

**Methodology Used in the  
1992 Texas School Survey of  
Drug and Alcohol Use**

for

The Texas Commission on Alcohol and Drug Abuse

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## Introduction

In 1992, the Public Policy Research Institute (PPRI), in conjunction with the Texas Commission on Alcohol and Drug Abuse (TCADA), conducted the third statewide survey of drug and alcohol use among Texas secondary students. The first such survey was conducted in 1988. Originally implemented as a component of a larger survey assessing substance use among the state's general population, the school survey has since become an independent and ongoing project. Local district surveys are offered every year and a statewide survey is conducted every two years. The 1992 effort provides follow-up data showing changes over the past four years in grades four through twelve.

The Texas School Survey project, funded under a U.S. Department of Education Drug Free Schools and Communities grant, has two primary objectives. First, it serves to inform state and local policymakers about the extent and nature of the substance use problem in Texas schools. Secondly, the statewide survey provides a standard of comparison for districts conducting local assessments of drug and alcohol use. The findings of the 1992 statewide study are available in a report published by TCADA<sup>1</sup>.

The purpose of this document is to describe the methodology used to conduct the 1992 survey. After an introduction to the survey instrument, attention is then focused on the sample selection and survey administration procedures. Methods for data processing and quality control are described and the report concludes with a review of standard error estimations.

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<sup>1</sup> Texas Commission on Alcohol and Drug Abuse (1992). 1992 Texas School Survey of Substance Abuse. Austin, Tx.

## Survey Instrument

Two versions of the Texas School Survey instrument were developed. The first was a six-page questionnaire designed for students in grades six through twelve. The second was a simplified three-page instrument created for students in grades four and five. The elementary survey differed from the secondary version in that it was shorter, the language was simplified, and some complex questions were omitted. Elementary students were asked about only four types of substances including tobacco (cigarettes and snuff or chewing tobacco), alcohol (beer, wine or wine coolers, and liquor), inhalants, and marijuana. Secondary students were asked about those same substances as well as a broader range of illicit drugs including cocaine, crack, hallucinogens, uppers, downers, steroids, and ecstasy. Other sets of questions on both the elementary and secondary instruments were designed to assess behavioral correlates of substance use and students' perceptions of available support to help them cope with substance-related problems.

While the 1992 Texas School Survey content remained essentially the same as that used in previous surveys, three modifications to the instrument were made. First the name of the pseudo-drug was changed from GZT to OZZ, as selected by TCADA staff. Second, a set of generic scannable multiple choice response grids was printed on the back page of the instrument so that districts wishing to include additional customized questions could do so. Finally, four new questions were added to both the elementary and secondary survey. The first two items asked students whether their parents graduated from college and what kind of home they live in (i.e., a mobile home, an apartment, or a house). These questions are intended to provide information about students' socioeconomic status. They supplement the existing item in the secondary instrument regarding parents' occupation, and are the only indicators of SES in the elementary



survey. The remaining two new items responded to issues identified by school district personnel as being of particular interest. They ask students where they get alcoholic beverages (i.e., at home, from friends, from a store, at parties, or from some other source), and how long they have attended school in the same school district. The questionnaire was an optically scanned form similar to that used for achievement and other types of testing. It was designed for self-administration by students with the aid of a staff member to pass out the survey, read a common set of instructions, monitor the class during survey administration, and collect the instruments after they are completed. The survey instruments are included in Appendix A.

### **Item Analysis**

In order to evaluate the consistency in responding to items on the instrument, items were recoded so that responses that should have been the same between a pair of items are coded the same way. For example, a person responding that he or she used alcohol sometime during the last 30 days should have indicated an age at first use of alcohol. If when asked age of first use, a respondent indicates "never used", but indicate use in the last 30 days, the items are inconsistent.

On some pairs of items there are response combinations that cannot be classified as consistent or not. For example, someone who reports an age of first use of alcohol could have used it during the last 30 days or not. In measuring consistency, we have removed respondents from the analysis of a particular pair of items when it is not possible to classify the response as consistent or not.

The coding was done so that a consistent response was indicated by responses to both items were coded a 1 or a 0. A code of 0 on one item and a 1 on the other indicates inconsistency. A

simple measure of dichotomous correlation was used as a measure of consistency. We used phi which is identical to the Pearson's  $r$  when used on dichotomous data. It ranges from 0 to 1, with 1 indicating complete consistency between the two items.

Table 1 showing the inter-item correlations between report of lifetime use and other items follows. The correlations are extremely high between report of lifetime use and use during the school year and use during the last 30 days. Correlations are still high, but lower between lifetime use and age at first use and when normally used.

We looked more carefully at these relationships. It appears that the inconsistency may be explainable in part due to the ambiguity produced by experimental users reporting using one or two times. These may consider themselves never to have been "users" when asked about when they first used or what their normal use is. For example, the correlation between use of marijuana indicated by the lifetime question and use indicated by age of 1st use is a relatively low .74. Of the 17,397 responding in the sample 445 respond inconsistently across the items. 182 are those who report lifetime use of one or two times, but "never" first used.

There is some evidence that the inconsistencies might be related to "playing around." Those who report younger first use are more likely to have never reported using. About 18 percent of those reporting 9 or under report never having used the substance. That figure drops to less than 6 percent in the other age categories (10-11 years, 6%; 12-13, 2%; 14-15, 1%; 16-17, 1%; 18 plus, 4%). However the distortions produced by this are relatively small.

To look at the effect of the grade of the respondent, we computed the average inter-item correlations reported in the above table for each of the grades substances. The Figure 1A and

**Table 1**  
**Correlations Among Different Indicators**  
**of Use:**  
**Grades 6-12 Missing Excluded**

	Lifetime Use						
	Cigarettes	Smokeless	Beer	Wine Cool	Wine	Liquor	Marijuana
School	0.99	0.95	0.99	0.99	0.98	0.98	0.99
30 Days	0.97	0.93	0.96	0.95	0.95	0.96	0.96
Age 1st Used	0.78	0.78	0.76	0.71	0.71	0.67	0.74
Normally Used	0.82	0.82	0.84	0.84	0.84	0.86	0.85
Average All	0.89	0.87	0.8875	0.8725	0.87	0.8675	0.885

	Lifetime Use						
	Cocaine	Crack	Hallucin	Uppers	Downers	Steroids	Ecstasy
School	0.97	0.96	0.97	0.98	0.98	0.94	0.98
30 Days	0.93	0.95	0.97	0.94	0.93	0.86	0.91
Age 1st Used	0.71	0.63	0.76	0.77	0.85	0.66	0.66
Normally Used	0.84	0.74	0.88	0.87	0.84	0.74	0.88
Average All	0.8625	0.82	0.895	0.89	0.9	0.8	0.8575

Phi coefficients between lifetime and other indicators of use.  
None use coded as 0, any used as 1. Ambiguous cases and cases where data on either variable missing eliminated.

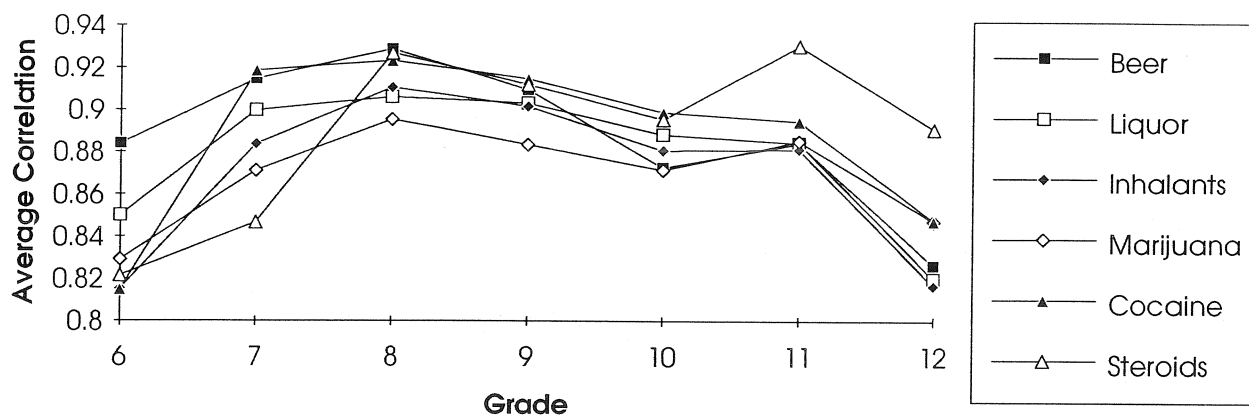
Figure 1B, the average correlation across grades is presented for several substances. In Figure 1A, several substances in which the correlations differ relatively little across the grades are plotted. In Figure 1B, substances with greater change are plotted. It is clear that the correlations are significantly lower among the 6th grade respondents. There is also a tendency to be lower among seniors.

Another point that concerns us is the inconsistency that occurs due to different levels of missing data on the items. As the questionnaire is relatively long and repetitious, a fatigue factor may be operating. In Table 2 we show the amount of missing data for selected questions regarding selected substances. The amount of missing data generally increases the further down the list the substance occurs. In addition, there is greater missing data on the age of first use and the normally used questions. Although there is greater missing data on 30 day use, this is already taken care of in the programming which creates the prevalence measure. Respondents reporting no lifetime or school year use are treated as having no 30 day use, even if the variable is missing.

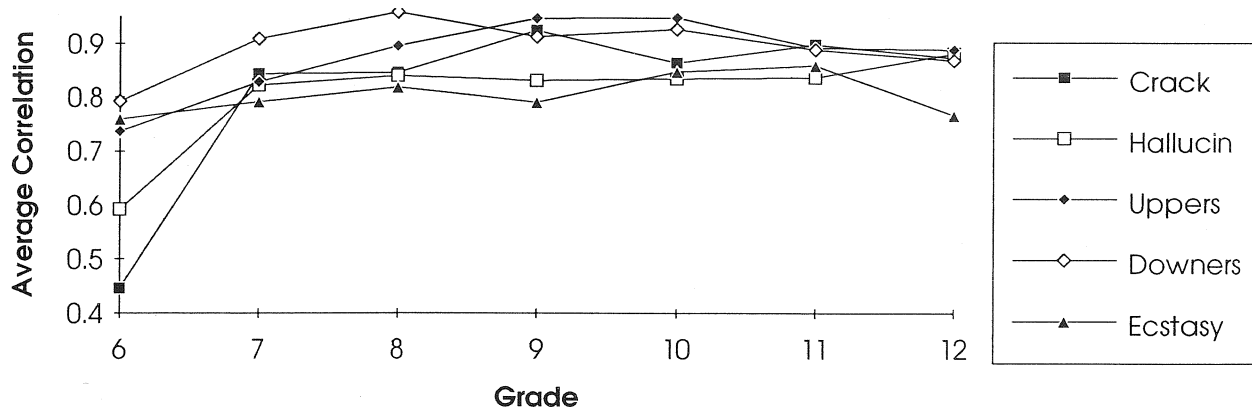
In order to demonstrate the possible effect on consistency that missing data has, we repeated the above correlational analysis coding missing data as .5 rather than omitting cases. Thus, non-use is coded 0, use code 1 and missing .5. A comparable statistic was used (Pearson's  $r$ ). The correlations are presented in Table 3. Although most of the correlations are lower, the significant differences are on substances little used such as cocaine, crack, hallucinogens, uppers, downers, steroids and ecstasy.

This analysis suggests that it might be useful to impose some consistency across the data by recoding later missing questions to be consistent with earlier questions where possible. Those

**Figure 1A**  
**Average Inter-Item Correlations by Substance and Grades:**  
**Substances with Small Differences**



**Figure 1B**  
**Average Inter-Item Correlations by Substance and Grades:**  
**Substances with Larger Differences**



**Table 2**  
**Numbers of Missing Data on Selected**  
**Items**

	Beer	Liquor	Inhalants	Marijuana	Cocaine	Average
Lifetime	446	836	507	732	788	661.8
School	834	1180	959	1254	1360	1117.4
30 Days	3390	3833	3837	4544	4642	4049.2
Age 1st Used	2050	2638	2446	2937	3072	2628.6
Normally Used	2747	3278	3061	3689	3950	3345
Average	2255.25	2732.25	2575.75	3106	3256	

**Table 3**  
**Correlations Among Different Indicators**  
**of Use:**  
**Grades 6-12 Missing Included**

	Lifetime Use						
	Cigarettes	Smokeless	Beer	Wine Cool	Wine	Liquor	Inhalants Marijuana
School	0.97	0.9	0.96	0.96	0.94	0.94	0.9
30 Days	0.89	0.72	0.85	0.82	0.78	0.81	0.62
Age 1st Used	0.76	0.72	0.73	0.67	0.66	0.63	0.7
Normally Used	0.78	0.71	0.78	0.77	0.77	0.78	0.64
Average All	0.85	0.7625	0.83	0.805	0.7875	0.79	0.715
							0.745

	Lifetime Use					
	Cocaine	Crack	Hallucin	Uppers	Downers	Steroids Ecstasy
School	0.76	0.6	0.8	0.78	0.71	0.57
30 Days	0.44	0.36	0.53	0.54	0.48	0.39
Age 1st Used	0.55	0.41	0.58	0.6	0.56	0.39
Normally Used	0.51	0.36	0.59	0.59	0.5	0.35
Average All	0.745	0.565	0.4325	0.625	0.6275	0.5625
						0.425

Phi coefficients between lifetime and other indicators of use.  
None use coded as 0, any used as 1. Ambiguous cases  
eliminated. Missing values coded as a .5.

coded as never having used could be coded as never using on later questions referring to the same substance that are left blank. There is little that can be done in cases where earlier questions indicate use and later responses are missing.

### Sample

The 1992 Texas School Survey was based on a random sample of school districts from throughout the state. Sixty-one non-volunteer districts were selected at random and recruited to participate in the project.

**Selection of Districts.** A multistage cluster approach was used to select school districts for the state sample. The clusters were identified at various stages of selection as districts, schools within the sampled districts, and classes within the sampled schools. The primary analytic cluster was the school district since the approval needed to administer the survey had to be obtained at that level. Districts were stratified based on four metropolitan area size classifications. The number of districts selected in each metro size class was roughly proportional to the total student enrollment in each (see Table 4). As a result, the probability of a district's selection for participation was a function of its size.

TABLE 4. Distribution of Selected Districts by Metro Class Size

	No. of Districts
Metro Class 1	19
Metro Class 2	13
Metro Class 3	12
Metro Class 4	17



A statewide survey sample was developed entirely independently of the districts volunteering for local surveys. The districts were selected for the state sample in the following manner:

1. The selected districts were listed separately for each of the four metropolitan-size classes (1, 2, 3, and 4).
2. Within each metro class, districts were stratified according to total district enrollment.
3. Within each stratum, the list gave a) the number,  $n_h$  of districts to select; and b) a list of candidate districts. These candidate districts were selected at random from the list of all districts in the stratum of interest. More districts were listed than needed for each stratum so that there was a ready supply of replacement districts available in case there were refusal problems.
4. For each stratum, the first  $n_h$  districts on the list were selected. If a district refused to participate in the survey and all conversion strategies failed, it was replaced with the next available district in that list of metro class and size stratum.

Obtaining cooperation from those districts that were randomly selected for the state sample but that did not plan to do local surveys was sometimes a problem. Yet, it was critical to get data from as many of the originally selected districts as possible. If large numbers of districts had to be replaced, the randomness of the sample could be compromised. Altogether 52 of the original 60 districts participated in the study. Six were replaced because they refused to participate and three districts were added to strata where districts randomly chosen did not have high schools, bringing the total to 61 districts.

Some state sample districts that were initially reticent were induced to cooperate by the use of incentives. The specific arrangements varied depending on the needs and wishes of the districts. In some cases PPRI agreed to provide data on computer disk for free. For a few particularly difficult-to-replace districts we offered to survey the entire district at no charge either during the current year or at a future date. While use of incentives was limited to fewer than ten districts, it proved to be an indispensable means for assuring the quality of the final survey sample.

**Allocation of Surveys among Metro Classes.** The state survey sample was designed to collect data from about 3,333 students per grade. The survey instruments were allocated among the Metro Classes in approximate proportion to the total number of students in each. When selected districts opted to survey their entire district, or to participate at a higher level than needed for the State Survey all respondents from the district were included in the sample, after being weighted to reflect their higher participation. Thus, although we had estimated that the state sample would include approximately 30,000 students, it actually included 20,568 elementary students and 83,501 high school students.

Some extremely small districts received somewhat more than a strict proportional allocation because, while data was technically only needed from one or two students per grade, the survey was administered to entire classroom units. Similarly, in a few extremely large districts, fewer students were surveyed than would result from a true proportional allocation. In these instances, weights in the final estimation were adjusted prior to conducting analyses.

**Allocation of Surveys among Classrooms and Campuses.** Once the number of surveys to be administered in each district was established, the next step was to determine the number of classrooms to be surveyed per grade. This was achieved by dividing the number of questionnaires per grade (ascertained for each district using proportional population calculations) by the estimated number of students per average class -- 20 for grades 4 through 5, 25 for grades 6-8, and 27 for grades 8 through 12. The resulting number indicated the total number of classes to be surveyed.

These classes were selected so that as many different campuses as possible would be in the final sample. Ideally, the classrooms surveyed were evenly distributed across all campuses in the

district. If there were more campuses containing a given grade than classrooms needed, then a simple random selection procedure was used to determine which campuses would be sampled. In general, once a campus was selected, all relevant grades at that campus were surveyed. Therefore, campus selection was not independent between grades.

**Selection of Classrooms within Campuses.** As soon as the total number of classrooms to be surveyed in each grade at each campus was determined, it was necessary to identify specific classrooms. This selection procedure was performed by campus personnel based on a set of guidelines provided by PPRI (illustrated in Appendix C). Campus staff were asked to make a list by grade (according to teacher's last name or some other convenient method) of all classes held during a selected class period. They were then instructed to use a random number table to select the exact classes to survey in each grade.

### **Administration Procedure**

Districts selected for inclusion in the state sample were notified about the project via letter and a descriptive brochure, illustrated in Appendix B. State sample districts that planned to administer a local drug and alcohol survey had virtually no procedural changes resulting from their involvement in the statewide project. In those districts that surveyed grades four through twelve, sufficient data was collected from all relevant campuses to meet the data collection needs for the statewide survey. These districts benefitted from their inclusion in the state survey project in that they were not charged for the surveys that became part of the state database. The larger number of surveys were weighted down so that their contribution to the final sample was in the correct proportion.

However, in instances where state sample districts were collecting local data for an incomplete combination of grades or where they were not conducting local surveys at all, the campus and classroom selection procedures described above were applied. Arrangements for giving the survey were established on an individual basis with these districts. Since those not doing local surveys did not stand to gain directly from the survey being administered in their district, an effort was made to be as accommodating as possible. In most instances we were able to arrange to have the survey administered in the selected schools and classes by school personnel. In two cases PPRI staff went to the survey site to oversee or personally conduct the survey administration.

Relevant personnel in the selected districts and campuses were provided with complete instructions and materials necessary to administer the survey (see Appendix C). In addition to instructions on how to select the classrooms to be surveyed, teachers in those classrooms were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to complete a "Classroom Information Form" which provided data on the number of students that should have taken the survey but were absent, and the number that were present but failed to complete the survey. This information was useful for computing error estimates. After the surveys were administered in each classroom, they were sealed in an envelope along with the Classroom Information Form. The envelopes from all participating classrooms were collected and returned to PPRI.

### **Data Entry and Analysis**

As noted earlier, the survey instruments were optically scanned forms. Upon their receipt at PPRI, they were logged in, coded and scanned by a staff of trained personnel. While the actual

survey instruments were scanned, information from the Classroom Information Forms was manually data entered. Once the data was in machine readable form, it was possible to conduct computer analysis.

**Handling of Exaggerators.** Because the Texas School Survey data is based entirely upon respondents' description of their own behavior, it is inevitable that some students will under- or overreport their use of drugs or alcohol, and to the extent possible we attempted to identify and eliminate data from those respondents. Two checks were incorporated into the data analysis program to identify exaggerators. First, students were asked about their use of a false drug called "OZZ". Data for students claiming to have used this substance was considered suspect and dropped from the analyses.

Second, checks were run to identify any students claiming impossibly high levels of drug or alcohol use. Unbelievably high substance use for secondary surveys was defined based on the following criteria: (1) students reported in item 20 that they had five or more drinks of two or more beverages every day; (2) students reported in item 16 that they used 3 or more alcoholic beverages every day; or (3) students reported in item 13 that they used 4 or more drugs (other than cigarettes, alcohol, or steroids) 11 or more times in the past 30 days. These cases were also dropped from the analyses.

**Surveys In Which No Grade Level Was Reported.** When students failed to report their grade level, it was not possible to determine unequivocally in which grade these students' data should be analyzed. Where grade level was missing, students' data was retained in the sample and an estimate of grade was made based on his or her age. Students that were at age level for

beginning a grade were included with that grade. If both grade and age were missing, the data was dropped from the analyses. Grade assignments were made as follows:

<u>Age</u>	<u>Grade Level</u>	<u>Age</u>	<u>Grade Level</u>
9	4th grade	12	7th grade
10	5th grade	13	8th grade
11	6th grade	14	9th grade
		15	10th grade
		16	11th grade
		17+	12th grade

### **Quality Control Measures**

To ensure the quality of the statewide survey data, a number of internal checks were put into place to guide survey processing. First, a quality control analyst oversaw the implementation of all pre- and post-analysis quality control procedures. As the following paragraphs describe, many aspects of our plan for quality control were embedded in automated procedures. However, there is no replacement for human oversight. The quality control analyst monitored and tracked the processing of each district's surveys from the initial mailing through the production of the final state report. Responsibilities included ensuring that surveys were properly coded and scanned, and checking for anomalies in the final tables of results.

In addition to the safeguards resulting from careful project oversight, there were also a number of procedural checks against error. For example, there was a possibility, however remote, that after the bindings of a set of survey instruments were cut, the instruments could be dropped or otherwise placed out of order. If that occurred, it is conceivable that some pages of data could have been read into the incorrect computer record. To resolve this problem, each instrument used in the 1992 survey was printed with a 5-digit "litho-code" number. With this coding process

every page of a given instrument is printed with the same scannable number, but a unique number is assigned to every instrument. By using the litho-code, when each page of an instrument is scanned it will automatically be read into the correct computer record. In this way, even if the pages from different instruments were shuffled together and read randomly, all data derived from the same instrument would automatically be read to the same data record.

Litho-coding also enabled PPRI to confirm that data from every survey instrument read was associated with the correct district. Survey instruments were mailed to participating districts in consecutive order. By recording the beginning and ending instrument numbers going to each district, we were able to check the litho-codes scanned for a given district against the range of acceptable code numbers for that district. In this way, any stacks of data that could potentially have been inadvertently mislabeled could be easily identified.

Programming checks were also incorporated into the data analysis programs by cross-analysis. That is, the same data was run in several different ways using existing programs. Program outputs were then compared for consistency. These quality control features enable us to feel quite confident about the quality and reliability of the survey findings.

### **Weights and Standard Errors**

Weights were applied to each case based on the strata (i.e., Metro Class 1 through 4 and volunteer), district, and campus. The weights were applied so that the aggregation of students in each campus, district, and strata reflected their proportions in the actual district, campus, and strata populations. The formulae used to determine these weights are presented in Appendix D.

APPENDIX A

ELEMENTARY AND SECONDARY  
TEXAS SCHOOL SURVEY INSTRUMENTS



# TEXAS SCHOOL SURVEY OF SUBSTANCE USE

## QUESTIONNAIRE FOR ELEMENTARY STUDENTS

### INTRODUCTION

This is NOT A TEST. There are no right or wrong answers. You should just answer each question by telling the truth.

No one but you will know how you answer the questions.

You DO NOT have to take this survey. If you do not want to answer the questions, work quietly at your desk.

Follow your teacher's instructions carefully.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. **Do not count a taste or sip** you may have had of someone else's drink. A drink means a can or bottle of beer or wine cooler, a glass of wine, a shot of liquor (like whiskey, vodka, or gin) or a mixed drink.

### DIRECTIONS

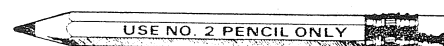
- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.

FOR OFFICE USE ONLY									
0	0	0	0	0	0				
1	1	1	1	1	1				
2	2	2	2	2	2				
3	3	3	3	3	3				
4	4	4	4	4	4				
5	5	5	5	5	5				
6	6	6	6	6	6				
7	7	7	7	7	7				
8	8	8	8	8	8				
9	9	9	9	9	9				

### EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:

	Never heard of it	Never used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Snuff or Chewing Tobacco	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CORRECT MARK



INCORRECT MARKS



PLEASE DO NOT WRITE IN THIS AREA

93180

1. Are you a:

Boy  
☐

Girl  
☐

2. What grade are you in?

4  
☐

5  
☐

6  
☐

3. Do you live with both of your parents?

Yes  
☐

No  
☐

4. How old are you?

8 or  
younger  
☐

9  
☐

10  
☐

11  
☐

12  
☐

13 or  
older  
☐

5. Are you:

White  
☐

Black  
☐

Mexican-  
American  
☐

Other  
☐

6. What grades do you usually get?

Mostly  
A's  
☐

Mostly  
B's  
☐

Mostly  
C's  
☐

Mostly  
D's  
☐

Mostly  
F's  
☐

7. Have you lived in this town for more than 3 years?

Yes  
☐

No  
☐

8. Did either of your parents graduate from college?

Yes  
☐

No  
☐

9. What kind of home do you live in?

A mobile home or trailer ☐  
An apartment or duplex ☐  
A house ☐

Below is a list of things some people sniff to get high. These are called inhalants.

10. Have you EVER sniffed any of the following inhalants to get high?

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Not Used	Used
a. Gasoline	<input type="radio"/>	<input type="radio"/>
b. Paint thinner	<input type="radio"/>	<input type="radio"/>
c. Glue	<input type="radio"/>	<input type="radio"/>
d. Whiteout or Liquid Paper	<input type="radio"/>	<input type="radio"/>
e. Other inhalants	<input type="radio"/>	<input type="radio"/>

The following questions ask about drugs people use to get high.

11. Have you EVER used any of these drugs?

(DARKEN ONE BUBBLE FOR EACH DRUG)

a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Never heard of it

Never used it

1-2 times

3-10 times

11 or more times

12. DURING THIS SCHOOL YEAR, how many times have you used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Never used it	1-2 times	3-10 times	11 or more times
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. About how many of your close friends use:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	None	Some	Most
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How old were you when you first used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Never used it	7 or younger	8 years	9 years	10 years	11 years	12 years or older
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Has anyone ever tried to give you:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Yes	No
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, gin, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. OZZ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE GO ON TO THE NEXT PAGE

16. When you drink beer, wine, wine coolers or liquor, where do you usually get it?  
(DARKEN ONE BUBBLE FOR EACH LINE)

- |                   | Don't Drink           | Yes                   | No                    |
|-------------------|-----------------------|-----------------------|-----------------------|
| a. Home           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Friends        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Somewhere else | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. How dangerous do you think it is for kids your age to use:

(DARKEN ONE BUBBLE FOR EACH DRUG)

- [illegible]

18. SINCE SCHOOL BEGAN IN SEPTEMBER, have you learned about drugs or alcohol from:

(DARKEN ONE BUBBLE FOR EACH LINE)

- |                             | Yes                   | No                    |
|-----------------------------|-----------------------|-----------------------|
| a. Your teacher?            | <input type="radio"/> | <input type="radio"/> |
| b. A visitor to your class? | <input type="radio"/> | <input type="radio"/> |
| c. An assembly program?     | <input type="radio"/> | <input type="radio"/> |
| d. A guidance counselor?    | <input type="radio"/> | <input type="radio"/> |
| e. Someone else at school?  | <input type="radio"/> | <input type="radio"/> |

19. During the past year (12 months), how many times have you had two or more glasses or bottles of these drinks in a row?

(DARKEN ONE BUBBLE FOR EACH DRUG)

- (DARKEN ONE BUBBLE FOR EACH)
- |                | Never                 | 1 time                | 2 times               | 3 or more times       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Beer        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Wine Cooler | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Wine        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Liquor      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Since school began in September, have you stayed out of school when your parents didn't know?

- ☐ Yes ☐ No

21. Since school began in September, have you been sent to anyone like the principal because you did something against the rules?

- ☐ Yes      ☐ No

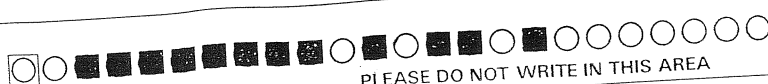
22. How do your parents feel about kids your age drinking beer?

- They don't like it.
- They don't care.
- They think it's O.K.
- I don't know.

23. How do your parents feel about kids your age using marijuana?

- They don't like it.  
They don't care.  
They think it's O.K.  
I don't know.

**THANK YOU**  
for being part of this  
important project.



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# TEXAS SCHOOL SURVEY OF SUBSTANCE USE

## QUESTIONNAIRE FOR SECONDARY STUDENTS

### INTRODUCTION

This drug and alcohol survey is designed to measure drug and alcohol use in your school district. We DO NOT want to know about individual students. DO NOT write your name anywhere on this booklet. All information in this survey will be confidential. No one but you will know how you answer the questions. You should just answer each question by telling the truth.

Your participation in this survey is completely voluntary. If you do not feel comfortable answering any question, or if you do not feel you can answer it honestly, leave it blank. If you do not wish to take the survey at all, please work quietly at your seat while it is completed by other students.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. **Do not count a taste or sip** you may have had of someone else's drink. A drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, an ounce of liquor (like whiskey, vodka, or gin) or a mixed drink.

### DIRECTIONS

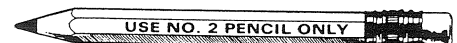
- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.

FOR OFFICE USE ONLY									
0	0	0	0	0	0				
1	1	1	1	1	1				
2	2	2	2	2	2				
3	3	3	3	3	3				
4	4	4	4	4	4				
5	5	5	5	5	5				
6	6	6	6	6	6				
7	7	7	7	7	7				
8	8	8	8	8	8				
9	9	9	9	9	9				

### EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:

	Never heard of it	Never used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Smokeless Tobacco	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CORRECT MARK



INCORRECT MARKS



PLEASE DO NOT WRITE IN THIS AREA

63809

1. Are you:

Male  
☐

Female  
☐

2. What grade are you in?

6  
☐

7  
☐

8  
☐

9  
☐

10  
☐

11  
☐

12  
☐

3. Do you live with both of your parents?

Yes  
☐

No  
☐

4. How old are you?

11 or  
younger  
☐

12  
☐

13  
☐

14  
☐

15  
☐

16  
☐

17  
☐

18  
☐

19+  
☐

5. Are you:

White  
☐

Black  
☐

Mexican-  
American  
☐

Other  
☐

6. On average what grades do you get?

Mostly  
A's  
☐

Mostly  
B's  
☐

Mostly  
C's  
☐

Mostly  
D's  
☐

Mostly  
F's  
☐

7. How long have you attended school in this District?

1  
year or less  
☐

2-3  
years  
☐

4 or  
more years  
☐

8. Do you have a job?

Yes  
☐

No  
☐

9. Do you get an allowance?

Yes  
☐

No  
☐

10. Did either of your parents graduate from college?

Yes  
☐

No  
☐

11. What kind of home do you live in?

☐ A mobile home or trailer

☐ An apartment or duplex

☐ A house

(DARKEN ONE BUBBLE FOR EACH LINE: a-k)

13. How safe do you feel when you are:

(DARKEN ONE BUBBLE FOR EACH LINE: a-c)

14. How many of your FRIENDS would you say:

(DARKEN ONE BUBBLE FOR EACH LINE: a-e)

15. Do one or both of your parents usually attend school-sponsored open houses or PTA meetings?

☐ Yes☐ No

16. About how many times (if any) have you ever sniffed, huffed, or inhaled the following inhalants for “kicks” or to get “high”:

(DARKEN ONE BUBBLE FOR EACH LINE: a-j.)

- [illegible]





(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

[illegible]

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

[illegible]

(DARKEN ONE BUBBLE FOR EACH LINE: a-p.)

[illegible]

(MARK ALL THAT APPLY)

[illegible]

25. When you drink alcoholic beverages, how many drinks do you usually have **AT ONE TIME**, on average?

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

- a. Beer  
b. Wine Cooler  
c. Wine  
d. Liquor

Never drink this beverage	12 or more drinks	9-11 drinks	5-8 drinks	3-4 drinks	2 drinks	1 drink	Less than 1 drink
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. During the past year (12 months), how often have you had 5 or more drinks **AT ONE TIME**?

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

- a. Beer  
b. Wine Cooler  
c. Wine  
d. Liquor

Never drink this beverage	Never drink 5 or more drinks at a time	Every day	Several times a week	Several times a month	About once a month	Less than once a month but at least once a year	Less than once a year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. How often do you get alcoholic beverages from the following sources?

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

- a. At home  
b. From friends  
c. From a store  
d. At parties  
e. Other source

Do Not Drink	Never	Seldom	Most of the time	Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How dangerous do you think it is for kids your age to use:

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

- a. Tobacco?  
b. Alcohol?  
c. Inhalants?  
d. Marijuana?  
e. Cocaine (not crack)?  
f. Crack?  
g. Ecstasy?  
h. Steroids?

Very Dangerous	Somewhat Dangerous	Not Very Dangerous	Not Dangerous At All	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. SINCE SCHOOL BEGAN IN SEPTEMBER, on how many DAYS have you...

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

- a. missed a whole day of school because you "skipped" or "cut"?  
b. missed a whole day of school because you were ill?  
c. missed a whole day of school for some other reason?  
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?  
e. had someone from your home be called to school because of your conduct or attitude?  
f. gotten into trouble with your teachers because of your drinking?  
g. gotten into trouble with your teachers because of your drug use?

None	1 day	2-3 days	4-9 days	10+ days
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. IN THE PAST MONTH, on how many DAYS have you...

(DARKEN ONE BUBBLE FOR EACH LINE: a-e.)

- a. missed a whole day of school because you "skipped" or "cut"?  
b. missed a whole day of school because you were ill?  
c. missed a whole day of school for some other reason?  
d. been sent by a teacher to someone like the Principal, Dean, or Guidance Counselor because of your conduct or attitude?  
e. had someone from your home be called to school because of your conduct or attitude?

None	1 day	2-3 days	4-9 days	10+ days
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(DARKEN ONE BUBBLE FOR EACH LINE: a-d.)

32. DURING THE PAST 12 MONTHS, how many times have you . .

a. gotten into difficulties of any kind with your friends because of your drinking?

33. Alcohol or other drugs are sometimes used at teenage parties. Thinking of the parties you attended this school year. . .

[illegible]

35. If you had a drug or alcohol problem and needed help, who would you go to?

	Yes	No
a. A counselor or program in school?	<input type="radio"/>	<input type="radio"/>
b. Another adult in school (such as a nurse or teacher)?	<input type="radio"/>	<input type="radio"/>
c. A counselor or program outside of school?	<input type="radio"/>	<input type="radio"/>
d. Your parents?	<input type="radio"/>	<input type="radio"/>
e. A medical doctor?	<input type="radio"/>	<input type="radio"/>
f. Your friends?	<input type="radio"/>	<input type="radio"/>
g. Another adult (such as relative, clergyman, or other family friend)?	<input type="radio"/>	<input type="radio"/>
h. I wouldn't go to anyone.	<input type="radio"/>	

(DARKEN ONE BUBBLE FOR EACH LINE: a-h.)

37. How do your parents feel about kids your age...

[illegible]

# SUPPLEMENTAL SURVEY QUESTIONS

S-1 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-2 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-3 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-4 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-5 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-6 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-7 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-8 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-9 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-10 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
S-11 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-12 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-13 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-14 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-15 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-16 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-17 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-18 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-19 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-20 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)
S-21 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-22 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-23 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-24 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-25 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-26 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-27 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-28 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-29 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)	S-30 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J)

THANK YOU FOR BEING PART OF THIS  
IMPORTANT PROJECT



PLEASE DO NOT WRITE IN THIS AREA

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**APPENDIX B**

**LETTER OF INTRODUCTION  
AND DESCRIPTIVE BROCHURE**

## THE 1992 TEXAS SCHOOL SURVEY OF DRUG AND ALCOHOL USE

The Texas Commission on Alcohol and Drug Abuse (TCADA) is sponsoring a project to assess drug and alcohol use among students in grades 4 through 12. Every school district in the state is eligible to administer the *Texas School Survey of Drug and Alcohol Use*. The project is being implemented by the Public Policy Resources Laboratory (PPRL) at Texas A&M University.

There are two versions of the *Texas School Survey* -- one for elementary students and one for secondary students. The survey is designed to be administered by school personnel and takes approximately 40 minutes to complete. The survey costs 70 cents per student plus a \$50 basic participation fee.

### **The Texas School Survey of Drug and Alcohol Use ...**

#### **... contains three primary sets of questions:**

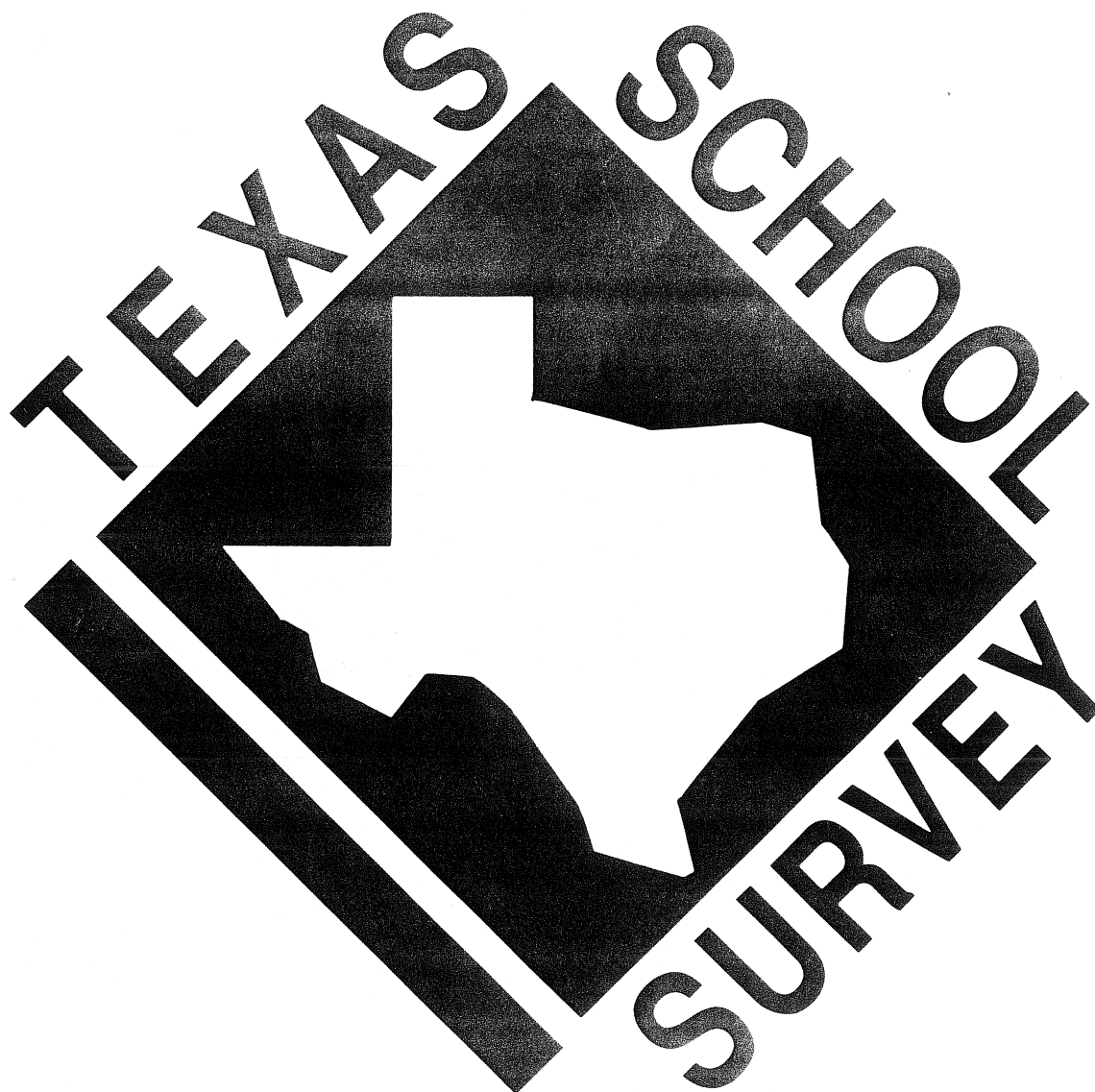
- A series of questions to assess what kinds of substances students are using and how often they are used.
- A series of questions to assess behavioral correlates of substance use such as skipping school, getting into trouble with the police, or driving a car after using alcohol or drugs.
- A series of questions to assess students' perceptions of available support to help them cope with substance-related problems.

#### **... comes with the following set of services for participating school districts:**

- *Survey Administration Support* -- PPRL staff provide comprehensive assistance throughout the survey process.
- *Sample Design* -- School districts with at least 1,000 students per grade may administer the survey to a sample of students rather than to all students enrolled.
- *Data Analysis* -- Completed surveys will be returned by mail to PPRL offices at Texas A&M University for data analysis.
- *Final Report of Results* -- Each district will be provided with an easily understandable Final Report summarizing local substance use patterns as they compare to substance use patterns statewide.
- *Executive Summary of District Results* -- In addition to the Final Report, each participating school district will receive a brief Executive Summary documenting the most salient survey results within their own community.
- *Seminar on Interpretation of Results* -- TCADA and PPRL will conduct a one-day conference at the conclusion of the project to which all participating districts will be invited.

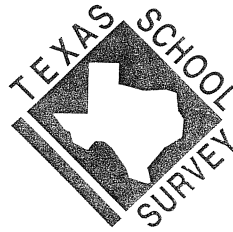
**... enrollment deadline for this year is January 24, 1992.**

**For more information contact Linda Ellis of PPRL at (409) 845-8800.**



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**Texas School Survey  
of Drug and Alcohol Use**



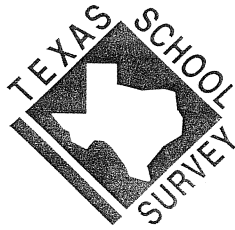
**T**he Texas School Survey of Drug and Alcohol Use has been conducted in Texas school districts since 1988. The survey is partially supported by the Texas Commission on Alcohol and Drug Abuse (TCADA) with the remaining costs covered by the districts. It is conducted by the Public Policy Resources Laboratory (PPRL) at Texas A&M University.

Local administrations of the Texas School Survey are part of an ongoing effort to provide information to school districts about students' drug and alcohol use. A corresponding statewide survey using identical survey instruments is conducted every two years. These statewide assessments generate current data to inform state level policy-making. In addition, they provide a standard of comparison for districts conducting local surveys. Over the past five years, the Texas School Survey has been used in three statewide surveys and in over 300 local survey administrations conducted by school districts across the state.

## Why give the Texas School Survey?

- The Texas School Survey provides school districts with an accurate estimate of the extent and nature of drug and alcohol use at the local level. It produces factual information to replace speculation and sensationalism.
- At the community level, the survey helps estimate the extent to which student substance use is primarily a "school problem." Some research indicates that much drug and alcohol use is centered not in the schools, but instead takes place after school hours and away from school grounds.
- The survey not only quantifies local drug and alcohol use, but it also provides guidance on the best means to address the problem. Questions assess where students get most of their information on drug and alcohol use and where they say they would turn for help with a substance problem. These data help identify which sectors of the community can most effectively unite to combat student substance use.
- Administered over an extended period of time, the survey is an effective tool to evaluate the impact of special substance abuse prevention and education programs.
- The Texas School Survey was designed to be responsive to questions of specific interest to Texas' educators, policymakers, parents, and community groups.





## What do you get when you use the Texas School Survey?

**Survey Administration Materials.** All materials including survey instruments and administration instructions will be mailed to your district.

**Data Analysis.** Participating districts receive the most detailed analysis of results currently available. (See Example Survey Results.) The analyses for secondary grades contain:

- 18 figures comparing state and local survey results. These can easily be converted into overheads for use in presentations.
- Over 60 General Substance Tables.
- 12 Alcohol Tables.
- 12 Prevalence Tables comparing drug and alcohol use by sex, ethnicity, academic performance, and other student characteristics.
- A distribution for each survey item illustrating the percentage of students who gave that response.

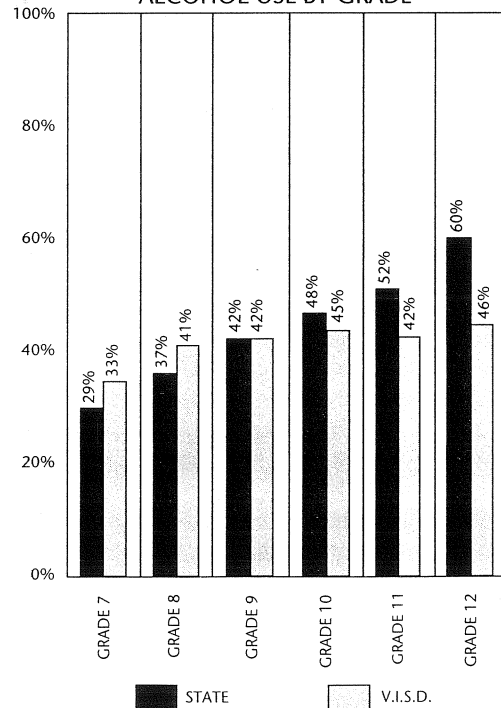
**State Comparison Data.** Up-to-date comparison data are available for every table, figure, and graph showing survey findings for the State of Texas in the same format as your local report.

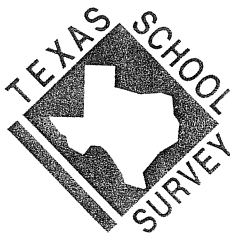
**National Comparison Data.** Relevant national statistics show current drug and alcohol prevalence among seniors from the annual National Institute on Drug Abuse survey.

**Executive Summary of Results.** A brief Executive Summary is provided for both elementary and secondary grades (see Example Survey Results). This concise overview of the survey findings is useful for press releases or presentation to school boards or community groups.

**Conference on the Interpretation of Results.** All participating districts will be invited to attend a one-day conference to help districts make full and appropriate use of survey results.

PREVALENCE OF PAST 30 DAYS  
ALCOHOL USE BY GRADE





## What optional services are available?

The following special services are available for a fee. Costs are shown in the enclosed Enrollment Packet.

**Customized Survey Questions.** Additional items can be added to the survey to address questions of specific interest to individual school districts. These additional questions can be cross-analyzed with existing survey items. Costs for this service will be based upon the extent of supplemental analysis desired.

**Special Analyses.** The standard report provides data describing the district as a whole. Other types of analyses such as campus-level reports or regional reports combining several districts are also available.

**Sample Design.** School districts with at least 1,000 students per grade can survey a sample of students. *We do not advise smaller districts to sample, and we do not advise any district to sample without first consulting PPRL.*

**Special Presentations of Results.** PPRL staff members are available to present survey results for participating districts. Cost to districts for this service will be based upon the preparation time required and travel/per diem costs.

**Data Sets.** For districts wishing to conduct independent analyses of the survey findings, the original data are available on computer tape or disk.

## What grades can take the Texas School Survey?

One version of the Texas School Survey is designed for junior high and high school students in grades 7 through 12. The other is a simplified instrument for use by elementary students in grades 4 and 5. Sixth graders may take either the elementary or the secondary survey depending upon whether they are grouped with elementary or secondary grades.

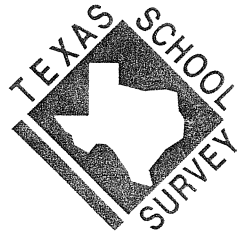
If your district wants to receive state-level comparison data, you *must* select from the following sets of grades:

Elementary	Secondary
4 through 5	6 through 12
4 through 6	7 through 12
	9 through 12
	8, 10, and 12
	6, 8, 10, and 12

You may survey elementary students only, secondary students only, or any combination of the sets illustrated above. Other combinations of grades may be surveyed, but we cannot provide comparable state results.

## How long does the survey take?

The survey takes about 30 minutes to complete. An additional 10 to 15 minutes should be allowed for handing out and taking up the instruments and for reviewing instructions. It can easily be completed in a single class period.



## What kinds of questions does the Texas School Survey answer?

The Texas School Survey begins by asking for demographic information such as age, sex, race, grade, and so forth. The remaining questions address three basic issues.

### Drug and alcohol use patterns:

- What types of drugs and alcohol are students using?
- How much do they typically consume, and how often?
- How old are students when they first use drugs and alcohol?
- How easy is it to get drugs and alcohol?
- Where do students usually get alcoholic beverages?
- How much drug use actually occurs at school?
- What substances do students say their close friends use?

### Behaviors that go along with drug and alcohol use:

- How often do students drive after using drugs or alcohol?
- How often are drugs and alcohol used at parties?
- How often do students attend class high?
- How often do students report "skipping" or "cutting" school?
- Do students who use drugs and alcohol report more difficulties with school authorities and police?

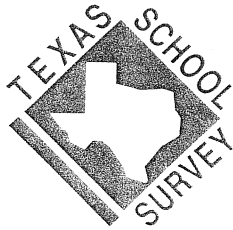
### Students' perceptions of support to help them cope with drug and alcohol-related problems:

- Where do student get most of their information about drugs and alcohol?
- Who would students turn to if they needed help?
- How many students in your district have actually sought help for a substance use problem?
- What do parents think about their children drinking beer or using marijuana?

**PREVALENCE AND RECENTY OF USE OF SELECTED SUBSTANCES  
BY GRADE, ALL STUDENTS**

	Ever Used	Past Month	School Year	Not Past Year	Never Used
COCAINE OR CRACK	5.2%	1.4%	2.0%	1.8%	94.8%
Grade 6	1.8%	*%	1.1%	*%	98.2%
Grade 7	1.8%	0.8%	0.6%	*%	98.2%
Grade 8	3.9%	1.5%	1.3%	1.2%	96.1%
Grade 9	6.2%	1.5%	2.8%	1.9%	93.8%
Grade 10	6.1%	1.4%	2.5%	2.2%	93.9%
Grade 11	7.8%	1.6%	2.8%	3.4%	92.2%
Grade 12	10.2%	2.9%	3.2%	4.1%	89.8%

(This portion of a table shows the kind of data provided. Other portions of this table cover tobacco and alcohol as well as a number of illegal substances. Other tables show use of the same substances by sex, race, academic rank, family situation, and willingness to seek adult help for substance abuse problems.)



## When will survey results be available?

Survey results are processed immediately upon their arrival at PPRL, and the basic report is returned to districts as quickly as possible—usually within eight weeks. Executive Summaries and any optional reports requested will be sent after the basic report.

## How much will the survey cost?

Each district administering the Texas School Survey will be charged a \$50 basic participation fee plus 70 cents per participating student. The minimum total charge for any participating district will be \$100. You may calculate your costs according to the following formula:

Base fee                      \$ 50

# of surveys                      \_\_\_\_\_  
x \$0.70/ea.

Total Cost                       OR \$100  
(Whichever is greater.)

Cost information for additional optional services is included on the price list illustrated on the Enrollment Form.

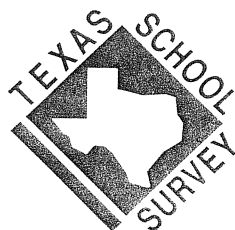
## How do I enroll in the Texas School Survey?

To enroll in the Texas School Survey, complete the Enrollment Form provided in this brochure. It contains current cost information for all services. Select those of interest to your district.

## Where should I direct further questions?

If you have questions or need further information, please feel free to contact PPRL directly. You may direct inquiries to:

Linda Ellis  
District Survey Coordinator  
Public Policy Resources Laboratory  
314 H.C. Bell Building  
Texas A&M University  
College Station, TX 77843-4476  
(409) 845-8800  
FAX (409) 845-0249



## Who is responsible for the Texas School Survey?

**T**he Texas School Survey is an example of what can be accomplished by integrating public policy objectives with academic research. It was originally designed to provide information for the Texas legislature and state agencies about drug and alcohol use among students statewide. Since 1988, over 300 districts have also used the survey to measure drug and alcohol use among their own students.

**James Dyer, Ph.D.**, the director of the Survey Research Program at PPRL and an associate professor at Texas A&M University, has significant methodological expertise and years of experience conducting survey research. He has supervised survey research projects of state and national scope. In addition to numerous published research articles, he is co-author of a book on research methods. Dr. Dyer has been responsible for the school survey project since its inception in 1988. Other substance abuse research projects he has directed include TCADA-funded drug and alcohol surveys among the general population and among special populations such as prison inmates and youthful offenders.

**Linda Ellis, M.A.**, the district survey coordinator, has a multidisciplinary background in research and data analysis. Ms. Ellis has worked directly with the Texas School Survey project for three years. She coordinates all contacts with school district officials, maintains quality oversight for report preparation, and assists with survey sampling procedures.

**John L. Eltinge, Ph.D.**, is an assistant professor in the Texas A&M Department of Statistics. In addition to assisting individual districts develop statistically valid survey sampling plans, he also generates the sample for the statewide administration of the Texas School Survey. Dr. Eltinge calculates error estimates and monitors the reliability and validity of the Texas School Survey instrument. His principal research interests are in nonresponse, measurement error, and time series aspects of sample surveys.

APPENDIX C

SURVEY ADMINISTRATION INSTRUCTIONS  
FOR STATE SAMPLE DISTRICTS

**THE 1992 TEXAS SCHOOL SURVEY  
OF DRUG AND ALCOHOL USE**

**STATEWIDE SURVEY**

## EXECUTIVE OVERVIEW

The Texas Commission on Alcohol and Drug Abuse (TCADA) is sponsoring a statewide survey of drug and alcohol use among students in grades four through twelve. School districts have been randomly selected from throughout the state to participate in the project. Your district was among those chosen and your assistance is needed to complete the project. The key features of the survey are summarized as follows:

1. The *Texas School Survey of Drug and Alcohol Use* is endorsed by the Texas Education Agency (TEA). Survey results will be used by state and local agencies for planning and prioritizing substance abuse prevention programs.
2. Only sixty districts are chosen to participate in the statewide survey. The chosen districts are being asked to support the survey research project in the following ways:
  - \* With few exceptions, all secondary campuses and a subset of primary campuses will participate. The survey will be administered in two to four classes per grade at each campus. These classes will be selected by PPRL staff.
  - \* The survey will take thirty to forty minutes to administer, including instructions. The survey is simple enough to be administered by school personnel, but if this is not feasible we will work with each district to determine another means for collecting the data.
  - \* Survey administrations must be conducted between January 2 and February 28, 1992.
  - \* PPRL staff will work closely with district officials and school principals to minimize disruption during survey administration.
3. TCADA has specified that strict confidentiality standards shall apply to all phases of data processing and reporting. Precautions will be taken so that survey responses cannot be identified by individual student, class, school, or district.
4. Each participating district and campus will receive a copy of the final report presenting the statewide survey results. Additional survey instruments are available for districts wanting to conduct a local survey as well.

The *Texas School Survey* is an important assessment tool for developing programs to combat substance use among elementary and junior high/high school students in the state. By participating, your school district can make an important contribution toward accomplishing that goal.



# THE TEXAS SCHOOL SURVEY OF DRUG AND ALCOHOL USE

## Statewide Survey of Students in Grades Four through Twelve

Substance abuse among elementary and secondary students is one of the most difficult challenges facing communities today. There are initiatives underway to combat the problem at all levels. However, before effective programs can be developed, policymakers at both the local and state levels need basic data describing the substance abuse phenomenon. To effectively target drug and alcohol resources it is important to know, for example, what types of students are most at risk for substance use, what types of substances they are likely to use, and under what circumstances use is most likely to occur.

The Texas Commission on Alcohol and Drug Abuse (TCADA) is working with school districts throughout the state to answer these and other important questions. TCADA is sponsoring *The Texas School Survey of Drug and Alcohol Use*, implemented by the Public Policy Resources Laboratory (PPRL) at Texas A&M University. The *Texas School Survey* is available to all Texas school districts to gather information on local drug and alcohol use patterns. In addition to the local surveys, TCADA also collects data for the state as a whole. The state-level survey gives individual districts an idea of how their substance use levels compare to those for other school districts in Texas. It also assists state policymakers in planning and prioritizing anti-drug initiatives.

While any district may volunteer for the local-level survey, only selected districts are asked to participate in the statewide survey. This year your district has been chosen and we are asking for your assistance. This report has been prepared to clarify exactly what this assistance will involve. The following paragraphs will address how and why the survey is being conducted and how your school district can help make the project a success.

### Why a Statewide Drug and Alcohol Survey Is Needed

There are several information sources which have been used for monitoring drug and alcohol use in the state. For example, the National Household Survey on Drug Abuse has been conducted bi-annually by the federal government since 1971. However, because there may be large regional variations in drug use across the nation, risk is involved when extrapolating national drug abuse rates to state-level populations. In recent years, TCADA has conducted a series of substance use surveys focusing exclusively on Texas. Surveys of the general population were performed in 1981, 1982, and 1987.

The first statewide survey focusing exclusively on secondary students was performed in 1988. It has been conducted every two years since that date. The 1992 survey will bring the state student database up to date, providing a current standard of comparison for local districts and assessing new trends in substance use among Texas students.

## Survey Content

There are two versions of the *Texas School Survey on Drug and Alcohol Use*, one for elementary students and another for secondary students. These surveys are enclosed with this packet. Both the elementary and the secondary surveys begin by asking for demographic information. Subsequent questions directly assess substance-related behaviors. The jr. high/high school survey consists of three primary sets of questions.

1. A series of questions to assess substance use incidence and prevalence:
  - \* What substances students have used at any time during their lives as well as during the past school year and the past 30 days.
  - \* How often substance use occurs and the average amount consumed.
  - \* The age at which specific substances were first used.
  - \* What substances students report their close friends use.
  - \* How difficult or easy it is to get specific substances.
  - \* The extent to which substance use actually occurs at school as opposed to before school, after school, or on weekends.
2. A series of questions to assess behavioral correlates of substance use, including:
  - \* How often students report "skipping" or "cutting" school.
  - \* How often students report having gotten into trouble because of conduct or attitude problems.
  - \* How often students have gotten into trouble with teachers, friends, or the police because of drinking or drug use.
  - \* How often students report having driven a car after using drugs or alcohol.
  - \* How often and what kinds of substances are used at teenage parties.
3. A series of questions to assess students' perceptions of available support to help them cope with substance-related problems, including:
  - \* Who students would turn to if they felt they needed help.
  - \* What sources students turn to for substance use information.
  - \* How many students have actually sought help for a substance use problem.

- \* How students believe their parents feel about young people drinking beer or using marijuana.

The survey for elementary school students covers these same general areas in a briefer, more simplified format. The actual survey instruments themselves are printed on optically scanned forms.

## Research Plan

According to the research design, we plan to give the *Texas School Survey* at all secondary campuses and at a subset of primary campuses in each district. At each campus we will survey approximately two to four classes per grade. The exact numbers will vary depending on the size of the district. The elementary survey will be administered to students in grades four and five while students in grades six through twelve will take the jr. high/high school survey.

In an effort to make the process as non-disruptive as possible, the precise survey administration procedure will be negotiated with district personnel and the principal of each participating school. The survey is simple enough to be administered by school personnel. However, if this is not feasible we will work with each district to determine another means for collecting the data.

The classrooms to be surveyed will be selected by PPRL staff. In order to do so, we will need some basic information regarding class size and composition at the campuses involved in the survey. We will work with each campus to maximize the use of information already available in existing data bases.

The survey takes from thirty to forty minutes to administer, including instructions. It is anticipated that survey administration in the schools will begin about January 2 and will be finished no later than February 28, 1992. PPRL researchers are prepared to accommodate the schedule that is most convenient at each district.

## Confidentiality

TCADA has specified that strict confidentiality standards shall apply to all phases of data collection, data processing, and data reporting procedures. Survey administrators will be instructed to enclose completed survey instruments in a sealed envelope as soon as they are turned in by students. They will then be transported directly to PPRL for data entry and analysis.

Precautions will be taken so that survey responses cannot be identified by individual student, class, school, or district. The final report will not reveal which districts participated in the project.

## Information about Results

A brief summary of the TCADA statewide survey results will be provided at the completion of this study to each district and campus participating in the project. However, this summary report will reflect substance use patterns for the entire state, so it may be of limited general use in district policy development.

Districts wanting more specific information about local drug and alcohol use patterns, may also choose to conduct a district-level survey. Districts administering local surveys will receive a full detailed report contrasting local substance use patterns to those observed for the state as a whole. A limited number of survey instruments have been reserved for this purpose and they will be distributed on a "first-come-first serve" basis. If you are interested in administering the survey at the district level, you should notify PPRL as soon as possible.

## Benefits of the Survey

The results of the *Texas School Survey of Drug and Alcohol Use* will have many purposes. The survey findings will allow comparisons of the extent and nature of the drug problem in Texas relative to other parts of the country. Results will help guide the allocation of funds from state and other sources, as well as assist with the development and prioritization of prevention and treatment programs. Over time, survey findings can provide a general indication of the impact of programs to reduce substance demand. Moreover, the basic data will be made available to researchers interested in studying the problem of substance abuse.

The information gathered may also have implications for increased cost effectiveness in the delivery of alcohol and drug abuse services among a variety of constituencies within the state. With regard to elementary and secondary students in particular, survey results may contribute to increased support for programs to reduce drug use in Texas schools. Finally, for those districts conducting local surveys, the state results will provide a standard of comparison against which to gauge local survey findings.

## Conclusion

Before effective strategies to reduce drug and alcohol use can be developed and implemented, policymakers must have a clear understanding of the realities related to drug and alcohol abuse in Texas. The *Texas School Survey of Drug and Alcohol Use* represents an important step toward gathering this information. Participation in the survey represents an opportunity for school districts to contribute in a meaningful way to the effort to stop drug abuse in Texas.

If you have any further questions about the research project, please feel free to contact PPRL directly. You may contact:

Linda Ellis or Dottie Carmichael

Public Policy Resources Laboratory  
Suite 314, H.C. Bell Bldg.  
Texas A&M University  
College Station, Tx., 77843-4476

Phone: 409/845-8800

December 20, 1991

Survey Coordinator  
Example ISD  
Normaltown, TX

Dear Ms. Coordinator:

Both the Texas Commission on Alcohol and Drug Abuse (TCADA) and the Public Policy Resources Laboratory at Texas A&M University would like to thank you for your assistance with the statewide administration of the *Texas School Survey of Drug and Alcohol Use*. We are very much aware that participating in a project of this nature is not always convenient and that there are many competing demands on your time. However, through your cooperation, you and your district are making a direct contribution toward resolving one of the most difficult issues facing our state today.

You will find enclosed the materials needed to administer the *Texas School Survey*. Specifically, these include:

- 1) The list of campuses selected in your district and the number of classes to be surveyed at each.
- 2) A letter of introduction describing the project to each campus contact person.
- 3) Instructions for campus personnel to use when selecting the classes to be surveyed. (See "Campus Level Instruction for Selection of Classrooms").
- 4) All necessary survey materials including:
  - the appropriate number of survey instruments.
  - the appropriate number of envelopes to provide one per class being surveyed.
  - instructions for teachers (or other school staff) participating in the survey administration. (See "Survey Administrators' Instructions").

As the district coordinator, we would greatly appreciate your assistance in distributing and collecting this material from the appropriate contact person at each campus location.

December 20, 1991

MEMORANDUM

TO: Campus Survey Coordinator at \_\_\_\_\_

FROM: Linda Ellis  
Public Policy Resources Laboratory  
Texas A&M University

RE: Statewide Administration of the  
*Texas School Survey of Drug and Alcohol Use*

Your ISD was one of 60 school districts randomly selected to be included in the statewide administration of the *Texas School Survey of Drug and Alcohol Use*. The district has agreed to participate, and your campus is one of those chosen to be included in the project.

The survey is sponsored by the Texas Commission on Alcohol and Drug Abuse (TCADA) and performed by the Public Policy Resources Laboratory (PPRL) at Texas A&M University. Results will be used by the State Legislature and state agencies to facilitate planning and prioritizing substance abuse programs that target students. Your district will receive a copy of the survey findings as soon as they are published.

We are asking for your help with this important project. We are very much aware that participating in a project of this nature is not always convenient and that there are many other demands on your time. However, through your cooperation you will be making a direct contribution toward resolving one of the most difficult issues facing our state today. Your assistance is greatly appreciated.

You will find enclosed the materials needed to administer the *Texas School Survey* at your campus. Specifically, these include:

- 1) A list showing the number of classes to be surveyed in each grade.
- 2) Instructions for selecting the classes to be surveyed. (See "Campus Level Instruction for Selection of Classrooms").

3) All necessary survey materials including:

- the appropriate number of survey instruments.
- the appropriate number of envelopes to provide one per class being surveyed.
- instructions for teachers (or other school staff) participating in the survey administration. (See "Survey Administrators' Instructions").

You should note that students in grades 6 through 12 will receive the "Secondary Survey" form and students in grades 4 and 5 will receive the "Elementary Survey" instrument.

The attached instructions should be self-explanatory. However, I hope you will not hesitate to phone me directly if you have any questions about the project. I may be reached at (409)-845-8800. If you would like to have a summary of the final survey results mailed directly to you, you may request that information at the same number.

Again, thank you for your help.



## CAMPUS LEVEL INSTRUCTION FOR SELECTION OF CLASSROOMS

Your district has agreed to administer the *Texas School Survey of Drug and Alcohol Use* to selected classes in grades 4 through 12. Thank you very much for your help in this important project. The survey procedure, described below, is designed to produce a random sample of classes. It is therefore important that you follow these instructions.

### SELECTING CLASSROOMS

- 1) Pick a convenient class period. Avoid periods such as lunch or any other period when a large number of students are likely to be out of class.
- 2) Make a list of the classes held DURING THE SELECTED PERIOD according to grade. If a class contains students from more than one grade, classify it based on the majority of students enrolled. Number the list for each grade.
- 3) Attached is a list indicating which campuses are to be surveyed and the number of classrooms to be surveyed at that campus. Find your campus on the list and determine how many classes to select for each grade.
- 4) Using the attached Random Selection Table, select the specific classes to be surveyed as follows:  
  
Find the row that corresponds to the **total number of classes in the grade**. The first random number shown on that row will be the first class surveyed in that grade. For example, if a grade has 20 classes and the first random number on row 20 is 4, then you would select the fourth class from the list for that grade.  
  
If the number of students in any class is less than 15, select one more class for that grade using the next number in the Random Selection Table as described above.
- 5) You will find enclosed **25 questionnaires** for each class to be surveyed at your campus. Some additional questionnaires are enclosed to cover any classes larger than 25 students. Also enclosed are enough envelopes to provide one for each class as well as a few extras.

### ADMINISTERING THE SURVEY

- 1) On the day the survey is to be given, distribute the following to each classroom:
  - a) A set of "Survey Administrators' Instructions."
  - b) Envelopes filled with the correct number of survey instruments. Please be sure each envelope has a Classroom Data Form stapled to it.

Students in grades 6 - 12 receive the "Secondary Survey Form." Students in grades 4 - 5 receive the "Elementary Survey Form."
- 2) After the survey has been administered in each class, return the surveys to the district coordinator. They then will be returned to PPRL in a single mailing.

## **STATE SURVEY ADMINISTRATORS' INSTRUCTIONS**

Your school district has agreed to participate in a statewide survey of drug and alcohol use sponsored by the Texas Commission on Alcohol and Drug Abuse and implemented by the Public Policy Resources Laboratory (PPRL) at Texas A&M University. This guide describes the overall procedure for administering the survey. We greatly appreciate your assistance with this important project.

### **1. Survey Instructions**

- a) All students in grades 4 and 5 receive the "Questionnaire for Elementary Students." Students in grades 6 and above receive the "Questionnaire for Secondary Students."
- b) Read survey instructions aloud following either the Elementary Survey Script or the Secondary Survey Script depending on the grade level of your class. These scripts are included with this document.

### **2. Completing the Campus Data Form**

Attached to each envelope of surveys you should find a Campus Data Form -- a small sheet of paper requesting some basic information about each classroom. It is **VERY IMPORTANT** that this form be completed for each class being surveyed. **PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED.**

When the survey is over, detach this form and seal it into the envelope along with the completed survey instruments.

### **3. Answering Questions**

If students ask questions, try not to give answers that might affect their responses to survey questions. You can simply reiterate that students should "just answer each question the best they can" and "if they do not understand an item, just leave it blank."

### **4. Collecting the Surveys**

After students have completed the survey, read aloud the final set of instructions instructing students how to place their surveys inside the envelope. Pass the envelope down each row, counting the surveys you observe students placing into the envelope. Record the total number of surveys taken up in the space provided on the Campus Data Form described above.

### **5. Turning In the Surveys**

Be sure the Campus Data Form is completed correctly and is sealed in the envelope with the completed surveys. Return the forms to PPRL by mail as instructed in the cover letter.

## **Script for Elementary Students**

I am going to pass out a survey. It will ask you questions about the kinds of drugs or alcohol you have used. The survey is not about the kind of drugs your doctor gives you when you are sick. Instead, it is about the kind of drugs people sometimes use just to get high. Do not turn the pages or begin answering questions until we have gone over the instructions. I will tell you when to start. [PASS OUT SURVEYS.]

First, look at the front of your survey form. Let's read the instructions on the top half of the page. [READ "INTRODUCTION" SECTION OUT LOUD]:

- **This is NOT A TEST. There are no right or wrong answers. You should just answer each question by telling the truth.**
- **No one will know how you answer the questions.**
- **You do NOT have to take this survey. If you do not want to answer the questions, work quietly at your desk.**
- **Follow your teacher's instructions carefully.**

**NOTE: This survey asks some questions about whether you have ever drunk beer, wine, wine coolers, or liquor. Do not count a taste or sip you may have had of someone else's drink. A drink means a can or bottle of beer or wine cooler, a 4 ounce glass of wine, an ounce of liquor (whiskey, vodka, or gin) or a mixed drink.**

It is important for you to understand that you do not have to take the survey at all if you don't want to. If you do decide to take the survey, you can skip any questions you don't want to answer. If you do not think you can tell the truth about a question, just leave it blank. The answers you give will be completely secret. No one besides you will know what you write down.

Now let's look at the second half of the page where it says "DIRECTIONS."

- **Do not write your name anywhere on the booklet.**
- **Use a Number 2 pencil only.**
- **Fill in only one bubble for each part of a question.**
- **Be sure to read each question carefully.**

The directions say that when writing on the survey form, you should only use a number 2 pencil. If you do not have one, raise your hand. [PASS OUT #2 PENCILS.]

Do you have any questions so far? [ANSWER QUESTIONS AS NEEDED.]

Now, let's look at the EXAMPLE QUESTION. This survey is not like most tests you have taken so you should read each question very carefully. Each question begins with an incomplete sentence. Then the rest of the question is finished on a row by itself.

Looking at the first part of the example question, the incomplete sentence reads "IN THE PAST WEEK, on how many DAYS have you used:" We have to finish the sentence by looking at the next line which says "cigarettes." When you read them together, the question asks: "IN THE PAST WEEK, on how many DAYS have you used cigarettes?" The next question asks: "IN THE PAST WEEK, on how many DAYS have you used snuff or chewing tobacco?" Does everyone see that?

Can anyone tell me what the last question in the example asks? [LET STUDENT(S) RESPOND.]

You should show your answer to each question by marking on the same row the question ends on. Let's look at the first question again. The question is "IN THE PAST WEEK, on how many DAYS have you used cigarettes?" The person who marked the example question has smoked cigarettes between 5 and 7 days. I can tell because the mark is under the column heading that says "5 to 7 days." If she had only used cigarettes 1 day that week, she would have marked the circle under 1-2 days.

Look at the next question: "IN THE PAST WEEK, on how many DAYS have you used snuff or chewing tobacco?" Can anyone tell me how many days the person who marked the example question has used snuff or chewing tobacco? [LET STUDENT(S) RESPOND.]

What should she have marked if she had used snuff or chewing tobacco on six days? [LET STUDENT(S) RESPOND.]

Now let's look at the last question: "IN THE PAST WEEK, on how many DAYS have you used beer?" The person who marked the example question has never heard of beer, so she filled in the bubble in the column that reads "Never heard of it." If the survey asks about any drugs you have never heard of, you should do the same thing. Mark the column that reads "Never heard of it."

Now, do you have any questions?

Be sure to read each question very carefully before answering. Also, be sure to color in each answer bubble all the way. When you are finished, place the form face down on your desk. Do not write on the back of the form or fold the pages. Sit at your desk quietly until everyone is finished.

You may begin.

## TEACHERS

- **DO NOT SEAL BLANK SURVEYS IN THE ENVELOPE. RETURN BLANKS TO THE SURVEY COORDINATOR AT YOUR CAMPUS.**
- **PLEASE PROVIDE THE CLASSROOM INFORMATION REQUESTED ON THE CAMPUS DATA FORM STAPLED TO THE ENVELOPE.**
- **AFTER YOU HAVE FILLED OUT THE CAMPUS DATA FORM, PLACE IT INSIDE THE ENVELOPE ALONG WITH THE COMPLETED SURVEYS.**

[AFTER EVERYONE IS DONE:]

It is time to take up the surveys. I am going to pass this envelope down each row. When it comes to you, put your survey into the envelope. After the envelope has gone all the way around the room and everyone has put their surveys into it, I will seal the envelope and send it straight to Texas A&M. [REMEMBER TO ENCLOSE THE CLASSROOM DATA FORM INSIDE]. Thank you for helping us gather this important information.

# Script for Secondary Students

I am going to pass out a survey. It will ask you questions about the kinds of drugs or alcohol you have used. Do not turn the pages or begin answering questions until we have gone over the instructions. I will tell you when to start [PASS OUT SURVEYS.]

First, look at the front of your survey form. Let's read the Instructions on the top half of the page. [READ "INTRODUCTION" SECTION OUT LOUD].

So, there are several important things to remember. First, you do not have to take the survey at all if you don't want to. If you do decide to take the survey, you can skip any questions you don't want to answer. If you do not think you can tell the truth about a question, just leave it blank.

Second, your survey responses are absolutely confidential. Completed surveys will be immediately sealed into an envelope and sent directly to Texas A&M. There they will be entered into a computer. Neither I nor any other school official will be able to identify how you answered the questions.

You should not talk or discuss any aspect of the survey with those around you. While completing the survey, use #2 pencils only. If you do not have a #2 pencil, raise your hand. [PASS OUT #2 PENCILS.]

Do not make any marks on the survey other than darkening the answer bubbles. Do not write your name anywhere on the survey instrument. Do you have any questions so far?

Let's do an example question.

This survey is not like most tests you have taken, so you should read each question very carefully. Each question begins with an incomplete sentence. Then the rest of the question is finished on a row by itself.

Looking at the first part of the example question, the incomplete sentence reads "IN THE PAST WEEK, on how many DAYS have you used:" You then have to finish the sentence by looking at the next line which says "cigarettes." Thus, the question asks, "IN THE PAST WEEK, on how many DAYS have you used cigarettes?"

The second question asks, "IN THE PAST WEEK, on how many DAYS have you used smokeless tobacco?" The final question asks, "IN THE PAST WEEK, on how many DAYS have you used beer?" Does everyone see that?

You should show your answer to each question by marking on the same row the question ends on. Looking at the first question again, the person in the example claims to have used cigarettes on 5 to 7 days in the past week. I can tell because the mark is under the column heading that says "5 to 7 days." He used smokeless tobacco from 1 to 2 days and has never used beer.

If the survey asks about drugs you are not familiar with, you should mark the column that reads "Never heard of it."

Are there any further questions about how to read the questions?

Be sure to read each question very carefully before answering. Also, be sure to color in each answer bubble all the way. Your participation in this project is greatly appreciated. You may begin.

#### **TEACHERS:**

**DO NOT SEAL BLANK SURVEYS IN THE ENVELOPE. RETURN BLANKS TO THE SURVEY COORDINATOR AT YOUR CAMPUS.**

**PLEASE PROVIDE THE CLASSROOM INFORMATION REQUESTED ON THE CAMPUS DATA FORM STAPLED TO THE ENVELOPE.**

**AFTER YOU HAVE FILLED OUT THE CAMPUS DATA FORM, PLACE IT INSIDE THE ENVELOPE ALONG WITH THE COMPLETED SURVEYS.**

**AFTER EVERYONE IS DONE:]**

It is time to take up the surveys. I am going to pass this envelope down each row. When it comes to you, put your survey into the envelope. After the envelope has gone all the way around the room and everyone has put their surveys into it, I will seal the envelope and send it straight to Texas A&M. Thank you for helping us gather this important information.

## APPENDIX D

### FORMULAE APPLIED TO CALCULATE WEIGHTS



### Computation of Sample Weights

$n_{hij}$  = # of classrooms interviewed in campus  $j$ , district  $i$ , strata  $h$ .

$m_{hijk}$  = # of positive responses to a given question in classroom  $k$ , campus  $j$ , district  $i$ , and strata  $h$ .

$M_{hij}$  = Total # of students in campus  $j$ , district  $i$ , strata  $h$ .

$N_{hi}$  = Total # of (relevant) campuses in district  $i$ , strata  $h$ .

$n_{hi}$  = # of selected campuses in district  $i$ , strata  $h$ .

$n_h$  = # of districts sampled in strata  $h$ .

$M_{hi}$  = Total # of students in strata  $h$ , district  $i$ .

$M_h$  = Total # of students in strata  $h$ .

Now,  $\text{weight}_{hij}$

$$\frac{1}{\sum_{k=1}^{n_{hij}} m_{hijk}} \cdot M_{hij} \cdot \frac{N_{hi}}{n_h M_{hi}} \cdot \frac{1}{M_L}$$

$h$  = strata

$i$  = district

$j$  = campus

$L$  = total # of  $L$ th grade students in Texas

## **APPENDIX E**

### **FORMULAE APPLIED TO CALCULATE STANDARD ERROR ESTIMATES**

# Variance Estimation for the 1990 TCADA School Survey

A. We have five strata:

Stratum	Group
1	Metro 1 non-volunteers, non-probability one
2	Metro 2 non-volunteers, non-probability one
3	Metro 3 non-volunteers, non-probability one
4	Metro 4 non-volunteers, non-probability one
5	Metro 5 All volunteers and all prob. 1 districts (e.g., Houston)

B. Point estimates:

1. For the  $i$ th observed district in stratum  $h$ , let:

Estimated *total*,  $y_{hi}$  = # of "Yes"es in a given group (e.g., estimated *total* # of ninth graders in Houston who have used alcohol in past 30 days).

Note: This is the estimated total ("weighted up") # of "Yes"es. Not just the number observed.

$x_{hi}$  = Estimated # of relevant students in district  $i$  (e.g., estimated-"weighted up" total # of Houston ninth graders).

2. For probability one strata:

(volunteer districts and large districts, e.g., Houston and Dallas)

a.  $Var(\hat{Y}_{h,wr}) = \sum_{i=1}^{N_{hl}} Var(\hat{y}_{hi})$  where districts  $1, 2, \dots, N_{hl}$  are "sampling districts" and districts  $N_{hl} + 1, N_{hl} + 2, \dots, N_h$  are "census districts".

b. Within a given district (and a given grade level) selection of campuses was by SRS, so compute:

$$\hat{Var}(\hat{y}_{hi}) = (N_{hi} - n_{hi})N_{hi} \left( \frac{1}{n_{hi}} \right) \left( \frac{1}{N_{hi} - 1} \right) \sum_{j=1}^{n_{hi}} (y_{hij} - \bar{y}_{hi})^2$$

where

$y_{hij}$  = Total observed in campus  $j$ , district  $(h, i)$

$\bar{y}_{hi}$  = Mean total

$N_{hi}$  = Total # of relevant campuses in strata  $\mathbf{h}$ , district  $\mathbf{i}$ .

Then

$$\hat{R} = \frac{\sum_{h=1}^5 \hat{y}_h}{\sum_{h=1}^5 \hat{X}_h} = \begin{array}{l} \text{Estimated proportion of} \\ \text{"Yes"es in the relevant} \\ \text{grade for the question.} \end{array}$$

### C. Variance estimates:

1. For strata 1-4, define:

$$\begin{aligned} \hat{V}(\hat{Y}_h) &= \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left( \frac{y_{hi}}{p_{hi}} - \hat{Y}_h \right)^2 \\ \hat{V}(\hat{X}_h) &= \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left( \frac{x_{hi}}{p_{hi}} - \hat{X}_h \right)^2 \\ \widehat{Cov}(\hat{Y}_h, \hat{X}_h) &= \frac{1}{n_h(n_h - 1)} \sum_{i=1}^{n_h} \left( \frac{y_{hi}}{p_{hi}} - \hat{Y}_h \right) \left( \frac{x_{hi}}{p_{hi}} - \hat{X}_h \right). \end{aligned}$$

2. For stratum 5, define:

$y_{5ij}, x_{5ij}$  = The corresponding estimated totals for school  $\mathbf{j}$ , district  $\mathbf{i}$

$N_{5i}$  = Total # of relevant *schools* in district  $\mathbf{i}$

$n_{5i}$  = # of relevant schools *observed* in district  $\mathbf{i}$ .

Then

$$y_{5i} = \sum_{j=1}^{n_{5i}} y_{5ij} \quad \text{within districts}$$

and

$$x_{5i} = \sum_{j=1}^{n_{5i}} x_{5ij}.$$

Thus define

$$\widehat{V}(y_{5i}) = \frac{(N_{5i} - n_{5i})N_{5i}}{n_{5i}(N_{5i} - 1)} \sum_{j=1}^{n_{5i}} \left( y_{5ij} - \frac{y_{5i}}{N_{5i}} \right)^2$$

$$\widehat{V}(x_{5i}) = \text{Same but with } x_{5ij}, x_{5i}$$

and

$$\widehat{Cov}(y_{5i}, x_{5i}) = \left[ \frac{(N_{5i} - n_{5i})N_{5i}}{n_{5i}(N_{5i} - 1)} \right] \sum_{j=1}^{n_{5i}} \left( y_{5ij} - \frac{y_{5i}}{N_{5i}} \right) \left( x_{5ij} - \frac{x_{5i}}{N_{5i}} \right).$$

3. Houston: Simple random sample of  $m_{5i}$  out of  $M_{5i}$  relevant students, so use

$$y_{5,Hou} = \left( \frac{M_{5i}}{m_{5i}} \right) \sum_{j=1}^{m_{5i}} y_{5ij}$$

$$x_{5,Hou} = M_{5i}$$

$$\widehat{V}(x_{5,Hou}) = 0 \quad \widehat{Cov}(y_{5,Hou}, x_{5,Hou}) = 0$$

$$(M_{5i} - m_{5i})M_{5i} \left( \frac{p_{Hou}q_{Hou}}{m_{5i} - 1} \right) = \widehat{V}(y_{5,Hou}).$$

4. Estimate:

$$\widehat{V}(\widehat{R}) = \left( \frac{1}{\widehat{X}} \right)^2 \sum_{h=1}^5 [\widehat{V}(\widehat{Y}_h) \widehat{R}^2 \widehat{V}(\widehat{X}_h) - 2\widehat{R} \widehat{Cov}(\widehat{Y}_h, \widehat{X}_h)].$$

### Calculation for Assymetrical Confidence Intervals

$$\text{Conf. Int.} = \left[ \frac{1}{1 + \exp \left( - \left( \log(p/q) - 1.96 \frac{\sqrt{Var(p)}}{pq} \right) \right)}, \frac{1}{1 + \exp \left( - \left( \log(p/q) + 1.96 \frac{\sqrt{Var(p)}}{pq} \right) \right)} \right]$$

## APPENDIX F

### TABLE OF STANDARD ERRORS BY SUBSTANCE AND BY GRADE

# CONFIDENCE INTERVALS

CATEGORY	Prevalence	OVERALL Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	54.3%	51.5%	57.1%	0.00020162000
ALCOHOL	75.6%	71.3%	79.5%	0.00043696000
INHALANTS	14.4%	13.5%	15.4%	0.00002270900
ANY ILLICIT DRUG	22.4%	21.1%	23.7%	0.00004329500
MARIJUANA	19.7%	18.6%	20.9%	0.00003539300
MARIJUANA ONLY	10.8%	10.3%	11.4%	0.00000822270
COCAINE OR CRACK	5.0%	4.4%	5.7%	0.00001042700
COCAINE	4.6%	4.0%	5.3%	0.00001031600
CRACK	1.9%	1.5%	2.4%	0.00000602450
HALLUCINOGENS	4.9%	4.3%	5.5%	0.00000903050
PPERS	6.5%	5.9%	7.1%	0.00000973390
OWNERS	4.5%	4.0%	5.0%	0.00000680520
TEROIDS	1.7%	1.4%	2.1%	0.00000329110
CTASY	2.6%	2.2%	3.1%	0.00000602510

# CONFIDENCE INTERVALS

CATEGORY	Prevalence	OVERALL Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	54.3%	51.5%	57.1%	0.00020162000
ALCOHOL	75.6%	71.3%	79.5%	0.00043696000
INHALANTS	14.4%	13.5%	15.4%	0.00002270900
ANY ILLICIT DRUG	22.4%	21.1%	23.7%	0.00004329500
MARIJUANA	19.7%	18.6%	20.9%	0.00003539300
MARIJUANA ONLY	10.8%	10.3%	11.4%	0.00000822270
COCAINE OR CRACK	5.0%	4.4%	5.7%	0.00001042700
COCAINE	4.6%	4.0%	5.3%	0.00001031600
CRACK	1.9%	1.5%	2.4%	0.00000602450
HALLUCINOGENS	4.9%	4.3%	5.5%	0.00000903050
PPERS	6.5%	5.9%	7.1%	0.00000973390
OWNERS	4.5%	4.0%	5.0%	0.00000680520
TEROIDS	1.7%	1.4%	2.1%	0.00000329110
CTASY	2.6%	2.2%	3.1%	0.00000602510



# CONFIDENCE INTERVALS

CATEGORY	SEVENTH GRADE			
	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	42.8%	38.9%	46.8%	0.00039900000
ALCOHOL	58.2%	52.2%	64.0%	0.00091330000
HALANTS	14.6%	12.7%	16.7%	0.00010275000
ANY ILLICIT DRUG	11.4%	9.2%	14.1%	0.00015793000
MARIJUANA	9.9%	7.5%	12.9%	0.00018946000
MARIJUANA ONLY	6.1%	4.6%	8.0%	0.00007106000
COCAINE OR CRACK	2.3%	0.9%	5.6%	0.00011348000
COCAINE	1.9%	0.6%	6.0%	0.00012688000
CRACK	1.2%	0.2%	6.5%	0.00011038000
HALLUCINOGENS	1.7%	0.6%	4.8%	0.00008435000
PPERS	2.2%	1.1%	4.3%	0.00005622000
OWNERS	2.3%	1.1%	4.7%	0.00007106000
TEROIDS	1.8%	0.9%	3.5%	0.00003913800
CTASY	1.5%	0.2%	13.2%	0.00030119000

ATEGORY	Prevalence	EIGHTH GRADE		Variance of Proportion
		Boundarles		
		Lower	Upper	
OBACCO	50.0%	42.4%	57.6%	0.00153210000
LCOHOL	70.9%	58.4%	80.9%	0.00335200000
IHALANTS	14.2%	11.7%	17.1%	0.00019104000
NY ILLICIT DRUG	15.0%	11.8%	18.9%	0.00032873000
ARIJUANA	11.9%	9.1%	15.4%	0.00025730000
ARIJUANA ONLY	6.7%	4.2%	10.6%	0.00025596000
OCAINE OR CRACK	3.4%	1.4%	8.1%	0.00023376000
OCAINE	3.0%	1.1%	8.1%	0.00023892000
RACK	1.8%	0.2%	16.0%	0.00044603000
ALLUCINOGENS	2.2%	1.0%	4.8%	0.00007679000
PPERS	5.0%	3.0%	8.2%	0.00016516000
OWNERS	4.0%	1.9%	8.1%	0.00021596000
EROIDS	1.3%	0.7%	2.4%	0.00001675600
STASY	0.8%	0.2%	4.1%	0.00004590000

CATEGORY	Prevalence	NINTH GRADE		Variance of Proportion
		Boundaries		
		Lower	Upper	
TOBACCO	57.5%	51.1%	63.6%	0.00102500000
ALCOHOL	78.0%	68.9%	85.0%	0.00168690000
HALANTS	15.1%	12.8%	17.7%	0.00015294000
ANY ILLICIT DRUG	23.9%	19.7%	28.7%	0.00052523000
MARIJUANA	21.2%	16.8%	26.4%	0.00059365000
MARIJUANA ONLY	11.1%	8.3%	14.7%	0.00026836000
COCAINE OR CRACK	6.1%	2.6%	13.5%	0.00065804000
COCAINE	5.3%	2.0%	13.3%	0.00066551000
CRACK	2.4%	0.3%	18.7%	0.00071501000
HALLUCINOGENS	6.0%	2.9%	12.0%	0.00047756000
PPERS	6.5%	3.8%	10.9%	0.00030565000
OWNERS	4.0%	1.9%	8.2%	0.00022535000
TEROIDS	1.9%	0.9%	3.9%	0.00005057100
CTASY	2.4%	0.6%	9.4%	0.00029582000

# CONFIDENCE INTERVALS

CATEGORY	Prevalence	TENTH GRADE		Variance of Proportion
		Boundaries		
		Lower	Upper	
TOBACCO	58.3%	54.9%	61.6%	0.00029940000
ALCOHOL	82.4%	77.5%	86.4%	0.00050890000
INHALANTS	14.1%	12.9%	15.4%	0.00004135000
ANY ILLICIT DRUG	28.1%	25.2%	31.2%	0.00023780000
MARIJUANA	24.5%	21.4%	27.9%	0.00027674000
MARIJUANA ONLY	13.7%	12.0%	15.6%	0.00008638000
COCAINE OR CRACK	6.1%	3.8%	9.7%	0.00021669000
COCAINE	5.7%	3.3%	9.7%	0.00025036000
CRACK	2.0%	0.7%	5.3%	0.00010318000
HALLUCINOGENS	6.0%	4.2%	8.5%	0.00011557000
UPPERS	8.0%	6.2%	10.2%	0.00010177000
DOWNERS	5.9%	3.8%	9.0%	0.00016875000
STEROIDS	1.9%	1.4%	2.6%	0.00000897800
ECTASY	2.7%	1.5%	4.7%	0.00005901000

CATEGORY	ELEVENTH GRADE			
	Prevalence	Boundaries		Variance of Proportion
		Lower	Upper	
TOBACCO	58.6%	55.5%	61.7%	0.00025200000
ALCOHOL	83.9%	78.6%	88.1%	0.00058100000
INHALANTS	14.4%	13.1%	15.8%	0.00004497000
ANY ILLICIT DRUG	29.2%	26.0%	32.6%	0.00028563000
MARIJUANA	29.3%	25.9%	32.9%	0.00031978000
MARIJUANA ONLY	14.0%	12.3%	15.9%	0.00008266000
COCAINE OR CRACK	5.6%	4.5%	7.0%	0.00004211000
COCAINE	5.3%	4.2%	6.7%	0.00004253000
CRACK	1.5%	0.6%	3.8%	0.00005221000
HALLUCINOGENS	6.9%	4.3%	10.9%	0.00026835000
UPPERS	9.4%	7.2%	12.2%	0.00016442000
DOWNERS	6.1%	4.4%	8.4%	0.00010013000
STEROIDS	1.4%	0.9%	2.2%	0.00000972100
ECTASY	3.7%	2.0%	6.8%	0.00013734000

CATEGORY	Prevalence	TWELTH	GRADE	Variance of Proportion
		Boundaries		
		Lower	Upper	
TOBACCO	62.3%	59.3%	65.2%	0.00023050000
ALCOHOL	86.1%	81.4%	89.8%	0.00045290000
INHALANTS	12.5%	11.6%	13.4%	0.00002204000
ANY ILLICIT DRUG	31.8%	29.1%	34.6%	0.00019173000
MARIJUANA	29.3%	26.4%	32.4%	0.00024035000
MARIJUANA ONLY	15.8%	14.1%	17.6%	0.00008090000
COCAINE OR CRACK	7.5%	5.6%	9.9%	0.00011622000
COCAINE	7.2%	5.3%	9.7%	0.00011923000
CRACK	2.3%	1.2%	4.3%	0.00005434000
HALLUCINOGENS	8.2%	6.0%	11.1%	0.00016116000
UPPERS	9.6%	8.0%	11.4%	0.00007328000
DOWNERS	5.5%	4.4%	6.8%	0.00003588000
STEROIDS	1.6%	1.1%	2.2%	0.00000768900
ECTASY	5.8%	3.8%	8.8%	0.00015607000