



## **Pride Questionnaire Report for Grades 4 thru 6**

### **Your School**

Anytown, USA

May 11, 2006

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# Chapter 1

## Introduction

The following graphs, summary and tables are compiled from data collected in your school(s)/system using the ***Pride Surveys Questionnaire***. These data reflect prevalence and patterns of drug and alcohol use, violence, gang activity and suicide. It is important that this report be utilized as part of your drug abuse and violence awareness and prevention programs. We strongly suggest that you:

**COPY THE FOLLOWING PAGES,** (which highlight and graphically summarize drug use and violent behavior by students in your school/system)

**DISTRIBUTE THEM TO YOUR FACULTY**

**AND SHARE THIS INFORMATION WITH PARENTS.**

Most of all, we strongly encourage a parent meeting at your school to share this information!

FOR GREATEST SUCCESS IN DECREASING DRUG USE, FACULTY, STUDENTS AND PARENTS MUST WORK TOGETHER TOWARD A DRUG-FREE LIFESTYLE.

If you have questions about this report or if you wish to have information on other ***Pride Surveys*** services and products, please call the ***Pride Surveys*** Office or write to the following address:

***Pride Surveys***

Janie Pitcock

160 Vanderbilt Court

Bowling Green, KY 42103

1-800-279-6361

1-270-746-9596

[www.pridesurveys.com](http://www.pridesurveys.com)

The following information is for ***Pride Surveys*** internal use only.

- Data Files: ue050001-150
- Filter:



## 1.1 Drug Use Summary

- Number of 4th grade students surveyed: 6369
- Number of 5th grade students surveyed: 6961
- Number of 6th grade students surveyed: 3335
- Total number of students surveyed: 16665

## 1.2 Tobacco Use

**2.2** percent of your 4th grade students said they used tobacco within the past year (2004-2005 Pride National Avg = 1.1 %). **3.1** percent of your 5th grade students said they used tobacco within the past year (2004-2005 Pride National Avg = 1.7 %). **5.5** percent of your 6th grade students said they used tobacco within the past year (2004-2005 Pride National Avg = 2.0 %).

## 1.3 Alcohol Use

**4.6** percent of your 4th grade students said they used alcohol within the past year (2004-2005 Pride National Avg = 6.9 %). **7.0** percent of your 5th grade students said they used alcohol within the past year (2004-2005 Pride National Avg = 8.6 %). **9.5** percent of your 6th grade students said they used alcohol within the past year (2004-2005 Pride National Avg = 12.9 %).

## 1.4 Marijuana Use

**1.1** percent of your 4th grade students said they used marijuana within the past year (2004-2005 Pride National Avg = 0.7 %). **1.0** percent of your 5th grade students said they used marijuana within the past year (2004-2005 Pride National Avg = 0.8 %). **2.4** percent of your 6th grade students said they used marijuana within the past year (2004-2005 Pride National Avg = 2.0 %).

## 1.5 Inhalants Use

**2.8** percent of your 4th grade students said they used inhalants within the past year (2004-2005 Pride National Avg = 2.4 %). **2.6** percent of your 5th grade students said they used inhalants within the past year (2004-2005 Pride National Avg = 3.2 %). **3.8** percent of your 6th grade students said they used inhalants within the past year (2004-2005 Pride National Avg = 4.3 %).

## 1.6 Other drugs Use

**1.3** percent of your 4th grade students said they used other drugs within the past year (2004-2005 Pride National Avg = 0.9 %). **1.0** percent of your 5th grade students said they used other drugs within the past year (2004-2005 Pride National Avg = 0.9 %). **2.4** percent of your 6th grade students said they used other drugs within the past year (2004-2005 Pride National Avg = 1.8 %).

## 1.7 What Can You Do As A Parent, Teacher, Or Concerned Citizen?

The drug merchandisers thrive on the ignorance, apathy, and irresponsibility of ordinary citizens.

### **YOU CAN MAKE A DIFFERENCE!**

Here's how:

1. Educate yourself and your family about the health hazards of drugs.
2. Insist on no illegal drug use by youngsters. This includes alcohol, tobacco and marijuana.
3. Support drug education in the schools, workplace, churches and civic associations.
4. Rebuild understanding and respect for the laws concerning alcohol, marijuana, cocaine and other drugs.
5. Recognize the danger of the illegal consumer as well as the illegal supplier of alcohol and other drugs.
6. Support law-enforcement efforts at home and abroad.
7. Write letters, telephone and visit those members of the publishing, merchandising and media world who glamorize, trivialize or subsidize the drug culture.

## Chapter 2

# Standard Graphics

The following graphs will assist you in understanding the relationship of student behavior to alcohol and other drug use. You are encouraged to make overheads or slides from the graphs for presentations to school faculty, parents, media, and other audiences in the community.

The *Frequency of Use* graphs show the percent of students at each grade level who report any use of the various drugs. The graphs are divided into *Gateway* and *Illicit* drug categories.

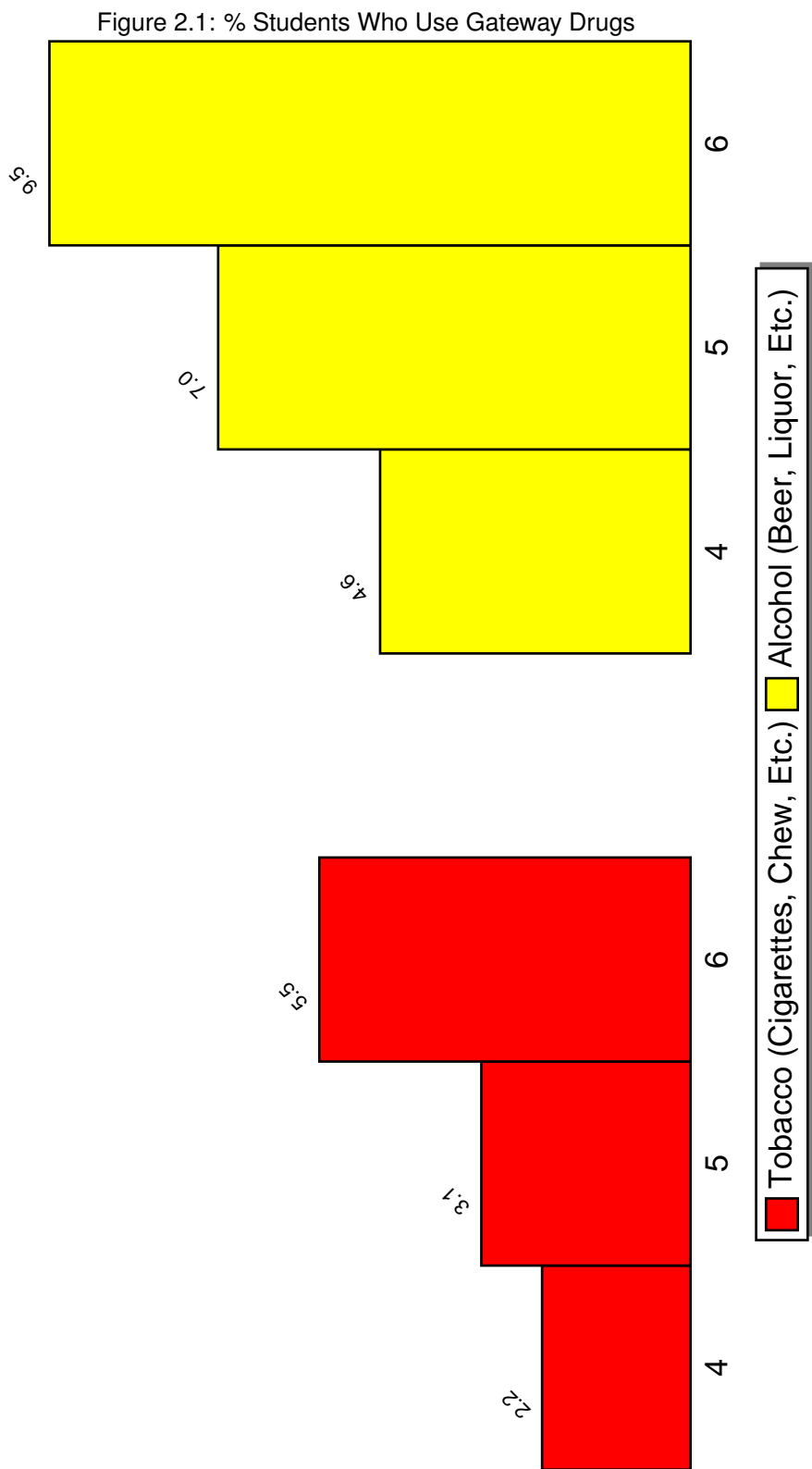
The *Perceived Harm* of alcohol and other drugs will assist with understanding how the false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. These graphs show the percent of students who marked *Yes* or *A Lot* on the question *Do You Think The Following Are Harmful To Your Health*.

Research indicates that easy access, *Availability*, to drugs increases the probability of use. Availability of alcohol and other drugs normally increases at higher grade levels. These graphs show the percent of students who marked *Easy To Get* on the question *How Easy Is It For Kids Your Age To Get*.

Data collected in past years using the ***Pride Surveys Questionnaire*** indicate a high correlation between friends' use of drugs and an individual student's use of drugs (i.e. a student who reports use of drugs by friends is more likely to use drugs). These graphs show the percent of students who marked *A Lot* on the question *How Many Of Your Friends Use*.

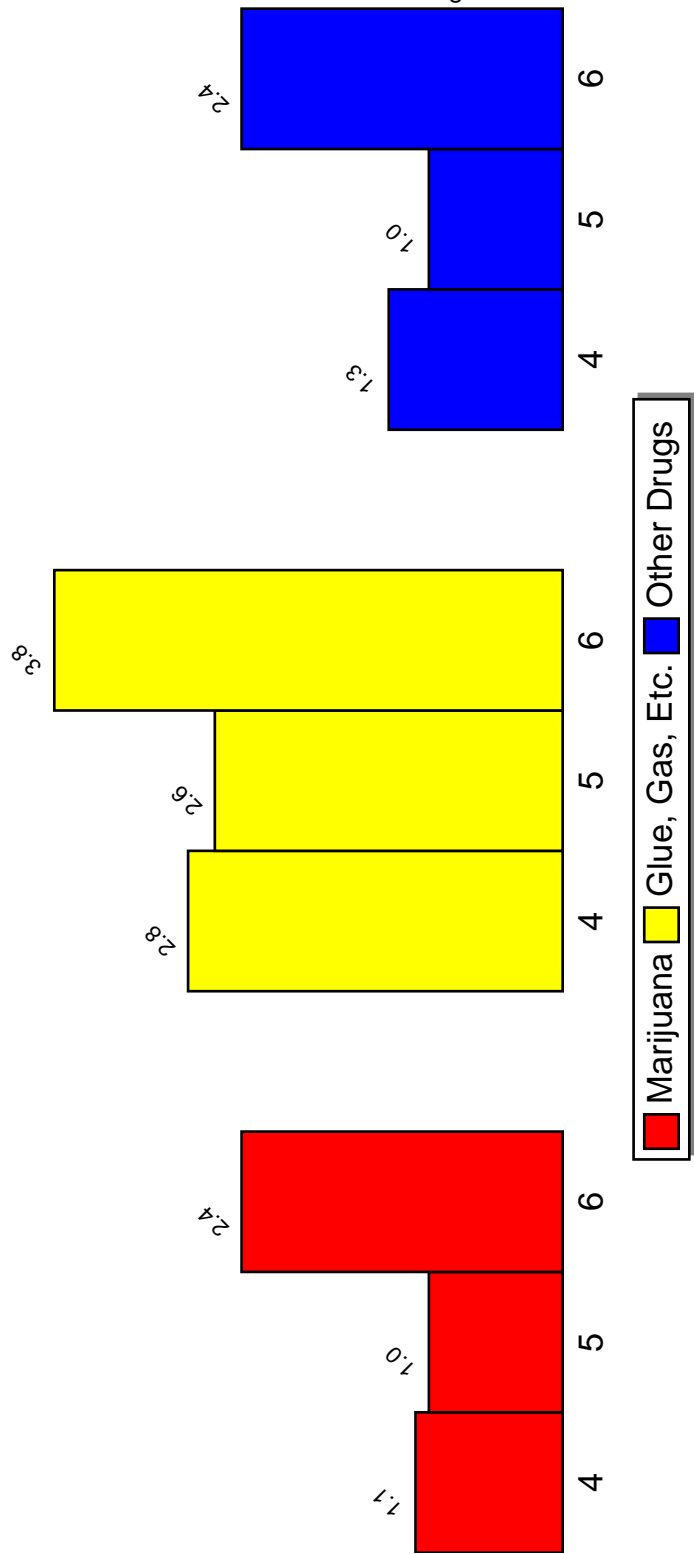
## **2.1 Frequency Of Use**

# % Students Who Use Gateway Drugs



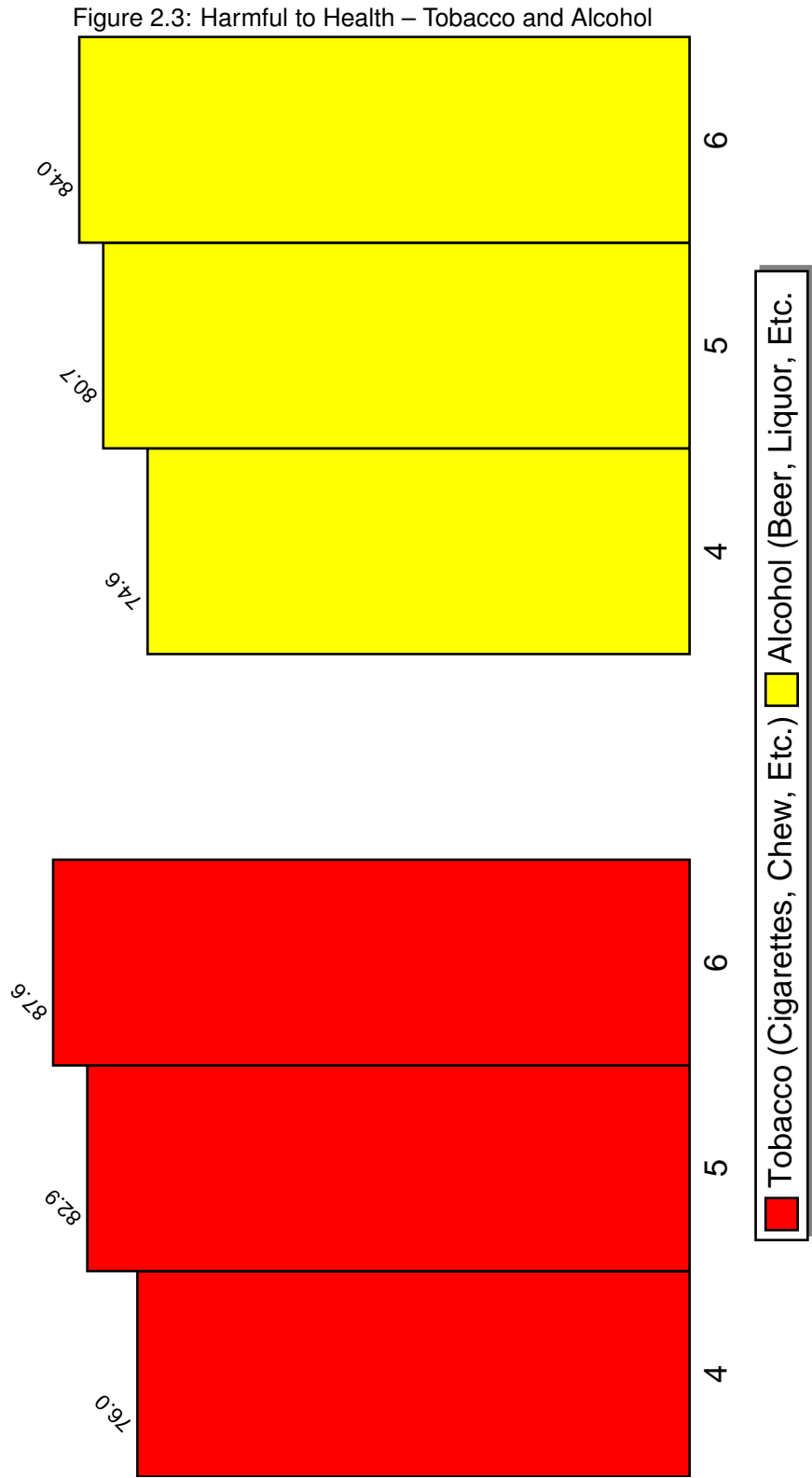
# % Students Who Use Illicit Drugs

Figure 2.2: % Students Who Use Illicit Drugs



## **2.2 Harmful To Health**

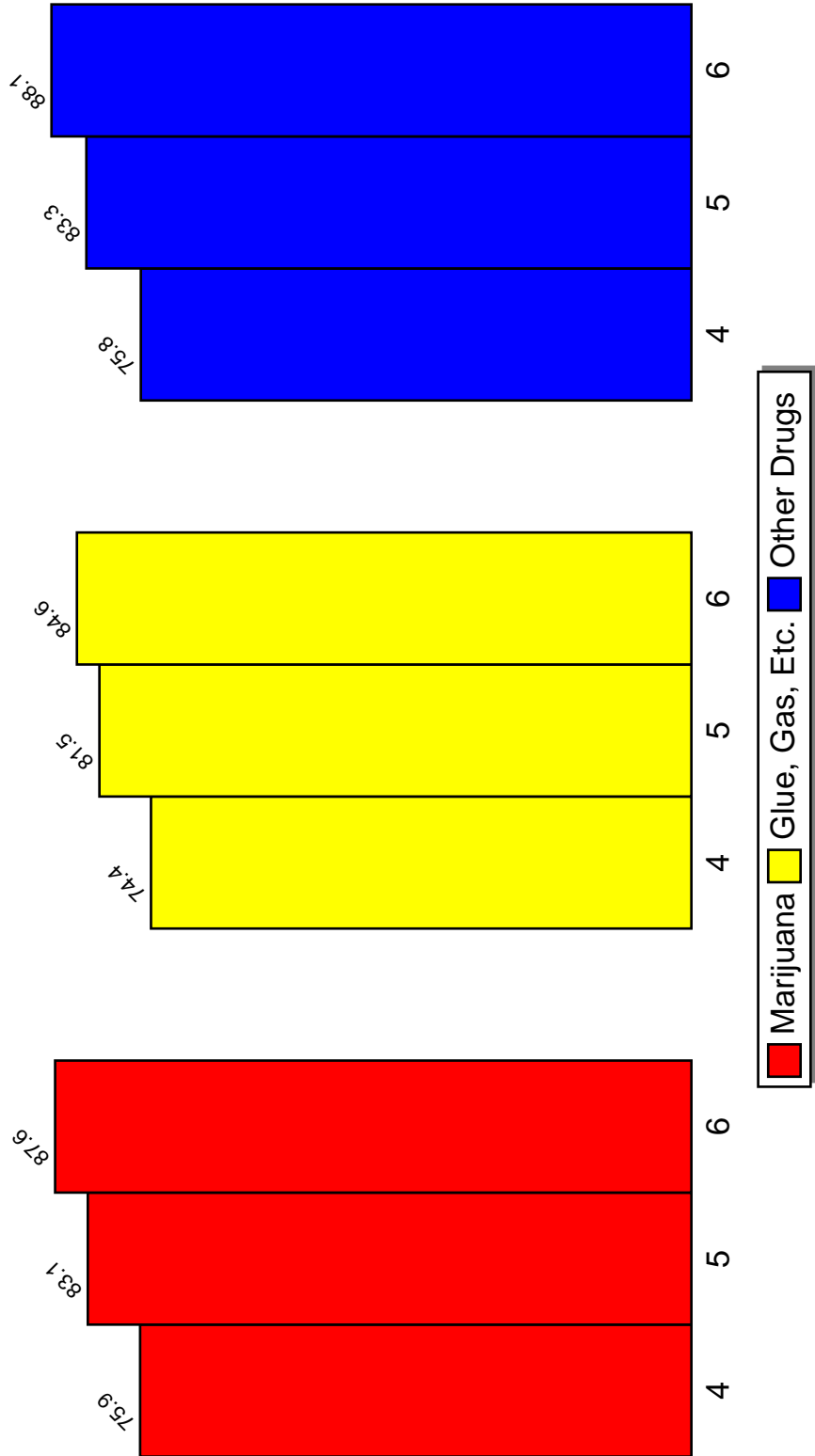
# Harmful to Health -- Tobacco and Alcohol





# Harmful to Health -- Marijuana, Glue, Gas, Other Drugs

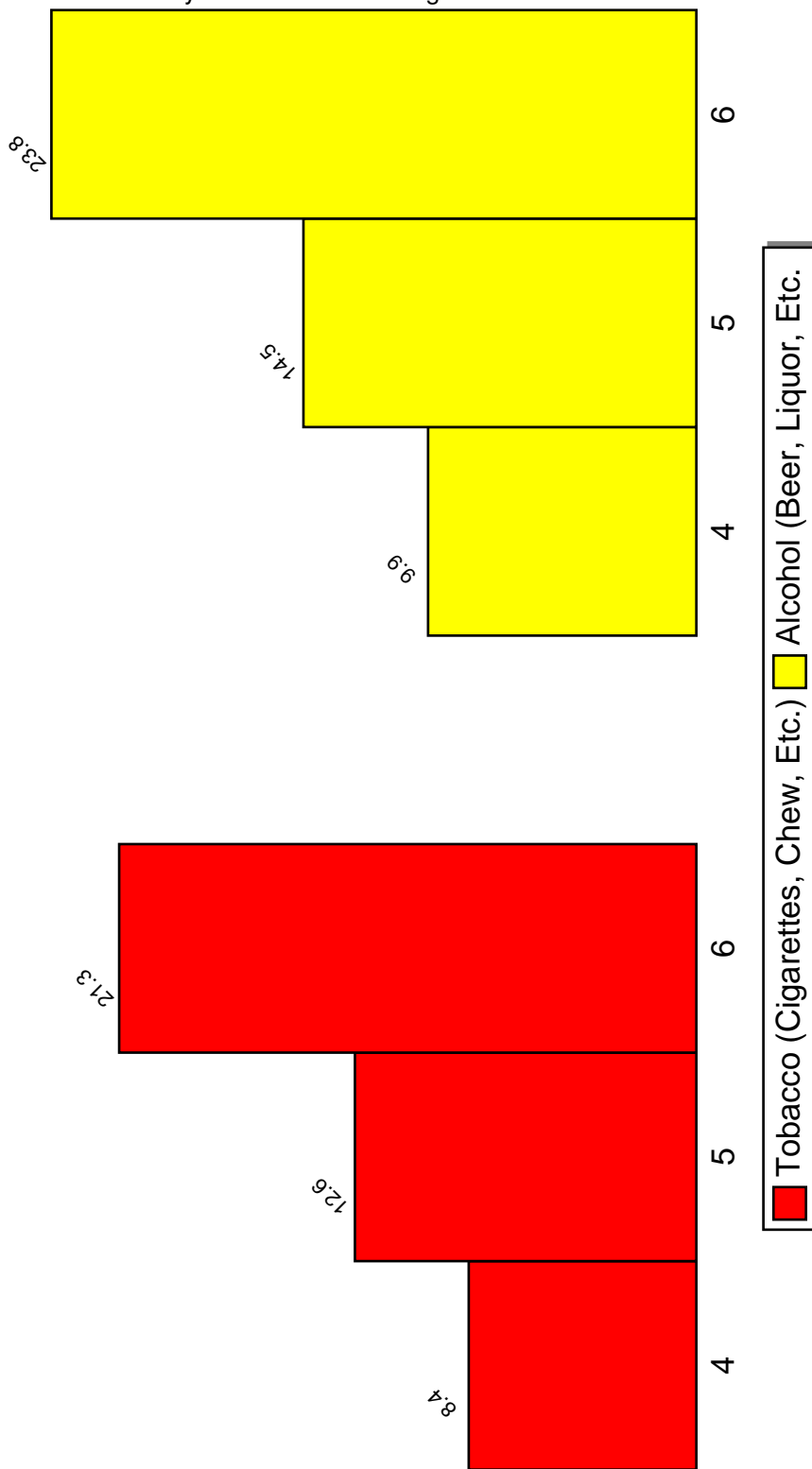
Figure 2.4: Harmful to Health – Marijuana, Glue, Gas, Other Drugs



## **2.3 How Easy Is It For Kids Your Age To Get**

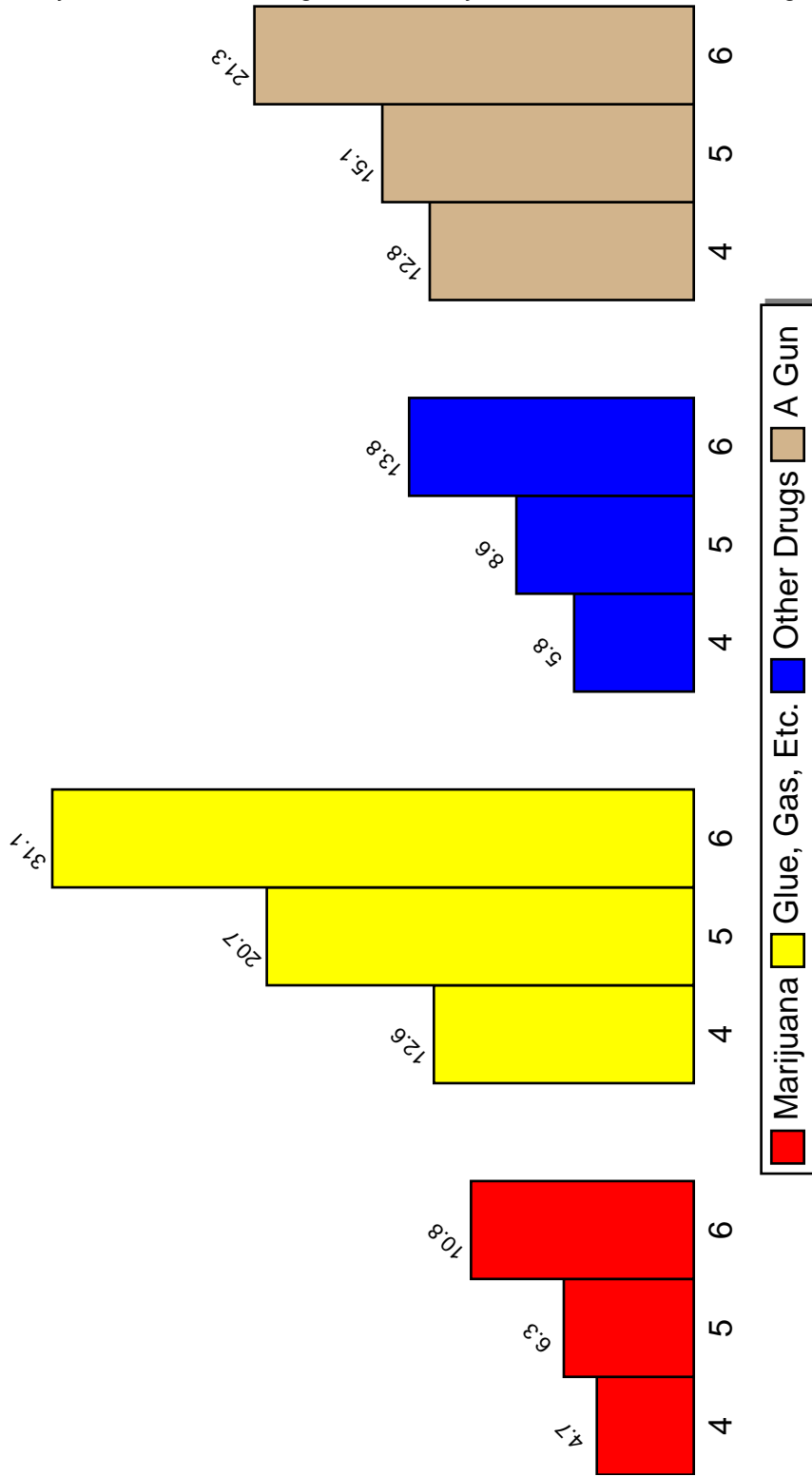
# How Easy Is It For Kids Your Age To Get Tobacco and Alcohol

Figure 2.5: How Easy Is It For Kids Your Age To Get Tobacco and Alcohol



# How Easy Is It For Kids Your Age To Get Marijuana, Glue, Gas, Other Drugs, A Gun

Figure 2.6: How Easy Is It For Kids Your Age To Get Marijuana, Glue, Gas, Other Drugs, A Gun



## **Chapter 3**

# **Advanced Graphics**

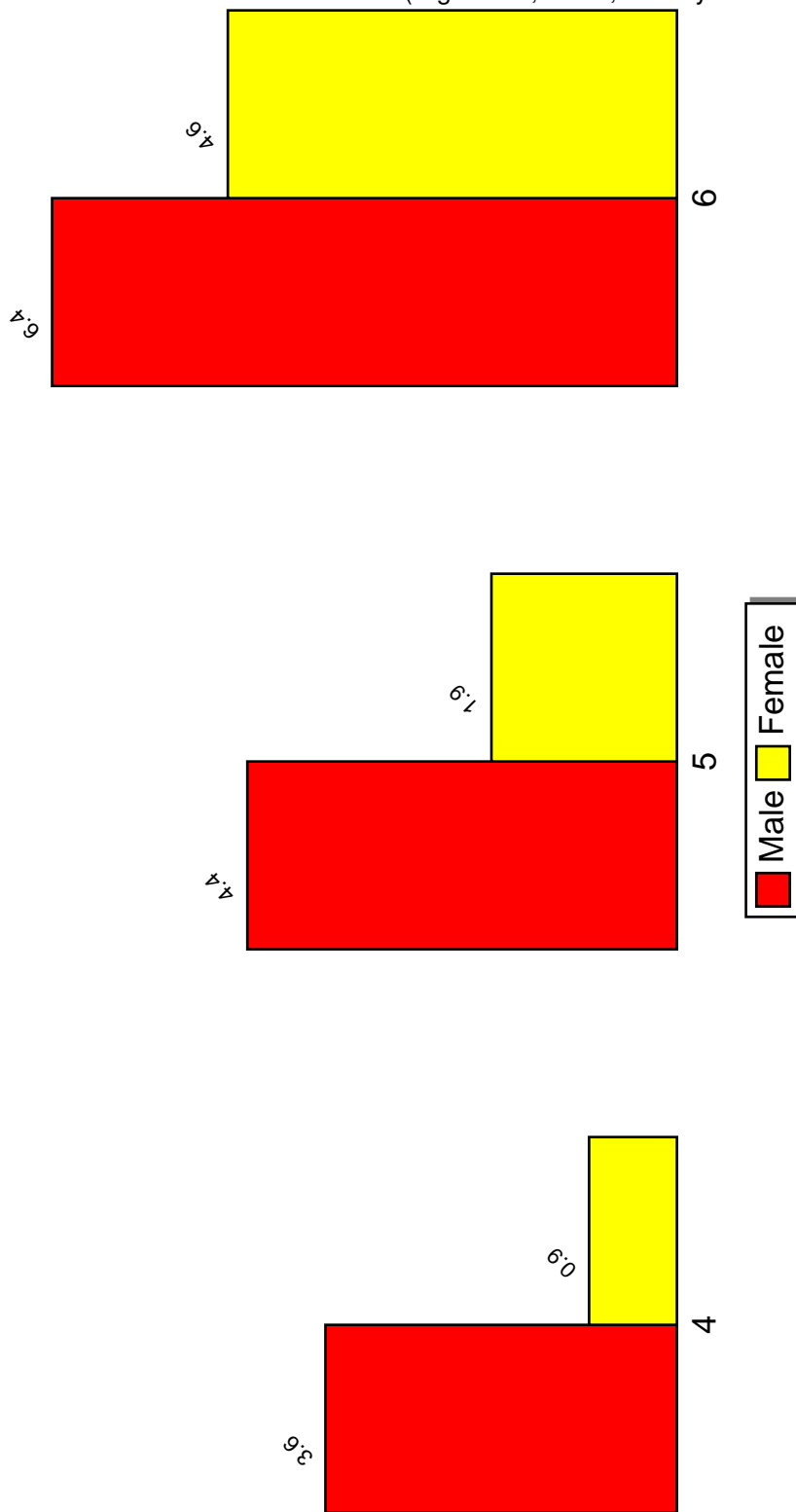
The following graphs will assist you in understanding the relationship of student behavior to alcohol and other drug usage. You are encouraged to make presentations to school faculty, parents, media, and other audiences in the community.

The first set of graphs, on frequency of use by sex, presents data on gateway and illicit drug use broken down by Male and Female students. These graphs show any use within the past year as reported by the students.

### **3.1 Frequency of Use by Sex**

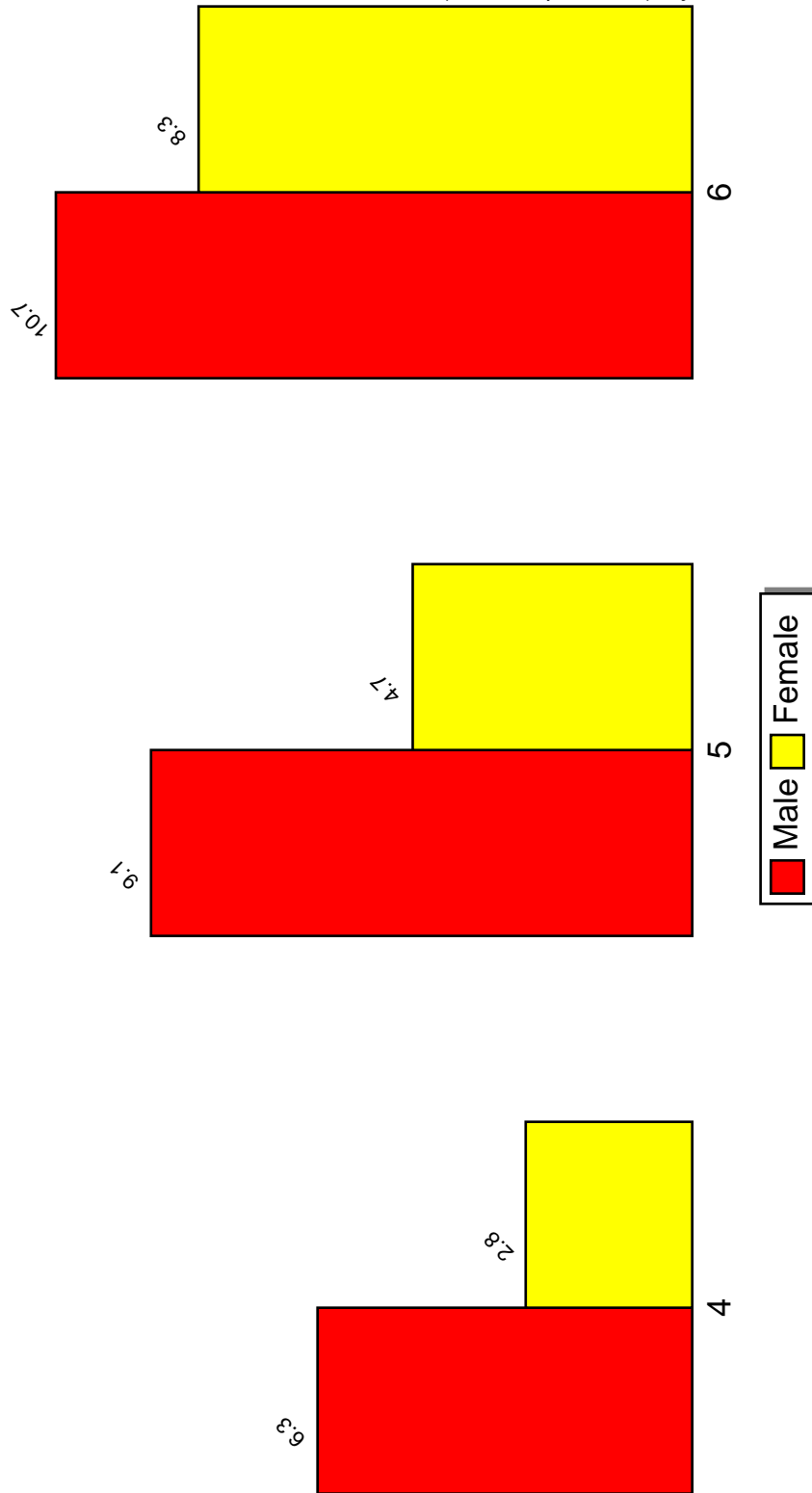
# % Students Who Use Tobacco (Cigarettes, Chew, Etc. By Sex

Figure 3.1: % Students Who Use Tobacco (Cigarettes, Chew, Etc. By Sex



# % Students Who Use Alcohol (Beer, Liquor, Etc.) By Sex

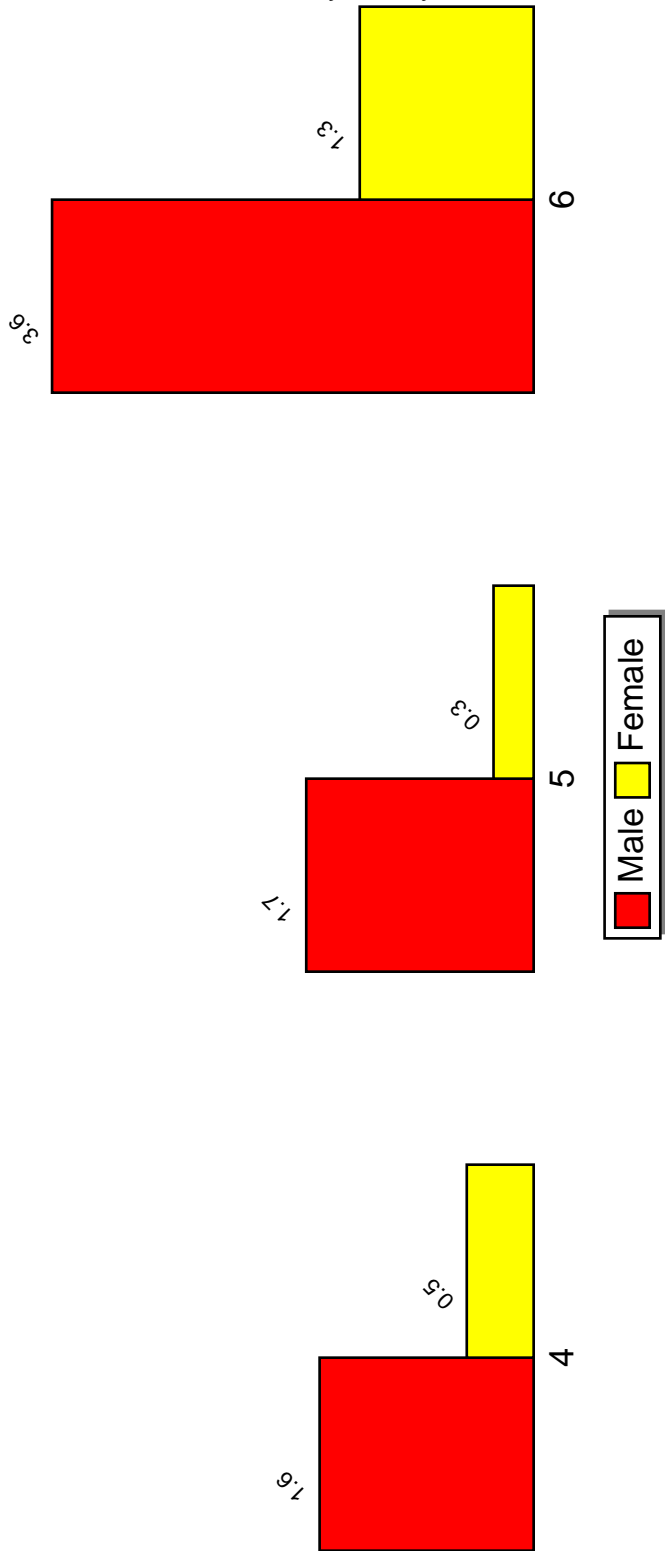
Figure 3.2: % Students Who Use Alcohol (Beer, Liquor, Etc.) By Sex





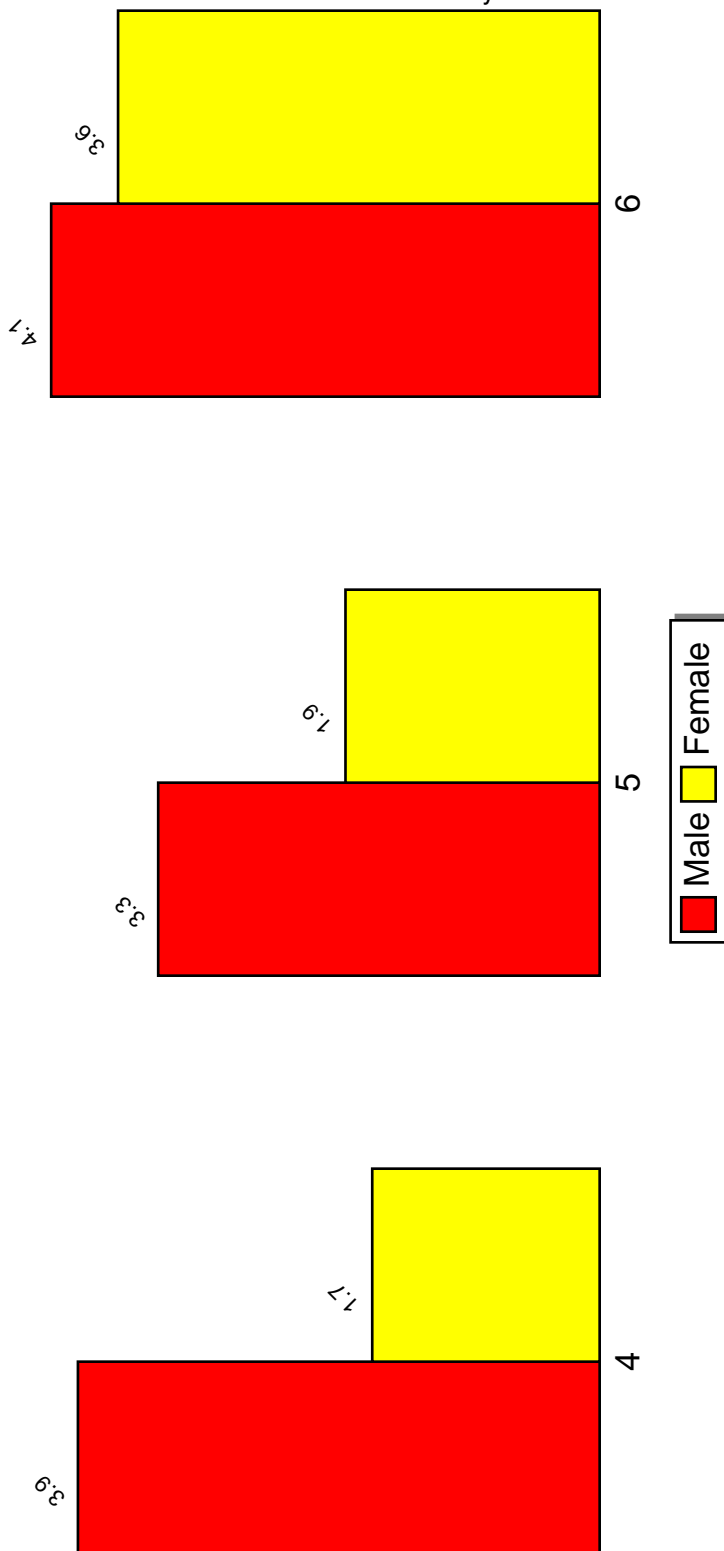
# % Students Who Use Marijuana By Sex

Figure 3.3: % Students Who Use Marijuana By Sex



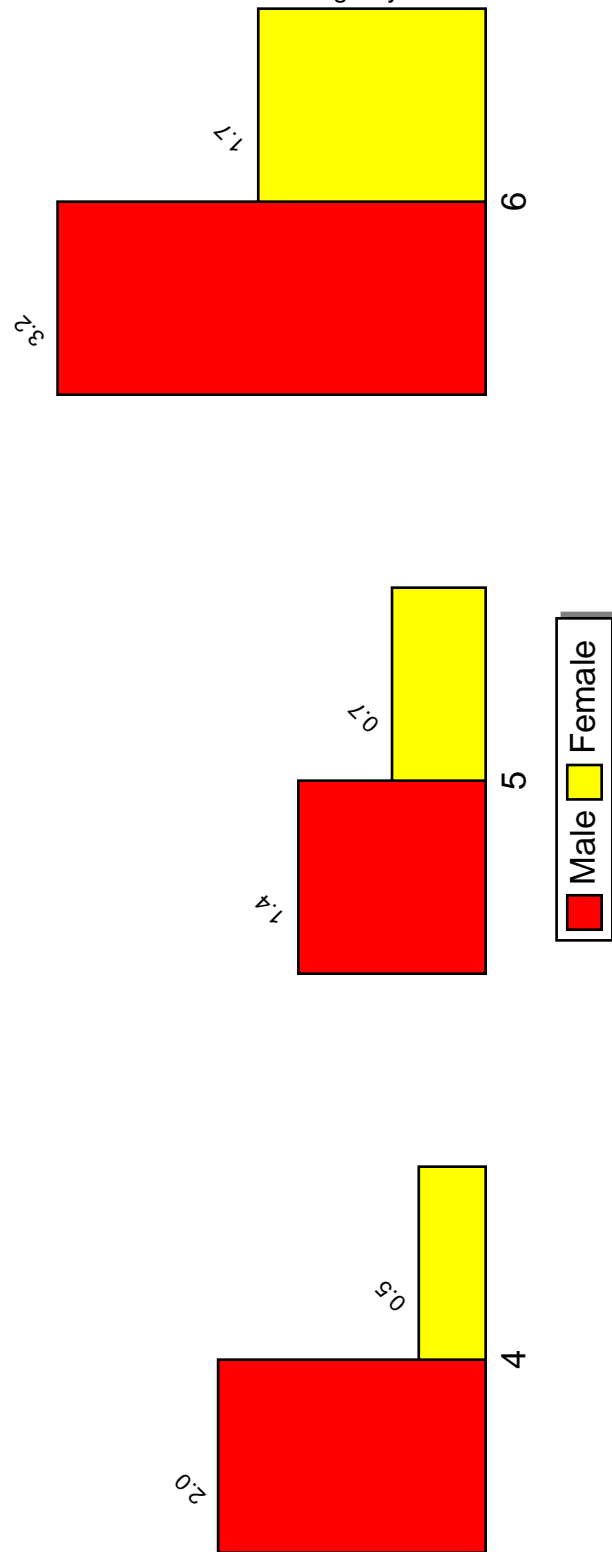
# % Students Who Use Inhalants By Sex

Figure 3.4: % Students Who Use Inhalants By Sex



# % Students Who Use Other Drugs By Sex

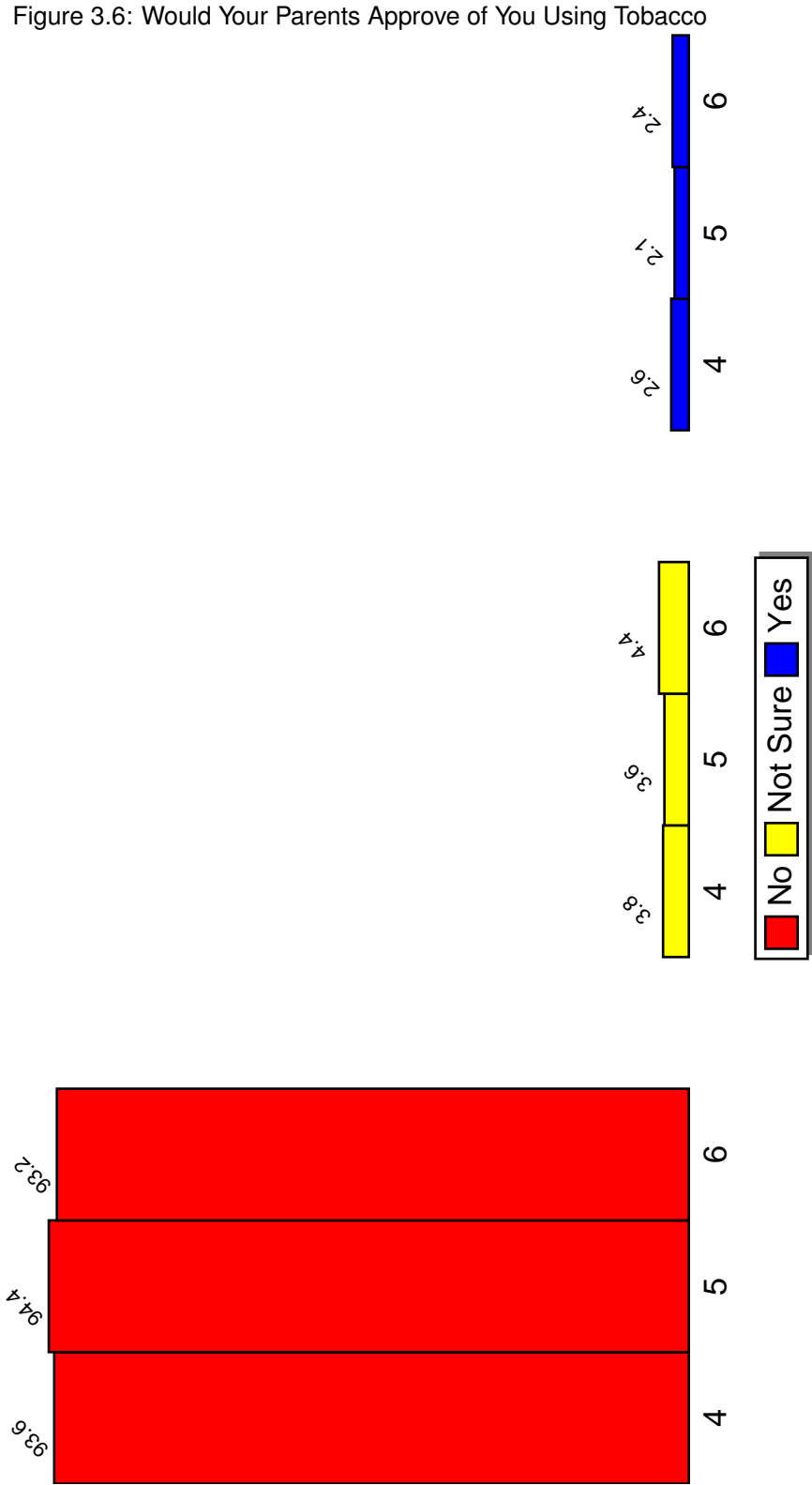
Figure 3.5: % Students Who Use Other Drugs By Sex



## **3.2 Parents Approval of Drug Use**

# Would Your Parents Approve of You Using Tobacco

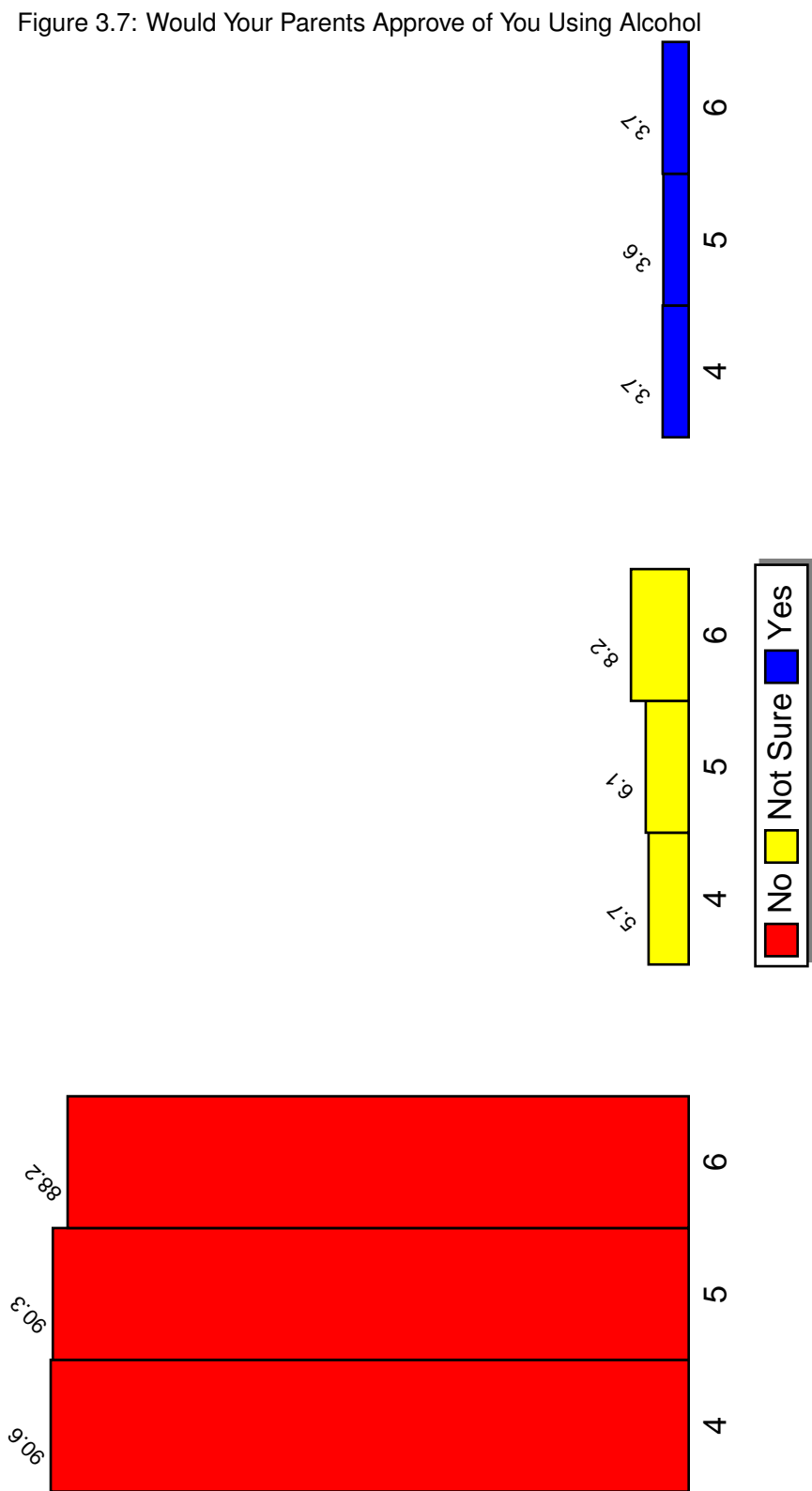
4-4th Grade, 5-5th Grade, 6-6th Grade



Source: Florida Needs Assessment Survey

# Would Your Parents Approve of You Using Alcohol

4-4th Grade, 5-5th Grade, 6-6th Grade

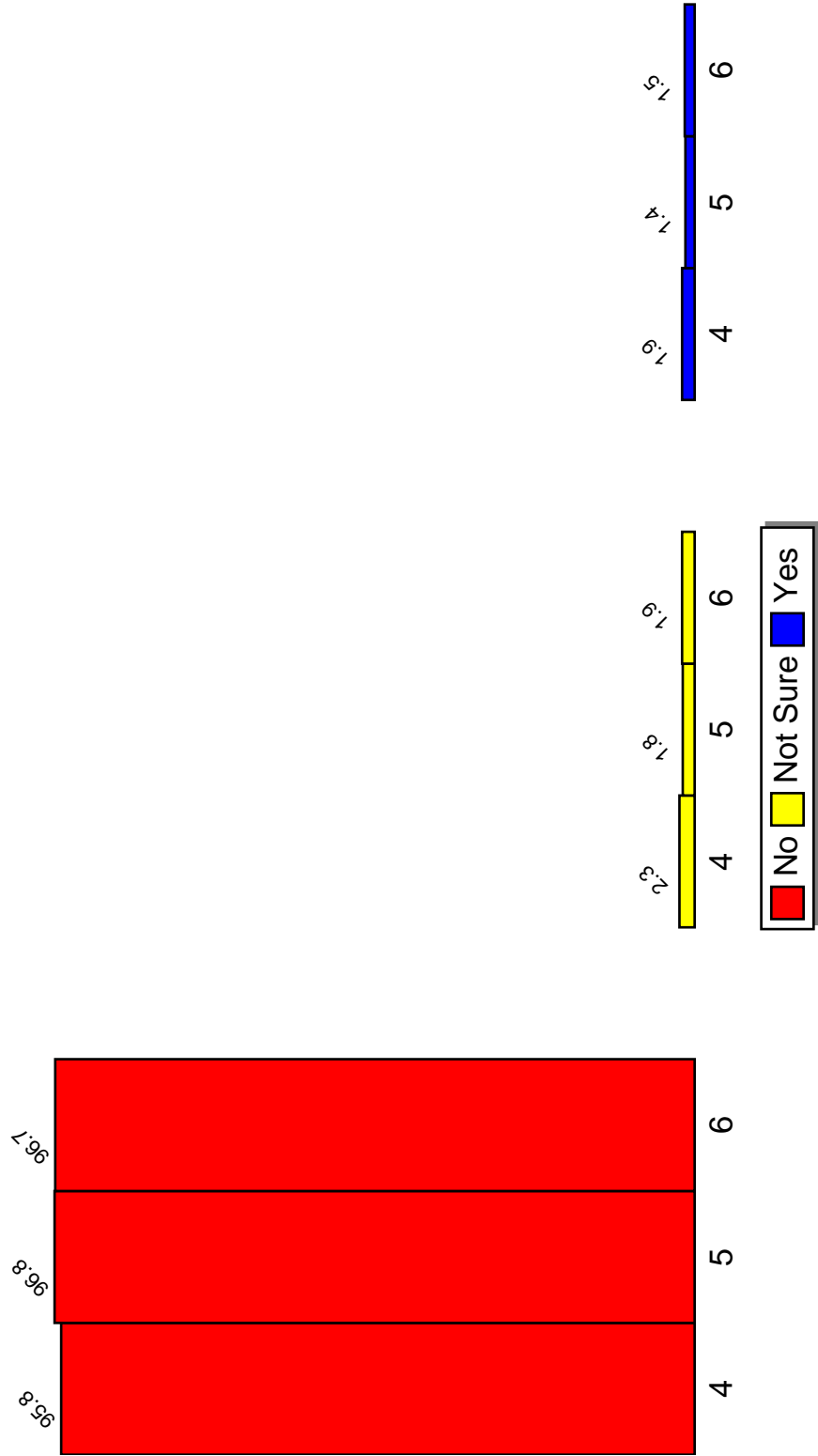


Source: Florida Needs Assessment Survey

# Would Your Parents Approve of You Using Marijuana

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.8: Would Your Parents Approve of You Using Marijuana

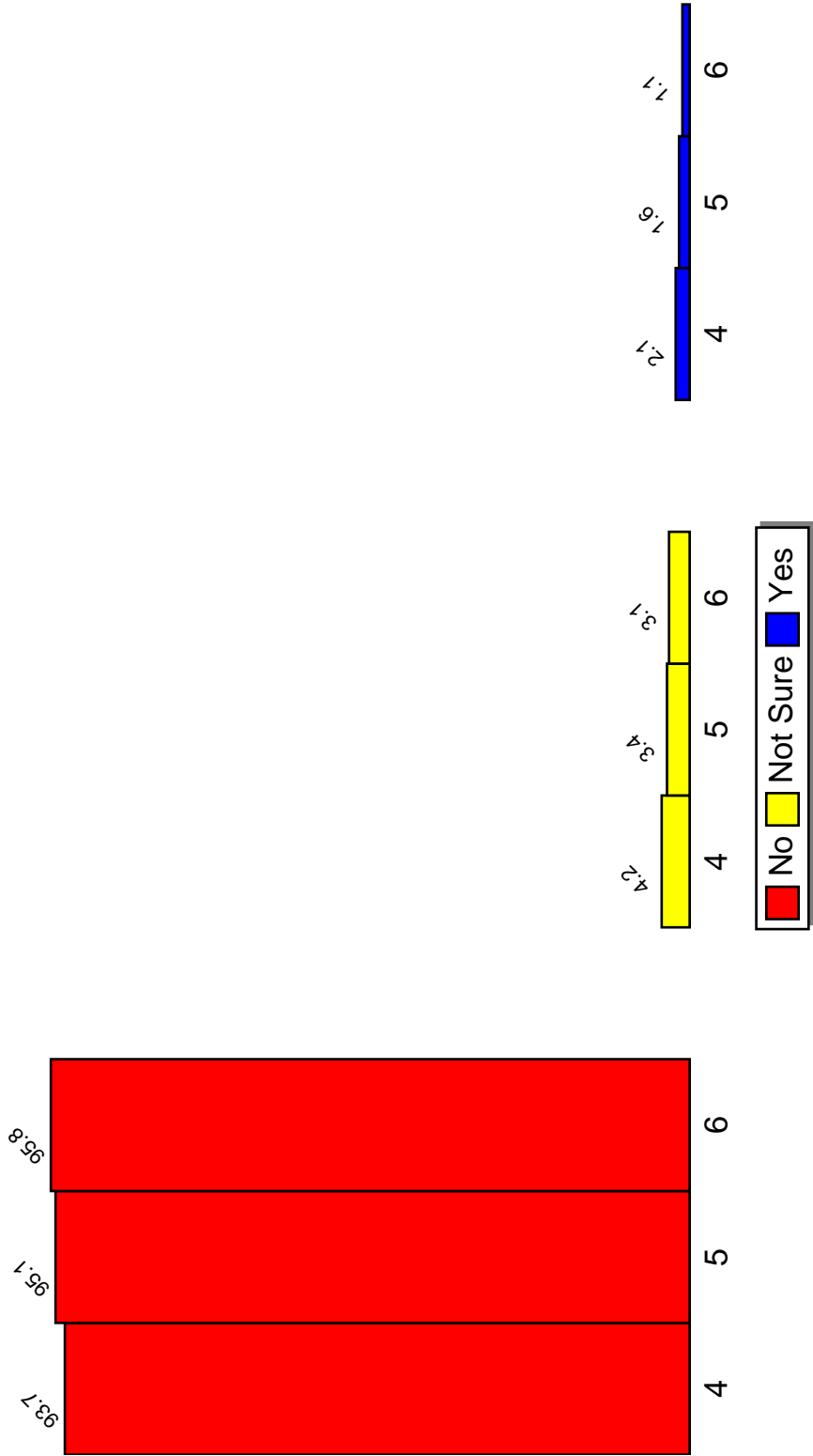


Source: Florida Needs Assessment Survey

# Would Your Parents Approve of You Using Inhalants

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.9: Would Your Parents Approve of You Using Inhalants



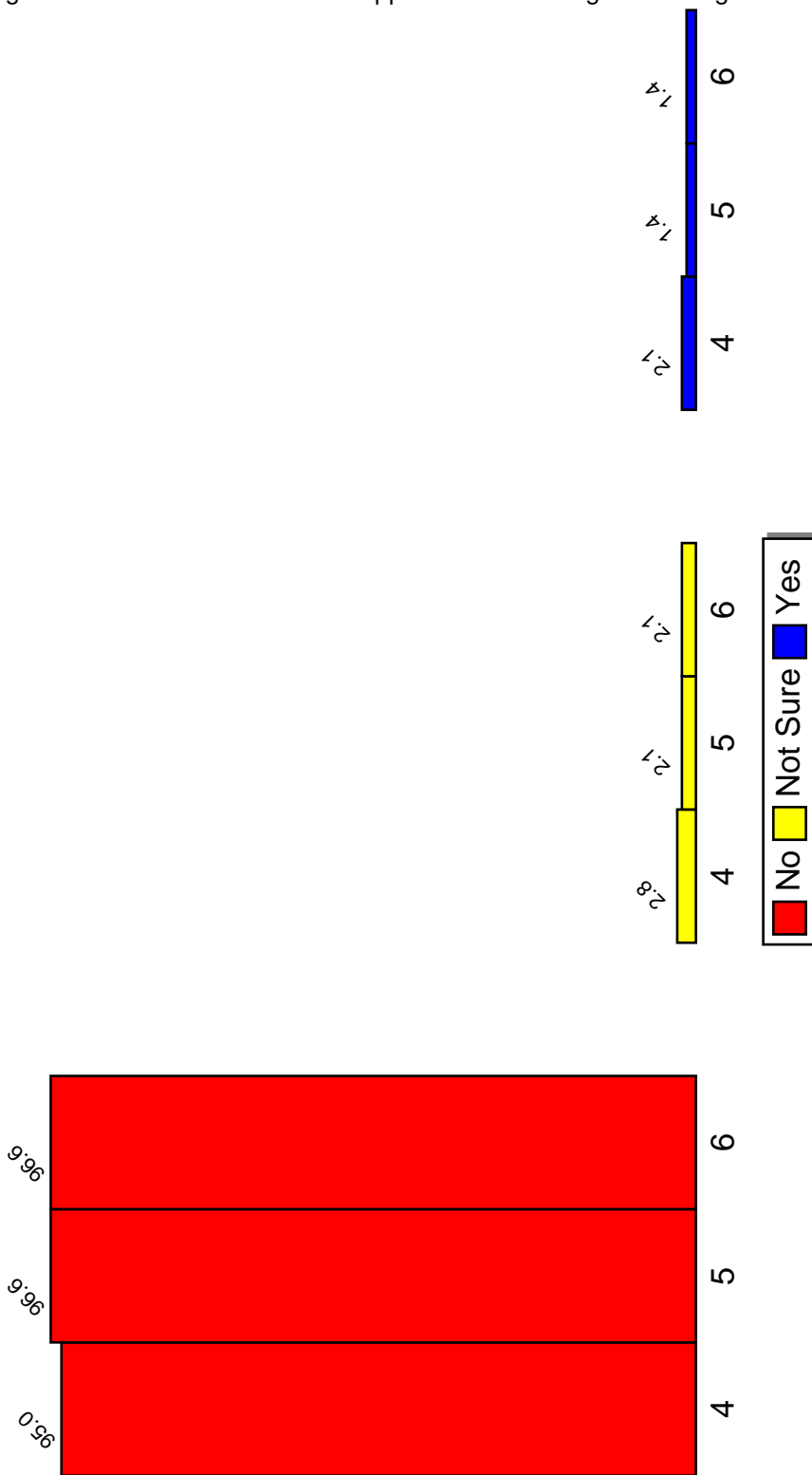
Source: Florida Needs Assessment Survey



# Would Your Parents Approve of You Using Other drugs

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.10: Would Your Parents Approve of You Using Other drugs

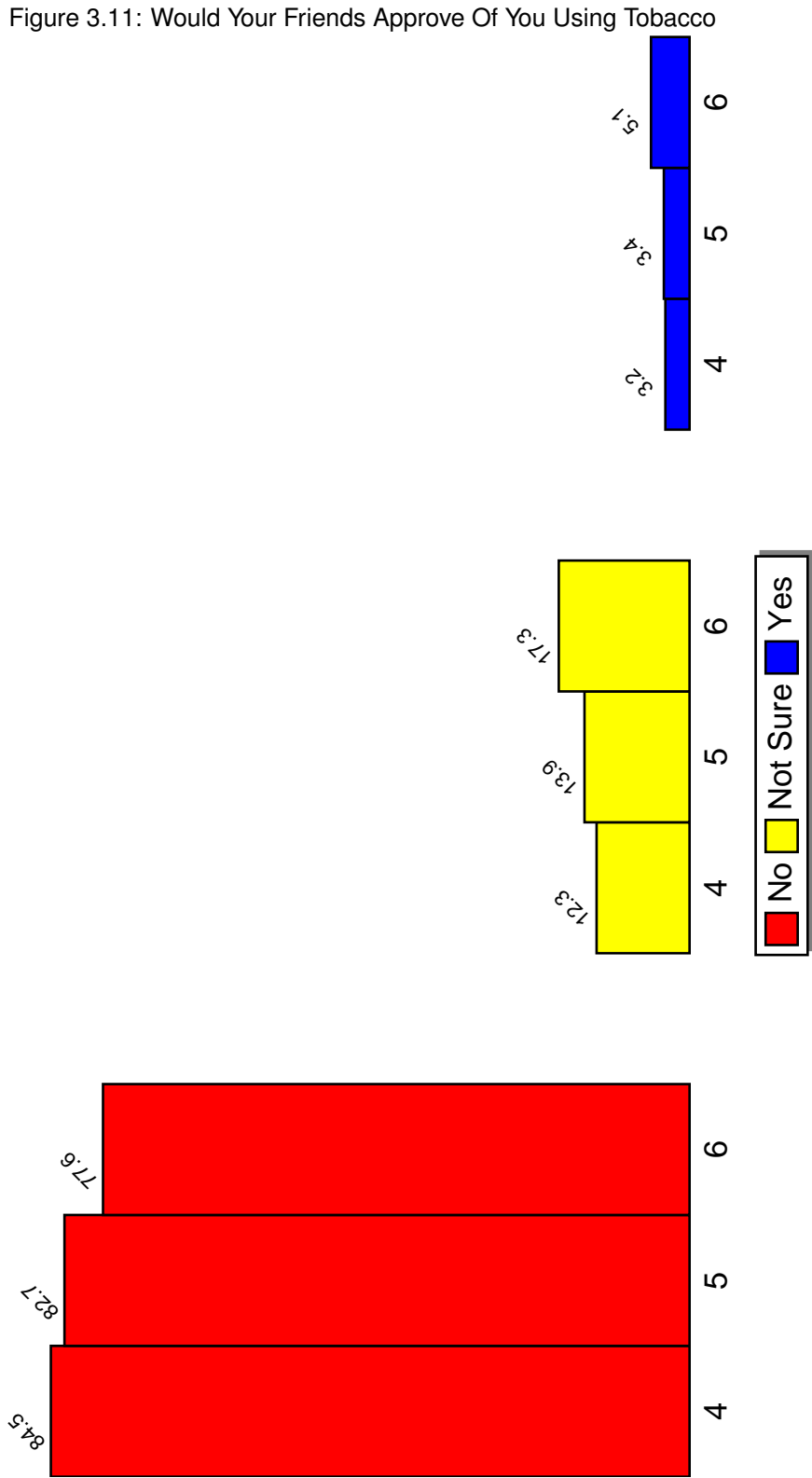


Source: Florida Needs Assessment Survey

### **3.3 Friends' Approval of Drug Use**

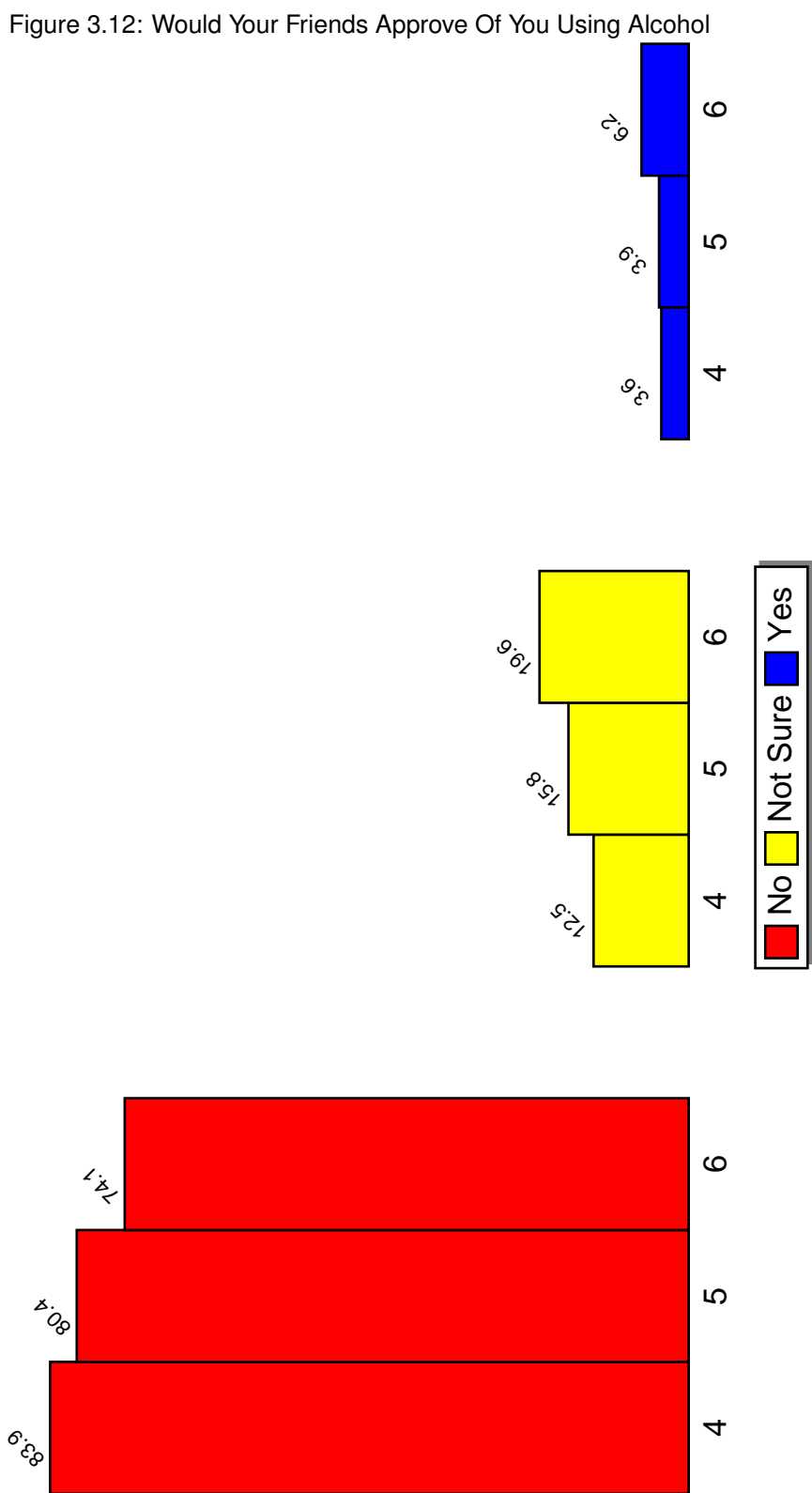
# Would Your Friends Approve Of You Using Tobacco

4-4th Grade, 5-5th Grade, 6-6th Grade



# Would Your Friends Approve Of You Using Alcohol

4-4th Grade, 5-5th Grade, 6-6th Grade

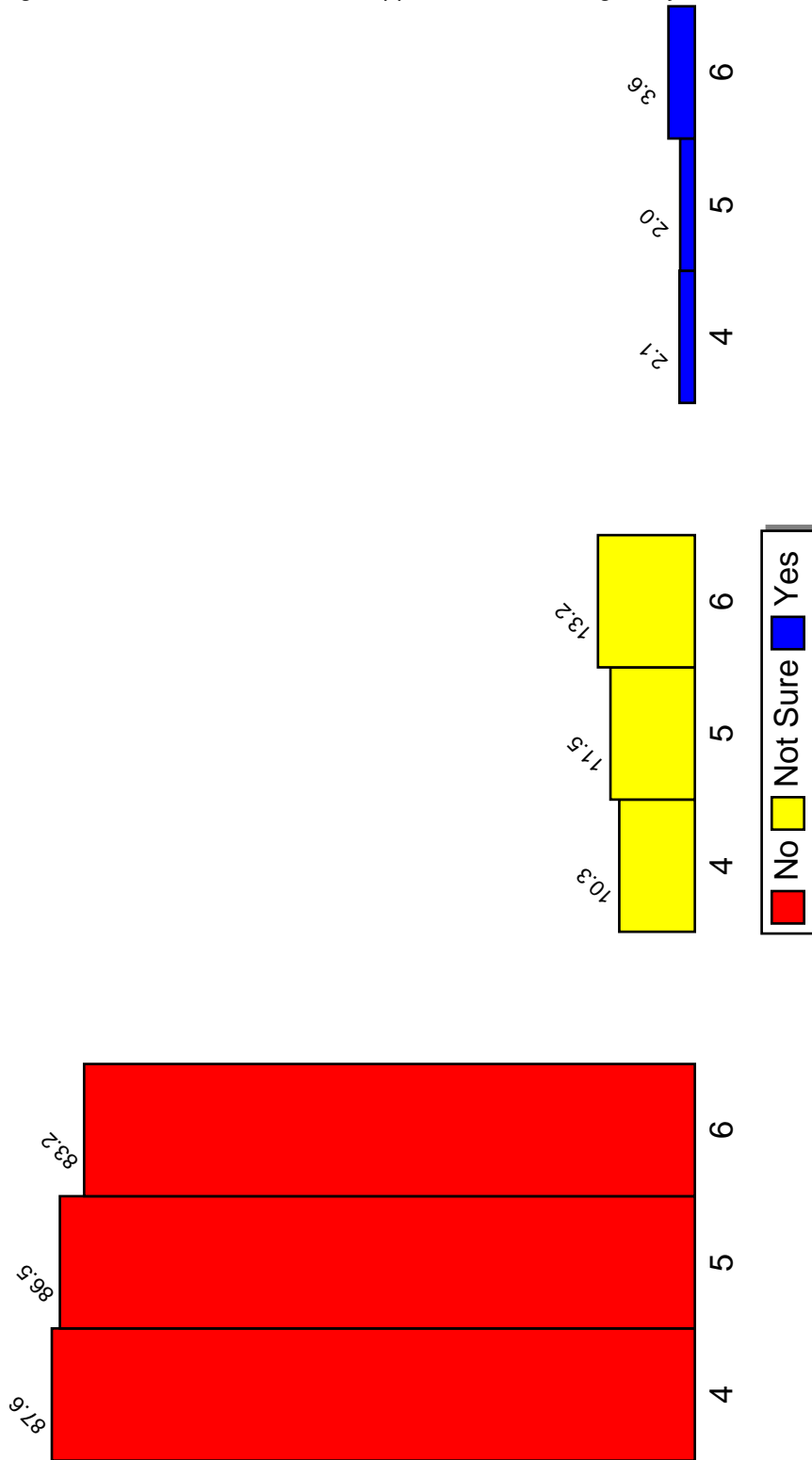


Source: Florida Needs Assessment Survey

# Would Your Friends Approve Of You Using Marijuana

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.13: Would Your Friends Approve Of You Using Marijuana

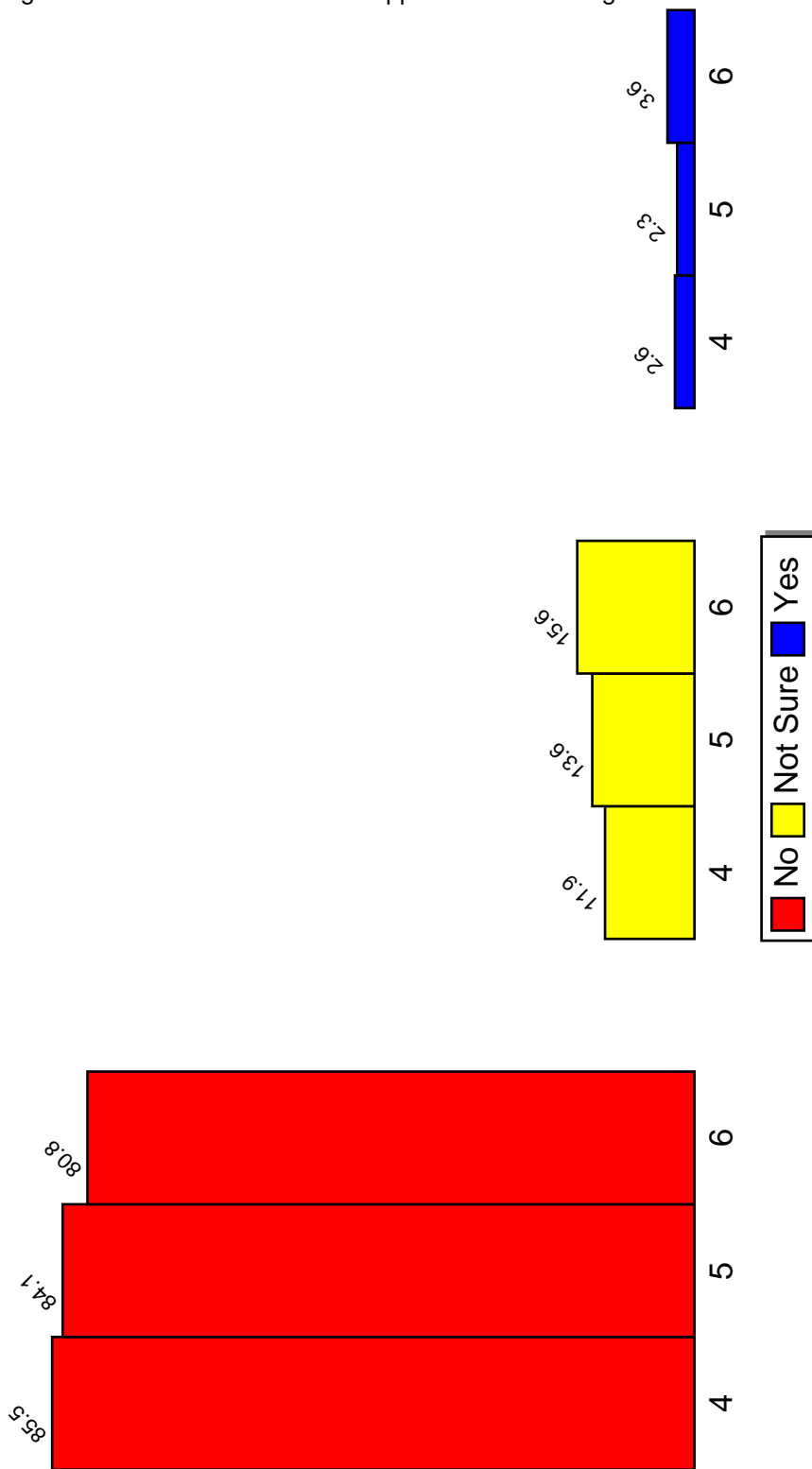


Source: Florida Needs Assessment Survey

# Would Your Friends Approve Of You Using Inhalants

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.14: Would Your Friends Approve Of You Using Inhalants

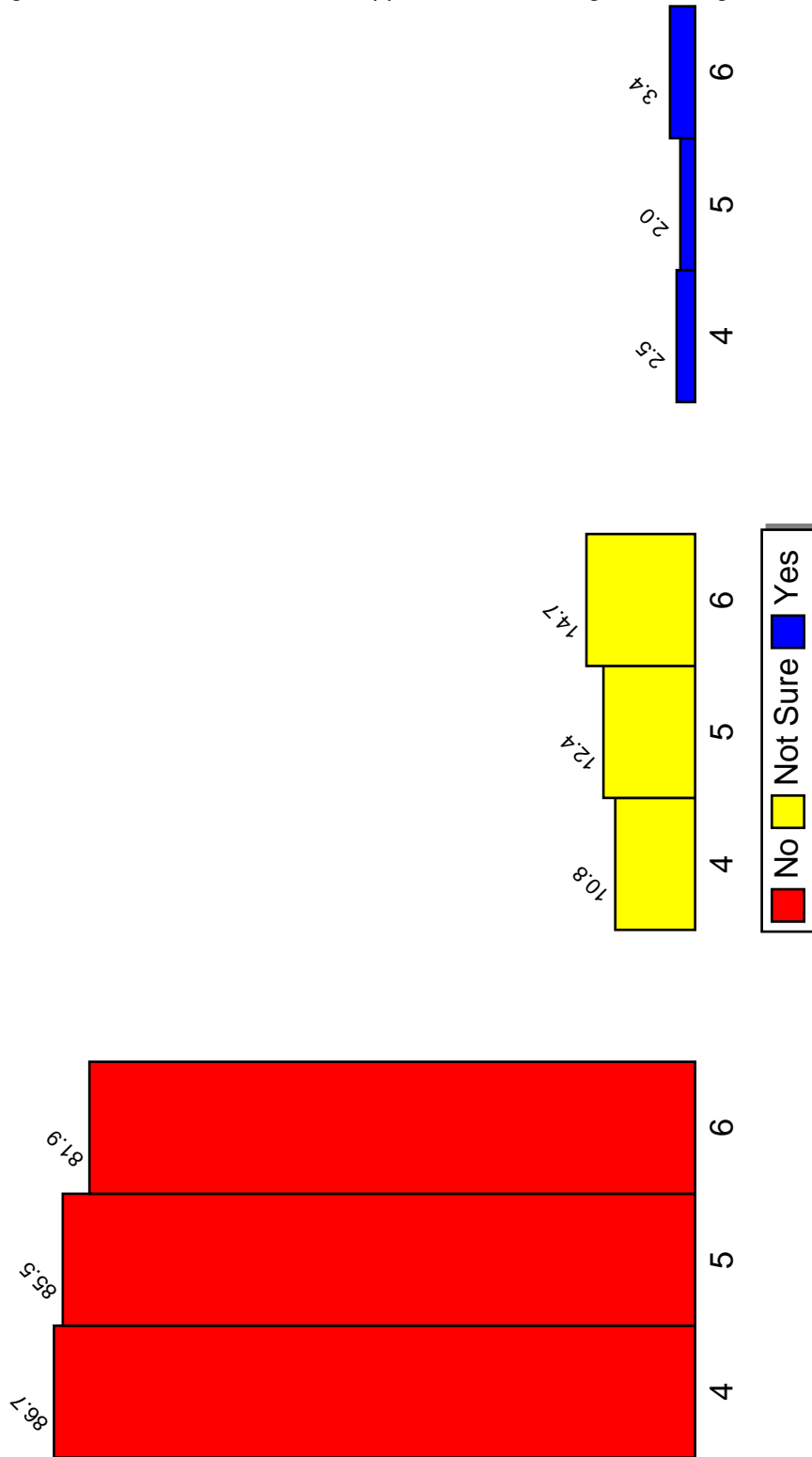


Source: Florida Needs Assessment Survey

# Would Your Friends Approve Of You Using Other drugs

4-4th Grade, 5-5th Grade, 6-6th Grade

Figure 3.15: Would Your Friends Approve Of You Using Other drugs



Source: Florida Needs Assessment Survey

## Chapter 4

# Narrative Report

### 4.1 Introduction

#### 4.1.1 The Problem

Early use of psychoactive drugs by elementary age students is a dangerous *fall out* of the drug culture which has plagued our country during the past quarter century. Use of mind altering drugs by children and young adolescents can retard physical, educational and social development, and often leads to severe problems of alcohol and drug dependency in junior and senior high school. Although tobacco and alcohol are legal drugs for adults, use by children and adolescents place them at a high risk of becoming drug dependent. Drug use also contributes to other problems such as teenage crime, pregnancy, school dropouts and suicide.

As with junior and senior high students, gateway drug use by elementary students is most likely prevented by those who have the most contact with the students. Parents, educators, law enforcement officers, court officials, health care professionals, the clergy, business and civic leaders, and the students themselves must be part of the drug prevention effort for maximum success.

This report is designed to assist schools, parent groups and community task forces to initiate and/or continue adolescent drug and alcohol abuse prevention programs. Also, enclosed with this report is information on **Pride Surveys** services, programs, and materials that you may want to review as you plan your prevention programs.

#### 4.1.2 The Pride Questionnaire for Grades 4-6

The Pride Questionnaire for Grades 4-6 was developed to provide accurate, reliable and useful information about student drug use behavior and perceptions. The questionnaire and administration procedures have



undergone extensive field tests and other developmental studies. These studies found that surveys using the Pride Questionnaire produced consistent and accurate results. To date, more than half a million students in 38 states have completed the elementary version of the Pride Questionnaire. A copy of the *Pride Questionnaire for Grades 4-6* is contained in your report.

Each school year, responses to the Pride Questionnaire are summarized in an annual report. A copy of the most current annual report, the 2004-2005 Pride Surveys National Summary Percentage Tables for Grades 4-6, is available for your use in contrasting local percentages with national summary percentages at our website [www.pridesurveys.com](http://www.pridesurveys.com)

### **4.1.3 Gateway Drug Use**

In grades 4-6, students who use drugs generally report using tobacco, alcohol, and marijuana, which are referred to as *gateway* drugs. Use of these drugs is especially harmful to developing adolescents and often leads to the use of other toxic drugs such as cocaine, opiates, and hallucinogens. The Pride Questionnaire asks students to respond to questions about their use of alcohol and other drugs and about how they regard or perceive the use of various drugs. This report spotlights selected responses your students made to these questions.

It may be of interest to note that Pride Surveys annual reports continue to indicate early use of tobacco and alcohol by many students in elementary school. For example, 12.9% of sixth grade students reported using alcohol within the past year. A relatively low percentage of students at this level reported smoking marijuana. However, since marijuana is generally the first illicit drug used by students, it is considered an important drug to monitor.

Students are asked how harmful drugs are to their health, and how easy it is to get drugs. These questions help define a student's relationship to drug use. Student responses to these questions will be explored in this report.

Very little information is available in the research literature on drug use by elementary students and their perceptions about drugs. The Pride Questionnaire for Grades 4-6 breaks new ground at the school and community level. With these results, you can make informed program decisions and develop or select prevention activities that are appropriate for students in your school and community.

### **4.1.4 Overview of Report**

Your school survey is an important part of a dynamic, ongoing process that identifies drug-related needs and resources in your community. This report is intended to be used as part of your school/community prevention program. The report is divided into three sections:

Section One:	INTRODUCTION
Section Two:	SURVEY FINDINGS
Section Three:	HOW TO USE THIS REPORT

Section One provides you with useful introductory information. Selected results from your survey appear in Section Two. All statistics compiled from your survey results in this section will be highlighted in **bold** print. Section Three contains creative ways to use your survey results to create attention for your programs. A customized press release will help you phrase the main findings in an interesting and understandable way. This section also provides a presentation outline that can be adapted to your survey results.

The 2004-2005 Pride Surveys National Summary Percentage Tables for Grades 4-6 may be used to contrast local data with findings from other communities that have used the Pride Survey. Throughout this report there are spaces left for you to make notes on aspects that you find particularly important, or on actions that you may wish to take.

#### 4.1.5 How *Pride Surveys* Can Help You

*Pride Surveys* offers other in-depth analysis, training, and technical assistance services to accompany your report. For information about *Pride Surveys* services such as parent, community and worksite training and Pride publications write to:

***Pride Surveys***

Janie Pitcock

160 Vanderbilt Court

Bowling Green, KY 42103

1-800-279-6361

1-270-746-9596

[www.pridesurveys.com](http://www.pridesurveys.com)

YOUR NOTES HERE:

## 4.2 Survey Findings

### 4.2.1 Self-Reported Gateway Drug Use

#### Tobacco

##### *The Facts About Tobacco*

Tobacco contains the drug nicotine which acts as a stimulant to the central nervous system. Smoking any drug delivers it quickly to the brain. The tobacco user develops a tolerance to the nicotine and quickly becomes dependent or addicted. While not as rapid as smoking tobacco, nicotine ingested through chewing or *dipping* also creates a dependence.

Tobacco use can cause cancer of the lungs, mouth, throat and other organs of the body. It can also cause heart and vascular disease and lead to a heart attack. Adolescents who smoke tobacco are **thirty times** more likely to use marijuana, and those who use marijuana are **one-hundred and fifty times** more likely to use cocaine than the non-user.

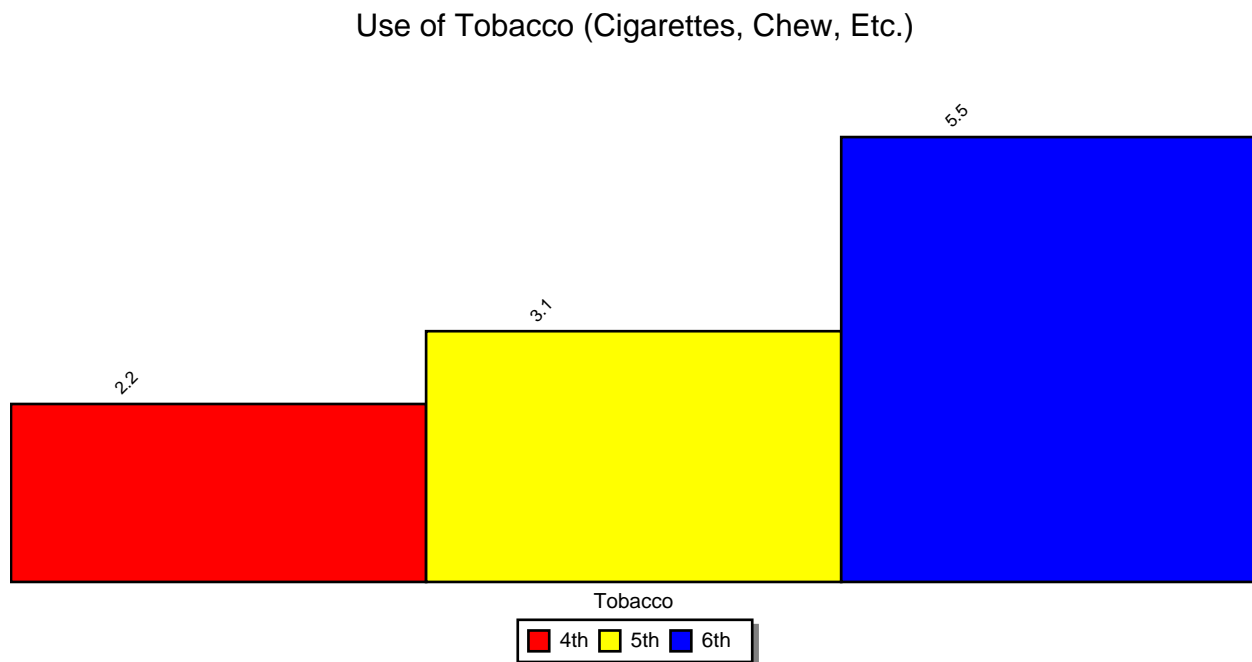
It is important that elementary students know the health consequences of using tobacco, but they may be most influenced by the social stigma and unattractive appearance that smoking or chewing can cause. For example, young people may choose not to smoke because cigarette smoke makes their hair smell bad, turns their teeth and fingers yellow, and causes bad breath. These are important considerations for young adolescents who are usually concerned about their appearance and being accepted by their peers.

##### *Annual Use of Tobacco*

Responses to the survey by your elementary students indicate that **3.3** percent report using tobacco (cigarettes, chew, etc.) within the past year.

For sixth graders, **5.5** percent report using tobacco (cigarettes, chew, etc.) within the past year. Figure 4.1 contains a bar graph of cigarette and smokeless tobacco use reported by students in grades 4 through 6. More information about frequency of cigarette smoking and use of smokeless tobacco by your students may be found in the Percentage Tables chapter of your report.

Figure 4.1: Use of Tobacco (Cigarettes, Chew, Etc.)



## Alcohol

### *The Facts About Alcohol*

Alcohol is a central nervous system depressant which relaxes the inhibiting and controlling mechanisms of the brain. The intoxicating effects of drinking alcohol depend on the amount consumed, body size, food intake before or while drinking, age, genetic susceptibility, and tolerance to alcohol. The compulsive frequent need for alcohol is a biological condition involving genetic and metabolic factors.

The types of alcohol most used by youth are beer, wine or wine coolers, and various forms of liquor. It is important that youth and adults understand that beer and wine coolers with lower percentages of alcohol are equally as capable of causing intoxication and dependence as liquor. However, there appears to be a progression of alcohol use that begins with drinking beer and/or wine coolers and moves to liquor. And, as expected, students report reaching higher levels of intoxication when drinking liquor, probably due to its higher concentration of alcohol.

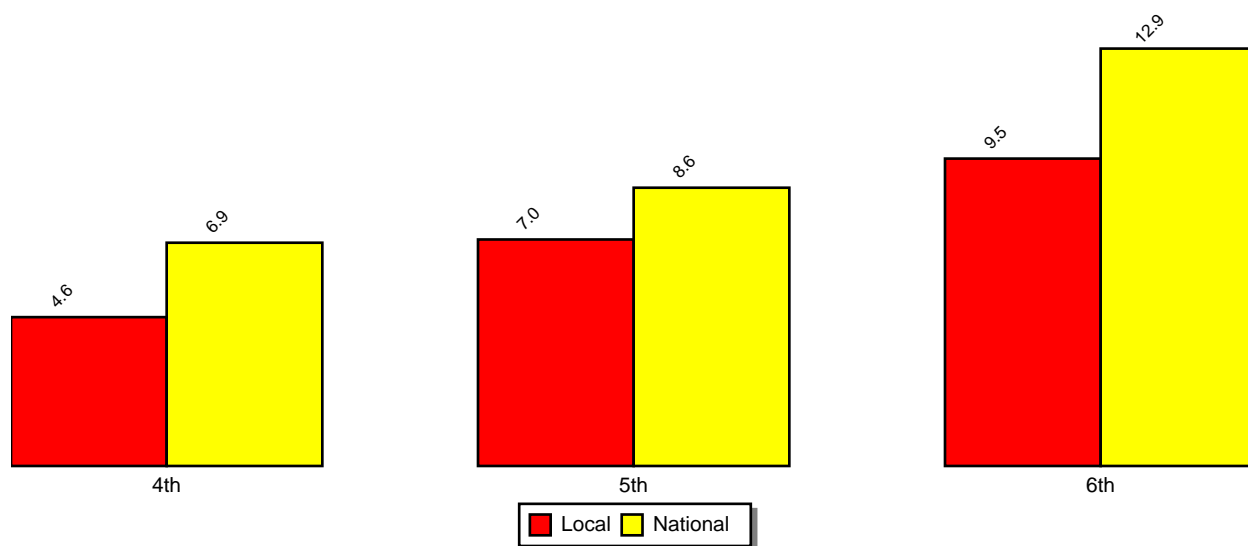
One out of 10 adults who drink become dependent on alcohol, but the odds may be two to three times greater for adolescents who drink. Teens have fewer defenses against acute intoxication and rapid addictions. Immature inhibitors in the forebrain, incomplete muscle and bone mass, poor eating habits, a tendency to gulp drinks, and frequent exposure to social events where alcohol is served place teens at a high risk for addiction.

### Annual Use of Alcohol

Although drinking alcoholic beverages is illegal for minors, drinking is widespread among junior and senior high students and, to a lesser extent, among students in upper elementary school. Figures 4.2, 4.3, and 4.4 contain percentage data from your students in grades 4 through 6 describing use of beer, wine coolers and liquor within the past year compared to the 2004-2005 Pride Surveys National Summary Percentage Tables for Grades 4-6.

In Figure 4.2, **9.5** percent of sixth grade students report drinking alcohol as compared to **4.6** percent of fourth grade students. Percentages of all students responding to alcohol use are contained in the Percentages Tables of your report.

Figure 4.2: Local Use of Alcohol vs. 2004-2005 National Summary  
Local Use of Alcohol vs. 2004-2005 National Summary



## Marijuana

### *The Facts About Marijuana*

Marijuana used in the 1960's generally had a low content of the mind-altering chemical Tetrahydrocannabinol, or THC. The THC content ranged from .25 to one percent. In the early 1970's, the Mexican marijuana coming into this country averaged one to two percent THC content. After 1975, Colombian marijuana became available, and it ranged from three to six percent in THC content. The marijuana (a variety called Sinsemilla) presently grown in the U.S. has THC levels of 25 percent or higher. Because of the stronger, more potent varieties now available, the intoxicating and health effects of smoking marijuana

have been dramatically increased.

The THC and other cannabinoids found in marijuana are fat-soluble chemicals and accumulate in the fatty linings of cells. They are metabolized very slowly, and may stay in the body for six weeks or longer. Thus, the student who smokes pot *only on weekends* will gradually accumulate THC content in his or her body cells. This build-up of THC due to marijuana smoking is unlike the effects of alcohol, which is metabolized out of the body much more quickly, usually within 24 hours.

THC in the body has the most detrimental effect on those organs where there is an accumulation of fatty cells, such as the brain, heart, lungs and reproductive systems of males and females. The effect of this drug may be even more severe when used by a developing adolescent. Recent research has indicated that regular marijuana use reduces the mental efficiency of students and increases their susceptibility to infection and disease.

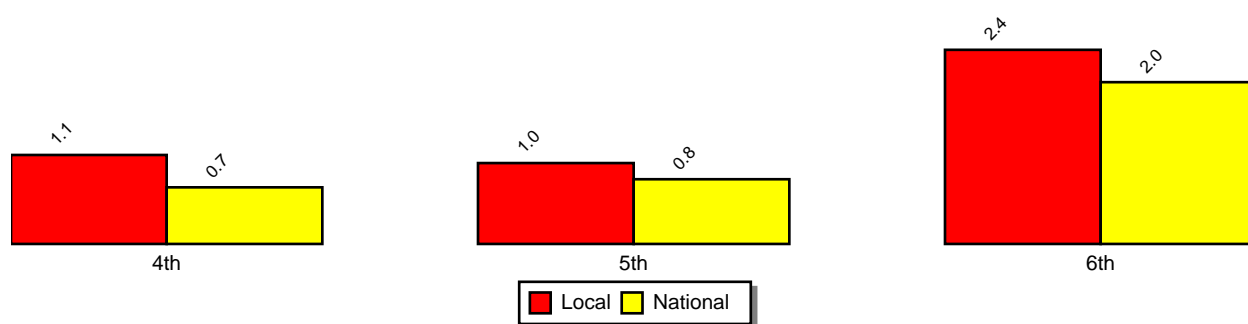
#### *Annual Use of Marijuana*

Percentage data in Figure 4.5 indicates that for fourth grade students, **1.1** percent report using marijuana within the past year. **1.0** percent of fifth grade students report using marijuana within the past year. This changes to **2.4** percent for sixth grade students. Typically, fewer students report using marijuana than alcohol.

Widespread use of marijuana is generally not seen by students in upper elementary school grades. However, it is important that students at this level understand the dangers of using marijuana. More detailed information about marijuana use by students in grades 4 through 6 is contained in the Percentage Table chapter of your report.

Figure 4.3: Local Use of Marijuana vs. 2004-2005 National Summary

## Local Use of Marijuana vs. 2004-2005 National Summary



## Inhalants

### *The Facts About Inhalants*

The immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgement. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis and/or brain damage.

Deeply inhaling the toxic vapors, or using large amounts of these chemicals over a short time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

### *Annual Use of Inhalants*

Use of inhalants is a very dangerous, life-threatening practice. Fortunately, relatively little use of inhalants is typically reported by students (as compared to reported alcohol or tobacco use). However, given the considerable danger of this practice, any use should be of immediate concern. Inhalant use by grade

level is presented in Figure 4.6. Overall use of inhalants by students in grades 4 through 6 was **2.9** percent. Figure 4.7 compares inhalant use to other drug use.

Figure 4.4: Local Use of Inhalants vs. 2004-2005 National Summary  
Local Use of Inhalants vs. 2004-2005 National Summary

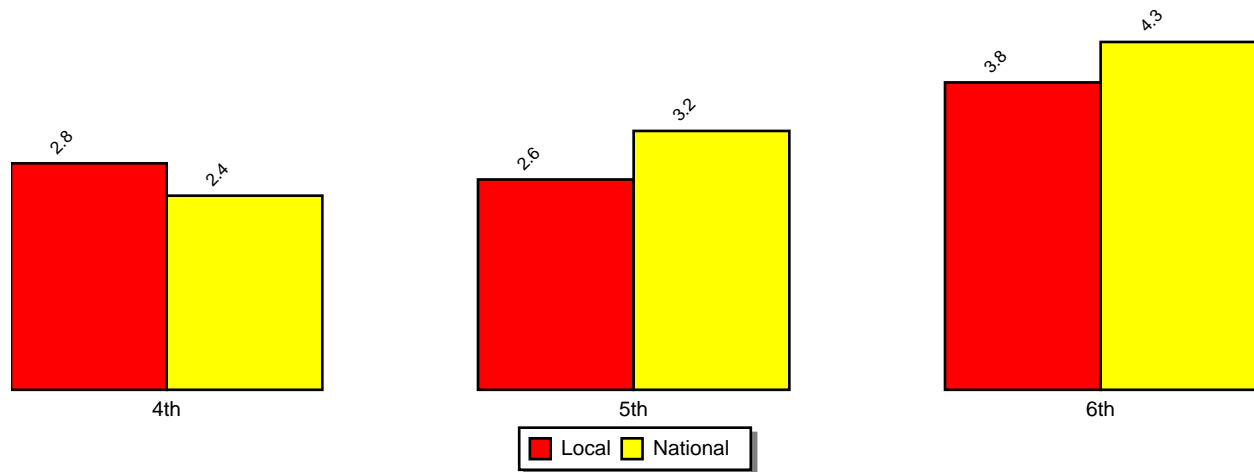
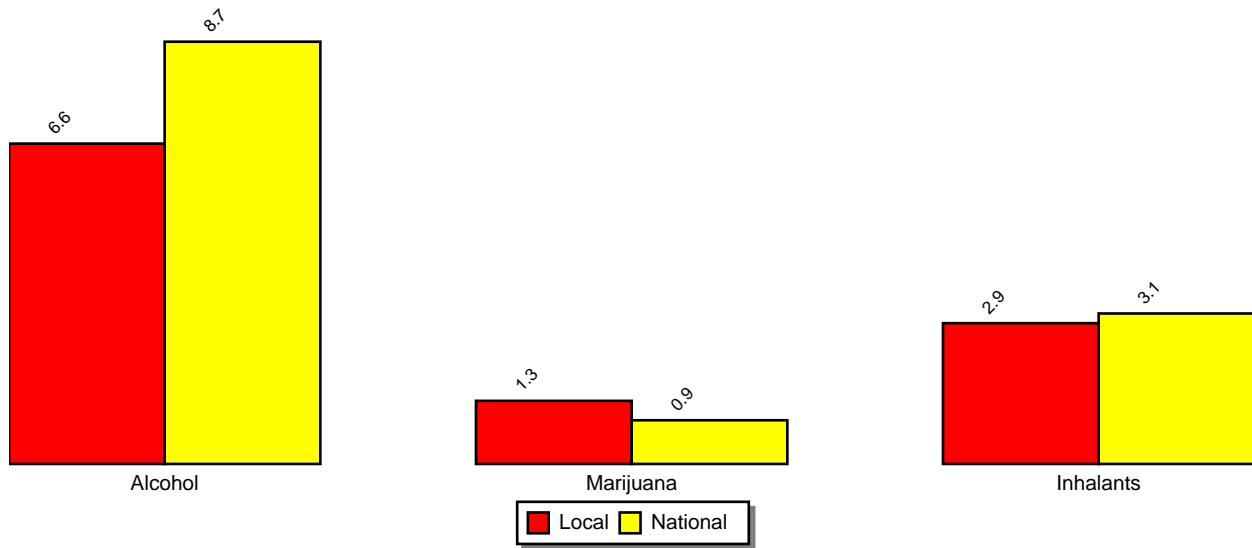




Figure 4.5: Local Use of Alcohol, Marijuana and Inhalants vs. 2004-2005 National Summary  
Local Use of Alcohol, Marijuana and Inhalants vs. 2004-2005 National Summary



YOUR NOTES HERE:

## 4.2.2 Perceived Health Effects of Gateway Drug Use

One of the main objectives of alcohol and drug education is to provide students with accurate information about the health hazards of using drugs. Students were asked, *DO YOU THINK THE FOLLOWING ARE HARMFUL TO YOUR HEALTH?* Table 4.2 contains students' responses to this question for eight drug categories.

It is encouraging that most students consider the use of gateway drugs harmful to one's health. However, some students perceive gateway drug use, particularly alcohol, as safe. As perception of danger decreases for a specific drug, its use increases. For example, **21.0** percent of the your students responded that alcohol is not harmful to one's health.

These data suggest a need for continued alcohol and drug education for students in upper elementary grades. Additional information on perceived harmful health effects can be found in the Percentage Tables chapter of your report.

Table 4.1: Perceived Harmful Effects of Drug and Alcohol Use

	<i>No</i>	<i>Yes</i>
tobacco	18.8	81.2
alcohol	21.0	79.0
marijuana	18.7	81.3
inhalants	20.6	79.4
other drugs	18.5	81.5
Students in grades 4 through 6.		

YOUR NOTES HERE:

### 4.2.3 Perceived Availability of Gateway Drugs

The question of availability is an important consideration for parents, educators, law enforcement officials, and others in the community who are concerned about prevention. Students who have ready access to gateway drugs are at greater risk than students who cannot easily obtain them. Figures 4.9 through 4.11 present the percentage of your students in fourth, fifth, and sixth grades, respectively, who responded *Easy* to the question *How easy is it for kids your age to get ... the various gateway drugs*.

The percentage of students reporting ready access to gateway drugs by peers commonly increases with grade level. Similar access was reported for alcohol with marijuana being the least accessible. However, it is important to note that **4.7** percent of fourth grade students and **10.8** percent of sixth grade students reported marijuana as easy to get.

Figure 4.6: Students Reporting These Drugs as EASY To Get  
Students Reporting These Drugs as EASY To Get

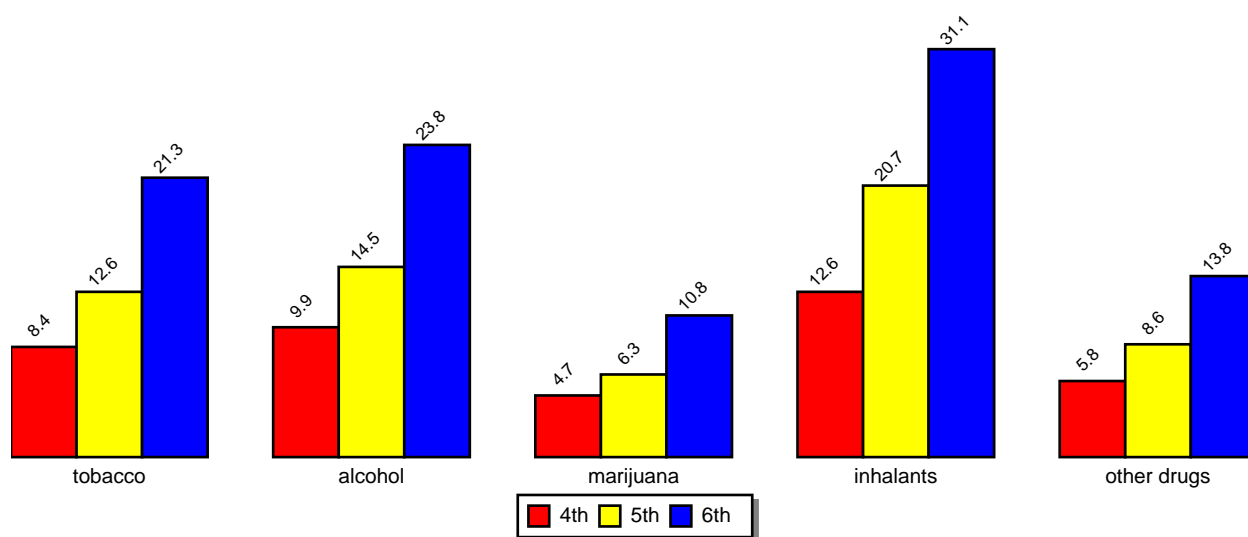


Table 4.3 contains the percentage of students who responded *Easy* compared with the 2004-2005 Pride Surveys National Summary percentages calculated from 37345 student responses. More than one in five American students in fourth, fifth, and sixth grades reported that marijuana was easy to obtain.

Table 4.2: Percentage of Students Reporting Drugs as Easy to Get

<i>DRUG</i>	<i>LOCAL</i>				<i>NATIONAL</i>			
	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>TOTAL</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>TOTAL</i>
tobacco	<b>8.4</b>	<b>12.6</b>	<b>21.3</b>	<b>12.8</b>	8.7	13.2	19.6	12.7
alcohol	<b>9.9</b>	<b>14.5</b>	<b>23.8</b>	<b>14.6</b>	18.7	28.0	39.1	26.6
marijuana	<b>4.7</b>	<b>6.3</b>	<b>10.8</b>	<b>6.6</b>	6.6	9.2	15.1	9.3
inhalants	<b>12.6</b>	<b>20.7</b>	<b>31.1</b>	<b>19.7</b>	0.0	0.0	0.0	0.0
other drugs	<b>5.8</b>	<b>8.6</b>	<b>13.8</b>	<b>8.6</b>	0.0	0.0	0.0	0.0

YOUR NOTES HERE:

Use of alcohol and marijuana by minors is illegal, yet these drugs are reported to be readily available. The use of alcohol and, to a lesser extent, other drugs by adolescents is often encouraged and condoned in the youth culture through movies, music, television programs, advertisements, t-shirts, internet, etc. There are few anti-alcohol/drug messages to counter these strong influences.

It is important to discourage the use of alcohol and marijuana by elementary students through formal education, family education, and community prevention programs. It is also important to reduce the ease by which students may obtain these drugs, whether at home or a neighbor's home, from "pushers" who prey on youth, or from uncaring or greedy establishments that sell alcoholic beverages to minors. Cooperation of parents, students and educators with local, state and federal law enforcement agencies to reduce the availability of gateway drugs to students should be an important part of a community's prevention strategy.

## **4.3 How To Use This Report**

### **4.3.1 Community Awareness**

Your school-based survey results can be utilized in many ways to promote and support drug and alcohol prevention programs in your community. It is important that the results of this survey be made available to the public in a timely fashion.

Community awareness that a drug problem exists is the first step toward mobilizing the various components of your community. Unless members of your community are convinced that the problem is serious, real, and local, i.e., a threat to children, families and friends, it is doubtful that meaningful community involvement or support will occur. You can inform them by using the information collected in your survey of student drug use.

It is also important for members of the community to understand the harmful nature of drug use. Two of the most effective means of conducting community awareness are through electronic and print media and through presentations to community groups, such as parent and school groups, civic and business organizations, and church groups.

The following pages outline a step-by-step plan for community awareness. Tailor the plan to your community, but by all means try to reach as many people as possible through as many avenues as possible. Depending on the size of your community, you may need committees to take responsibility for various activities. The leader of your publicity or communications committee should be knowledgeable about the local news media. The communications/public relations professional in your school system is a good contact for assistance in this area.

### 4.3.2 The News Media

Since the survey is news, the results should be reported to the community in a timely fashion. The community deserves to know the extent of the alcohol and drug problem of students. After you have announced the results to the total community through the news media, you will want to conduct a series of follow-up activities to target specific groups and organizations, enlisting them in the prevention effort.

The news media used most often to communicate survey results are newspaper articles and editorials, radio and television newscasts, talk shows, and interviews. Opportunities exist within their pages and on their broadcast channels for you to communicate information about the local student drug and alcohol use problem, especially when you have evidence from your elementary school survey.

Communications can:

- Raise awareness
- Increase knowledge
- Influence attitudes
- Show benefits of behavior change
- Reinforce knowledge, attitudes and behavior
- Demonstrate skills
- Suggest an action
- Increase the demand for services

#### *HOW TO GET STARTED!*

You can set a date for the announcement of your school data. Choose a *slow news day* when nothing major is scheduled in the community. Mid-morning on Tuesday may be a good time, giving the reporters time to prepare their stories for an afternoon or early morning edition of the newspaper, or an early evening broadcast or telecast.

Develop a local news media profile, showing the names, addresses, phone numbers and contact persons for each newspaper, station and type of program. Keep up with times you contact each one, news releases or other materials you provide them, and what the next steps will be toward giving your topic coverage. Good sources for help in developing your news media profile are the yellow pages, locally-published media directories, or media profiles already available from communications/public relations professionals.

#### *HOW TO WRITE A NEWS RELEASE*

Your next step is to prepare a news release on the survey results. A sample news release is included in Appendix B. The following guidelines may assist you in preparing a news release:

1. Use standard-size 8 1/2 by 11 white paper, and type or computer print the release double spaced on one side only. The first page should contain the name and address of your school/organization (letterhead is fine). If special News Release paper is available, use it.
2. Name a contact person and his/her office and home phone numbers in the upper right hand corner of the first page. Ideally, this is the person who prepared the news release. Make sure the contact person has agreed to handle possible follow-up calls from the media.
3. Write FOR IMMEDIATE RELEASE in the upper left hand corner of the first page unless you have planned a certain day and time to announce the survey results, perhaps at a news conference or some other event. If that is the case, write FOR RELEASE (DATE and TIME). The media are accustomed to respecting your release time.
4. Give the news release a brief two or three line title, centered and all caps (also bold if possible) for emphasis.
5. Be brief with what you write – one to three pages, double spaced. Most releases do not exceed two pages, but questionnaire data are hard to summarize and may take an additional page.
6. Write in the active voice and use short sentences and paragraphs.
7. Write MORE at the bottom of each page except the last one to let the reporter know there is more than one page to the release. Type -30- or ### in the center of the last page below the last paragraph.
8. Proofread carefully. Reporters are wary of releases that contain typographical errors, misspellings, or crossouts.

#### *TIPS FOR WRITING YOUR NEWS RELEASE*

1. Traditionally, news releases are written in the "inverted pyramid style." This means that the more important information comes first in case the reporter doesn't have space or time for the entire release and wants to "cut" it from the bottom.
2. Include at least two of the five W's (Who, What, Where, When, and Why) in the lead (first) paragraph. Your lead paragraph should grab the reporter's attention and make him/her want to read and report the news the release contains.
3. The second paragraph should answer the other W's.
4. Identify your spokesperson no later than the third paragraph.
5. Use quotes to make an emotional point or state an opinion. A good news release contains two to four quotes. Remember to obtain the quoted person's permission, and let him/her know when the news will be released so that he/she can be prepared to respond to any media calls for additional details.
6. The last paragraph should include background information on your school or organization – a "commercial" for the work you are doing. Include purpose, size, non-profit status or other pertinent information.

7. Double-check names, dates, places, numbers, and quotes for accuracy. Your credibility as a source of information is jeopardized when details of a news release are inaccurate.

Send an original copy of the news release to all appropriate names on your media list. Follow-up by phone is important to make sure the release arrived, answer any questions, provide more information, and offer spokespeople to be interviewed by phone or in person.

End your conversation by thanking the reporter or editor for his/her time and interest. And, when the story appears in print or on the air, phone or write the reporter/editor a brief but sincere "thank you." Remember, a well written news release containing valid and interesting data should receive wide distribution in the news media.

### *SPECIALIZED PUBLICATIONS AND NEWS CONFERENCES*

In addition to the news media in your community, there will be a number of specialized publications that will be interested in your survey data. They include school and school system newsletters and other publications, community magazines, club and organization newsletters, and church bulletins. Don't forget to send them an original copy of your news release.

A News Conference gives your group the opportunity to release important information to all the news media at once. Here are some tips for setting up a news conference:

- Schedule the news conference for a "slow news time." You will be more likely to get a good turnout of reporters.
- Select a location appropriate for your announcement. In the case of a student drug use report that has implications for the entire community, you may want to consider the school, City Hall, or some youth oriented site in the community.
- Develop a good presentation. Include your key spokespeople, but also include parents and young people who represent the populations affected by the survey announcement.
- Develop a Media Alert to let reporters/editors know about the conference, and notify them two to three weeks in advance.
- Phone the media to remind them to schedule the news conference on their calendars.
- Develop an information packet to distribute to the media at the conference and to others who are unable to attend. Include your news release, fact sheets and brochures, and recent news clippings on the drug problem. You may want to provide biographies of your leaders and/or spokespeople.

### *EDITORIALS, LETTERS TO THE EDITOR, AND PUBLIC SERVICE ANNOUNCEMENTS*

Editorials in newspapers and on radio and television express definite opinions on important issues that face the community. Editorials may be produced by the media from materials you provide to them, or you



may be asked to read your own editorial on radio or television as a "community comment." Opinion pages in newspapers and letters to the editor are other good ways to express your viewpoint on the problem of early adolescent alcohol and drug use in the community.

Radio and television make time available to local nonprofit groups for free announcements that benefit the community by providing needed information or linking individuals with services. Your student drug use report will be of interest to Public Service Directors of radio and television who may decide to air public service announcements (PSA's) to heighten the community awareness about prevalence and patterns of elementary school students' use of gateway drugs.

### **4.3.3 Presentations to School/Community Groups**

An excellent means of reaching the community leadership is through presentations to school, parent, civic, business, and religious groups. These groups are concerned with community issues, particularly those related to the safety and welfare of youth. Often these organizations will invite prevention leaders to speak at their meetings. While media coverage will help to make known your prevention efforts, you will want to contact appropriate groups and organizations in your community to offer a program on student drug and alcohol abuse and strategies for combatting it.

The interests, needs, and abilities of your audience should be kept in mind when preparing your presentation. For example, parents are concerned about drug use that may affect their children and their children's friends; business leaders are mindful of the need for a drug-free work force that includes workers' children and future workers.

Select a poised, articulate spokesperson who is thoroughly familiar with the student data. The graphs, tables, and narrative discussion of the data in this report should assist the speaker in presenting pertinent and meaningful information. Such presentations are easy to prepare and deliver, and will make the presentation more interesting and informative to the audience. Necessary arrangements should be made with the organization's program chairman. Background information (perhaps a news release) could help the group to promote your presentation among its membership.

#### ***GUIDELINES FOR PRESENTATION OF STUDENT DRUG USE RESULTS***

##### ***Length of Presentation***

An important consideration in preparing a presentation is the length of time you are expected to address the group. Usually civic and business groups have a limited time available for a program – as little as 5 or 10 minutes in some cases. This means only a fraction of the information may be presented. Once again, concentrate on the type of audience and what you think they will be interested in and need to hear. It is more important to leave the audience wanting to know more than having them feeling uncomfortable by exceeding your allotted time. If possible, leave a few minutes for questions at the end of your presentation, and always promise to provide additional information through printed materials or a return appearance.

##### ***Matching Survey Results to the Audience***

In structuring your presentation, keep in mind your audience. If the presentation is to teachers and administrators, you may want to emphasize students' perceptions of the harmful effects of gateway drug use. You may want to stress that while most students in grades four through six perceive tobacco, alcohol, and marijuana use as harmful, there are many students who do not share these strong convictions. Teachers and administrators will be interested in how often students say they talk to teachers about the harmful effects of drug use.

If the presentation is targeted to parents, frequency of use, expectation of future use and availability of drugs are important data to share. Help parents to realize their responsibility for their child's actions regarding gateway drug use and the importance of becoming involved in community drug prevention programs. Civic and business groups, law enforcement officers, and court officials will be particularly interested in the current use, anticipated future use, and availability of gateway drugs to students 9 through 12 years of age.

### *Organizing Survey Results*

Graphs are very effective in communicating the meaning of data. They enable audiences to "see" the relationship you are explaining. Bar graphs located in this report can be utilized in describing gateway drug use. However, you can lose the audience's attention with too many graphs. Tables are also effective if they are kept simple.

Short sentences or phrases called "bullets" are an excellent way to communicate your findings. Bullets can stand alone, be included in a list of findings, or accompany a graph or table. The following are examples of "bullets" that can be used in presentations:

1. "ONE IN EIGHT STUDENTS IN GRADES FOUR THROUGH SIX REPORTED USING BEER AND/OR WINE COOLERS WITHIN THE PAST YEAR"
2. "ONLY ONE PERCENT OF (–YOUR SCHOOL NAME–) STUDENTS IN GRADES FOUR THROUGH SIX REPORTED USING MARIJUANA WITHIN THE PAST YEAR"
3. "NEARLY ONE IN FOUR STUDENTS IN GRADES FOUR THROUGH SIX REPORTED THEY EXPECTED TO SMOKE CIGARETTES AT SOME FUTURE TIME, BUT ONLY TWO PERCENT REPORTED EXPECTATIONS OF FUTURE MARIJUANA USE"
4. "OVER ONE-THIRD OF STUDENTS IN UPPER ELEMENTARY SCHOOL REPORTED THAT BEER AND WINE COOLERS WERE EASY TO GET BY THEIR PEERS AND NEARLY ONE-FOURTH INDICATED LIQUOR WAS EASY TO GET"
5. "ONE-FOURTH OF SIXTH GRADE STUDENTS IN –YOUR SCHOOL NAME– REPORTED MARIJUANA AS EASILY ACCESSIBLE TO THEIR PEERS"

A combination of graphics, tables and bullets are suggested in a presentation to add variety and keep audience attention. It should be kept in mind that a good presentation is:

1. straightforward

2. easy to understand
3. relevant to the interests of the audience
4. supportive of local drug efforts.

### *Using Visual Aids*

Visual aids can be very helpful when presenting statistical data, as long as they don't interfere with the intent and smooth flow of your presentation. Visual aids range from a simple handout to transparencies, slides, and even videotape. Use one or more, depending on the time allotted to the presentation. The following are types of presentation aids that you may want to consider:

1. **Overhead transparencies** - are easy and inexpensive to make, can be viewed by large audiences, but can be cumbersome to use and require an on-site projector and screen;
2. **Flip charts and poster boards** - are easy to use, fairly easy to transport, and require no special equipment, but are sometimes expensive and time consuming to make and can only be viewed by a relatively small audience;
3. **Slides** - are easy to use and can be viewed by large audiences, but are difficult and expensive to make, and require on-site projector and screen;
4. **Handouts** - are useful when other types of aids cannot be utilized, are easy to transport, and provide a *take-home* product, but can be expensive to produce, may be difficult to utilize with large audiences, and may distract attention from your presentation;
5. **Video tapes** - provide a *canned*, consistent approach to a topic, utilize *expertise* of presenter(s) on tape, and are easy to use, but are very time consuming and expensive to make, require technical expertise for quality product, require on-site play-back equipment, and may be difficult to use with large audiences.

YOUR NOTES:

#### 4.3.4 Sample Press Release

*(Name of Organization & Address)*

*Contact  
phone number*

FOR IMMEDIATE RELEASE

*ALCOHOL PRIMARY DRUG  
USED BY ELEMENTARY STUDENTS  
IN (NAME OF SCHOOL DISTRICT)*

Few students in grades \_\_\_\_ in *(Name of School District)* use marijuana, but more drink alcohol frequently and find it readily available, according to information obtained by the Pride Questionnaire for Grades 4-6.

Among sixth graders, \_\_\_\_ percent reported drinking beer, \_\_\_\_ percent reported drinking liquor, and \_\_\_\_ percent reported drinking wine coolers. In comparison, \_\_\_\_ percent of fifth graders and \_\_\_\_ percent of fourth graders reported drinking beer.

"The results of the survey in *(Locality)* were similar to national results which show that the gateway drugs of alcohol and tobacco are the primary drugs used by elementary students," said *(Local Official, i.e., superintendent, mayor, principal)*.

Widespread use of illicit drugs usually begins in high school, most often by students who began drinking and smoking in elementary school.

A total of *(Number of Students)* in *(Name of School District)* responded to the questionnaire developed by Pride, the national drug prevention organization which assisted local officials in conducting their school-based survey. Over 3,000 schools throughout the nation have administered the Pride Questionnaire for Grades 4-6 to determine the prevalence and perceptions of drug use by elementary students.

\*\*\* MORE \*\*\*

PAGE TWO

*Marijuana Use Not As Prevalent*

Marijuana is the most used illegal drug among American adolescents. Data from *(Name of School District)* indicates that relatively few elementary students reported using marijuana as compared to alcohol at this level. Marijuana use was reported by \_\_\_\_ percent of fourth graders, \_\_\_\_ percent of fifth graders, and \_\_\_\_ percent of sixth graders.

Drug prevention specialists caution that any use of illicit drugs such as marijuana by young people should be considered a problem.

"We are deeply concerned about any use of alcohol or other drugs by students in *(locality)*," said *(Local Official)*.

\*\*\* MORE \*\*\*

PAGE THREE

*Upper Elementary Students Find Drugs Readily Available*

Of the gateway drugs alcohol, tobacco and marijuana, the percentage of students who responded "Easy" to the question "How easy is it for kids your age to get ...?" increased with grade level. Among fourth graders in *(Name of School District)* , \_\_\_\_ percent reported beer as easy to obtain. Beer was reported as easy to get by \_\_\_\_ percent of fifth graders and \_\_\_\_ percent of sixth graders.

Marijuana was the least accessible gateway drug to students in grades 4-6 in *(Name of School District)* , with \_\_\_\_ percent of sixth graders reporting the drug as easy to obtain. Accordingly, a fewer number of fifth graders (\_\_\_\_ percent) and fourth graders (\_\_\_\_ percent) reported easy access to marijuana.

*The Pride Questionnaire*

The Pride Questionnaire for Grades 4-6 has undergone continuous development since 1988 and provides reliable and accurate information for evaluating the effectiveness of drug prevention efforts. Over 7.5 million students have completed Pride Questionnaires in elementary, middle and high schools. For more information, contact Pride Surveys at 1-800-279-6361.

Pride Surveys is devoted to drug abuse prevention through education.

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## Chapter 5

# Percentage Tables

This chapter contains your school/school district survey results in tabular form. Each table corresponds to an item on the questionnaire. The tables contain percentage data by grade level, (grades 4 through 6), and *Total*. The *N of Valid* column contains the number of students responding to the item and the *N of Missing* column contains the number of students not responding to the item. The remaining columns contain the percentages of students responding to the particular response categories.

The percentage tables of the report appear in the same order as corresponding questions on the questionnaire. The Table of Contents contains the percentage tables by section and gives the page number where each section is located. The List of Tables contains the location of each individual table.

The last section of tables presents the frequency of drug use data with the categories *collapsed* as follows:

Weekly Use - 1-7 Times A Week

Monthly Use - 1-2 Times A Month + 1-7 Times A Week

Annual Use - 1-6 Times A Year + 1-2 Times A Month + 1-7 Times A Week

## 5.1 Student Information

Table 5.1: Sex

Grade Level	N of Valid	N of Miss	Male	Female
4th	6361	6	50.7	49.3
5th	6949	11	49.5	50.5
6th	3321	14	49.1	50.9
Total	16631	31	49.9	50.1

Table 5.2: Ethnic Origin

Grade Level	N of Valid	N of Miss	White	Black	Hispanic	Asian	Native American	Mixed Origin	Other
4th	6334	35	45.0	41.7	5.6	0.8	1.2	4.2	1.5
5th	6910	51	47.5	36.6	7.6	1.0	1.0	4.4	1.9
6th	3288	47	62.8	23.9	4.1	1.8	0.8	4.7	1.9
Total	16532	133	49.6	36.0	6.2	1.1	1.0	4.4	1.7

Table 5.3: Age

Grade Level	N of Valid	N of Miss	8	9	10	11	12	13	14+
4th	6346	23	0.2	41.9	48.0	8.8	1.0	0.1	0.0
5th	6944	17	0.0	0.5	44.9	44.2	9.3	1.1	0.1
6th	3319	16	0.0	0.0	0.2	38.0	51.7	8.4	1.7
Total	16609	56	0.1	16.2	37.2	29.4	14.6	2.1	0.4



## 5.2 Student Characteristics

Table 5.4: I make good grades.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6303	66	0.8	58.4	40.8
5th	6927	34	0.5	57.4	42.1
6th	3320	15	0.9	53.1	46.0
Total	16550	115	0.7	56.9	42.4

Table 5.5: I get into trouble at school.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6258	111	34.9	60.3	4.8
5th	6869	92	34.6	60.7	4.7
6th	3300	35	36.7	58.4	4.9
Total	16427	238	35.1	60.1	4.8

Table 5.6: I go to church or synagogue.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6224	145	12.5	35.2	52.3
5th	6859	102	12.0	37.5	50.5
6th	3291	44	11.8	43.0	45.2
Total	16374	291	12.1	37.7	50.1

Table 5.7: I talk to my parents about my problems.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6283	86	12.4	44.2	43.4
5th	6908	53	14.0	48.5	37.5
6th	3309	26	18.6	51.3	30.1
Total	16500	165	14.3	47.4	38.2

Table 5.8: My parents talk to me about the dangers of alcohol and drugs.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6231	138	11.6	27.7	60.8
5th	6862	99	10.7	33.8	55.5
6th	3288	47	11.9	39.3	48.8
Total	16381	284	11.3	32.6	56.2

Table 5.9: My teachers talk to me about the dangers of alcohol and drugs.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6166	203	9.2	40.7	50.1
5th	6786	175	9.1	43.8	47.2
6th	3244	91	11.8	49.3	38.9
Total	16196	469	9.7	43.7	46.6

Table 5.10: My parents make me follow certain rules.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6236	133	3.8	22.4	73.8
5th	6868	93	3.5	28.1	68.4
6th	3293	42	3.9	29.9	66.2
Total	16397	268	3.7	26.3	70.0

Table 5.11: My school makes me follow certain rules.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6279	90	1.4	6.5	92.0
5th	6913	48	1.2	7.4	91.4
6th	3312	23	1.4	10.4	88.2
Total	16504	161	1.3	7.7	91.0

Table 5.12: I have to be home at a certain time.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6229	140	22.9	43.1	34.0
5th	6868	93	17.7	46.8	35.5
6th	3295	40	14.8	50.4	34.8
Total	16392	273	19.1	46.1	34.8

Table 5.13: Most days I am alone at home for an hour or more.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6227	142	59.7	29.3	11.0
5th	6849	112	53.0	35.5	11.6
6th	3292	43	38.3	45.9	15.8
Total	16368	297	52.6	35.2	12.2

Table 5.14: The kids at school like me.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6006	363	7.1	43.2	49.6
5th	6633	328	5.2	44.5	50.4
6th	3154	181	3.6	41.9	54.4
Total	15793	872	5.6	43.5	50.9

Table 5.15: My parents make sure I do my homework.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6266	103	1.7	10.1	88.2
5th	6896	65	2.4	13.4	84.2
6th	3290	45	4.4	20.0	75.6
Total	16452	213	2.5	13.5	84.0

Table 5.16: I play violent video games.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6115	254	43.1	33.1	23.8
5th	6741	220	39.4	37.3	23.3
6th	3238	97	35.4	39.7	24.9
Total	16094	571	40.0	36.2	23.8

Table 5.17: I think I am overweight.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6175	194	65.4	24.7	9.8
5th	6815	146	63.7	26.0	10.3
6th	3272	63	58.7	28.0	13.2
Total	16262	403	63.4	25.9	10.7

Table 5.18: A doctor said that I am overweight.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	6184	185	89.3	7.8	3.0
5th	6814	147	88.7	8.3	3.0
6th	3267	68	86.8	9.2	4.0
Total	16265	400	88.5	8.3	3.2

### 5.3 Within The Past Year How Often Have You Used

Table 5.19: Within the past year how often have you used tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	Did Not Use	1-6/yr	1-2/mo	1-7/wk
4th	6273	96	97.8	1.1	0.5	0.6
5th	6894	67	96.9	1.6	0.8	0.7
6th	3307	28	94.5	2.8	1.1	1.6
Total	16474	191	96.7	1.7	0.7	0.9

Table 5.20: Within the past year how often have you drunk alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	Did Not Use	1-6/yr	1-2/mo	1-7/wk
4th	6260	109	95.4	2.4	1.2	1.0
5th	6877	84	93.0	4.5	1.4	1.0
6th	3301	34	90.5	6.3	1.9	1.3
Total	16438	227	93.4	4.1	1.4	1.1

Table 5.21: Within the past year how often have you smoked marijuana (pot)?

Grade Level	N of Valid	N of Miss	Did Not Use	1-6/yr	1-2/mo	1-7/wk
4th	6241	128	98.9	0.4	0.4	0.3
5th	6869	92	99.0	0.5	0.2	0.2
6th	3300	35	97.6	0.9	0.5	1.0
Total	16410	255	98.7	0.6	0.3	0.4

Table 5.22: Within the past year how often have you sniffed glue, gas, etc. (to get high)?

Grade Level	N of Valid	N of Miss	Did Not Use	1-6/yr	1-2/mo	1-7/wk
4th	6236	133	97.2	1.3	0.8	0.7
5th	6878	83	97.4	1.3	0.7	0.7
6th	3302	33	96.2	2.0	0.9	0.9
Total	16416	249	97.1	1.4	0.8	0.7

Table 5.23: Within the past year how often have you used other drugs (to get high)?

Grade Level	N of Valid	N of Miss	Did Not Use	1-6/yr	1-2/mo	1-7/wk
4th	6246	123	98.7	0.6	0.3	0.4
5th	6867	94	99.0	0.4	0.2	0.4
6th	3293	42	97.6	1.0	0.6	0.8
Total	16406	259	98.6	0.6	0.3	0.5

## 5.4 Harmful To Health

Table 5.24: Do you think that using tobacco (cigarettes, chew, etc.) is harmful to your health?

Grade Level	N of Valid	N of Miss	No	Yes
4th	6237	132	24.0	76.0
5th	6885	76	17.1	82.9
6th	3307	28	12.4	87.6
Total	16429	236	18.8	81.2

Table 5.25: Do you think that using alcohol (beer, liquor, etc.) is harmful to your health?

Grade Level	N of Valid	N of Miss	No	Yes
4th	6228	141	25.4	74.6
5th	6864	97	19.3	80.7
6th	3296	39	16.0	84.0
Total	16388	277	21.0	79.0

Table 5.26: Do you think that using marijuana (pot) is harmful to your health?

Grade Level	N of Valid	N of Miss	No	Yes
4th	6221	145	24.1	75.9
5th	6847	113	16.9	83.1
6th	3304	31	12.4	87.6
Total	16372	289	18.7	81.3

Table 5.27: Do you think that using glue, gas, etc. (to get high) is harmful to your health?

Grade Level	N of Valid	N of Miss	No	Yes
4th	6198	168	25.6	74.4
5th	6846	114	18.5	81.5
6th	3299	36	15.4	84.6
Total	16343	318	20.6	79.4

Table 5.28: Do you think that using other drugs (to get high) is harmful to your health?

Grade Level	N of Valid	N of Miss	No	Yes
4th	6190	176	24.2	75.8
5th	6855	105	16.7	83.3
6th	3293	42	11.9	88.1
Total	16338	323	18.5	81.5



## 5.5 Would Your Parents Approve

Table 5.29: Would your parents approve of you using tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6260	107	93.6	3.8	2.6
5th	6891	69	94.4	3.6	2.1
6th	3302	33	93.2	4.4	2.4
Total	16453	209	93.8	3.8	2.4

Table 5.30: Would your parents approve of you using alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6250	118	90.6	5.7	3.7
5th	6881	79	90.3	6.1	3.6
6th	3300	35	88.2	8.2	3.7
Total	16431	232	90.0	6.4	3.6

Table 5.31: Would your parents approve of you using marijuana (pot)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6240	128	95.8	2.3	1.9
5th	6870	90	96.8	1.8	1.4
6th	3305	30	96.7	1.9	1.5
Total	16415	248	96.4	2.0	1.6

Table 5.32: Would your parents approve of you using glue, gas, etc. (to get high)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6231	136	93.7	4.2	2.1
5th	6864	97	95.1	3.4	1.6
6th	3302	33	95.8	3.1	1.1
Total	16397	266	94.7	3.6	1.7

Table 5.33: Would your parents approve of you using other drugs (to get high)?

Grade Level	N of Valid	N of Miss	No	Not	
				Sure	Yes
4th	6221	145	95.0	2.8	2.1
5th	6858	102	96.6	2.1	1.4
6th	3298	37	96.6	2.1	1.4
Total	16377	284	96.0	2.4	1.6

## 5.6 Would Your Friends Approve

Table 5.34: Would your friends approve of you using tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6246	122	84.5	12.3	3.2
5th	6871	90	82.7	13.9	3.4
6th	3295	40	77.6	17.3	5.1
Total	16412	252	82.4	14.0	3.7

Table 5.35: Would your friends approve of you using alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6232	137	83.9	12.5	3.6
5th	6862	99	80.4	15.8	3.9
6th	3287	48	74.1	19.6	6.2
Total	16381	284	80.5	15.3	4.2

Table 5.36: Would your friends approve of you using marijuana (pot)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6214	155	87.6	10.3	2.1
5th	6860	101	86.5	11.5	2.0
6th	3288	47	83.2	13.2	3.6
Total	16362	303	86.3	11.4	2.3

Table 5.37: Would your friends approve of you using glue, gas, etc. (to get high)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6214	155	85.5	11.9	2.6
5th	6859	102	84.1	13.6	2.3
6th	3286	49	80.8	15.6	3.6
Total	16359	306	83.9	13.4	2.7

Table 5.38: Would your friends approve of you using other drugs (to get high)?

Grade Level	N of Valid	N of Miss	Not		
			No	Sure	Yes
4th	6202	167	86.7	10.8	2.5
5th	6849	112	85.5	12.4	2.0
6th	3281	54	81.9	14.7	3.4
Total	16332	333	85.2	12.3	2.5

## 5.7 Where Do You Get

Table 5.39: Where do you get tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	Never Get	At Home	Friend's House	At School	Other Place
4th	6230	139	95.7	1.3	0.7	0.2	2.2
5th	6850	111	95.1	1.7	0.8	0.2	2.2
6th	3279	56	92.9	1.9	1.6	0.4	3.1
Total	16359	306	94.9	1.6	0.9	0.2	2.4

Table 5.40: Where do you get alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	Never Get	At Home	Friend's House	At School	Other Place
4th	6209	160	93.5	3.1	0.6	0.2	2.6
5th	6846	115	92.1	4.3	0.8	0.2	2.6
6th	3286	49	89.5	5.4	1.5	0.5	3.2
Total	16341	324	92.1	4.1	0.9	0.2	2.7

Table 5.41: Where do you get marijuana (pot)?

Grade Level	N of Valid	N of Miss	Never Get	At Home	Friend's House	At School	Other Place
4th	6203	166	97.6	0.4	0.5	0.1	1.4
5th	6841	120	98.0	0.3	0.5	0.2	1.1
6th	3287	48	97.0	0.4	0.8	0.4	1.6
Total	16331	334	97.6	0.3	0.5	0.2	1.3

Table 5.42: Where do you get glue, gas, etc. (to get high)?

Grade Level	N of Valid	N of Miss	Never Get	At Home	Friend's House	At School	Other Place
4th	6187	182	96.1	1.0	0.3	0.8	2.0
5th	6834	127	96.3	1.0	0.4	1.0	1.4
6th	3279	56	95.0	1.1	0.4	1.8	1.7
Total	16300	365	95.9	1.0	0.3	1.1	1.7

Table 5.43: Where do you get other drugs (to get high)?

Grade Level	N of Valid	N of Miss	Never Get	At Home	Friend's House	At School	Other Place
4th	6196	173	97.4	0.4	0.3	0.2	1.6
5th	6832	129	98.2	0.3	0.3	0.1	1.1
6th	3282	53	96.9	0.4	0.6	0.4	1.7
Total	16310	355	97.6	0.4	0.4	0.2	1.4

## 5.8 While At School Have You

Table 5.44: While *at* school have you used tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6229	140	98.7	0.8	0.5
5th	6851	110	98.8	0.7	0.5
6th	3286	49	97.4	1.2	1.4
Total	16366	299	98.5	0.8	0.7

Table 5.45: While *at* school have you drunk alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6221	148	97.6	1.6	0.9
5th	6840	121	97.5	1.8	0.7
6th	3285	50	97.1	1.5	1.3
Total	16346	319	97.4	1.7	0.9

Table 5.46: While *at* school have you smoked marijuana?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6216	153	99.4	0.4	0.3
5th	6837	124	99.4	0.3	0.3
6th	3282	53	98.5	0.6	0.9
Total	16335	330	99.2	0.4	0.4

Table 5.47: While *at* school have you inhaled glue, gas, etc. to get high?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6199	170	97.7	1.4	1.0
5th	6836	125	97.4	1.6	1.0
6th	3284	51	95.6	2.4	1.9
Total	16319	346	97.2	1.7	1.2

Table 5.48: While *at school* have you been afraid a student will hurt you?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6196	173	76.9	13.6	9.4
5th	6817	144	76.5	13.3	10.2
6th	3277	58	76.5	14.8	8.8
Total	16290	375	76.7	13.7	9.6

Table 5.49: While *at school* have you been threatened by a student?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6177	190	69.1	15.1	15.7
5th	6811	150	66.7	16.4	16.9
6th	3269	66	67.5	16.5	15.9
Total	16257	406	67.8	16.0	16.3

Table 5.50: While *at school* have you been hurt by a student?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6170	197	79.1	11.8	9.1
5th	6812	149	80.3	10.9	8.8
6th	3267	68	80.5	10.6	8.9
Total	16249	414	79.9	11.2	8.9

Table 5.51: While *at school* have you carried a real gun for protection?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6192	176	98.0	1.2	0.8
5th	6822	139	98.5	0.8	0.7
6th	3276	59	98.2	0.9	1.0
Total	16290	374	98.2	1.0	0.8



Table 5.52: While *at school* have you carried a knife for protection?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6168	199	96.4	2.1	1.5
5th	6827	134	96.3	2.4	1.3
6th	3277	58	95.4	2.6	2.0
Total	16272	391	96.2	2.3	1.5

## 5.9 While *Not* At School Have You

Table 5.53: While *not* at school have you used tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6215	154	97.1	1.8	1.1
5th	6841	119	95.7	2.4	1.9
6th	3282	53	93.0	3.0	4.0
Total	16338	326	95.7	2.3	2.0

Table 5.54: While *not* at school have you drunk alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6213	156	93.4	4.3	2.3
5th	6829	131	90.7	5.8	3.5
6th	3289	46	87.7	6.5	5.8
Total	16331	333	91.1	5.4	3.5

Table 5.55: While *not* at school have you smoked marijuana?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6207	162	98.8	0.8	0.4
5th	6827	133	98.9	0.6	0.5
6th	3287	48	97.4	1.0	1.6
Total	16321	343	98.6	0.8	0.7

Table 5.56: While *not* at school have you inhaled glue, gas, etc. to get high?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6187	182	97.4	1.5	1.1
5th	6815	145	97.3	1.6	1.2
6th	3290	45	96.0	1.9	2.1
Total	16292	372	97.1	1.6	1.3

Table 5.57: While *not* at school have you been afraid a student will hurt you?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6192	177	83.8	9.1	7.1
5th	6812	149	85.0	8.3	6.6
6th	3289	46	86.2	8.0	5.8
Total	16293	372	84.8	8.5	6.7

Table 5.58: While *not* at school have you been threatened by a student?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6165	204	78.9	10.3	10.8
5th	6798	162	78.8	10.3	10.9
6th	3286	49	79.4	10.2	10.3
Total	16249	415	79.0	10.3	10.8

Table 5.59: While *not* at school have you been hurt by a student?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6168	201	84.0	8.2	7.8
5th	6816	144	86.4	6.9	6.7
6th	3279	56	87.2	6.8	6.0
Total	16263	401	85.7	7.4	7.0

Table 5.60: While *not* at school have you carried a real gun for protection?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6186	183	96.0	1.8	2.2
5th	6812	149	96.1	1.9	2.0
6th	3278	57	95.4	2.0	2.6
Total	16276	389	95.9	1.9	2.2

Table 5.61: While *not* at school have you carried a knife for protection?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	6174	195	90.7	4.4	4.9
5th	6794	166	88.4	5.4	6.1
6th	3283	52	85.8	5.8	8.3
Total	16251	413	88.8	5.1	6.1

## 5.10 How Easy Is It For Kids Your Age To Get

Table 5.62: How easy is it to get tobacco (cigarettes, chew, etc.)?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6193	176	81.8	9.8	8.4
5th	6838	122	77.0	10.5	12.6
6th	3283	52	68.2	10.5	21.3
Total	16314	350	77.0	10.2	12.8

Table 5.63: How easy is it to get alcohol (beer, liquor, etc.)?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6174	195	79.7	10.4	9.9
5th	6827	134	73.8	11.7	14.5
6th	3288	47	65.1	11.2	23.8
Total	16289	376	74.3	11.1	14.6

Table 5.64: How easy is it to get marijuana (pot)?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6152	217	84.7	10.6	4.7
5th	6830	130	81.8	11.9	6.3
6th	3283	52	76.4	12.9	10.8
Total	16265	399	81.8	11.6	6.6

Table 5.65: How easy is it to get glue, gas, etc. (to get high)?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6136	233	79.4	8.1	12.6
5th	6816	145	72.4	6.9	20.7
6th	3278	57	63.7	5.2	31.1
Total	16230	435	73.3	7.0	19.7

Table 5.66: How easy is it to get other drugs (to get high)?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6148	221	84.0	10.1	5.8
5th	6819	142	81.0	10.3	8.6
6th	3282	53	75.5	10.7	13.8
Total	16249	416	81.1	10.3	8.6

Table 5.67: How easy is it to get a gun?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	6132	237	74.0	13.2	12.8
5th	6821	140	69.5	15.4	15.1
6th	3275	60	62.8	15.8	21.3
Total	16228	437	69.9	14.7	15.5

## 5.11 Frequency of Use

Table 5.68: Frequency of Use – Tobacco (cigarettes, chew, etc.)

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	6273	96	0.6	1.2	2.2
5th	6894	67	0.7	1.5	3.1
6th	3307	28	1.6	2.7	5.5
Total	16474	191	0.9	1.6	3.3

Table 5.69: Frequency of Use – Alcohol (beer, liquor, etc.)

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	6260	109	1.0	2.2	4.6
5th	6877	84	1.0	2.4	7.0
6th	3301	34	1.3	3.2	9.5
Total	16438	227	1.1	2.5	6.6

Table 5.70: Frequency of Use – Marijuana

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	6241	128	0.3	0.7	1.1
5th	6869	92	0.2	0.5	1.0
6th	3300	35	1.0	1.5	2.4
Total	16410	255	0.4	0.7	1.3

Table 5.71: Frequency of Use – Glue, Gas, etc.

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	6236	133	0.7	1.5	2.8
5th	6878	83	0.7	1.3	2.6
6th	3302	33	0.9	1.8	3.8
Total	16416	249	0.7	1.5	2.9

Table 5.72: Frequency of Use – Other Drugs

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	6246	123	0.4	0.7	1.3
5th	6867	94	0.4	0.6	1.0
6th	3293	42	0.8	1.5	2.4
Total	16406	259	0.5	0.8	1.4