Executive Summary
Pride Survey Plus
for Grades 6-12
Ridge High School
Basking Ridge, NJ

ISA / Pride Surveys
January 2023

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1   Introduction

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for Grades 6 thru 12
Executive Summary

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This executive summary report presents a summary of results gathered from the administration of the Pride Survey Plus for Grades 6-12 to students at your school(s) during the 2022-2023 school year. This report features data displayed as figures and tables for topic areas of most interest to school systems and community coalitions.

Comprehensive results of the survey responses are available in the Detailed Full Report found on your CD or in your downloaded report files. Both reports are designed to assist you in meeting federal and state requirements for assessment and evaluation of student behaviors and perceptions on topics that affect student achievement and wellbeing. The results of your survey can also help to inform decisions at all levels - classroom, school, district and state.

In the Detailed Full Report, most of the data are reported in tables that display number of responses and percentage of respondents. The survey allows students to skip over questions that are not applicable to them or that they did not wish to answer. In those cases, the number of responses to any one question may vary from the total number of student respondents. Also, to protect confidentiality, data for items with fewer than 10 responses per grade level are not reported.

In this Executive Summary, we present topics including: student behaviors related to drug use; student perceptions about drug use; student mental and physical health; vehicle safety; school climate; family life; the DFC core measures; and the new Pride Survey Plus core measures on opiods and vaping. Remember that this summary is an overview of your survey results; the Detailed Full Report is on your CD, flash drive or downloaded report files.

Navigating the Report

The PDF version of this report contains several navigation features. The Table of Contents contains active links to each of the sections of the report. In addition, some pages have navigation buttons that will allow the reader to return to Table of Contents or go to a related topic.

2 Student Demographics

The total number (N) of student survey respondents in this report:

N=401

Student demographics are important to keep in mind as you read this report. Here, you will find the total number of students participating in the survey by grade, the breakdown of male/female respondents and their self-reported racial/ethnic identity, as well as student living situations. All statistics in this report are from valid student responses. Surveys that had severely damaged forms or dishonest responses were removed and are not included in the data set. For additional student demographic data, please refer to the Detailed Full Report.

Figure 1: Students by Grade

Grade	Value
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	229
11th	N/A
12th	172
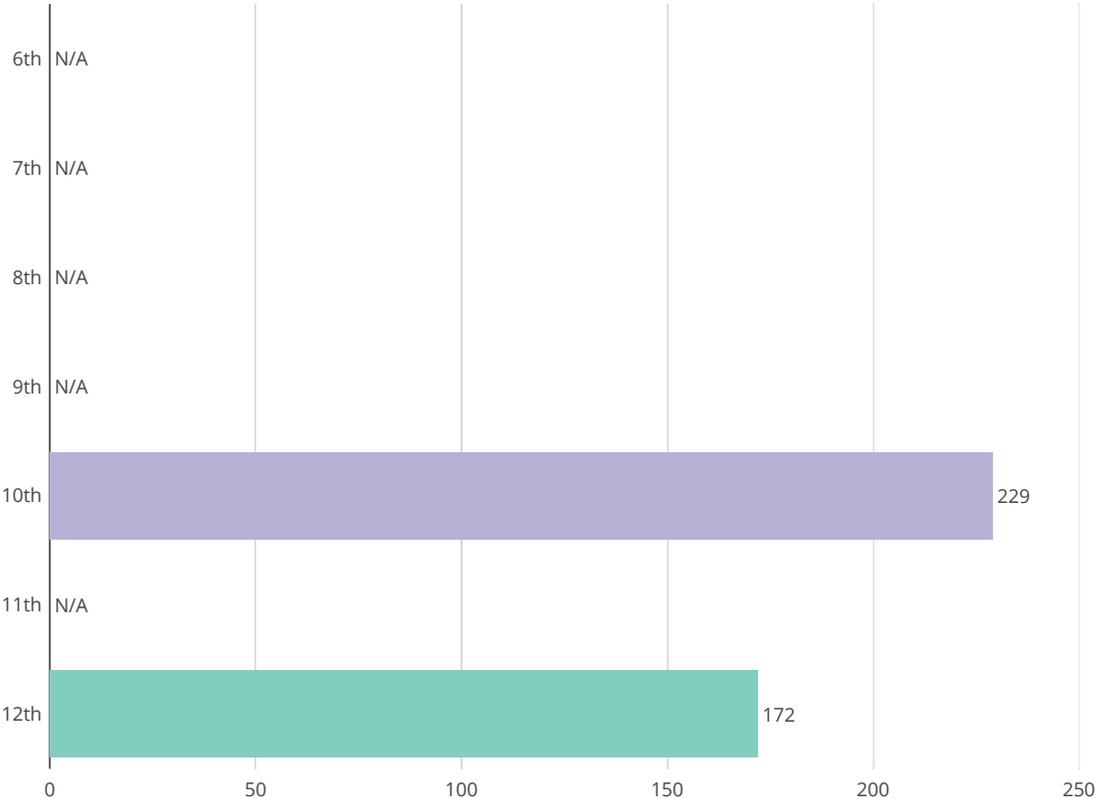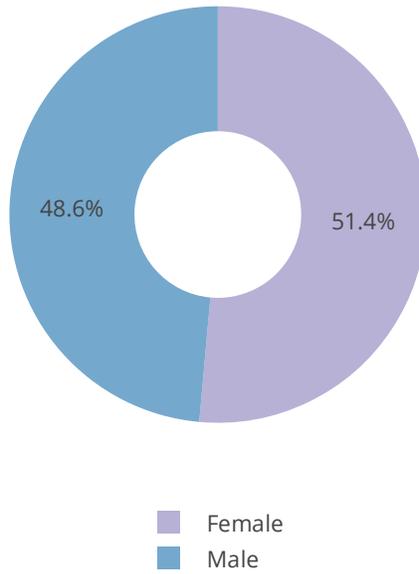
Figure 2: Student Respondents, Male vs Female

48.6%	51.4%

Female
Male

54.1%

26.9%

7.9%

7.1%

3.6%

0.3%
0.3%
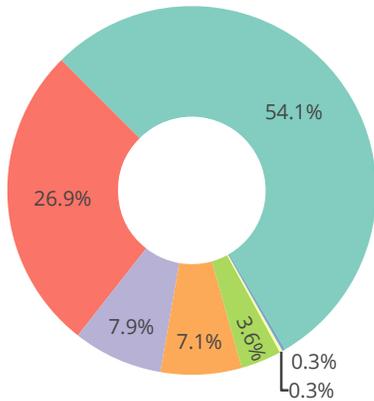
White
African American
Hispanic/Latino
Asian/Pacific Islander
Native American
Mixed Origin
Other

Figure 3: Students' Race/Ethnicity

2.0%
2.0%
1.0%
0.8%
6.3%

87.8%
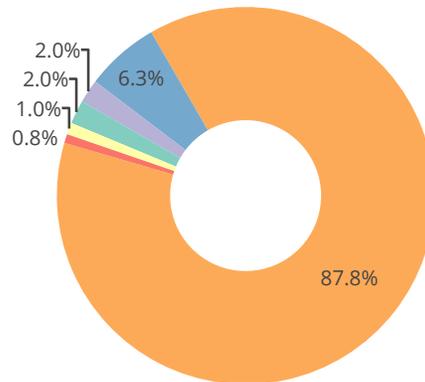
Both Parents
Mother & Stepfather
Mother Only
Other
Father Only
Father & Stepmother

Figure 4: Student Living Situation

3 Student Reported Substance Use

Illegal substance use continues to be a persistent problem facing youth in the United States. Students who use intoxicants are not only at high risk of becoming drug dependent but are also at an increased risk of dropping out of school, getting involved in crime, attempting suicide, or becoming involved in an assortment of negative behaviors (CDC, 2009). Research suggests that increasing protective factors and reducing risk factors in a community may be successful in improving student health and educational outcomes (CDC, 2009). The prevention of adolescent substance use and related behaviors is most likely to occur when students feel connected to their community and have been provided tools to avoid harmful behaviors. Successful outcomes have been found not only when a sense of community is fostered but also when educators, parents and others teach youth refusal and resistance skills, including how to recognize social influences that encourage problem behaviors, identify consequences of problem behaviors, generate and suggest alternatives, and invite peers to join in those alternative activities (Catalano et al, 2004; Johnson, 1996).

Figure 5: Any Illicit Substance Use in the Past 30 Days by Grade
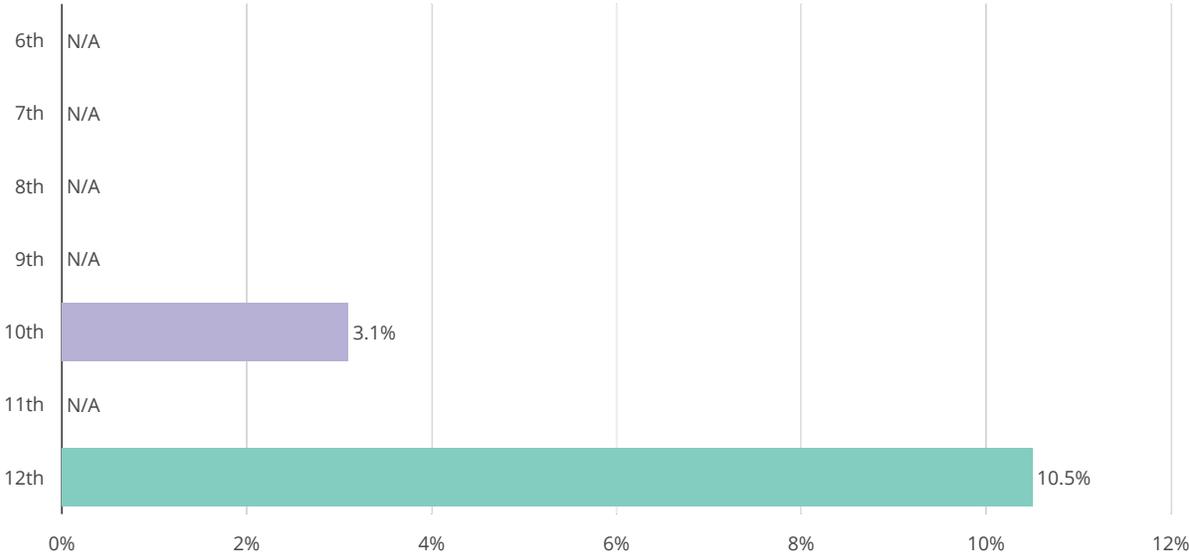
* In Pride Surveys reports, marijuana is included as an illicit substance.

Any Illicit Drug Use: 30-Day

Students were asked to report on their use of illicit drugs. Figure 5 shows what percentage of students reported any illicit substance use in the past 30 days.*

Any Illicit Drug Use: Past Year

Figure 6 shows the rate of any illicit substance use in the past year. Data in this figure illustrate the percentage of students who responded some frequency of use (ranging from "once/year" to "every day"). For detailed statistics on all substances, please refer to your Detailed Full Report.

What Types of Drugs Are Being Used?

Students reported whether they had used specific substances within the past year. Students were also asked if they had used each of the substances during the past month (30-days), which is commonly used as the definition of current use (Mash EJ, Barkley RA, 2002).

Pride Surveys National Data Point

Across the nation in 2017-18 students responded that in middle school 7.3% had used a drug in the **past year**.

In high school 22.8% reported having used drugs in the **past year**.

Figure 6: Any Illicit Drug in the Past Year by Grade
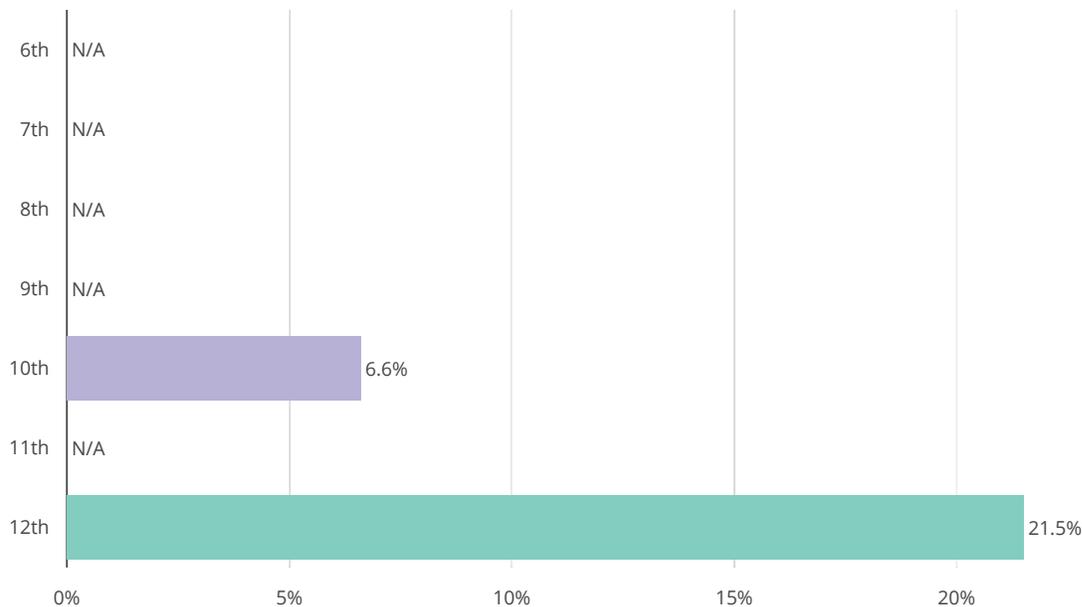
Grade	Percentage
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	6.6%
11th	N/A
12th	21.5%

* In Pride Surveys reports, marijuana is included as an illicit substance.

Types of Drugs

Students were asked if they had used any of the following in the past 30-days: cigarettes; e-cigarettes; alcohol; marijuana; prescription drugs; over-the-counter drugs; inhalants; and prescription opioid painkillers to get high. Figure 7 displays the number (N) and percentage of students responding "yes" to using specific drugs in past 30 days.

Figure 7: Students Responding "Yes" to Using Specific Drugs in Past 30 Days

Drug	Percentage (N)
Cigarettes	2.9% (11)
E-Cigarettes	8.9% (34)
Alcohol	20.2% (77)
Marijuana	5.8% (22)
Pres. Drugs	1.0% (<10)
OTC Drugs	1.3% (<10)
Inhalants	0.5% (<10)
Opioids	0.5% (<10)
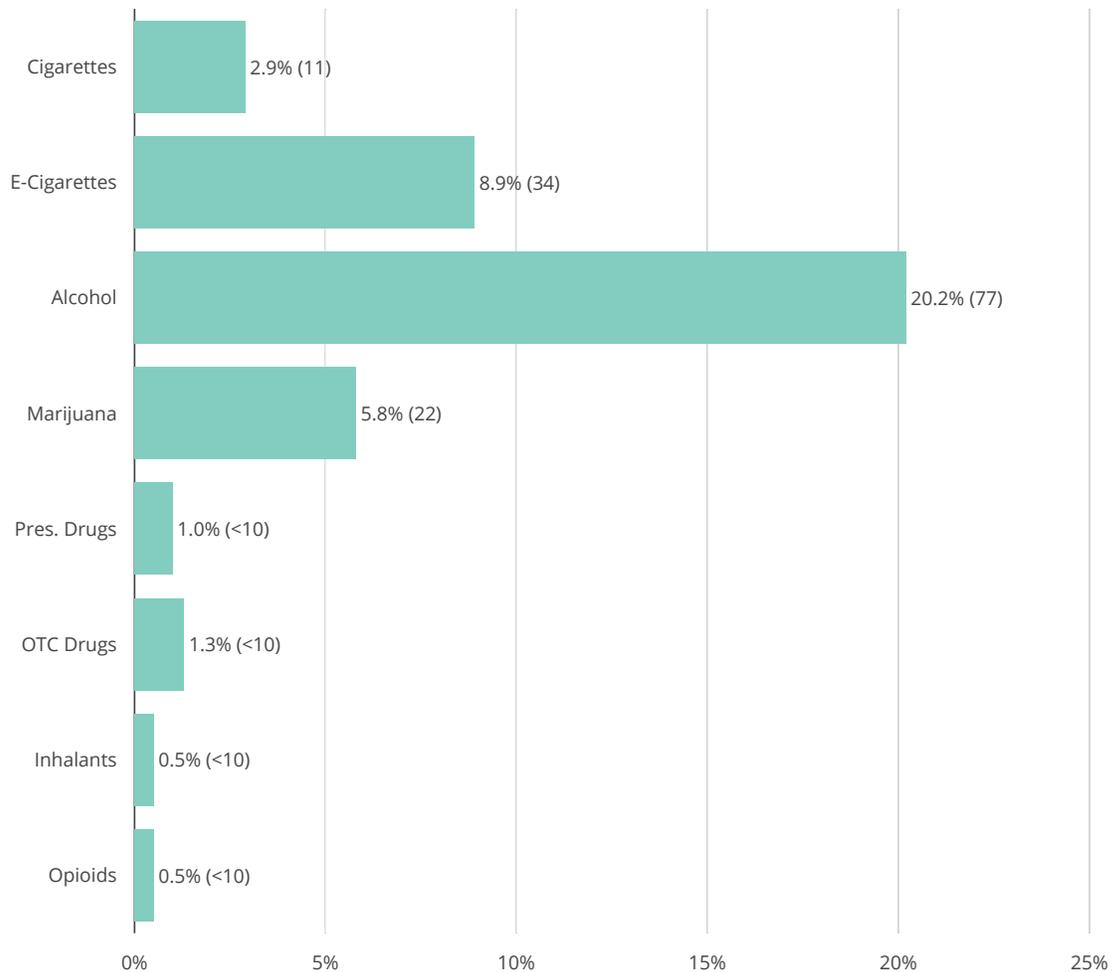
* Only students who indicated they used drugs are included in this chart.

When and Where Are Drugs Being Used?

Knowing drug use patterns of drug-using students can help administrators, teachers and parents design programming to address the times and places of use. Figures 8 and 9 illustrate the breakdown for where and when your students report using any of the six drugs reported: tobacco, alcohol marijuana, prescription drugs, prescription opioid pain killers, and e-cigarettes. Information about when and where students use drugs can be helpful for school administrators who have to answer difficult questions about possible student drug use at school. In almost all cases, student drug use is higher when students are not at school.

Figure 8: Where Students Use Drugs
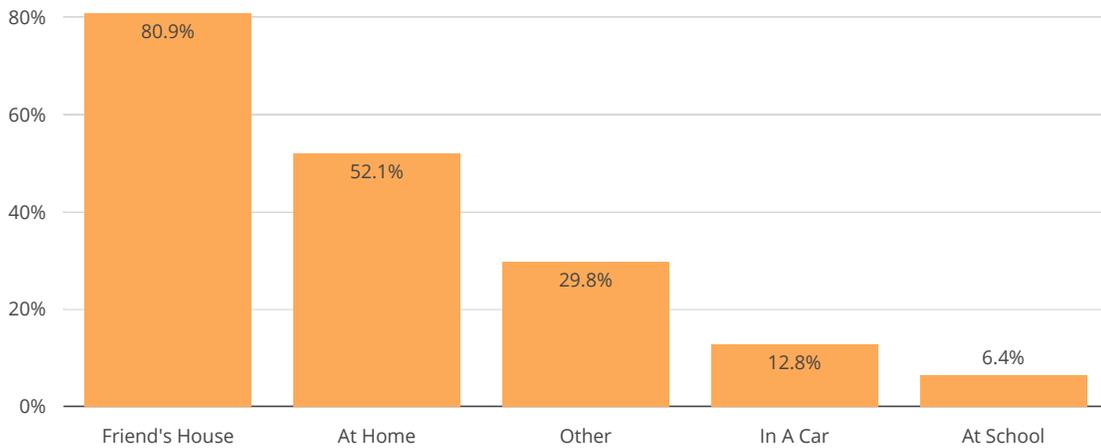
* Only students who indicated they used drugs are included in this chart.

Figure 9: When Students Use Drugs
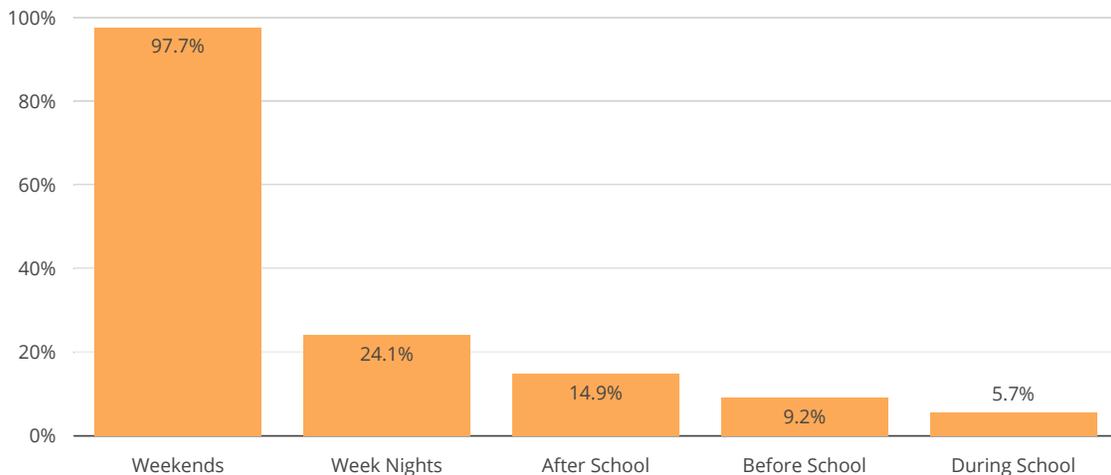
* Only students who indicated they used drugs are included in this chart.

Reported Opioid Use Among Your Students

Prescription opioid use has fueled the opioid epidemic now facing our nation, where more than 49,000 lives were lost to opioids in 2017 (Hedegaard et al., 2018). For adolescents, the US Department of Health and Human Services reports that 3.6% of teens aged 12 to 17 reported misusing opioids (SAMHSA, 2017).

Given the widespread abuse among adult populations and harmful behaviors among teens, educators would be wise to monitor opioid abuse among students.

The Pride Surveys Plus instrument asks additional questions about this specific substance to help educators keep abreast of their students' behaviors.

Figure 10: In Your Lifetime, On How Many Occasions Have You Been Prescribed an Opioid Pain Killer by Your Doctor/Dentist for Any Reason?
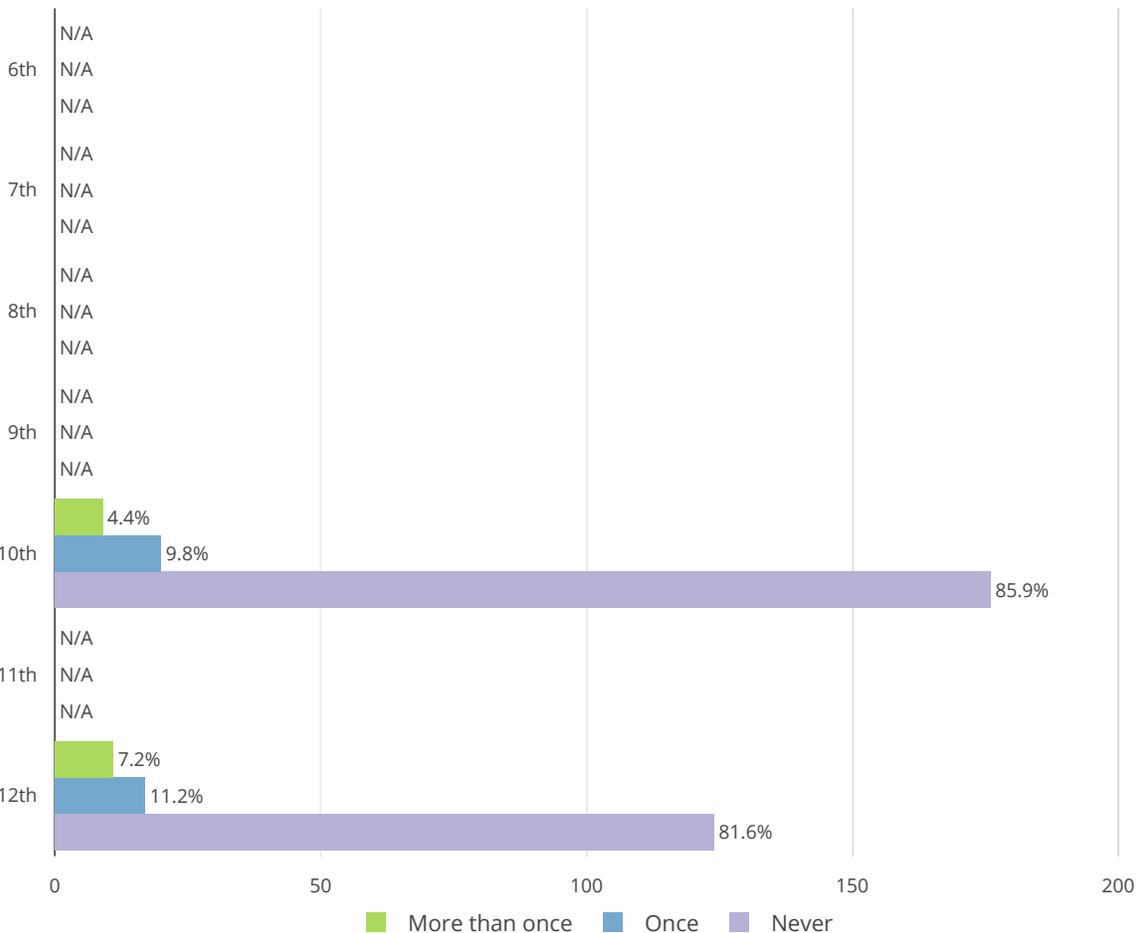
Figure 11: Students Responding "Yes" to taking more Opioid Pain Killers Than Prescribed Because They Liked the Feeling.

Grade	Value
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	4.3%
11th	N/A
12th	2.2%
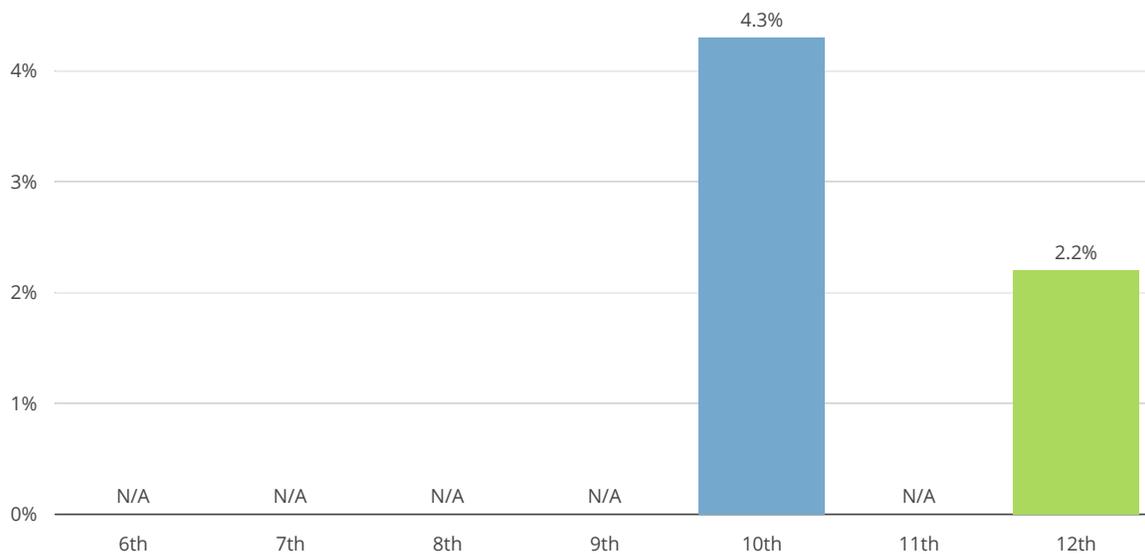
* Only students who indicated they have been prescribed opiod pain killers are included in this chart.

Figure 12: How Easy Is It to Get Prescription Opioid Pain Killers?

Grade	Easy	Difficult	Can't Get
6th	N/A	N/A	N/A
7th	N/A	N/A	N/A
8th	N/A	N/A	N/A
9th	N/A	N/A	N/A
10th	6.7%	14.5%	78.8%
11th	N/A	N/A	N/A
12th	5.4%	27.0%	67.6%

Easy   Difficult   Can't Get
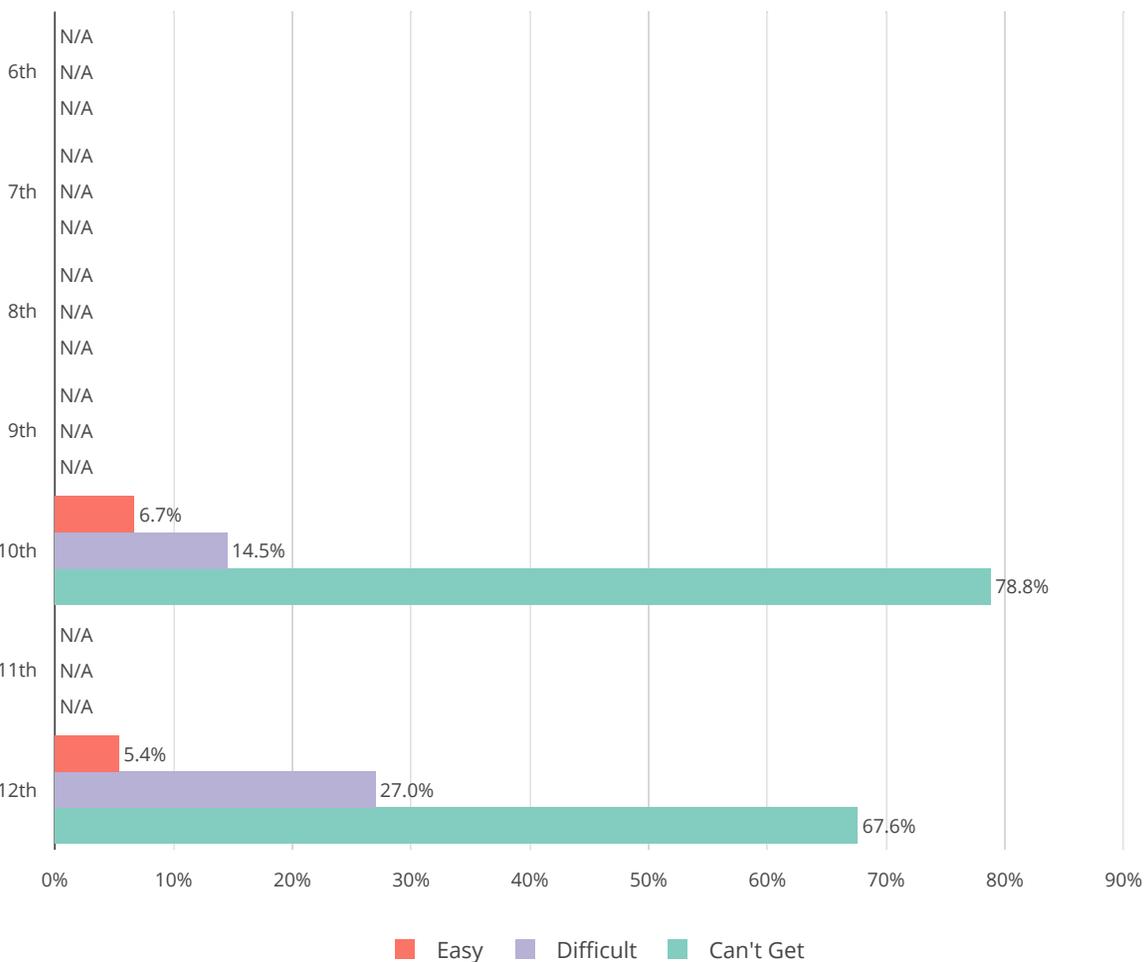
4   Student Perceptions

Perceived Harmfulness of Drugs

A student's perception of the risks associated with substance use is an important determinant of whether he or she engages in substance use (SAMHSA, 2013). Providing adolescents with credible, accurate, and age-appropriate information about the harm associated with substance use is a key component in prevention programming.

Students were asked to report on "How much do you think people risk harming themselves physically or in other ways if they..." 1) Smoke one or more packs of cigarettes per day?

2) Use an e-cigarette, vape pen or e-liquid rig?

Figure 13 reflects these first two tobacco related products. Perceived harmfulness for other substances such as alcohol, marijuana, prescription drugs, and prescription opioids can be found in the core measure chapters of this report as well as the Full Detailed Report.

Risk Factor

When looking at any substance there is a correlation between percieved harmfulness of a substance and the amount of use of that substance. i.e. the less harmful a substance is percieved over time the higher the rates of use typically become.

Figure 13: Perceived Harmfulness of Nicotine Products by Grade
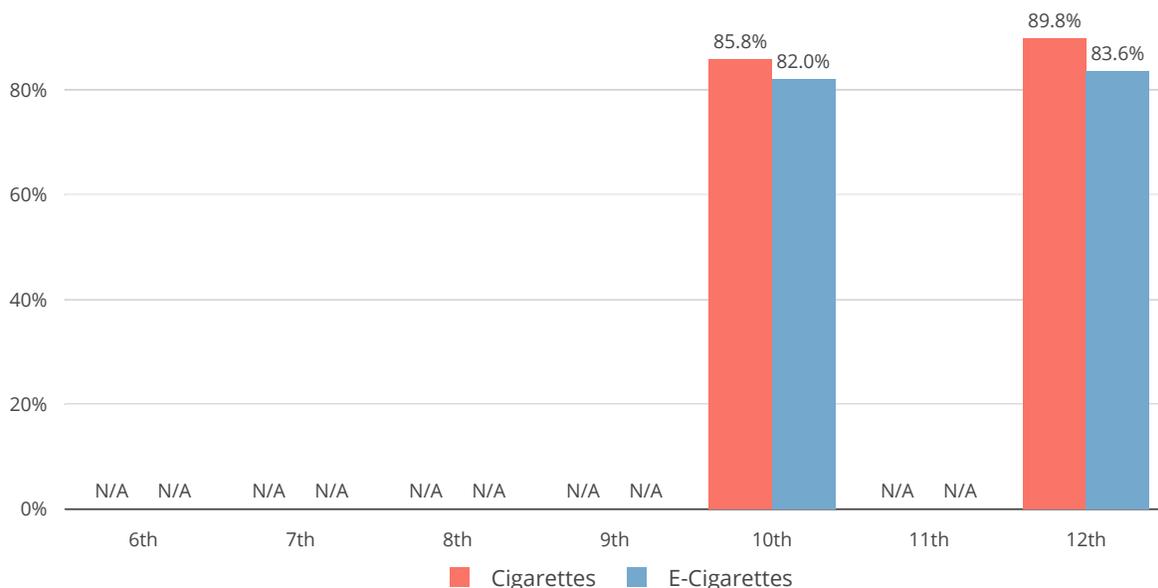
Parents' Disapproval of Substance Use

Research has shown that parents play an influential role in moderating drinking and other substance abuse among adolescents (Wood M, 2014; Nash SG, 2005). Past analysis of Pride Surveys national statistics indicates that the majority of students tend to perceive parents as feeling it is wrong or very wrong for students to use tobacco, drink alcohol regularly, smoke marijuana and to use prescription drugs not prescribed to them. Your students' responses to parental disapproval of alcohol and marijuana are detailed in Figure 14, which combines grade level responses for alcohol and marijuana. The breakdown by each grade can be found in your Detailed Full Report and in the core measure chapters of this report.

Figure 14: Parental Disapproval of Alcohol, Marijuana by Grade
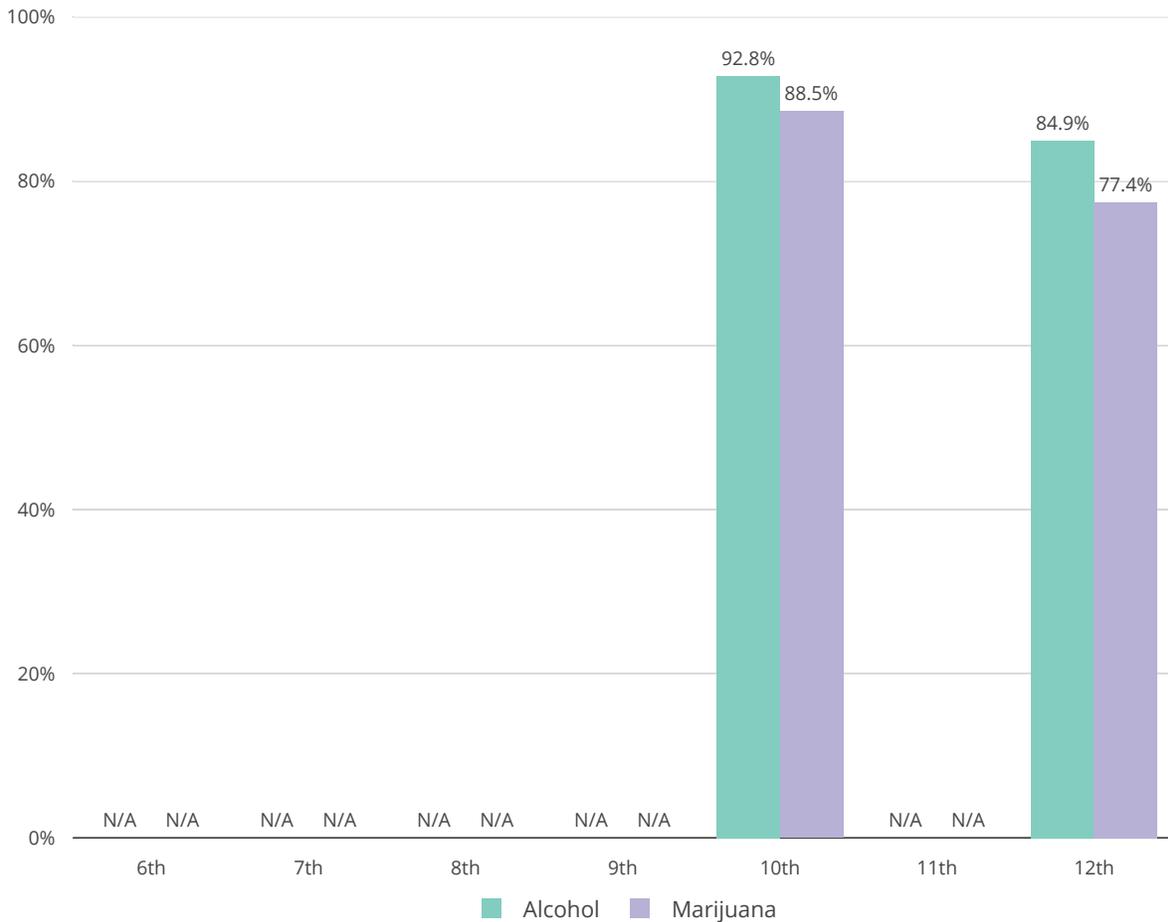
5   Student Mental and Physical Health

Mental Health

Psychological distress has been associated with drug use and other problem behaviors among adolescents (Kelly AB, 2015; Schuler MS, 2015). Alarmingly, suicide is the third leading cause of death for youth between the ages of 10 and 24 and nationally, students have reported: seriously considering suicide (16%); creating a plan to commit suicide (13%); and trying to take their own lives (8%) (CDC, 2013). The Pride Survey Plus questionnaire asks students to report whether they have thought of committing suicide; students can select from responses: never, seldom, sometimes, often, a lot. Figure 15 shows the percentage of students who selected a response other than "Never." Figure 16 provides data on suicide attempts by students. Because of the rising occurrence of depression and suicide ideation/attempts, administrators across the country are considering suicide prevention strategies that address risk and protective factors for depression (Zwald et al., 2018). CDC's Preventing Suicide: A Technical Package of Policy, Programs, and Practices may be of interest for your school (CDC, 2018).

Figure 15: Students Reporting Thoughts of Suicide
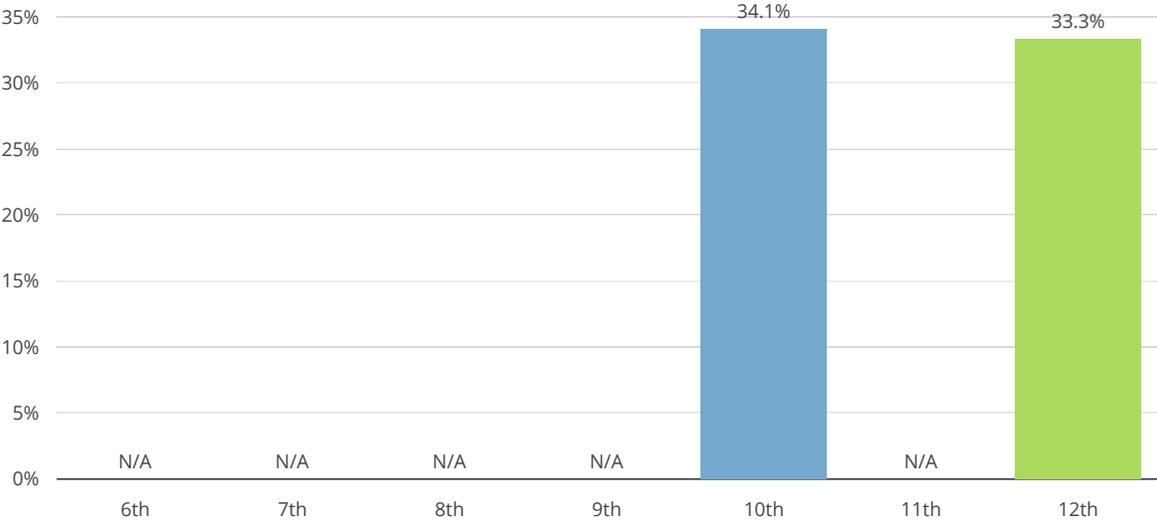
Figure 16: Attempted Suicide Resulting in Injury Treated by Doctor or Nurse

Grade	Value
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	7.1%
11th	N/A
12th	6.5%
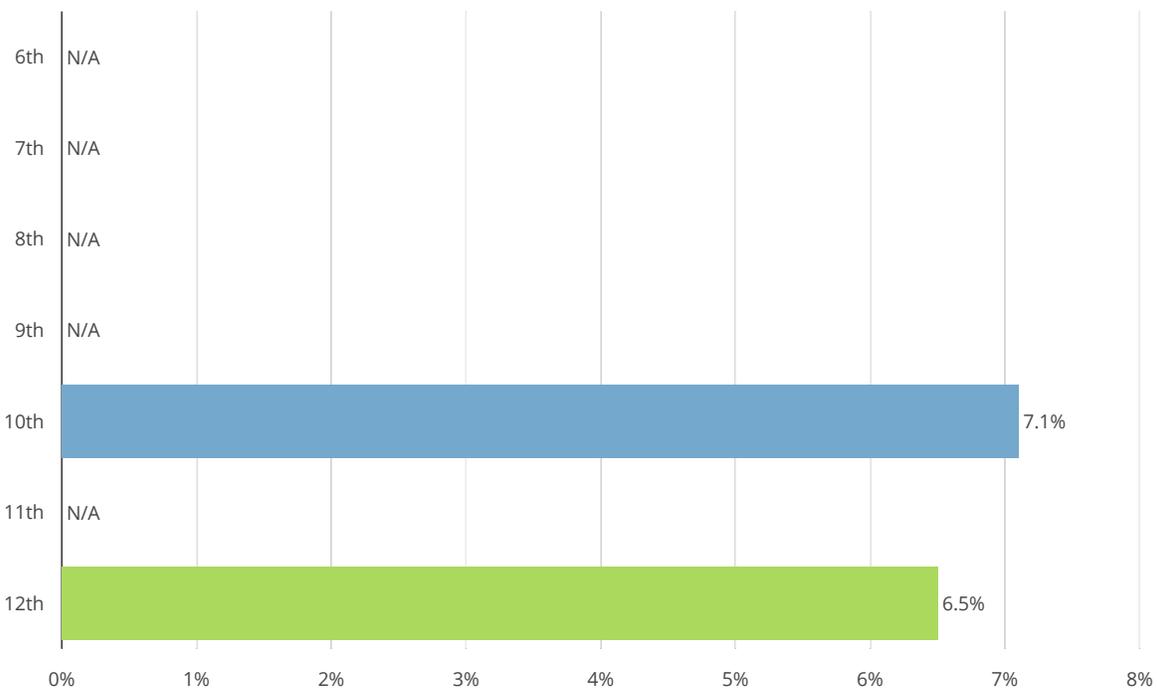
* Only students who answered that they had tried to commit suicide are included in this chart.

Suicide Prevention Resources

Student Support

Suicide Prevention Resource Center - www.sprc.org
This federally supported resource center is devoted to advancing the implement of the National Strategy for Suicide Prevention. Its robust website offers a library of articles, tools, fact sheets, reports, and evidence-based programs to inform approaches to suicide prevention in your school and community.

National Suicide Prevention Lifeline
This Lifeline in English **(1.800.273.8255)** or Spanish **(1.888.628.9454)**, is a national network of local crisis centers that provide free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. Skilled, trained crisis workers across the United States are available for youth or adult support.

Student Support

The Nemours Foundation/KidsHealth
This teacher's guide, available online, designed for Grades 9 to 12 correlates with National Health Education standards and provides articles for teens, discussion questions, activities for students and reproducible materials.

American Association of Suicidology - www.suicidology.org
Using an educational video along with your curriculum on suicide prevention can help teach young people how to help a friend and to reinforce basic suicide prevention skills. This website provides a list of current videos, rated by AAS as "recommended," "recommended with minor reservations," or "not recommended."

Physical Health (Weight)

The survey's questions on being overweight (self-perceived and medically reported, Figure 17) seek to assess a student's risk for substance use and other troubling behaviors since research has found that physical appearance can affect adolescent decisions to engage in unwanted behaviors. Obesity has been associated with substance use among adolescent girls and violent behaviors among overweight and obese boys who were also found to be more vulnerable to bullying and weapon carrying than normal-weight boys (Farhat T, 2010). Physical appearance also impacts self-esteem, and much research has shown that low self-esteem plays an important role in substance use and other behavioral disorders among youth (Skager, 1989; Ojo, 2013; Khajehdaluee M, 2013).

Figure 17: Percentage of Students who Thought Or Were Told They Were Overweight

6 Vehicle Safety

The Youth Risk Behavior Survey annual survey performed by the Center for Disease Control has found that only 61% of high school students reported wearing seat belts when riding with someone else (CDC, 2016). Your students' responses to wearing seatbelts while riding in a car are shown in Figures 18 and 19.

In the subsequent figures 20 and 21 students were asked about their frequency of riding in a car with a driver consuming alcohol. The 2015 YRBS annual survey found that 20% of high school students reported riding in a car or other vehicle one or more times with a driver who had been drinking alcohol (CDC, 2016). Figures 22 and 23 report your student responses about the frequency of their riding in a car with a driver who was using marijuana. The complete vehicle safety results are found in the Detailed Full Report.

> **National Statistic**
>
> Motor vehicle crashes are the leading cause of death for US teens (CDC, 2013) and, compared with other age groups, teens have among the lowest rate of seat belt use.

Frequency of Wearing a Seat Belt When in a Car Driving by Someone Else

data not available

Legend:
- Never
- Seldom
- Sometimes
- Most of the time
- Always
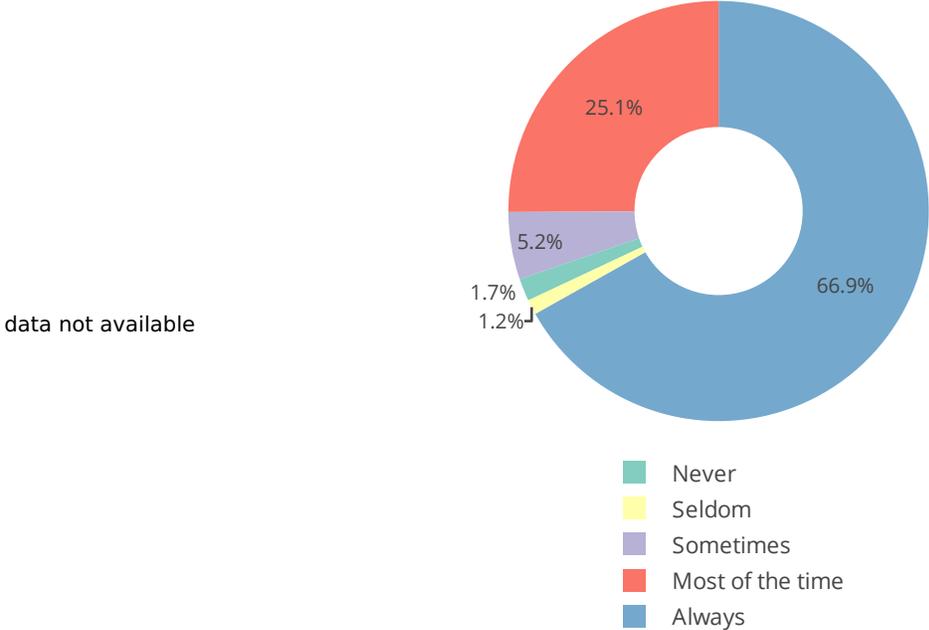
Figure 18: Grade 6-8

Figure 19: Grades 9-12

Frequency of Riding in a Car While the Driver was Using Alcohol

data not available

2.5%
0.6%
3.4%

93.6%

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times
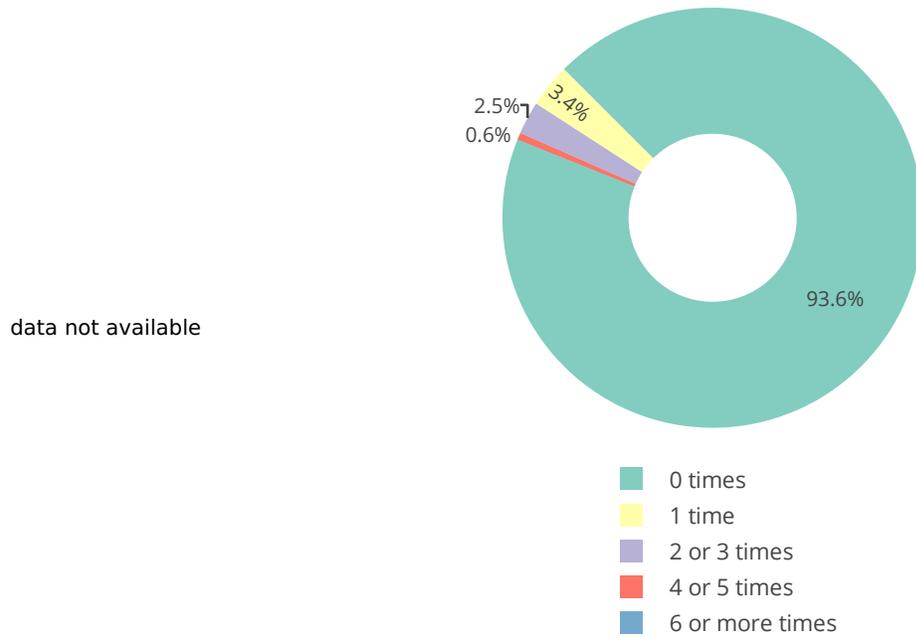
Figure 20: Grade 6-8

Figure 21: Grades 9-12

Frequency of Riding in a Car While the Driver was Using Marijuana

data not available

2.0%
0.8%
0.6%
0.6%

96.1%

- 0 times
- 1 time
- 2 or 3 times
- 4 or 5 times
- 6 or more times
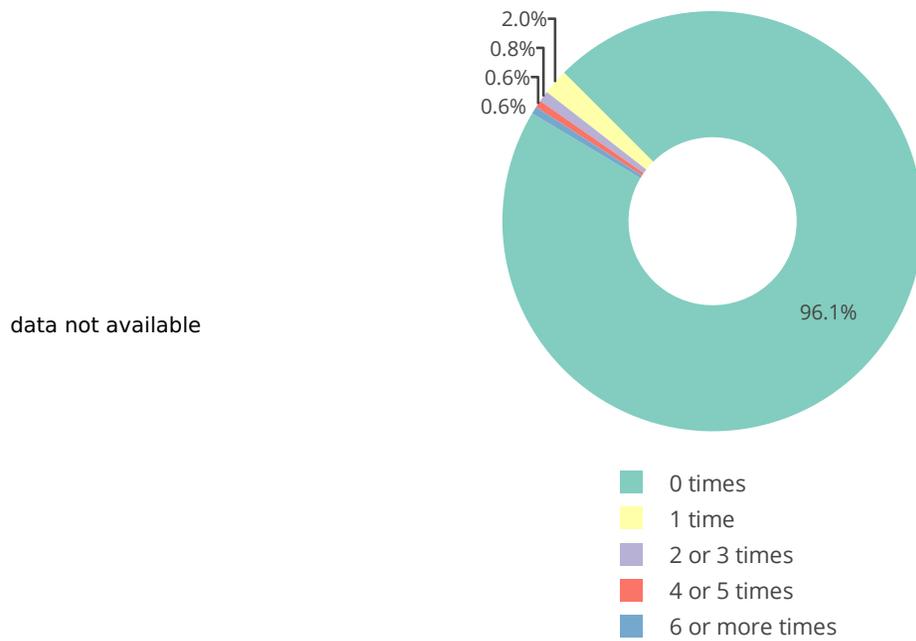
Figure 22: Grade 6-8

Figure 23: Grades 9-12

7   School Climate

A growing body of research shows that a positive school climate - the quality and character of school life - can enhance student well-being and academic achievement. Understanding that a positive school climate is the result of several factors and practices, the collection and analysis of student perceptions, concerns, and needs data can help educators focus on academic and program activities that affect the school climate (MacNeil, AJ, 2009; Berry B, 2007). Factors on the Pride Survey Plus for Grades 6-12 associated with school climate include: safety and violence indicators, student engagement, and student achievement.

Student Engagement

Educational excellence relies on the level of engagement of people within the school (Gordon, 2006). Research has shown that schools organized as communities promote greater student engagement in school work, resulting in improved student achievement (Levine, 2010). All forms of student engagement are seen as a means to increase student motivation and achievement and decrease alienation (Frederick, 2004). Figure 24 reports student responses for two school engagement indicators, taking part in school sports teams and taking part in other school activities such as band, clubs, etc.

Figure 24: Students Taking Part in School Sports, School Activites such as Band, Clubs, etc.
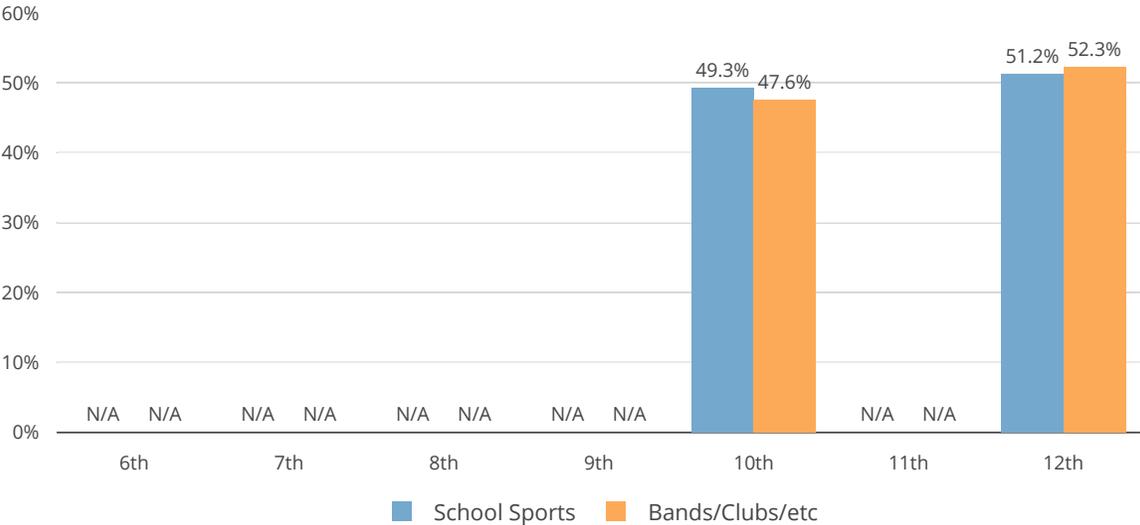
* Percentage responding "often" and "a lot".

Student Achievement

Studies show that student achievement can be driven by a safe, organized, and caring school culture where teacher-student relationships are critical to participation and attendance (Grimm, 2009). Within this nurturing environment, students can reach toward academic achievement and are more likely to make positive behavioral choices. Figure 25 shows students who report making good grades "often" and "a lot". Figure 26 shows students who reported having skipped or "cut" school without their parents' permission.

Violence Indicators at School

Every school should be a safe haven for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, the school itself, and the surrounding community (Brookmeyer, Fanti, and Henrich 2006; Goldstein, Young, and Boyd 2008). Figures 27, 28 and 29 display student reports on three violence indicators.

Figure 25: Making Good Grades at School
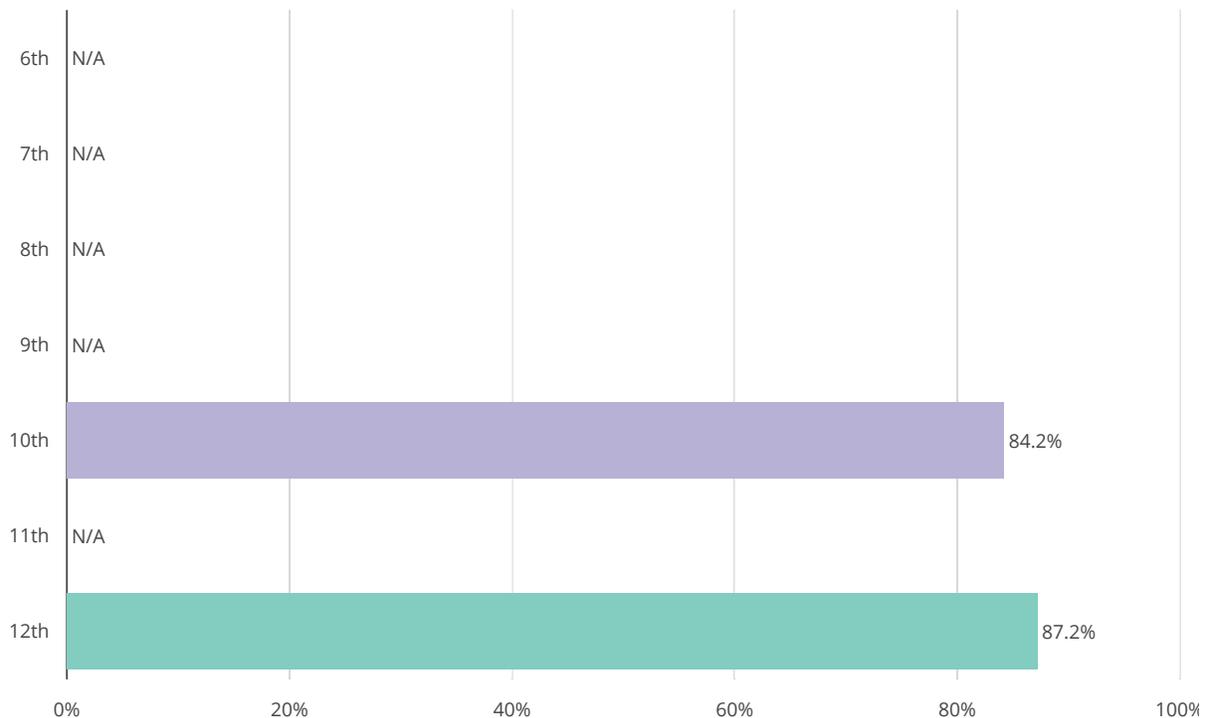
* Percentage responding "often" and "a lot".

Figure 26: Students Who Have Skipped School without Parental Permission

Grade	Value
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	0.4%
11th	N/A
12th	0.0%
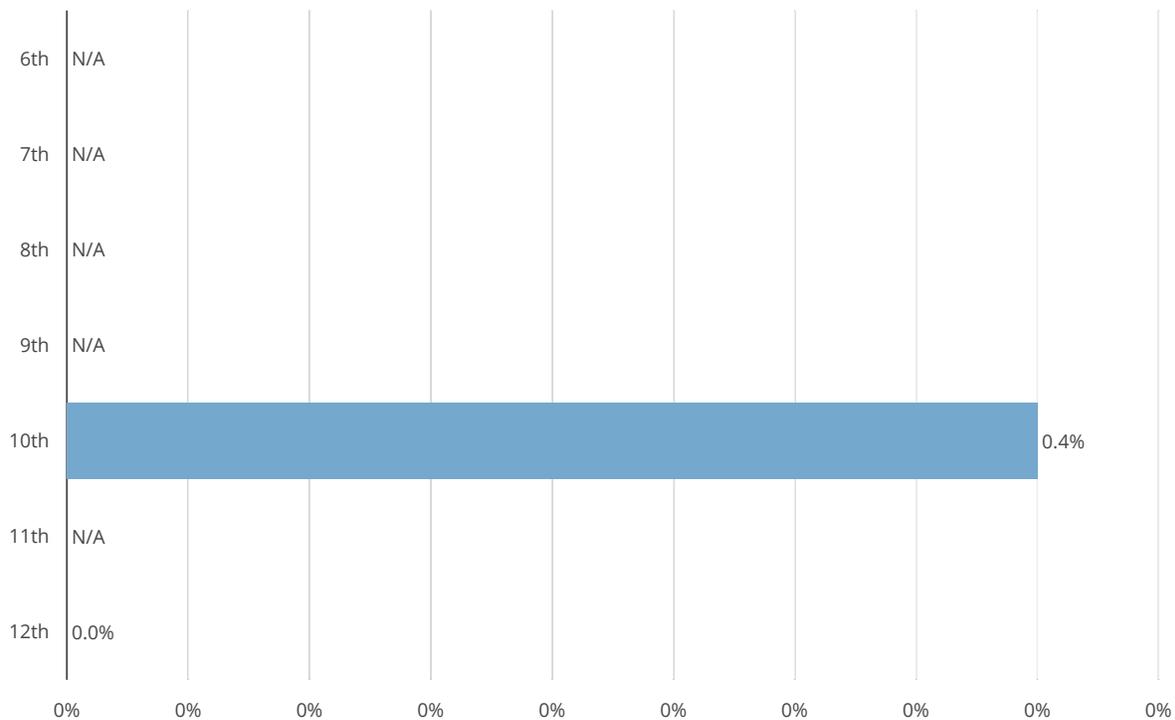
* Percentage responding "often" and "a lot".

Figure 27: Getting in Trouble at School

Grade	Value
6th	N/A
7th	N/A
8th	N/A
9th	N/A
10th	1.8%
11th	N/A
12th	2.3%
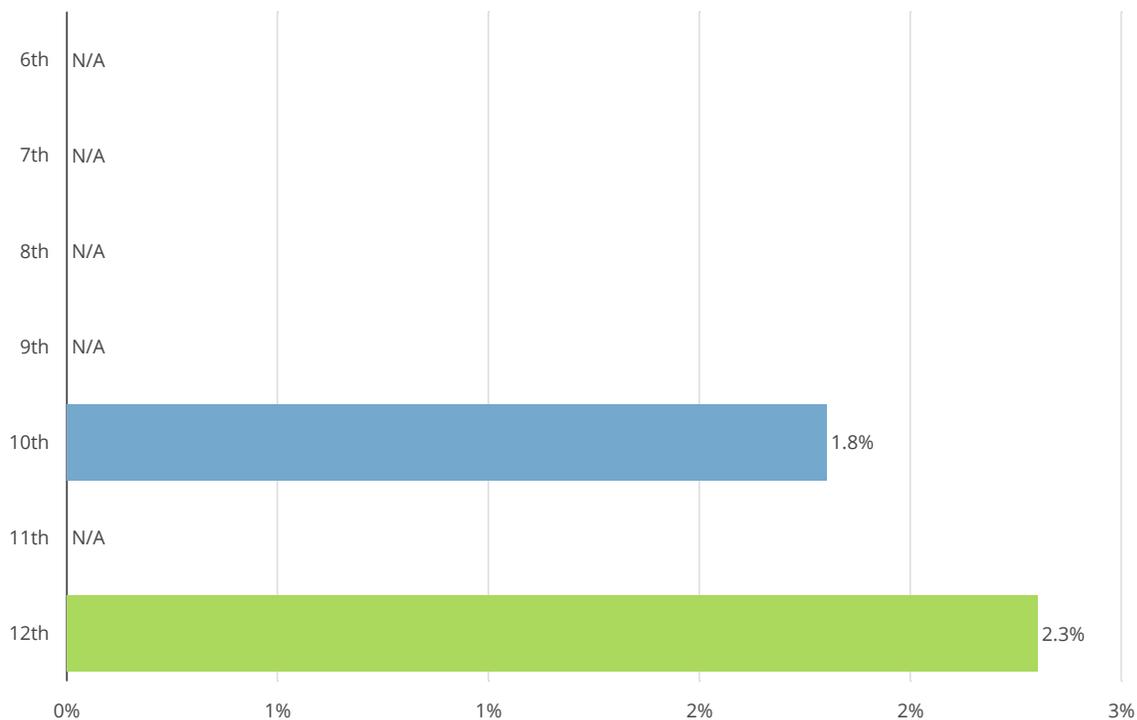
* Percentage responding "often" and "a lot".

Figure 28: Where Do Students Feel Least Safe at School
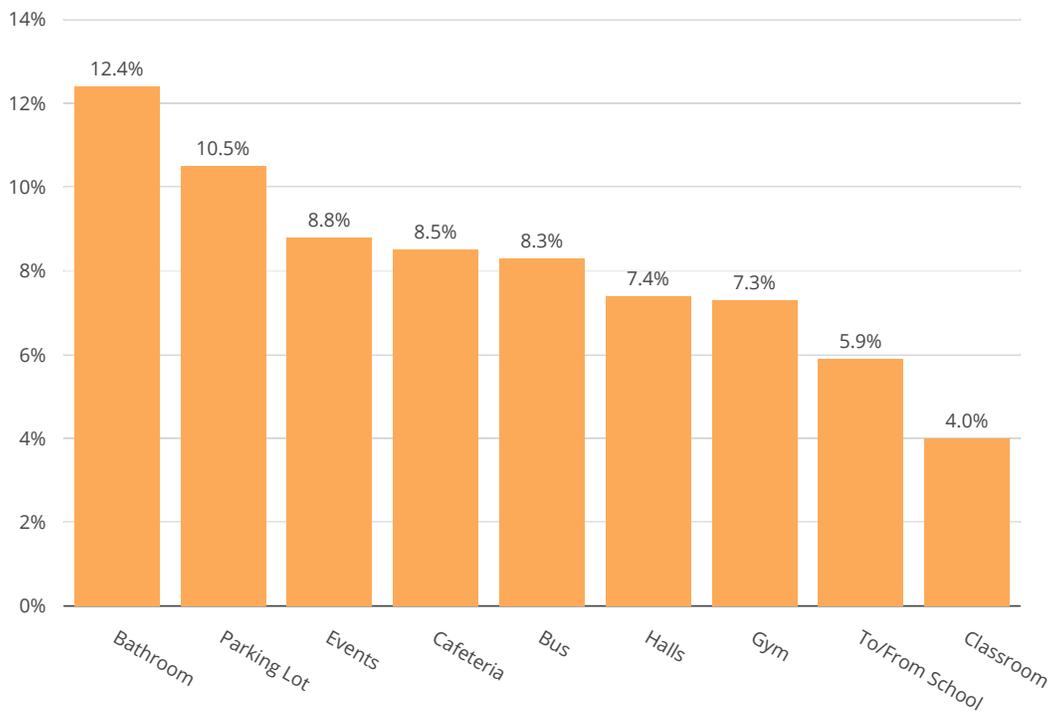
* Percentage responding "never" and "seldom".

Figure 29: Students Who Have Been Afraid That Another Student Might Hurt Them
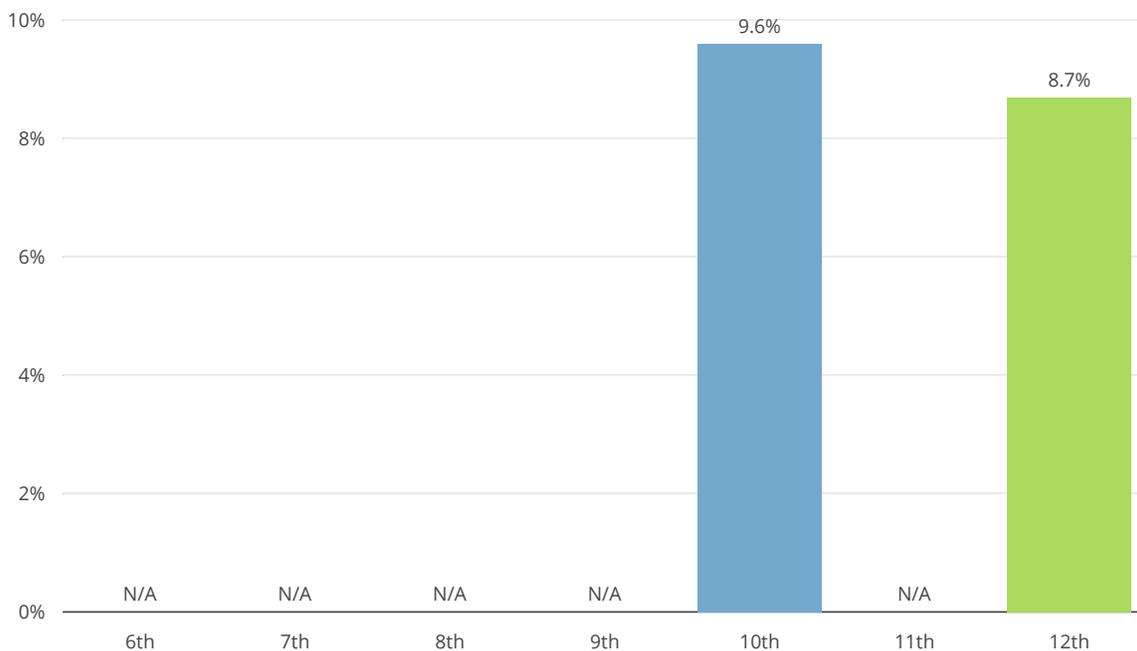
* Percentage responding that they had been afraid one or more times in the past year.

8   Family Life

The Pride Surveys national dataset provides evidence of the importance of family rules and open communications. Students whose parents set clear rules and talk to their children about drugs are at less risk of drug use over time. Our national data set shows that students whose parents set clear rules are less likely to use drugs (17% use) than students who parents never set clear rules (32% use).

Figure 30: Parents Set Clear Rules by Grade
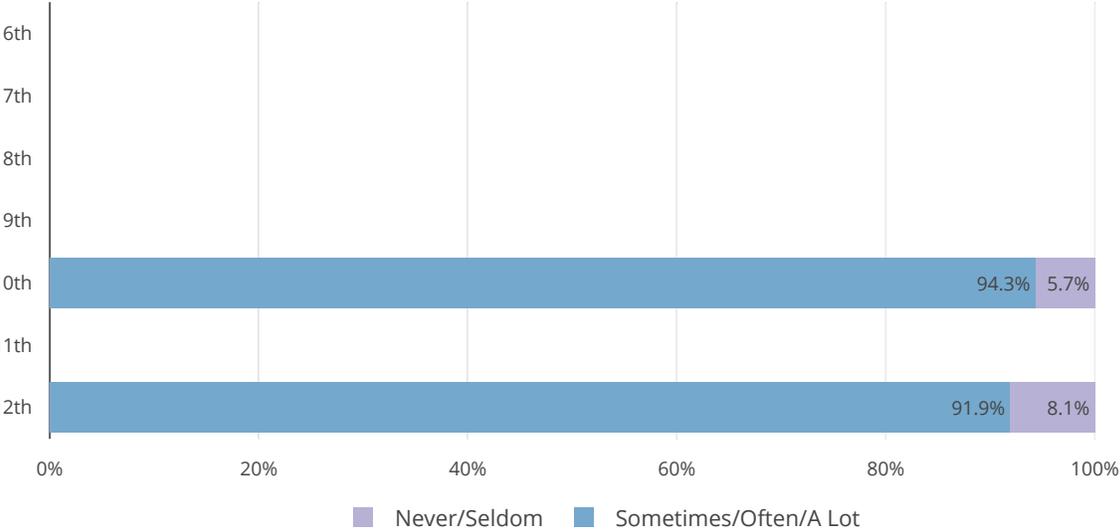
Figure 31: Parents Talk to Students About Problems of Tobacco, Alcohol and Drug Use
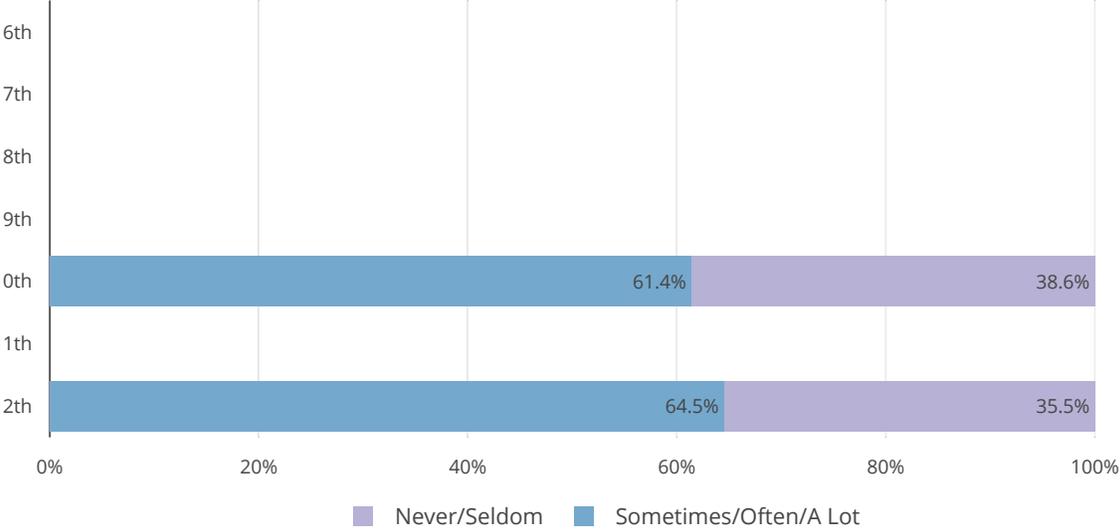
Family Life: Student Use of Mobile Phones

Adolescents are at high risk of mobile phone addiction and research has shown that teens, who are digital natives with a keen interest in new technology, often turn to their mobile phones for support and emotional relationships. (Cha, 2018) They seek instant gratification, reactions and feedback (Tapscott, 2009), making mobile phone addiction a global area of concern. Between 10% to 31% of students have been found to have mobile phone addiction in nations around the world (Lopez-Fernandex et al., 2014; Mak et al., 2014).

The Pride Survey Plus asked students to report on three factors related to cell phone usage: do you own a cell phone? in the past year, have you tried to cut down on the time you were on your cell phone? and, do you think that any of your friends use their cell phones too much? Figure 32 shows the percentage of students answering questions about perceived over-use of cell phones.

99.0% of students surveyed said they own a cell phone

Figure 32: Cell Phone Use: Attempts to Cut Down; Friend's Use

Grade	Attempted to cut down cell phone usage	Friends use cell phones too much
6th	N/A	N/A
7th	N/A	N/A
8th	N/A	N/A
9th	N/A	N/A
10th	69.4%	75.1%
11th	N/A	N/A
12th	67.8%	60.5%
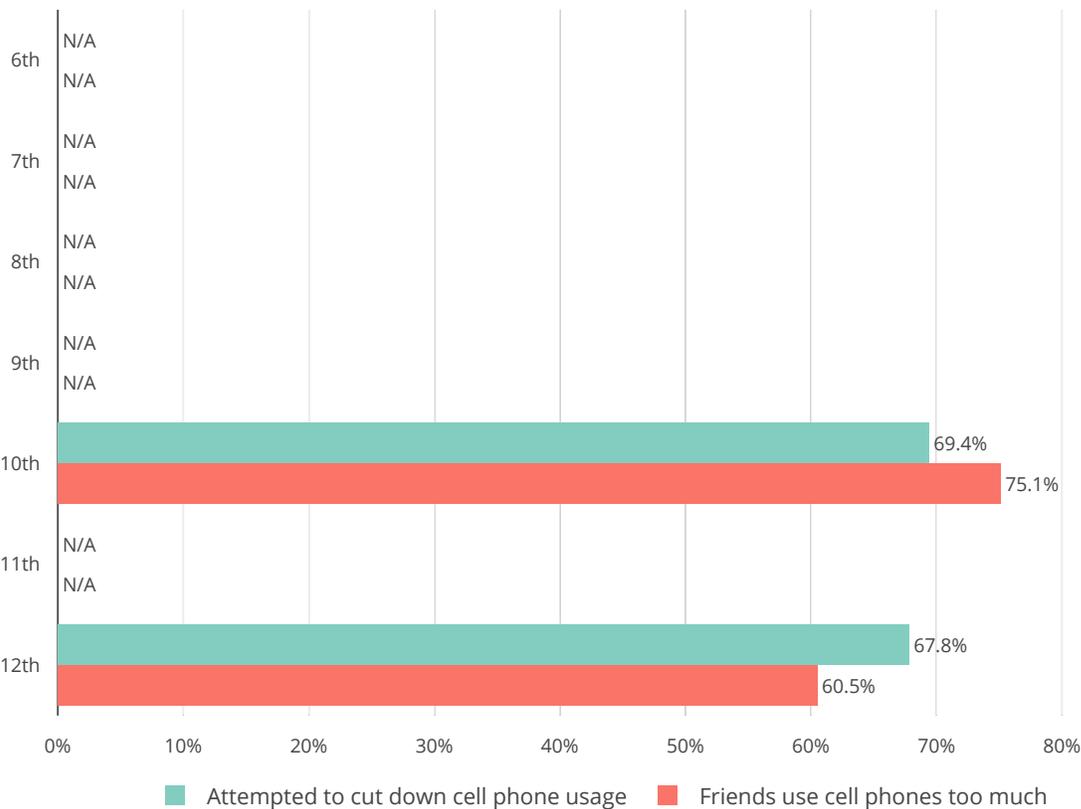
9 Drug Free Communities Core Measures

In this section, you'll find survey results relating to the core measures of your students' use of alcohol, tobacco, prescription drugs, and marijuana. Your evaluators can use these data to assess the overall effectiveness of your DFC efforts to prevent student substance use. These data can also be used to meet Drug-Free Communities (DFC) grantee requirements established by the US Substance Abuse and Mental Health Services Administration.

Table 1: DFC Core Measure for Past 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	0.0	0	0.0	0	0.0	0	0.0	0
Grade 10	0.9	217	10.2	216	2.3	217	0.9	217
Grade 11	0.0	0	0.0	0	0.0	0	0.0	0
Grade 12	5.4	166	33.3	165	10.4	164	1.2	165
Combined	**2.9**	**383**	**20.2**	**381**	**5.8**	**381**	**1.0**	**382**

Table 2: DFC Core Measure for Past 30-Day Use by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	3.3	180	19.4	180	6.7	180	1.1	180
Female	2.6	189	20.9	187	4.8	187	1.1	188
Combined	**3.0**	**369**	**20.2**	**367**	**5.7**	**367**	**1.1**	**368**

Table 3: DFC 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	0.0	0	0.0	0	0.0	0	0.0	0
Grade 10	85.8	219	72.1	219	60.7	219	82.6	218
Grade 11	0.0	0	0.0	0	0.0	0	0.0	0
Grade 12	89.8	167	67.5	166	43.6	165	86.1	166
Combined	**87.6**	**386**	**70.1**	**385**	**53.4**	**384**	**84.1**	**384**

Table 4: DFC Core Measure of Perception of Risk by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	85.2	182	64.1	181	46.7	182	84.1	182
Female	91.6	190	76.3	190	60.6	188	85.6	188
Combined	**88.4**	**372**	**70.4**	**371**	**53.8**	**370**	**84.9**	**370**

Table 5: DFC 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	0.0	0	0.0	0	0.0	0	0.0	0
Grade 10	93.8	208	92.8	209	88.5	209	94.2	208
Grade 11	0.0	0	0.0	0	0.0	0	0.0	0
Grade 12	91.2	159	84.9	159	77.4	159	94.9	158
Combined	**92.6**	**367**	**89.4**	**368**	**83.7**	**368**	**94.5**	**366**

Table 6: DFC Core Measure of Parental Disapproval by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	90.0	170	86.5	171	81.3	171	92.4	170
Female	95.1	183	91.8	183	85.8	183	96.7	182
Combined	**92.6**	**353**	**89.3**	**354**	**83.6**	**354**	**94.6**	**352**

Table 7: DFC 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	0.0	0	0.0	0	0.0	0	0.0	0
Grade 10	82.8	209	82.8	209	72.7	209	86.5	208
Grade 11	0.0	0	0.0	0	0.0	0	0.0	0
Grade 12	62.2	156	71.2	156	44.9	156	85.2	155
Combined	**74.0**	**365**	**77.8**	**365**	**60.8**	**365**	**86.0**	**363**

Table 8: DFC Core Measure of Friends Disapproval by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	72.9	170	74.7	170	61.8	170	84.5	168
Female	75.3	182	81.3	182	59.9	182	87.4	182
Combined	**74.1**	**352**	**78.1**	**352**	**60.8**	**352**	**86.0**	**350**

10 Pride Surveys Core Measures

Table 9: Pride Surveys Core Measure for Past 30-Day Use by Grade

Grade	E-Cigarettes		Opioids	
	pct	n	pct	n
Grade 6	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0
Grade 9	0.0	0	0.0	0
Grade 10	5.5	217	0.5	217
Grade 11	0.0	0	0.0	0
Grade 12	13.4	164	0.6	165
Combined	**8.9**	**381**	**0.5**	**382**

Table 10: Pride Surveys Core Measure for Past 30-Day Use by Sex

Sex	E-Cigarettes		Opioids	
	pct	n	pct	n
Male	7.3	179	0.0	180
Female	10.6	188	1.1	188
Combined	**9.0**	**367**	**0.5**	**368**

Table 11: Pride Surveys Core Measure of Perception of Risk by Grade

Grade	E-Cigarettes		Opioids	
	pct	n	pct	n
Grade 6	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0
Grade 9	0.0	0	0.0	0
Grade 10	82.0	217	87.6	218
Grade 11	0.0	0	0.0	0
Grade 12	83.6	165	92.2	167
Combined	**82.7**	**382**	**89.6**	**385**

Table 12: Pride Surveys Core Measure of Perception of Risk by Sex

Sex	E-Cigarettes		Opioids	
	pct	n	pct	n
Male	80.2	182	85.7	182
Female	87.1	186	93.7	189
Combined	**83.7**	**368**	**89.8**	**371**

Table 13: Pride Surveys Core Measure of Parental Disapproval by Grade

Grade	E-Cigarettes		Opioids	
	pct	n	pct	n
Grade 6	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0
Grade 9	0.0	0	0.0	0
Grade 10	94.3	209	95.7	209
Grade 11	0.0	0	0.0	0
Grade 12	89.9	159	96.2	159
Combined	**92.4**	**368**	**95.9**	**368**

Table 14: Pride Surveys Core Measure of Parental Disapproval by Sex

Sex	E-Cigarettes		Opioids	
	pct	n	pct	n
Male	91.2	171	94.2	171
Female	93.4	183	98.4	183
Combined	**92.4**	**354**	**96.3**	**354**

Table 15: Pride Surveys Core Measure of Friends Disapproval by Grade

Grade	E-Cigarettes		Opioids	
	pct	n	pct	n
Grade 6	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0
Grade 9	0.0	0	0.0	0
Grade 10	77.0	209	91.9	209
Grade 11	0.0	0	0.0	0
Grade 12	56.4	156	90.4	156
Combined	**68.2**	**365**	**91.2**	**365**

Table 16: Pride Surveys Core Measure of Friends Disapproval by Sex

Sex	E-Cigarettes		Opioids	
	pct	n	pct	n
Male	69.4	170	89.4	170
Female	67.6	182	93.4	182
Combined	**68.5**	**352**	**91.5**	**352**

Table 17: Pride Surveys Core Measure of Students' Perception of Availability by Grade

Grade	E-Cigarettes		Opioids	
	pct	n	pct	n
Grade 6	0.0	0	0.0	0
Grade 7	0.0	0	0.0	0
Grade 8	0.0	0	0.0	0
Grade 9	0.0	0	0.0	0
Grade 10	27.3	194	6.7	193
Grade 11	0.0	0	0.0	0
Grade 12	41.2	148	5.4	148
Combined	**33.3**	**342**	**6.2**	**341**

Table 18: Pride Surveys Core Measure of Students' Perception of Availability by Sex

Sex	E-Cigarettes		Opioids	
	pct	n	pct	n
Male	27.3	165	6.7	165
Female	40.2	164	6.1	163
Combined	**33.7**	**329**	**6.4**	**328**

Table 19: Pride Surveys Core Measure of Students' Perception of Availability 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	0.0	0	0.0	0	0.0	0	0.0	0
Grade 10	22.2	194	30.4	194	22.8	193	10.8	194
Grade 11	0.0	0	0.0	0	0.0	0	0.0	0
Grade 12	30.6	147	45.9	148	38.8	147	11.6	147
Combined	**25.8**	**341**	**37.1**	**342**	**29.7**	**340**	**11.1**	**341**

Table 20: Pride Surveys Core Measure of Students' Perception of Availability by Sex

Sex	Cigarettes		Alcohol		Marijuana		Presc Drugs	
	pct	n	pct	n	pct	n	pct	n
Male	22.0	164	32.7	165	23.8	164	10.3	165
Female	30.5	164	42.7	164	36.2	163	12.9	163
Combined	**26.2**	**328**	**37.7**	**329**	**30.0**	**327**	**11.6**	**328**

11 About Us

International Survey Associates, d/b/a Pride Surveys, has championed measurement of substance use and school climate indicators since 1982. In its early years, Pride Surveys focused on helping schools and school systems measure student alcohol, tobacco and other drug use through the use of student surveys. Since then, the company has developed a full range of scalable survey products that measure school climate and student behavior factors that can affect learning, student achievement and student wellbeing. All Pride Surveys' products have been tested and re-tested in a variety of settings to ensure valid, reliable data.

As a leader of student surveying, the company's only business, Pride Surveys has received national recognition by the National Center on Safe and Supportive Learning Environments and the Office of National Drug Control Policy.

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12 For More Information

Your Detailed Full Report provides robust data, figures and tables that expand your view of student responses for this survey effort. You can find this report on the same CD, thumb drive or downloaded report files that carried this Executive Summary. The full report displays data for additional items of the 22 sections of the survey instrument. Report chapters and content include:

Methodology
Current Survey Results
  Student Information
    School-related indicators
      Community-related indicators
      Parent-related indicators
      Teacher-related indicators
      Depression / mental health indicators
      Friends' use of alcohol, tobacco and other drugs
      Physical health
      Heavy use of alcohol, tobacco and other drugs
    Past Year ATOD Use
    Past 30-day ATOD Use
    Perception of Harm
    School Safety Indicators
    Using ATOD
      Where
      When
      Availability
    Age of Initiation
    Vehicle Safety
    Effects of ATOD
  Drug-Free Communities Core Measures
  Pride Survey Plus Core Measures
  Appendix: Survey Instrument

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