

# **Washington State Survey of Adolescent Health Behaviors 2000**

*Selected Analyses*

Prepared for  
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Selected Analyses

Washington State Survey of Adolescent Health Behaviors (2000)

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RMC Research thanks the students, school administrators, parents, and local prevention and health professionals who encouraged and supported school participation in the survey. The survey would be of little use or consequence if these individuals had not shown interest in addressing the health behaviors and risk and protective factors at issue in the survey.

The survey planning and implementation involved many professionals from agencies and disciplines across the state. The following staff were, however, most consistently involved: Denise Fitch and Martin Mueller at the Office of Superintendent of Public Instruction, Steve Smothers and Linda Becker at the Department of Social and Health Services, Susan Roberts at the Office of Community Development, and Julia Dilley at the Department of Health. Thomas Taggart and Li Yang at the University of Washington's Office of Educational Assessment and Michael Arthur and John Briney of the University of Washington's Social Development Research Group also helped with the survey effort. Although all of these experts were active and influential in the survey methods and procedures, the authors bear responsibility for the content of this report and the companion reports.

This survey benefited from the experience and guidance of Roy Gabriel, and this report benefited from the editing of Karla Wadeson and the word processing of Michelle Hutchens, all three of RMC Research Corporation.

# Executive Summary

---

The 2000 Washington State Survey of Adolescent Health Behaviors (WSSAHB) is the sixth statewide survey assessing the health-related attitudes and behaviors of Washington's public school students. A total of 17,870 students in 98 elementary, middle, and high schools across the state participated in the sample, which was designed to represent all Grade 6, 8, 10, and 12 students across the state. Of those schools asked to participate in the survey, 63 percent with Grade 6 students, 73 percent with Grade 8 students, and 62 percent with Grade 10 and Grade 12 students took part in the survey. As necessary to complete each cell of the sampling design, 13 nonsampled schools that participated on a volunteer basis were included with the sampled schools. The characteristics of the sample are sufficiently representative of Washington's students, which makes generalizing the survey results to the statewide population at the four grade levels reasonable. Notably, another 84,662 students in 472 schools participated in the survey on a volunteer basis to obtain school-specific results to use in planning and evaluating prevention and intervention programs.

The survey was a cooperative effort of the Office of Superintendent of Public Instruction (OSPI); the Washington State Department of Social and Health Services' Division of Alcohol and Substance Abuse (DASA) and Research and Data Analysis (RDA); the Office of Community Development (OCD); the Department of Health (DOH); and the contractor, RMC Research Corporation.

## **Party drug use in the past 30 days**

Males and females were equally likely to report party drug use in the past 30 day.

Members of different ethnic groups reported different rates of party drug use, although these differences varied by grade level.

In general, the greater the number of hours per week students worked at a part-time job, the more likely they were to report party drug use in the past 30 days.

In general students who regularly participated in community activities were less likely to report party drug use in the past 30 days than those who did not regularly participate in community activities.

Among students in Grade 10, those who said their school does not provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs were more likely to report party drug use in the past 30 days than students who reported that their school does have such a person or that they did not know whether such a person was in their school.

Students who earned higher grades in school were less likely than those who earned lower grades to report party drug use in the past 30 days.

Students who did not think they will drink alcohol as an adult were less likely to report party drug use in the past 30 days than those who thought they would use alcohol as an adult.

### **Methamphetamine use in the past 30 days**

Males and females were equally likely to report methamphetamine use in the past 30 day.

Members of different ethnic groups reported different rates of party drug use, although these differences varied by grade level.



In general, the greater the number of hours per week students worked at a part-time job, the more likely they were to report methamphetamine use in the past 30 days.

Among Grade 10 and 12 students, those who regularly participated in community activities were less likely to report methamphetamine use in the past 30 days than those who did not regularly participate in community activities.

Among students in Grades 8 and 10, those who said their school does not provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs were more likely to report methamphetamine use in the past 30 days than students who reported that their school does have such a person or that they did not know whether such a person was in their school.

Students who earned higher grades in school were less likely than those who earned lower grades to report methamphetamine use in the past 30 days.

Students who did not think they will drink alcohol as an adult were less likely to report methamphetamine use in the past 30 days than those who thought they would use alcohol as an adult.

## **School climate**

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report earning higher grades in school than those who were bullied or felt unsafe.

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report cigarette use in the past 30 days than those who were bullied or felt unsafe.

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report alcohol use in the past 30 days than those who were bullied or felt unsafe.

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report marijuana use in the past 30 days than those who were bullied or felt unsafe.

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report use of any drug in the past 30 days than those who were bullied or felt unsafe.

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report carrying a weapon in the past 30 days for self-protection of because they thought they might need it in a fight than those who were bullied or felt unsafe.

# Chapter 1: Introduction

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The Washington State Survey of Adolescent Health Behaviors (WSSAHB) is an effort to recognize the interdependencies of alcohol and other drug use, violence, and related risk and protective factors. The survey estimates the prevalence of major adolescent health risk behaviors and provides crucial information to school officials, health professionals, human service agencies, policymakers, and parents as they work together to ensure the optimum health of the young people across the state. The results presented in this report estimate the current status of these health risk behaviors, relate them to characteristics of the students engaging in them, and examine trends in the behaviors over the past 12 years.

The 2000 WSSAHB represents a cooperative effort among the Office of Superintendent of Public Instruction (OSPI); the Washington State Department of Social and Health Services' Division of Alcohol and Substance Abuse (DASA) and Research and Data Analysis (RDA); the Office of Community Development (OCD); the Department of Health (DOH); and the contractor, RMC Research Corporation. These agencies composed the Washington State Survey Policy Committee, which advised every aspect of the survey development and implementation. In addition, staff from the University of Washington's Social Development Research Group provided consultation on the risk and protective factors assessment portion of the survey.

This administration is the sixth biennial survey of Washington's students in Grades 6, 8, 10, and 12. The first two administrations (Deck and Nickel, 1989; Gabriel, 1991) included questions only about alcohol, tobacco, and other drug use and associated risk and protective factors. The 1992 and 1995 surveys included coverage of a variety of other health risk behaviors (Einspruch and Pollard, 1993;

Gabriel, Deck, Einspruch, and Nickel, 1995). The 1998 survey once again focused on alcohol, tobacco, and other drug use and related risk and protective factors (Einspruch, Gabriel, Deck, and Nickel, 1998).

The 2000 survey results are based on a random sample of schools, stratified by grade, geographic region, school size, and percentage minority enrollment. Of those schools asked to participate in the survey, 63 percent with Grade 6 students, 73 percent with Grade 8 students, and 62 percent with Grade 10 and Grade 12 students took part in the survey. (As necessary to complete each cell of the sampling design, 13 nonsampled schools that participated on a volunteer basis were included with the sampled schools: 4 schools for Grade 6, 1 school for Grade 8, and a total of 8 schools for Grades 10 and 12.) The data from the participating schools were adjusted using a statistical weighting procedure that realigned the proportionality of responses to reflect the actual statewide enrollment. Readers interested in a detailed account of the technical methodology of the survey are encouraged to review the forthcoming companion *Technical Report* prepared by RMC Research Corporation.

In addition to the number of schools and students included in the statewide sample, 84,662 students in 472 schools participated in the survey on a volunteer basis. These schools receive reports of their own results, but their results are not included in this statewide report because these schools were not part of the representative statewide sample. More than twice as many students, and nearly twice as many schools, participated in the 2000 administration of the WSSAHB as compared to 1998, and that administration included more than twice as many students and schools as the 1995 administration. This continued increase in participation may reflect increasing interest across the state in health-related information and is a tribute to the collaboration among the sponsoring agencies and local community members.

This purpose of this report is to provide additional analyses of the survey data beyond those presented in Einspruch et al. (2001):

Chapter 2 provides information about the relationship between student characteristics and 30-day party drug use.

Chapter 3 provides information about the relationship between student characteristics and 30-day methamphetamine use.

Chapter 4 provides information about the relationship between student school climate and student behaviors.

The reader is reminded of several cautions to keep in mind while reading the results in this report:

**Correlational data.** Interrelationships among the variables included in the analyses may show that the variables are associated with one another, but they should not be interpreted as indicating that one variable caused the other. Although this might be the case, it might also be that the reverse is true or that an apparent relationship is due to some other measured or unmeasured cause (e.g., biased reporting).

**Statistical versus practical significance.** When analyses are based on a large number of survey respondents it is possible that small differences are shown to be statistically significant. However, these small differences may have little practical significance in that the difference may not be great enough to influence a program or policy decision. Readers are cautioned against over-interpreting small differences, even if they are statistically significant.

**Representativeness.** Every attempt was made to ensure representativeness of the sample to the students in Washington State public schools. Although the response rate to the survey was good, it is

possible that the results are not representative of the student population of the state as a whole. However, replacement schools for those refusing were selected to be similar to refusing schools. Participating and refusing schools might differ on a number of characteristics which might be related to responses to the survey. However, the use of randomly selected replacement schools is common and accepted survey practice. Thus, it is reasonable to generalize the results to all students at these grade levels in Washington public schools.

**School dropouts.** In interpreting differences between grades, the reader should remember that some reported behaviors and risk factors may appear more prevalent in the eighth and tenth grades compared to twelfth grade because of increased school dropouts after age 16 (prior to twelfth grade).

**Developmental changes.** In interpreting differences between grades, the reader should also be reminded that developmental changes may influence students' perceptions and accuracy of reporting.

**Self-report data.** The survey measures self-reports, which may be influenced by a number of factors including problems in remembering, social desirability, and reading ability, as well as developmental changes.

**Data limitations in analyses by ethnic group.** Some results are presented by ethnic group in this report. The reader should use care in interpreting these results and generalizing from them to the total population of students, given the small number of students in some ethnic groups. The smaller the number of students upon which results are based, the larger the margin of error associated with those results.

## Chapter 2: Party Drugs

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The WSSAHB asked questions about use of *party drugs* for the first time in 2000. Party drugs, also known as club drugs, are becoming increasingly popular among the nation's youth. As described by the Center for Substance Abuse Prevention (CSAP, 2000):

The term club drugs refers to a wide variety of drugs being used by young people at dance clubs, bars, and all-night dance parties ("trances" or "raves"). These parties are usually held in a clandestine location with high-volume music, high-tech entertainment, and easy access to drugs. Club drugs are attractive to today's youth because they are inexpensive and produce increased stamina and intoxicating highs. Because many of these drugs are colorless, tasteless, and odorless, they can be secretly added to beverages by individuals who want to intoxicate or sedate others (page 1).

The most widely used club drugs are ecstasy, rohypnol, ketamine, GHB (gamma hydroxybutyrate), and LSD (lysergic acid diethylamide) (CSAP, 2000).

The results presented in this chapter examine the relationship between student characteristics and party drug use in the 30 days prior to the survey. The characteristics considered include gender, ethnicity, hours worked per week at a part-time job, participation in community activities, presence of an alcohol and other drug counselor at school, grades earned in school, and intent to use alcohol as an adult. The findings in this chapter include:

Males and females were equally likely to report party drug use in the past 30 day (see Exhibit 1).

Members of different ethnic groups reported different rates of party drug use, although these differences varied by grade level. For example,

among Grade 12 students, 12.2 percent of American Indians/Alaskan Natives and 12.1 percent of Asian/Pacific Islanders reported party drug use in the past 30 days, compared to 7.3 percent of black non-Hispanics, 6.2 percent of white non-Hispanics, and 4.6 percent of Hispanics (see Exhibit 2).

In general, the greater the number of hours per week students worked at a part-time job, the more likely they were to report party drug use in the past 30 days (see Exhibit 3).

In general students who regularly participated in community activities were less likely to report party drug use in the past 30 days than those who did not regularly participate in community activities (see Exhibit 4).

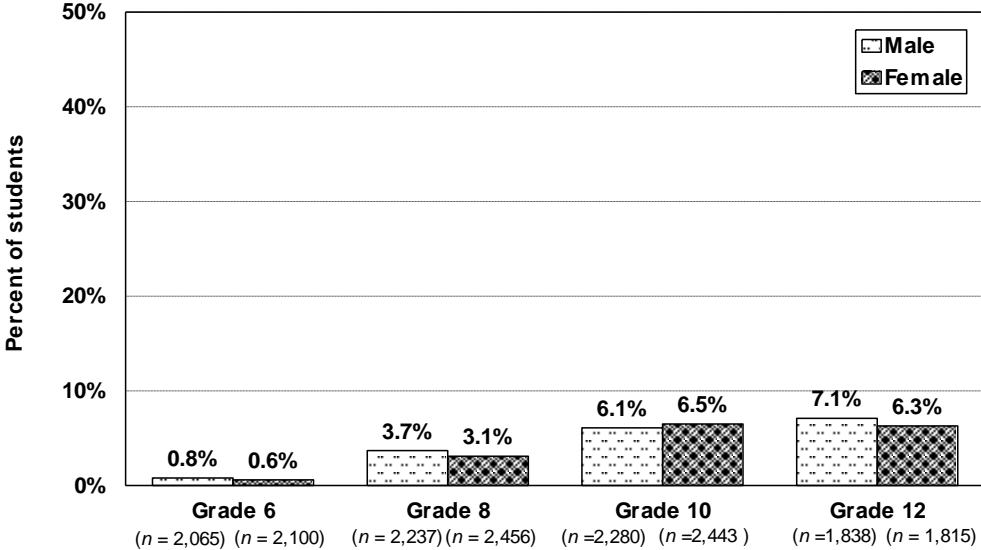
Among students in Grade 10, those who said their school does not provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs were more likely to report party drug use in the past 30 days than students who reported that their school does have such a person or that they did not know whether such a person was in their school (see Exhibit 5).

Students who earned higher grades in school were less likely than those who earned lower grades to report party drug use in the past 30 days (see Exhibit 6).

Students who did not think they will drink alcohol as an adult were less likely to report party drug use in the past 30 days than those who thought they would use alcohol as an adult (see Exhibit 7).

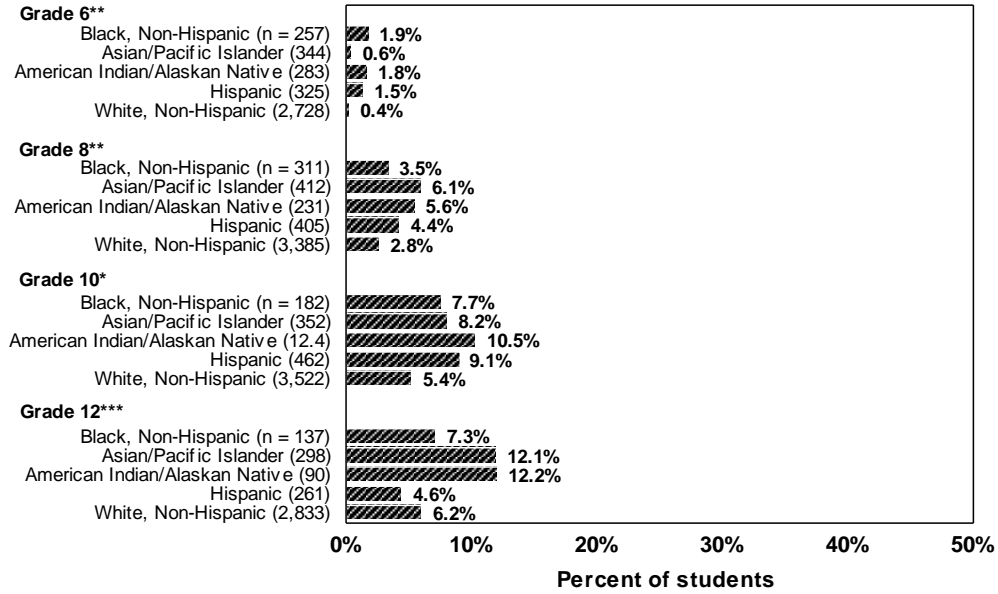


### Exhibit 1 Gender by 30-day use of party drugs



## Exhibit 2

### Ethnic group by 30-day party drug use



Note. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$

**Exhibit 3**  
**Hours worked per week at a part-time job by 30-day party drug use**

	Hours worked per week									
	0		1-4		5-9		10-20		20+	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 8***	3,822	3	634	2	217	7	81	12	75	9
Grade 10***	3,524	6	430	4	308	11	352	8	118	18
Grade 12*	1,448	6	253	3	329	5	1,123	8	540	9

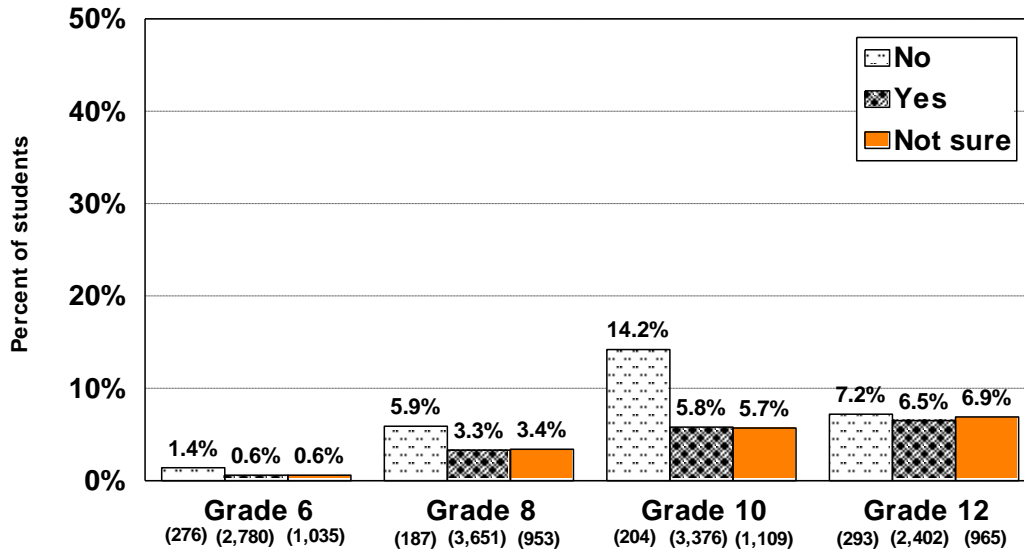
Note. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

**Exhibit 4**  
**Regular participation in community activities by 30-day party drug use**

	Grade 6		Grade 8		Grade 10		Grade 12	
	n	%	n	%	n	%	n	%
Sports teams*								
Participate	2,961	1	3,232	3	2,927	5	1,971	6
Don't participate, though available	931	1	1,477	4	1,690	8	1,624	8
Don't participate because not available	215	2	120	11	118	12	92	10
Scouting**								
Participate	773	1	408	1	295	6	216	7
Don't participate, though available	2,767	1	3,735	3	3,833	6	3,002	7
Don't participate because not available	445	2	574	5	550	6	428	8
Arts groups***								
Participate	2,016	1	2,118	3	1,782	4	1,345	7
Don't participate, though available	1,521	1	2,262	4	2,685	7	2,135	6
Don't participate because not available	461	1	335	5	215	9	177	11
Service or social clubs <sup>4</sup>								
Participate	1,648	1	1,770	2	1,827	3	1,445	3
Don't participate, though available	1,896	>1	2,641	4	2,657	8	2,073	9
Don't participate because not available	444	1	334	5	211	10	746	8

Note. \* $p < .05$  for Grades 6 and 12;  $p < .001$  for Grades 8 and 10. \*\* $p < .05$  for Grade 6;  $p < .01$  for Grade 8. \*\*\* $p < .01$  for Grade 8;  $p < .001$  for Grade 10. <sup>4</sup> $p < .01$  for Grade 6;  $p < .001$  for Grades 8, 10, and 12.

**Exhibit 5**  
**Presence of a school alcohol and other drug counselor**  
**by 30-day party drug use**



Note.  $p = < .001$ .

**Exhibit 6**  
**Grades in school**  
**by 30-day party drug use**

	Grade 6*		Grade 8***		Grade 10***		Grade 12***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mostly A's	1,756	1	1,979	2	1,850	3	1,262	4
Mostly B's	1,368	1	1,441	2	1,591	6	1,435	8
Mostly C's	509	1	781	5	847	11	761	9
Mostly D's	108	3	237	9	207	15	114	14
Mostly F's	71	3	152	20	98	25	32	25

Note. \* $p < .05$ . \*\*\* $p < .001$ .

## Chapter 3: Methamphetamines

---

Methamphetamine is a dangerous drug whose use is on the rise. CSAP (2001) reports that methamphetamine is ranked sixth on a list of 85 drugs causing death in 1999 in the United States, following cocaine, heroin/morphine, alcohol-in-combination, codeine, and Valium. CSAP also noted that as much as 50 percent of the dopamine-producing cells in the brain can be damaged after exposure to even low levels of methamphetamine. Methamphetamine also can cause a variety of problems that can result in death. Some students use methamphetamine to enhance alertness, while others use it to suppress their appetite and lose weight.

The results presented in this chapter examine the relationship between student characteristics and party methamphetamine use in the 30 days prior to the survey. The characteristics considered include gender, ethnicity, hours worked per week at a part-time job, participation in community activities, presence of an alcohol and other drug counselor at school, grades earned in school, and intent to use alcohol as an adult. The findings in this chapter include:

Males and females were equally likely to report methamphetamine use in the past 30 day (see Exhibit 8).

Members of different ethnic groups reported different rates of party drug use, although these differences varied by grade level. American Indians/Alaskan Natives and Hispanics tended to report higher levels of use and white non-Hispanics tended to report lower levels of use (see Exhibit 9).

In general, the greater the number of hours per week students worked at a part-time job, the more likely they were to report methamphetamine use in the past 30 days (see Exhibit 9).

Among Grade 10 and 12 students, those who regularly participated in community activities were less likely to report methamphetamine use in the past 30 days than those who did not regularly participate in community activities (see Exhibit 10).

Among students in Grades 8 and 10, those who said their school does not provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs were more likely to report methamphetamine use in the past 30 days than students who reported that their school does have such a person or that they did not know whether such a person was in their school (see Exhibit 12).

Students who earned higher grades in school were less likely than those who earned lower grades to report methamphetamine use in the past 30 days (see Exhibit 13).

Students who did not think they will drink alcohol as an adult were less likely to report methamphetamine use in the past 30 days than those who thought they would use alcohol as an adult (see Exhibit 14).

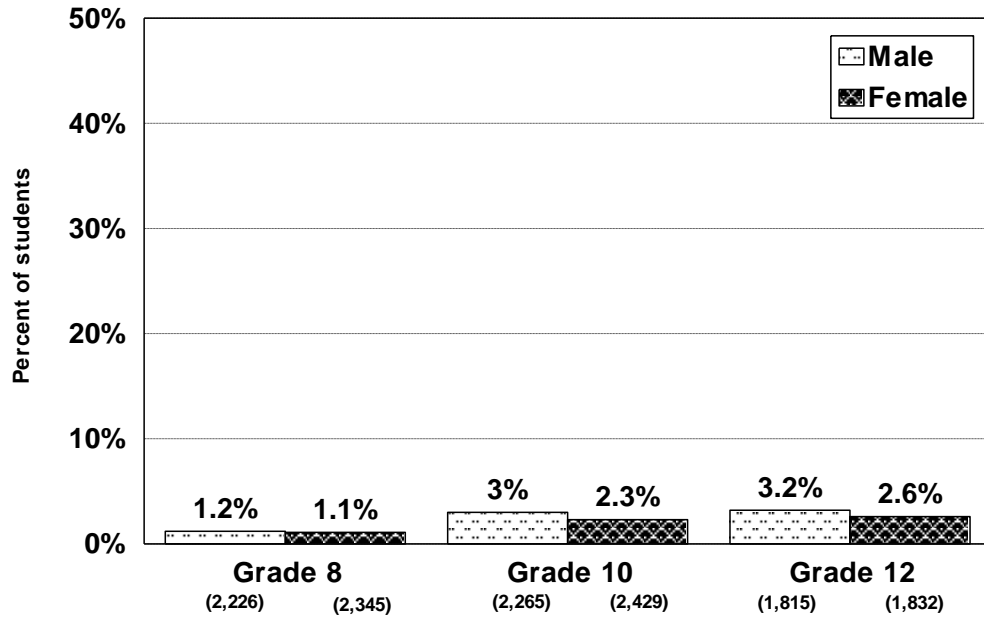


**Exhibit 7**  
**Intent to use alcohol as an adult by 30-day party drug use**

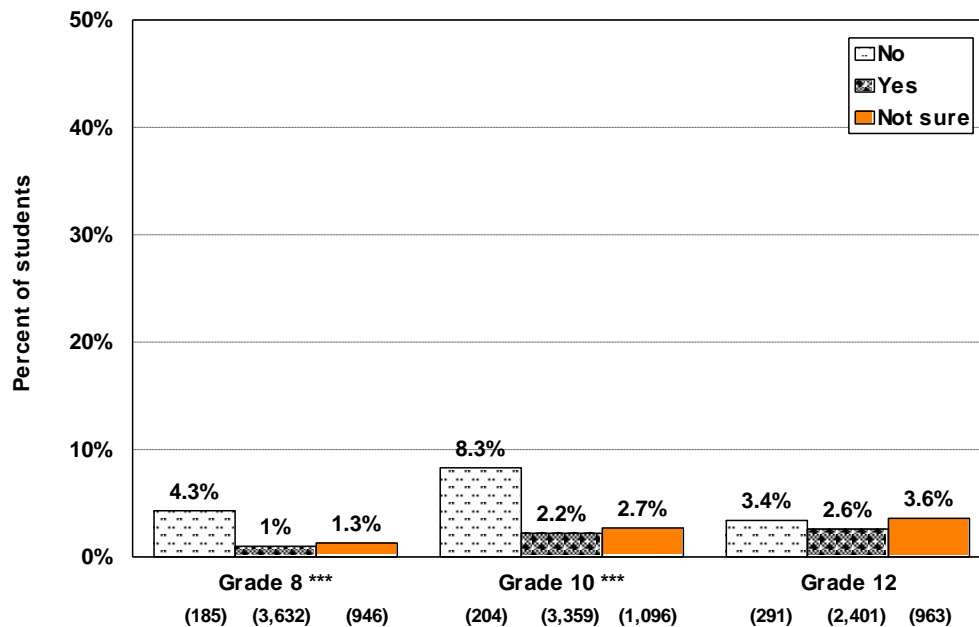
	Grade 6***		Grade 8***		Grade 10***		Grade 12***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
When I am an adult I will drink beer, wine, or liquor.								
NO!	1,792	>1	1,322	1	1,016	1	686	1
no	853	0	1,007	1	758	4	516	2
yes	796	1	1,471	3	1,795	6	1,451	7
YES!	128	11	444	17	778	14	736	13

Note. \*\*\* $p < .001$ .

**Exhibit 8**  
**Gender by 30-day methamphetamine use**



### Exhibit 9 Ethnic group by 30-day methamphetamine use



Note. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

**Exhibit 10**  
**Hours worked per week at a part-time job by 30-day methamphetamine use**

	Hours worked per week									
	0		1-4		5-9		10-20		20+	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade 8***	3,807	1	623	1	216	4	82	9	75	1
Grade 10***	3,512	2	425	2	306	4	352	3	114	11
Grade 12*	1,448	4	252	>1	328	2	1,123	2	536	4

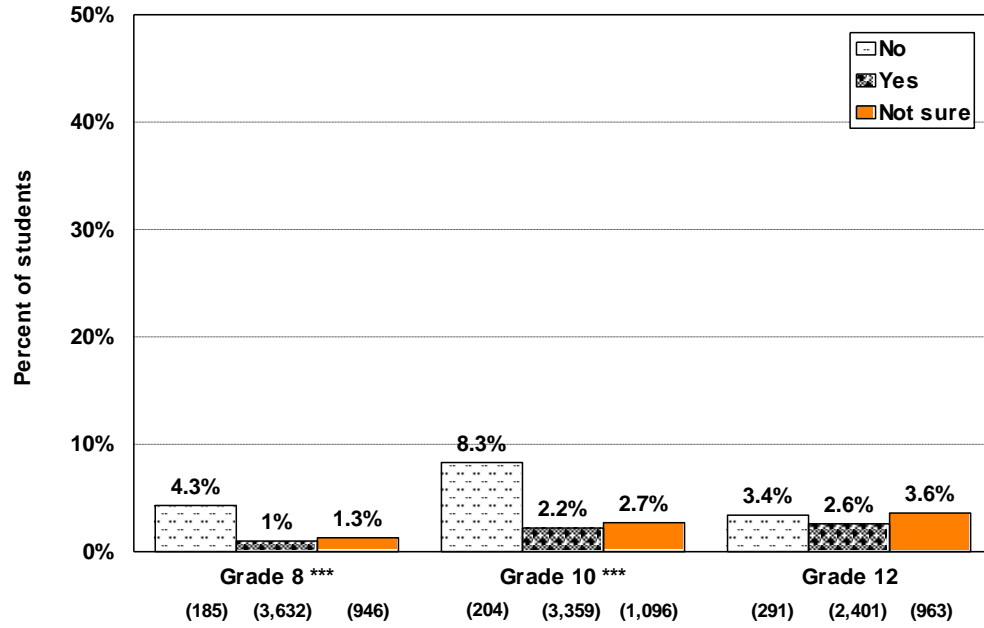
Note. \* $p < .05$ . \*\*\* $p < .001$ .

**Exhibit 11**  
**Regular participation in community activities by 30 day-methamphetamine use**

	Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sports teams*						
Participate	3,203	1	2,908	2	1,967	2
Don't participate, though available	1,472	2	1,678	4	1,621	4
Don't participate because not available	121	0	117	11	42	8
Scouting**						
Participate	407	3	292	2	217	5
Don't participate, though available	3,717	1	3,805	3	2,998	3
Don't participate because not available	559	1	549	3	426	5
Arts groups***						
Participate	2,102	1	1,772	2	1,340	3
Don't participate, though available	2,252	2	2,662	3	2,135	3
Don't participate because not available	327	1	214	7	176	9
Service or social clubs <sup>4</sup>						
Participate	1,759	1	1,817	1	1,440	1
Don't participate, though available	2,627	1	2,639	3	2,074	4
Don't participate because not available	329	1	207	6	145	8

Note. \* $p < .05$  for Grade 8,  $p < .001$  for Grades 10 and 12. \*\* $p < .05$  for Grades 8 and 12. \*\*\* $p < .001$  for Grades 10 and 12. <sup>4</sup> $p < .001$  for Grades 10 and 12.

**Exhibit 12**  
**Presence of a school alcohol and other drug counselor**  
**by 30-day methamphetamine use**



Note. \*\*\*p < .001.

**Exhibit 13**  
**Grades in school by 30-day methamphetamine use**

	Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mostly A's	1,972	1	1,846	1	1,261	2
Mostly B's	1,432	1	1,579	3	1,433	3
Mostly C's	780	1	832	4	758	3
Mostly D's	231	4	207	4	113	8
Mostly F's	149	11	99	16	33	24

Note. \*\*\* $p < .001$ .

**Exhibit 14**  
**Intent to use alcohol as an adult by 30-methamphetamine use**

	Grade 8***		Grade 10***		Grade 12***	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
When I am an adult I will drink beer, wine, or liquor.						
NO!	1,309	>1	1,011	1	685	>1
no	1,002	>1	756	1	518	1
yes	1,461	1	1,780	2	1,448	3
YES!	445	7	770	7	738	6

Note. \*\*\* $p < .001$ .



## Chapter 4: School Climate

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The 2000 administration of the WSSAHB included expanded coverage of school climate. Questions asked for the first time addressed perceived safety at school and bullying behavior. Other questions, which had been asked before, addressed weapon carrying at school. In addition, students reported how safe they felt in several areas in school, including the classroom, the halls or stairs, the bathroom, the locker rooms, the playground or school grounds, the lunchroom, on the bus, on the way to school, and on the way home from school.

The results in this chapter compare students who report that they experience bullying to those who do not.

The presence of verbal bullying was determined from items two questions: "kids at school tell lies or spread rumors about you" and "Kids at school put you down verbally (insult you, call you names)". The presence of physical bullying was determined from two other questions: "kids at school shove, push, hit or trip you" and "kids at school threaten to hurt you physically". Feeling unsafe was determined by "unsafe" responses to at least 5 of the 9 parts of the statement: "this is how safe I feel at school in each of these places (in class, in the halls or stairs, in the bathroom, in the locker rooms, on the playground/school grounds, in the lunchroom, on the bus, on the way to school, on the way home after school). These three factors were compared with grades in school, 30-day cigarette use, 30-day alcohol use, 30-day marijuana use, 30-day use of any drug, 30-day weapon carrying, and absenteeism. The findings in this chapter include:

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report earning

higher grades in school than those who were bullied or felt unsafe (see Exhibit 15).

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report cigarette use in the past 30 days than those who were bullied or felt unsafe (see Exhibit 16).

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report alcohol use in the past 30 days than those who were bullied or felt unsafe (see Exhibit 17).

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report marijuana use in the past 30 days than those who were bullied or felt unsafe (see Exhibit 18).

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report use of any drug in the past 30 days than those who were bullied or felt unsafe (see Exhibit 19).

Students who reported that they did not experience verbal or physical bullying or that they did not feel unsafe were more likely to report carrying a weapon in the past 30 days for self-protection or because they thought they might need it in a fight than those who were bullied or felt unsafe (see Exhibit 20).

**Exhibit 15**  
**Perceived bullying and school safety by grades last year**

	Grade 6		Grade 8		Grade 10		Grade 12	
	No	Yes	No	Yes	No	Yes	No	Yes
Kids at school tell lies, spread rumors, or put me down verbally*	(2,655)	(1,003)	(3,183)	(1,320)	(3,386)	(1,176)	(2,794)	(764)
Mostly A's	50%	37%	47%	35%	43%	34%	37%	28%
Mostly B's	35%	39%	31%	32%	35%	34%	40%	39%
Mostly C's	12%	17%	16%	20%	17%	22%	20%	26%
Mostly D's	2%	5%	4%	8%	4%	6%	3%	6%
Mostly F's	1%	3%	2%	5%	2%	4%	1%	2%
Kids at school shove, push, hit, trip, or threaten to hurt me physically**	(3,054)	(617)	(3,754)	(748)	(4,051)	(507)	(3,324)	(233)
Mostly A's	48%	36%	46%	35%	42%	31%	35%	32%
Mostly B's	35%	39%	31%	33%	34%	37%	40%	33%
Mostly C's	12%	18%	16%	20%	18%	24%	21%	26%
Mostly D's	3%	4%	4%	8%	4%	6%	3%	6%
Mostly F's	1%	4%	3%	5%	2%	2%	1%	3%
I feel unsafe in, around, or on the way to school***	(3,323)	(392)	(4,022)	(544)	(4,102)	(475)	(3,311)	(251)
Mostly A's	48%	31%	45%	35%	42%	25%	36%	20%
Mostly B's	37%	33%	32%	29%	35%	36%	40%	36%
Mostly C's	12%	22%	17%	19%	17%	27%	20%	31%
Mostly D's	3%	6%	5%	9%	4%	8%	3%	10%
Mostly F's	1%	7%	3%	9%	2%	4%	1%	4%

Note. \* $p < .001$  for Grades 6, 8, 10, and 12. \*\* $p < .001$  for Grades 6, 8, and 12. \*\*\* $p < .001$  for Grades 6, 8, and 10.

**Exhibit 16**  
**Perceived bullying and school safety by 30-day cigarette use**

	Grade 6		Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kids at school tell lies, spread rumors, or put me down verbally*								
No	2,836	3	3,333	11	3,469	18	2,856	26
Yes	1,069	7	1,403	17	1,206	25	790	34
Kids at school shove, push, hit, trip, or threaten to hurt me physically**								
No	3,267	4	3,947	11	4,153	20	3,402	27
Yes	678	7	793	19	521	22	244	39
I feel unsafe in, around, or on the way to school***								
No	3,576	4	4,226	11	4,198	19	3,390	27
Yes	429	10	593	25	495	31	259	31

Note. \* $p < .001$  for Grades 6, 8, 10, and 12. \*\* $p < .001$  for Grades 6, 8, and 12. \*\*\* $p < .001$  for Grades 6, 8, and 10.

**Exhibit 17**  
**Perceived bullying and school safety by 30-day alcohol use**

	Grade 6		Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kids at school tell lies, spread rumors, or put me down verbally*								
No	2,836	6	3,332	21	3,469	37	2,856	45
Yes	1,097	12	1,403	29	1,207	43	789	57
Kids at school shove, push, hit, trip, or threaten to hurt me physically**								
No	3,267	6	3,947	22	4,154	38	3,401	46
Yes	678	12	792	29	521	42	244	64
I feel unsafe in, around, or on the way to school***								
No	3,576	7	4,226	22	4,198	37	3,390	47
Yes	429	16	593	35	496	48	259	53

Note. \* $p < .001$  for Grades 6, 8, 10, and 12. \*\* $p < .001$  for Grades 6, 8, and 12;  $p < .05$  for Grade 10.

\*\*\* $p < .001$  for Grades 6, 8, and 10;  $p < .05$  for Grade 12.

**Exhibit 18**  
**Perceived bullying and school safety by 30-day marijuana use**

	Grade 6		Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kids at school tell lies, spread rumors, or put me down verbally*								
No	2,835	2	3,333	12	3,470	22	2,857	24
Yes	1,096	4	1,403	16	1,206	25	789	30
Kids at school shove, push, hit, trip, or threaten to hurt me physically**								
No	3,267	2	3,948	12	4,154	23	3,402	24
Yes	678	5	793	18	521	24	243	35
I feel unsafe in, around, or on the way to school***								
No	3,576	2	4,227	12	4,198	22	3,390	25
Yes	429	6	593	25	495	33	259	29

Note. \* $p < .001$  for Grades 6, 8, and 12;  $p < .05$  for Grade 10. \*\* $p < .001$  for Grades 6, 8, and 12. \*\*\* $p < .001$  for Grades 6, 8, and 10.

**Exhibit 19**  
**Perceived bullying and school safety by 30-day use of any drug**

	Grade 6		Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kids at school tell lies, spread rumors, or put me down verbally*								
No	2,828	2	3,294	13	3,443	23	2,833	25
Yes	1,088	6	1,389	20	1,187	27	786	32
Kids at school shove, push, hit, trip, or threaten to hurt me physically**								
No	3,257	2	3,907	14	4,118	24	3,376	25
Yes	672	6	778	23	512	26	241	39
I feel unsafe in, around, or on the way to school***								
No	3,555	2	4,186	14	4,160	23	3,363	26
Yes	424	9	575	29	488	37	258	33

Note. \* $p < .001$  for Grades 6, 8, and 12;  $p < .05$  for Grade 10. \*\* $p < .001$  for Grades 6, 8, and 12. \*\*\* $p < .001$  for Grades 6, 8, and 10;  $p < .01$  for Grade 12.

**Exhibit 20**  
**Perceived bullying and school safety by 30-day weapon carrying**

	Grade 8		Grade 10		Grade 12	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Kids at school tell lies, spread rumors, or put me down verbally*						
No	3,333	9	3,469	10	2,856	9
Yes	1,402	20	1,207	16	790	18
Kids at school shove, push, hit, trip, or threaten to hurt me physically**						
No	3,947	10	4,154	10	3,402	10
Yes	793	25	521	25	244	29
I feel unsafe in, around, or on the way to school***						
No	4,226	10	4,198	9	3,390	9
Yes	593	26	495	28	259	23

Note. \* $p < .001$  for Grades 8, 10, and 12. \*\* $p < .001$  for Grades 8, 10, and 12. \*\*\* $p < .001$  for Grades 8, 10, and 12.



## Chapter 5: Conclusion

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The 2000 administration of the Washington State Survey of Adolescent Health Behaviors continued the collaborative tradition of state agencies assessing the health of youth throughout the state. Sponsoring agencies included the Office of Superintendent of Public Instruction, the Division of Alcohol and Substance Abuse, the Office of Community Development, and the Department of Health. RMC Research Corporation conducted the survey. This survey was the sixth of its kind in the state since 1988 and the results in this report charted trends in health behaviors and related risk and protective factors over the past 12 years. The number of schools and students participating in the survey has increased substantially for each of the past three administrations.

This report presented selected analyses of the 2000 survey data. The relationship between student characteristics and 30-day party drug use and 30-day methamphetamine use was examined. In addition, information about the relationship between student school climate and student behaviors was provided. The results presented in this report will be of use to schools and agencies as they plan prevention and intervention programs for students.



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