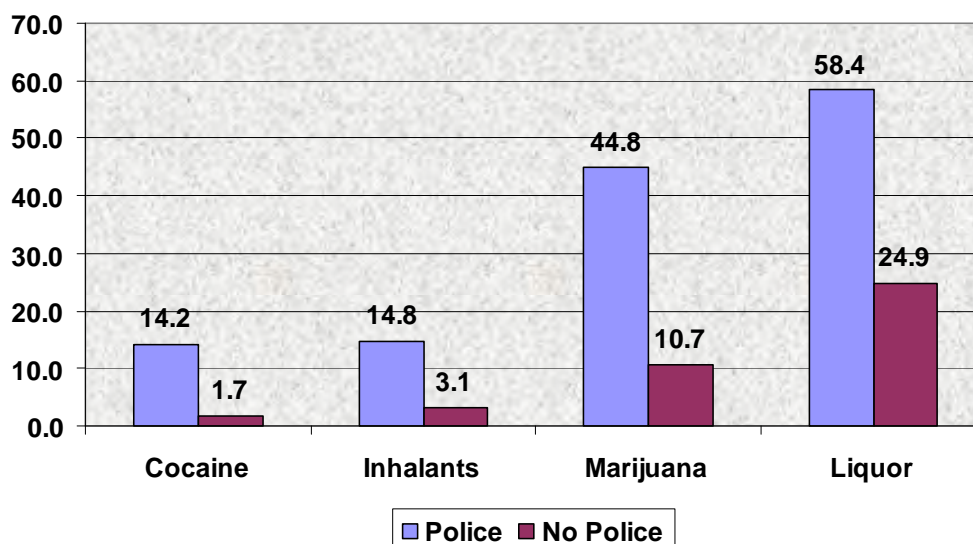


Table 10 – Relationship of Getting in Trouble with Police to Illicit Drug Use

Drug	Police	No Police	Ratio
Cocaine	14.2	1.7	8.4
Inhalants	14.8	3.1	4.8
Marijuana	44.8	10.7	4.2
Liquor	58.4	24.9	2.3
N of Students	47118	142757	

Personal Safety

The following data suggest that teachers and parents need to be aware of the increased risk involved when a teen is frightened or actually hurt at school.

Total number of students in Pride Surveys National Summary = 193,658

- 42,246 students report being afraid another student will hurt them at school. (23.4% of total responding)
- Of these 42,246 students, 3,338 report carrying a gun to school (8.0%)
- 38,670 students report getting hurt at school. (21.3% of total responding)
- Of these 38,670 students, 4,181 report carrying a gun to school (10.9%)

As students become afraid of another student hurting them (23.4 percent) they are more likely to carry a gun to school (8.0 percent vs 3.8 percent for all students) and when the student reports being hurt at school the percent carrying a gun to school increased to 10.9 percent.

CHAPTER VIII: IN CONCLUSION

Pride Surveys has the tools, databases, and customized analyses to assist in evaluating school safety and drug use for any school system or individual school. I hope the information in this booklet has been informative and of some help in understanding the ease with which the results of the Pride Questionnaire can help determine appropriate measures in our attempt to keep youth drug- and violence-free.

Perhaps the best marker of the effectiveness of the Pride Questionnaire is the fact that more than 8,000 schools and communities have used the questionnaire and find the survey data helpful in:

- 1) supporting proposals and applications for local, state, and federal funding;
- 2) creating public awareness of student drug use and violence behaviors;
- 3) identifying needs to increase (or modify) appropriate programs to prevent student drug use and violence.

Good luck as you continue to take your drug prevention programs through the evaluation steps that are critical to effectively reach students. We know that you are asked to prove that your programs are working to reduce drug usage, or that your programs need a boost to make a bigger dent in student drug use and violence behaviors. We would like to continue to work with you in an effort to make evaluation simple, comprehensive, and practical.

Be sure to bookmark the Pride Surveys website (www.pridesurveys.com) visit us often, and use our site and information as a resource for your efforts.