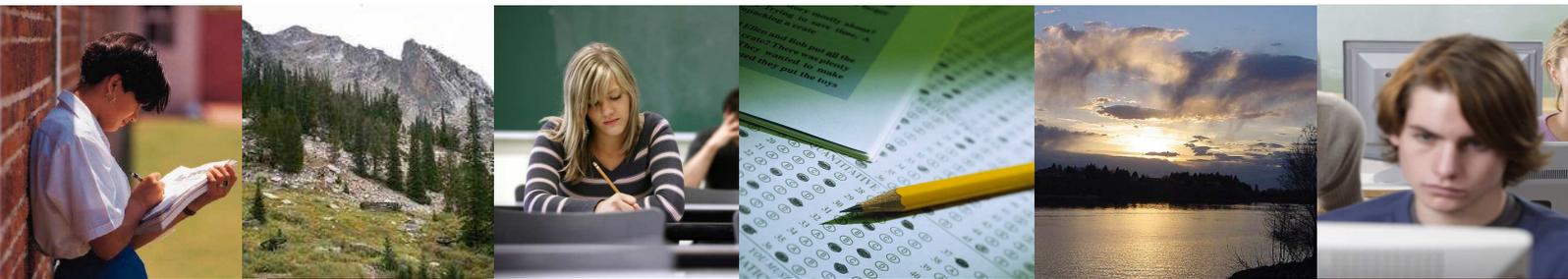


SUBSTANCE USE, SAFETY, AND SCHOOL CLIMATE IN IDAHO 2008



March 2009



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EXECUTIVE SUMMARY

This report details and summarizes the statewide results of the 2008 *Idaho Substance Use and School Climate Survey*, conducted by the Northwest Regional Educational Laboratory (NWREL) for the Idaho Department of Education. The 2008 survey represented the seventh administration of a survey first used in 1996 and continued in 1998, 2000, 2002, 2004, and 2006. This replication permits the documentation of trends in substance use and school climate in Idaho.

The first administration of the survey included only sixth-, eighth-, and 12th-grade students. The second administration added a 10th-grade sample as well. The third administration included sampled students from the sixth, eighth, ninth, 10th, 11th, and 12th grades. The most recent administrations included sixth-, eighth-, 10th-, and 12th-grade students.

On the survey, students were asked about their use and avoidance of alcohol, tobacco, and other drugs; their experience with alcohol and drug education; and their perceptions of the school environment, safety at school, and related safety issues such as driving under the influence of intoxicants.

Students were selected using a stratified random sampling strategy. The initial goal was to select at least 625 students from each of four grade levels, in each of the six regions in the state. For each grade, schools in each of the six regions were randomly sampled. Even if there were 625 in one grade from one selected school, at least two other schools were sampled for each grade within each region. If selected, all students in that grade level at that school were invited to participate in the survey. Participation was voluntary, and students and their parents decided whether to participate based on information provided by district officials prior to the day of the survey. Table 1 presents the final sample sizes.

Table 1
Final Statewide Sample Size, by Grade and Region, 2008

	Region I	Region II	Region III	Region IV	Region V	Region VI	TOTAL
Grade 6	626	527	866	613	620	622	3,874
Grade 8	606	575	607	655	627	539	3,609
Grade 10	775	552	831	751	655	687	4,251
Grade 12	625	474	4663	638	558	508	3,466
TOTAL	2,632	2,128	2,967	2,657	2,460	2,356	15,200

Surveys were to be administered between the final week of October and the first two weeks of November 2008; most schools conformed to this schedule. Instructions for survey administration were provided to principals and teachers, and the protection of student confidentiality was emphasized.

After the surveys were returned to NWREL, they were scanned electronically. Data was then screened for obviously problematic answers (grossly inconsistent responses across items, affirmative responses to a question about a fictitious drug, impossibly high reports of drug use, etc.). Based on this screening, 2.8 percent of the surveys were eliminated from analysis. This percentage is comparable to the percentage of excluded surveys from previous years.

Summary of Findings

Major findings are presented below, organized by type of substance use or school climate issue. More complete discussion of each topic can be found in the body of the report.

It is important to note that data from the sampled students provide only an *estimate* of the actual substance use or opinions of students in Idaho. Because only a sample of all students in the state completed the survey, there is likely some sampling error in the estimates. This occurs in all survey research. Many of the findings within the body of the report are presented with the estimated margin of error. A finding that 20 percent of students, ± 2.2 percent, agreed with a statement means that there is a 95 percent probability that the true proportion of all students in the state who agree with the statement falls between 17.8 and 22.2 percent. When comparing the results from the 2006 and 2008 surveys, if any difference in results falls within the margin of error, it is not possible to reliably conclude that there has been any real change in the population.

Alcohol Use

Lifetime Prevalence

Lifetime prevalence rates indicate the proportion of students who have tried alcohol at least once in their lives. In past surveys, Idaho students have been less likely to report that they have ever tried drinking alcohol compared to their peers nationwide. This pattern continued in the year 2008. At every grade level, these percentages are lower than the corresponding national averages. The percentage of students reporting they had tried alcohol more than doubled between sixth and eighth grade (from 12.3 to 29.2%), suggesting that middle school is a time when many students begin to try alcohol for the first time. The percentage of students who reported drinking continued to increase through the grades and stabilized in 12th grade (59.9%) at slightly less than three-fifths of all students.

The percentage of eighth-grade students trying alcohol in the national and Idaho study shows a decline since 1998. The percentage of 12th-grade students trying alcohol in the national study has continued to decrease since 1998. The percentage of Idaho 12th-graders decreased from 65.7 percent in 2006 to 59.9 percent in 2008.

Student Drinking in the Previous 30 Days

Students were also asked to report on how often they had consumed any alcohol in the 30 days prior to completing the survey. "Any alcohol" means a bottle of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink. Occasions when the respondents had "just a few sips" of an alcoholic beverage are excluded. Recent student drinking is more common among the older students, peaking with 43.3 percent of surveyed Idaho high school seniors reporting having used alcohol in the previous month.

Frequency of Binge Drinking

Binge drinking refers to incidents of consuming five or more drinks at a single sitting. Binge drinking is a hazardous form of substance use, particularly when combined with driving. Binge drinking remained relatively rare before high school and was *most common among high school seniors, about a third of whom reported having engaged in binge drinking within the past 30 days.*

Age at First Full Drink

Response of high school seniors in 2008 were compared to responses of seniors in previous years. Although there were some small fluctuations, these were within the margin of error, meaning that high school seniors who used alcohol in the year 2008 began drinking at about the same ages as seniors in 1998, 2000, 2002, and 2004, and 2006. It appears that among the lower grades, a larger percentage of students are consuming their first drinks at earlier ages. Eighth-grade students are more likely than 12th-grade students to report consuming a full drink before age 12.

Sources of Alcohol

Students in the sixth grade had very low alcohol use. If they did use alcohol, they most commonly (3.7%) reported that their parents allowed them some alcohol at home. Among older students (10th- and 12th-graders), about 9.1 and 9.4 percent of students, respectively, reported that their parents permitted some alcohol at home.

The most frequent response for high school students was that they obtained alcohol “from friends” (between 25.3 and 34.6 percent). Compared to 1998, students in the 10th grade were slightly less likely to report that they had obtained alcohol from other adults or had purchased it themselves. Compared to 1998, students in the 12th grade were more likely to report that they had obtained alcohol from home and “parents know.” Consistent with findings on other similar survey questions, the level of response “I don’t drink” by students in grades eight and 10 increased when comparing this year with 1998.

Perceived Risk of Harm from Alcohol

Across all grade levels, students were most likely to respond that this behavior posed a “great risk.” Eighth-grade students were most likely to see this level of drinking as highly risky. At all grade levels, fewer than 8 percent of students indicated that they thought this level of drinking posed “no risk.” Girls in every grade surveyed were more likely than boys to indicate that people risked harming themselves if they had five or more drinks once or twice each weekend. Idaho students in grades eight, 10 and 12 were less likely than were students nationwide to respond that people put themselves at “great risk” of harm by having five or more drinks once or twice each weekend.

Parental Supervision and Student Alcohol Use

Among students who reported low supervision, 15.8 percent said they did not drink alcohol, 25.5 percent reported low use of alcohol, 39.3 percent reported moderate use, and 19.4 percent reported high use. In contrast, 46.7 percent of highly supervised students reported no alcohol use. Among the highly supervised students, 39.2 percent reported low alcohol use, 9.2 percent

moderate use, and 4.9 percent high use. This same overall relationship between supervision and levels of alcohol use held across the different grades. Although far fewer of the youngest students reported alcohol use, it was nevertheless the less supervised younger students who were most likely to report alcohol use, especially moderate and high levels of use.

Tobacco Use

Lifetime Prevalence

The percentage of students who reported having smoked continued to increase with each subsequent grade, until it stabilized at 12th-grade at about 36.0 percent of all students. Very few sixth-grade students (3.2%) reported having ever tried smoking. By eighth grade, this percentage increased substantially to 11.0 percent.

At all grade levels that were surveyed in more than one year, the percentage of students reporting that they had ever smoked tobacco decreased compared to when students were surveyed in 1998.

Eighth-grade students reduced their lifetime prevalence of smoking nationwide and in Idaho, even though they had already started at a much lower rate. For 10th-graders, the rate of the level of smoking prevalence in 2008 (23.4%) was substantially less than among 10th-graders nationally (31.7%). In all three grades that could be compared, Idaho students continued to report substantially lower use of smoking tobacco than their peers nationwide.

Smokeless Tobacco

Lifetime use of smokeless tobacco also dropped compared to earlier years. At the eighth-grade level, with national data available, *Idaho students were less likely to report use of smokeless tobacco than were their counterparts nationwide.* By 12th grade, Idaho students were more likely to report use of smokeless tobacco than students in the nationwide sample.

Male students were much more likely to try smokeless tobacco than were female students, and virtually all students who reported using smokeless tobacco on a daily basis were male.

Current Levels of Tobacco Use

In 2006, declines in the overall percentage of students who reported using smoking tobacco were due primarily to lower rates of experimental or occasional use (referred to as “some” use). This explanation continues to hold in 2008 for sixth-, eighth-, and 10th-grade students. For 12th-grade students, however, the reduction in smoking overall is most attributable to a notable drop in the percentage of students who smoke on a daily basis—down from 19.1 percent in 1998 to 9.5 percent in 2008.

The percentage of students who reported having smoked in the 30 days prior to the survey increased between middle school and high school and continued to increase during the high school years, which was consistent with national patterns.

Age When Started Smoking

Students were asked how old they were when they smoked their first cigarette. Among high school seniors who said they had smoked cigarettes (33.6%), the most common response was age “15 or older” reported by 16.1 percent. About 9.1 percent of seniors reported that they had first smoked a cigarette at age 12 or younger. The overall difference between male and female high school seniors who reported having smoked was within the margin of error and therefore not significant. Both girls and boys were more likely to respond that they had first smoked at age 15.

Source of Cigarettes

Students were also asked, “If you smoke, how do you usually get the cigarettes you smoke?” Most students who smoked reported that they obtained cigarettes “from friends.” Only high school seniors, some of whom were 18 years old, commonly reported that they obtained cigarettes from a store. A smaller proportion of students answered that they got cigarettes from adults, and almost no students (less than 1 percent) generally obtained cigarettes from vending machines. Students also had the option of responding, “I don’t smoke,” and this was the predominant answer chosen at all grade levels (96.3 percent of sixth-grade students, 88.4 percent of eighth-grade students, 81.2 percent of 10th-grade students, and 73.0 percent of 12th-grade students).

Perceived Risk of Harm from Smoking

Across all grade levels, and apart from those who were “not sure,” students were most likely to respond that this behavior posed a “great risk.” In any given grade, less than 6 percent of students answered that smoking a pack of cigarette a day posed “no risk.” Just as girls had seen binge drinking as riskier than boys had, in every grade surveyed, girls were more likely than boys to indicate that people ran “great risk” of harming themselves if they smoked a pack or more of cigarettes each day.

Drug Use

Lifetime Prevalence of Any Illicit Drug Use

Lifetime prevalence rates indicate the proportion of students who have tried drugs at least once in their lives. *Idaho students continued to report lower lifetime prevalence rates than the national average.* For example, whereas 47.4 percent of high school seniors nationwide reported having used drugs at least once in their lifetime, only 38.9 percent of seniors in Idaho reported having used drugs. Compared to 1998 survey results, prevalence rates of eighth-grade students in Idaho appear to have undergone a genuine decrease. When comparing the 2008 results to those of 1998, the prevalence rates of sixth- eighth-, and 12th-grade students remained stable. The prevalence rate of 10th-grade students showed a decrease over that reported in 1998.

Lifetime Prevalence of Use of Specific Drugs

Marijuana

As in previous years, *marijuana was the most commonly used drug* for students in eighth grade and above, and accounted for most of the drug use reported on the survey. Eighth- and 10th grade students reported less marijuana use in 2008 than in 1998. Comparing results in 1998 to 2008, sixth- and 12th-graders remained stable. Marijuana use continued to increase during high school years, until, by 12th grade, about one in three Idaho students (33.5%) had tried marijuana.

Students in Idaho remained far less likely than their peers nationally to have tried marijuana. Boys reported more use of marijuana than did girls in grades eight, 10, and 12, whereas gender differences were not significant in grade six.

Cocaine

About 6.9 percent of Idaho high school seniors reported that they had ever tried cocaine. Eighth-grade students reported that they were less likely in 2008 than in 1998 to have tried cocaine. When taking margin of error into account, prevalence among sixth-, 10th-, and 12th grade students remained about the same as in 1998.

Prevalence of cocaine use among Idaho eighth-graders was well below cocaine use of their peers in other parts of the United States, where, on average, 3.0 percent of students reported some lifetime use. Level of use by 12th-graders in Idaho was less than that of students across the nation. Nationally, 10th- and 12th-graders reported that 4.5 percent and 7.2 percent of them, respectively, had tried cocaine (Johnston, et. al., 2008).

Opiates

When compared with 1998, reported use of opiates in 2008 remained stable for sixth- and 10th-grade students, showed decreases in eighth-grade students, and increases in 12th-grade students. Boys and girls reported similar levels of opiate use at sixth- and eighth-grade levels. Significant differences were found between the genders in grades 10 and 12.

Depressants

Compared to earlier years, reported use changed very little (variations were within the margin of error). When compared to 1998, the lifetime prevalence of any depressant use has declined among Idaho sixth-graders. Boys and girls reported similar levels of depressant use in grades six, eight, and 12. Boys used more depressants than girls in tenth grade.

Hallucinogens

The survey included the drugs angel dust, LSD, PCP, 'shrooms, acid, and DMT in the category of hallucinogens. The use of these drugs dropped among sixth-, eighth-, 10th-, and 12th-graders, compared to reported use in 1998.

Boys reported higher levels of hallucinogenic drug use than girls did, for grades 10 and 12. There are no significant gender differences for grades six and eight.

Inhalants

Although inhalant consumption affected only between 3.9 and 8.9 percent of students, it was *the most commonly reported drug use among sixth-grade students*. The reported use of inhaled substances reversed the usual trend of increased use with age; instead, inhalants were preferred by younger students (grades eight and 10). Compared to 1998 however, taking margin of error into account, the use of inhalants by all grades remained stable.

Tranquilizers

Student-reported use of tranquilizers in all grades has remained stable when compared to 2006. National data (Johnston, et. al., 2008) suggest a slight decrease in the use of tranquilizers among high school students when compared to 2006 (10.3 percent in 2006 versus 8.9 percent in 2008). Once again, prevalence rates in Idaho remained below national levels. In the *Monitoring the Future* study, 3.9 percent of eighth-grade students, 6.8 percent of 10th-grade students, and 8.9 percent of 12th-grade students reported some lifetime use of tranquilizers.

Methamphetamines

The student survey included crystal, meth, crank, and ice as examples within the category of methamphetamines. When compared to 1998, the reported use of methamphetamines by students in eighth, 10th, and 12th grade has declined. There was little difference between boys and girls in Idaho in their reported use of methamphetamines (differences are within the margin of error).

Steroids

The use of steroids among students in Idaho remained similar in 2008 to levels reported in 2006 for grades six, 10, and 12. There was a slight decrease in reported use of steroids by eighth-grade students when compared to their reported use in 2006. Lifetime prevalence of steroid use among sixth-, 10th-, and 12th-graders remained stable in 2008, when compared to 1998. Nationwide, 1.4 percent of eighth-graders, 1.4 percent of 10th-graders, and 2.2 percent of 12th-graders reported steroid use in 2008.

Ecstasy

Prevalence rates in Idaho for 10th and 12th grades remained above national levels. Nationwide, 2.4 percent of eighth-graders, 4.3 percent of 10th-graders, and 6.2 percent of 12th-graders reported ecstasy use in 2008. Life prevalence of ecstasy has increased for 12th-graders when compared to 2002.

Levels of Current Illicit Drug Use

Findings on overall levels of student drug use in 2008 were compared with what was reported on the surveys of 1998, 2000, 2002, 2004, 2006. The level of “No Use” remained stable for grades six, 10, and 12 when compared to 1998. The level of “No Use” by eighth-grade students reflects a significant increase when compared to reported levels in 1998 and when taking margins of error into account. By the same token, other categories of drug use “moderate use” and “high use” — reported by eighth-grade students declined significantly compared to 1998.

Student Illicit Drug Use in the Previous 30 Days

About 19.1 percent of 12th-graders and 14.6 percent of 10th-graders reported using marijuana at least once in the previous 30 days. Smaller numbers of younger students—4.9 percent of eighth-graders and 1.1 percent of sixth-graders—also reported recent use of marijuana. Recent marijuana use by Idaho students remained below the national averages for grades eight and 12. Recent marijuana use by Idaho students is slightly above the national averages for grade 10.

Regarding other recent drug use—specifically of cocaine, methamphetamines, and ecstasy—about 2.2 percent and 2.8 percent of 10th- and 12th-grade students reported recent use of cocaine respectively. Idaho 12th-graders reported the highest recent use of methamphetamine across the grades (1.4%). Tenth-graders (3.7%) reported the highest rate of ecstasy use across the grades.

Perceived Availability of Drugs

While the percentages for Idaho students were smaller than for their peers elsewhere in the country, about seven out of 10 Idaho seniors (69.9%) maintained that it would be “fairly easy” or “very easy” for them to get marijuana. This is a large increase over the 25.4 percent of eighth-graders who believed it would be easy to obtain marijuana.

About 38.8 percent of Idaho seniors stated that it would be easy for them to get cocaine. Once again, students in Idaho were less likely than students in the national study (42.4%) to believe that it would be “fairly easy” or “very easy” to obtain cocaine.

The same overall pattern for methamphetamines—of lower perceived drug availability in Idaho than nationwide—held, but the gap between Idaho students and their peers elsewhere in the country was larger. While 47.9 percent of high school seniors nationally believed they could easily obtain methamphetamines, only 32.3 percent of Idaho seniors held this belief.

Perceived Risk of Harm from Drug Use

Students in the eighth grade were most likely to judge that there was “moderate risk” or “great risk” from marijuana, and the perception of risk declined among the older students. Nevertheless, at all grades, about two-thirds of students felt there was “moderate risk” or “great risk” of harm involved in marijuana use.

In general, students perceived the use of heroin as riskier than smoking marijuana, and the perception of risk tended to increase as students became older. Data from the national study

were less straightforward, with 12th-grade students nationally less likely to perceive heroin experimentation as a “great risk” (55.5%) compared to Idaho seniors (71.1%). However, younger students nationally (60.8 percent of eighth-graders and 70.8 percent of 10th-graders), were more likely than eighth- and 10th-grade students in Idaho (55.0 percent and 66.1 percent, respectively) to perceive a “great risk” in using heroin once or twice.

Parental Supervision and Student Drug Use

Among students who reported low supervision, 35.5 percent reported no drug use, 25.7 percent reported low use, 20.7 percent reported moderate use, and 18.7 percent reported high use of drugs. These figures looked very different for highly supervised students, 69.6 percent of whom reported no drug use. Among the highly supervised students, 17.2 percent reported low drug use, 6.9 percent moderate drug use, and 6.4 percent high drug use.

Although fewer of the younger students use drugs, the same overall pattern of more drug use by students with less parental supervision holds across the different grades.

Drug and Alcohol Education

Student Attitudes toward Alcohol and Drug Education

More than one-half of all students reported that school had been their primary source of information about the dangers of drugs and drinking (52.3%). About one-quarter of all students (slightly more for sixth-graders) said their families had taught them the most (28.9%). About 8.8 percent of students said the media (TV, movies, and newspapers) had provided most of the information they had, and 6.4 percent said they received most of their information from other children. Only between 3.7 percent of students said that church or temple provided most of their information about the dangers of drugs and drinking.

Students indicated that they believed alcohol and drug education should begin in elementary school (56.9%). About 26.2 percent of students felt that it should begin by third grade or earlier, while another 30.1 percent felt that fourth or fifth grade was an appropriate time. About 29.5 percent felt that middle school (sixth, seventh, and eighth grade) was an appropriate time.

Knowledge Gained from Alcohol and Drug Education

Overall, between two-thirds and three-quarters of all students reported that they had learned “some” or “a lot” about types of drugs, how to say “no,” how to make good decisions, and healthy alternatives to drug and alcohol use. Younger students reported that they had learned more, with a gradual decline in the percentage of students in the higher grades reporting that they had learned “some” or “a lot.”

Boys were slightly, but consistently, more likely than girls to say they did not remember what they had learned, while girls were more likely to say that they learned “a lot.” Even among the youngest students, who were most likely to say that they had learned “a lot,” this difference between boys and girls persisted.

Violence, Gangs, and Weapon-Carrying

Endorsement of Physical Violence

About one-fourth of high school students endorsed the use of physical violence in response to being disrespected or called names. When the margin of error is taken into account, this percentage appears to have changed little compared to previous years. Students in the sixth grade were much less likely to endorse physical violence (9.3%) than were students at the other grade levels.

Perception of Trouble Caused by Gangs

Students in the sixth through 10th grades were much more likely than 12th-graders to perceive gangs as a problem.

Gang Membership

In middle and high school, between 3 and 6 percent of students said that they belonged to gangs. For sixth grade, reports of gang membership remained very similar to 1998 reports. Reports of gang membership decreased from 1998 for eighth, 10th-graders, and 12th-graders. Across all grades, girls were much less likely to answer that they were members of a gang than boys.

Weapon-Carrying on School Grounds

In all the questions about weapons, boys and girls answered very differently. One question asked “Have you ever carried a weapon, such as a gun, knife, or club for self-protection or because you thought you might need it in a fight?” This question asks about a weapon carried in general, not just to school. A weapon carrying to school is specifically addressed in a later question in the survey. While senior girls in high school were unlikely to report having carried weapons (7.9%), almost one-quarter of senior boys (26.4%) responded that they had done so at least once.

Among students who said they carried a weapon, knives and razors were the weapons most frequently carried. About 15.7 percent of 10th-graders and 16.7 percent of 12th-graders reported that they had ever carried knives or razors as weapons. Much smaller numbers of students—3.5 percent of 10th-graders and 4.0 percent of 12th-graders—reported carrying clubs, bats, sticks, or pipes as weapons. Gun-carrying (including handguns, rifles, and shotguns) was reported by 3.4 percent of 10th-graders and 12th-graders.

Student Perceptions of School Climate and Relations with Teachers

Between 84 and 89 percent of students reported that they felt safe at their school. Feelings of safety were most common among sixth- and 12th-grade students. There appeared to be no major difference between boys and girls in terms of feeling safe at school.

While the majority of students believed that students of all racial groups got along with each other at their school, there was still a substantial percentage who thought otherwise. About one-third of all students said that students of different races did *not* get along together. There was no difference between the way boys and girls answered this question in grades six, eight, 10, and 12.

Girls in the 12th grade were more likely to think that students of all racial groups got along with each other at their school than boys did.

Sixth-grade students (81.3%) strongly agreed that administrators and teachers respected their opinions, but among older students, this impression was not as strong. More than one-half, however, said they felt their views were respected. There was no significant gender difference across all grades.

Most (84.1%) sixth-grade students said that school rules were fairly and consistently enforced, but this agreement declined among older students, dropping to 72.9 percent among eighth-graders, and continuing to drop throughout high school. Over one-half (61.0%) of high school seniors agreed that rules were enforced fairly. More boys than girls, in grades 10 and 12, agreed that that school rules were fairly and consistently enforced. The reverse was true for grade six. There was no significant gender difference among eighth-graders.

Another survey item asked students if they felt comfortable “telling teachers or administrators about potential fights, arguments, or weapons at school.” Almost three-fourths (73.0%) of sixth-graders answered “yes” to this question, but about half of eighth- and 12th-graders answered “no.” The lowest level of agreement appeared among 10th-grade students, only 47.6 percent of whom said they felt comfortable reporting potential conflicts or weapon information to school staff members. In every grade except the eighth, girls were more likely than boys were to answer that they *did* feel comfortable telling teachers or administrators about this information.

Three items inquired into the relationship between students and teachers. Fully 90.6 percent of sixth-graders, 79.0 percent of eighth-graders, 73.7 percent of 10th-graders, and 75.0 percent of high school seniors responded that they *did* feel that teachers showed them respect. Girls were more likely than boys to provide this response across all grades except grade 12. The responses to the item “Teachers show they care about students” were nearly identical, and the gender difference was the same. About 90.3 percent of sixth-graders, 78.6 percent of eighth-graders, 71.5 percent of 10th-graders, and 76.0 percent of high school seniors responded that teachers showed that they cared about students. The third item asked students whether they felt that students at their school showed respect for teachers. Students thought that they showed respect for teachers less than teachers showed respect for them. About one-half of high school seniors (54.2%) felt that students in general showed respect for teachers in their school. In grades 10 and 12, more boys than girls agreed that they showed respect for teachers. There were no significant gender differences in grades six and eight.

Students were asked whether they felt a sense of belonging at their school. Most sixth-graders (85.1%) and about three-fourths of boys and girls alike in all other grades said that they *did* feel they belonged at their school.

The final item of this series asked students if they knew what to do in the event of a school emergency or crisis. Over 80 percent, from all grade levels, answered positively to this item.

Driving Under the Influence of Intoxicants

Between 20 and 27 percent of all students reported having ridden in a car or truck or on a motorcycle within the past month with a driver who had been using alcohol or drugs. Boys and

girls appeared to be about equally likely to report they had recently ridden with a driver who had been using drugs or alcohol.

About 17 percent of Idaho seniors reported having driven while under the influence of drugs or alcohol within 30 days prior to the survey.

Parental Attitudes Toward Problem Behaviors

In general, students at all grades perceived greater disapproval of occasional marijuana use and smoking than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. Dramatic differences existed in perceived disapproval of attending a party in a private home where alcoholic beverages were available, with about one-half of the high school seniors reporting that their parents would “greatly disapprove” of this.

Student Attitudes Toward Problem Behaviors

Students at all grade levels had greater disapproval of occasional marijuana use and smoking cigarettes than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. Less than one-quarter (23.4%) of surveyed high school seniors “greatly disapproved” of attending a party in a private home where alcoholic beverages were available.

Friends Who Engage in Problem Behaviors

The proportion of students increase at each grade level who believed “a few,” “some,” “most,” or “all” of their closest friends were using alcohol and other drugs. By eighth grade, more than two-fifths (42.3%) had at least a few friends who used alcohol, and by 12th grade, more than four out of five students (81.4%) reported alcohol use by their friends. By 12th grade, about 63.2 percent had at least a few friends who smoked cigarettes, 50.1 percent who used smokeless tobacco, 59.4 percent who smoked marijuana, 10.1 percent who used methamphetamines, and 31.0 percent who used other illegal drugs.

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INTRODUCTION

Many long-term health problems, as well as injuries, experienced by adolescents are caused by preventable behaviors. Habits formed during adolescence may lead to diseases not manifested until adulthood. Educators around the country have agreed that effective prevention programs are necessary to help reduce the extent to which young people engage in behaviors that put their health at risk. National responses have included congressional passage of the *Drug-Free Schools and Communities Act of 1986*, the initiation by the nation's governors and the president of the *National Education Goals*, and the adoption by the U.S. Department of Health and Human Services of the *Healthy People 2000: National Health Promotion and Disease Prevention Objectives*.

The same concerns about the long-term health and well being of its youth prompted the Idaho Department of Education to make drug and alcohol prevention and school safety a priority concern. As one component of its efforts, the Department has collaborated with the Northwest Regional Educational Laboratory (NWREL) since 1996 on a study to determine the extent to which Idaho students avoid or use alcohol, tobacco, and other drugs. The study includes an investigation of student attitudes toward violence and safety in the schools. A statewide survey of randomly selected students has been administered seven times, in 1996, 1998, 2000, 2002, 2004, 2006, and 2008, providing important data that also allow the tracking of trends.

This report presents the key findings from the 2008 survey of 15,200 students from grades six, eight, 10, and 12. Where appropriate, it makes comparisons to findings from the 1998, 2000, 2002, 2004, and 2006 surveys, as well as to national data from the University of Michigan *Monitoring the Future* study.

SAMPLING AND METHODS

The data presented in this report were collected during the 2008 replication of a survey first administered statewide in Idaho in 1996 for the Idaho Department of Education by the Northwest Regional Educational Laboratory.

The Survey Instrument

The survey used in 2008 differed slightly from the original survey administered in 1996. The alcohol-and-other-drug-use portion of that survey was adapted from a set of questions used to assess substance use in some Idaho school districts since 1987. The *Youth Risk Behavior Survey* (YRBS, from the Center for Disease Control, 1996) provided additional questions about the school climate. Other questions about school climate were newly composed for the survey.

In 1998, the survey was altered from the 1996 version in two ways. First, one item was added preceding a series of questions about the frequency of alcohol, tobacco, and drug use. This item asked, "Do you use any of the drugs listed below?" Secondly, in the section asking about unsafe or threatening experiences, the wording was altered to clarify that the question referred to experiences that had taken place *at school*. (Question 45: "Have any of the following happened to you at school during the past 30 days?") These two changes were maintained in the 2002 version of the survey.

For the survey administered in 2002, a number of changes occurred. The option of "Other illegal stimulants" was replaced by "Ecstasy" (Question 18o). For question 19f, "Other illegal drugs" was replaced by "Ecstasy." Question 22—"If you drink, how much do you usually drink at one time?"—was deleted. Another question was added to the survey (Question 30): "How would you feel about people doing each of the following?" The options were: "a. Smoking marijuana occasionally," "b. Having one or two drinks nearly every day," "c. Having five or more drinks once or twice each weekend," "d. Attending a party in a private home where alcoholic beverages were available," and "e. Smoke one or more packs of cigarettes a day." Finally, Question 46 (in the 2000 survey)—"If you feel unsafe anywhere at school, please mark the areas and the time of the day when these places seem unsafe."—was deleted from the 2002 survey.

For the survey administered in 2008, Question 24 from the previous survey—"If you drink, how many drinks does it take for you to get drunk when you drink?"—was removed. A new question (Question 27 on the 2008 survey) was added: "How old were you when you first smoked marijuana, even just a puff?" The options were "a. Never," "b. 10 or younger," "c. 11 or 12," "d. 13 or 14" and "e. 15 or older."

In all, the survey included 45 questions (many with multiple component questions) about student use of legal and illegal substances, attitudes toward the use of substances, experiences with prevention programs, risk behaviors, and school safety. Basic demographic questions were included as well. A copy of the survey administered in October or November 2008 is included in Appendix A.

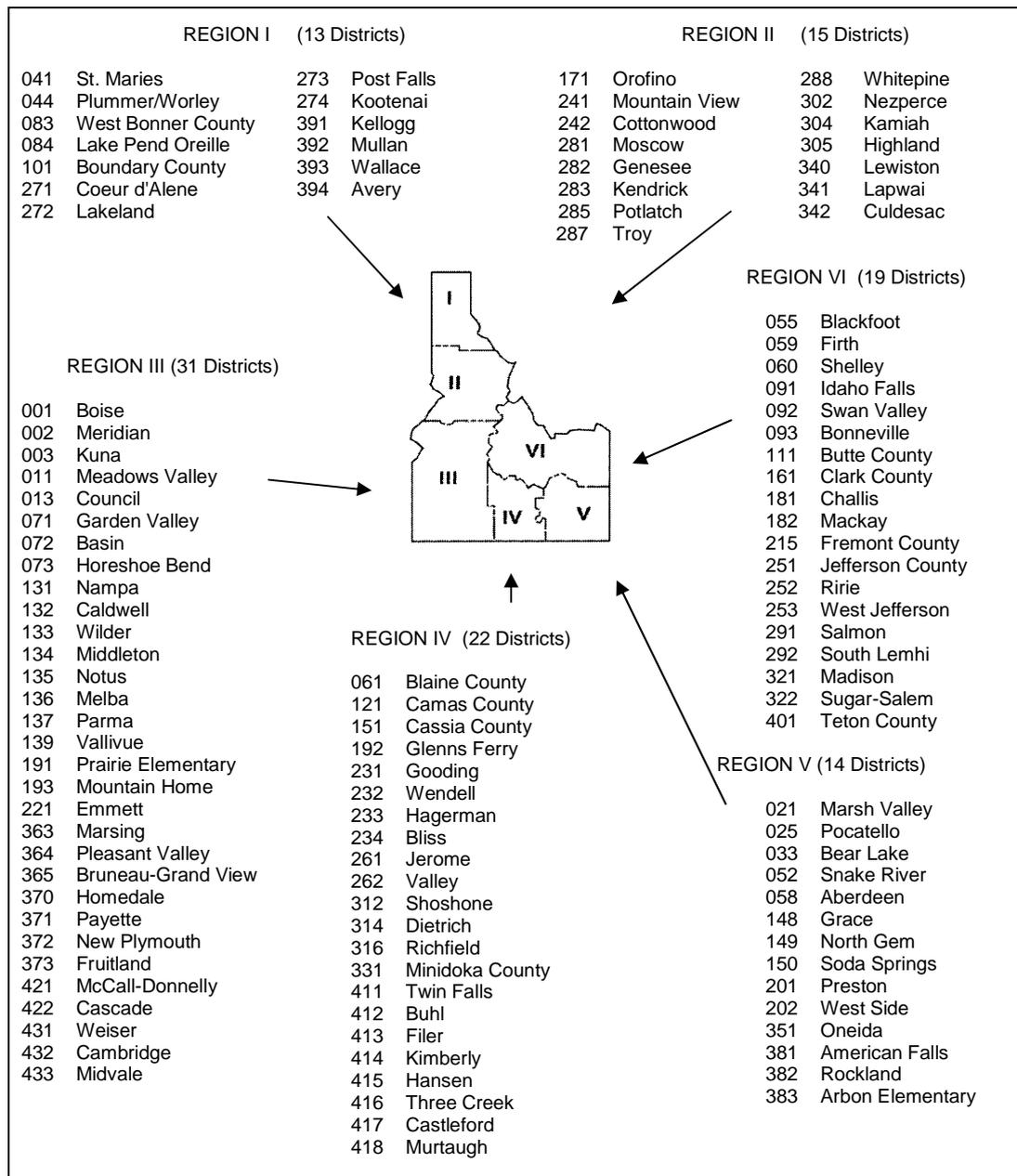
The first time the survey was given, only students in the sixth, eighth, and 12th grades were sampled. In 1998, a sample of 10th-grade students was surveyed as well. In 2000, ninth- and

eleventh-grade students were also included in the survey for the first time. In 2002, 2004, 2006, and 2008, students in the sixth, eighth, 10th, and 12th grades were sampled.

Sampling and School Participation

Cluster sampling was employed to select a sample of approximately 625 students from each of the four grade levels within each of the six educational regions of the state. Figure 1 below represents all school districts of these six educational regions.

Figure 1



Idaho Educational Regions, 2008

Within each grade and region, schools were randomly selected until a total sample size of at least 625 students was achieved. To ensure that this quota was not met by only one large school, at least three schools at each grade level in each region were included. Charter schools were included in those invited to participate. Students from eight charter schools took part in the survey; the other charter schools declined.

In April 2008, superintendents from every district in the state of Idaho received letters from NWREL explaining the survey and inviting their participation. They were informed which schools and grades, if any, in their district had been drawn as part of the random statewide sample. These students could be surveyed, if the superintendents wished, at no cost to the district. In addition, if the superintendents were interested in surveying students from other grades or schools in the district in order to gather more information about student attitudes and behavior, they could elect to add on the additional grades at a district cost of \$.80 per student. The Department of Education agreed to subsidize the cost of add-ons and would pay the remaining balance of \$1.00 per each student test.

Most superintendents responded by the end of May, but those who did not received a second mailing encouraging them to participate, or at least to indicate their unwillingness to participate. A combination of non-responses and negative responses meant that some students originally selected for the statewide sample would not be participating. At this point, additional grades and schools were randomly selected to participate. In some cases, the newly selected schools had already agreed to participate as add-ons and were simply moved over to the statewide sample.

In some instances, schools that had been selected for the statewide sample and whose district administrators had agreed to participate did not, in fact, participate in the survey. Therefore, the total number of surveyed students and/or the number of schools surveyed within some grades and regions may have dropped below the original sampling plan.

By December 2008, NWREL had received and processed 24,031 student surveys, of which 15,200 were a part of the statewide sample, 8,831 were a part of add-ons, and 670 surveys were not valid. A breakdown of the statewide sample by grade and region is presented in Table 2.

Table 2
Final Statewide Sample Size by Grade and Region, 2008

	Region I	Region II	Region III	Region IV	Region V	Region VI	TOTAL
Grade 6	626	527	866	613	620	622	3,874
Grade 8	606	575	607	655	627	539	3,609
Grade 10	775	552	831	751	655	687	4,251
Grade 12	625	474	663	638	558	508	3,466
TOTAL	2,632	2,128	2,967	2,657	2,460	2,356	15,200

Almost equal percentages of male and female students participated in the survey—7,230 boys (50.3%) and 7,143 girls (49.7%). Another 827 students did not answer the gender question.

Table 3 reflects the sample size by grade and ethnicity. The overwhelming majority of surveyed students (80.3%) were Caucasian. Hispanic students made up 11.4 percent of the sample, followed by 5.0 percent Native American students, 1.9 percent Asian students, and 1.4 percent African American students. Six hundred and forty-eight (648) students did not report their ethnicity.

Table 3
Final Statewide Sample Size by Grade and Ethnicity, 2008

		Ethnicity					TOTAL
		Asian	Hispanic	Native American	African American	Caucasian	
Grade 6	Count	42	488	304	44	2,743	3,621
	% within Grade	1.2%	13.4%	8.4%	1.2%	75.8%	100.0%
Grade 8	Count	57	454	199	49	2,698	3,457
	% within Grade	1.6%	13.1%	5.8%	1.4%	78.0%	100.0%
Grade 10	Count	109	397	126	67	3,366	4,065
	% within Grade	2.7%	9.7%	3.1%	1.6%	82.9%	100.0%
Grade 12	Count	69	316	105	44	2,855	3,389
	% within Grade	2.0%	9.3%	3.1%	1.3%	84.2%	100.0
TOTAL	Count	277	1,655	734	204	11,682	14,552
	% within Grade	1.9%	11.4%	5.0%	1.4%	80.3%	100.0%

Survey Administration

From April through September 2008, NWREL communicated by letter, email, and fax with superintendents of districts that had agreed to participate in the survey, asking them to advise principals and teachers of the upcoming survey. Throughout this period, districts finalized their approval of lists of schools and grade levels to which the survey was to be administrated.

On September 12, 2008, NWREL sent all district survey coordinators a copy of all the materials previously sent to district superintendents, describing the testing process, and including an updated list of all those schools and grade levels that had or had not been selected by their districts to be tested. This letter also served as a request for assistance in follow-up for those few district supervisors who had still not responded. By September 29, all district supervisors had responded.

In October 2008, NWREL mailed out surveys and supporting materials to 95 and school districts two state charters to distribute to 239 schools around the state. This gave coordinators and counselors time to organize and prepare their staffs prior to the actual administration. In addition, the supporting materials included a sample letter that school principals could use to advise parents that their students would be participating in the survey and that they had the option not to participate. The actual wording and process of notification to parents was left to the principal at each participating school. A copy of that sample letter is included in Appendix B.

Schools chose a day to administer the survey between the last week of October and first two weeks of November 2008. All schools agreed to administer the survey during those dates. All

schools within a single district did not have to administer the survey on the same day. However, all grades within the same school were requested to take the survey at the same time on the same day to avoid having students who had been surveyed discuss the survey with others who had not yet taken the survey.

A copy of the instructions provided to coordinators and teachers is available in Appendix B. Essentially, the process of administering the survey was to unfold as follows: students were allotted about 45 minutes in which to complete the survey. Teachers were instructed to distribute the surveys but not to circulate around the room while students completed them, in order to protect student confidentiality. Upon completion, students inserted their own surveys into a pre-printed envelope for that class. Once all the surveys were returned, the envelopes were immediately sealed, labeled with the teacher, grade, and school name, and returned to the school or district coordinator. The district coordinator was to mail all the envelopes, seals still intact, back to NWREL no later than November 26, 2008. No record ever existed with any identifying information on individual students at the school or district level, nor did NWREL have this information.

Data Processing and Cleaning

Once received at NWREL, completed surveys were checked in against the list of schools that had agreed to participate.

Following check-in, surveys were visually inspected for problems that might interfere with accurate computer scanning. For example, if students changed their minds about an answer and only partially erased their earlier choice, the computer might incorrectly read two answers. In such instances, the partially erased answer was fully erased. Other problems included students completing the surveys with ballpoint pens rather than pencils, or drawing over part of the survey. In those cases, new surveys were completed, with staff carefully copying in student answers.

After the surveys were machine-scanned, a second stage of cleaning occurred. At this point, the data were inspected for obviously problematic answers (grossly inconsistent responses across items, affirmative responses to a question about a fictional drug, impossibly high reports of use, etc.). This year, 2.8 percent of the surveys were entirely eliminated for this reason. This percentage is comparable to the percentage of excluded surveys from previous years.

Data Analysis

Data management was accomplished using Microsoft Access, Microsoft Excel, and Statistical Package for the Social Sciences (SPSS). Descriptive statistics, weighted point estimates for population parameters, variance estimates, and other procedures for analytic comparisons and data modeling were produced using specialized software for the analysis of complex samples (SUDAAN Version 10.0: Research Triangle Institute).

Following conventions employed in the 2002 report, results were reported, including a 95 percent confidence interval, commonly called a *margin of error*. Because not all students in Idaho were surveyed, but instead only a sample, all results are only estimates of the “true” percentages that would be obtained if every student in the state were to take the survey. Because the results are estimates, there is likely to be some error, called *sampling error*, in the percentages reported in the

results section of the report. Sampling error is important to keep in mind when comparing results from one year to another. For example, if the percentage of students who never smoked dropped two percentage points from 2004 to 2006, but the margin of error was ± 3 percent, we could not know if the change was due to a real change in the level of student smoking or just a difference obtained because different students happened to be in the sample this year.

For this reason, it is important to read the margin of error as well as the frequency reported for each section in the report tables. A reported result of 20 percent ± 2 percent with a 95 percent confidence interval means that for this group of students surveyed, 20 percent of them gave this answer. Furthermore, there is a 95 percent chance that the “true” answer among all students statewide is within 2 percent of 20 percent, that is, somewhere between 18 percent and 22 percent.

Throughout the report, comparisons are made to national averages. National data were obtained from the *Monitoring the Future* study, conducted by the Institute for Survey Research at the University of Michigan, and is available online at www.monitoringthefuture.org.

ALCOHOL USE

A number of items on the *Idaho Substance Use and School Climate Survey* addressed alcohol use. Students were asked about their lifetime and recent frequency and quantity of consumption of beer, wine or wine coolers, and hard liquor; typical amount consumed at one time and frequency of binge drinking (five or more drinks on one occasion); and age when they first drank alcohol.

For some items, a composite Alcohol Use Scale was used to differentiate levels of student use. The scale divided students into the following categories:

- No Use - students who had never tried alcohol
- Low Use - occasional light drinkers
- Moderate Use - those whose frequency of drinking may be as high as weekly but who usually have less than five drinks at one time
- High Use - those who have one or more drinks daily or who usually have five or more drinks at one time

Lifetime Prevalence and Current Levels of Use

Lifetime prevalence rates indicate the proportion of students who have tried alcohol at least once in their lives. In past surveys, Idaho students have been less likely to report that they have ever tried drinking alcohol compared to their peers nationwide. This pattern continued in the year 2008. Table A1 presents the percentage of students at each grade level responding that they had tried alcohol in their lifetime. At every grade level, these percentages are lower than the corresponding national averages.

Table A1 also provides insight into when students begin to experiment with alcohol. For example, the percentage of students reporting they had tried alcohol more than doubled between sixth and eighth grade (from 12.3 to 29.2%), suggesting that middle school is a time when many students begin to try alcohol for the first time. The percentage of students who reported drinking continued to increase through the grades and stabilized in 12th grade (59.9%) at slightly less than three-fifths of all students.

Table A1
Percentage of Students Who Ever Used Alcohol, Idaho and Nationwide, 1998–2008

Grade Level	1998		2000		2002		2004		2006		2008		Change Since 1998
	National	Idaho	IDAHO										
Grade 6	--	18.4	--	13.9	--	17.2	--	18.2	--	13.4	--	12.3	-6.1
Grade 8	52.5	42.2	51.4	39.6	47.0	38.7	43.9	37.9	40.5	35.8	38.9	29.2	-13.0
Grade 10	69.8	62.9	71.4	56.9	66.9	56.7	64.2	55.3	61.5	55.1	58.3	47.6	-15.3
Grade 12	81.4	64.6	80.3	64.1	78.4	62.7	76-9	58.4	72.7	65.7	71.9	59.9	-4.7

Figures A1, A2, and A3 permit direct comparison to trends in lifetime prevalence of alcohol consumption between students in Idaho and nationwide, in grades eight, 10, and 12, respectively. The percentage of eighth-grade students trying alcohol in the national and Idaho study shows a decline since 1998. The percentage of 12th-grade students trying alcohol in the national study has continued to decrease since 1998 (Figure A3). The percentage of Idaho 12th-graders decreased from 65.7 percent in 2006 to 59.9 percent in 2008.

Figure A-1

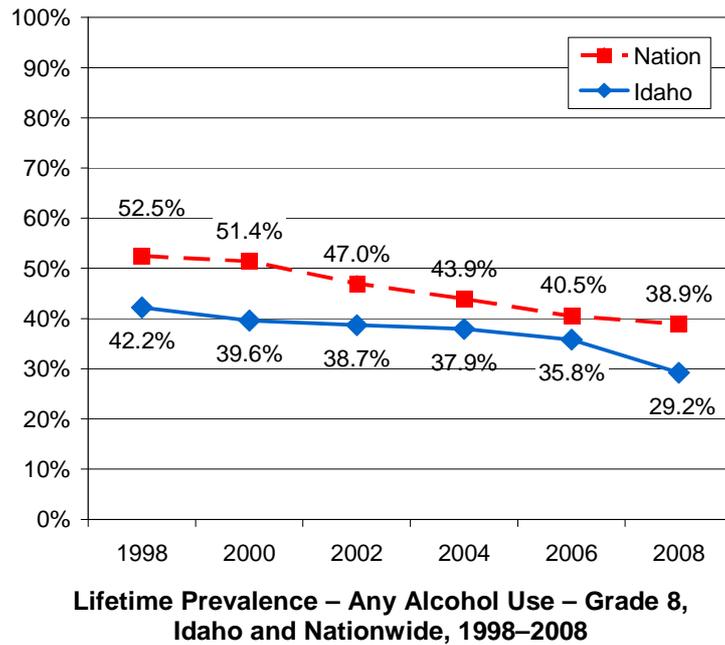


Figure A2

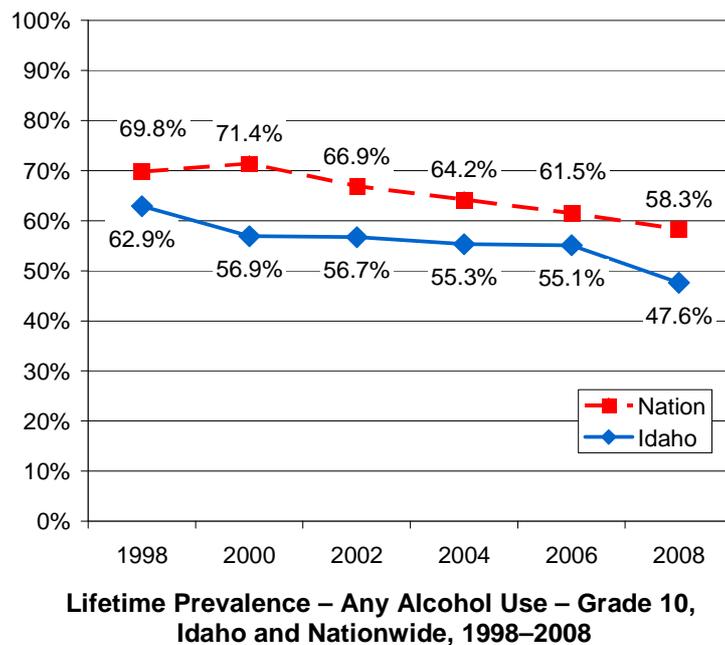
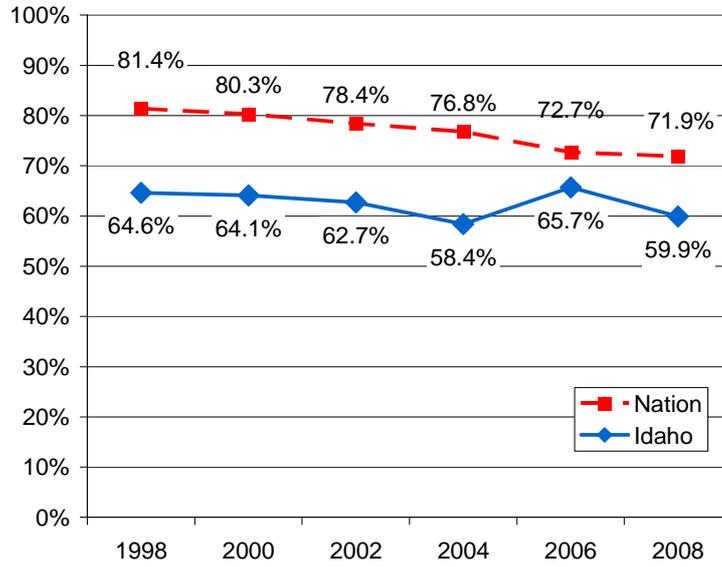


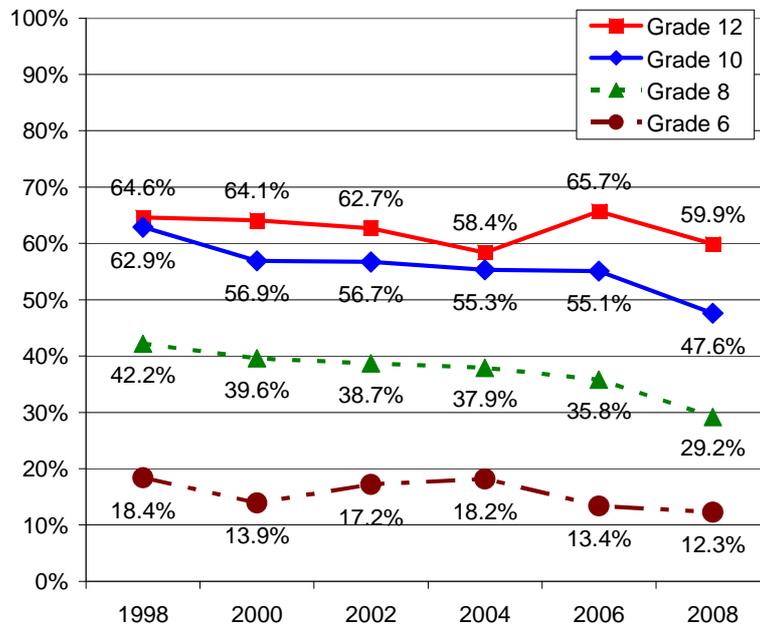
Figure A3



Lifetime Prevalence – Any Alcohol Use – Grade 12, Idaho and Nationwide, 1998–2008

The results for all grades are depicted in Figure A4.

Figure A4



Lifetime Prevalence – Any Alcohol Use, by Grade Level, 1998–2008

An Alcohol Use Scale was used to differentiate levels of student use. The scale divided students into the following categories:

- No Use - students who had never tried alcohol
- Low Use - occasional light drinkers
- Moderate Use - those whose frequency of drinking may be as high as weekly but who usually have less than five drinks at one time
- High Use - those who have one or more drinks daily or who usually have five or more drinks at one time

Table A2 provides a more detailed look at student drinking. It not only shows the percentage of students who did and did not ever use alcohol, but it also breaks students into categories based on the Alcohol Use Scale.

When compared to 1998, the reports of “No Use” increased significantly across all grades. The change is most evident among eighth and 10th-grade students.

Table A2
Current Drinking Patterns: Alcohol Use Scale Categories, by Grade Level, 1998-2008

Grade	Alcohol Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
		%	Margin of Error											
Grade 6	No Use	81.5	± 2.6	86.1	± 1.7	82.2	± 2.4	81.8	± 1.9	86.6	± 1.0	87.7	± 1.2	+6.2
	Low Use	17.5	± 2.4	12.8	± 1.7	17.3	± 2.5	17.0	± 1.8	12.7	± 1.0	11.5	± 1.8	-6.0
	Moderate Use	0.8	± 0.3	0.7	± 0.6	0.4	± 0.2	0.9	± 0.2	0.7	± 0.1	0.6	± 0.2	-0.2
	High Use	0.2	± 0.1	0.3	± 0.2	0.1	± 0.1	0.3	± 0.1	0.1	± 0.1	0.3	± 0.2	+0.1
Grade 8	No Use	57.8	± 4.2	60.4	± 9.3	61.3	± 3.2	62.1	± 2.5	64.2	± 1.8	70.8	± 1.2	+13.0
	Low Use	31.4	± 3.2	28.4	± 6.7	33.3	± 2.8	32.4	± 2.0	30.3	± 1.3	25.4	± 1.6	-6.0
	Moderate Use	7.2	± 1.2	7.1	± 2.1	3.4	± 0.8	3.5	± 0.4	3.7	± 0.8	2.7	± 1.6	-4.5
	High Use	3.7	± 0.6	3.9	± 0.9	2.0	± 0.5	2.0	± 0.4	1.7	± 0.3	1.1	± 0.2	-2.6
Grade 10	No Use	37.1	± 5.0	43.1	± 9.5	43.3	± 4.3	44.7	± 3.4	44.9	± 2.0	52.4	± 3.0	+15.3
	Low Use	25.7	± 2.4	24.7	± 4.0	37.2	± 2.4	36.8	± 2.3	39.4	± 1.3	35.9	± 0.6	+10.2
	Moderate Use	20.9	± 2.9	17.6	± 3.1	12.4	± 1.8	12.2	± 1.3	9.5	± 0.7	7.5	± 1.0	-13.4
	High Use	16.3	± 3.2	14.7	± 2.8	7.1	± 1.5	6.3	± 0.4	6.2	± 0.5	4.3	± 1.4	-12.0
Grade 12	No Use	35.8	± 4.2	35.9	± 6.0	37.3	± 4.0	41.6	± 3.1	34.3	± 2.5	40.1	± 1.6	+4.3
	Low Use	22.7	± 2.4	20.4	± 2.2	39.8	± 3.0	36.4	± 1.8	40.4	± 1.4	39.2	± 0.4	+16.5
	Moderate Use	23.5	± 2.6	24.0	± 2.8	13.6	± 2.4	14.0	± 1.3	15.8	± 1.3	13.2	± 0.7	-10.3
	High Use	18.0	± 3.1	19.7	± 3.5	9.3	± 1.3	8.0	± 1.1	9.5	± 1.4	7.5	± 1.0	-10.5

When responses were broken down by gender, boys and girls were about equally likely to report abstinence from alcohol. Among high school seniors who did report using alcohol, girls were more likely to report moderate levels of use and boys were more likely to report high levels of use (Table A3).

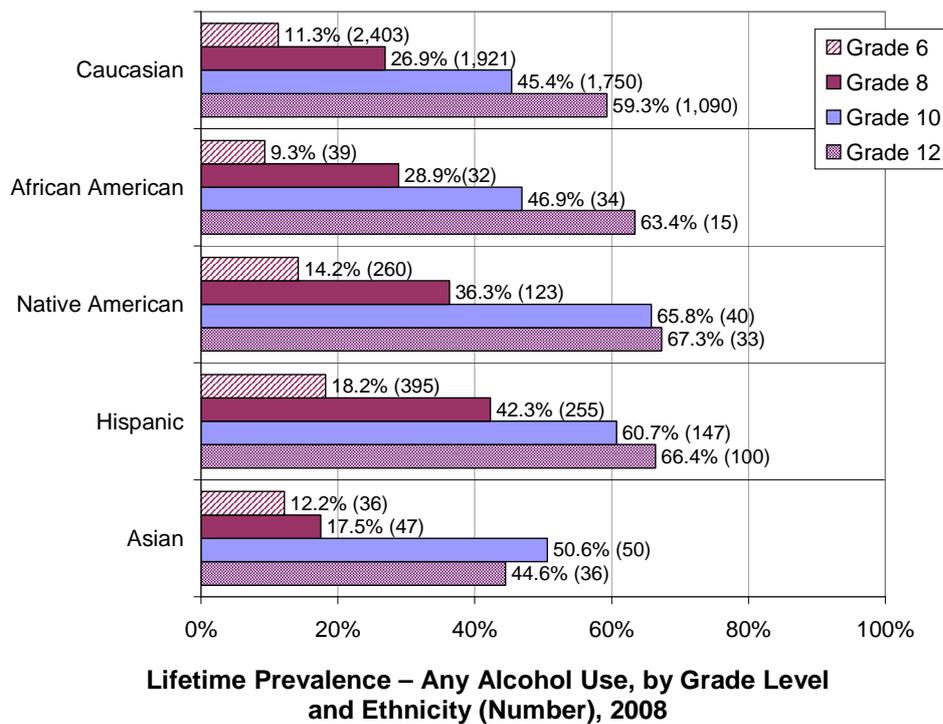
Table A3
Current Drinking Patterns: Alcohol Use Scale Categories,
by Grade Level and Gender, 2008

		Male	Female
Grade 6	No Use	85.9	89.8
	Low Use	13.1	9.6
	Moderate Use	0.7	0.4
	High Use	0.3	0.2
Grade 8	No Use	69.8	70.6
	Low Use	25.7	26.3
	Moderate Use	3.2	2.2
	High Use	1.3	0.9
Grade 10	No Use	53.2	51.2
	Low Use	33.9	38.1
	Moderate Use	7.2	7.7
	High Use	5.7	3.0
Grade 12	No Use	41.7	38.3
	Low Use	34.3	44.3
	Moderate Use	14.0	12.5
	High Use	10.0	4.9

Lifetime Prevalence of Any Alcohol Use, by Ethnicity

Figure A5 illustrates the lifetime prevalence of any alcohol use by grade and ethnicity (as well as the actual number of students reporting at each level). Overall, the use of alcohol increases by grade (except for Native American students) by 12th grade. By 12th grade, Hispanic students (66.4%), Native American students (67.3%), and African American students (63.4%) have similar lifetime prevalence rates of alcohol use. About 59.3 percent of Caucasian students had tried alcohol by 12th grade. Since Caucasian students comprised the majority of the sample (80.3%), caution should be used in the interpretation of the data. The fact that the sampling of students reflects the population pattern speaks to the validity of the survey. But because of the small number of minority students in Idaho, just a few students in a particular minority group may be represented in the chart as a big percentage. However, that percentage does not mean that there are a huge *number* of minority students participating in the use of alcohol, tobacco, and other drugs.

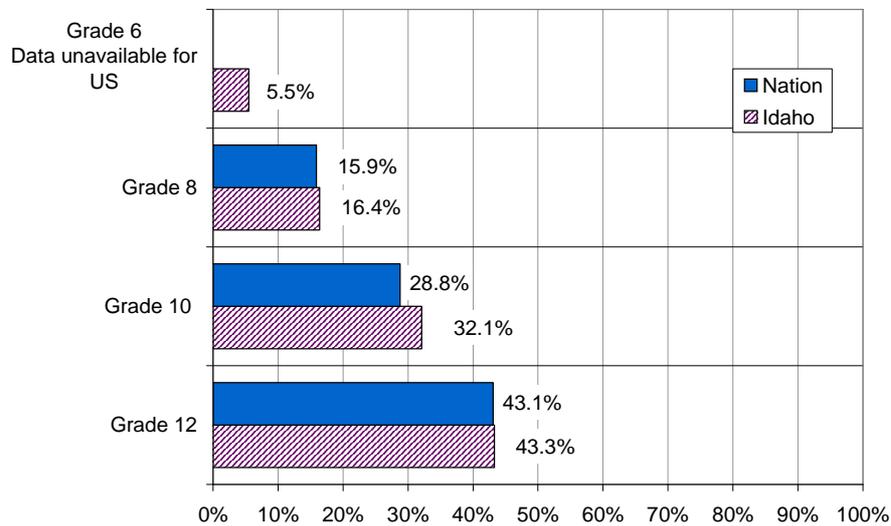
Figure A5



Student Drinking in the Previous 30 Days

Students were also asked to report on how often they had consumed any alcohol in the 30 days prior to completing the survey. "Any alcohol" means a bottle of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink. Occasions when the respondents had "just a few sips" of an alcoholic beverage are excluded. Figure A6 compares the percentage of students at each grade level who reported consuming any alcohol in the previous month to findings from the national *Monitoring the Future* study. (National data is available for grades eight, 10, and 12 only.) This figure shows that recent student drinking is more common among the older students, peaking with 43.3 percent of surveyed Idaho high school seniors reporting having used alcohol in the previous month.

Figure A6



Any Alcohol Use – Previous 30 Days – Idaho and Nationwide, 2008

It also illustrates that the percentage of Idaho students reporting any recent drinking was very similar to national figures. The patterns of alcohol use in Idaho appear to mimic patterns elsewhere in the United States.

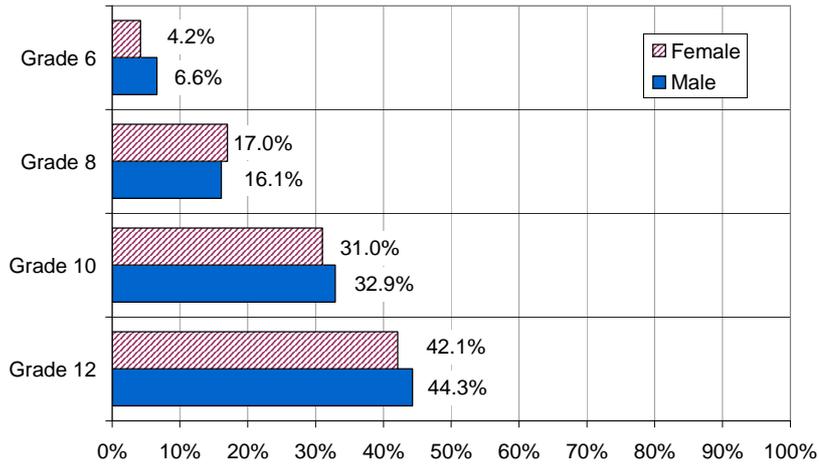
Table A4 reports in greater detail the number of times during the previous 30 days that students reported consuming any alcohol. Students in grades eight and 10 reported less 30-day alcohol use than they did in 1998, and their 2008 reported rates were very similar to those reported in 2000, 2002, 2004, and 2006. Students in grade 12 reported use levels very similar to 1998. These changes are well within the margin of error and may not reflect any genuine change in student behavior.

Table A4
Frequency of Drinking in the Previous 30 Days, by Grade Level, 1998–2008

Grade	Alcohol Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
		%	Margin of Error											
Grade 6	None	89.3	± 1.9	93.9	± 0.9	92.9	± 1.4	92.0	± 0.9	93.0%	± 0.8	94.5	± 0.8	+5.2
	1-2 Times	8.6	± 1.8	4.4	± 0.8	5.7	± 1.0	6.3	± 0.8	5.6%	± 0.7	4.2	± 0.7	-4.4
	3-5 Times	1.0	± 0.3	1.1	± 0.4	0.8	± 0.4	0.9	± 0.2	0.9%	± 0.2	0.9	± 0.3	-0.1
	6-9 Times	0.3	± 0.2	0.1	± 0.1	0.2	± 0.2	0.3	± 0.1	0.2%	± 0.1	0.3	± 0.2	0.0
	10+ Times	0.8	± 0.3	0.1	± 0.1	0.4	± 0.2	0.6	± 0.1	0.3%	± 0.1	0.3	± 0.2	-0.5
Grade 8	None	74.3	± 2.7	79.1	± 4.7	78.9	± 2.5	80.3	± 1.5	79.2%	± 1.2	83.6	± 1.0	+9.3
	1-2 Times	17.0	± 1.9	13.3	± 3.2	14.0	± 1.6	12.4	± 1.0	12.8%	± 0.8	10.0	± 1.0	-7.0
	3-5 Times	4.6	± 0.8	4.6	± 1.5	3.7	± 1.1	4.1	± 0.4	4.5%	± 0.4	3.6	± 0.7	-1.0
	6-9 Times	1.8	± 0.3	0.9	± 0.6	1.2	± 0.4	1.3	± 0.2	1.6%	± 0.3	1.4	± 0.5	-0.4
	10+ Times	2.3	± 0.4	2.0	± 0.7	2.2	± 0.6	1.9	± 0.4	2.0%	± 0.2	1.3	± 0.6	-1.0
Grade 10	None	57.3	± 5.2	64.5	± 6.1	61.8	± 4.7	62.2	± 2.8	63.2%	± 1.8	67.9	± 1.7	+10.6
	1-2 Times	22.3	± 2.4	15.5	± 2.4	18.3	± 1.5	18.8	± 1.5	19.3%	± 1.1	17.5	± 1.3	-4.8
	3-5 Times	10.8	± 1.9	9.1	± 1.8	9.7	± 1.5	9.7	± 0.8	8.3%	± 0.4	7.9	± 1.0	-2.9
	6-9 Times	5.0	± 1.1	5.7	± 1.3	4.9	± 2.2	3.9	± 0.3	4.2%	± 0.4	2.9	± 0.6	-2.1
	10+ Times	4.6	± 0.8	5.2	± 1.1	5.2	± 1.2	5.4	± 0.6	5.0%	± 0.4	3.8	± 0.7	-0.8
Grade 12	None	57.2	± 3.6	56.7	± 5.8	57.3	± 4.3	59.6	± 2.6	53.0	± 3.1	56.7	± 2.0	-0.5
	1-2 Times	21.3	± 1.6	19.8	± 3.1	19.5	± 2.5	18.6	± 1.0	20.7%	± 0.7	20.1	± 1.4	-1.2
	3-5 Times	11.0	± 1.6	11.6	± 2.6	11.4	± 1.6	10.7	± 1.0	12.7%	± 1.3	11.8	± 1.3	+0.8
	6-9 Times	4.8	± 0.7	6.0	± 1.3	4.9	± 0.8	5.2	± 0.5	6.3%	± 0.9	5.6	± 0.9	+0.8
	10+ Times	5.7	± 1.4	5.9	± 1.9	6.8	± 1.0	6.0	± 0.7	7.3%	± 0.8	5.7	± 1.0	0.0

The findings for alcohol use in the previous month were compared by grade and gender (Figure A7). Among sixth-grade students, very small numbers of students had used any alcohol in the previous 30 days, and there were differences between boys and girls in their use. There were no significant differences between boys and girls for eighth, 10th-, and 12th-graders.

Figure A7



Alcohol Use in the Previous 30 Days, by Grade Level and Gender, 2008

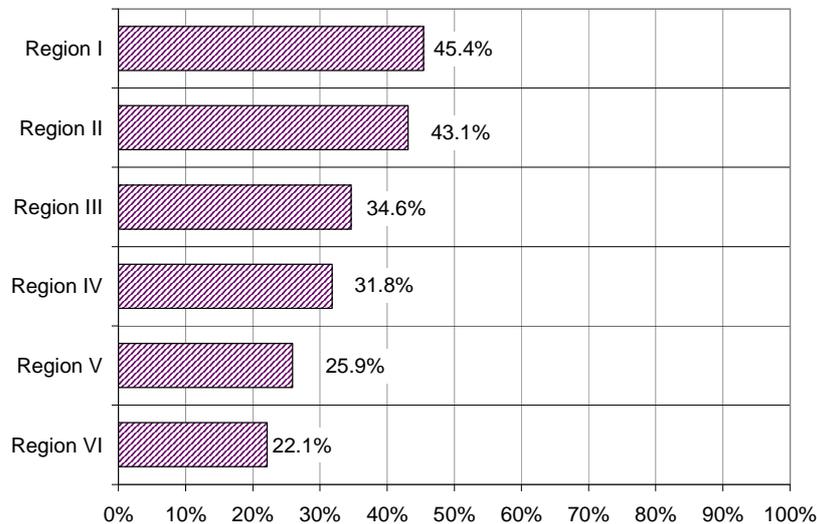
Frequency of Binge Drinking

Binge drinking refers to incidents of consuming five or more drinks at a single sitting. A drink is defined as a bottle of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink. Binge drinking is a hazardous form of substance use, particularly when combined with driving.

Binge drinking remained relatively rare before high school and was *most common among high school seniors, about a third of whom reported having engaged in binge drinking within the past 30 days.*

As Figure A8 illustrates, Idaho students reported notable regional differences in binge drinking. High school seniors in Region I (45.4%) and II (43.1%) were much more likely to report having engaged in binge drinking in the previous month than students in other regions.*

Figure A8



Any Binge Drinking, Grade 12 – Previous 30 Days – Regional Variation, 2008

* Region I encompasses the following 13 school districts: St. Maries, Plummer/Worley, West Bonner County, Lake Pend Oreille, Boundary County, Coeur d’Alene, Lakeland, Post Falls, Kootenai, Kellogg, Mullan, Wallace, and Avery.

Region II encompasses the following 15 school districts: Orofino, Mountain View, Cottonwood, Moscow, Genesee, Kendrick, Potlatch, Troy, Whitepine, Nezperce, Kamiah, Highland, Lewiston, Lapwai, and Culdesac.

Compared to previous years, the prevalence of binge drinking among Idaho students appears to have changed little. Table A5 presents the findings on the frequency of binge drinking. Among eighth- and 10th-grade students, reports of binge drinking have dropped since 1998, but the decreases were generally within the margin of error. Among 12th-grade students, reports of binge drinking increased slightly in 2008, but again, the changes were within the margin of error.

Table A5
Frequency of Binge Drinking in the Previous 30 Days, by Grade Level, 1998–2008

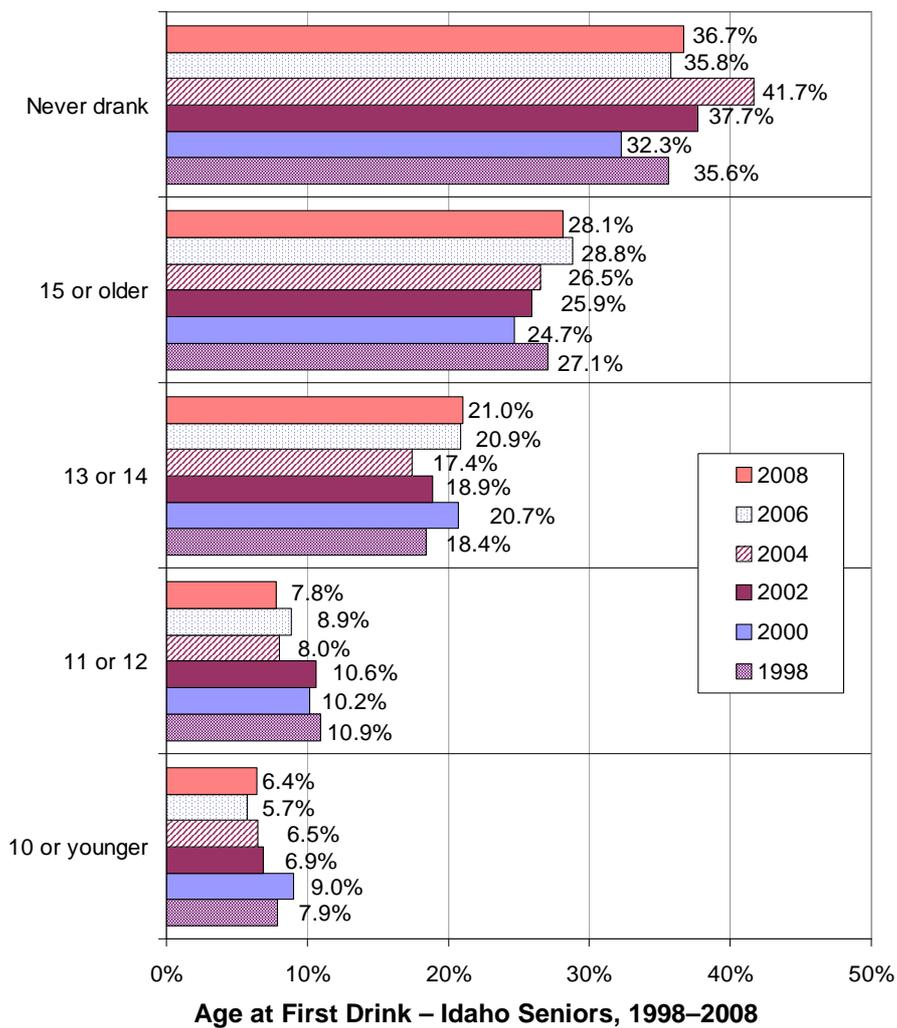
Grade	Alcohol Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
		%	Margin of Error											
Grade 6	None	95.9	± 0.8	95.9	± 1.4	96.0	± 0.7	94.9	± 0.7	96.4	± 0.5	96.7	± 0.6	+0.8
	1-2 Times	2.7	± 0.6	2.1	± 0.9	2.7	± 0.5	3.2	± 0.5	2.0	± 0.4	1.6	± 0.5	-1.1
	3-5 Times	0.8	± 0.6	1.1	± 0.5	0.8	± 0.5	0.8	± 0.2	0.9	± 0.3	0.9	± 0.3	+0.1
	6-9 Times	0.4	± 0.2	0.5	± 0.2	0.3	± 0.2	0.7	± 0.2	0.6	± 0.1	0.4	± 0.2	0.0
	10+ Times	0.2	± 0.1	0.4	± 0.2	0.2	± 0.1	0.4	± 0.1	0.2	± 0.1	0.4	± 0.2	+0.2
Grade 8	None	86.2	± 1.5	87.1	± 2.7	87.5	± 2.1	86.8	± 1.0	86.9	± 1.1	89.4	± 1.2	+3.2
	1-2 Times	6.1	± 1.4	5.5	± 1.1	5.4	± 1.2	5.6	± 0.5	5.5	± 0.6	5.0	± 0.9	-1.1
	3-5 Times	3.7	± 0.5	3.2	± 0.8	2.6	± 0.7	3.2	± 0.4	3.5	± 0.4	2.5	± 0.6	-1.2
	6-9 Times	2.6	± 0.3	2.4	± 0.6	2.4	± 0.8	2.6	± 0.3	2.4	± 0.4	1.9	± 0.5	-0.7
	10+ Times	1.4	± 0.3	1.7	± 0.7	2.1	± 0.4	1.9	± 0.4	1.7	± 0.4	1.2	± 0.4	-0.2
Grade 10	None	69.5	± 4.3	74.0	± 5.0	71.5	± 3.8	72.1	± 2.2	73.3	± 1.3	76.9	± 1.6	+7.4
	1-2 Times	10.2	± 1.6	6.8	± 1.4	7.6	± 1.0	8.3	± .7	7.7	± 0.4	7.5	± 1.0	-2.7
	3-5 Times	6.9	± 1.2	6.2	± 1.5	6.2	± 0.9	7.0	± 0.7	7.0	± 0.4	5.9	± 0.9	-1.0
	6-9 Times	8.4	± 1.9	7.6	± 1.4	8.3	± 1.5	7.2	± 0.7	6.5	± 0.8	5.4	± 0.9	-3.0
	10+ Times	5.0	± 1.6	5.5	± 1.3	6.4	± 1.1	5.5	± 0.5	5.6	± 0.4	4.3	± 0.7	-0.7
Grade 12	None	69.9	± 4.3	66.8	± 5.1	66.2	± 3.8	68.3	± 2.3	63.3	± 2.7	66.0	± 1.9	-3.9
	1-2 Times	8.9	± 1.1	9.1	± 1.2	8.6	± 1.4	7.8	± 0.6	9.4	± 0.5	8.6	± 1.1	-0.3
	3-5 Times	6.4	± 1.7	9.0	± 1.8	7.7	± 0.9	8.0	± 0.5	7.5	± 0.4	7.7	± 1.1	+1.3
	6-9 Times	8.3	± 1.2	8.2	± 1.4	9.2	± 1.8	8.6	± 0.8	11.1	± 1.1	10.4	± 1.3	+2.1
	10+ Times	6.4	± 1.7	6.9	± 3.2	8.3	± 1.3	7.3	± 1.0	8.8	± 1.3	7.3	± 1.1	+0.9

Age at First Full Drink

Students were asked how old they were when they had their first full drink of an alcoholic beverage (beer, a glass of wine, or a mixed drink). A “full drink” is defined as a bottle of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.

Figure A9 compares the responses of high school seniors in 2008 to seniors in 1998, 2000, 2002, 2004, and 2006. Although there were some small fluctuations, these were within the margin of error, meaning that high school seniors who used alcohol in the year 2008 began drinking at about the same ages as seniors in 1998, 2000, 2002, and 2004, and 2006.

Figure A9



This data also permits a comparison of the percentage of students who started to drink at the age of 12 or younger. Table A6 compares the percentages of students in grades eight through 12 in 2008 who reported having consumed their first full drink at age 12 or younger. It appears that among the lower grades, a larger percentage of students are consuming their first drinks at earlier ages. Eighth-grade students are more likely than 12th-grade students to report consuming a full drink before age 12.

Table A6
Percentage of Students Reporting First Drink at Age 12 or Younger, 2008

Age at First Drink	Grade 8	Grade 10	Grade 12
10 or younger	7.7	6.7	6.4
11 or 12	12.0	9.7	7.8
Total, 12 or younger	19.7	16.4	14.2

Sources of Alcohol

Students who reported drinking some alcohol were asked where they obtained the alcoholic beverages they drank. Table A7 details student responses across the six surveys. Students in the sixth grade had very low alcohol use. If they did use alcohol, they most commonly (3.7%) reported that their parents allowed them some alcohol at home. Among older students (10th- and 12th-graders), about 9.1 and 9.4 percent of students, respectively, reported that their parents permitted some alcohol at home.

The most frequent response for high school students was that they obtained alcohol “from friends” (between 25.3 and 34.6 percent). Compared to 1998, students in the 10th grade were slightly less likely to report that they had obtained alcohol from other adults or had purchased it themselves. Compared to 1998, students in the 12th grade were more likely to report that they had obtained alcohol from home and “parents know.”

Consistent with findings on other similar survey questions, the level of response “I don’t drink” by students in grades eight and 10 increased when comparing this year with 1998.

Differences between the percentages of students reporting “I don’t drink” to this question (44.9 percent of seniors) and their response of “no use” on current drinking (40.1 percent of seniors, Table A2) may be due to survey error or to a genuine difference in student answers. For example, students may have reported drinking once in the past 30 days, but then answered “I don’t drink” because they didn’t intend to repeat the experience.

Table A7
Sources of Alcoholic Beverages, by Grade Level, 1998–2008

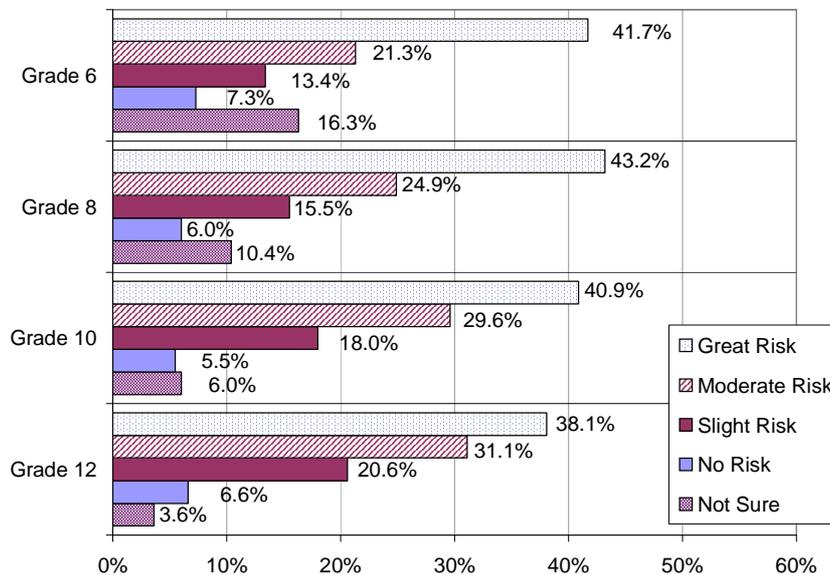
Grade	Alcohol Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
		%	Margin of Error											
Grade 6	I don't drink	91.3	± 1.4	93.4	± 1.7	92.7	± 1.4	91.7	± 0.8	93.0	± 0.7	93.0	± 1.0	+1.7
	Home, parents know	4.8	± 1.1	3.8	± 0.9	4.6	± 1.2	4.9	± 0.6	3.7	± 0.4	3.7	± 0.7	-1.1
	Home, parents don't know	1.5	± 0.5	1.4	± 0.8	0.8	± 0.5	1.3	± 0.3	1.3	± 0.2	0.9	± 0.3	-0.6
	From friends	2.0	± 0.5	1.2	± 0.5	1.8	± 0.4	1.9	± 0.3	1.6	± 0.3	2.1	± 0.6	+0.1
	Other adults or buy myself	0.4	± 0.2	0.2	± 0.2	0.1	± 0.1	0.3	± 0.1	0.2	± 0.1	0.3	± 0.2	-0.1
Grade 8	I don't drink	71.4	± 3.4	73.9	± 6.0	73.4	± 2.8	74.6	± 1.4	74.7	± 1.3	78.1	± 1.6	+6.7
	Home, parents know	9.3	± 1.7	7.7	± 2.1	9.8	± 1.2	9.4	± 0.9	7.9	± 0.6	6.6	± 1.0	-2.7
	Home, parents don't know	4.1	± 0.8	3.5	± 0.8	4.3	± 0.9	3.2	± 0.3	4.1	± 0.3	3.9	± 0.7	-0.2
	From friends	12.6	± 1.3	13.8	± 3.6	10.7	± 1.6	11.2	± 0.6	12.0	± 1.1	10.7	± 1.2	-1.9
	Other adults or buy myself	2.5	± 0.5	1.1	± 0.4	1.9	± 0.6	1.7	± 0.3	1.3	± 0.1	0.8	± 0.3	-1.7
Grade 10	I don't drink	49.4	± 5.3	56.3	± 7.4	54.8	± 4.1	54.4	± 2.9	54.7	± 1.9	57.2	± 1.8	+7.8
	Home, parents know	8.5	± 2.1	7.3	± 3.1	7.6	± 1.7	8.2	± 0.6	9.1	± 0.5	9.1	± 1.0	+0.6
	Home, parents don't know	2.1	± 0.5	2.3	± 0.4	2.2	± 0.6	2.4	± 0.3	3.1	± 0.6	3.7	± 0.7	+1.6
	From friends	31.4	± 3.2	27.9	± 4.5	28.5	± 2.6	28.5	± 1.7	27.7	± 1.6	25.3	± 1.6	-6.1
	Other adults or buy myself	8.6	± 1.9	6.1	± 1.1	6.9	± 1.1	6.5	± 0.7	5.4	± 0.4	4.8	± 0.8	-3.8
Grade 12	I don't drink	46.2	± 3.9	45.9	± 6.5	46.0	± 4.0	49.0	± 2.7	43.4	± 2.7	44.9	± 1.9	-1.3
	Home, parents know	6.8	± 1.3	8.0	± 1.9	7.6	± 0.8	7.6	± 0.8	8.9	± 0.3	9.4	± 1.1	+2.6
	Home, parents don't know	1.4	± 0.6	0.8	± 0.3	0.8	± 0.5	0.9	± 0.1	1.2	± 0.2	1.1	± 0.4	-0.3
	From friends	33.0	± 3.9	33.5	± 3.8	33.8	± 3.4	33.8	± 2.2	36.8	± 2.0	34.6	± 1.9	+1.6
	Other adults or buy myself	12.6	± 2.9	11.7	± 2.6	11.8	± 1.7	8.6	± 0.8	9.7	± 0.7	10.1	± 1.2	-2.5

Perceived Risk of Harm from Alcohol

Students were asked about their perceptions of potential harm from high consumption of alcohol (“How much do you think people risk harming themselves if they have five or more drinks once or twice each weekend?”). A “drink” is defined as a bottle of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.

Student responses are presented in Figure A10. Across all grade levels, students were most likely to respond that this behavior posed a “great risk.” Eighth-grade students were most likely to see this level of drinking as highly risky. At all grade levels, fewer than 8 percent of students indicated that they thought this level of drinking posed “no risk.”

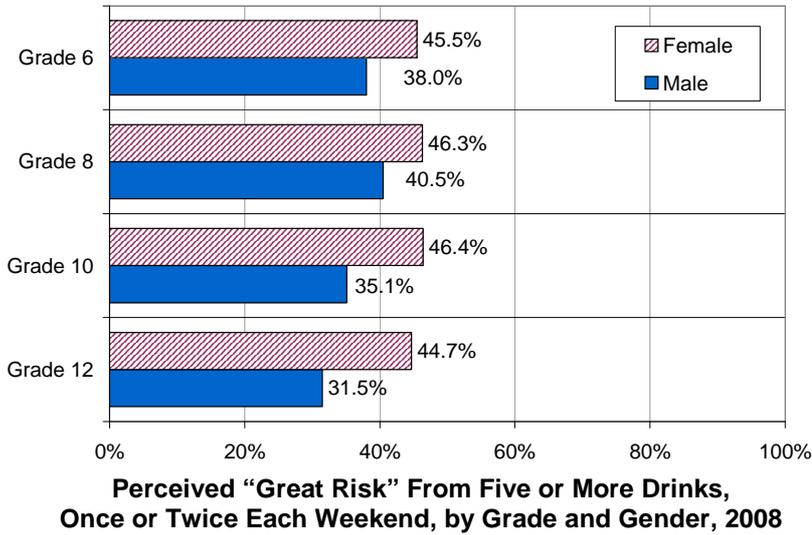
Figure A10



Perceived Risk from Five or More Drinks, Once or Twice Each Weekend, 2008

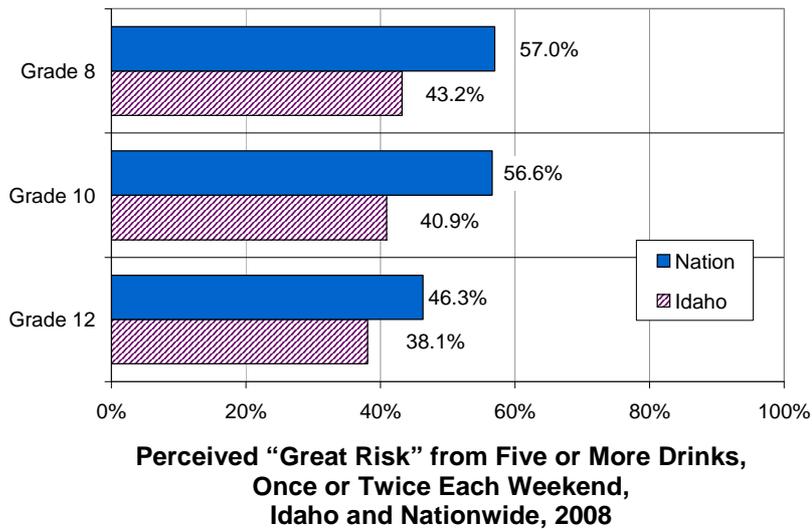
Girls in every grade surveyed were more likely than boys to indicate that people risked harming themselves if they had five or more drinks once or twice each weekend (Figure A11).

Figure A11



In Figure A12, the responses of Idaho students in eighth, 10th, and 12th grades are compared to those of students from around the country. *Idaho students in all three grades were less likely than were students nationwide to respond that people put themselves at "great risk" of harm by having five or more drinks once or twice each weekend.*

Figure A12



Parental Supervision and Student Alcohol Use

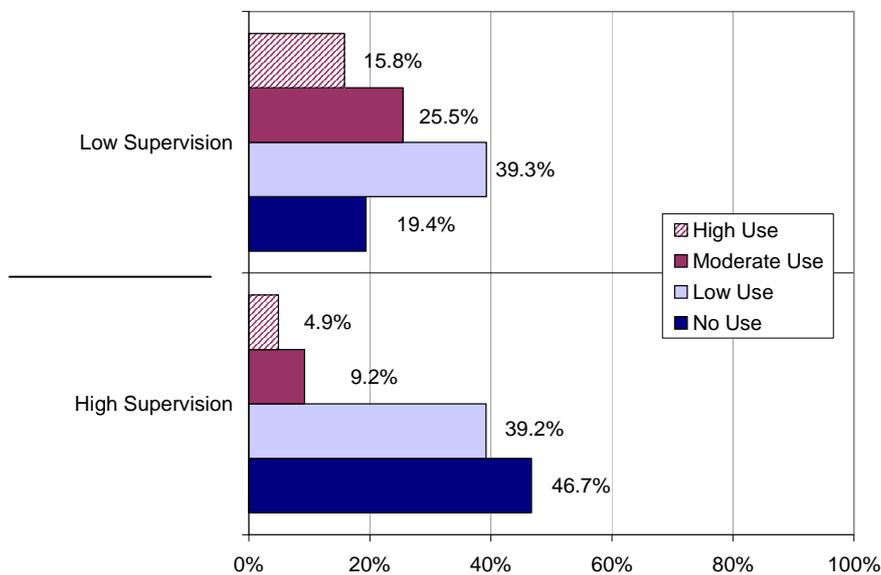
In the 2006 report, a relationship was found between the level of parental supervision and student consumption of alcohol. This same relationship was observed again in 2008. Students who experienced lower levels of supervision by their parents were more likely to report moderate or high levels of alcohol use.

The survey question about supervision was worded as follows: “When you are away from home, do your parents know where you are and who you are with?” For this analysis, the response categories “every time” and “most times” were collapsed into “high supervision,” while the responses of “sometimes,” “rarely,” or “never” were combined as “low supervision.”

Figure A13 illustrates this trend using the specific example of 12th-grade students. Among students who reported low supervision, 15.8 percent said they did not drink alcohol, 25.5 percent reported low use of alcohol, 39.3 percent reported moderate use, and 19.4 percent reported high use. In contrast, 46.7 percent of highly supervised students reported no alcohol use. Among the highly supervised students, 39.2 percent reported low alcohol use, 9.2 percent moderate use, and 4.9 percent high use.

This same overall relationship between supervision and levels of alcohol use held across the different grades. Although far fewer of the youngest students reported alcohol use, it was nevertheless the less supervised younger students who were most likely to report alcohol use, especially moderate and high levels of use.

Figure A13



Level of Alcohol Use – Grade 12 – by Parental Supervision, 2008

TOBACCO USE

A number of items on the *Idaho Substance Use and School Climate Survey* addressed student use of tobacco. Students were asked about their lifetime and recent history of smoking tobacco and using smokeless tobacco.

Overall, while the sixth-grade students' reported smoking has remained stable from 2006, it has declined when compared to the second administration of the survey in 1998. Twelfth-grade students in Idaho reported smoking less in the year 2008 than in 1998 and 2000. When compared to 1998, sixth-, eighth-, 10th, and 12th-grade students in Idaho reported smoking less in 2008. While the percentage of students who smoke nationwide also dropped in 2008, students in Idaho continued to be less likely than students in other parts of the country to smoke.

Lifetime Prevalence

Table T1 reports the percentage of students reporting any lifetime use of tobacco, from a one-time experiment to daily use. It also compares this information to data from the 1998, 2000, 2002, 2004, 2006 Idaho surveys. This same information is presented in chart format in Figure T1.

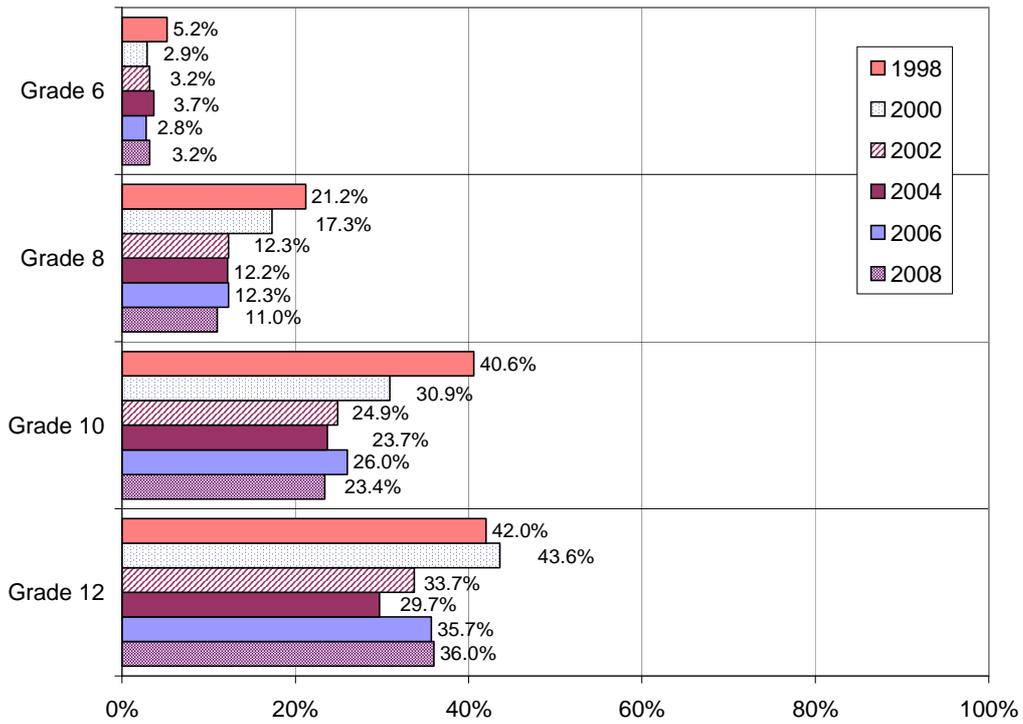
The percentage of students who reported having smoked continued to increase with each subsequent grade, until it stabilized at 12th-grade at about 36.0 percent of all students. Very few sixth-grade students (3.2%) reported having ever tried smoking. By eighth grade, this percentage increased substantially to 11.0 percent.

Table T1
Percentage of Students Who Have Ever Used Smoking Tobacco, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error	%	Margin of Error	%		%	Margin of Error	%	Margin of Error	%	Margin of Error	
Grade 6	5.2	± 0.8	2.9	± 1.4	3.2	± 0.7	3.7	± 0.5	2.8	± 0.4	3.2	± 1.0	-2.0
Grade 8	21.2	± 2.4	17.3	± 5.4	12.3	± 2.0	12.2	± 0.7	12.3	± 1.0	11.0	± 2.2	-10.2
Grade 10	40.6	± 5.0	30.9	± 3.0	24.9	± 3.5	23.7	± 1.6	26.0	± 1.3	23.4	± 3.3	-17.2
Grade 12	42.0	± 4.1	43.6	± 5.5	33.7	± 2.2	29.7	± 1.8	35.7	± 2.0	36.0	± 4.5	-6.0

At all grade levels that were surveyed in more than one year, the percentage of students reporting that they had ever smoked tobacco decreased compared to when students were surveyed in 1998.

Figure T1



Lifetime Prevalence – Any Tobacco Smoking – Idaho, by Grade Level, 1998–2008

Nationally, student use of tobacco declined in the year 2008 compared to the preceding five years (Johnston, et. al., 2008). Even with the national decline, students in Idaho reported lower levels of tobacco use than students in the national sample did. This is consistent with results reported from the 1998, 2000, 2002, 2004, and 2006 *Idaho Substance Use and School Climate Surveys*, as Table T2 illustrates. (National data is available only for grades eight, 10 and 12.)

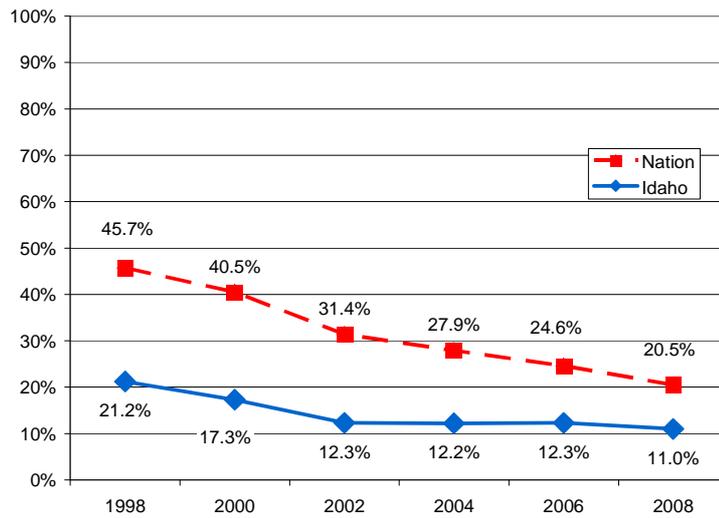
The rates of smoking for eighth-, 10th-, and 12th-grade students are also presented in individual charts (Figures T2, T3, and T4, respectively). The prevalence rates for smoking among students nationwide appear on the same chart, allowing a comparison of trends in Idaho and across the nation.

Table T2
Percentage of Students Who Have Ever Used Smoking Tobacco, Idaho and Nationwide, 1998–2008

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since 1998
	National	Idaho											
Grade 6	--	5.2	--	2.9	--	3.2	--	3.7	--	1.8	--	3.2	-2.0
Grade 8	45.7	21.2	40.5	17.3	31.4	12.3	27.9	12.2	24.6	12.3	20.5	11.0	-10.2
Grade 10	57.7	40.6	55.1	30.9	47.4	24.9	40.7	23.7	36.1	26.0	31.7	23.4	-17.2
Grade 12	65.3	42.0	62.5	43.6	57.2	33.7	52.8	29.7	47.1	35.7	44.7	36.0	-6.0

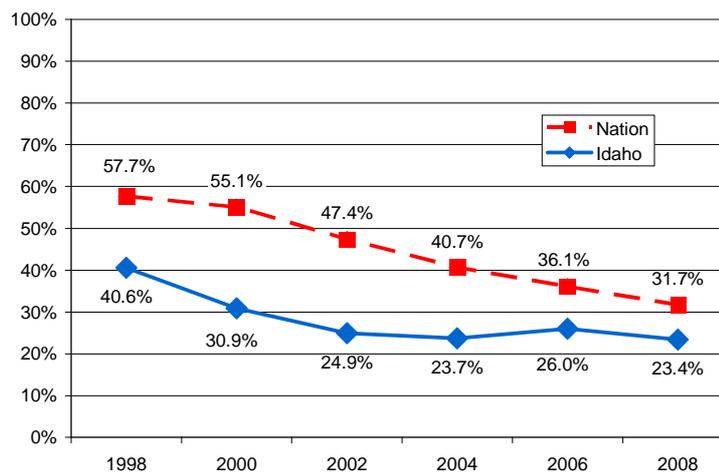
Figure T2, for example, shows that eighth-grade students reduced their lifetime prevalence of smoking nationwide and in Idaho, even though they had already started at a much lower rate. For 10th-graders, the rate of the level of smoking prevalence in 2008 (23.4%) was substantially less than among 10th-graders nationally (31.7%) (Figure T3).

Figure T2



Lifetime Prevalence - Any Tobacco Smoking - Grade 8, Idaho and Nationwide, 1998 - 2008

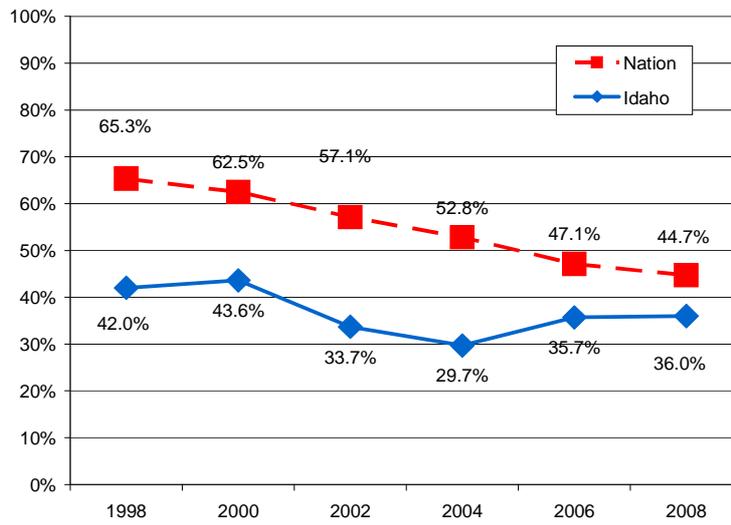
Figure T3



Lifetime Prevalence - Any Tobacco Smoking - Grade 10, Idaho and Nationwide, 1998 - 2008

Figure T4 reveals that in 2008, tobacco smoking remained stable when compared to 2006. In all three grades, *Idaho students continued to report substantially lower use of smoking tobacco than their peers nationwide.*

Figure T4

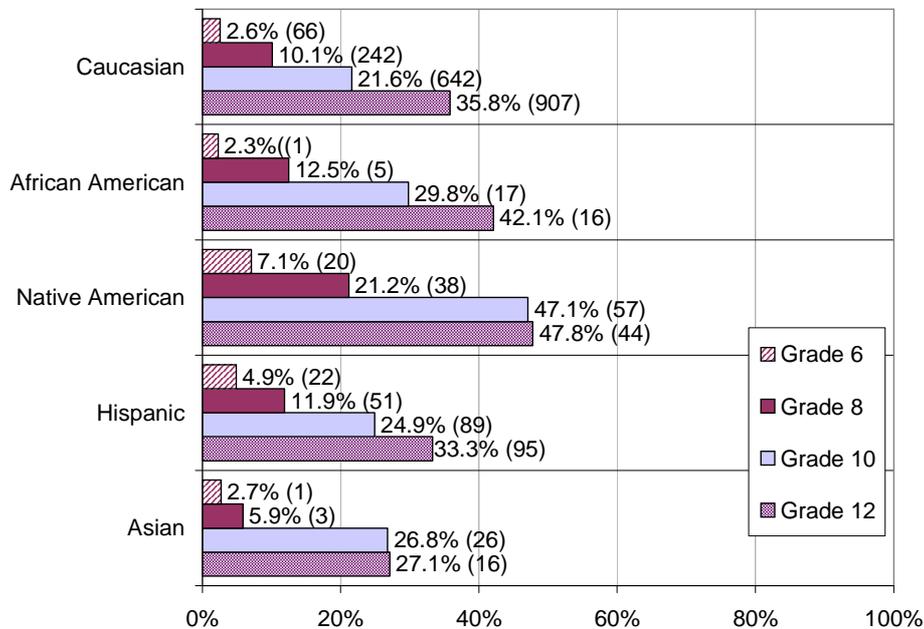


Lifetime Prevalence - Any Tobacco Smoking - Grade 12, Idaho and Nationwide, 1998 - 2008

Lifetime Prevalence of Any Tobacco Smoking, by Ethnicity

Figure T5 illustrates the lifetime prevalence of smoking by grade and ethnicity (as well as the actual number of students reporting at each level). Overall, the use of smoking tobacco increases by grade. By 12th grade, 47.8 percent of Native American students had tried smoking tobacco; African American students (42.1%), Hispanic students (33.3%), Asian students (27.1%), and Caucasian students (35.8%) reported similar lifetime prevalence for smoking tobacco use. Since Caucasian students comprised the majority of the sample (80.3%), caution should be used in the interpretation of the data. The fact that the sampling of students reflects the population pattern speaks to the validity of the survey. But because of the small number of minority students in Idaho, just a few students in a particular minority group may be represented in the chart as a big percentage. However, that percentage does not mean that there are a huge *number* of minority students participating in the use of alcohol, tobacco, and other drugs.

Figure T5



Lifetime Prevalence – Any Tobacco Smoking, by Grade Level and Ethnicity, 2008

Lifetime use of smokeless tobacco also dropped compared to earlier years. Table T3 summarizes survey data on student use of smokeless tobacco by grade level. At the eighth-grade level, with national data available, *Idaho students were less likely to report use of smokeless tobacco than were their counterparts nationwide*. By 12th grade, Idaho students were more likely to report use of smokeless tobacco than students in the nationwide sample.

Male students were much more likely to try smokeless tobacco than were female students, and virtually all students who reported using smokeless tobacco on a daily basis were male.

Table T3
Percentage of Students Who Have Ever Used Smokeless Tobacco, Idaho and Nationwide, 1998–2008

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since 1998
	National	Idaho											
Grade 6	--	1.8	--	2.1	--	1.0	--	1.5	--	1.1	--	1.5	-0.3
Grade 8	15.0	5.5	12.8	4.7	11.2	5.0	11.0	4.2	10.2	4.9	9.8	6.2	-8.8
Grade 10	22.7	13.3	19.1	11.3	16.9	8.0	13.8	9.9	15.0	13.0	12.2	12.5	-10.2
Grade 12	26.2	17.2	23.1	16.1	18.3	15.0	16.7	12.8	15.2	17.8	15.6	19.2	-7.0

Current Levels of Tobacco Use

Students were asked not only if they had ever used tobacco, but also *how often* they used it. This information helps to explain the overall decline in smoking reported above, as it distinguishes between occasional and regular users of smoking tobacco.

In 2006, declines in the overall percentage of students who reported using smoking tobacco were due primarily to lower rates of experimental or occasional use (referred to as “some” use) in Table T4. Table T4 demonstrates that this explanation continues to hold in 2008 for sixth-, eighth-, and 10th-grade students. For 12th-grade students, however, the reduction in smoking overall is most attributable to a notable drop in the percentage of students who smoke on a daily basis—down from 19.1 percent in 1998 to 9.5 percent in 2008.

Table T4
Frequency of Use of Smoking Tobacco, 1998–2008

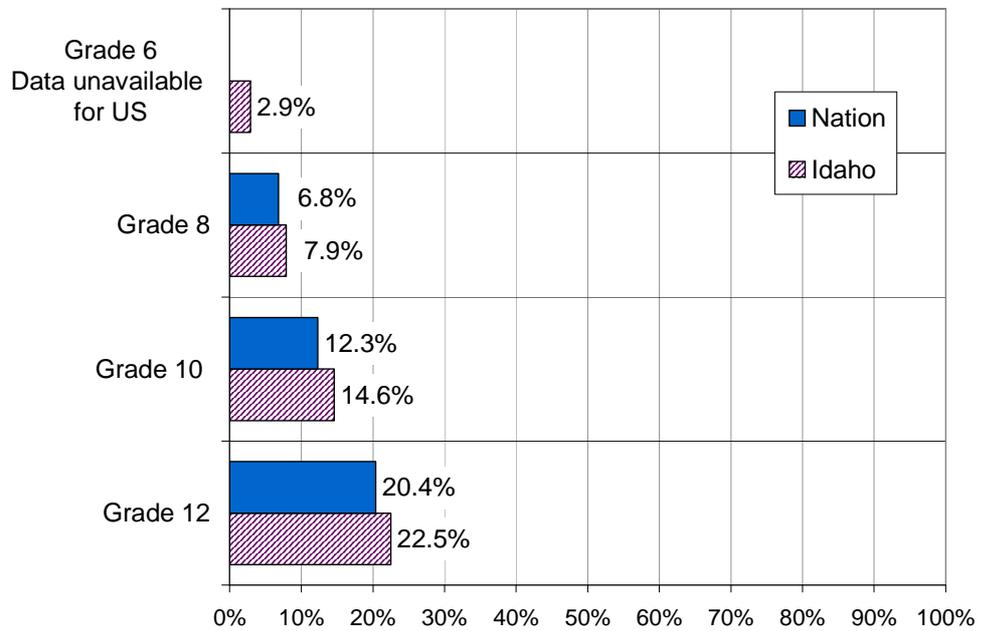
Grade	Tobacco Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998*
		%	Margin of Error											
Grade 6	Never	92.0	± 1.4	94.8	± 0.8	97.1	± 1.4	96.8	± 0.7	96.3	± 0.5	96.8	± 0.6	+4.8
	Some	6.6	± 1.2	4.3	± 0.6	2.3	± 1.1	2.9	± 0.6	2.9	± 0.4	2.4	± 0.6	-4.2
	Monthly	0.7	± 0.2	0.5	± 0.2	0.1	± 0.1	0.2	± 0.2	0.3	± 0.1	0.3	± 0.2	-0.4
	Weekly	0.4	± 0.2	0.2	± 0.1	0.3	± 0.4	0.05	± 0.05	0.2	± 0.1	0.2	± 0.1	-0.2
	Daily	0.4	± 0.2	0.2	± 0.1	0.3	± 0.2	0.08	± 0.05	0.3	± 0.1	0.3	± 0.1	-0.1
Grade 8	Never	71.3	± 2.2	78.8	± 2.4	82.7	± 5.4	87.7	± 2.0	87.8	± 0.7	89.0	± 1.2	+17.7
	Some	18.6	± 2.0	14.0	± 1.8	12.7	± 4.0	9.1	± 1.7	8.6	± 0.6	7.9	± 1.0	-10.7
	Monthly	3.4	± 0.5	2.1	± 0.6	1.3	± 0.4	0.7	± 0.3	1.2	± 0.3	1.0	± 0.4	-2.4
	Weekly	2.8	± 0.8	2.0	± 0.6	1.2	± 0.5	1.0	± 0.3	0.9	± 0.2	0.9	± 0.4	-1.9
	Daily	3.9	± 0.8	3.8	± 0.6	2.0	± 0.8	1.6	± 0.5	1.6	± 0.2	1.2	± 0.4	-2.7
Grade 10	Never	--	--	59.4	± 5.0	69.1	± 3.0	75.1	± 3.5	76.3	± 1.6	76.6	± 1.5	+17.2
	Some	--	--	17.6	± 1.7	16.0	± 1.9	13.5	± 1.8	14.0	± 1.3	13.2	± 1.2	-4.4
	Monthly	--	--	3.5	± 0.7	2.5	± 0.6	2.0	± 0.3	2.2	± 0.2	2.8	± 0.5	-0.7
	Weekly	--	--	3.8	± 0.7	3.1	± 0.4	1.6	± 0.4	2.6	± 0.4	2.4	± 0.5	-1.4
	Daily	--	--	15.7	± 5.6	9.4	± 2.4	7.8	± 2.1	4.9	± 0.3	4.9	± 0.7	-10.8
Grade 12	Never	51.9	± 3.6	58.0	± 4.1	56.4	± 5.5	66.4	± 2.2	70.4	± 1.8	64.0	± 1.9	+12.1
	Some	21.0	± 1.5	18.4	± 1.8	20.2	± 1.4	17.8	± 1.6	15.8	± 1.1	19.1	± 1.5	-1.9
	Monthly	4.3	± 0.7	3.4	± 0.8	3.3	± 0.8	3.5	± 0.6	2.7	± 0.2	4.1	± 0.8	-0.2
	Weekly	3.7	± 0.8	3.5	± 0.6	2.9	± 0.4	2.3	± 0.5	3.2	± 0.5	3.3	± 0.7	-0.4
	Daily	19.1	± 2.7	16.8	± 3.9	17.2	± 6.0	10.0	± 1.8	8.0	± 0.7	9.5	± 1.2	-9.6

*Note: Change for 10th grade is measured from 2000 as there was no data reported for 10th grade in 1998.

Another measure of tobacco use is the percentage of students who reported having smoked during the previous 30 days. This question was asked for the fifth time on the 2008 survey. Results are depicted in Figure T6 which compares Idaho results to national results for grades eight, 10, and 12 (the only grades for which national data is available).

The percentage of students who reported having smoked in the 30 days prior to the survey increased between middle school and high school and continued to increase during the high school years, which was consistent with national patterns.

Figure T6



Any Tobacco Smoking – Previous 30 Days – Idaho and Nationwide, by Grade Level, 2008

Age When Started Smoking

Students were asked how old they were when they smoked their first cigarette. Among high school seniors who said they had smoked cigarettes (33.6%), the most common response was age "15 or older" reported by 16.1 percent (see Table T5). About 10.4 percent of seniors reported that they had first smoked a cigarette at age 12 or younger.

The overall difference between male and female high school seniors who reported having smoked was within the margin of error and therefore not significant. Both girls and boys were more likely to respond that they had first smoked at age 15.

Table T5
Age When First Smoked Cigarette, Idaho Seniors, 2008

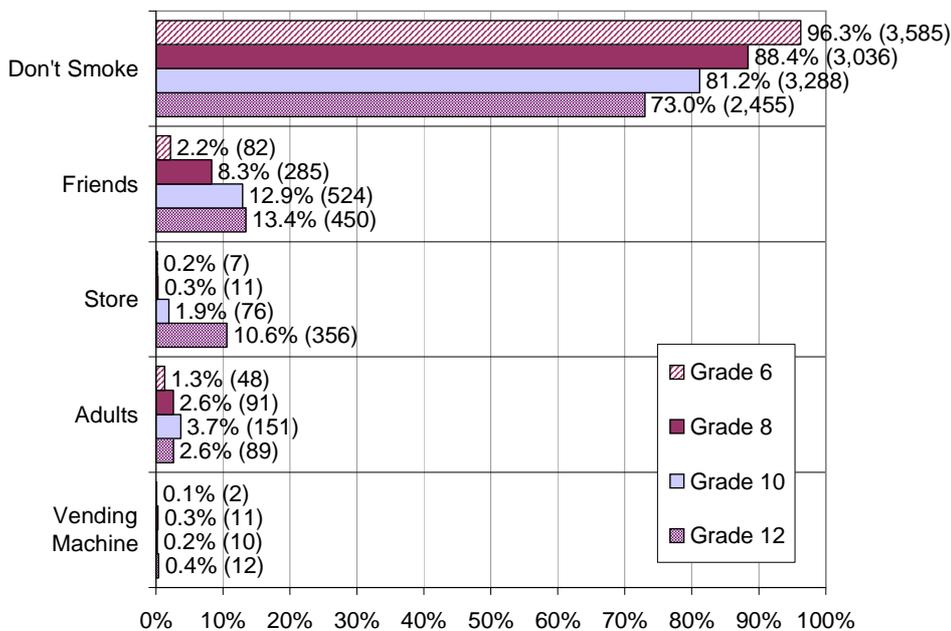
	Never Smoked	Age 10 or Younger	Age 11 – 12	Age 13 – 14	Age 15 or Older
12th-Grade Boys	66.8% (1,119)	4.4% (74)	4.7% (78)	7.5% (126)	16.5% (277)
12th-Grade Girls	66.0% (1,075)	3.9% (63)	5.3% (86)	9.3% (151)	15.6% (254)
All Idaho Seniors	66.4% (2,194)	4.1% (137)	5.0% (164)	8.4% (277)	16.1% (531)

Source of Cigarettes

Students were also asked, “If you smoke, how do you usually get the cigarettes you smoke?” Most students who smoked reported that they obtained cigarettes “from friends.” Only high school seniors, some of whom were 18 years old, commonly reported that they obtained cigarettes from a store. A smaller proportion of students answered that they got cigarettes from adults, and almost no students (less than 1 percent) generally obtained cigarettes from vending machines.

These findings are depicted in Figure T7. Students also had the option of responding, “I don’t smoke,” and this was the predominant answer chosen at all grade levels (96.3 percent of sixth-grade students, 88.4 percent of eighth-grade students, 81.2 percent of 10th-grade students, and 73.0 percent of 12th-grade students).

Figure T7



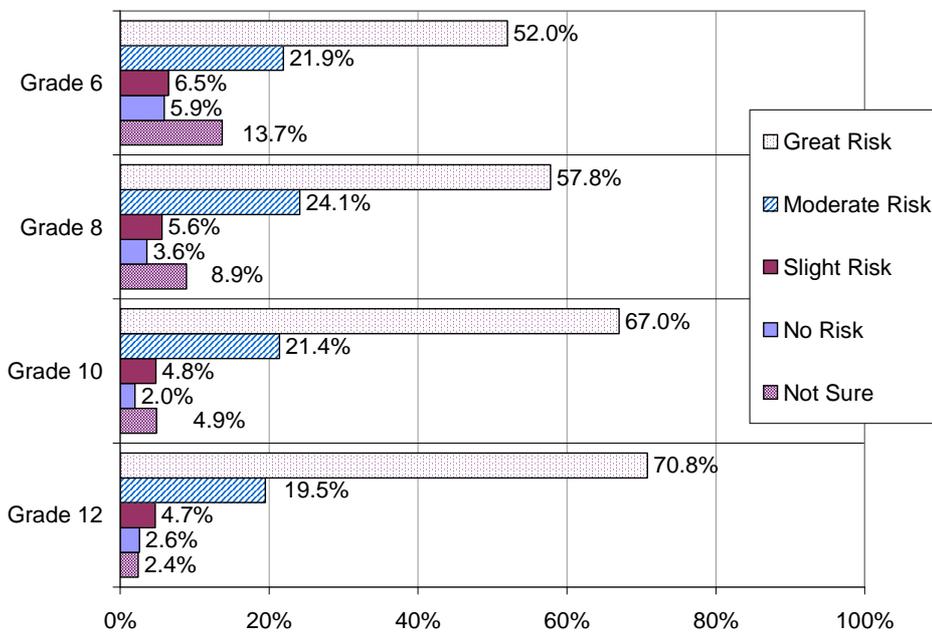
Source of Cigarettes for Smokers, 2008

Perceived Risk of Harm from Smoking

Students were asked about their perceptions of potential harm from high consumption of smoking tobacco (“How much do you think people risk harming themselves if they smoke one or more packs of cigarettes a day?”).

Student responses are presented in Figure T8. Across all grade levels, and apart from those who were “not sure,” students were most likely to respond that this behavior posed a “great risk.” In any given grade, less than 6 percent of students answered that smoking a pack of cigarette a day posed “no risk.”

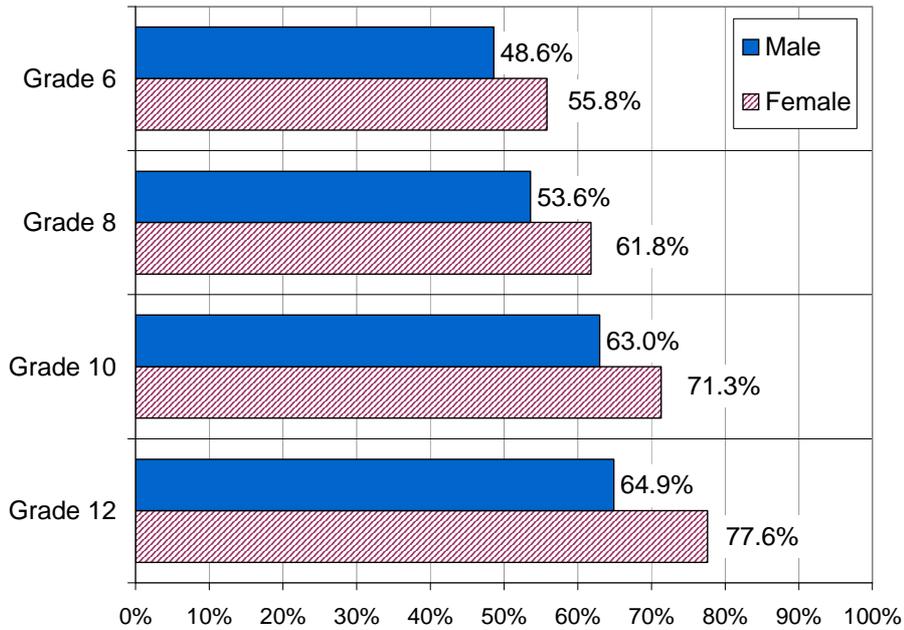
Figure T8



Perceived Risk from Smoking One Pack of Cigarettes or More Per Day, 2008

Just as girls had seen binge drinking as riskier than boys had, in every grade surveyed, girls were more likely than boys to indicate that people ran “great risk” of harming themselves if they smoked a pack or more of cigarettes each day (Figure T9).

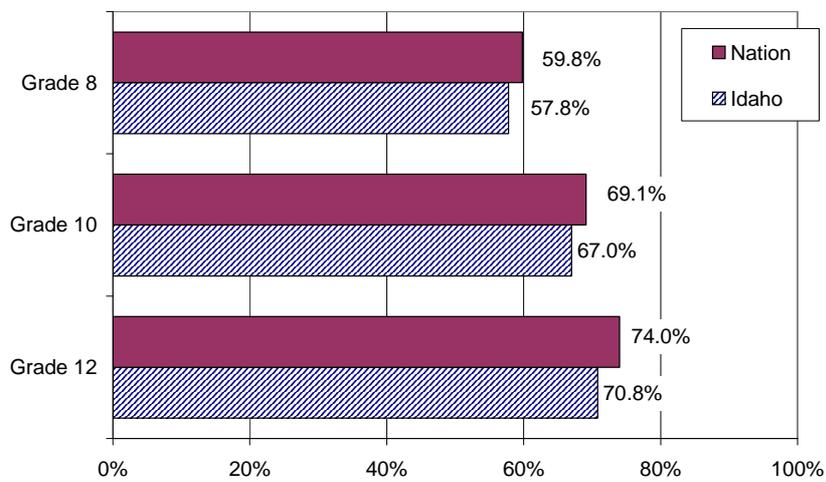
Figure T9



Perceived “Great Risk” From Smoking One Pack of Cigarettes or More Per Day, by Grade Level and Gender, 2008

Figure T10 compares the responses of Idaho students in eighth, 10th, and 12th grades who said that smoking a pack a day posed a “great risk” to responses of students in the *Monitoring the Future* national study. While the responses of eighth- and 10th-grade students were similar to those of the national study, Idaho students in the 12th-grade were somewhat less likely than were students nationwide to respond that people put themselves at “great risk” of harm by smoking a pack of cigarettes every day.

Figure T10



Perception of “Great Risk” from Smoking a Pack or More of Cigarettes Daily, Idaho and Nationwide, 2008

OTHER DRUG USE

Students were asked about the use of 11 types of illicit drugs ranging from marijuana and cocaine to steroids. They were asked both if they had ever used the various drugs, and, if they had, their frequency of use. The survey also included questions about how available students thought drugs were and how risky they perceived drug use to be.

Lifetime Prevalence of Any Illicit Drug Use

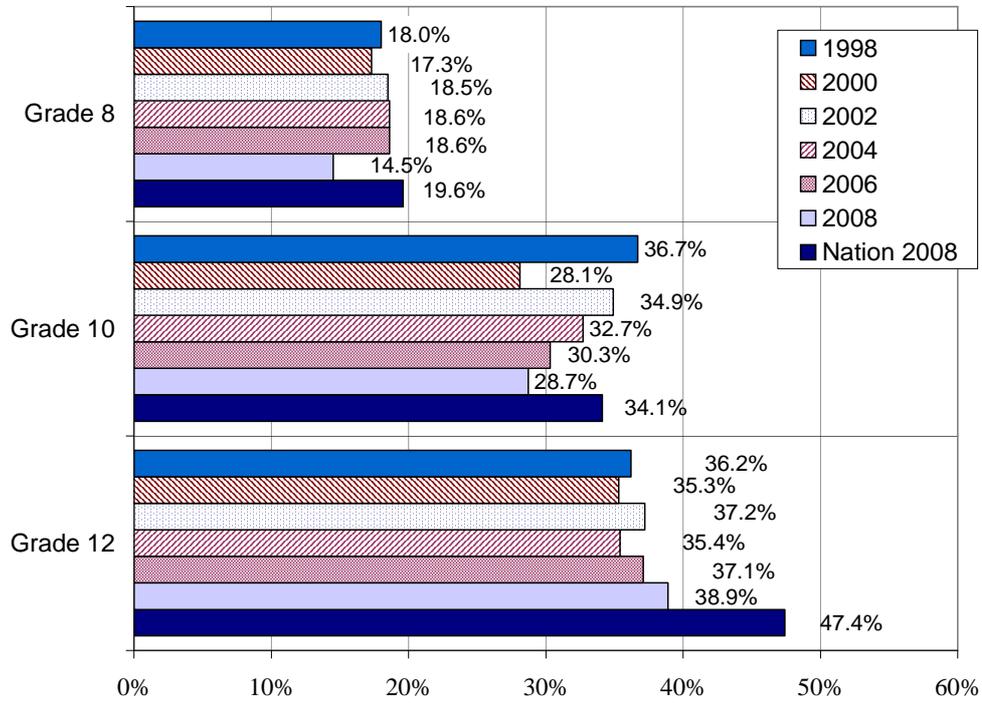
Lifetime prevalence rates indicate the proportion of students who have tried drugs at least once in their lives. *Idaho students continued to report lower lifetime prevalence rates than the national average.* For example, whereas 47.4 percent of high school seniors nationwide reported having used drugs at least once in their lifetime, only 38.9 percent of seniors in Idaho reported having used drugs (Table D1).

Figure D1 illustrates this information for eighth- 10th-, and 12th-grade students, the only grades for whom there are multiple years of Idaho data as well as national comparison data available.

Table D1
Percentage of Students Who Have Ever Used Any Illicit Drug,
Idaho and Nationwide, 1998–2008

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since 1998
	National	Idaho											
Grade 6	--	5.6	--	5.7	--	7.0	--	9.4	--	9.4	--	7.0	+1.4
Grade 8	29.0	18.0	26.8	17.3	24.5	18.5	21.5	18.6	20.9	18.6	19.6	14.5	-3.5
Grade 10	44.9	36.7	45.6	28.1	44.6	34.9	39.8	32.7	36.1	32.7	34.1	28.7	-8.0
Grade 12	54.1	36.2	54.0	35.3	53.0	37.2	51.1	35.4	48.2	35.4	47.4	38.9	+2.7

Figure D1



Lifetime Prevalence – Any Illicit Drug Use, Idaho and Nationwide, 1998–2008

Table D2 examines only the Idaho data, with consideration for the margin of error. Compared to 1998 survey results, prevalence rates of eighth-grade students in Idaho appear to have undergone a genuine decrease. When comparing the 2008 results to those of 1998, the prevalence rates of sixth-, eighth-, and 12th-grade students remained stable. The prevalence rate of 10th-grade students showed a decrease over that reported in 1998.

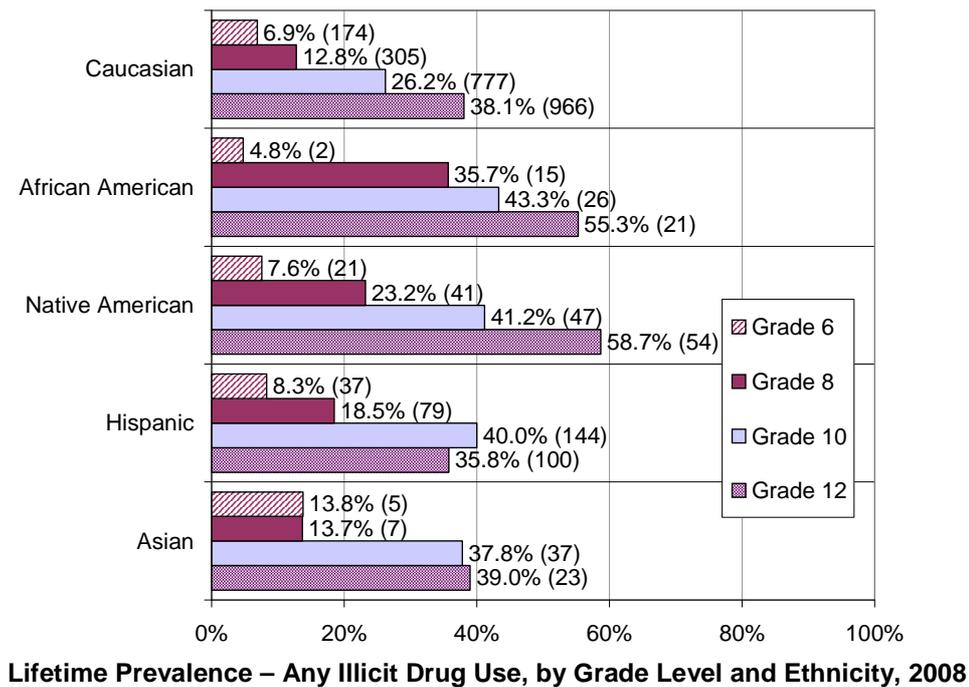
**Table D2
Lifetime Prevalence of Any Illicit Drug Use, 1998–2008**

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	5.6	± 0.8	5.7	± 1.3	7.0	± 1.2	9.4	± 1.2	7.9	± 0.6	7.0	± 1.0	+1.4
Grade 8	18.0	± 2.4	17.3	± 5.1	18.5	± 2.7	18.6	± 1.3	18.6	± 1.7	14.5	± 1.8	-3.5
Grade 10	36.7	± 5.3	28.1	± 3.3	34.9	± 4.5	32.7	± 2.6	30.3	± 2.0	28.7	± 2.6	-8.0
Grade 12	36.2	± 4.5	35.3	± 7.1	37.2	± 3.3	35.4	± 2.2	37.1	± 3.2	38.9	± 3.5	+2.7

Lifetime Prevalence of Any Illicit Drug Use by Ethnicity

Figure D2 illustrates the lifetime prevalence of any drug use by grade and ethnicity (as well as the actual number of students reporting at each level). Overall, the use of drugs increases by grade, except for reported decreases by Hispanic students in grade 12. By the 12th grade, 58.7 percent of Native American students had tried drugs. Asian students (39.0%) and African American students (55.3%) reported similar lifetime prevalence rates of drug use, and 38.1 percent of Caucasian students had tried drugs by 12th grade. Hispanic students in the 12th grade (35.8%) had the lowest lifetime prevalence of any drug use. Since Caucasian students comprised the majority of the sample (80.3%), caution should be used in the interpretation of the data. The fact that the sampling of students reflects the population pattern speaks to the validity of the survey. But because of the small number of minority students in Idaho, just a few students in a particular minority group may be represented in the chart as a big percentage. However, that percentage does not mean that there are a huge *number* of minority students participating in the use of alcohol, tobacco, and other drugs.

Figure D2



Lifetime Prevalence of Use of Specific Illicit Drugs

Lifetime Prevalence of Marijuana

As in previous years, *marijuana was the most commonly used drug* for students in eighth grade and above, and accounted for most of the drug use reported on the survey.

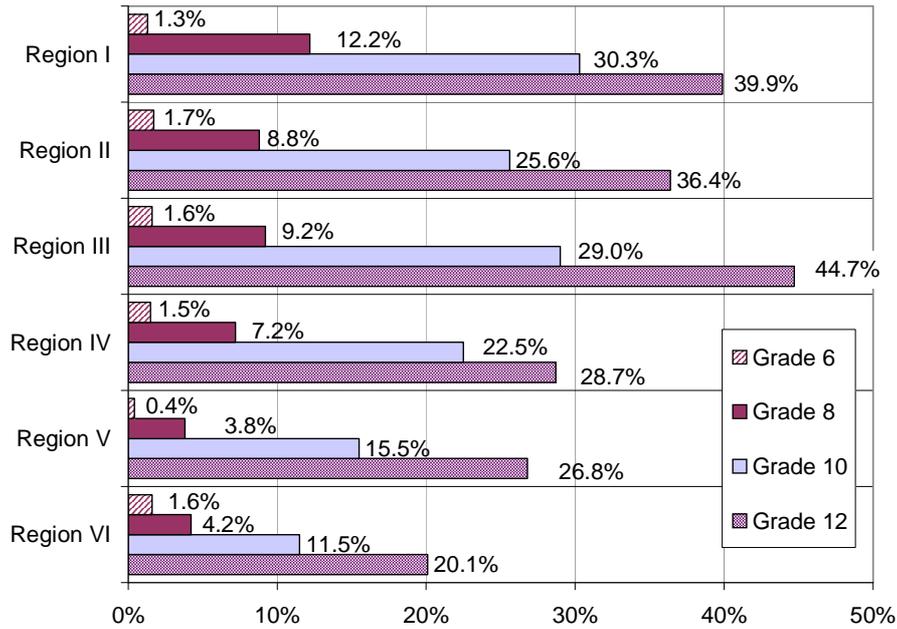
Eighth- and 10th grade students reported less marijuana use in 2008 than in 1998. Comparing results from 2008 to those of 1998, sixth- and 12th-graders reported use remained stable. Marijuana use continued to increase during high school years, until, by 12th grade, about one in three Idaho students (33.5%) had tried marijuana.

Table D3
Lifetime Prevalence of Any Marijuana Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	1.4	± 0.4	1.6	± 0.7	1.2	± 0.4	1.3	± 0.3	1.1	± 0.2	1.4	± 0.6	0
Grade 8	10.3	± 1.4	10.2	± 3.5	8.8	± 1.6	9.3	± 0.9	9.5	± 1.1	7.6	± 1.6	-2.7
Grade 10	30.5	± 4.8	23.6	± 3.1	25.5	± 4.8	23.8	± 2.4	23.9	± 2.1	22.8	± 3.0	-7.7
Grade 12	30.4	± 4.2	32.0	± 6.8	29.0	± 2.9	27.1	± 2.0	30.3	± 3.3	33.5	± 4.0	+3.1

As Figure D3 illustrates, student use of marijuana differed significantly from one region of the state to another. Students in Regions IV, V, and VI were less likely than other students to have tried marijuana in their lifetime. Region III reported more use at grade 12 than did other regions. The highest use of marijuana by 10th-graders was reported by Region I, closely followed by Region III.

Figure D3



Lifetime Prevalence – Any Marijuana Use – Regional Variation, 2008

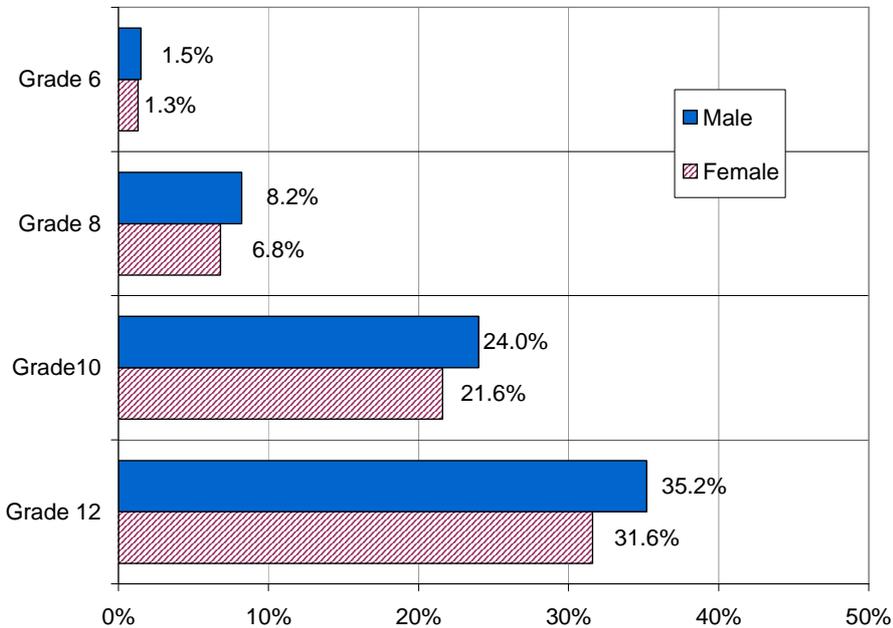
As reflected in Table D4, students in Idaho remained far less likely than their peers nationally to have tried marijuana.

Figure D4 compares the marijuana use of boys and girls in different grades. Boys reported more use of marijuana than did girls in grades eight, 10, and 12, whereas gender differences were not significant in grade six.

Table D4
Percentage of Students Who Have Ever Used Marijuana,
Idaho and Nationwide, 1998–2008

Grade	1998		2000		2002		2004		2006		2008		Idaho Change Since 1998
	National	Idaho											
Grade 6	--	1.4	--	1.6	--	1.2	--	1.3	--	1.1	--	1.4	0.0
Grade 8	22.2	10.3	20.3	10.2	19.3	8.8	16.3	9.3	15.7	9.5	14.6	7.6	-2.7
Grade 10	39.6	30.5	40.3	23.6	38.7	25.5	35.1	23.8	31.8	23.9	29.9	22.8	-7.7
Grade 12	49.1	30.4	48.8	32.0	47.8	29.0	45.1	27.1	42.3	30.3	42.6	33.5	+3.1

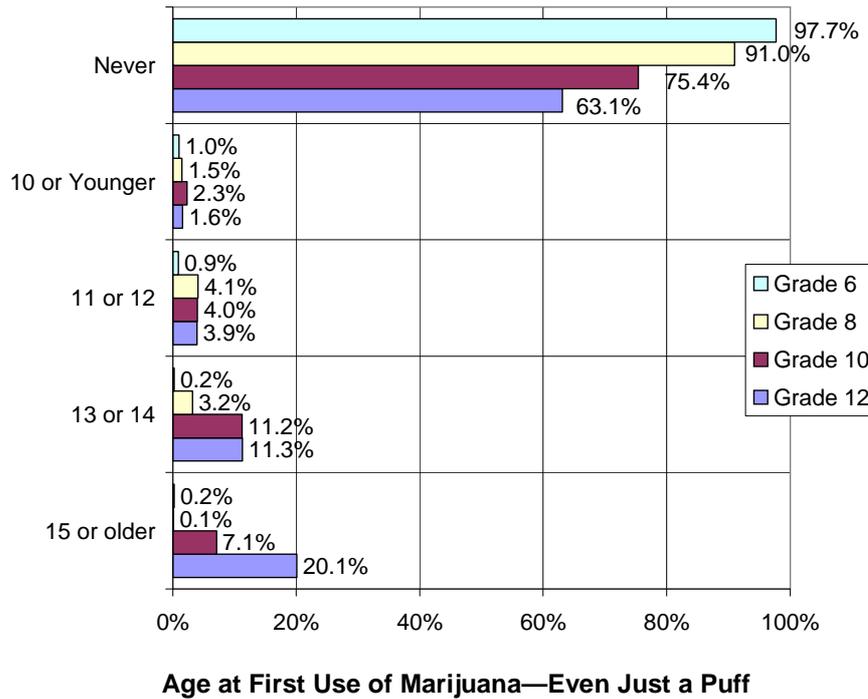
Figure D4



Lifetime Prevalence – Any Marijuana Use, by Grade Level and Gender, 2008

Students were asked how old they were when they smoked when they first smoked marijuana, even just a puff. Among high school seniors who said they had smoked marijuana (36.9%), the most common response was age “15 or older,” reported by 20.1 percent (see Figure D5). About 5.5 percent of seniors reported that they had first smoked marijuana at age 12 or younger.

Figure D5



Lifetime Prevalence of Cocaine

About 6.9 percent of Idaho high school seniors reported that they had ever tried cocaine. Eighth-grade students reported that they were less likely in 2008 than in 1998 to have tried cocaine. When taking margin of error into account, prevalence among sixth-, 10th-, and 12th-grade students remained about the same as in 1998 (Table D5).

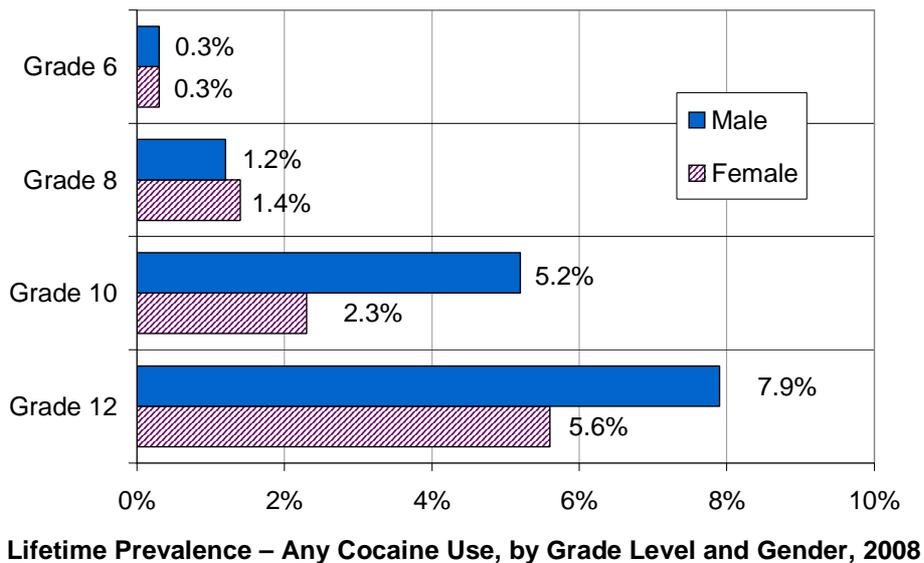
Boys and girls reported similar levels of cocaine use in grades six and eight (Figure D6). In grades 10 and 12, more boys than girls had tried cocaine.

Prevalence of cocaine use among Idaho eighth-graders was well below cocaine use of their peers in other parts of the United States, where, on average, 3.0 percent of students reported some lifetime use. Level of use by 12th-graders in Idaho was less than that of students across the nation. Nationally, 10th- and 12th-graders reported that 4.5 percent and 7.2 percent of them, respectively, had tried cocaine (Johnston, et. al., 2008).

Table D5
Lifetime Prevalence of Any Cocaine Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.3	± 0.2	0.6	± 0.3	0.3	± 0.2	0.5	± 0.1	0.3	± 0.1	0.3	± 0.2	0.0
Grade 8	2.5	± 0.7	1.6	± 0.3	1.8	± 0.4	1.7	± 0.3	1.8	± 0.3	1.3	± 0.8	-1.2
Grade 10	5.1	± 1.4	5.7	± 1.0	4.6	± 1.2	3.5	± 0.3	4.8	± 0.6	3.7	± 1.2	-1.4
Grade 12	6.2	± 1.9	7.3	± 2.8	4.4	± 0.8	4.3	± 0.5	5.9	± 1.2	6.9	± 1.8	+0.7

Figure D6



Lifetime Prevalence of Opiates

The category “opiates” includes the drugs heroin, codeine, and opium. Use of these drugs was also uncommon among students in Idaho, as Table D6 illustrates.

When compared with 1998, reported use of opiates in 2008 remained stable for sixth- and 10th-grade students, showed decreases in eighth-grade students, and increases in 12th-grade students.

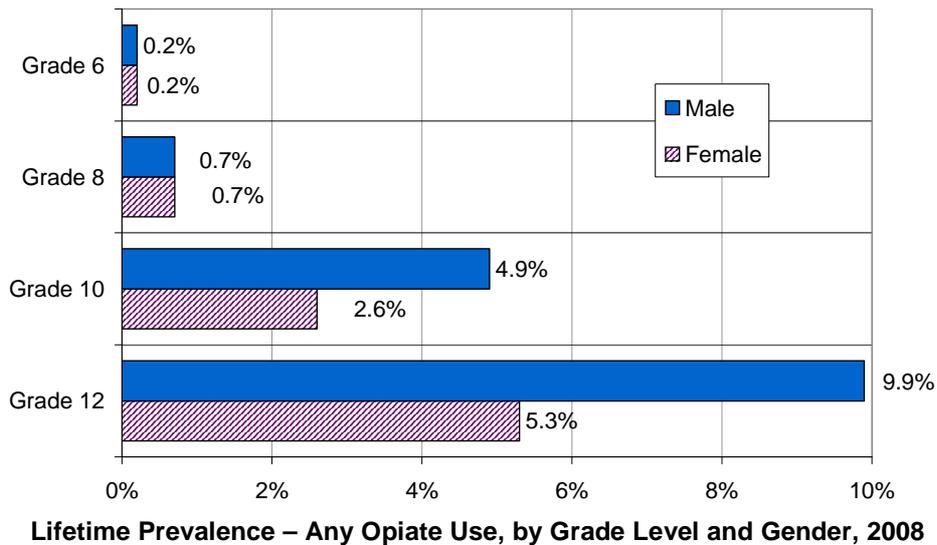
The national youth survey, *Monitoring the Future*, reports heroin and other opiate use separately and therefore does not provide comparable statistics.

Boys and girls reported similar levels of opiate use at sixth- and eighth-grade levels. Significant differences were found between the genders in grades 10 and 12 (Figure D7).

Table D6
Lifetime Prevalence of Any Opiate Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.1	± 0.1	0.6	± 0.5	0.5	± 0.3	0.3	± 0.1	0.3	± 0.1	0.2	± 0.2	+0.1
Grade 8	2.0	± 0.5	1.6	± 0.7	1.8	± 0.5	1.6	± 0.2	1.3	± 0.3	0.7	± 0.6	-1.3
Grade 10	3.6	± 1.1	5.2	± 1.4	4.9	± 1.1	3.7	± 0.4	4.1	± 0.5	3.8	± 1.2	+0.2
Grade 12	5.2	± 1.1	6.5	± 2.6	5.2	± 1.0	4.7	± 0.5	5.8	± 1.0	7.6	± 2.0	+2.4

Figure D7



Lifetime Prevalence of Depressants

The Idaho survey in 2008 included, under the category “depressants,” the drugs known as quaaludes, ludes, downers, and reds. These drugs were also uncommon, reportedly used by about 3.3 percent or fewer Idaho students, across all grades. Compared to earlier years, reported use changed very little (variations were within the margin of error). When compared to 1998, the lifetime prevalence of any depressant use has declined among Idaho sixth-graders.

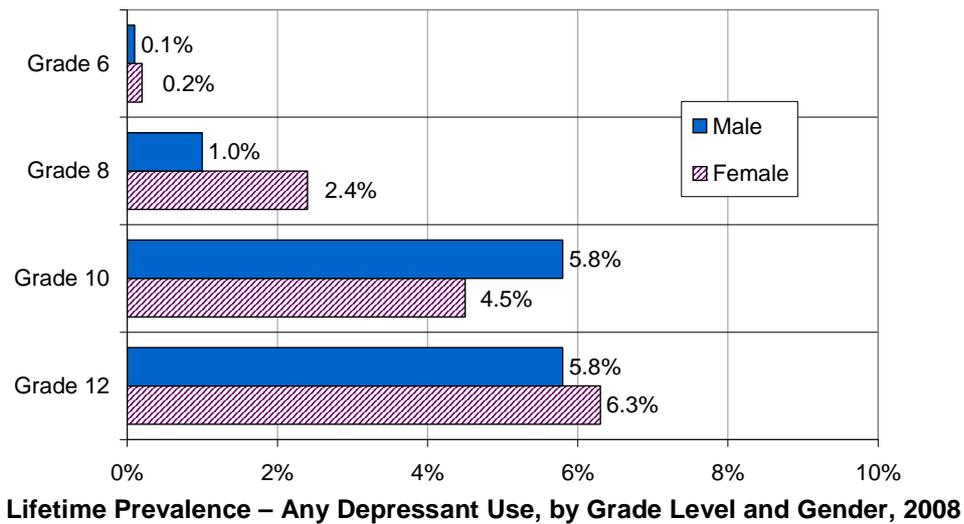
Because the Idaho survey combines hypnotic drugs, such as quaaludes, with barbiturate-type drugs, such as “downers,” these responses are not comparable to national data from the *Monitoring the Future* study, which separates the two.

As reflected in Figure D8, boys and girls reported similar levels of depressant use in grades six, eight, and 12. Boys used more depressants than girls in tenth grade.

Table D7
Lifetime Prevalence of Any Depressant Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.5	± 0.2	0.6	± 0.3	0.1	± 0.1	0.4	± 0.1	0.3	± 0.1	0.2	± 0.2	-0.3
Grade 8	2.5	± 0.8	2.5	± 1.5	2.1	± 0.6	2.6	± 0.3	2.8	± 0.4	1.8	± 1.0	-0.7
Grade 10	5.5	± 1.9	5.7	± 0.9	6.1	± 1.5	5.3	± 0.4	5.9	± 0.6	5.1	± 1.0	-0.4
Grade 12	4.0	± 0.7	5.2	± 2.2	4.4	± 1.0	5.1	± 0.5	5.7	± 0.8	6.2	± 2.0	+2.2

Figure D8



Lifetime Prevalence of Hallucinogens

The survey included the drugs angel dust, LSD, PCP, 'shrooms, acid, and DMT in the category of hallucinogens. The use of these drugs dropped among sixth-, eighth-, 10th-, and 12th-graders, compared to reported use in 1998. Table D8 presents these findings.

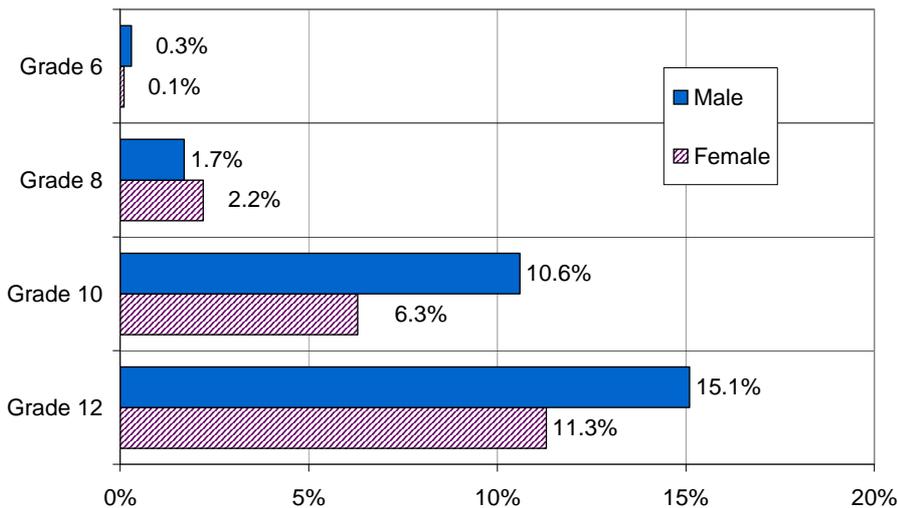
Boys reported higher levels of hallucinogenic drug use than girls did, for grades 10 and 12. There are no significant gender differences for grades six and eight (Figure D9).

Because the Idaho survey combines a number of hallucinogenic drugs that the *Monitoring the Future* study separates into two separate groups (LSD and hallucinogens), a comparison to the national data is not possible.

Table D8
Lifetime Prevalence of Any Hallucinogens Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.8	± 0.4	0.1	± 0.4	0.4	± 0.2	0.6	± 0.2	0.4	± 0.2	0.2	± 0.2	-0.6
Grade 8	4.9	± 0.8	4.3	± 2.6	3.5	± 0.7	3.5	± 0.3	3.6	± 0.4	2.0	± 1.0	-2.9
Grade 10	13.7	± 4.0	10.2	± 1.9	9.3	± 2.8	8.1	± 0.9	9.3	± 1.2	8.4	± 2.0	-5.3
Grade 12	13.9	± 2.8	14.3	± 5.4	9.2	± 1.6	8.6	± 0.9	10.3	± 2.3	12.7	± 2.3	-1.2

Figure D9



Lifetime Prevalence – Any Hallucinogen Use, by Grade Level and Gender, 2008

Lifetime Prevalence of Inhalants

Students were asked if they had “used inhaled substances to get high (glue, gasoline, paint thinner, spray cans).” Although inhalant consumption affected only between 3.9 and 8.9 percent of students, it was *the most commonly reported drug use among sixth-grade students*. As Table D9 makes clear, the use of inhaled substances reversed the usual trend of increased use with age; instead, inhalants were preferred by younger students (grades eight and 10).

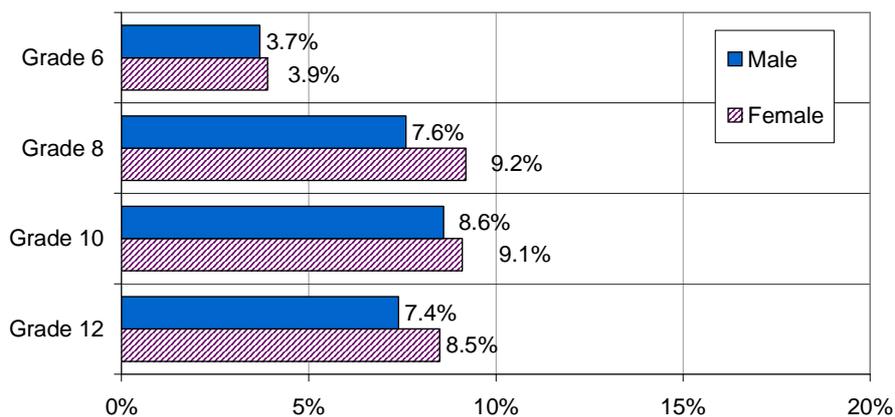
Compared to 1998 however, the use of inhalants by all grades remained stable, taking margin of error into account.

More girls than boys used inhalants in eighth grade. Taking into consideration the margin of error, both boys and girls reported similar rates of use of inhalants in sixth, 10th, and 12th grade (Figure D10).

Table D9
Lifetime Prevalence of Any Inhalant Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	4.1	± 0.7	4.4	± 1.0	3.5	± 1.1	5.0	± 0.7	4.5	± 0.5	3.9	± 1.0	-0.2
Grade 8	10.2	± 2.1	9.7	± 2.8	8.2	± 1.4	9.1	± 0.6	10.4	± 0.8	8.3	± 1.6	-1.9
Grade 10	10.7	± 2.2	11.6	± 2.6	8.8	± 1.0	10.2	± 1.1	11.1	± 0.8	8.9	± 1.6	-1.8
Grade 12	7.1	± 1.3	7.5	± 2.1	6.0	± 0.8	7.2	± 0.4	7.5	± 0.4	8.0	± 1.4	+0.9

Figure D10



Lifetime Prevalence – Any Inhalant Use, by Grade Level and Gender, 2008

Nationwide, the use of inhalants has also declined in recent years, but lifetime prevalence rates continued to be considerably higher than in Idaho. In national surveys of eighth-, 10th-, and 12th-grade, students reported that 15.7 percent, 12.8 percent, and 9.9 percent of them, respectively, had used inhaled substances (Table D10).

Table D10
Percentage of Students Who Have Ever Used Inhaled Substances, Idaho and Nationwide, 1998–2008

Grade	1998		2000		2002		2004		2006		2006		Idaho Change Since 1998
	National	Idaho											
Grade 6	--	4.1	--	4.4	--	3.5	--	5.0	--	4.5	--	3.9	-0.2
Grade 8	20.5	10.2	17.9	9.7	15.2	8.2	17.3	9.1	16.1	10.4	15.7	8.3	-1.9
Grade 10	18.3	10.7	16.6	11.6	13.5	8.8	12.4	10.2	13.1	11.1	12.8	8.9	-1.8
Grade 12	15.2	7.1	14.2	7.5	11.7	6.0	10.9	7.2	11.1	7.5	9.9	8.0	+0.9

Lifetime Prevalence of Tranquilizers

The use of tranquilizing drugs, such as Valium, Librium, and Xanax, remained low and possibly even declined among the younger students surveyed (Table D11). Student-reported use of tranquilizers in all grades has remained stable when compared to 2006. National data (Johnston, et. al., 2008) suggest a slight decrease in the use of tranquilizers among high school students when compared to 2006 (10.3 percent in 2006 versus 8.9 percent in 2008).

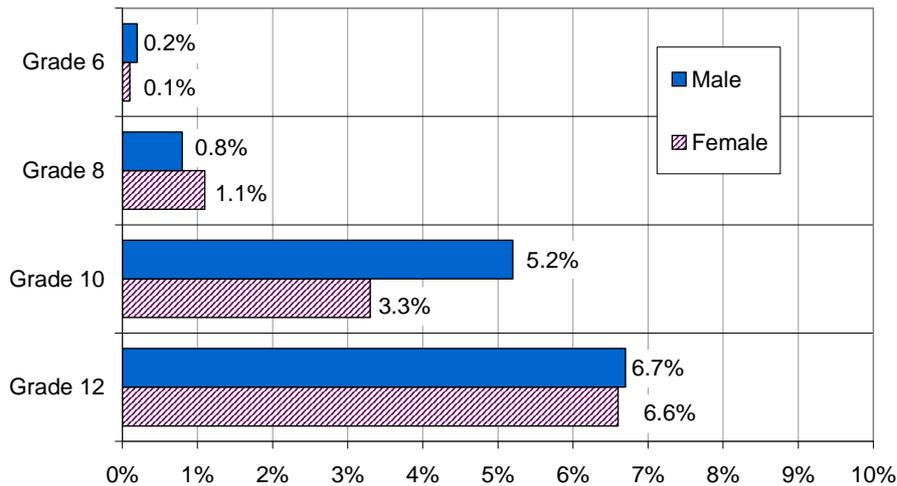
Boys and girls surveyed reported very similar levels of tranquilizer use across grades six, eight, and 12 (Figure D11). More boys than girls used tranquilizers in 10th grade.

Once again, prevalence rates in Idaho remained below national levels. In the *Monitoring the Future* study, 3.9 percent of eighth-grade students, 6.8 percent of 10th-grade students, and 8.9 percent of 12th-grade students reported some lifetime use of tranquilizers.

Table D11
Lifetime Prevalence of Any Tranquilizer Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.4	± 0.3	0.3	± 0.2	0.3	± 0.2	0.4	± 0.1	0.3	± 0.1	0.2	± 0.2	-0.2
Grade 8	1.6	± 0.7	1.5	± 0.9	1.6	± 0.6	1.3	± 0.1	1.2	± 0.2	1.0	± 1.4	-0.6
Grade 10	3.6	± 1.3	4.8	± 1.0	4.8	± 1.3	4.5	± 0.6	3.7	± 0.5	4.3	± 1.6	+0.7
Grade 12	4.1	± 1.2	6.6	± 2.1	5.6	± 1.1	5.4	± 0.5	5.8	± 1.1	6.7	± 1.0	+2.6

Figure D11



Lifetime Prevalence – Any Tranquilizer Use, by Grade Level and Gender, 2008

Lifetime Prevalence of Methamphetamines

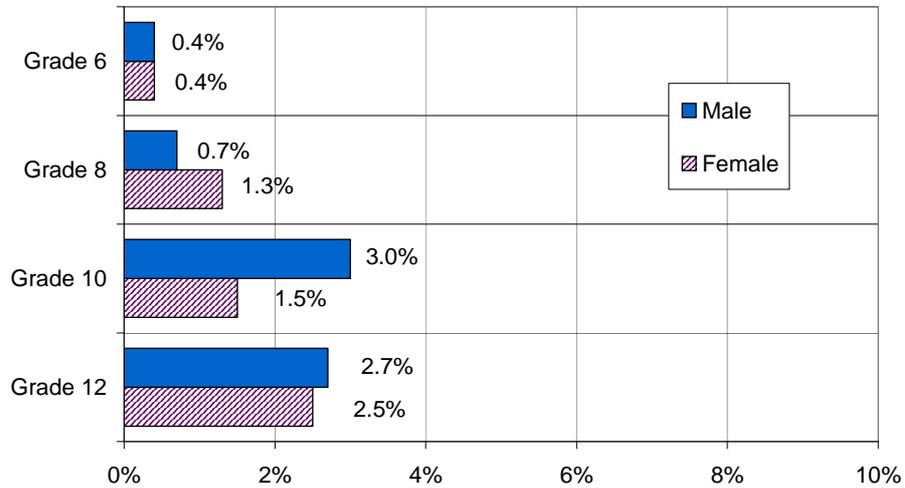
The student survey included crystal, meth, crank, and ice as examples within the category of methamphetamines. When compared to 1998, the reported use of methamphetamines by students in eighth, 10th, and 12th grade has declined (Table D12).

There was little difference between boys and girls in Idaho in their reported use of methamphetamines (Figure D12).

Table D12
Lifetime Prevalence of Methamphetamines, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.5	± 0.4	0.9	± 0.4	0.5	± 0.2	0.8	± 0.2	0.4	± 0.2	0.4	± 0.2	-0.1
Grade 8	2.7	± 0.8	2.9	± 1.4	2.6	± 0.6	2.2	± 0.3	2.1	± 0.3	1.0	± 0.6	-1.7
Grade 10	7.8	± 2.2	6.9	± 1.1	5.5	± 1.6	4.6	± 0.7	3.9	± 0.4	2.3	± 1.2	-5.5
Grade 12	8.2	± 1.9	8.6	± 3.2	4.8	± 1.1	5.0	± 0.6	3.8	± 0.3	2.4	± 1.4	-5.8

Figure D12



Lifetime Prevalence – Any Methamphetamine Use, by Grade Level and Gender, 2008

Lifetime Prevalence of Steroids

Table D13 reports on the use of steroids among students in Idaho, which remained similar in 2008 to levels reported in 2006 for grades six, 10, and 12. There was a slight decrease in reported use of steroids by tenth-grade students when compared to their reported use in 2006. Lifetime prevalence of steroid use among sixth-, 10th-, and 12th-graders remained stable in 2008, when compared to 1998. Nationwide, 1.4 percent of eighth-graders, 1.4 percent of 10th-graders, and 2.2 percent of 12th-graders reported steroid use in 2008.

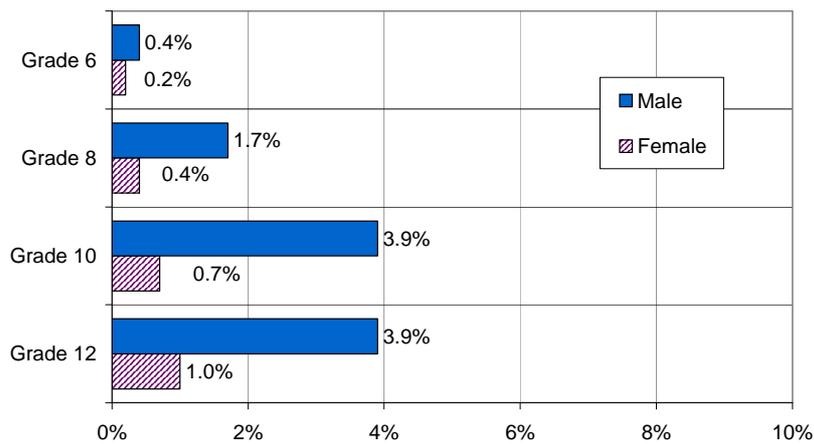
Figure D13 reveals the important differences between boys and girls in the use of steroids. Boys across all grades were substantially more likely than girls to report that they had used steroids.

Students who played school sports were also somewhat more likely than those who did not participate in school sports to report the use of steroids.

Table D13
Lifetime Prevalence of Any Steroid Use, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	0.8	± 0.3	1.0	± 0.3	1.0	± 0.4	1.2	± 0.2	0.7	± 0.2	0.6	± 0.4	-0.2
Grade 8	1.7	± 0.4	1.3	± 0.3	2.3	± 0.5	1.8	± 0.3	1.6	± 0.2	1.2	± 0.1	-0.5
Grade 10	3.0	± 0.5	4.1	± 1.4	3.7	± 0.7	2.7	± 0.2	2.0	± 0.2	2.2	± 0.2	-0.8
Grade 12	2.8	± 0.6	3.4	± 0.5	3.3	± 0.7	2.7	± 0.4	2.8	± 0.2	2.4	± 0.2	-0.4

Figure D13



Lifetime Prevalence – Any Steroid Use, by Grade Level and Gender, 2008

Lifetime Prevalence of Ecstasy

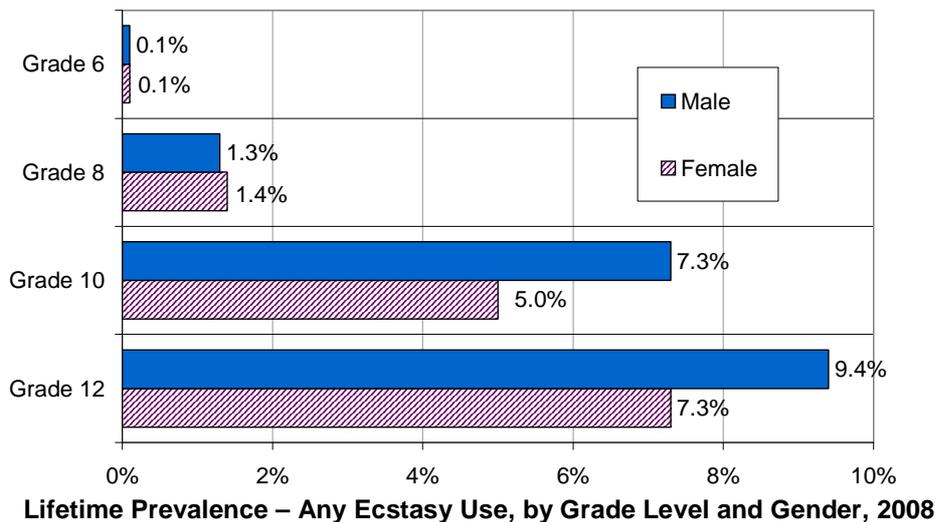
Table D14 reports on the use of ecstasy among students in Idaho. This is the fourth year that this drug has been tracked by the survey. Prevalence rates in Idaho for 10th and 12th grades remained above national levels. Nationwide, 2.4 percent of eighth-graders, 4.3 percent of 10th-graders, and 6.2 percent of 12th-graders reported ecstasy use in 2008. Life prevalence of ecstasy has increased for 12th-graders when compared to 2002.

From 10th grade on, boys reported a higher rate of using ecstasy than girls did. Statistically significant differences were found in the levels of use of ecstasy in grades 10 and 12. (Figure D14).

Table D14
Lifetime Prevalence of Ecstasy Use, 2006

Grade	Idaho 2002		National	Idaho 2004		National	Idaho 2006		National	Idaho 2008		National
	%	Margin of Error	%									
Grade 6	0.3	± 0.2	--	0.2	± 0.1	± 0.1	0.0	± 0.1	--	1.0	± 0.2	--
Grade 8	3.0	± 0.5	4.3	1.7	± 0.2	± 0.2	0.6	± 0.2	2.5	1.4	± 0.8	2.4
Grade 10	5.9	± 2.1	6.6	3.7	± 0.5	± 0.5	2.0	± 0.6	4.5	6.2	± 1.6	4.3
Grade 12	4.7	± 1.0	10.5	3.6	± 0.3	± 0.3	2.8	± 0.8	6.5	8.5	± 2.0	6.2

Figure D14



Levels of Current Illicit Drug Use

Student overall illicit drug use was calculated using four categories:

No Use. Student reported never having tried marijuana, depressants, tranquilizers, inhalants, methamphetamines, ecstasy, cocaine, opiates, or hallucinogens.

Low Use. Student reported having tried at least one of the following drugs and possibly used one of them as frequently as monthly: marijuana, depressants, tranquilizers, inhalants, methamphetamines, ecstasy. Student reported never having tried cocaine, opiates, or hallucinogens.

Moderate Use. Student reported weekly use of marijuana, depressants, tranquilizers, inhalants, methamphetamines, or ecstasy, and/or reported having tried cocaine, opiates, or hallucinogens.

High Use. Student reported daily use of marijuana, depressants, tranquilizers, inhalants, methamphetamines, or ecstasy, or reported weekly use of more than one of these substances, or reported monthly or more frequent use of cocaine, opiates, or hallucinogens.

Table D15 presents findings on overall levels of student drug use as reported on the surveys of 1998, 2000, 2002, 2004, 2006, and 2008. The level of “No Use” remains stable for grades six, 10, and 12 when compared to 1998. The level of “No Use” by eighth-grade students reflects a significant increase when compared to reported levels in 1998 and when taking margins of error into account. By the same token, other categories of drug use “moderate use” and “high use” – reported by eighth-grade students declined significantly compared to 1998.

Table D15
Levels of Illicit Drug Use, Idaho, by Grade Level, 1998–2008

Grade	Drug Use Category	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
		%	Margin of Error											
Grade 6	No Use	94.4	± 0.8	94.3	± 1.3	93.0	± 1.2	90.6	± 1.1	92.1	± 0.6	93.0	± 1.0	-1.4
	Low Use	4.4	± 0.8	4.3	± 1.4	5.5	± 1.1	7.7	± 1.0	6.7	± 0.5	5.9	± 0.9	+1.5
	Moderate Use	0.8	± 0.3	0.7	± 0.6	1.0	± 0.4	0.8	± 0.1	0.7	± 0.2	0.8	± 0.3	0.0
	High Use	0.4	± 0.3	0.7	± 0.6	0.4	± 0.1	0.9	± 0.2	0.5	± 0.1	0.3	± 0.1	-0.1
Grade 8	No Use	82.0	± 2.4	82.7	± 5.1	81.5	± 2.7	81.4	± 1.3	81.4	± 1.7	85.5	± 1.4	+3.5
	Low Use	10.7	± 1.6	10.9	± 2.5	11.6	± 1.9	11.8	± 0.7	12.3	± 1.3	10.4	± 1.2	-0.3
	Moderate Use	4.0	± 1.0	3.5	± 1.8	3.8	± 0.8	4.0	± 0.4	3.6	± 0.3	2.6	± 0.6	-1.4
	High Use	3.2	± 0.8	2.8	± 1.3	3.1	± 0.8	2.8	± 0.4	2.7	± 0.5	1.5	± 0.4	-1.7
Grade 10	No Use	63.3	± 5.33	71.9	± 3.3	65.1	± 4.5	67.3	± 2.6	69.7	± 2.0	71.3	± 1.6	+8.0
	Low Use	18.0	± 2.6	13.2	± 1.4	17.9	± 1.7	18.4	± 1.2	15.9	± 1.0	14.9	± 1.3	-3.1
	Moderate Use	10.9	± 1.8	7.4	± 1.5	8.3	± 1.6	7.4	± 0.8	7.6	± 0.8	7.2	± 0.9	-3.7
	High Use	7.9	± 2.9	7.4	± 2.0	8.7	± 2.9	7.0	± 0.8	6.7	± 1.0	6.6	± 0.9	-1.3
Grade 12	No Use	63.8	± 4.5	64.7	± 7.1	62.8	± 3.3	64.6	± 2.2	62.9	± 3.2	61.1	± 1.9	-2.7
	Low Use	16.7	± 3.0	16.8	± 2.4	19.7	± 2.2	18.5	± 1.1	20.7	± 1.0	19.3	± 1.5	+2.6
	Moderate Use	11.6	± 1.8	10.9	± 3.0	8.9	± 1.3	8.8	± 0.8	8.6	± 1.2	10.2	± 1.2	-1.4
	High Use	7.9	± 1.8	7.6	± 2.9	8.6	± 1.4	8.1	± 0.6	17.9	± 1.6	9.3	± 1.2	+1.4

Boys and girls reported very similar levels of drug use across grades six, eight, 10, and 12 (Table D16).

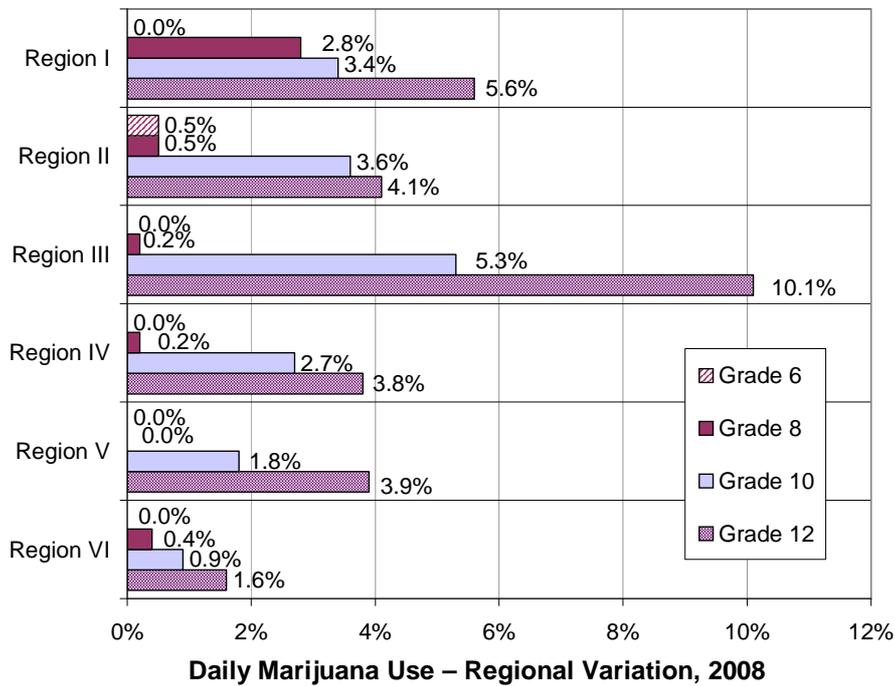
Table D16
Levels of Illicit Drug Use, Idaho, by Gender and Grade, 2008

		Male	Female
Grade 6	No Use	93.0	92.9
	Low Use	5.6	6.2
	Moderate Use	0.9	0.8
	High Use	0.5	0.1
Grade 8	No Use	85.6	85.3
	Low Use	10.6	10.4
	Moderate Use	2.2	3.1
	High Use	1.6	1.2
Grade 10	No Use	70.4	72.2
	Low Use	12.9	16.8
	Moderate Use	7.6	6.9
	High Use	9.0	4.1
Grade 12	No Use	60.4	62.1
	Low Use	18.0	20.6
	Moderate Use	10.1	10.3
	High Use	11.5	7.0

What the table does not reveal are the significant differences in drug use by region. Twelfth-grade students in Region III, for example, were much more likely to have tried drugs and had many more students reporting high use of drugs. This is primarily due to higher levels of use of marijuana in Region III than in other parts of the state.

Earlier it was noted that students in Region III were more likely than other students to report having tried marijuana (Figure D3). As Figure D15 illustrates, students in Region III were also more likely than other students were to report *daily use* of the drug.

Figure D15

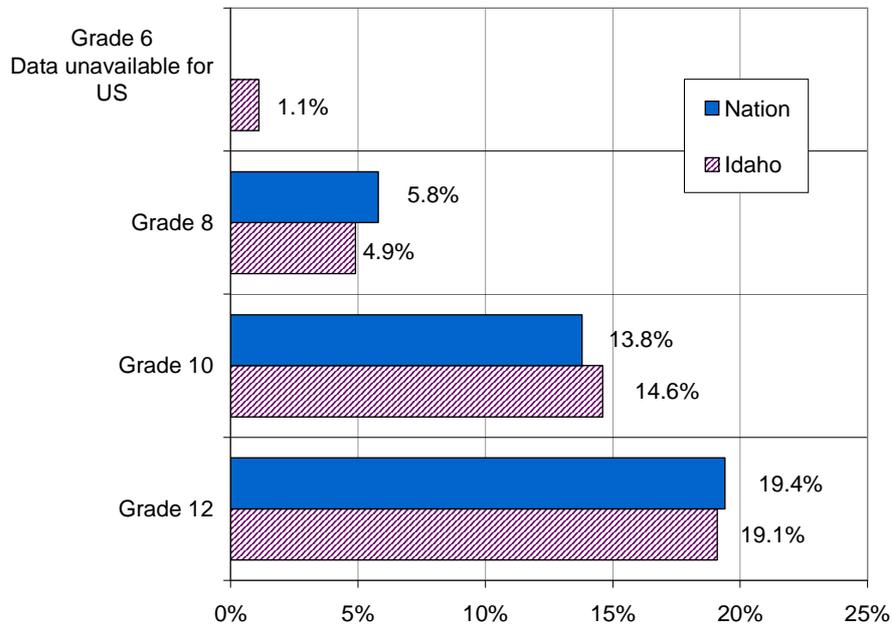


Student Illicit Drug Use in the Previous 30 Days

The 2008 survey also asked students about their recent (previous 30 days) use of certain substances. Figure D16 presents the results for marijuana, the most commonly used drug among students. About 19.1 percent of 12th-graders and 14.6 percent of 10th-graders reported using marijuana at least once in the previous 30 days. Smaller numbers of younger students—4.9 percent of eighth-graders and 1.1 percent of sixth-graders—also reported recent use of marijuana.

This same figure includes national data on eighth-, 10th-, and 12th-grade students from the *Monitoring the Future* study. This data demonstrates that recent marijuana use by Idaho students remained below the national averages for grades eight and 12. Recent marijuana use by Idaho students is slightly above the national averages for grade 10.

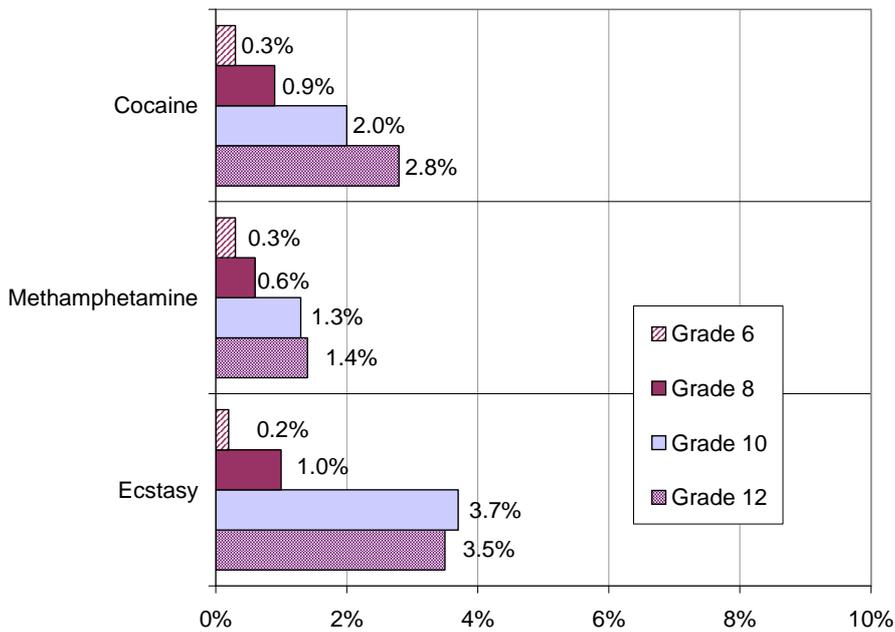
Figure D16



Any Marijuana Use – Previous 30-Days – Idaho and Nationwide, 2008

Other recent drug use—specifically of cocaine, methamphetamines, and ecstasy—is summarized in Figure D17. About 2.2 percent and 2.8 percent of 10th- and 12th-grade students reported recent use of cocaine respectively. Idaho 12th-graders reported the highest recent use of methamphetamine across the grades (1.4%). Tenth-graders (3.7%) reported the highest rate of ecstasy use across the grades.

Figure D17



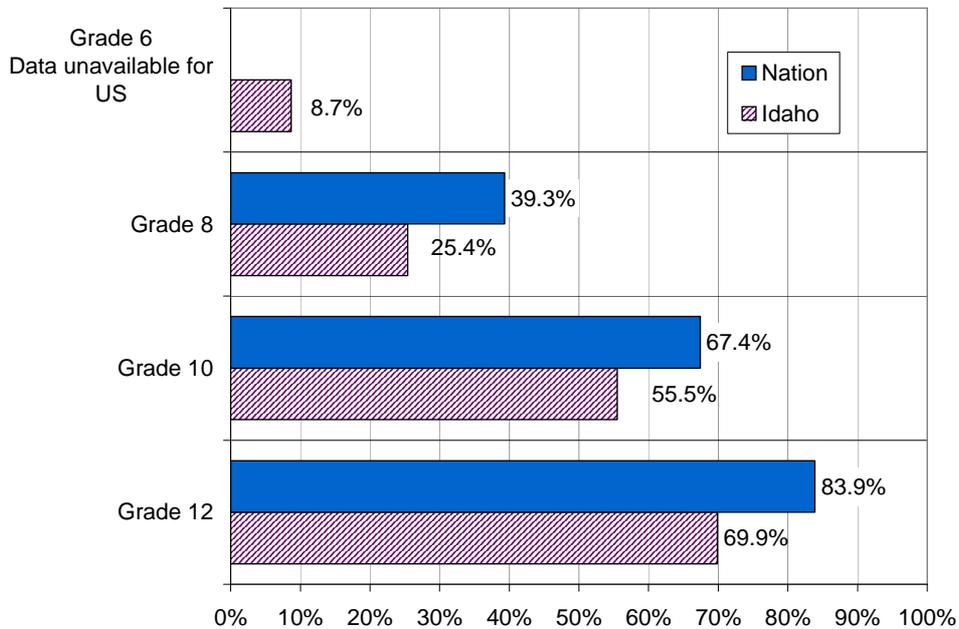
Other Illicit Drug Use in Previous 30 Days, by Grade Level, 2008

Perceived Availability of Illicit Drugs

Students were asked how difficult they believed it would be for them to obtain marijuana, cocaine, and methamphetamines. Overall, most students felt it would be easy for them to obtain marijuana, and about one-third of them felt they could easily obtain cocaine or methamphetamines.

Figure D18 compares the student perceptions of the availability of marijuana on the Idaho 2008 survey to the findings from the national *Monitoring the Future* survey. The percentages in the chart represent the proportion of students responding that it would be “fairly easy” or “very easy” for them to obtain marijuana. While the percentages for Idaho students were smaller than for their peers elsewhere in the country, about seven out of 10 Idaho seniors (69.9%) maintained that it would be “fairly easy” or “very easy” for them to get marijuana. This is a large increase over the 25.4 percent of eighth-graders who believed it would be easy to obtain marijuana.

Figure D18

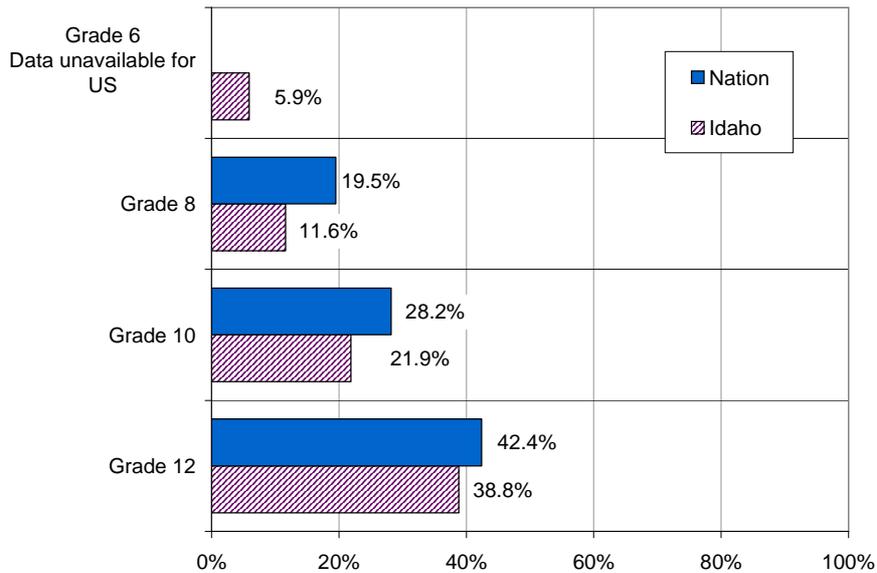


Perception that Marijuana is “Fairly Easy”/ “Very Easy” to Get, Idaho and Nationwide, 2008

Similar information for cocaine availability can be found in Figure D19. About 38.8 percent of Idaho seniors stated that it would be easy for them to get cocaine. Once again, students in Idaho were less likely than students in the national study (42.4%) to believe that it would be “fairly easy” or “very easy” to obtain cocaine.

Figure D19

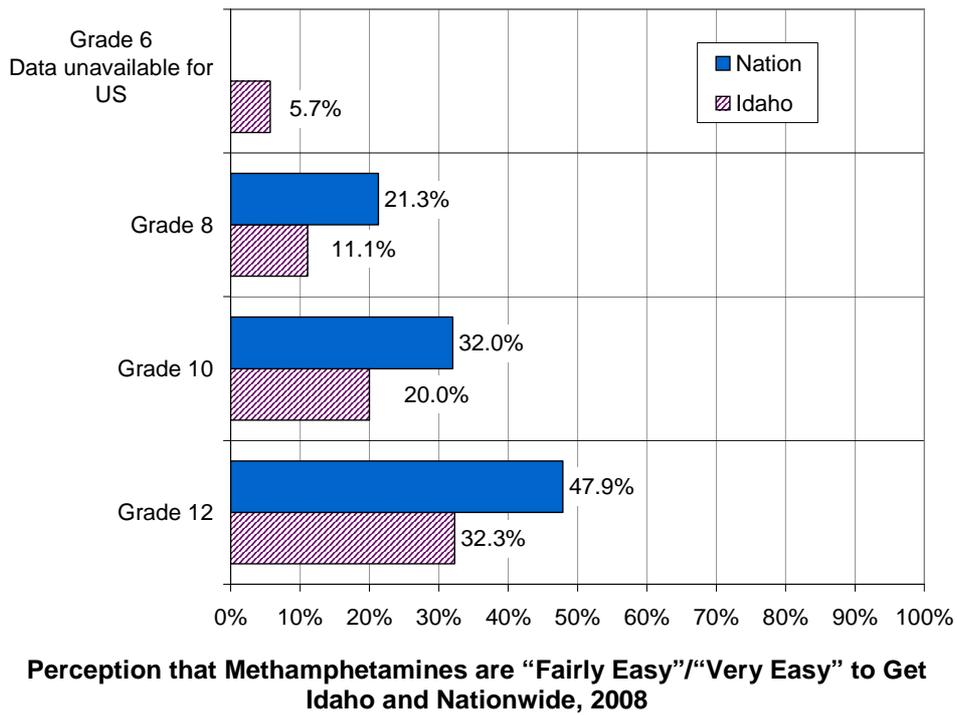
**Perception that Cocaine is “Fairly Easy”/“Very Easy” to Get
Idaho and Nationwide, 2006**



**Perception that Cocaine is “Fairly Easy”/“Very Easy” to Get,
Idaho and Nationwide, 2008**

Figure D20 summarizes the responses about the availability of methamphetamines. The same overall pattern—of lower perceived drug availability in Idaho than nationwide—held, but the gap between Idaho students and their peers elsewhere in the country was larger. While 47.9 percent of high school seniors nationally believed they could easily obtain methamphetamines, only 32.3 percent of Idaho seniors held this belief.

Figure D20



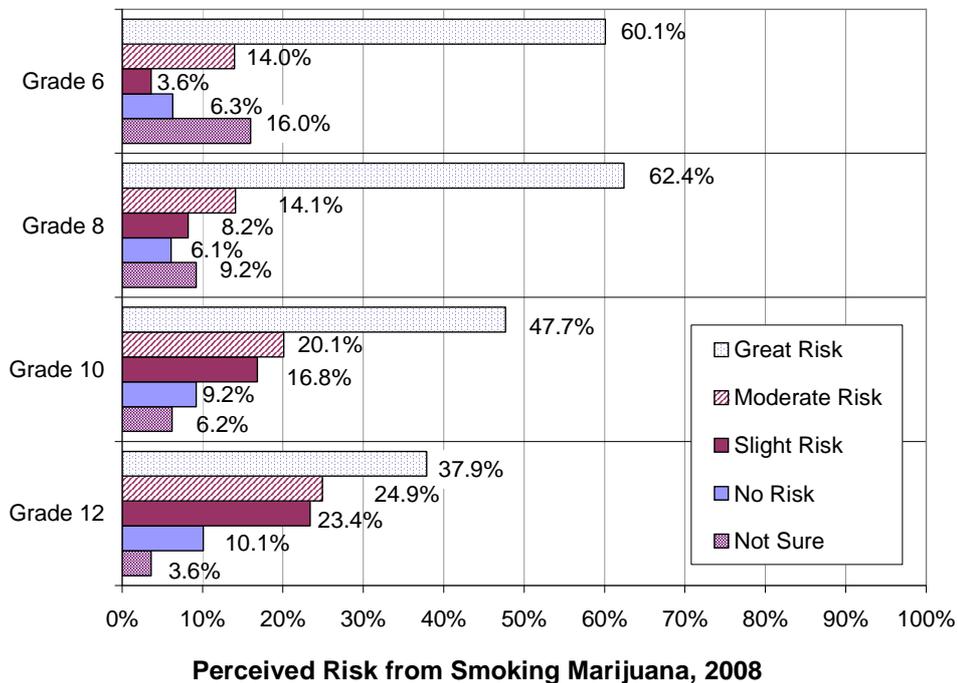
Perceived Risk of Harm from Illicit Drug Use

Students also responded to questions about their perceptions of the potential harm from drug use, specifically from smoking marijuana, or from trying heroin or cocaine once or twice.

Figure D21 illustrates student responses on the 2008 survey to the question, “How much do you think people risk harming themselves if they smoke marijuana?” Students in the eighth grade were most likely to judge that there was “moderate risk” or “great risk” from marijuana, and the perception of risk declined among the older students. Nevertheless, at all grades, about two-thirds of students felt there was “moderate risk” or “great risk” of harm involved in marijuana use.

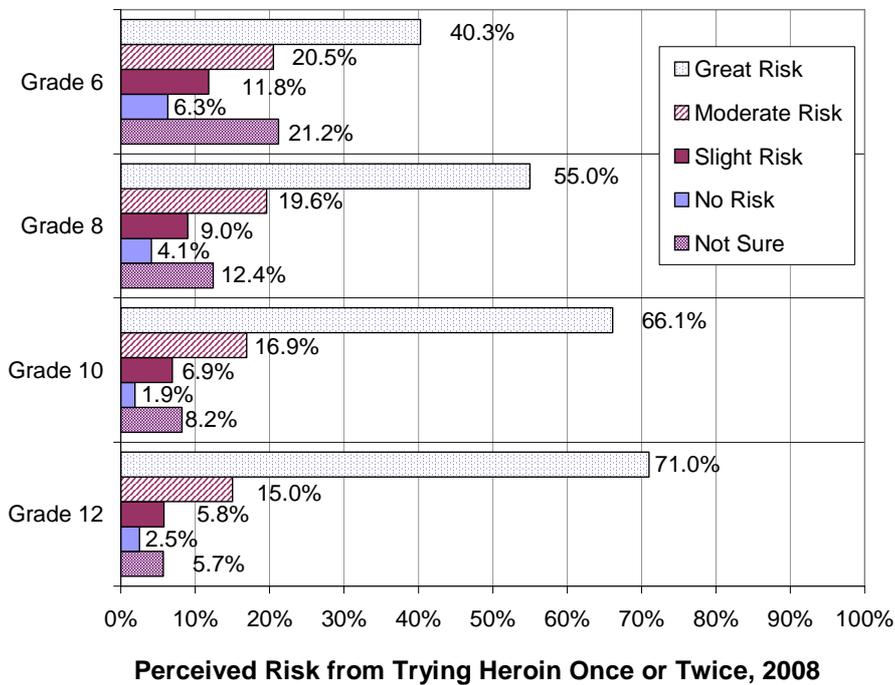
Student responses to this question could not be easily compared to national data from the *Monitoring the Future* study because of wording differences. On the national survey, high school seniors answered separate questions about the harm inherent in smoking marijuana *occasionally* (25.8 percent saw “great risk”) compared to smoking marijuana *regularly* (51.7 percent saw “great risk”). Among Idaho seniors, 37.9 percent answered the question, with no mention of frequency, saying that there was “great risk” involved in marijuana use.

Figure D21



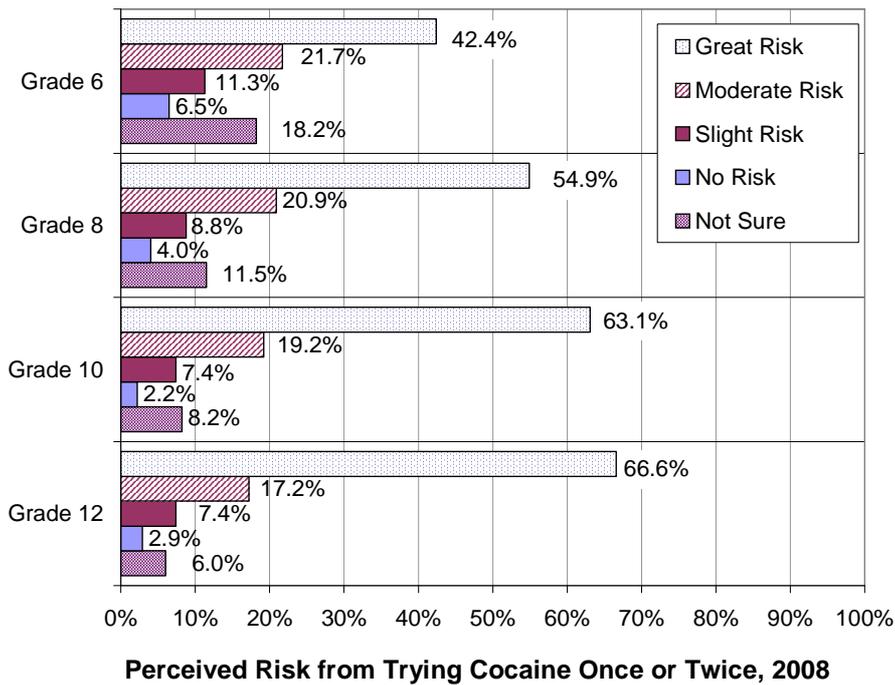
In general, students perceived the use of heroin as riskier than smoking marijuana, and the perception of risk tended to increase as students became older (Figure D22). Data from the national study were less straightforward, with 12th-grade students nationally less likely to perceive heroin experimentation as a “great risk” (55.5%) compared to Idaho seniors (71.1%). However, younger students nationally (60.8 percent of eighth-graders and 70.8 percent of 10th-graders), were more likely than eighth- and 10th-grade students in Idaho (55.0 percent and 66.1 percent, respectively) to perceive a “great risk” in using heroin once or twice.

Figure D22
Perceived Risk from Trying Heroin Once or Twice, 2006



Compared to heroin, students were a little less likely to see cocaine as a “great risk” but, in general, they reported that cocaine experimentation was risky (Figure D23). Once again, the perception of risk appeared to increase as students became older. In the case of cocaine, Idaho students were *more likely* than students in the national survey to perceive using cocaine once or twice as a “great risk.” In the national survey, the rates of perceived use of cocaine once or twice as a “great risk” were, for eighth-, 10th-, and 12th-grade students, 42.7 percent, 49.8 percent, and 50.3 percent, respectively.

Figure D23



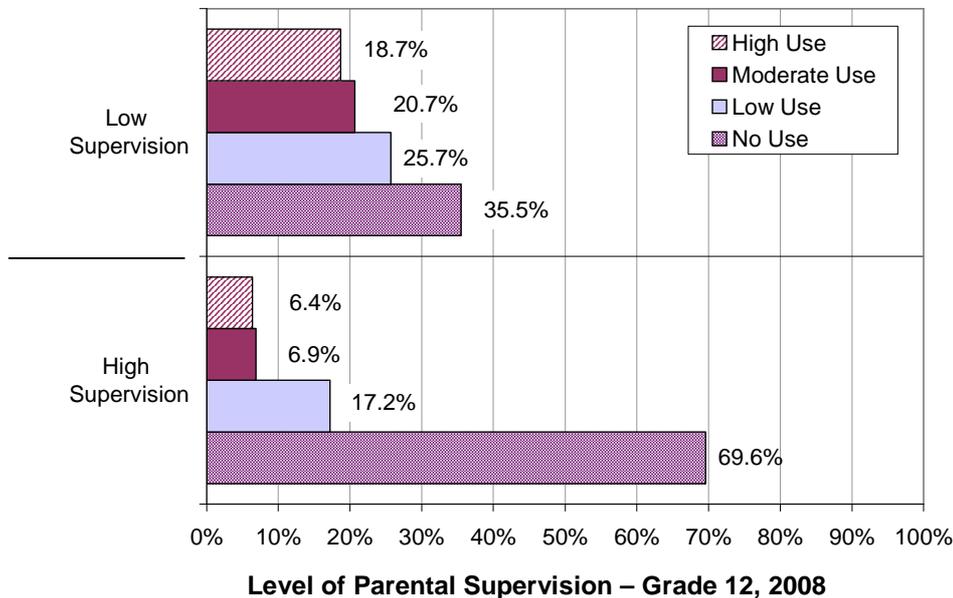
Level of Parental Supervision

As in 2006, there was again a strong relationship between the level of parental supervision and the level of student drug use. On the survey, students were asked, “When you are away from home, do your parents know where you are and who you are with?” The response categories “every time” and “most times” were combined as “high supervision,” while the responses of “sometimes,” “rarely,” or “never” were combined as “low supervision.” Students who reported low supervision by their parents were much more likely to report low, moderate, and high levels of drug use, compared to students who were highly supervised.

Figure D24 illustrates this trend using the specific example of 12th-grade students. Among students who reported low supervision, 35.5 percent reported no drug use, 25.7 percent reported low use, 20.7 percent reported moderate use, and 18.7 percent reported high use of drugs. These figures looked very different for highly supervised students, 69.6 percent of whom reported no drug use. Among the highly supervised students, 17.2 percent reported low drug use, 6.9 percent moderate drug use, and 6.4 percent high drug use.

Although fewer of the younger students use drugs, the same overall pattern of more drug use by students with less parental supervision holds across the different grades.

Figure D24



DRUG EDUCATION IN SCHOOLS

Many drug prevention efforts aim to reduce the number of young children who experiment with alcohol or drugs. This focus came about because of a report issued by the U.S. Department of Education (*What Works: Schools Without Drugs*) in 1989. This report argued that delaying the onset of alcohol and substance use offered the greatest chance of reducing or eliminating use and abuse in the long term. Other research (Werner 1991; Hawkins 1989) similarly showed that individuals initiating drug use before the age of 15 were more than twice as likely to have drug problems as individuals who did not initiate use until after the age of 19.

Several questions on the 2008 survey addressed student attitudes toward the drug education they had received, what they felt they had learned about the dangers of drugs and drinking, and whether their schools provided counseling and support groups for students with alcohol or drug problems.

Student Attitudes Toward Alcohol and Drug Education

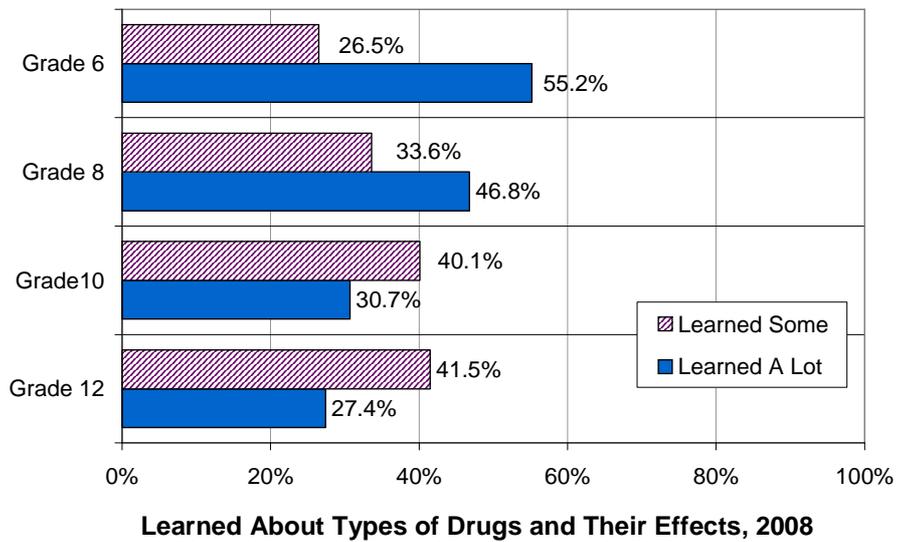
The survey asked students where they had learned the most about the dangers of alcohol and drugs. Overall, *more than one-half of all students reported that school had been their primary source of information about the dangers of drugs and drinking* (52.3%). About one-quarter of all students (slightly more for sixth-graders) said their families had taught them the most (28.9%). About 8.8 percent of students said the media (TV, movies, and newspapers) had provided most of the information they had, and 6.4 percent said they received most of their information from other children. Only between 3.7 percent of students said that church or temple provided most of their information about the dangers of drugs and drinking.

Students indicated that they believed alcohol and drug education should begin in elementary school (56.9%). About 26.2 percent of students felt that it should begin by third grade or earlier, while another 30.1 percent felt that fourth or fifth grade was an appropriate time. About 29.5 percent felt that middle school (sixth, seventh, and eighth grade) was an appropriate time.

Knowledge Gained from Alcohol and Drug Education

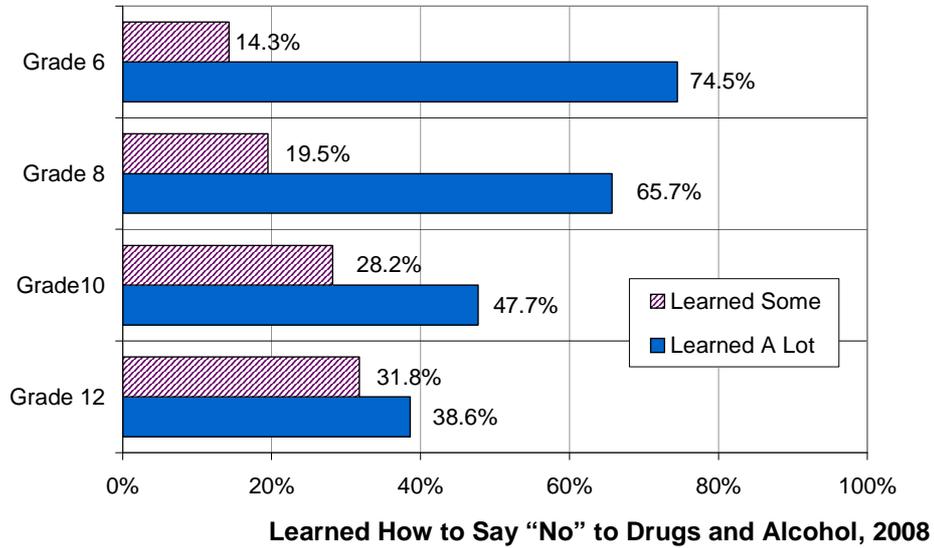
The survey also asked students to report on what they had learned in classes at school about a variety of topics. The following four figures display the percentages of students in different grades who said they “learned some” or “learned a lot” on several topics, including types of drugs and what drugs do to people (Figure DE1).

Figure DE1



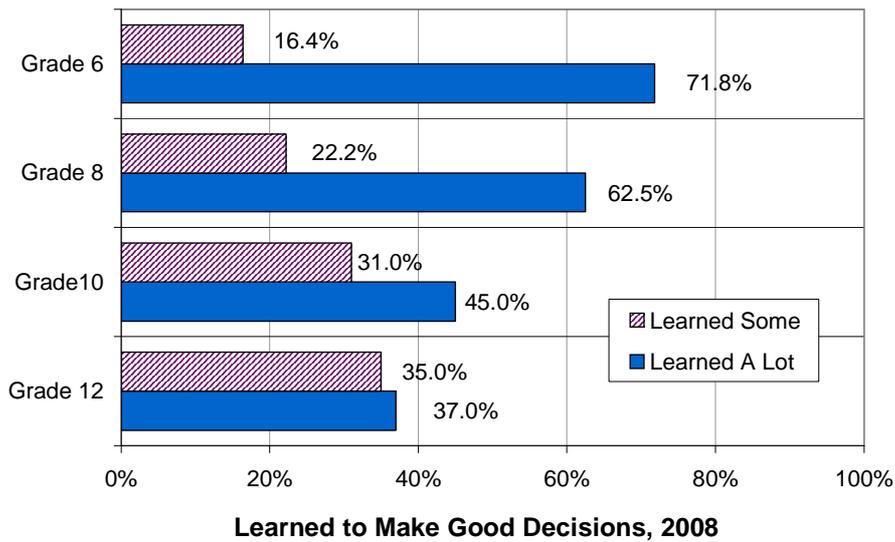
how to say “no” to alcohol and drugs (Figure DE2)

Figure DE2



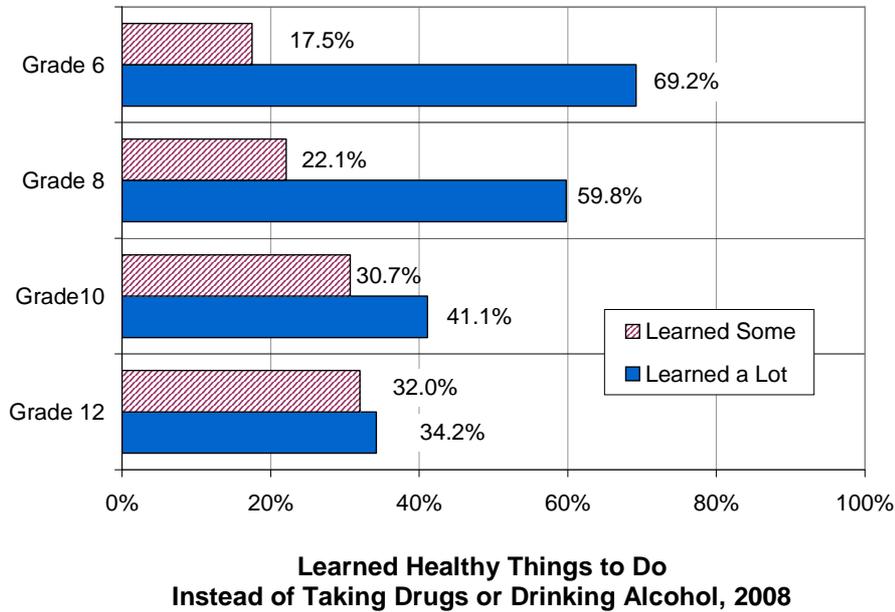
how to make good decisions in life (Figure DE3),

Figure DE3



and healthy things to do rather than take drugs or drink alcohol (Figure DE4).

Figure DE4



Students tended to answer the four questions similarly. Overall, between two-thirds and three-quarters of all students reported that they had learned “some” or “a lot” about types of drugs, how to say “no,” how to make good decisions, and healthy alternatives to drug and alcohol use. Younger students reported that they had learned more, with a gradual decline in the percentage of students in the higher grades reporting that they had learned “some” or “a lot.”

Boys were slightly, but consistently, more likely than girls to say they did not remember what they had learned, while girls were more likely to say that they learned “a lot.” Even among the youngest students, who were most likely to say that they had learned “a lot,” this difference between boys and girls persisted.

SCHOOL CLIMATE AND SAFETY

A portion of the survey addressed issues of school climate and safety. Students were asked about the use of physical violence, gangs, and weapon-carrying in their school. In addition, the survey raised questions about their perception of relations among teachers and students, and whether they felt safe at school. Finally, this chapter includes questions on student experience with driving under the influence of alcohol or drugs.

Endorsement of Physical Violence

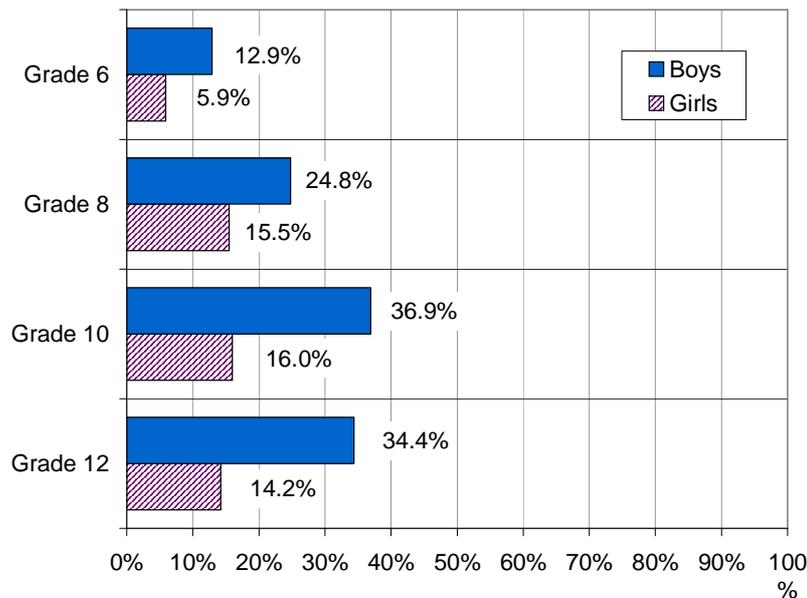
On the survey, students were asked, “Is it okay to physically hurt someone if they disrespect you or your friends, or call you names?” Results for this item are displayed in Table S1. *About one-fourth of high school students endorsed the use of physical violence in response to being disrespected or called names.* When the margin of error is taken into account, this percentage appears to have changed little compared to previous years. Students in the sixth grade were much less likely to endorse physical violence (9.3%) than were students at the other grade levels.

Table S1
Percentage of Idaho Students Endorsing Physical Violence, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	8.7	± 1.4	6.7	± 1.3	8.3	± 1.8	10.1	± 1.2	9.7	± 0.7	9.3	± 1.2	+0.6
Grade 8	20.7	± 2.2	17.8	± 2.4	20.5	± 1.8	21.9	± 1.5	21.9	± 0.8	20.3	± 1.6	-0.4
Grade 10	28.1	± 3.2	25.6	± 4.7	27.9	± 2.1	26.5	± 1.4	28.0	± 1.2	26.5	± 1.8	-1.6
Grade 12	22.2	± 3.3	24.8	± 2.3	24.2	± 2.3	24.2	± 2.0	25.9	± 1.0	24.6	± 1.8	+2.4

There were important distinctions by gender in how students answered the question about the use of physical violence. In every grade surveyed, *boys were far more likely than girls to endorse the use of violence*, as Figure S1 illustrates.

Figure S1



Endorsement of Physical Violence – Boys and Girls, 2008

Boys' acceptance of violence increased dramatically between the sixth and eighth grade, and then increased again early in high school, so that by 10th grade, over one-third of boys endorsed violence as a solution to incidents of perceived disrespect. Girls in eighth grade were more likely to endorse violence than were girls in sixth grade. Girls in 10th grade had the highest endorsement of violence of the four grade levels surveyed. Overall, 14.2 percent of high school senior girls agreed that violence was an appropriate response when they had been disrespected.

In addition, students who reported drug use were much more likely to endorse violence than students who reported no use of drugs were. In every grade surveyed, the higher the reported drug use, the greater was the likelihood that students would endorse the use of violence.

Gangs

Two survey questions raised the issue of gangs. One question asked students whether they believed that gangs caused trouble at their school; the other question asked if students belonged to a gang.

Perception of Trouble Caused by Gangs

Table S2 reflects student responses to the question of whether gangs caused trouble in their schools. Students in the sixth through 10th grades were much more likely than 12th-graders to perceive gangs as a problem.

In 2008, across all grades, boys were much more likely than girls were to state that gangs caused trouble at their schools.

Gang Membership

Students were also asked “Are you a member of a gang, posse, crew, or other group which uses violence or threats for any reason (protection, gain acceptance by members, etc.)?” In middle and high school, between 3 and 6 percent of students said that they belonged to gangs.

Student answers from the 1998, 2000, 2002, 2004, 2006, and 2008 surveys are summarized in Table S3. For sixth grade, reports of gang membership remained very similar to 1998 reports. Reports of gang membership decreased from 1998 for eighth, 10th-graders, and 12th-graders. Across all grades, girls were much less likely to answer that they were members of a gang than boys.

Table S2
Percentage of Students Reporting that Gangs Cause Trouble in their Schools, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2008		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	18.4	± 3.3	19.9	± 4.2	26.1	± 3.7	26.5	± 2.1	23.5	± 1.6	20.6	± 1.6	+2.2
Grade 8	21.4	± 3.0	16.8	± 3.6	18.4	± 2.5	22.9	± 2.9	18.1	± 1.7	14.5	± 1.6	-6.9
Grade 10	12.4	± 2.6	18.6	± 4.0	17.2	± 2.5	22.0	± 5.7	18.8	± 8.1	17.1	± 1.6	+4.7
Grade 12	13.9	± 2.9	9.5	± 2.1	9.4	± 1.4	10.2	± 0.8	12.9	± 1.7	11.8	± 1.4	-2.1

Table S3
Percentage of Idaho Students Belonging to Gangs, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	3.0	± 0.6	2.5	± 0.6	3.7	± 0.9	4.6	± 0.7	3.7	± 0.4	3.6	± 0.8	+0.6
Grade 8	8.9	± 2.0	6.1	± 1.5	8.1	± 1.3	7.7	± 0.7	8.4	± 0.5	5.6	± 1.0	-3.3
Grade 10	8.7	± 1.6	8.4	± 2.5	9.3	± 1.8	8.5	± 0.6	7.5	± 0.5	5.9	± 1.0	-2.8
Grade 12	6.2	± 1.0	6.0	± 1.4	5.9	± 1.4	6.2	± 0.7	7.3	± 0.6	5.4	± 1.2	-0.8

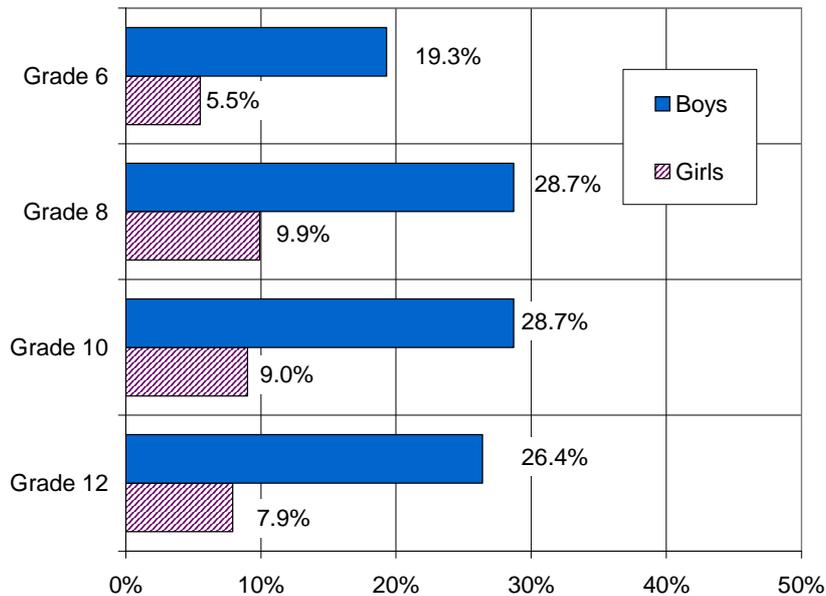
Weapon-Carrying

The survey asked students several questions about weapons, including whether they had ever carried them, if they had carried them to school, and what type of weapon they had carried.

In all the questions about weapons, boys and girls answered very differently. One question asked “Have you ever carried a weapon, such as a gun, knife, or club for self-protection or because you thought you might need it in a fight?” This question asks about a weapon carried in general, not just to school. A weapon carrying to school is specifically addressed in a later question in the survey. While senior girls in high school were unlikely to report having carried weapons (7.9%), almost one-quarter of senior boys (26.4%) responded that they had done so at least once.

These differences, shown by grade level, are illustrated in Figure S2. About 19.3 percent of boys as young as sixth grade reported having carried a weapon, and this percentage rose to a peak of 28.7 percent among eighth and 10th-grade boys. Among girls, the highest percentage reporting having carried a weapon was the 9.9 percent of eighth-graders who said they had carried a weapon at least once.

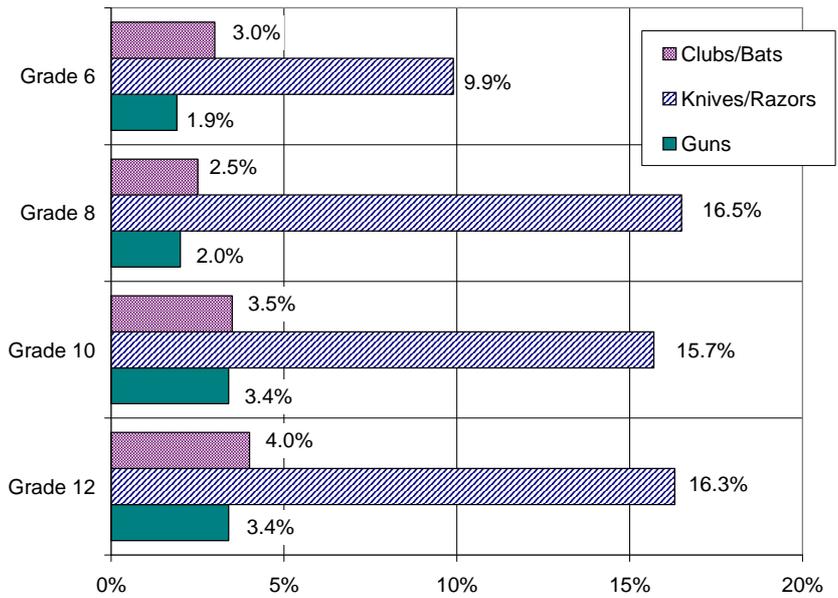
Figure S2



Lifetime Prevalence – Any Weapon Carrying (In General) – Boys and Girls, 2008

Among students who said they carried a weapon, knives and razors were the weapons most frequently carried. About 15.7 percent of 10th-graders and 16.7 percent of 12th-graders reported that they had ever carried knives or razors as weapons. Much smaller numbers of students—3.5 percent of 10th-graders and 4.0 percent of 12th-graders—reported carrying clubs, bats, sticks, or pipes as weapons. Gun-carrying (including handguns, rifles, and shotguns) was reported by 3.4 percent of 10th-graders and 12th-graders. Figure S3 displays this information in chart format.

Figure S3



Percentage of Students Reporting Carrying Different Types of Weapons, 2008

Carrying Weapons to School

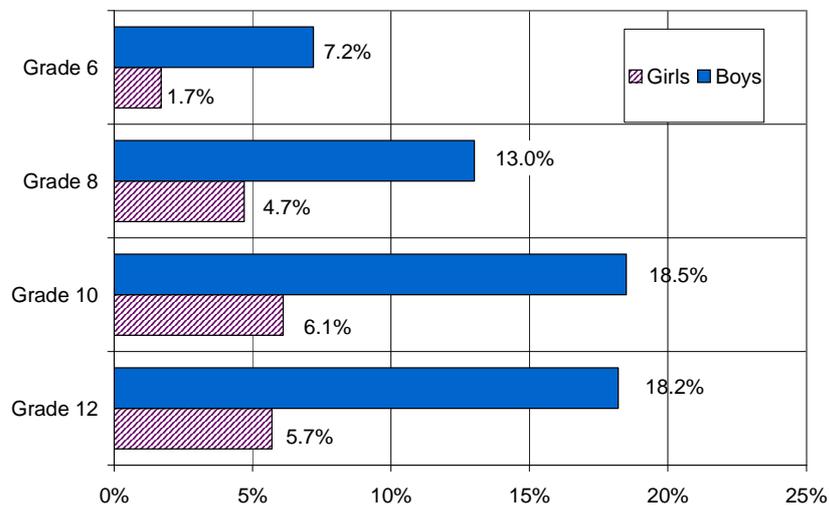
Table S4 summarizes student responses to the question “Have you ever carried a weapon to school?” The percentage of students, for all grades, who reported ever having carried a weapon to school, declined compared to 1998.

The responses of male and female students were very different from one another, as Figure S4 illustrates. *High school boys were three times more likely than girls to report having carried weapons to school, and about one-fifth of high school boys said they had at some time carried a weapon to school.*

Table S4
Percentage of Idaho Students Who Ever Carried a Weapon to School, 1998–2008

Grade	Idaho 1998		Idaho 2000		Idaho 2002		Idaho 2004		Idaho 2006		Idaho 2008		Idaho Change Since 1998
	%	Margin of Error											
Grade 6	6.0	± 0.7	5.8	± 1.0	4.2	± 0.9	4.9	± 0.5	4.6	± 0.5	4.5	± 0.8	-2.5
Grade 8	13.7	± 1.6	10.5	± 2.2	9.8	± 1.7	9.9	± 0.7	9.7	± 0.9	8.6	± 1.2	-5.1
Grade 10	16.2	± 1.7	15.6	± 3.6	11.8	± 1.4	12.2	± 1.3	13.5	± 0.8	12.2	± 1.2	-4.0
Grade 12	12.8	± 2.0	13.0	± 1.7	10.9	± 2.7	10.6	± 1.0	12.9	± 1.3	12.2	± 1.4	-0.6

Figure S4



Percentage of Students Reporting Carrying a Weapon to School – Boys and Girls, 2008

Student Perceptions of School Climate

Students were asked to respond to a series of statements about the climate in their school. All but one of these statements (“Gangs cause trouble at my school”) were phrased so that a “yes” answer was indicative of a positive impression of the school climate. All of the statements, except the one negative statement about the influence of gangs, are listed in Table S5, which reports the percentage of students agreeing with each item at each grade level. (Findings for the question about gangs were reported earlier in this section under “Gangs” and are listed in Tables S2 and S3.)

Between 84 and 89 percent of students reported that they felt safe at their school. Feelings of safety were most common among sixth- and 12th-grade students. There appeared to be no major difference between boys and girls in terms of feeling safe at school.

Table S5
Percentage of Students Agreeing with Statements about the School Climate, 2008

	Grade 6	Grade 8	Grade 10	Grade 12
	Percent	Percent	Percent	Percent
I feel safe at this school.	89.5	84.8	85.1	87.8
Students of all racial groups get along with each other.	65.3	70.3	68.1	72.2
Student views and opinions are respected and listened to by administrators and teachers at my school.	81.3	68.7	59.2	58.1
School rules are fairly and consistently enforced for all students.	84.1	72.9	64.9	61.0
I feel comfortable telling teachers or administrators about potential fights, arguments, or weapons at school.	73.0	55.1	47.6	53.7
Teachers show respect to students.	90.6	79.0	73.7	75.0
Teachers show they care about students.	90.3	78.6	71.5	76.0
Students show respect to teachers.	75.3	55.9	50.7	54.2
I feel I belong at this school.	85.1	78.8	76.0	76.8
I know what to do in the event of a school emergency or crisis.	89.6	86.9	84.8	85.9

While the majority of students believed that students of all racial groups got along with each other at their school, there was still a substantial percentage who thought otherwise. About one-third of all students said that students of different races did *not* get along together. There was no difference between the way boys and girls answered this question in grades six, eight, 10, and 12. Girls in the 12th grade were more likely to think that students of all racial groups got along with each other at their school than boys did.

Sixth-grade students (81.3%) strongly agreed that administrators and teachers respected their opinions, but among older students, this impression was not as strong. More than one-half, however, said they felt their views were respected. There was no significant gender difference across all grades.

Most (84.1%) sixth-grade students said that school rules were fairly and consistently enforced, but this agreement declined among older students, dropping to 72.9 percent among eighth-graders, and continuing to drop throughout high school. Over one-half (61.0%) of high school seniors agreed that rules were enforced fairly. More boys than girls, in grades 10 and 12, agreed that that school rules were fairly and consistently enforced. The reverse was true for grade six. There was no significant gender difference among eighth-graders.

Another survey item asked students if they felt comfortable “telling teachers or administrators about potential fights, arguments, or weapons at school.” Almost three-fourths (73.0%) of sixth-graders answered “yes” to this question, but about half of eighth- and 12th-graders answered “no.” The lowest level of agreement appeared among 10th-grade students, only 47.6 percent of whom said they felt comfortable reporting potential conflicts or weapon information to school staff members. In every grade except the eighth, girls were more likely than boys were to answer that they *did* feel comfortable telling teachers or administrators about this information.

Three items inquired into the relationship between students and teachers. Fully 90.6 percent of sixth-graders, 79.0 percent of eighth-graders, 73.7 percent of 10th-graders, and 75.0 percent of high school seniors responded that they *did* feel that teachers showed them respect. Girls were more likely than boys to provide this response across all grades except grade 12. The responses to the item “Teachers show they care about students” were nearly identical, and the gender difference was the same. About 90.3 percent of sixth-graders, 78.6 percent of eighth-graders, 71.5 percent of 10th-graders, and 76.0 percent of high school seniors responded that teachers showed that they cared about students. The third item asked students whether they felt that students at their school showed respect for teachers. Students thought that they showed respect for teachers less than teachers showed respect for them. About one-half of high school seniors (54.2%) felt that students in general showed respect for teachers in their school. In grades 10 and 12, more boys than girls agreed that they showed respect for teachers. There were no significant gender differences in grades six and eight.

Students were asked whether they felt a sense of belonging at their school. Most sixth-graders (85.1%) and about three-fourths of boys and girls alike in all other grades said that they *did* feel they belonged at their school.

The final item of this series asked students if they knew what to do in the event of a school emergency or crisis. Over 80 percent, from all grade levels, answered positively to this item.

Driving Under the Influence of Intoxicants

Students were asked both about driving while under the influence of alcohol or drugs and about riding with a driver who had been drinking or using drugs.

Riding With an Intoxicated Driver

Between 20 and 27 percent of all students reported having ridden in a car or truck or on a motorcycle within the past month with a driver who had been using alcohol or drugs. Boys and girls appeared to be about equally likely to report they had recently ridden with a driver who had been using drugs or alcohol.

Figure S5

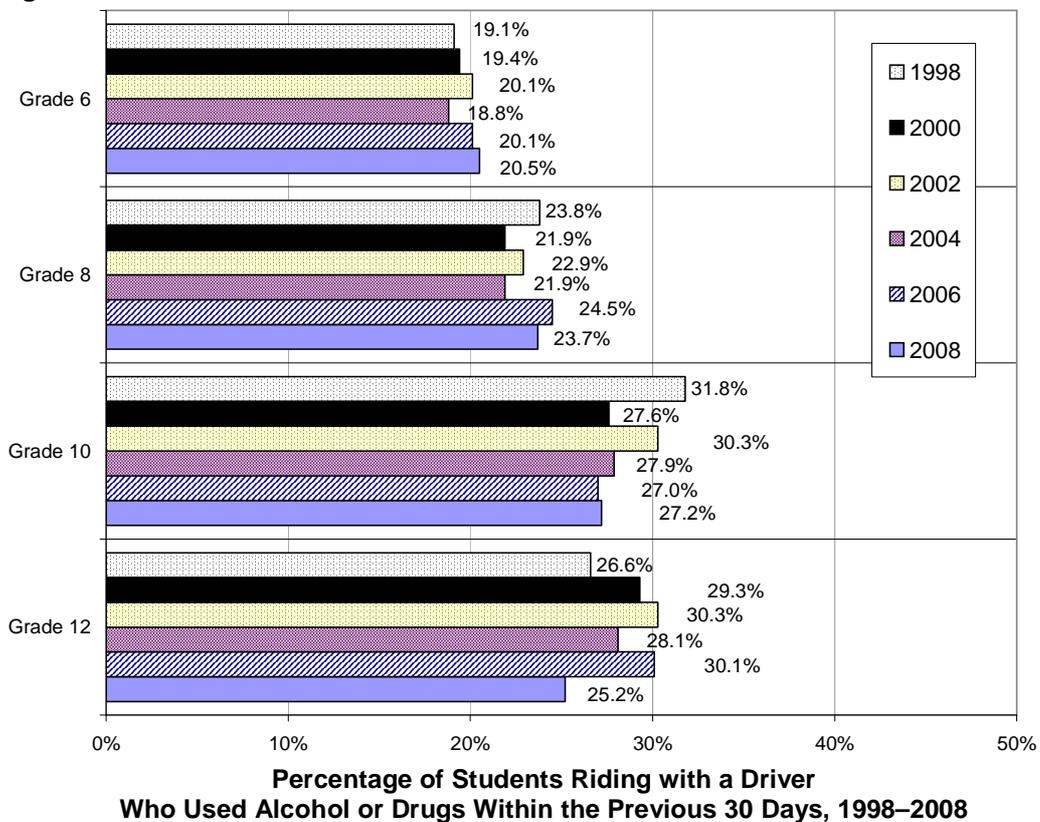
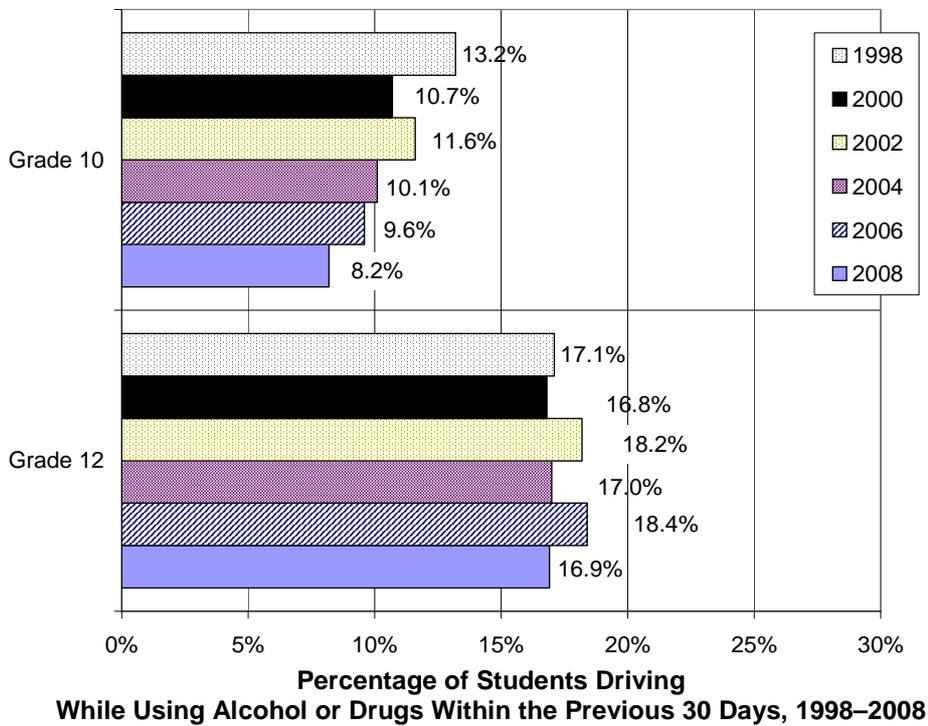


Figure S5 examines student reporting of riding with a driver using alcohol or drugs and compares this year's results to results from 1998, 2000, 2002, 2004, and 2006.

Driving While Intoxicated

Students also answered the question, "During the past 30 days, how many times did you drive a car, truck, or motorcycle while or after drinking alcohol or using drugs?" Not surprisingly, driving under the influence is most common among 12th-grade students, who are, of course, the only students who would be legally driving in significant numbers. About 17 percent of Idaho seniors reported having driven while under the influence of drugs or alcohol within 30 days prior to the survey.

Figure S6



RISK AND PROTECTIVE FACTORS

A portion of the survey addressed issues of risk and protective factors. Students were asked about: the parental attitudes toward, and involvement in, the problem behavior; friends who engage in the problem behavior; and student attitudes toward the problem behavior. Other risk factors, such as the availability of drugs, commitment to school, and early initiation of the problem behavior, were addressed in the previous chapters.

Risk and Protective Factors Research

In order to prevent the development of substance abuse and delinquent behavior in children, the factors that increase the risk of the growth of such behavior need to be identified. Once these factors are identified, then strategies to address them—including enhancing the protective factors for children to resist the effect of the risk factors—can be planned and implemented. This strategy is based largely on the “Communities that Care” model developed and tested by David Hawkins and Richard Catalano (Catalano & Hawkins, 1995).

The body of research on delinquency and substance abuse behavior has identified a number of factors that are linked with the development of delinquent behavior. These factors can be grouped in the following broad categories: the family, the community, the school, the individual, and the peer group (Table R1). Within each of these categories, specific risk factors can be identified, such as child abuse and family disintegration, economic and social deprivation, low neighborhood attachment, parental attitudes condoning law violating behavior, academic failure, truancy, school drop-out, lack of bonding with society, fighting with peers, and early initiation of problem behaviors. The more a child is exposed to these risk factors, the more likely delinquent and violent behavior may develop and flourish. The most effective prevention strategy is designed to reduce identified risk factors while strengthening protective factors. These include healthy beliefs and clear standards for productive, law-abiding behavior, and bonding with adults who adhere to these beliefs and standards.

Catalano & Hawkins (1995) have identified four types of risk factors and five areas of health and behavior problems (Table R1). The check marks (as seen in Table R1) show the risk factors corresponding to the areas of problem behaviors they will impact. The 2006 *Idaho Substance Use and School Climate Survey* has addressed the following risk factors:

Community

- Availability of drugs (Q15, Q16, Q17)

Family

- Favorable parental attitudes toward, and involvement in, the problem behavior (Q29)
- Lack of commitment to school (Q44)

Individual/Peer

- Friends who engage in the problem behavior (Q20)
- Favorable attitudes toward the problem behavior (Q30)
- Early initiation of the problem behavior (Q22, Q27)

The availability of drugs (Chapter: “Other Drug Use”), lack of commitment to school (Chapter: “School Climate and Safety”), and early initiation of the problem behavior (Chapters: “Alcohol Use” and “Tobacco Use”) are addressed in the previous chapters.

Table R1
Risk Factors for Health and Behavior Problems

Risk Factor*	Substance Abuse	Delinquency	Teenage Pregnancy	School Dropout	Violence
Community					
Availability of drugs (Q15, Q16, Q17)	✓				
Availability of firearms		✓			✓
Community laws and norms favorable to drug use, firearms, and crime	✓	✓			✓
Media portrayals of violence					✓
Transitions and mobility	✓	✓		✓	
Low neighborhood attachment and community organization	✓	✓			
Extreme economic deprivation	✓	✓	✓	✓	✓
Family					
Family history of the problem behavior	✓	✓	✓	✓	
Family management problems	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓
Favorable parental attitudes toward and involvement in the problem behavior (Q29)	✓	✓			✓
School					
Early and persistent antisocial behavior	✓	✓	✓	✓	✓
Academic failure beginning in elementary school	✓	✓	✓	✓	✓
Lack of commitment to school (Q44)	✓	✓	✓	✓	
Individual/Peer					
Rebelliousness	✓	✓		✓	
Friends who engage in the problem behavior (Q20)	✓	✓	✓	✓	✓
Favorable attitudes toward the problem behavior (Q30)	✓	✓	✓	✓	
Early initiation of the problem behavior (Q22, Q27)	✓	✓	✓	✓	✓
Constitutional factors	✓	✓			✓

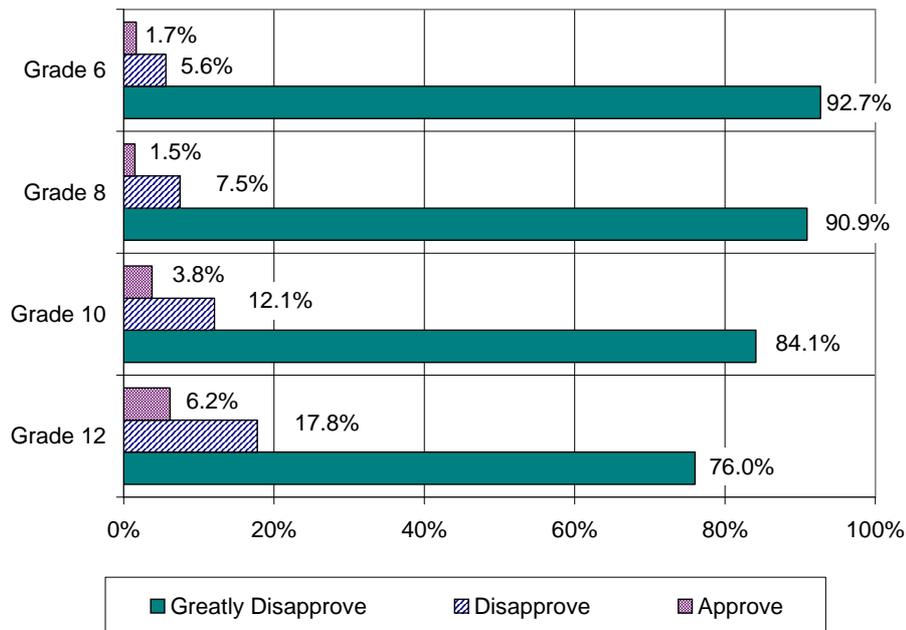
Source: Catalano & Hawkins, *Risk Focused Prevention, Using the Social Development Strategy*, Seattle, WA: Developmental Research and Programs, Inc., 1995.

*Risk factors addressed by the *Idaho 2006 Substance Use and School Climate Survey* are boldfaced

Perceived Parental Attitudes Toward Problem Behaviors

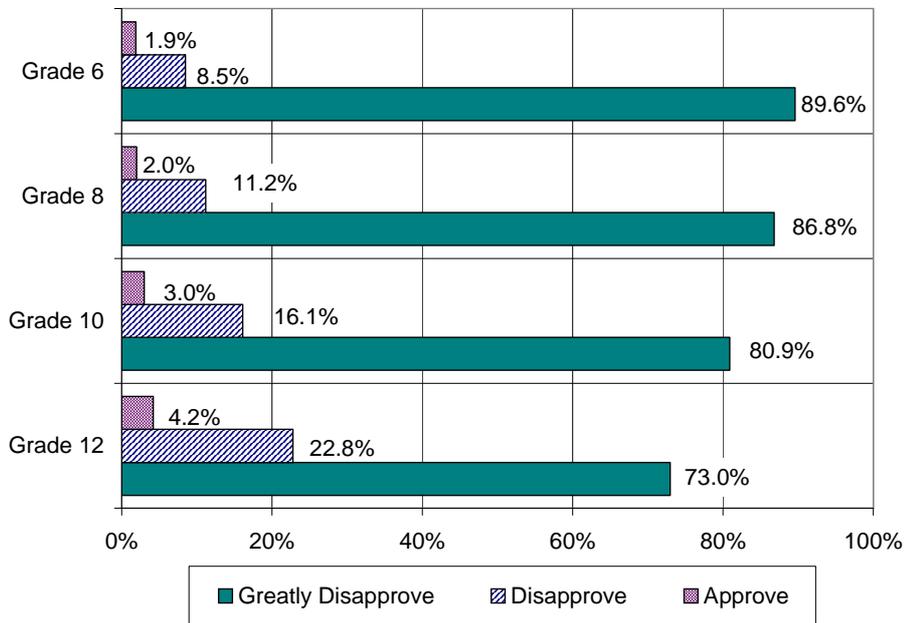
To determine what kind of messages students received at home, a series of questions probed student perceptions of their parents' attitudes about different forms of alcohol and other drug use. In general, students indicated that their parents either "disapproved" or "greatly disapproved" of all forms of alcohol and other drug use. Figures R1 to R5 reflect, in graphic form, the percent of sixth-, eighth-, 10th-, and 12th-graders reporting their parents' attitudes of each behavior. In general, students at all grades perceived greater disapproval of occasional marijuana use and smoking than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. Dramatic differences existed in perceived disapproval of attending a party in a private home where alcoholic beverages were available (Table R4), with about one-half of the high school seniors reporting that their parents would "greatly disapprove" of this.

Figure R1



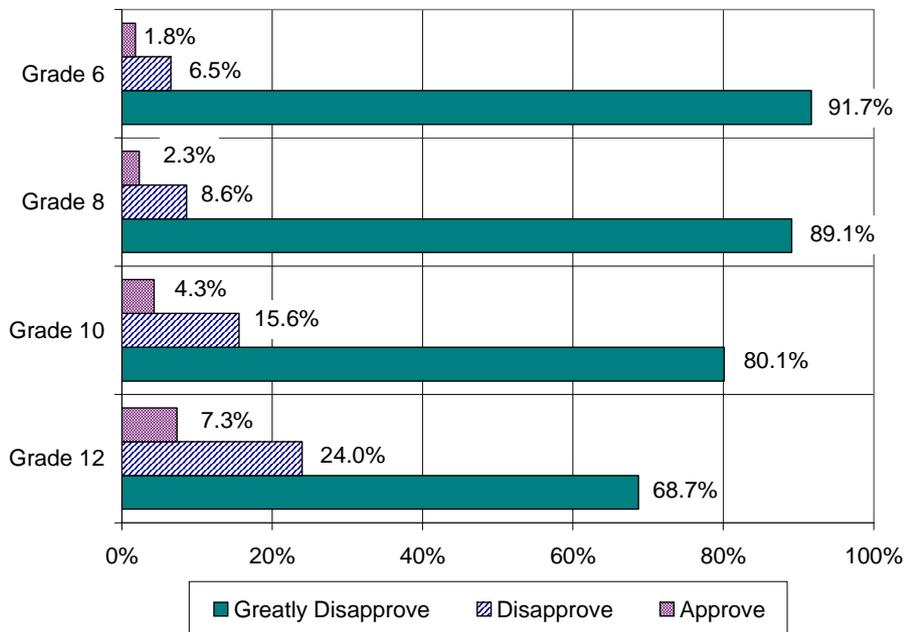
Students' Perceptions of Parental Attitudes About Smoking Marijuana Occasionally, 2006

Figure R2



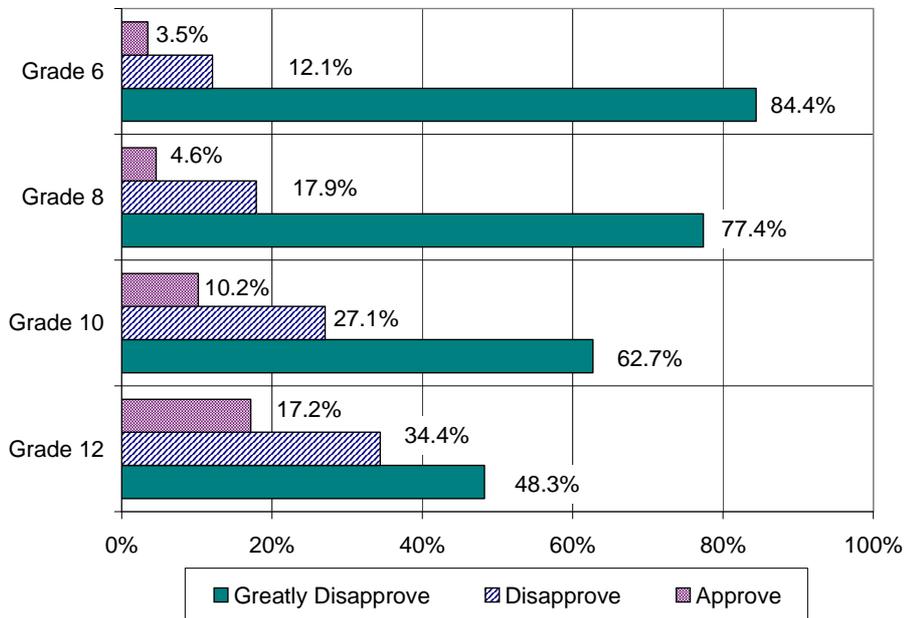
Students' Perceptions of Parental Attitudes About Having One or Two Drinks Nearly Every Day, 2008

Figure R3



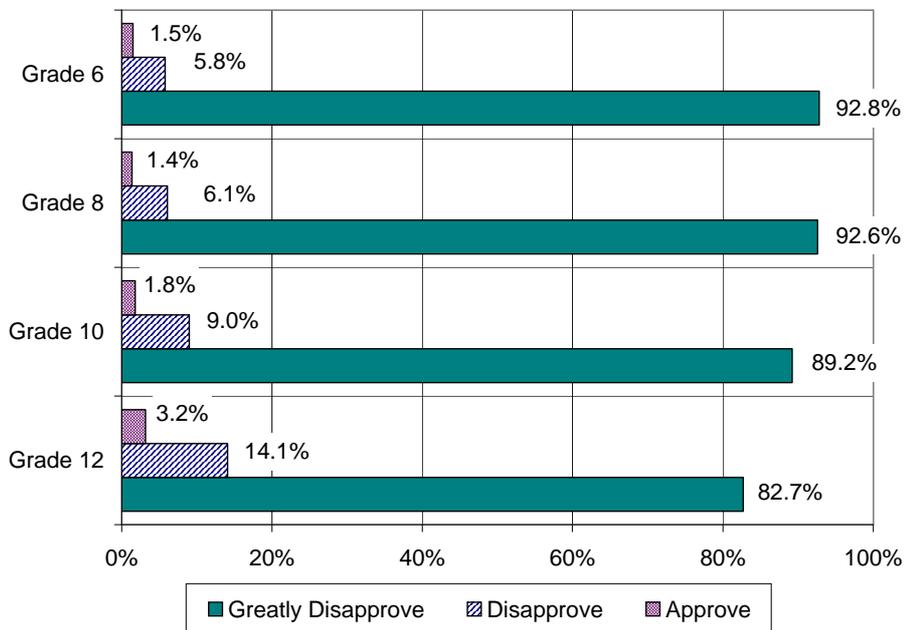
Students' Perceptions of Parental Attitudes About Having Five or More Drinks Once or Twice Each Weekend, 2008

Figure R4



Students' Perceptions of Parental Attitudes About Attending a Party in a Private Home Where Alcoholic Beverages Were Available, 2008

Figure R5

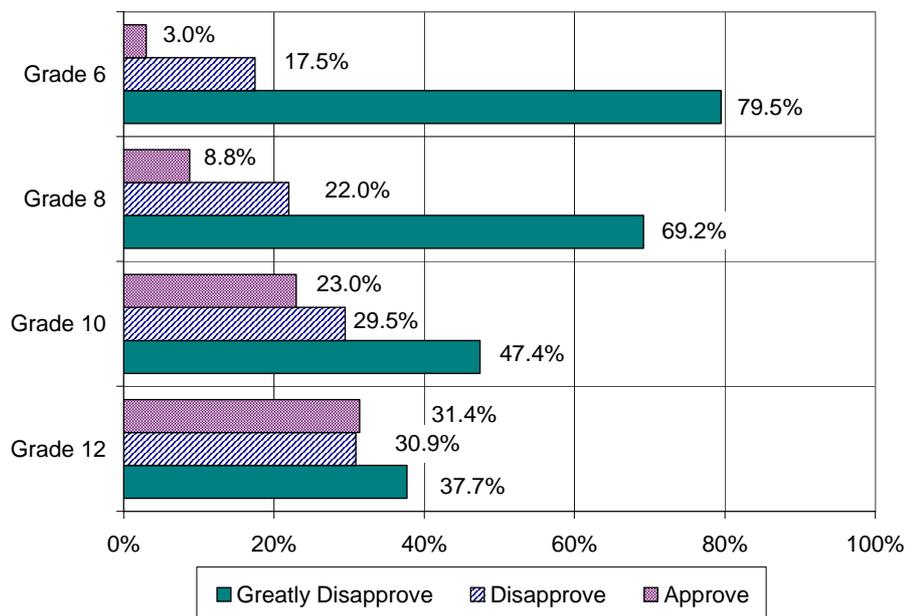


Students' Perception of Parental Attitudes About Smoking One or More Packs of Cigarettes a Day, 2008

Student Attitudes Toward Problem Behaviors

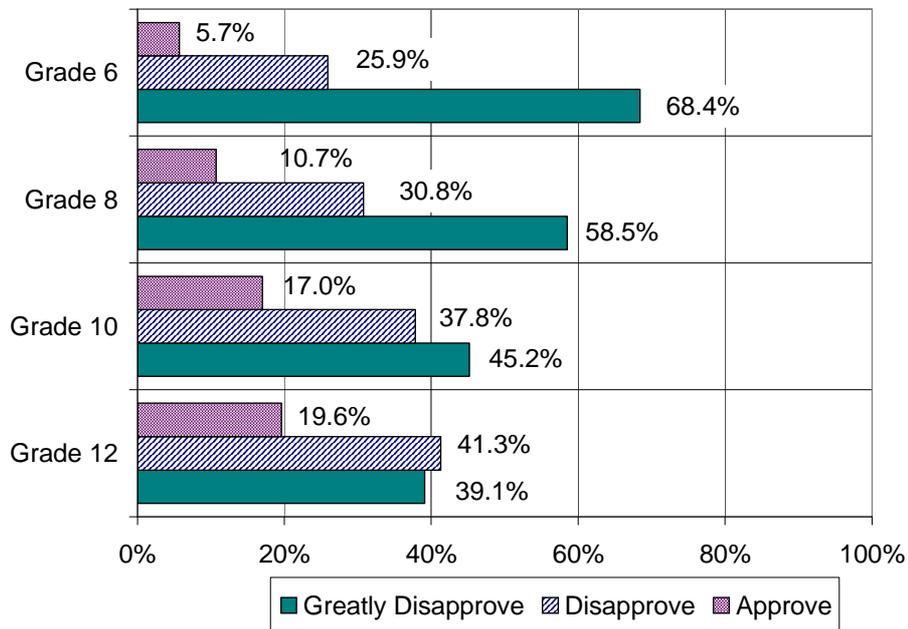
The same series of questions was asked to obtain the students' own perceptions about different forms of alcohol and other drug use. Figures R6 to R10 present the percent of sixth-, eighth-, 10th-, and 12th-graders reporting their own attitudes of each behavior. Students at all grade levels had greater disapproval of occasional marijuana use and smoking cigarettes than of having five or more drinks once or twice each weekend or one or two drinks nearly every day. Less than one-quarter (23.4%) of surveyed high school seniors "greatly disapproved" of attending a party in a private home where alcoholic beverages were available.

Figure R6



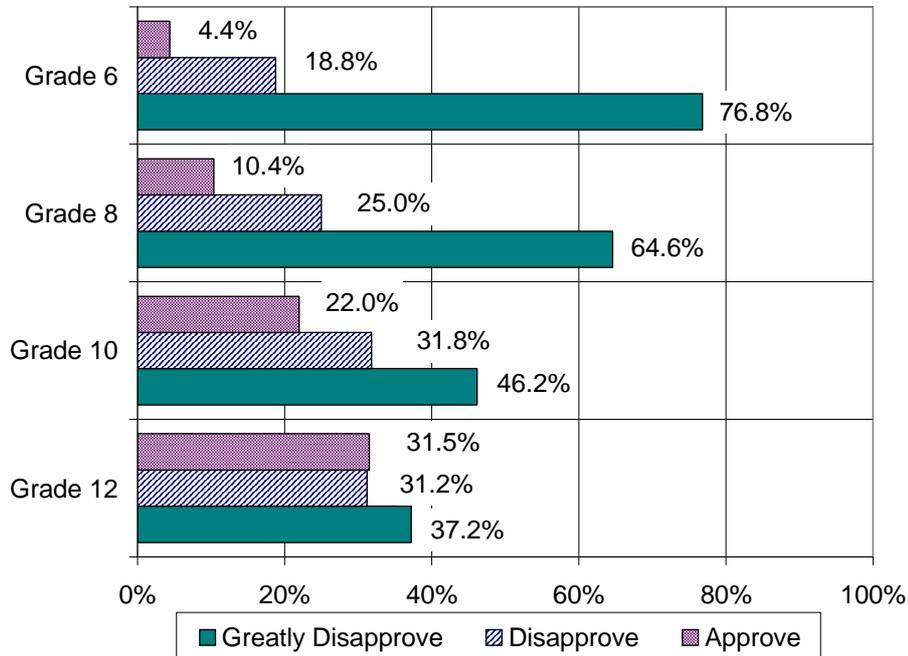
**Students' Attitudes About
Smoking Marijuana Occasionally, 2008**

Figure R7



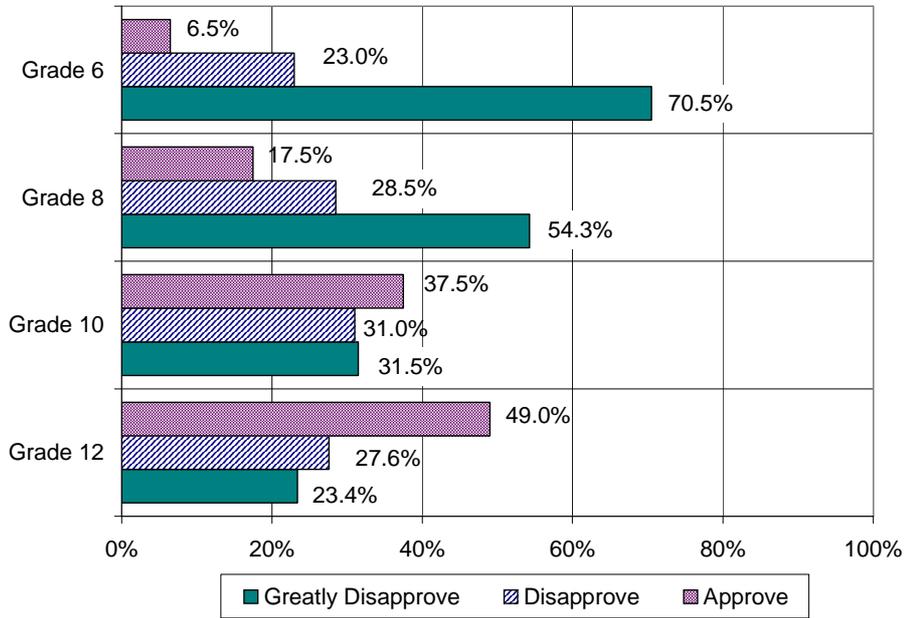
Students' Attitudes About Having One or Two Drinks Nearly Every Day, 2008

Figure R8



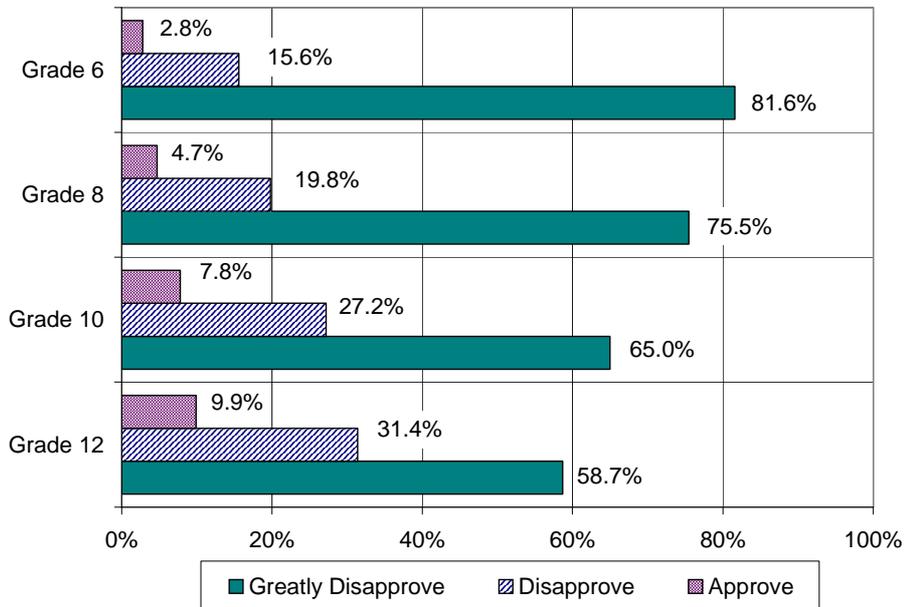
Students' Attitudes About Having Five or More Drinks, Once or Twice Each Weekend, 2008

Figure R9



Students' Attitudes About Attending a Party in a Private Home Where Alcoholic Beverages Were Available, 2008

Figure R10

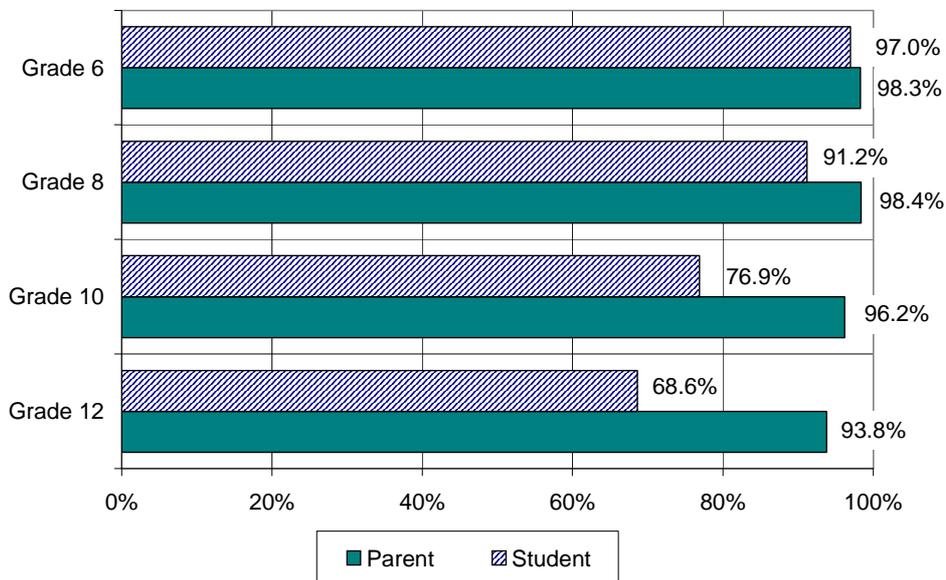


Students' Attitudes About Smoking One or More Packs of Cigarettes a Day, 2008

Student and Perceived Parental Attitudes of Disapproval Toward Problem Behaviors

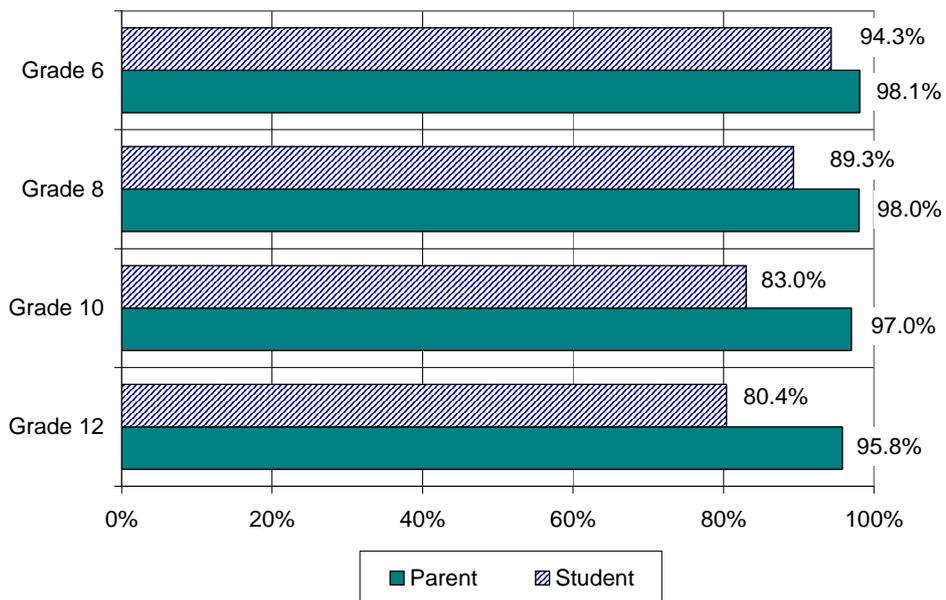
Figures R11 to R15 represent a comparison of student attitudes and perceived parental attitudes toward problem behaviors as reported by the sixth-, eighth-, 10th-, and 12th-graders who were surveyed. Ratings represent the total percentages of students responding “disapprove” or “greatly disapprove” about each behavior. Students’ perceptions of parental disapproval were greater than their own disapproval at all grades for each problem behavior.

Figure R11



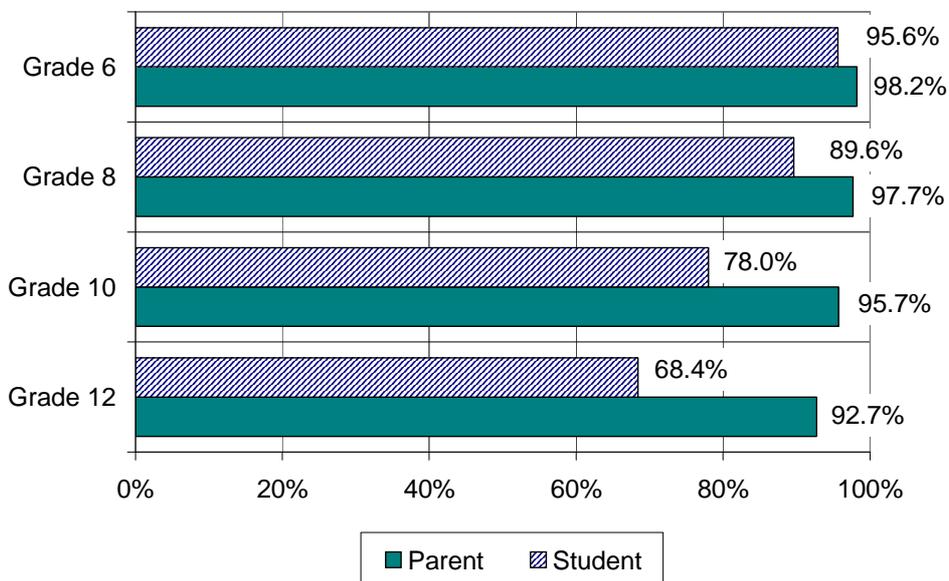
A Comparison of Student and Perceived Parental Disapproval About Smoking Marijuana Occasionally, 2008

Figure R12



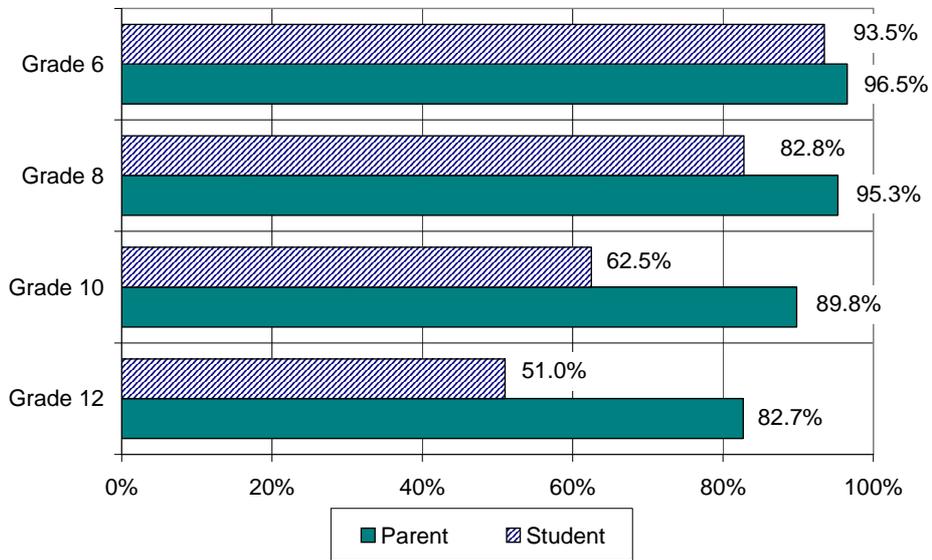
A Comparison of Student and Perceived Parental Disapproval About Having One or Two Drinks Nearly Every Day, 2008

Figure R13



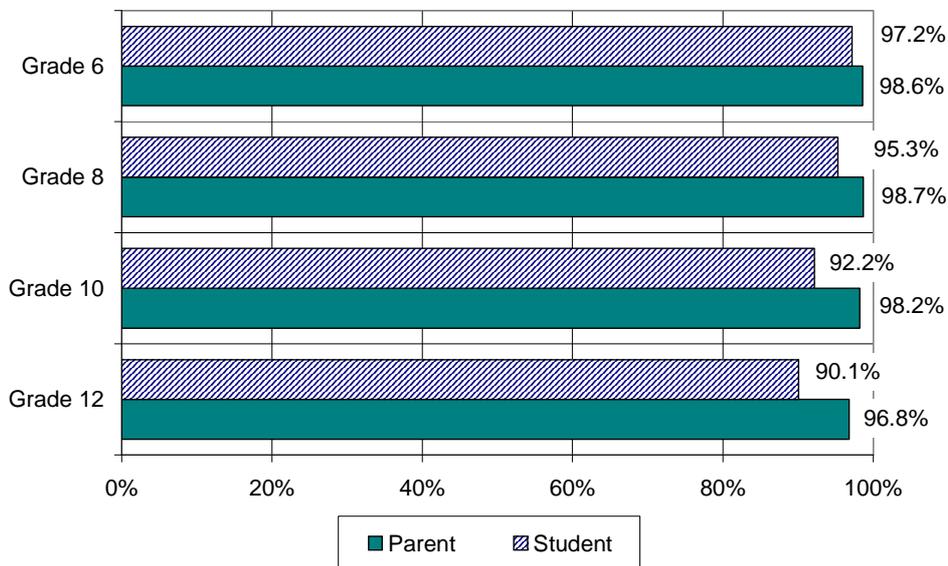
A Comparison of Student and Perceived Parental Disapproval About Having Five or More Drinks Once or Twice Each Weekend, 2008

Figure R14



A Comparison of Student and Perceived Parental Disapproval About Attending a Party in a Private Home Where Alcoholic Beverages Were Available, 2008

Figure R15

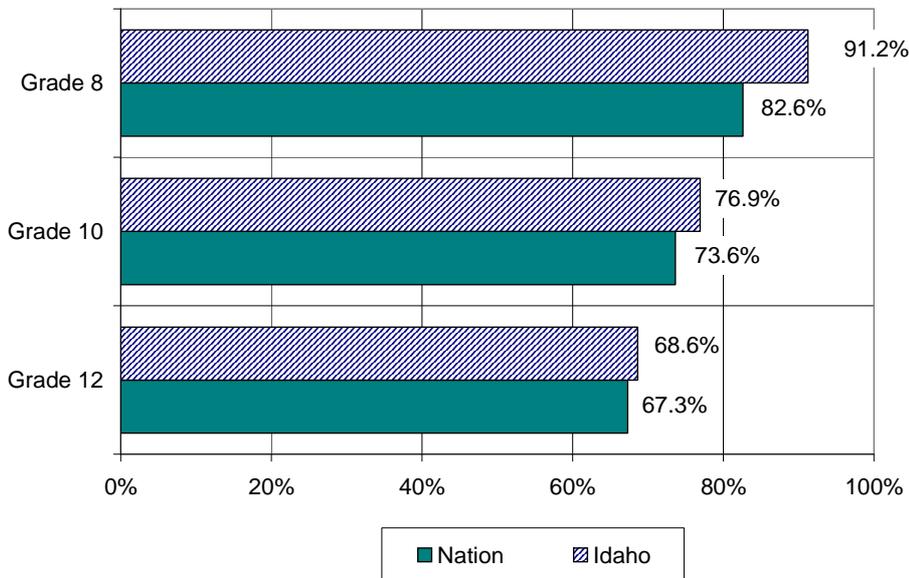


A Comparison of Student and Perceived Parental Disapproval About Smoking One or More Packs of Cigarettes a Day, 2008

Student Attitudes of Disapproval About Problem Behaviors: Idaho and Nationwide

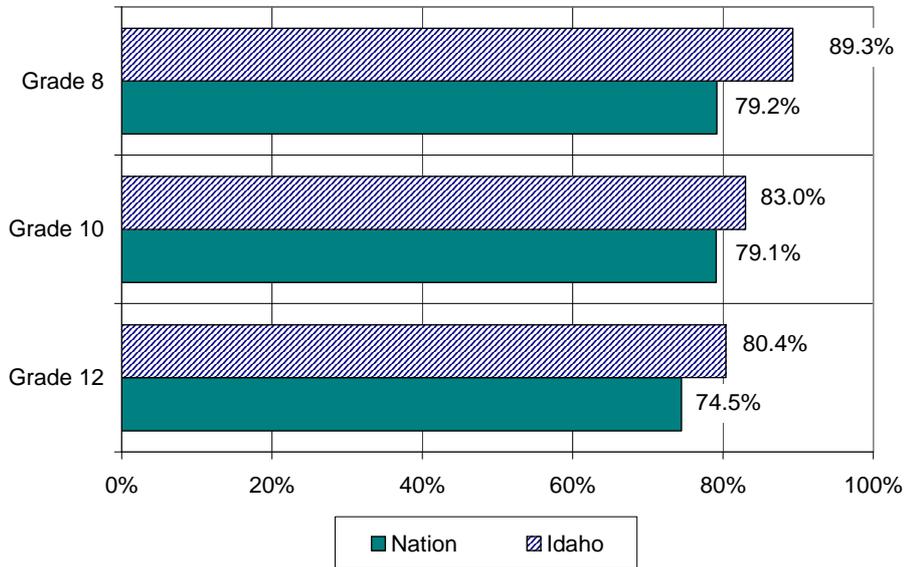
Figures R16 to R19 illustrate the percent of eighth-, 10th-, and 12th-graders reporting their attitudes toward each behavior; each graph compares student responses to responses from the national study. The problem behavior of “attending a party at a private home where alcoholic beverages were available” was not asked in the national study. Students' disapproval rating of most problem behaviors (except seniors' disapproval about having five or more drinks once or twice each weekend) was higher in Idaho than in the national study. For example, about 90.1 percent of Idaho high school seniors disapproved of smoking one or more packs of cigarettes per day (Figure R19), whereas the disapproval rate for the students in the national study was 80.5 percent.

Figure R16



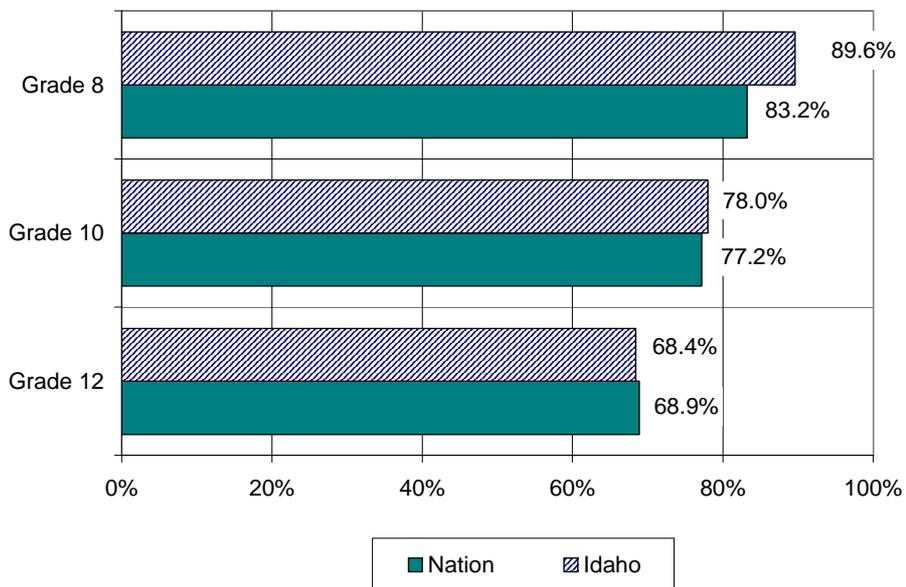
Students' Disapproval About Smoking Marijuana Occasionally,
Idaho and Nationwide, 2008

Figure R17



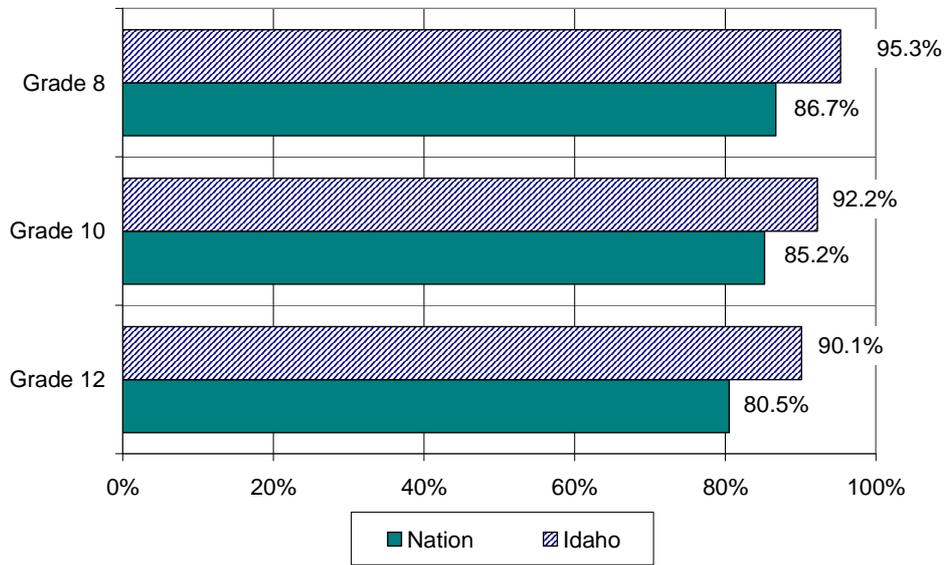
Students' Disapproval About Having One or Two Drinks Nearly Every Day, Idaho and Nationwide, 2008

Figure R18



Students' Disapproval About Having Five or More Drinks, Once or Twice Each Weekend, Idaho and Nationwide, 2008

Figure R19



Students' Disapproval About Smoking One or More Packs of Cigarettes a Day, Idaho and Nationwide, 2008

Friends Who Engage In Problem Behaviors

Peer influence is thought to be a major factor in initiating and maintaining use of most drugs. Figures R20 to R25 show the increasing proportion of students at each grade level who believed “a few,” “some,” “most,” or “all” of their closest friends were using alcohol and other drugs. By eighth grade, more than two-fifths (42.3%) had at least a few friends who used alcohol, and by 12th grade, more than four out of five students (81.4%) reported alcohol use by their friends. By 12th grade, about 63.2 percent had at least a few friends who smoked cigarettes, 50.1 percent who used smokeless tobacco, 59.4 percent who smoked marijuana, 10.1 percent who used methamphetamines, and 31.0 percent who used other illegal drugs. Clearly, there must be considerable incentive to use drugs when most or all of your closest friends use.

Figure R20

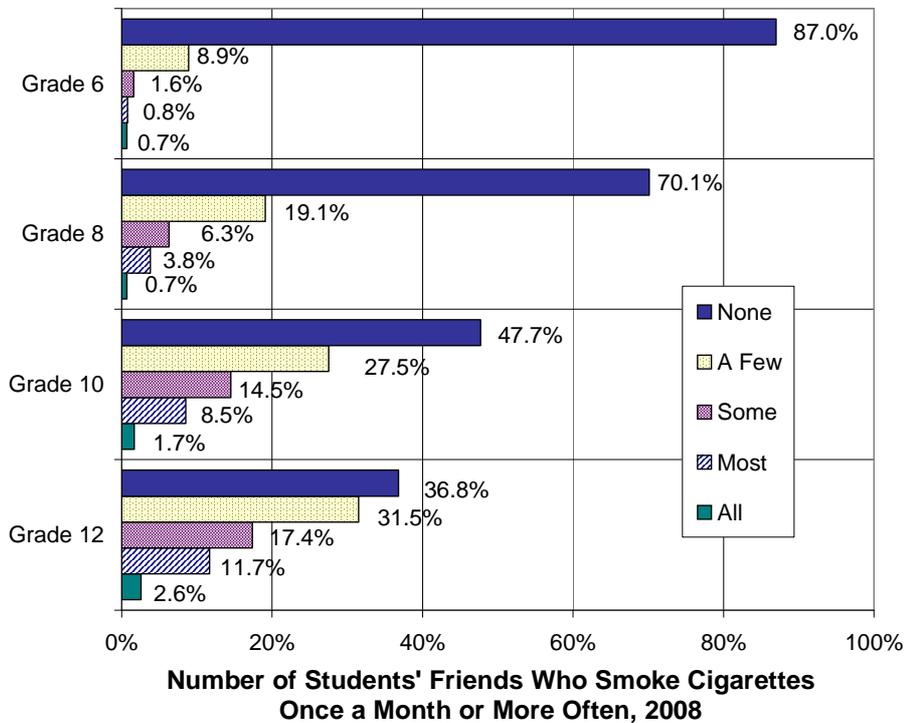


Figure R21

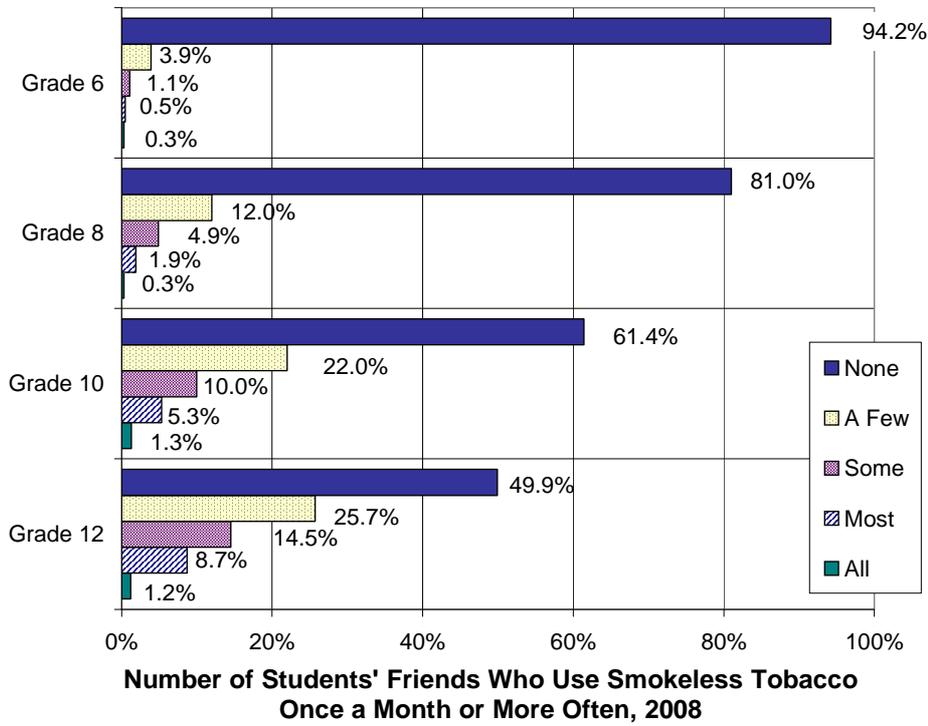


Figure R22

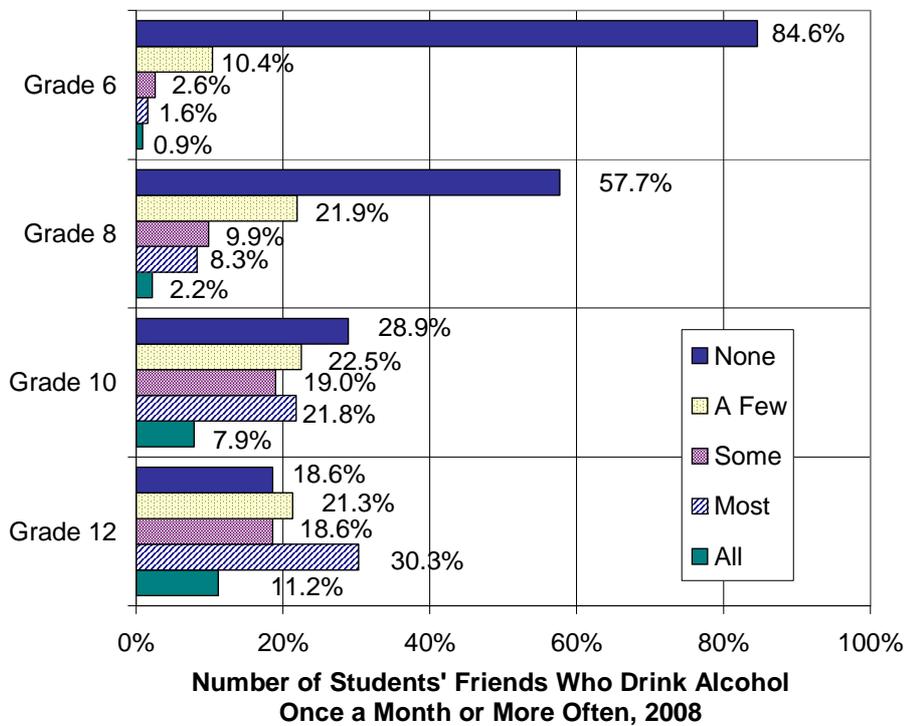
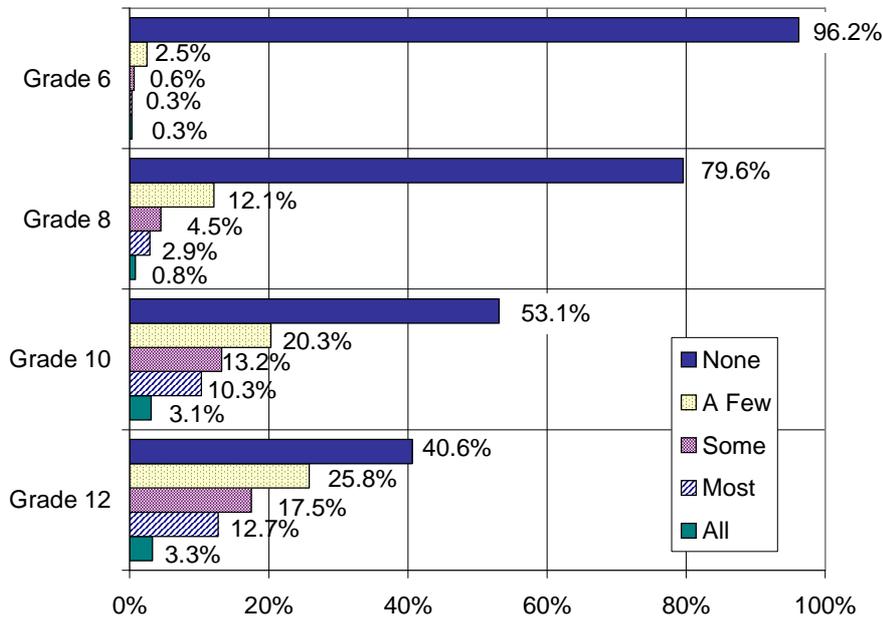
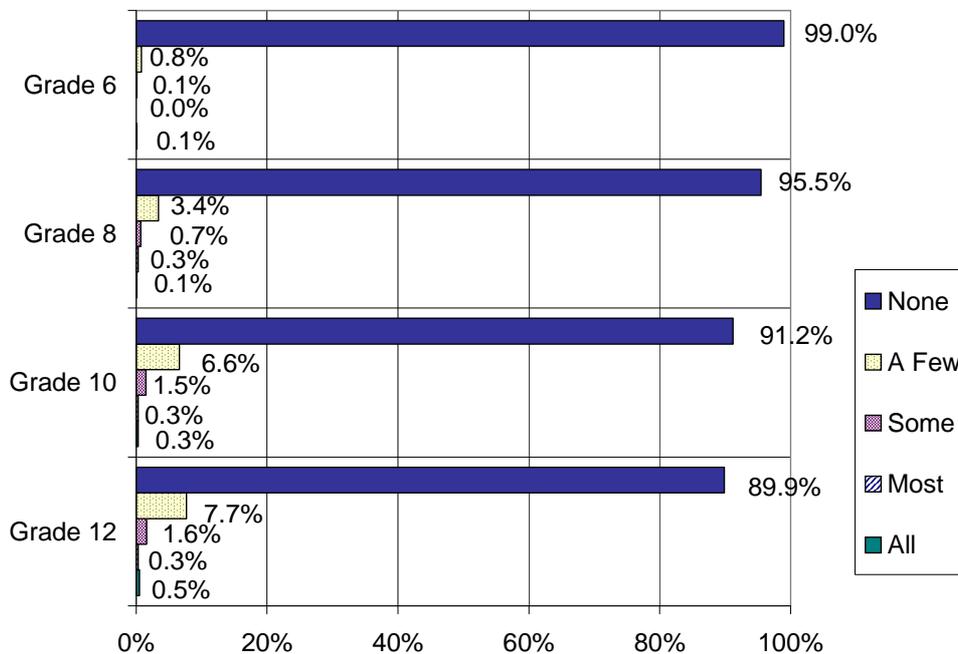


Figure R23



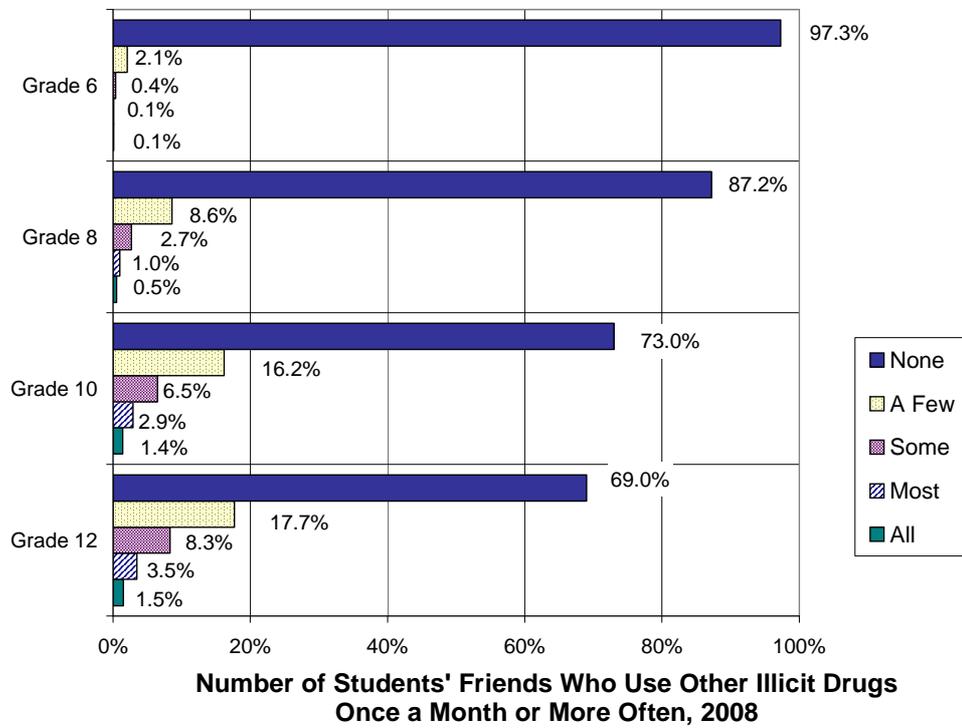
Number of Students' Friends Who Smoke Marijuana or Hashish Once a Month or More Often, 2008

Figure R24



Number of Students' Friends Who Use Methamphetamines Once a Month or More Often, 2008

Figure R25



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APPENDICES

APPENDIX A

Substance Use and School Climate Survey 2006



37036

Substance Use and School Climate Survey

What is the name of your school?

1. Which of the following best describes your background?
(Choose only one answer.)

- Asian Black, not Hispanic
 Hispanic White, not Hispanic
 Native American

2. What grade are you in?

- 5th 8th 11th
 6th 9th 12th
 7th 10th

3. What is your sex?

- Male Female

4. How much school do you miss?

- I never miss school.
 I hardly ever miss school.
 I miss 2 or 3 days a semester.
 I miss some school every **month**.
 I miss some school every **week**.

5. How likely is it that you will graduate from college after high school?

- Definitely won't Probably will
 Probably won't Definitely will

6. How many extra school activities (sports, music, student government, clubs) do you participate in regularly?

- None 1 2 3 4 or more

7. How many non-school activities (Little League, Scouts, Church youth) do you participate in regularly?

- None 1 2 3 4 or more

8. How many school sports teams have you participated on in the last two school years?

- None 1 2 3 4 or more

9. When you are away from home, do your parents know where you are and who you are with?

- Every time Rarely
 Most times Never
 Sometimes

10. Do you think there is a drug or alcohol problem among kids attending your school?

- Yes, a lot of kids are using drugs or alcohol.
 Yes, some kids are using drugs or alcohol.
 No, only a few kids are using drugs or alcohol.
 No, no one uses drugs or alcohol.

11. Do you think there is drug or alcohol use during the school day at your school?

- Yes, alcohol Yes, both
 Yes, drugs No

12. Is there drinking or drug use at most parties you attend?

- Yes, alcohol No
 Yes, drugs I don't attend parties
 Yes, both alcohol and drugs

13. Have you ever gotten into trouble at home or at school because of your drinking or drug use?

- I don't drink or use drugs. Once or twice
 No, never Many times

14. Have you ever been arrested because of drinking or using drugs?

- I don't drink or use drugs. Once or twice
 No, never Many times

How difficult do you think it would be for you to get each of the following types of drugs?

15. Marijuana or hashish (grass, hash, pot)

- Probably impossible Fairly easy
 Very difficult Very Easy
 Fairly difficult Don't know

16. Cocaine (coke, crack)

- Probably impossible Fairly easy
 Very difficult Very Easy
 Fairly difficult Don't know

17. Methamphetamines (crystal, meth, crank)

- Probably impossible Fairly easy
 Very difficult Very Easy
 Fairly difficult Don't know

37036





37036

18. Do you use any of the drugs listed below?

Yes No

Please mark how often, if at all, you use any of the listed types of drugs. Select one of the following answers for each question.

NEVER..... never used in my lifetime
SOME..... used at least once in my lifetime
MONTHLY..... used about once a month (or at least 6 times) in the last 12 months
WEEKLY..... used about once a week (or at least 3 times) in the last 30 days
DAILY..... used about every day (or at least 5 times a week) in the last 30 days

	Never	Some	Monthly	Weekly	Daily
a. Smoking tobacco	<input type="radio"/>				
b. Spit tobacco (chew, plug, snuff)	<input type="radio"/>				
c. Beer	<input type="radio"/>				
d. Wine or wine coolers	<input type="radio"/>				
e. Hard liquor	<input type="radio"/>				
f. Marijuana or hashish	<input type="radio"/>				
g. Cocaine	<input type="radio"/>				
h. Derbisol (empathan, antagonist)	<input type="radio"/>				
i. Opiates (heroin, codeine, opium)	<input type="radio"/>				
j. Depressants (quaaludes, ludes, downers, red)	<input type="radio"/>				
k. Tranquilizers (Valium, Librium, Xanax)	<input type="radio"/>				
l. Hallucinogens (angel dust, LSD, PCP, 'shrooms, acid, DMT)	<input type="radio"/>				
m. Inhaled substances to get high (glue, gasoline, paint thinner, spray cans)	<input type="radio"/>				
n. Methamphetamines (crystal, meth, crack, ice)	<input type="radio"/>				
o. Ecstasy	<input type="radio"/>				
p. Drugs purchased from the store to get high (diet pills, NoDoz or Vivarin, cough medicines)	<input type="radio"/>				
q. Steroids (muscle builders)	<input type="radio"/>				

19a. If you have smoked cigarettes in the past 30 days, on how many days have you smoked?

- 0 6-9
 1-2 10-19
 3-5 20-29

19b-f. If you have used any of the following drugs in the past 30 days, how often have you used the drug?**b. Alcohol (beer, wine, wine coolers, hard liquor)**

- None 6-9 times
 1-2 times 10 or more times
 3-5 times

c. Marijuana or hashish (grass, hash, pot)

- None 6-9 times
 1-2 times 10 or more times
 3-5 times

d. Cocaine (coke, crack)

- None 6-9 times
 1-2 times 10 or more times
 3-5 times

e. Methamphetamines (crystal, meth, crank, ice)

- None 6-9 times
 1-2 times 10 or more times
 3-5 times

f. Ecstasy

- None 6-9 times
 1-2 times 10 or more times
 3-5 times

20. How many of your closest friends use each of the following drugs once a month or more often:

	None	A Few	Some	Most	All
a. Smoke cigarettes	<input type="radio"/>				
b. Use spit tobacco	<input type="radio"/>				
c. Drink alcohol	<input type="radio"/>				
d. Smoke marijuana or hashish	<input type="radio"/>				
e. Use methamphetamines	<input type="radio"/>				
f. Use other illegal drugs	<input type="radio"/>				

The following questions ask about alcohol use and cigarette use.

21. If you drink alcoholic beverages, how do you usually get the alcoholic beverages you drink?

- I don't drink
 From home. My parents know
 From home. My parents don't know
 From friends
 Ask adults to purchase it or buy it myself

37036



22. If you drink, how old were you when you had your first full drink (a can of beer, a full glass of wine, or a mixed drink)?

- Never had a drink 13 or 14
 10 or younger 15 or older
 11 or 12

23. Think back over the past 30 days. If you drink, how many times have you had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)

- None 3-5 times
 1 time 6 or more times
 2 times

24. If you drink, have you ever used drugs and alcohol together?

- Don't drink or use drugs. Once or twice
 No, never Many times

25. If you smoke cigarettes, how old were you when you smoked your first cigarette?

- Never smoked 13 or 14
 10 or younger 15 or older
 11 or 12

26. If you smoke, how do you usually get the cigarettes you smoke?

- Don't smoke Vending machine
 Adults Store
 Friends

27. How old were you when you first smoked marijuana, even just a puff?

- Never have 13 or 14
 10 or younger 15 or older
 11 or 12

28. How much do you think people risk harming themselves if they:

	No risk	Slight risk	Moderate risk	Great risk	Not sure
a. Smoke one or more packs of cigarettes a day	<input type="radio"/>				
b. Smoke marijuana	<input type="radio"/>				
c. Try heroin once or twice	<input type="radio"/>				
d. Try cocaine once or twice	<input type="radio"/>				
e. Have five or more drinks once or twice each weekend	<input type="radio"/>				

29. How would your parents feel about your doing each of the following:

	Approve	Disapprove	Greatly disapprove
a. Smoking marijuana occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Having one or two drinks nearly every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having five or more drinks once or twice each weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attending a party in a private home where alcoholic beverages were available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Smoke one or more packs of cigarettes a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you feel about people doing each of the following:

	Approve	Disapprove	Greatly disapprove
a. Smoking marijuana occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Having one or two drinks nearly every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having five or more drinks once or twice each weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attending a party in a private home where alcoholic beverages were available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Smoke one or more packs of cigarettes a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions ask about drug education.

31. Where have you learned **the most** about the dangers of drugs and drinking? (Choose only one answer.)

- Family or those I live with Church or temple
 School TV, movies, and newspaper
 Other kids

32. At what grade level do you think alcohol and drug education should begin?

- 3rd or less 9th or 10th
 4th or 5th 11th or 12th
 6th, 7th, 8th

33. How much have you learned in classes at school about each of the following:

	Don't remember	Learned a little	Learned some	Learned a lot
a. Types of drugs and what drugs do to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How to say "no" to kids who want you to use drugs or alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How to make good decisions in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Healthy things to do rather than take drugs or drink alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



37036

If you or a friend had a problem with alcohol or drugs, does your school provide:

34. A counselor or other school staff to discuss the problem
 Yes No I'm not sure
35. A support group of students with similar concerns
 Yes No I'm not sure
36. Does your school provide students to talk to who have been trained to assist students with problems and to refer them to help?
 (Peer Assistants, Natural Helpers, etc.)
 Yes No I'm not sure
37. During the past 30 days how many times have you been in a car, truck, or on a motorcycle driven by someone who had been drinking alcohol or using drugs?
 None 4 or 5 times
 1 time 6 or more times
 2 or 3 times
38. During the past 30 days how many times did you drive a car, truck, or motorcycle while or after drinking alcohol or using drugs?
 None 4 or 5 times
 1 time 6 or more times
 2 or 3 times
39. Have you ever carried a weapon, such as a gun, knife, or club for self-protection or because you thought you might need it in a fight?
 Yes No
- If you answered yes, how many times have you carried a weapon for those reasons?
 None 4 or 5 times
 1 time 6 or more times
 2 or 3 times
40. Have you ever carried a weapon to school?
 Yes No
41. If you usually carry a weapon, what kind of weapon do you usually carry?
 Did not carry a weapon
 Handgun
 Rifle or shotgun
 Knife or razor
 Club, stick, bat, pipe, or some other weapon
42. Is it okay to physically hurt someone if they disrespect you or your friends, or call you names?
 Yes No

43. Are you a member of a gang, posse, crew, or other group which uses violence or threats of violence for any reason (protection, gain acceptance by members, etc.)?
 Yes No

44. We would like to have your opinion on issues related to school safety. Your answers will help us in our discussions about improving the school.

	Yes	No
a. I feel safe at this school.	<input type="radio"/>	<input type="radio"/>
b. Students of all racial groups get along with each other.	<input type="radio"/>	<input type="radio"/>
c. The views and opinions of students are respected and listened to by the administrators and teachers at my school.	<input type="radio"/>	<input type="radio"/>
d. School rules are fairly and consistently enforced for all students.	<input type="radio"/>	<input type="radio"/>
e. Gangs cause trouble at my school.	<input type="radio"/>	<input type="radio"/>
f. I feel comfortable telling teachers or administrators about potential fights, arguments, or weapons at school.	<input type="radio"/>	<input type="radio"/>
g. Teachers show respect to students.	<input type="radio"/>	<input type="radio"/>
h. Teachers show that they care about students.	<input type="radio"/>	<input type="radio"/>
i. Students show respect to teachers.	<input type="radio"/>	<input type="radio"/>
j. I feel I belong at this school.	<input type="radio"/>	<input type="radio"/>
k. I know what to do in the event of a school emergency or crisis.	<input type="radio"/>	<input type="radio"/>

45. Have any of the following happened to you at school during the past 30 days?

	Yes	No
a. I was pushed around by someone who was just being mean.	<input type="radio"/>	<input type="radio"/>
b. I was in a fist fight with another student.	<input type="radio"/>	<input type="radio"/>
c. I was robbed or had something stolen.	<input type="radio"/>	<input type="radio"/>
d. I saw a student with a knife.	<input type="radio"/>	<input type="radio"/>
e. I saw a student with a gun.	<input type="radio"/>	<input type="radio"/>
f. I saw students stealing at school.	<input type="radio"/>	<input type="radio"/>
g. I saw someone destroy or mark up school equipment or building walls.	<input type="radio"/>	<input type="radio"/>
h. I was afraid of being beat up on the way to or from school.	<input type="radio"/>	<input type="radio"/>
i. I was threatened by someone with a knife or gun.	<input type="radio"/>	<input type="radio"/>
j. I was called names or put down by other students.	<input type="radio"/>	<input type="radio"/>

Below For Official Use Only:



APPENDIX B

Correspondence, Instructions, and Materials Provided to Schools



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Date: April 21, 2008

To: Superintendents

From: Tom Luna, Superintendent of Public Instruction, and
Matt McCarter, Coordinator, Safe and Drug-Free Schools
Idaho Department of Education; and
Dr. Annie Woo, Senior Program Advisor, Center for Research, Evaluation &
Assessment, Northwest Regional Educational Laboratory

Subject: 2008 Statewide Substance Use and School Climate Survey

It's that time again and we are seeking your support. The Safe and Drug-Free Schools Program (SDFS) and the Northwest Regional Educational Laboratory will be conducting the eighth biennial statewide Substance Use and School Climate Survey, fall of 2008. This survey **fulfills a portion of the legislative accountability requirements of the public schools state tobacco tax substance abuse program funding.**

We know how busy school schedules are and that this is not the only survey you are asked to participate in, but we would greatly appreciate your assistance in this endeavor. It is important. The results of this survey help determine the extent to which Idaho's students are avoiding or using alcohol, tobacco, and other drugs, and safety issues at school.

The survey will be given to 6, 8, 10, and 12th grade students during the weeks of October 27—November 14, 2008. We have tried to schedule this into the school year the best we could, adjusting the survey window so it would not conflict with fall ISAT testing. The survey will be similar to the previous 2006 survey. It provides data on the success and effectiveness of ongoing programs and where the need exists for additional educational programs, activities, and services.

Individual district results will be sent to the district along with regional and state results. The State Department of Education (SDE) will receive only the regional and statewide results, thus ensuring individual district confidentiality.

Students in your district may or may not be randomly selected for the sample. The enclosed form outlines which schools, if any, in your district have been selected for the statewide sample. The cost of surveying randomly selected students will be fully covered by the SDE. If you would like additional students in sixth-, eighth-, tenth-, or twelfth-grade classes to participate, you may include them at a district cost of \$.80 per student. (The remainder of the cost, an additional \$1.00 per student, will be paid by the SDE.) Please indicate on the form which students you would like to have participate in the survey. It is important that you also update our estimates of your 2008 fall enrollment figures, which are also listed on the form.

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Page 2

Results from the 2006 survey showed we are making progress in substance abuse prevention and maintaining a safe learning environment. Through a continuous effort, this positive movement can be sustained. It is the goal of the department that the Safe and Drug Free Schools Program to continue focus on building the strengths of young people by establishing a positive learning environment that is safe, drug and violence free, in which youth may develop to their maximum potential.

A postage-paid, addressed envelope is enclosed for notifying Dr. Annie Woo of your district's participation. Your reply is due by May 23, 2008. A 2008 sample of the survey questionnaire is also enclosed.

Sincerely,

Tom Luna, Superintendent of Public Instruction
Superintendent of Public Instruction
Idaho Department of Education

Matt McCarter, Coordinator
Safe and Drug Free Schools Program
Idaho Department of Education

Dr. Annie Woo, Senior Program Advisor
Center of Research, Evaluation, & Assessment
Northwest Regional Educational Laboratory

cc: Substance Abuse Coordinator

Enclosures: Survey Questionnaire
Authorization form (Schools and student enrollment)
Postage-paid return envelope

Your responses indicating which schools in your district will participate should be mailed or faxed by May 23, 2008 to:

Dr. Annie Woo
Senior Program Advisor
Center of Research, Evaluation, & Assessment

FAX: 503-275-0450

Office Location 650 West State Street	Telephone 208-332-6800	Speech/Hearing Impaired 1-800-377-3529	Fax 208-334-2228
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503-275-9500, 800-547-6339
101 SW Main Street, Suite 500, Portland, OR 97204-3213
www.nwrel.org

Phone: (503) 275-9586

FAX: (503) 275-0450

email: wooa@nwrel.org

Date: April 11, 2008

To: District Coordinators

Subject: 2008 Statewide Substance Use and School Climate Survey

In coordination with the Safe and Drug-Free Schools Program of the Idaho Department of Education, the Evaluation Program of the Northwest Regional Educational Laboratory has begun the administrative process for the biennial statewide *2008 Substance Use and School Climate Survey*. You will be our primary contact for the district you represent. **Your assistance is invaluable and your patience with this process is greatly appreciated.**

We will soon mail out a survey notification to each district superintendent.

Enclosed in this packet please find:

A copy of the *Idaho Substance Use and School Climate Survey*.

A sample parent notification letter to be sent to parents by school principals

A two-page informational sheet (yellow), outlining the administrative process of this survey from now until completion of the survey, with tips and reminders for you about each step.

A reminder/checklist card and contact information, for your convenience.

Within the next two weeks you will receive a copy of the cover letter and the authorization form being sent to your superintendent with the district's schools—grade levels 6, 8, 10, and 12—designating those that have been chosen as part of the sample (cost free) and the remainder that may be surveyed at a cost to the district. Also listed are estimated enrollment numbers **that should be revised where applicable.**

Please coordinate with your superintendent and principals regarding this information. A timely return of the authorization form by your superintendent will allow us to order the correct amount of materials for the survey. **The return due date is May 23rd.**

Please check the label on this packet. Is it the correct address for us to mail you information and survey materials? **Please direct any changes, requests, or questions to my administrative assistant, Margaret Gunn, who can be reached at 1-800-547-6339, ext. 496 or by e-mail to gunnm@nwrel.org.** She will have all the paperwork in one place to assist you in the most efficient manner. Our plan is to follow-up consistently by phone and e-mail when possible to keep you up-to-date with your needs and ours.

If you have questions about the survey in general or about this process, please feel free to contact me at any time. Again, thank you for your assistance in this important project.

A handwritten signature in black ink that reads "Annie Woo". The signature is fluid and cursive, with the first name being more prominent.

Dr. Annie Woo
Senior Program Advisor

IDAHO SUBSTANCE USE AND SCHOOL CLIM

- It's that time again! The Safe and Drug-Free Schools Program and the Northwest Regional Educational Laboratory will be conducting the biennial statewide *2008 Substance Use and School Climate Survey*.
- Annie Woo, the principal evaluator for this project, has randomly selected schools for the sample (cost-free to the districts), based on the requirements submitted by the Idaho Department of Education SDFS program.
- This sample is spread across all schools and districts and includes students at grade levels 6, 8, 10 and 12.
- Each district superintendent will soon be notified of our intent to survey, with an authorization form that lists all the schools in the district, separated by school and grade level, and distinguished by selected groups of students being either in, or not in, the sample. A copy of the form will be sent to each SDFS Coordinator. **Feel free to coordinate with your principals, and prompt your superintendent to respond in a timely manner.**
- Your district may choose: 1) to survey *just the sample students*, 2) to survey the sample students *and* the remaining students not in the sample, or 3) *not to survey at all*. Your superintendent may even choose to survey **all** students between grades 6 to 12 – the difference being the cost to the district depending on which students are surveyed. **We have requested the return of a signed and dated authorization form—specifically designating the level of participation—from each superintendent before we go forward with this survey.**
- After the forms have been received (due by May 23rd), we will know how many surveys to order and will begin preparing the materials for your schools.
- In September, you will receive a packet with a letter that will list which students will be administered the survey. It will be specific to grade level and enrollment. You will be asked to **review the enrollment numbers and notify us if corrections need to be made**. If your superintendent has chosen not to survey in the district, you will also be notified of that at this time.
- The packet will also include *a letter for each of your principals*, reminding them that the survey will take place. **The window for administering the survey this year is October 27 to November 14.** We would like each school to choose one day and one time for the survey to be administered. Surveying students at one site simultaneously makes survey results more valid. You may want to mark these dates on your school calendar now in preparation of the event next fall. We suggest that you not leave the administration of the survey to the last minute. Other unseen events, determined to take priority, may pop up!
- The packet will include a *sample copy of a letter of notification of survey administration* that should be sent to all parents. Each principal can use this sample to format their own letter, notifying parents of the survey date chosen. It should be sent well in advance to give parents with concerns a chance to respond.

- **We will also *request your assistance* if, for some reason, we have not heard from your superintendent.** There may have been a change in administration, or our letter may remain unopened and buried deep at the bottom of the “in basket,” and our follow-up efforts may not have garnered a response.
- We always order more than enough surveys, but it is important for all parties to coordinate in this effort to make sure that materials are adequate and that they are delivered to the proper address in a timely manner.
- **As coordinator, you will be our primary contact throughout the project.** We will make every effort to keep you informed of any new information or materials and *will use bright labels* to draw your attention to all information regarding this survey arriving by mail. Please coordinate with your administrative staff members where your mail is delivered to remind you if materials are not being collected. **Please notify us if you have a change of phone, fax, or email, would like us to send materials to a different address, or have any questions about this process.**
- We will be sending you the survey materials, information flyer, and instructions in late September. Please inspect the materials well ahead of your survey day to be sure you have everything you need. We can send things to you by FED EX overnight in most cases; however, in very rural areas, even overnight delivery might be delayed.
- **Once the survey is completed,** please collect and send the completed surveys (which will already be in sealed envelopes marked with the appropriate information we need about numbers and grade level, etc.) and **return them to us as soon as possible.** We will be including postage-paid, addressed mailing labels, and in most cases, mailing envelopes. For large districts, you may wish to save the boxes that the materials were sent in, and reuse them to send the materials back.
- **Our goal is to have everything in hand,** from all schools that participated, **before Thanksgiving.** This will give us the time we need to unpack, sort, review, scan, and assess the data. If you miss the deadline, we will follow up. We need to include all participating districts in the final report.
- Our last survey returns from 2006 lagged until Christmas. Some schools forgot to survey. Some surveyed, but forgot to send the materials back. Others had misplaced the materials and forgot to notify us. This year we will use email reminders to keep in touch with all coordinators. We are completely aware of how busy you are and the complicated nature of representing multiple schools, principals, and students in this effort. A few bumps in the road are to be expected! **We applaud you ahead of time for your undaunted efforts. You are truly the real heroes of this project.**
- To sum up, we have included a short checklist on a card you can keep tucked in your calendar as a reminder. On it is a brief timeline and the names of persons you can contact at NWREL with any questions and requests. Please feel free to contact us at any time.

THANK YOU FOR ALL YOUR ASSISTANCE!

Phone: (503) 275-9586

FAX: (503) 275-0450

email: woa@nwrel.org

Date: April 22, 2008

To: District Coordinators

Subject: 2008 Statewide Substance Use and School Climate Survey

Enclosed is a copy of the cover letter and the Superintendent Authorization Form being sent to your district superintendent. It lists the district's schools and eligible grade levels—6, 8, 10, and 12. The form designates those students that have been chosen as part of the sample (cost free) and the remainder that may be surveyed at a cost to the district. Your superintendent may choose to survey all, a part, or none of the students listed.

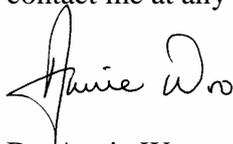
Also listed are estimated enrollment numbers based on our past survey.

Please review the list of schools and enrollment numbers; these should be **revised where applicable**. Also, please fill in enrollment numbers where there are none listed, and advise us so that we may update our database. We will also ask you to review these numbers in September, after the school year begins.

Please coordinate with your superintendent to ensure that the form is reviewed, marked, signed and dated and returned to us by **May 23rd**. A timely return of the authorization form by your superintendent, and any corrections to school names and enrollment numbers, will allow us to order the correct amount of materials for the survey.

If you should change your contact information at any time, or if the superintendent or coordinator in your district changes, please send us that information as well. **Please direct any corrections, requests, or questions to my administrative assistant, Margaret Gunn, who can be reached at 1-800-547-6339, ext. 496 by e-mail at gunnm@nwrel.org, or by FAX at 503-275-0450.** She will have all the paperwork in one place to assist you in the most efficient manner. Our plan is to follow-up consistently by phone and e-mail when possible to keep up-to-date with your needs and ours.

If you have questions about the survey in general or about this process, please feel free to contact me at any time. Again, thank you for your assistance in this important project.



Dr. Annie Woo
Senior Program Advisor

Phone: (503) 275-9586

FAX: (503) 275-0450

email: wooa@nwrel.org

September 18, 2008

TO: [Coordinator]
SDFS Coordinator/Administrator, [District]

RE: *2008 Substance Use and School Climate Survey*

It's that time again! The Idaho Department of Education and the Northwest Regional Educational Laboratory are preparing to administer our biennial statewide survey of students.

The first step in this process was to create a specific plan to determine which schools and students would participate. In order to do this, we asked district superintendents to respond to a letter that listed the specific schools and grades in their district, and whether each school/grade had been randomly selected for participation in the statewide random sample. Superintendents were asked to return this form letter to us after indicating which schools would participate in the survey.

In order to help facilitate district response to this planning process, and also to keep everyone apprised of their current status, we are sending you, the district coordinator, a copy of your individual district's current status for survey administration, to date.

Your Superintendent/ Administrator has approved schools in your district to be surveyed and the request has been received. Please refer to the enclosed form.

- If your district has replied with a completed form (as indicated above), we thank you for your timely attention to this effort. Keep this form for your reference
- If your district's form is not yet complete or not yet returned, we appreciate your assistance in insuring that we receive the missing information before the deadline, which has been extended to **September 30, 2008**. FAX updated information to 503-275-0450.
- If you notice that enrollment figures have changed from what we have recorded, please send us an update (you can use the enclosed form and FAX it to us – no signature will be necessary).
- If your mailing address is not accurate, or if there has been a change in the SDFS coordinator for your district, please notify Margaret Gunn (gunnm@nwrel.org or 1-800-547-6339 x496), so that the mailing list can be updated.

Page 2

Idaho Substance Use and School Climate Survey

Enclosed are two important letters that you should pass on to principals of each school that will be administering the survey.

- One is an informational letter describing the survey process, the survey administration window, and contact numbers to reach NWREL if they have any questions. Principals should arrange to communicate with teachers whose classrooms will be impacted by the survey administration. Survey materials will be sent to you to distribute well in advance of the survey dates. Coordinate with your individual principals to determine how and when survey materials will be received and returned to NWREL.
- The second enclosure is a sample letter to be used by the principal to create “a letter of notification of survey administration” to the parents of those students selected to participate. Principals can modify it as is appropriate.

For those who will be testing, we will send a packet with surveys and instructions well ahead of the testing dates.

If your district has chosen to test students who are not part of the cost-free random sample, **the district office should forward a purchase order** covering the **estimated cost** of those students (at \$.80 per student), to NWREL, c/o Dr. Annie Woo, at the address below. We will bill you later, and only for the number of students who actually complete the survey.

We anticipate that the survey will be particularly useful to districts and to state substance use prevention programs this year, since we will now have a 14-year longitudinal picture of substance use and school climate trends in the state. Thank you for your support of the project.

Please direct any inquiries to Dr. Annie Woo at (800) 547-6339 x586, or wooa@nwrel.org.

Sincerely,



Dr. Annie Woo
Senior Advisor
Evaluation Program
Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
FAX: 503-275-0450

IDAHO SUBSTANCE USE AND SCHOOL CLIMATE SURVEY
[Form signed and submitted by Superintendent of each District]

Please check 'Yes' or "No" next to each item to indicate which students you wish to have participate in the 2008 survey. If our estimates for next year are incorrect, please make corrections—the estimates are based on your current enrollments. Then sign the form and return it to the address or FAX which follows your signature line. Thank you for your cooperation.

[DISTRICT NAME AND NUMBER]

SELECTED FOR STATE SAMPLE – NO COST

SCHOOL NAME	GRADE	ESTIMATED 2007-2008 ENROLLMENT	WILL STUDENTS PARTICIPATE?	
			YES	NO
[School name]	6	23	<input type="checkbox"/>	<input type="checkbox"/>

NOT SELECTED FOR STATE SAMPLE – (FEE PER SURVEY)

SCHOOL NAME	GRADE	ESTIMATED 2007-2008 ENROLLMENT	WILL STUDENTS PARTICIPATE?	
			YES	NO
[School name]	6	23	<input type="checkbox"/>	<input type="checkbox"/>

Annie Woo, PhD.
 Evaluation Program
 Northwest Regional Educational Laboratory
 101 SW Main, Suite 500
 Portland, Oregon 97204-3297

Fax (503) 275-0450

Date: September 2008
To: Principal/Administrator
Subject: 2008 Statewide Substance Use and School Climate Survey

At the end of October, the Idaho State Department of Education, Safe and Drug-Free Schools Program, and the Northwest Regional Educational Laboratory will be conducting the seventh biennial statewide Substance Use and School Climate sample survey. The first survey was first administered in 1996 and repeated in 1998, 2000, 2002, 2004, and 2006. The results of this survey help to determine the extent to which Idaho's students are avoiding or using alcohol, tobacco, and other drugs; and to what extent they feel safe at school.

The survey is administered to selected sixth-, eighth-, tenth-, and twelfth-graders around the state (and, in a very few cases, districts have requested that seventh-, ninth-, and 11th-graders be surveyed). This year, some of the students in your district will be participating in the survey. Your district survey coordinator will be able to tell you which students have been chosen to participate and will supply the surveys, collection envelopes, and instructions for teachers. Attached is a sample copy of a survey notification letter which should be sent to parents before administration of the survey takes place. You may modify it to fit to your needs.

The survey is confidential and will be administered in a way that protects student privacy. While we would like to encourage full participation, the survey is also voluntary, and students have the option not to participate or to leave blank any question they do not wish to answer.

The survey may be administered between October 27th and November 14th. It will take participating students about 30-45 minutes to complete. All students in the same school should take the survey on the same day, at the same time, so that they do not talk to one another about the survey and influence each other's answers. The completed surveys will need to be returned to the Northwest Regional Educational Laboratory, the agency analyzing the data, on or before November 26th. Prompt return of the surveys is essential in order to ensure that the completed report reaches the Idaho legislature in January 2009.

Please take this opportunity to consult with your SDFS coordinator, schedule a time for the survey in your school, and advise teachers well in advance of that date.

Individual district results will be sent to the district along with a copy of regional and state results so that they can be used for planning local prevention efforts. The Department of Education will receive only the regional and statewide results, thus ensuring individual district confidentiality.

Results from previous surveys showed that Idaho is making progress in substance abuse prevention and developing and maintaining a safe learning climate. It is the goal of the department that the Department of Education's Safe and Drug Free Schools Program will continue to move forward in helping to provide a safe and drug-free positive learning environment for all Idaho students.

Questions about the survey or its administration may be directed to your district SDFS survey coordinator and/or to Dr. Annie Woo, evaluator, at the Northwest Regional Educational Laboratory (800-547-6339 ext.586; wooa@nwrel.org).

Thank you for your assistance in this project.

SAMPLE LETTER TO PARENTS

Dear Parents:

Our school has elected to participate in a statewide survey that asks our students about drug and alcohol use and school climate among students. This survey previously took place in schools throughout Idaho in 1996, 1998, 2000, 2002, 2004, and 2006. It is sponsored by the Idaho Department of Education. The survey is being administered to students in grade(s) _____.

This survey is **anonymous**. Students will **not** put their name or any other personal identifying information on the survey. Students will put their surveys in a sealed envelope, so that no one, not even the teacher, will know the responses any student makes to any question.

Participation in the survey is **voluntary**. It will take place between_____. Students may decline to participate in the survey when it is given. If they do participate, students may leave blank any question they find objectionable.

The survey results will be presented in the same manner as public opinion polls; in other words, group averages will be reported rather than individual answers. This will give us the information we need to plan prevention and intervention programs to combat the problems faced by our youth. It will also give us information with which the effectiveness of prevention efforts can be judged.

Sincerely,

Principal

Telephone: (503) 275-9586

FAX: (503) 275-0450

email: woa@nwrel.org

October 2008

Dear SDFS Coordinator,

Enclosed are the materials for the *Idaho Substance Use and School Climate Survey*. The survey is to be administered between October 27 and November 14, 2008. You should find the following items in the enclosed shipment.

1. General administration instructions for each school to be surveyed (yellow sheets).
2. A copy of the sample parent notification letter, for principals' use in case parents have not yet been notified.
2. Instructions for the teachers or staff who will supervise the classroom administration of the survey (green sheets).
3. Envelopes for each classroom to use for returning the completed, confidential surveys.
4. Postage-paid, pre-addressed labels for returning the completed surveys to NWREL.
5. Surveys for each of the schools and grades participating in your district. Extras have been included in the event that school enrollments are higher than originally estimated.

As you may recall, approximately 15,000 students in grades 6, 8, 10, and 12 were randomly sampled to take part in this seventh administration of the biennial survey. The Idaho Department of Education will pay the entire cost for surveying sampled students. In addition, your district had the option of surveying other grades or schools that were not sampled, at a cost to your district of \$.80 per student. The remaining cost, \$1.00 per student, will also be paid by the Department of Education. (If your district is also testing students in grades 7, 9, and 11, they are responsible for the full cost —\$1.80—for each of those students.) If you haven't already done so, please request your district administrative office to **send a purchase order** reflecting your survey costs to Dr. Annie Woo, Evaluation Program, at NWREL. You may determine the cost by consulting the survey administration list that you received in September that reflected which schools and grade levels would be participating. We will bill you later, and only for the number of surveys that were actually completed, returned, and scanned. Receiving the Purchase Order ahead of time just helps our administrative process move more efficiently.

Once the surveys are completed and collected, please return them to NWREL as soon as possible. You will be assured of a report for your individual district only if your surveys are returned before November 26, 2008. You will find mailing envelopes for your use when returning the sealed survey envelopes to us. Or, if you have a large number of surveys to return, you may affix the pre-paid mailing labels to boxes and send them that way—whichever best suits your situation.

Any questions you have may also be directed to me at the Northwest Regional Educational Laboratory (NWREL) at (800) 547-6339, x 586, or by e-mail: wooa@nwrel.org.

Thank you for your participation in and support of the Idaho Substance Use and School Climate Survey. **We appreciate all the assistance that you have given.**

Sincerely,

A handwritten signature in black ink that reads "Annie Woo". The signature is written in a cursive style with a large initial 'A' and a stylized 'W'.

Annie Woo, Senior Associate
Evaluation Program
Northwest Regional Educational Laboratory

Before the Survey

1. If you have not already done so, we recommend you notify the parents in some form prior to the administration of the survey. Notices in school newsletters or news releases may be appropriate.
2. The survey should be scheduled for a single class period of a single day throughout the entire school. This prevents students from talking about their answers with classmates who have not yet taken the survey.
3. Divide the materials for distribution to each classroom. Each classroom should receive
 - ◆ Enough survey booklets to provide one to each student in the class;
 - ◆ A copy of the Administration Instructions (green sheet);
 - ◆ The printed envelope for students to put their completed surveys in.

If you do not have enough surveys for all your classrooms, call NWREL at 1-800-547-6339 x496 to request more surveys. We can provide you with additional copies overnight, if necessary. **DO NOT PHOTOCOPY BLANK SURVEYS FOR YOUR STUDENTS TO FILL OUT.** These will not work in the scanner that reads the surveys, and photocopied surveys will not be counted.

4. Meet briefly with the teachers who will be administering the survey to discuss the purpose of and procedures for the survey and to read the Administration Instructions. If you or the teachers have any questions about procedures, please call Annie Woo, Senior Associate, Evaluation Program, at NWREL, at 1-800-547-6339, x586 or email her at: wooa@nwrel.org.

The Day of Administration

5. Distribute the survey materials to each classroom. Also include some No. 2 pencils for students who may not have them.
6. After students have completed the surveys and placed them back in the envelopes, collect the **sealed** envelopes, Administration Instructions, and any unused materials.
7. Package all the materials, apply the enclosed mailing label, and send on or before November 26, 2008 to:

Dr. Annie Woo
Evaluation Program
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

**Thank you for your support of the
Idaho Substance Use and School Climate Survey.**

GUIDELINES FOR ADMINISTRATION: IDAHO SUBSTANCE USE AND SCHOOL CLIMATE SURVEY

The Substance Use and School Climate Survey has been developed by the Idaho Department of Education and Northwest Regional Educational Laboratory (NWREL) to provide information from students about the extent and nature of alcohol and drug use and school climate. This information will be used in planning prevention and intervention programs.

Student participation is voluntary. Students may decline to participate. Students do not have to answer all questions and may leave blank questions they do not wish to answer. All responses are completely anonymous. Names or personal identifying information are not written on the surveys. No one will know the responses from any student.

Scheduling

Students usually complete the survey in 30 to 50 minutes. **All participating students at the your school should fill out the survey during the same class period.** Administering the survey at different times may produce distorted results, since students may discuss the questions and their answers with other students.

Prior to Survey Administration

Preparing Materials. Each teacher will be supplied with the number of survey instruments for the enrollment of his/her class. Instructions for administration and a 10x13 envelope are provided. Make sure that you have additional No. 2 pencils. If you do not have enough surveys, contact the survey coordinator in your building or district to obtain additional copies, or call NWREL at 1-800-547-6339 and ask to be connected to the Evaluation Program to request more surveys. We can provide you with additional copies overnight, if necessary. **DO NOT PHOTOCOPY BLANK SURVEYS FOR YOUR STUDENTS TO FILL OUT.** These will not work in the scanner that reads the surveys, and those surveys will not be counted.

Planning to Collect Surveys.

Discourage students from separating the survey into two pages – keep the surveys intact.

Designate a student who will seal the envelope after all the students have placed their own, completed survey inside. This task should not be done by a teacher.

Survey Administration

Please read the oral instructions (OTHER SIDE of this page) to the students. The teacher should convey the importance of the survey for your school, the district, and the state. Also, **it is essential that students know that their answers are confidential.** Therefore, teachers should follow all instructions as indicated within these guidelines. Additionally, teachers should stay in the room, but remain seated at their desk, while students are taking the survey.

Return of Surveys

Please complete the front section of the survey envelope, which asks for the total number of students enrolled at each grade in your classroom, the number absent, and the number of students choosing not to participate in the survey. If you have more than one grade level in your class, indicate the number enrolled by grade. For students who are not in the grade(s) surveyed, enter the number enrolled and absent, but place a "0" in the column labeled "No. of Students Taking Survey." When all students have completed the survey, pass the empty envelope around the classroom. Each student will put his or her completed survey into it. The designated student will **SEAL** the envelope and bring it to you. Only completed surveys are to go into the envelope, which should be returned with any unused surveys to the survey coordinator. All materials will be returned to NWREL on or before November 26, 2008.

Please see the ADMINISTRATION INSTRUCTIONS on the other side!

Administration Instructions

Hand out survey booklets and No. 2 pencils. Then say:

Please do not open the survey booklet or make any marks on the materials until I tell you to do so. If your pencil breaks during the survey, quietly pick up another from my desk.

*Write the name of our school on the top of the survey where it asks for it. Do **NOT** write your name anywhere on the survey. No one will know how you answered the questions. You may write in our school's name now.*

Pause

The purpose of this survey is to find out about tobacco, alcohol, and drug use, and what students in our school know and think about school safety. Your answers will help us understand the problems and needs of students in our school.

Your participation is voluntary. If there is any question that you do not feel comfortable answering, just leave it blank. You should attempt to answer each question accurately and honestly. If you cannot be honest, then leave the item blank.

*Make sure that you have a survey booklet and a No. 2 pencil. In your survey you will fill in the circle for the answer which is true for you. Remember to fill in the circle completely. Erase your answer completely if you wish to change it. **Use a No. 2 pencil only. Do NOT use a pen, felt-tipped pen, or highlighter.***

This is not a test; there are no right answers. Choose the answer that is right for you. Work as quickly as you can so you have enough time to finish before the end of the period.

When all of you have finished the survey, I will pass around an envelope. Place the survey in the envelope. [Name of designated student] will seal the envelope and take it to the office. If you finish before others, please work quietly until all have finished.

Please return all remaining survey materials to the survey coordinator.

APPENDIX C

State and District Survey Results

