

**PRIDE Questionnaire Report for Grades 4 thru 6**

**2002-03 PRIDE Surveys National Summary for Grades 4  
thru 6**

October 2, 2003

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# Chapter 1

## Introduction

The following graphs, summary and tables are compiled from data collected in your school(s) 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)

**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**  
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166 St Charles Street  
Bowling Green, KY 42101  
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: ue029999
- Filter:

## 1.1 Drug Use Summary

- Number of 4th grade students surveyed: 18244
- Number of 5th grade students surveyed: 46350
- Number of 6th grade students surveyed: 7431
- Total number of students surveyed: 72025

## 1.2 Tobacco Use

**2.7** percent of your 4th grade students said they used cigarettes within the past year (2001-2002 PRIDE National Avg = 2.1 %). **4.4** percent of your 5th grade students said they used cigarettes within the past year (2001-2002 PRIDE National Avg = 2.4 %). **5.6** percent of your 6th grade students said they used cigarettes within the past year (2001-2002 PRIDE National Avg = 7.2 %).

**1.7** percent of your 4th grade students said they used chewing tobacco or snuff within the past year (2001-2002 PRIDE National Avg = 1.0 %). **2.3** percent of your 5th grade students said they used chewing tobacco or snuff within the past year (2001-2002 PRIDE National Avg = 1.1 %). **1.8** percent of your 6th grade students said they used chewing tobacco or snuff within the past year (2001-2002 PRIDE National Avg = 2.1 %).

## 1.3 Alcohol Use

**6.3** percent of your 4th grade students said they used beer within the past year (2001-2002 PRIDE National Avg = 5.0 %). **6.4** percent of your 5th grade students said they used beer within the past year (2001-2002 PRIDE National Avg = 4.9 %). **9.0** percent of your 6th grade students said they used beer within the past year (2001-2002 PRIDE National Avg = 11.0 %).

**6.1** percent of your 4th grade students said they used wine coolers within the past year (2001-2002 PRIDE National Avg = 4.3 %). **7.9** percent of your 5th grade students said they used wine coolers within the past year (2001-2002 PRIDE National Avg = 5.8 %). **11.2** percent of your 6th grade students said they used wine coolers within the past year (2001-2002 PRIDE National Avg = 14.9 %).

**2.1** percent of your 4th grade students said they used liquor within the past year (2001-2002 PRIDE National Avg = 1.5 %). **2.7** percent of your 5th grade students said they used liquor within the past year (2001-2002 PRIDE National Avg = 2.5 %). **5.3** percent of your 6th grade students said they used liquor within the past year (2001-2002 PRIDE National Avg = 6.4 %).

**NOTE:** Beer and wine coolers are the favorite intoxicants of American students.

## 1.4 Marijuana Use

**0.7** percent of your 4th grade students said they used marijuana within the past year (2001-2002 PRIDE National Avg = 0.5 %). **1.2** percent of your 5th grade students said they used marijuana within the past year (2001-2002 PRIDE National Avg = 0.6 %). **1.8** percent of your 6th grade students said they used marijuana within the past year (2001-2002 PRIDE National Avg = 2.1 %).

## 1.5 Inhalant Use

**3.0** percent of your 4th grade students said they used inhalants within the past year (2001-2002 PRIDE National Avg = 2.7 %). **3.3** percent of your 5th grade students said they used inhalants within the past year (2001-2002 PRIDE National Avg = 2.5 %). **3.9** percent of your 6th grade students said they used inhalants within the past year (2001-2002 PRIDE National Avg = 3.3 %).

## 1.6 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.

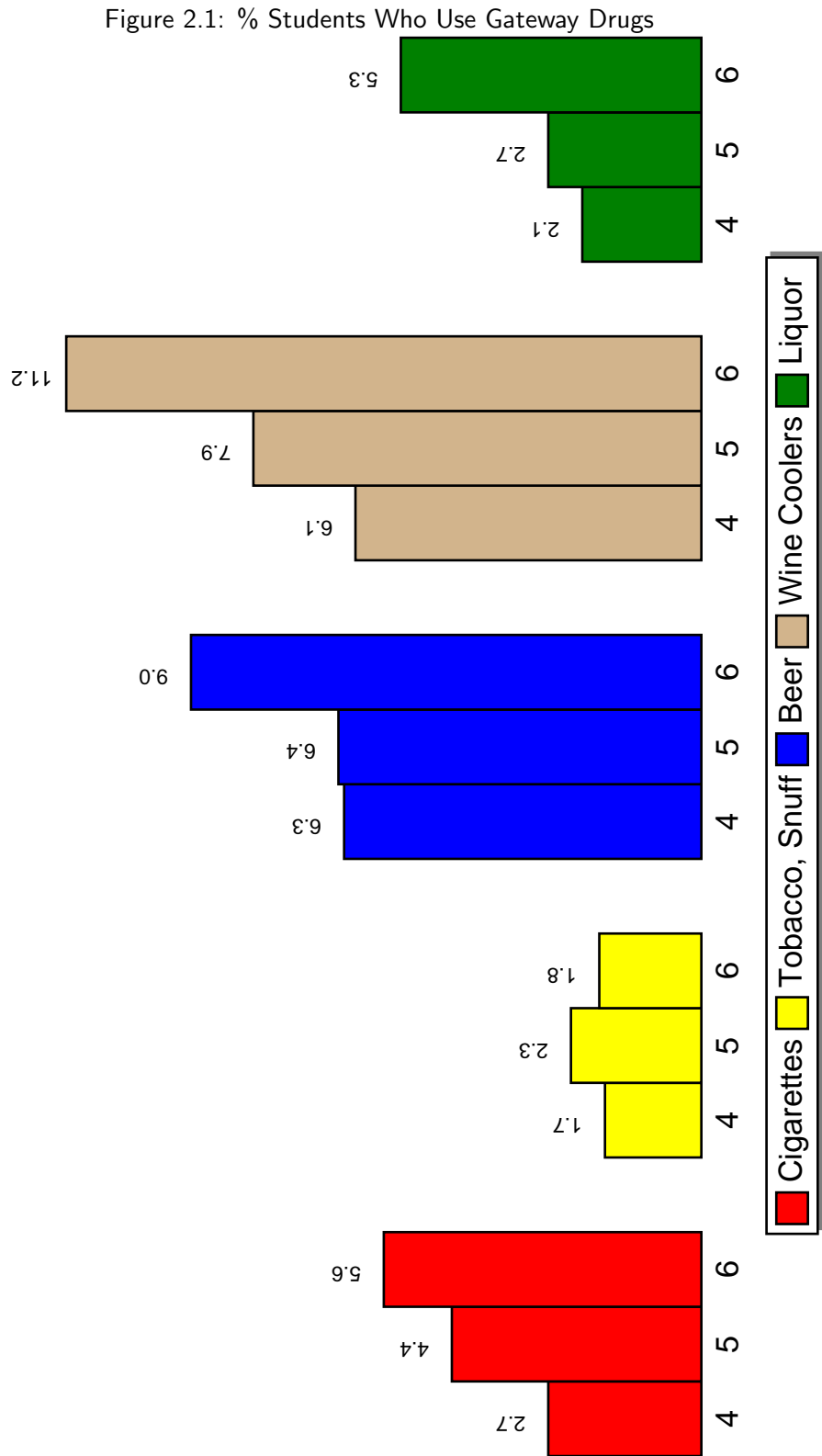
The *Perceived Harm* of alcohol and other drugs will assist with understanding how the false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. These graphs show the percent of students who marked *Yes* or *A Lot* on the question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

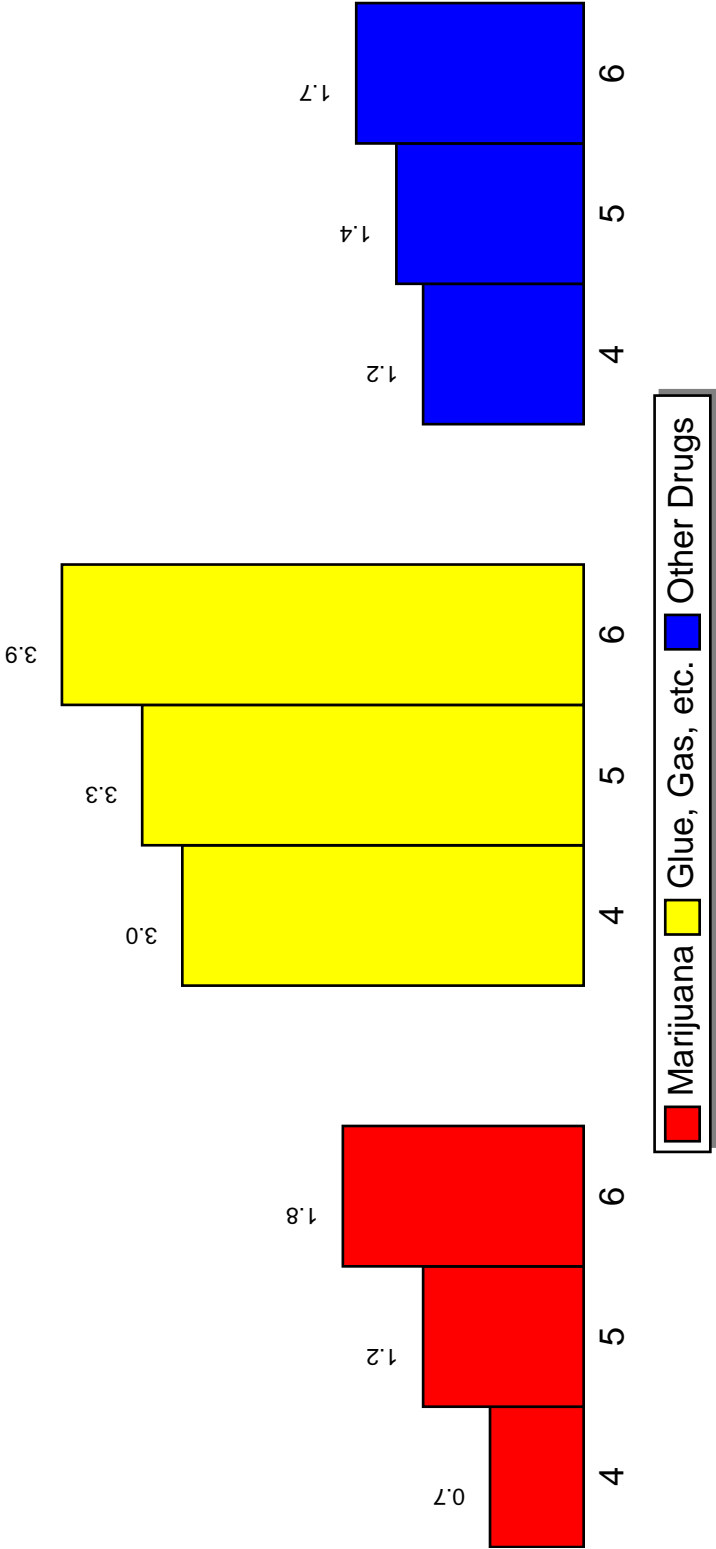
## 2.1 Frequency Of Use

# % Students Who Use Gateway Drugs



% Students Who Use Illicit Drugs

Figure 2.2: % Students Who Use Illicit Drugs

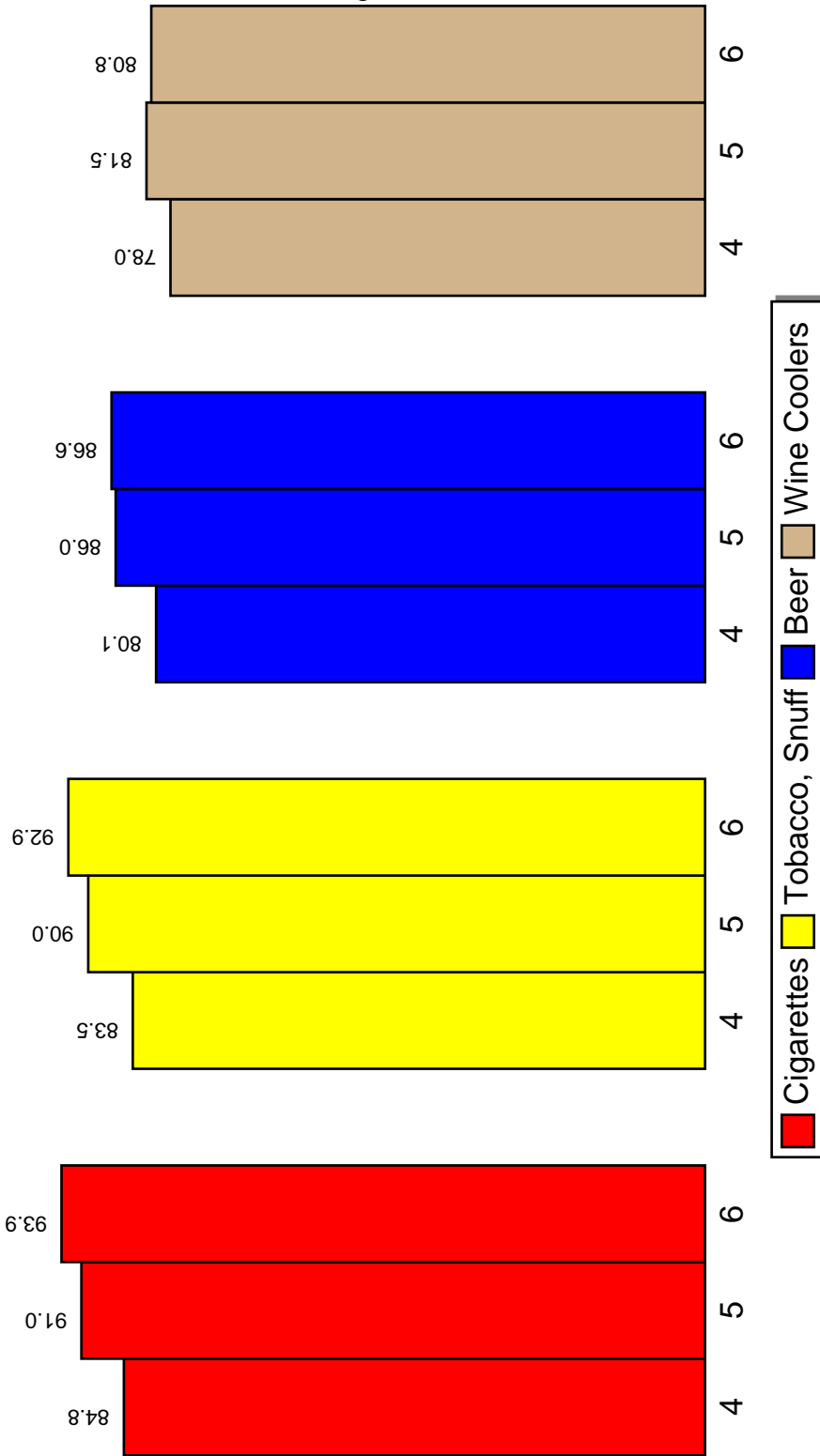


## 2.2 Harmful To Health



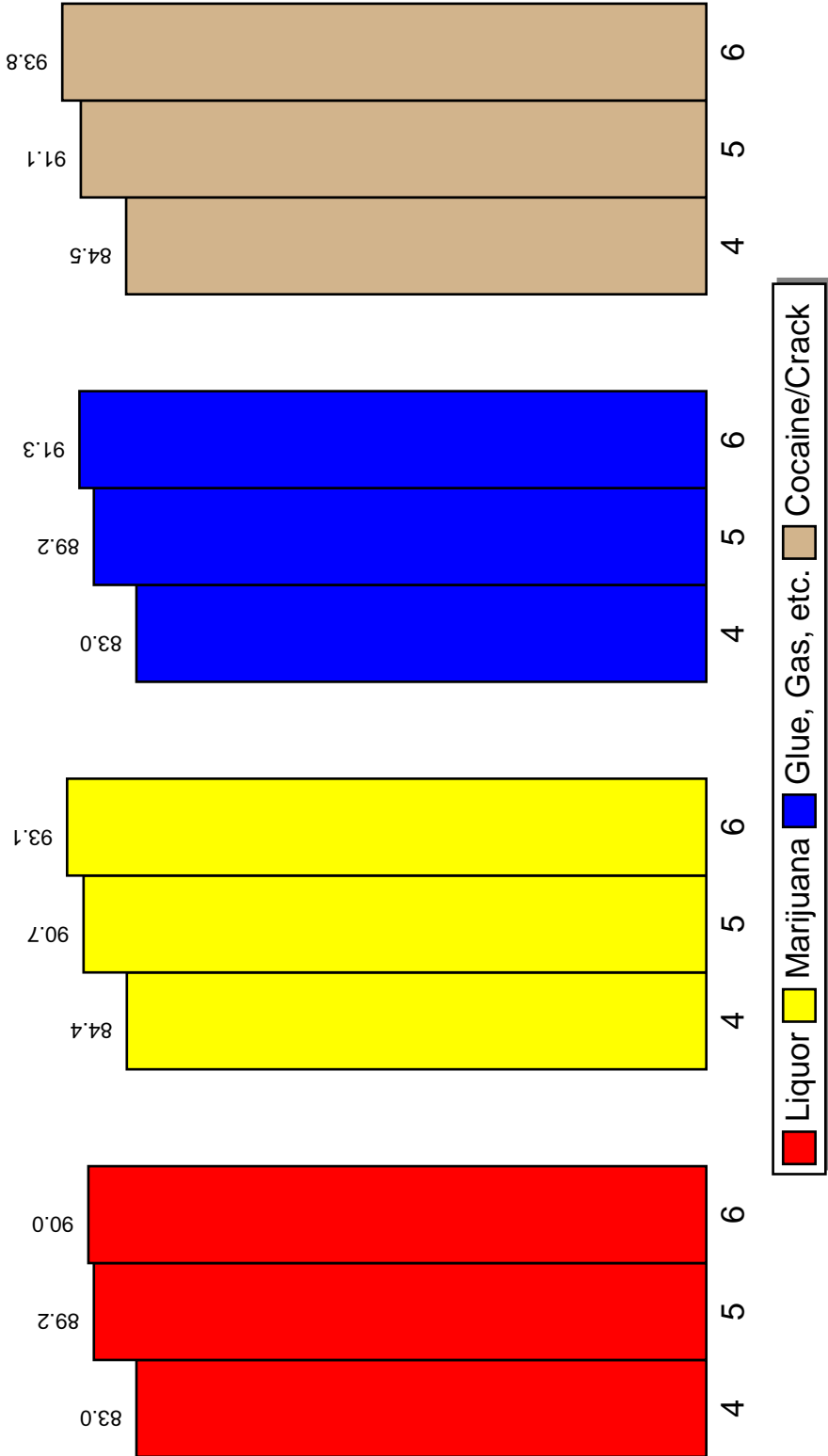
Harmful to Health -- Cigarettes, Tobacco, Beer, Wine Coolers

Figure 2.3: Harmful to Health – Cigarettes, Tobacco, Beer, Wine Coolers



Harmful to Health -- Liquor, Marijuana, Glue, Gas, Cocaine/Crack

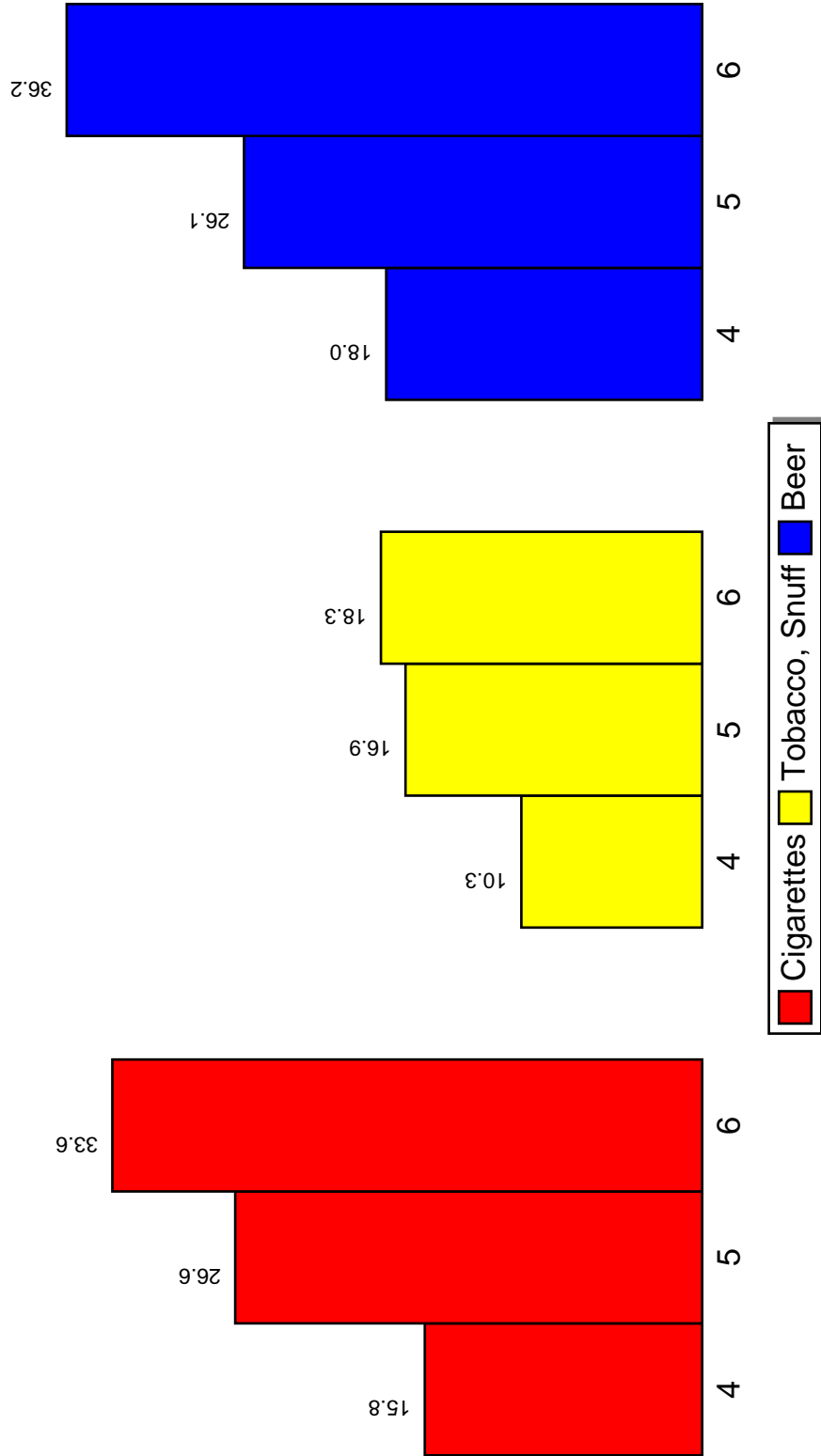
Figure 2.4: Harmful to Health – Liquor, Marijuana, Glue, Gas, Cocaine/Crack



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

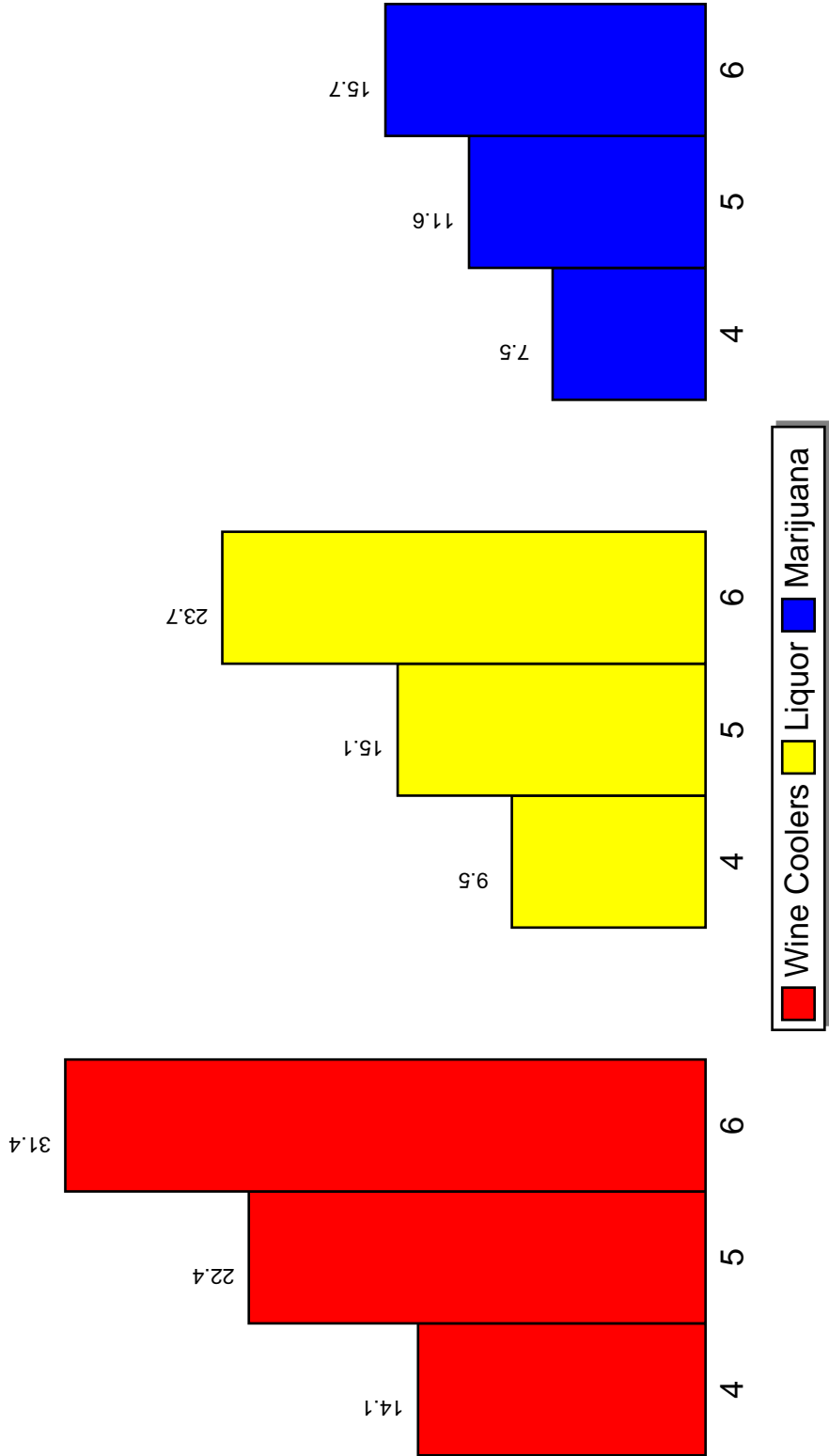
How Easy Is It For Kids Your Age To Get Cigarettes, Tobacco, Snuff, Beer

Figure 2.5: How Easy Is It For Kids Your Age To Get Cigarettes, Tobacco, Beer



How Easy Is It For Kids Your Age To Get Wine Coolers, Liquor, Marijuana

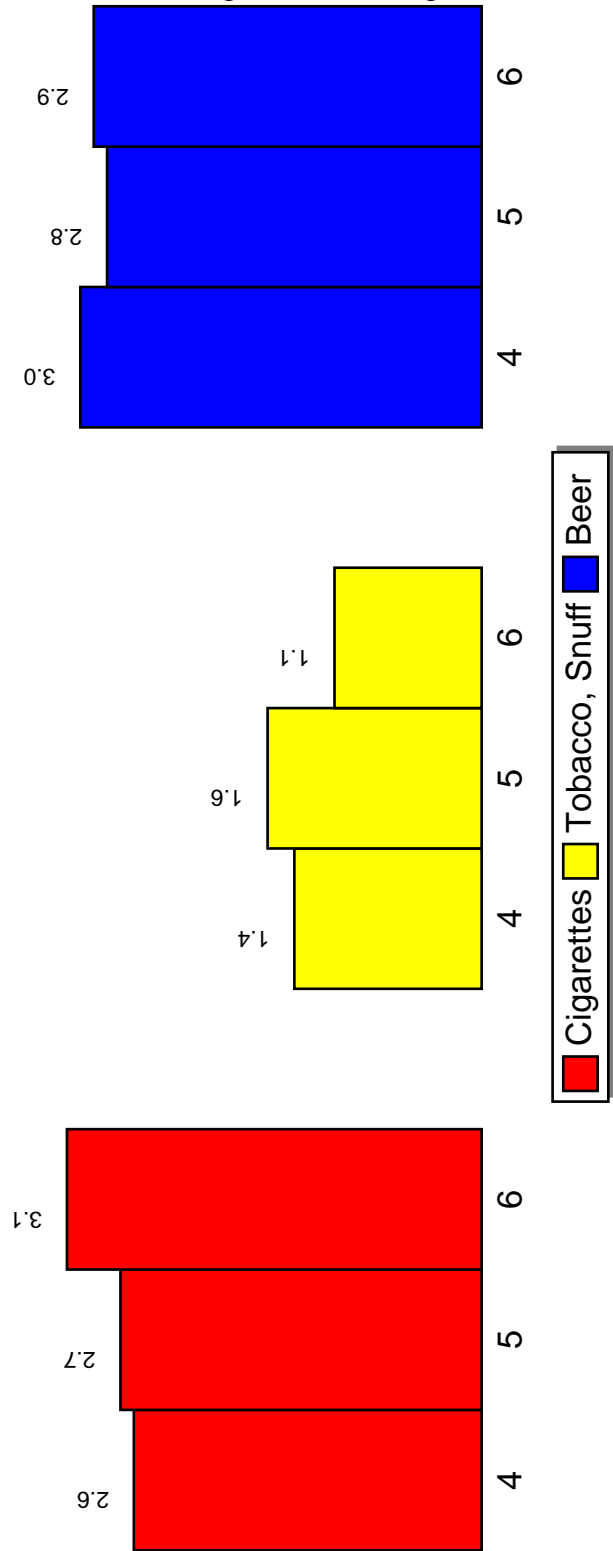
Figure 2.6: How Easy Is It For Kids Your Age To Get Wine Coolers, Liquor, Marijuana



## 2.4 How Many Of Your Friends

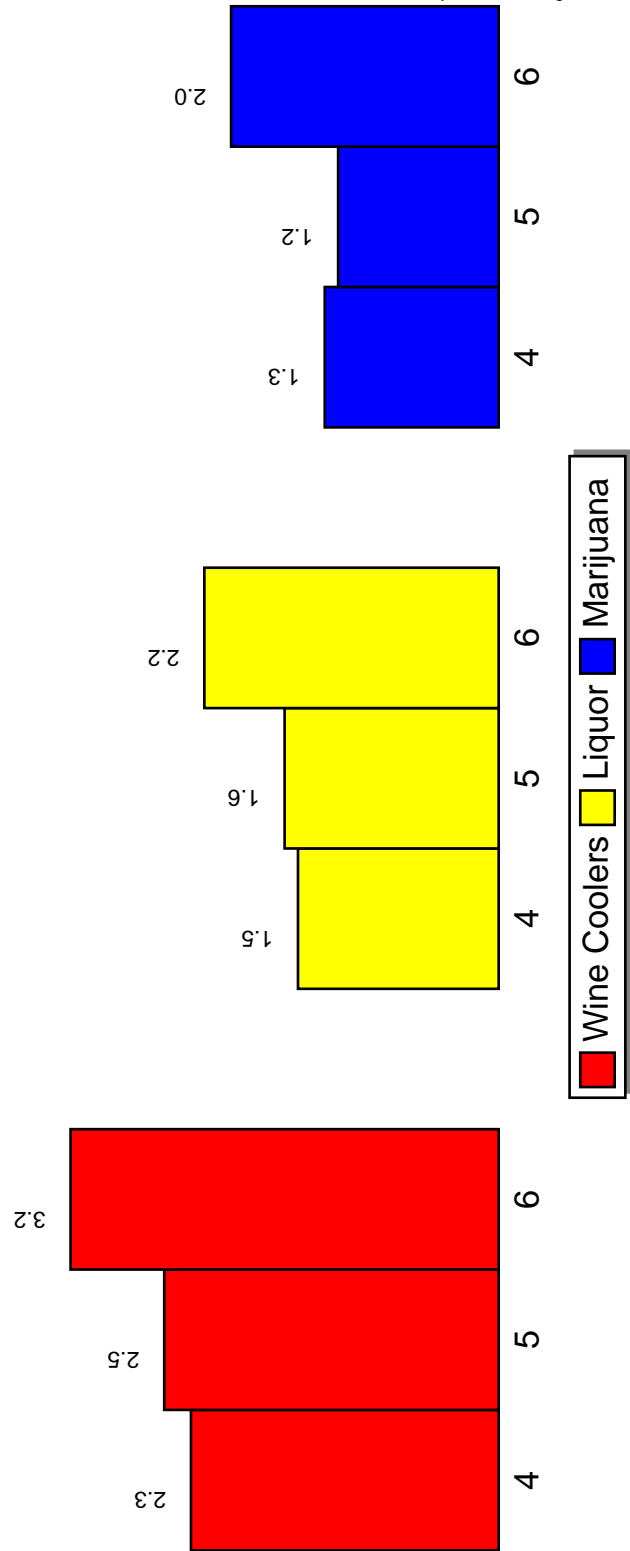
How Many Of Your Friends Used Cigarettes, Chewing Tobacco, Beer

Figure 2.7: How Many Of Your Friends Used Cigarettes, Chewing Tobacco, Beer



## How Many Of Your Friends Used Wine Coolers, Liquor, Marijuana

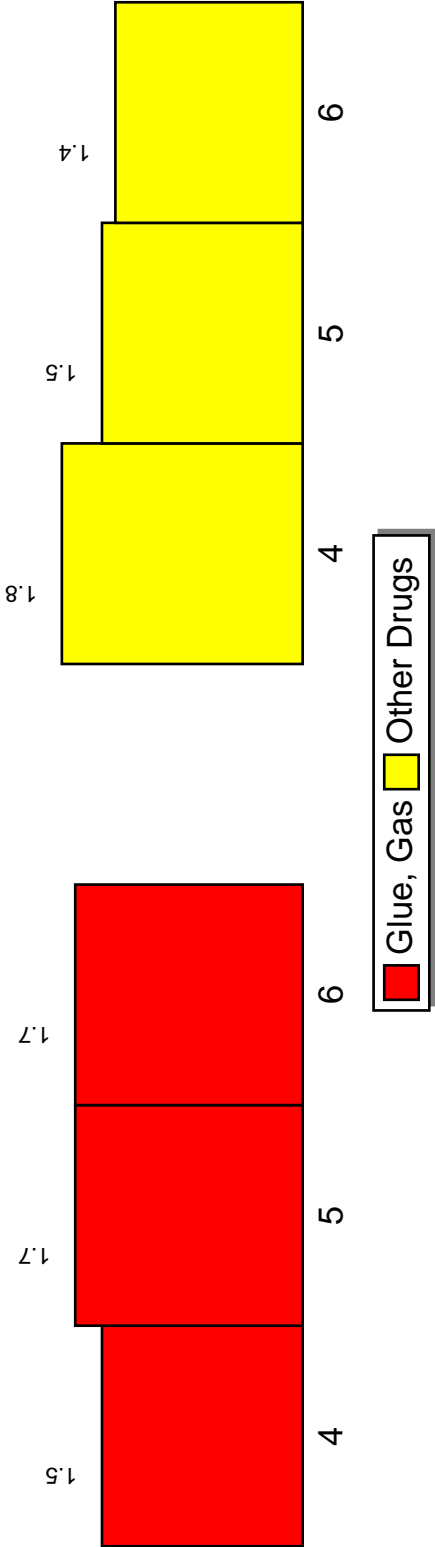
Figure 2.8: How Many Of Your Friends Used Wine Coolers, Liquor, Marijuana





How Many Of Your Friends Used Glue, Gas, Other Drugs

Figure 2.9: How Many Of Your Friends Used Glue, Gas, Other Drugs



## 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.

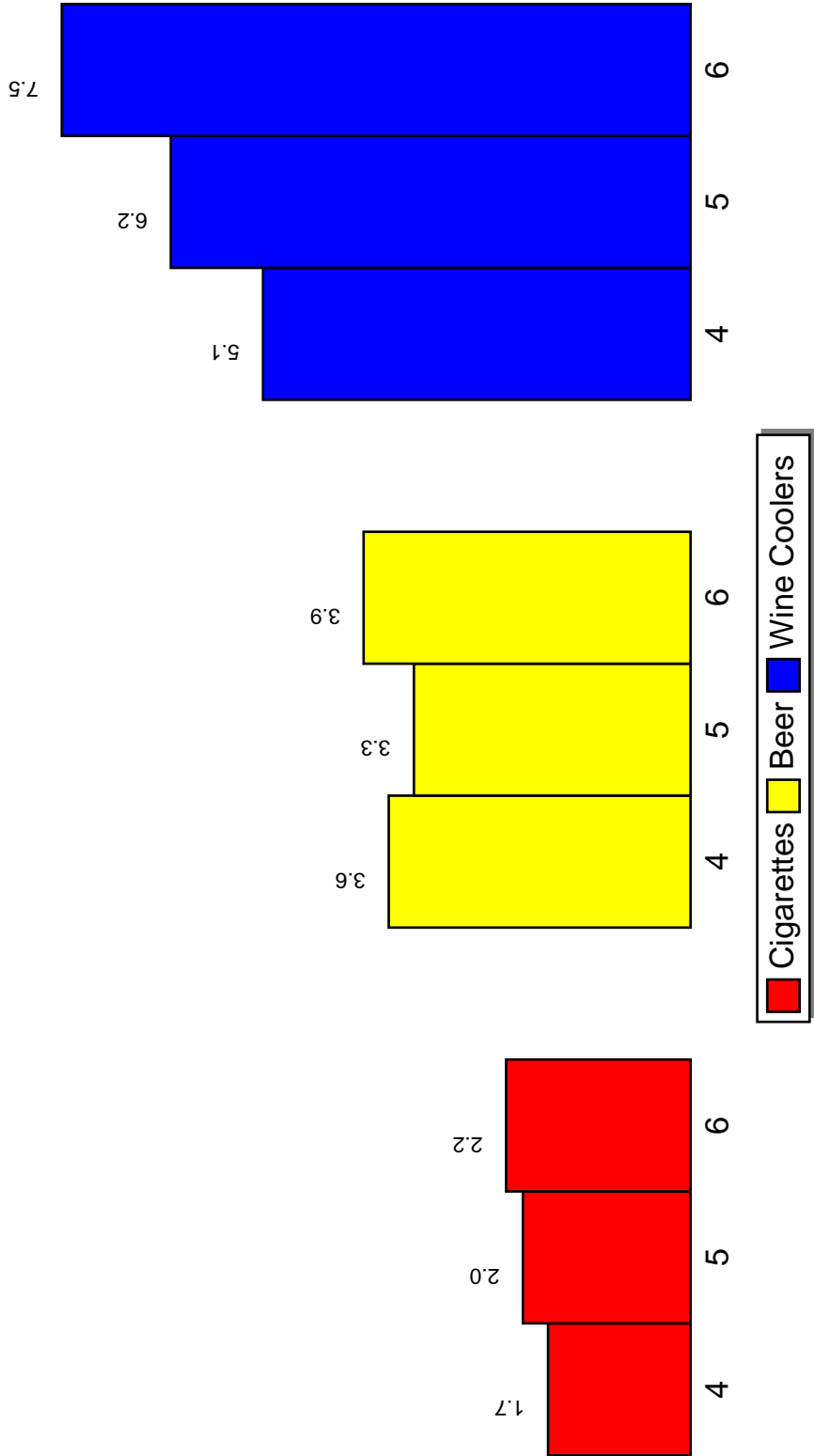
The first set of graphs shows those students who responded *Yes* to the question *Is It OK For Kids My Age To ...*

The second 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 It Is OK For Kids My Age To**

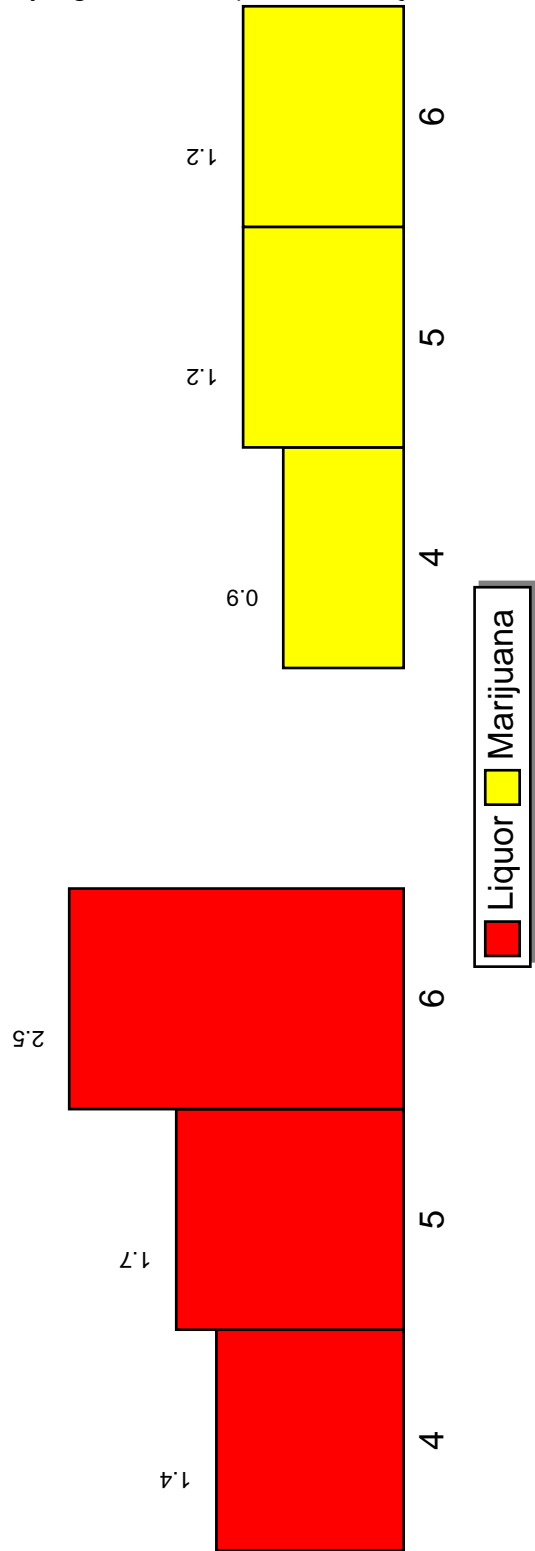
# Is It OK For Kids My Age To Use Cigarettes, Beer and Wine Coolers

Figure 3.1: Is It OK For Kids My Age To Use Cigarettes, Beer and Wine Coolers



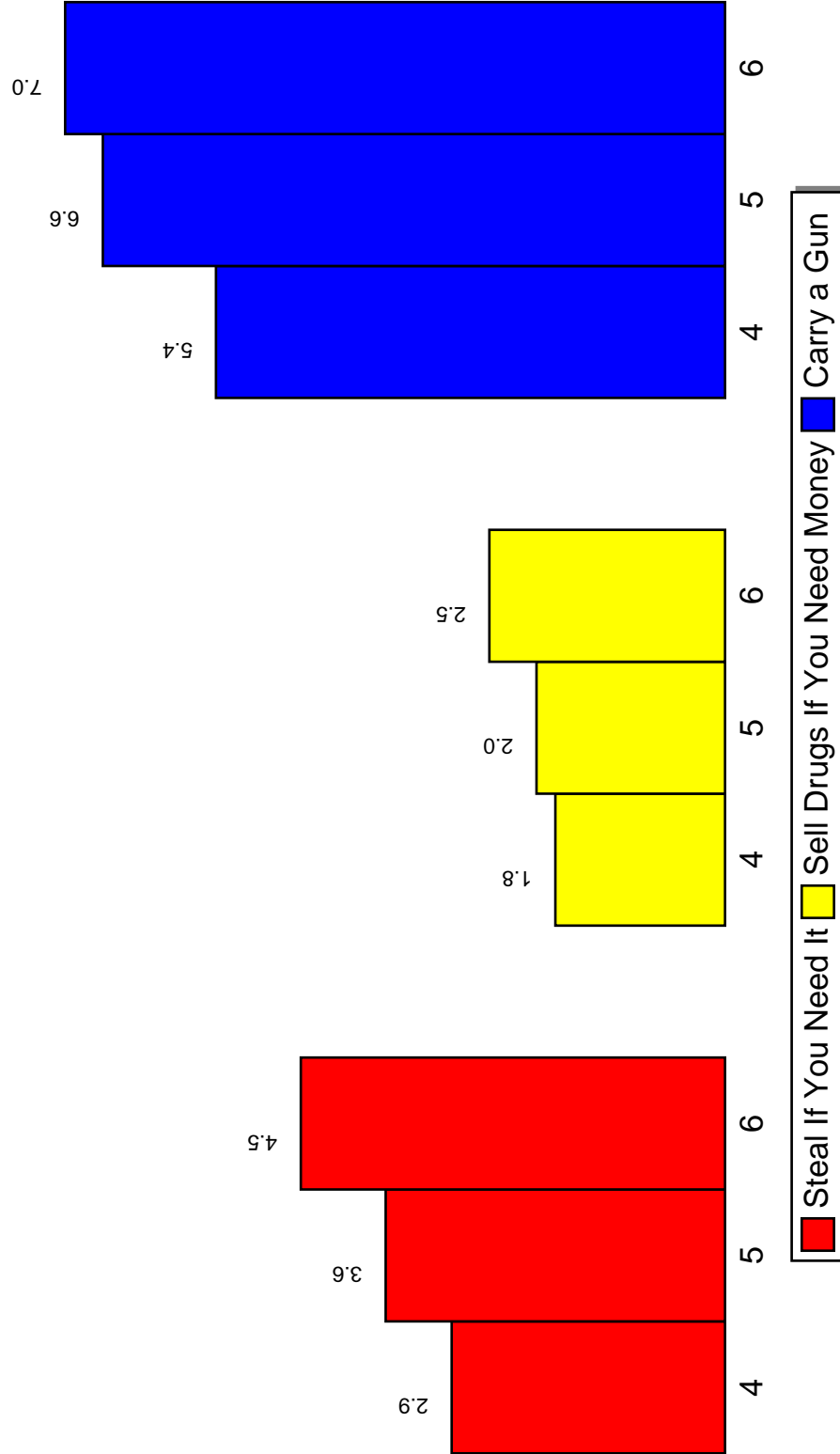
# Is It OK For Kids My Age To Use Liquor and Marijuana

Figure 3.2: Is It OK For Kids My Age To Use Liquor and Marijuana



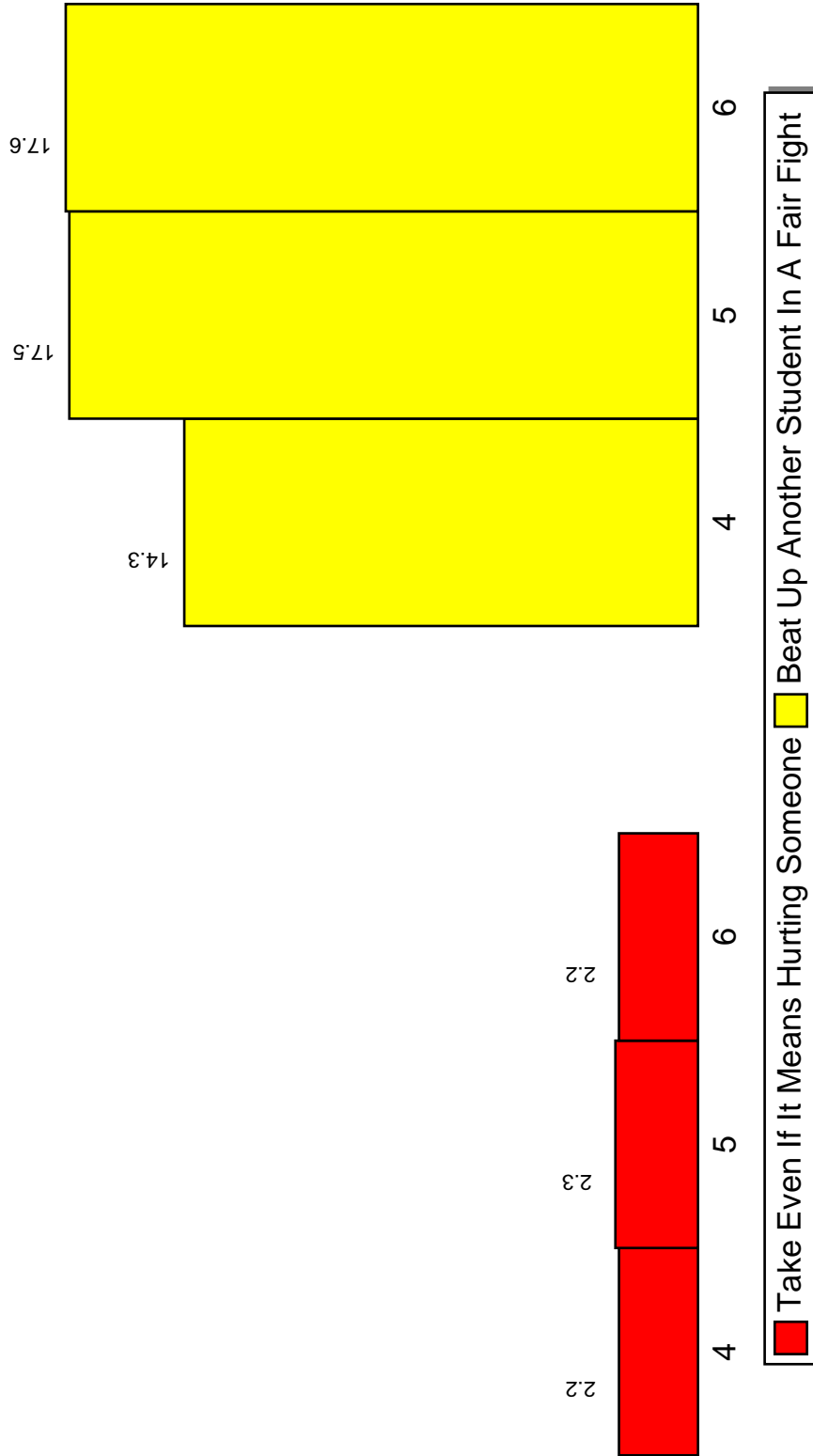
# Is It OK For Kids My Age To Steal, Sell Drugs, Carry A Gun

Figure 3.3: Is It OK For Kids My Age To Steal, Sell Drugs, Carry A Gun



# Is It OK For Kids My Age To Take Something, Beat Up A Student

Figure 3.4: Is It OK For Kids My Age To Take Something, Beat Up A Student

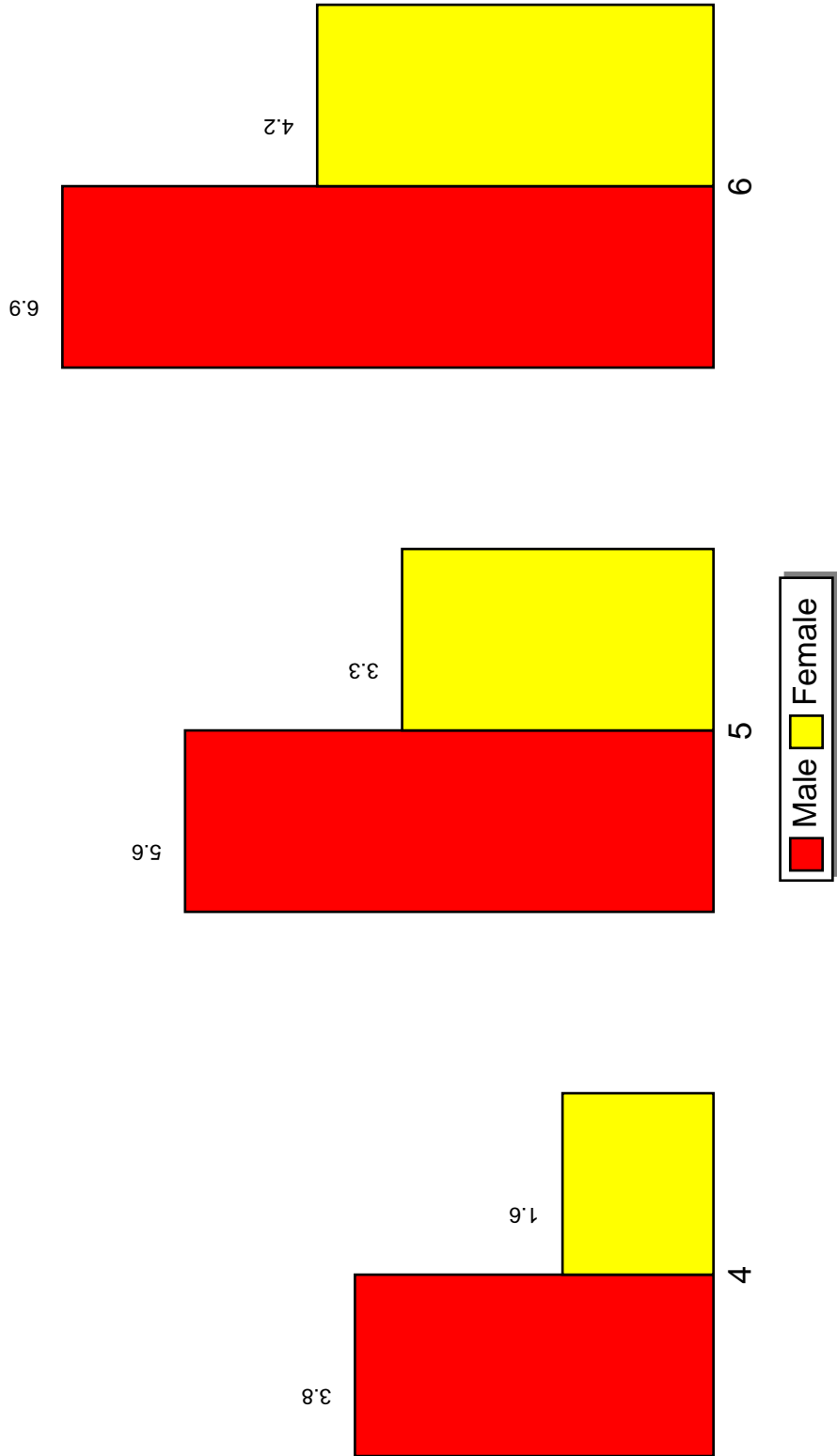


## **3.2 Frequency of Use by Sex**



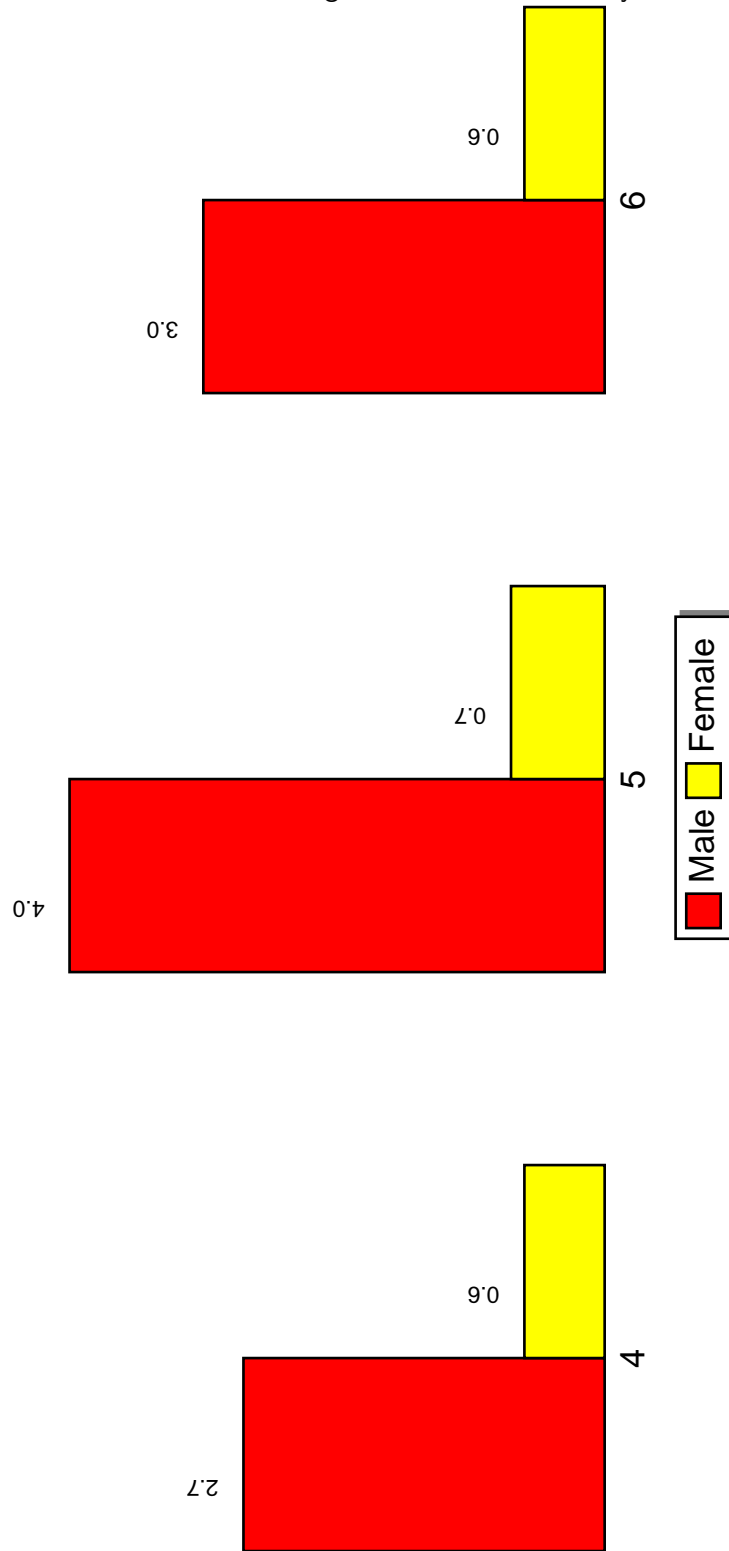
% Students Who Use Cigarettes by Sex

Figure 3.5: % Students Who Use Cigarettes by Sex



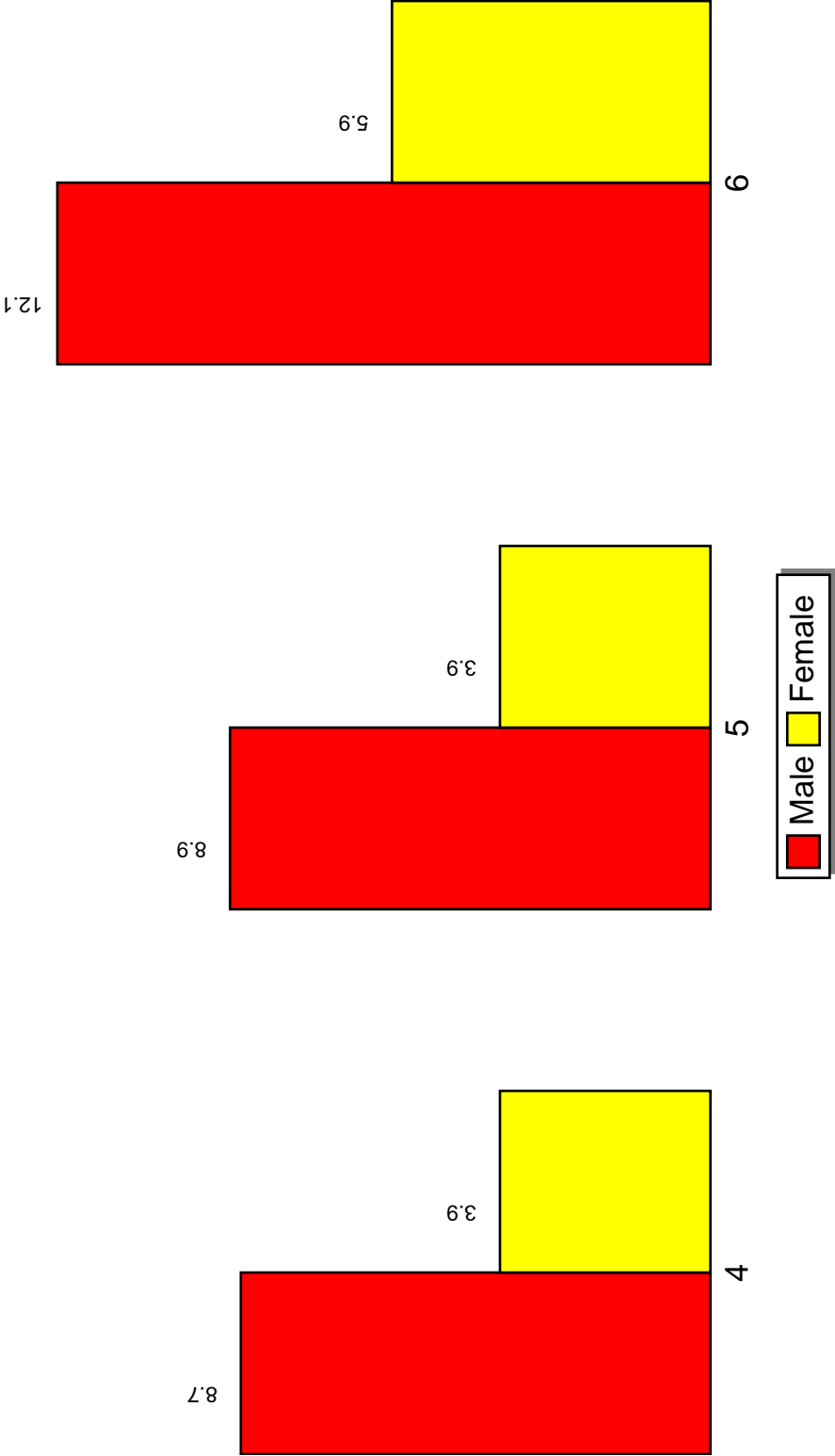
% Students Who Use Chewing Tobacco, Snuff, etc. by Sex

Figure 3.6: % Students Who Use Chewing Tobacco, Snuff, etc. by Sex

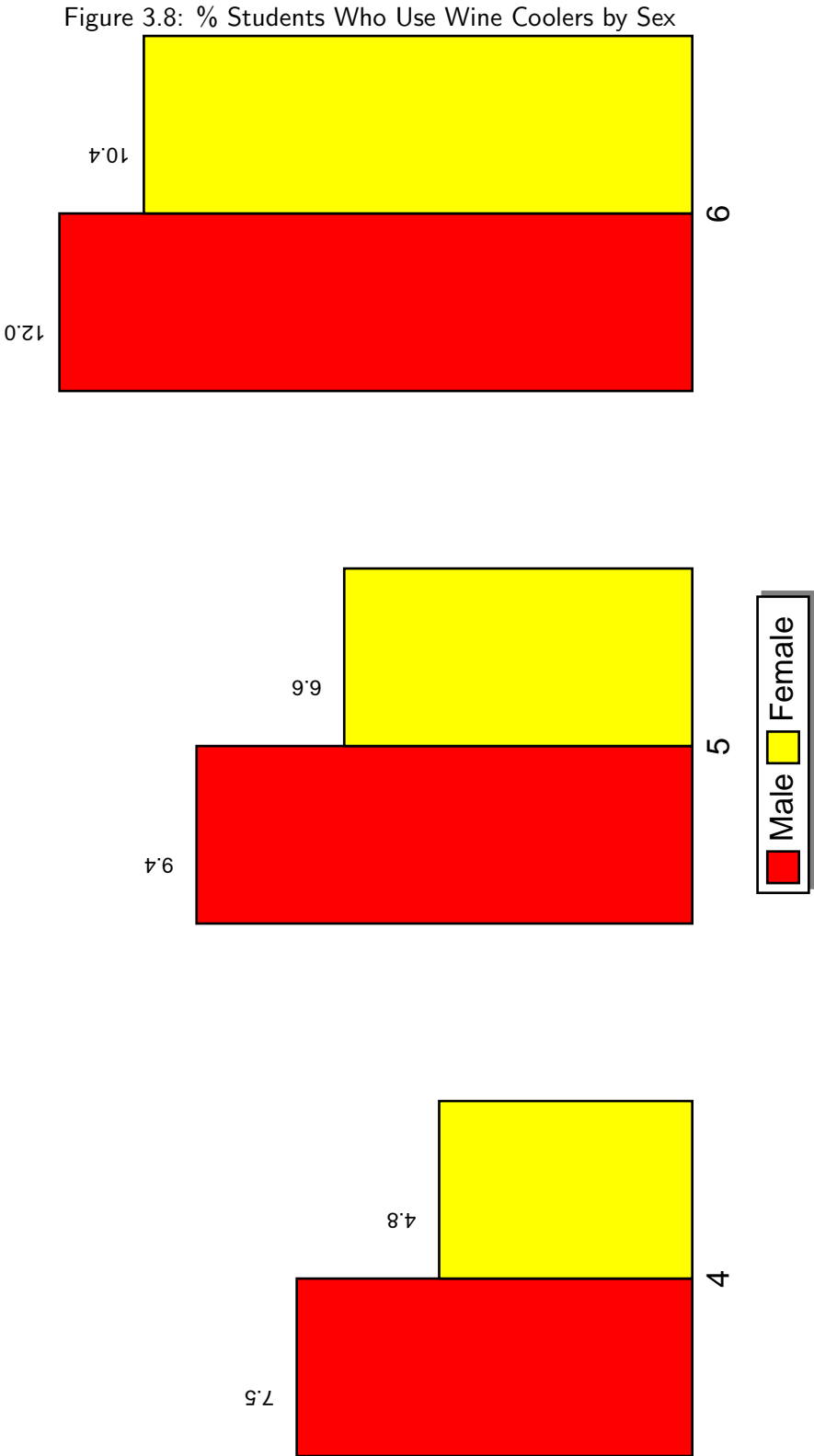


% Students Who Use Beer by Sex

Figure 3.7: % Students Who Use Beer by Sex

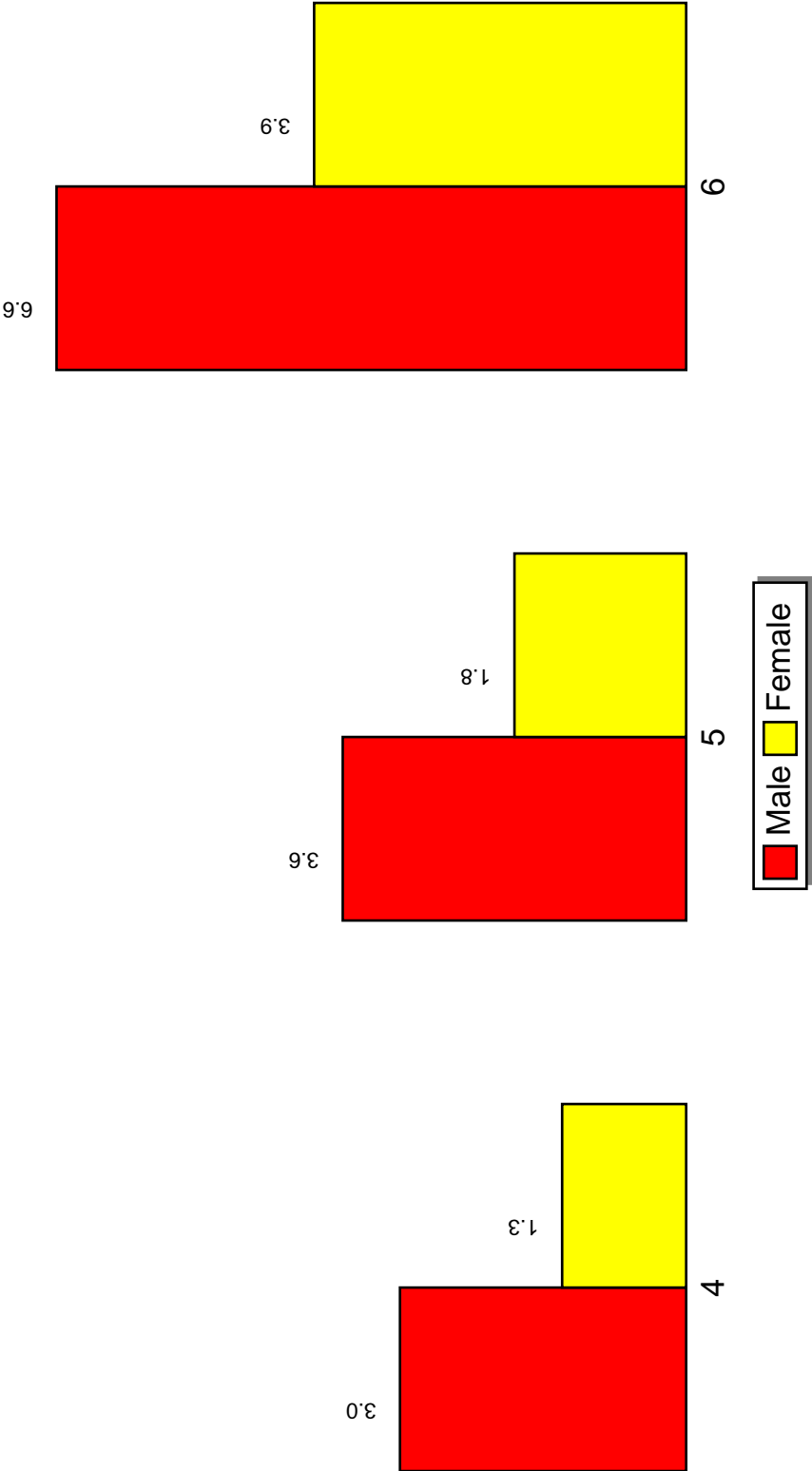


% Students Who Use Wine Coolers by Sex



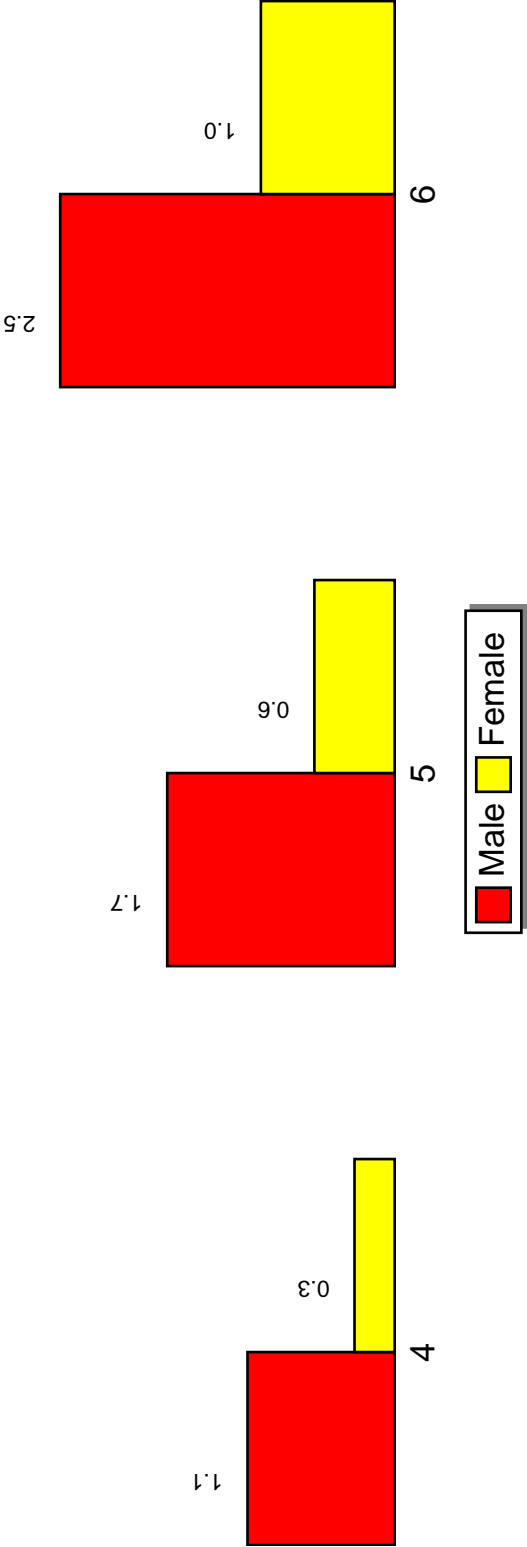
% Students Who Use Liquor by Sex

Figure 3.9: % Students Who Use Liquor by Sex



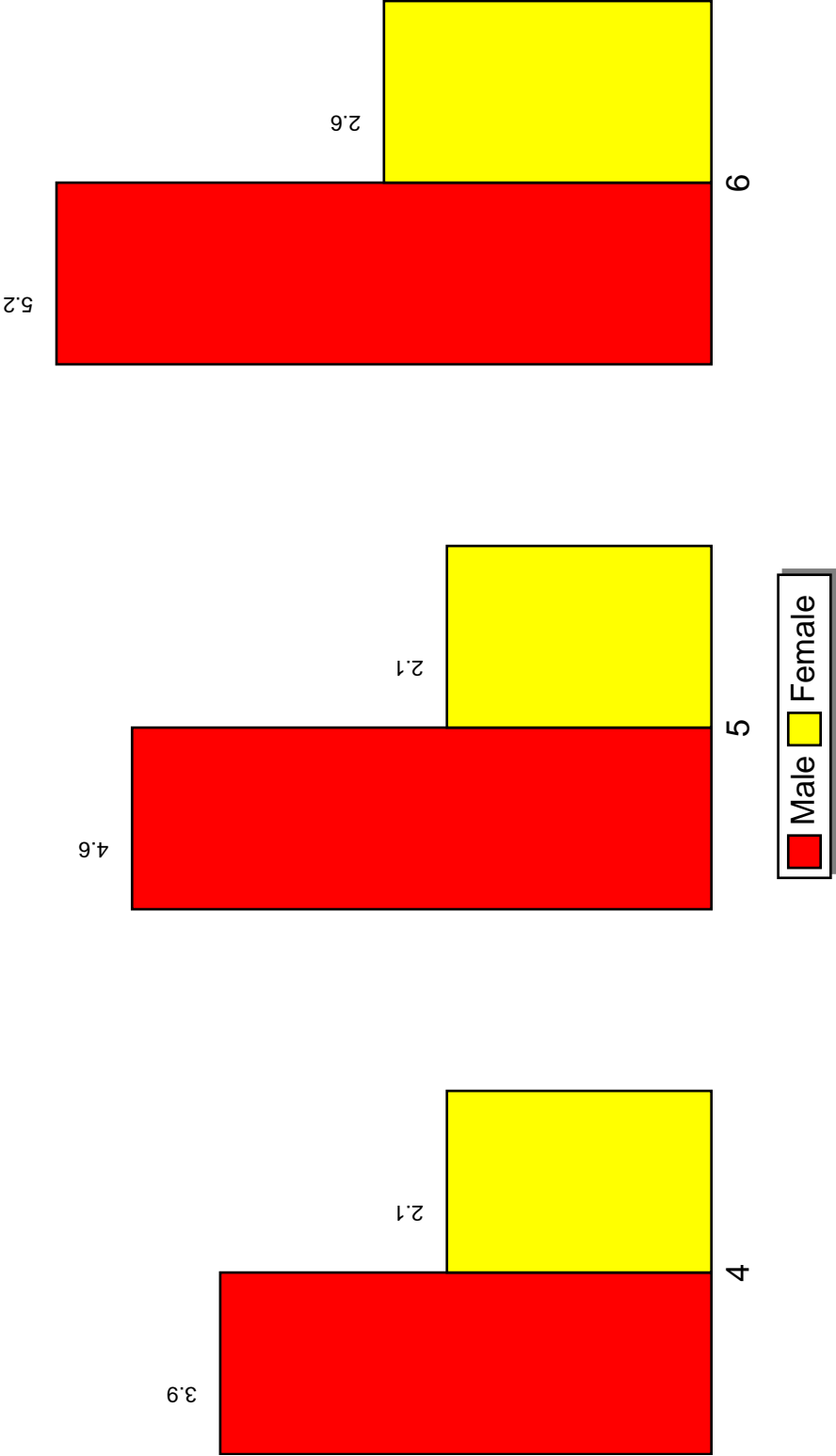
% Students Who Use Marijuana by Sex

Figure 3.10: % Students Who Use Marijuana by Sex



% Students Who Use Inhalants by Sex

Figure 3.11: % Students Who Use Inhalants by Sex



# 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 2001-2002 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, 11.0% of sixth grade students reported using beer 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 to estimate friends' drug use, 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 2001-2002 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

166 St Charles Street

Bowling Green, KY 42101

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.

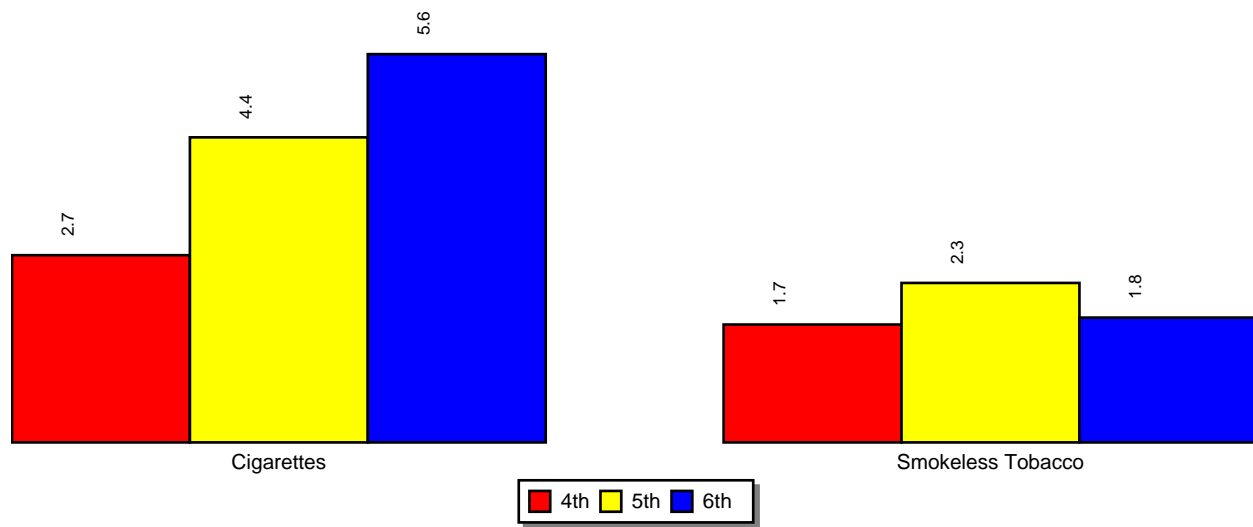
It is important that elementary students know the health consequences of using tobacco, but they may be most influenced by the social stigma and unattractive appearance that smoking or chewing can cause. For example, young people may choose not to smoke because cigarette smoke makes their hair smell 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 **4.1** percent report smoking cigarettes and **2.1** percent report using smokeless tobacco (chewing tobacco or snuff) within the past year.

For sixth graders, **5.6** percent report smoking cigarettes and **1.8** percent report using smokeless tobacco 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 Cigarettes and Smokeless Tobacco  
Use of Cigarettes and Smokeless Tobacco



## 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 2001-2002 PRIDE Surveys National Summary Percentage Tables for Grades 4-6.

In Figure 4.2, **9.0** percent of sixth grade students report drinking beer as compared to **6.3** percent of fourth grade students. Typically, use of wine coolers is similar to that of beer. Figure 4.3 reports wine cooler use for your students. A smaller percentage of students report using liquor than beer or wine coolers. Liquor use percentages are reported in Figure 4.4. Percentages of all students responding to alcohol use are contained in the Percentages Tables of your report.

Figure 4.2: Local Use of Beer vs. 2001-2002 National Summary

## Local Use of Beer vs. 2001-2002 National Summary

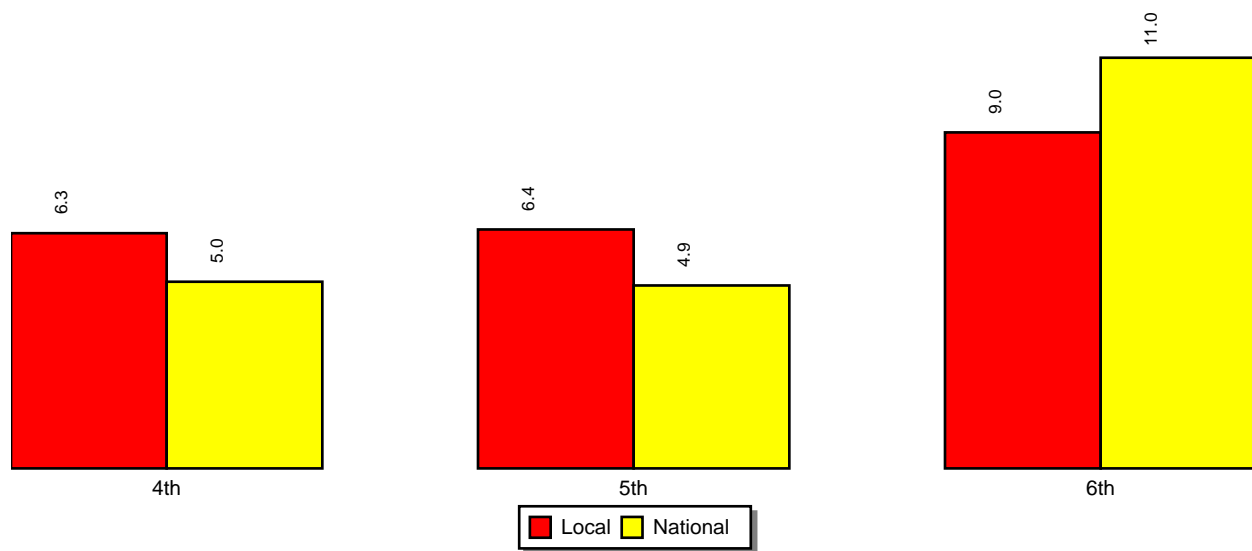


Figure 4.3: Local Use of Wine Coolers vs. 2001-2002 National Summary  
Local Use of Wine Coolers vs. 2001-2002 National Summary

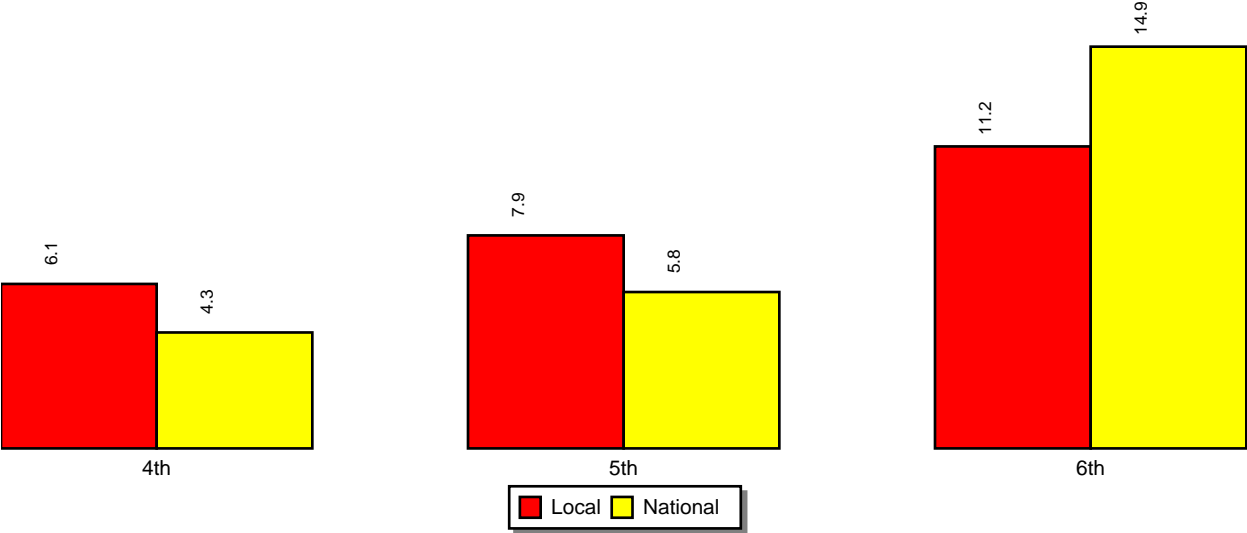
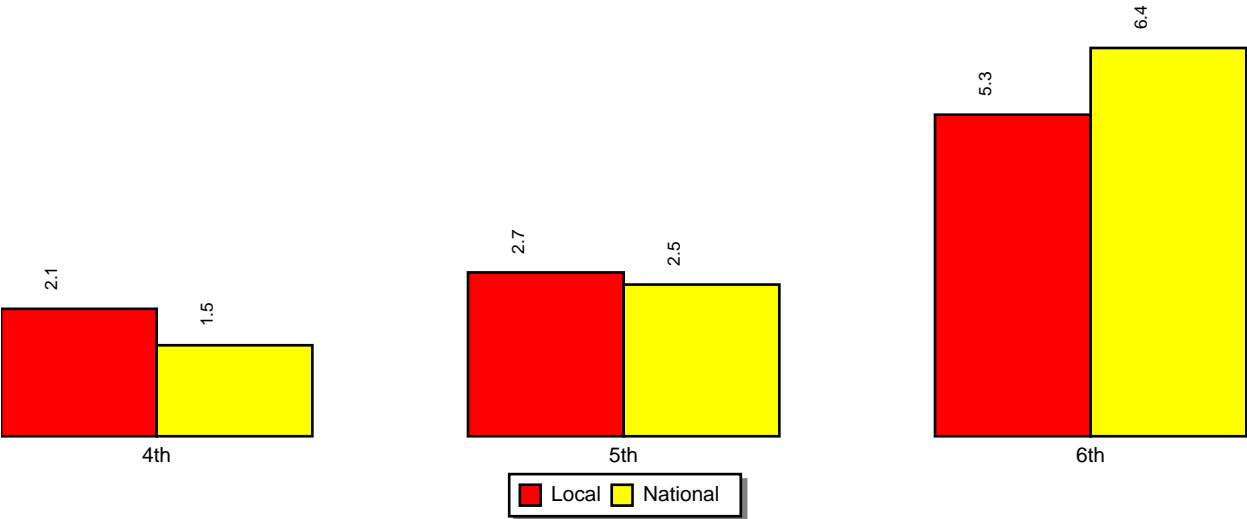


Figure 4.4: Local Use of Liquor vs. 2001-2002 National Summary  
Local Use of Liquor vs. 2001-2002 National Summary



## 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.

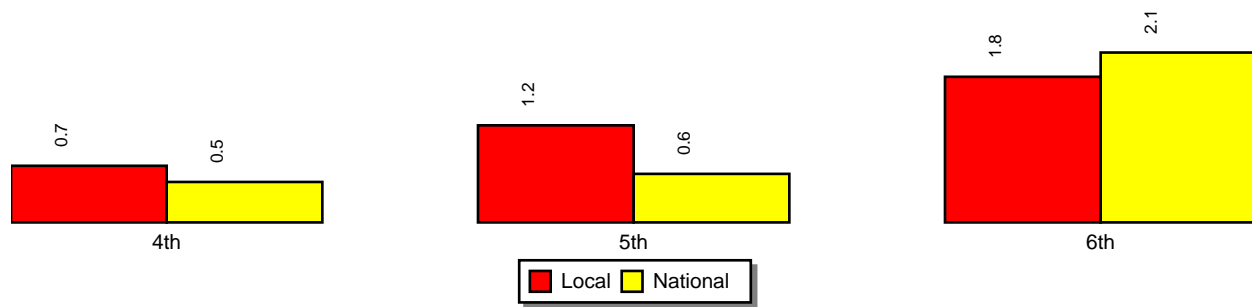
THC in the body has the most detrimental effect on those organs where there is an accumulation of fatty cells, such as the brain, heart, lungs and reproductive systems of males and females. The effect of this drug may be even more severe when used by a developing adolescent. Recent research has indicated 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, **0.7** percent report using marijuana within the past year. **1.2** percent of fifth grade students report using marijuana within the past year. This changes to **1.8** 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 4.5: Local Use of Marijuana vs. 2001-2002 National Summary  
 Local Use of Marijuana vs. 2001-2002 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



3.3 percent. Figure 4.7 compares inhalant use to other drug use.

Figure 4.6: Local Use of Inhalants vs. 2001-2002 National Summary  
 Local Use of Inhalants vs. 2001-2002 National Summary

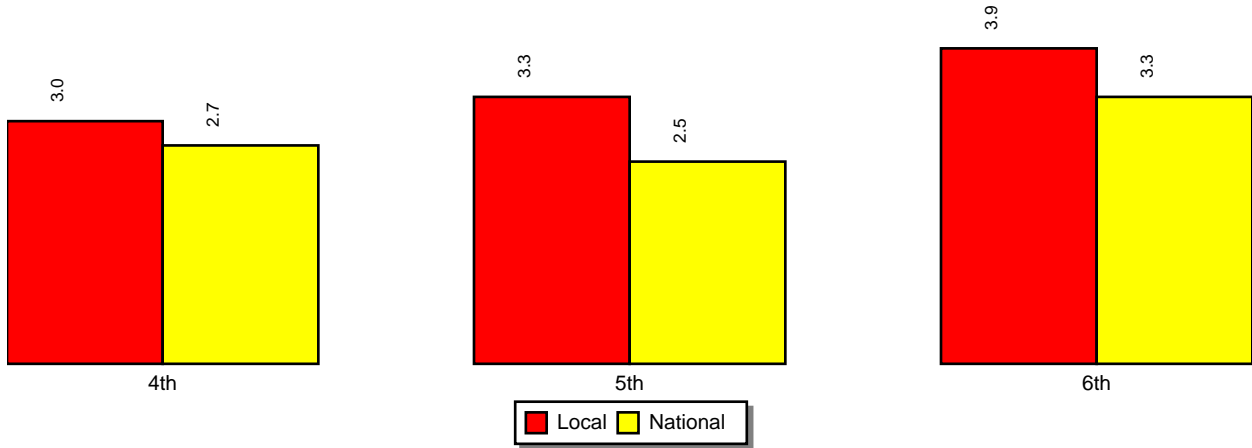
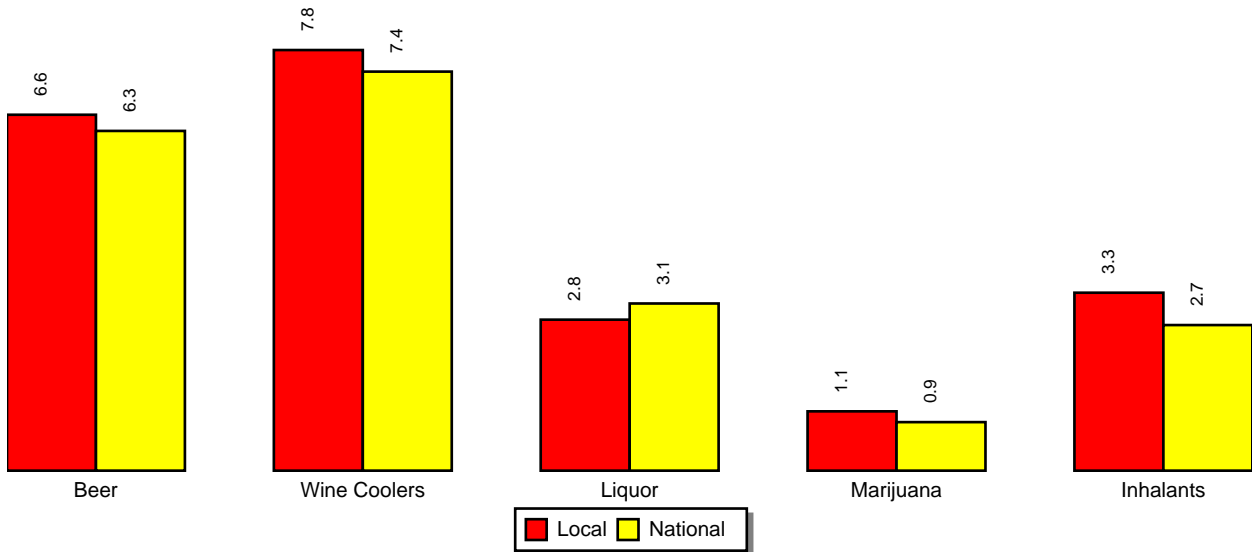


Figure 4.7: Local Use of Alcohol, Marijuana and Inhalants vs. 2001-2002 National Summary  
 Local Use of Alcohol, Marijuana and Inhalants vs. 2001-2002 National Summary



## 4.2.2 Friends' Use of Gateway Drugs

Reported friends' use of gateway drugs indicates the extent of a student's social connections with the drug-using culture. These results may provide information about the extent to which students will be influenced by peer pressure to use alcohol and other drugs. That is, if students report friends who use gateway drugs, they may either be part of the user group or feel some social pressure to try drugs. Studies have found that students who report having friends who use tobacco, alcohol, and/or marijuana are more likely to use than students who do not have friends who use these drugs.

### Friends' Use of Tobacco

Normally, more students report friends who smoke cigarettes than who chew tobacco or use snuff. For overall student use, **19.9** percent reported friends who smoke cigarettes as compared to **9.4** percent who use smokeless tobacco. The Percentage Tables chapter of your report contains more specific information on friends' use of tobacco. Table 4.1 contains the percentages for friends who use tobacco products.

### Friends' Use of Alcohol

National data typically shows that a higher percentage of students report having friends who use alcohol than who use other drugs. More students generally report having friends who use beer and wine coolers than who use liquor. Also, alcohol use typically increases with grade level. Table 4.1 contains the percentages for reported friends' use of gateway drugs by your students.

### Friends' Use of Marijuana

Fewer students report having friends who use marijuana than friends who use alcohol or tobacco. However, those students who report having friends who smoke pot are most often users or at a very high risk of becoming marijuana users. Table 4.1 contains the percentages for reported friends' use of marijuana by your students.

### Friends' Use of Inhalants

As with other drugs, students who report having friends who use inhalants such as glue and gas are more likely to use inhalants themselves. Any reported use is cause for alarm. As observed from Table 4.1, **8.9** percent of students in grades 4 through 6 report friends' use of inhalants.

Table 4.1: Reported Friends' Use of Gateway Drugs

	<i>Friends Who Use</i>	<i>No Friends Who Use</i>
Cigarettes	19.9	80.1
Smokeless Tobacco	9.4	90.6
Beer	16.7	83.3
Wine Coolers	14.1	85.9
Liquor	7.3	92.7
Marijuana	5.6	94.4
Inhalants	8.9	91.1
Other Drugs	6.3	93.7

Students in grades 4 through 6.

YOUR NOTES HERE:

### 4.2.3 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, **19.5** percent of the your students responded that wine coolers are 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 4.2: Perceived Harmful Effects of Drug and Alcohol Use

	<i>Not Harmful</i>	<i>Yes, Harmful</i>	<i>A Lot Harmful</i>
Cigarettes	10.3	46.9	42.8
Smokeless Tobacco	11.3	45.5	43.2
Beer	15.4	52.9	31.7
Wine Coolers	19.5	50.7	29.8
Liquor	12.3	46.4	41.3
Marijuana	10.6	31.0	58.4
Inhalants	12.2	40.5	47.4
Cocaine	10.3	29.5	60.2

Students in grades 4 through 6.

YOUR NOTES HERE:

#### 4.2.4 Expectation of Future Drug Use

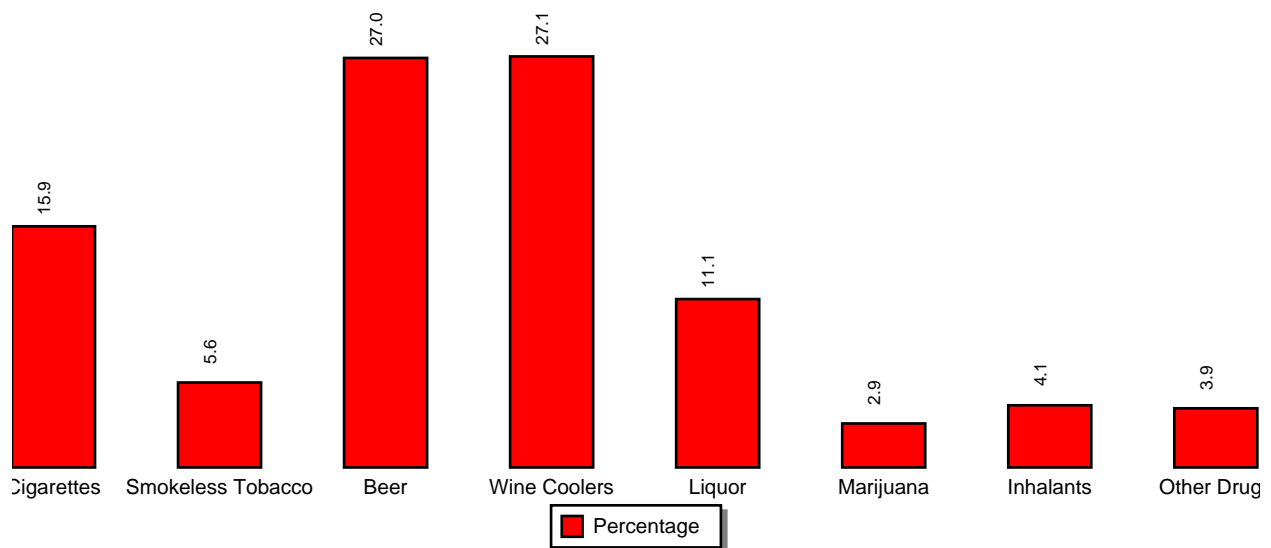
Students were asked *DO YOU THINK YOU WILL EVER ... use gateway drugs*. Figure 4.8 provides a graphic presentation of your students' responses. The bars represent those students who responded *Maybe, Yes, I Will, or Already Have* to the question of expected future use. These are children who are at high risk of using gateway and illicit drugs in the future.

Typically, a greater percentage of students perceive they may use, will use, or have used alcohol than any other drug. As can be seen from Figure 4.8, about **27.0** percent of the students anticipated future use of beer.

Ordinarily, few students respond that they expect to use marijuana or cocaine in the future. Yet, prevalence of use data for older adolescents indicate that many of these students will become users of illicit drugs as they move into junior and senior high school.

In national data, more students report likely future use of tobacco and alcohol than any of the other drugs. While there maybe many explanations for these results, one has to wonder about the influence of advertising and other media programming on the future decisions of these students.

Figure 4.8: Expectation of Future Drug Use  
Expectation of Future Drug Use



YOUR NOTES HERE:

### 4.2.5 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 beer and wine coolers, with marijuana being the least accessible. However, it is important to note that **7.5** percent of fourth grade students and **15.7** percent of sixth grade students reported marijuana as easy to get.

Figure 4.9: Students Reporting These Drugs as EASY To Get  
Students Reporting These Drugs as EASY To Get

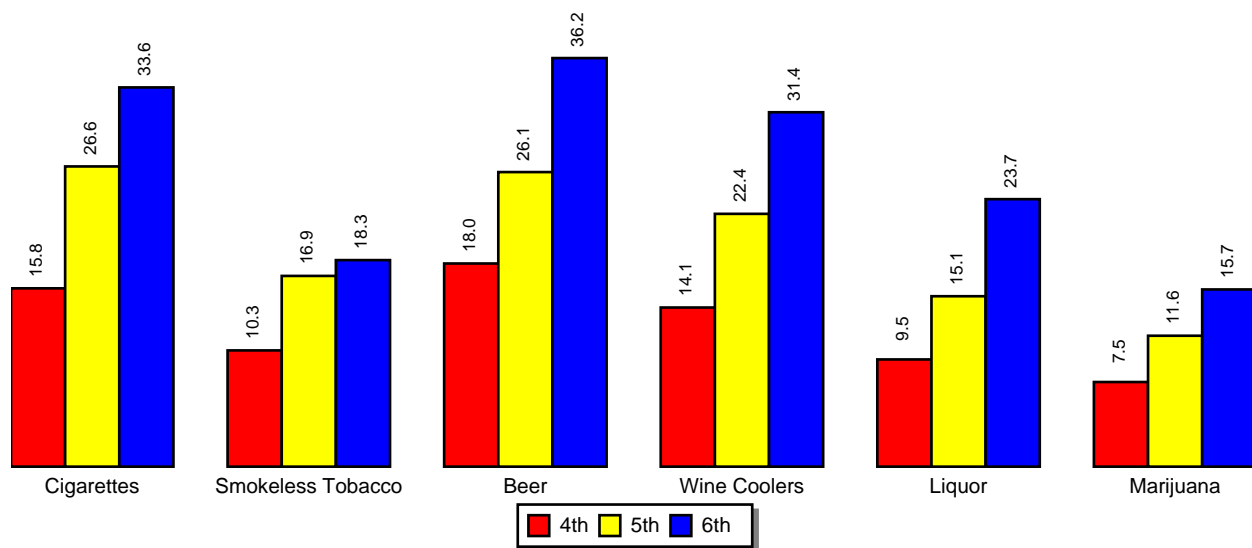


Table 4.3 contains the percentage of students who responded *Easy* compared with the 2001-2002 PRIDE Surveys National Summary percentages calculated from 22507 student responses. More than one in five American students in fourth, fifth, and sixth grades reported that marijuana was easy to obtain.

Table 4.3: 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>
Cigarettes	<b>15.8</b>	<b>26.6</b>	<b>33.6</b>	<b>24.6</b>	13.2	21.9	33.1	21.9
Smokeless Tobacco	<b>10.3</b>	<b>16.9</b>	<b>18.3</b>	<b>15.4</b>	7.9	11.4	17.6	11.8
Beer	<b>18.0</b>	<b>26.1</b>	<b>36.2</b>	<b>25.1</b>	15.3	25.4	34.4	24.6
Wine Coolers	<b>14.1</b>	<b>22.4</b>	<b>31.4</b>	<b>21.2</b>	12.3	20.0	31.4	20.4
Liquor	<b>9.5</b>	<b>15.1</b>	<b>23.7</b>	<b>14.6</b>	7.2	14.7	22.1	14.2
Marijuana	<b>7.5</b>	<b>11.6</b>	<b>15.7</b>	<b>11.0</b>	5.8	9.2	15.1	9.6

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. PRIDE publications such as The PRIDE Community Plan can assist you in gaining the maximum use of these data. 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 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 effect 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, alco-

hol, 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*).

*Students' Future Expectations of Drug Use*

A large percentage of students reported that they may use, will use, or have used alcohol. A smaller percentage of students responded that they expect to use marijuana or cocaine in the future.

"These students should be considered a high risk for future use of gateway and other illicit drugs," (*Local Official*) said.

Among (*Name of School District*) students in grades 4-6, \_\_\_\_ percent may use, will use or have used alcohol. \_\_\_\_ percent of sixth graders say they will use marijuana in the future, and \_\_\_\_ percent anticipate future cocaine use.

Although the percentages may be small for future use of drugs such as marijuana and cocaine, PRIDE's national data of older students (Grades 7-12) indicate that many will become users of illicit drugs as they move through junior and senior high school.

\*\*\* 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.

#####

## 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	Sex	
			Male	Female
4th	18189	55	50.0	50.0
5th	46165	184	49.3	50.7
6th	7397	34	49.8	50.2
Total	71751	273	49.6	50.4

Table 5.2: Ethnic Origin

Grade Level	N of Valid	N of Miss	Ethnic Origin						
			White	Black	Hispanic	Asian	Native American	Other	
4th	18022	222	55.8	36.0	4.0	0.8	1.2	2.2	
5th	45778	572	69.9	22.7	3.6	0.7	0.9	2.2	
6th	7284	147	75.8	15.2	3.5	1.2	1.2	3.1	
Total	71084	941	67.0	25.3	3.7	0.8	1.0	2.3	

Table 5.3: Age

Grade Level	N of Valid	N of Miss	Age							
			8	9	10	11	12	13	14+	
4th	18030	214	0.5	35.8	52.5	10.1	1.0	0.1	0.0	
5th	45929	421	0.0	0.3	31.1	57.9	9.7	0.9	0.1	
6th	7358	73	0.0	0.0	1.2	52.8	40.5	4.9	0.7	
Total	71317	708	0.1	9.2	33.5	45.3	10.7	1.1	0.1	

## 5.2 Student Characteristics

Table 5.4: I make good grades.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	18058	186	1.0	56.1	42.9
5th	46082	268	0.8	54.4	44.8
6th	7389	42	0.8	49.5	49.7
Total	71529	496	0.8	54.3	44.8

Table 5.5: I get into trouble at school.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17950	294	36.5	58.6	5.0
5th	45880	470	35.7	59.0	5.3
6th	7363	68	43.0	52.7	4.4
Total	71193	832	36.7	58.2	5.1

Table 5.6: I go to church or synagogue.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17809	435	13.7	37.8	48.4
5th	45595	755	13.2	40.0	46.8
6th	7339	92	14.5	41.4	44.2
Total	70743	1282	13.5	39.6	46.9

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

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17979	265	12.8	46.3	40.9
5th	45919	431	14.6	50.7	34.8
6th	7354	77	14.8	55.9	29.3
Total	71252	773	14.1	50.1	35.7

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

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17850	394	11.3	32.0	56.7
5th	45629	721	11.4	36.3	52.3
6th	7323	108	12.7	41.5	45.8
Total	70802	1223	11.5	35.7	52.7

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

Grade Level	N of Valid	N of Miss	A		
			Never	Sometimes	Lot
4th	17879	365	10.2	43.0	46.9
5th	45751	599	6.6	41.5	51.9
6th	7337	94	8.4	50.0	41.6
Total	70967	1058	7.6	42.8	49.6

Table 5.10: My parents make me follow certain rules.

Grade Level	N of Valid	N of Miss	A		
			Never	Sometimes	Lot
4th	17965	279	3.7	25.5	70.8
5th	45890	460	2.8	29.0	68.2
6th	7360	71	2.6	32.9	64.5
Total	71215	810	3.0	28.5	68.5

Table 5.11: I have to be home at a certain time.

Grade Level	N of Valid	N of Miss	A		
			Never	Sometimes	Lot
4th	17724	520	18.4	40.2	41.4
5th	45466	884	14.5	43.6	41.9
6th	7293	138	12.2	45.4	42.4
Total	70483	1542	15.2	42.9	41.8

Table 5.12: I go to parties.

Grade Level	N of Valid	N of Miss	A		
			Never	Sometimes	Lot
4th	17757	487	11.9	57.6	30.5
5th	45510	840	12.7	60.7	26.6
6th	7307	124	11.3	61.9	26.8
Total	70574	1451	12.4	60.0	27.6

Table 5.13: I am alone at home.

Grade Level	N of Valid	N of Miss	A		
			Never	Sometimes	Lot
4th	17737	507	53.3	40.6	6.1
5th	45458	892	42.2	50.0	7.9
6th	7280	151	25.4	62.0	12.6
Total	70475	1550	43.2	48.8	7.9

Table 5.14: The kids at school like me.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17761	483	6.4	42.2	51.4
5th	45522	828	4.2	40.0	55.8
6th	7282	149	3.0	37.6	59.5
Total	70565	1460	4.6	40.3	55.1

Table 5.15: I feel lonely.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	17801	443	47.2	41.1	11.8
5th	45598	752	52.0	38.5	9.5
6th	7298	133	54.1	38.0	7.9
Total	70697	1328	51.0	39.1	9.9

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

Table 5.16: Within the past year how often have you smoked cigarettes?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17938	306	97.3	1.4	0.8	0.5
5th	45832	518	95.6	2.6	1.0	0.8
6th	7335	96	94.4	3.4	1.1	1.0
Total	71105	920	95.9	2.4	1.0	0.7

Table 5.17: Within the past year how often have you chewed tobacco, snuff?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17846	398	98.3	0.8	0.4	0.4
5th	45643	707	97.7	1.3	0.5	0.5
6th	7326	105	98.2	1.0	0.4	0.5
Total	70815	1210	97.9	1.2	0.5	0.5

Table 5.18: Within the past year how often have you drunk beer?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17789	455	93.7	3.7	1.6	1.0
5th	45478	872	93.6	4.4	1.3	0.7
6th	7296	135	91.0	6.4	1.6	0.9
Total	70563	1462	93.4	4.4	1.4	0.8

Table 5.19: Within the past year how often have you drunk wine coolers?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17717	527	93.9	3.6	1.4	1.1
5th	45425	925	92.1	5.4	1.6	1.0
6th	7279	152	88.8	8.3	1.7	1.3
Total	70421	1604	92.2	5.3	1.5	1.0

Table 5.20: Within the past year how often have you drunk liquor?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17717	527	97.9	1.2	0.4	0.5
5th	45358	992	97.3	1.8	0.6	0.3
6th	7266	165	94.7	3.9	0.9	0.5
Total	70341	1684	97.2	1.8	0.6	0.4

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

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17705	539	99.3	0.3	0.2	0.2
5th	45324	1026	98.8	0.6	0.3	0.3
6th	7262	169	98.2	1.0	0.4	0.4
Total	70291	1734	98.9	0.6	0.3	0.3

Table 5.22: Within the past year how often have you sniffed glue, gas, etc.?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17680	564	97.0	1.6	0.7	0.8
5th	45327	1023	96.7	1.9	0.7	0.7
6th	7260	171	96.1	2.3	0.8	0.9
Total	70267	1758	96.7	1.8	0.7	0.7

Table 5.23: Within the past year how often have you used other drugs?

Grade Level	N of Valid	N of Miss	Did			
			Not Use	1-6/yr	1-2/mo	1-7/wk
4th	17587	657	98.8	0.6	0.3	0.4
5th	45199	1151	98.6	0.7	0.3	0.4
6th	7244	187	98.3	0.9	0.3	0.5
Total	70030	1995	98.6	0.7	0.3	0.4



## 5.4 How Many Of Your Friends

Table 5.24: How many of your friends smoked cigarettes?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17846	398	85.0	12.5	2.6
5th	45734	616	78.6	18.7	2.7
6th	7300	131	77.8	19.1	3.1
Total	70880	1145	80.1	17.2	2.7

Table 5.25: How many of your friends chewed tobacco, snuff?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17743	501	93.1	5.6	1.4
5th	45554	796	89.4	9.0	1.6
6th	7298	133	91.7	7.2	1.1
Total	70595	1430	90.6	8.0	1.5

Table 5.26: How many of your friends drank beer?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17752	492	85.1	11.9	3.0
5th	45483	867	82.9	14.2	2.8
6th	7292	139	80.8	16.3	2.9
Total	70527	1498	83.3	13.9	2.9

Table 5.27: How many of your friends drank wine coolers?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17689	555	88.9	8.8	2.3
5th	45388	962	85.4	12.1	2.5
6th	7255	176	81.9	14.8	3.2
Total	70332	1693	85.9	11.6	2.5

Table 5.28: How many of your friends drank liquor?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17679	565	94.2	4.3	1.5
5th	45384	966	92.6	5.8	1.6
6th	7258	173	89.0	8.8	2.2
Total	70321	1704	92.7	5.7	1.6

Table 5.29: How many of your friends smoked marijuana?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17660	584	96.0	2.7	1.3
5th	45367	983	94.2	4.5	1.2
6th	7261	170	91.8	6.2	2.0
Total	70288	1737	94.4	4.2	1.3

Table 5.30: How many of your friends sniffed glue, gas, etc.?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17596	648	93.2	5.3	1.5
5th	45238	1112	90.6	7.7	1.7
6th	7235	196	88.9	9.3	1.7
Total	70069	1956	91.1	7.3	1.7

Table 5.31: How many of your friends used other drugs?

Grade Level	N of Valid	N of Miss	A		
			None	Few	Lot
4th	17529	715	94.2	4.0	1.8
5th	45202	1148	93.6	4.9	1.5
6th	7233	198	93.1	5.5	1.4
Total	69964	2061	93.7	4.7	1.6

## 5.5 Harmful To Health

Table 5.32: Do you feel that using cigarettes is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17925	319	15.2	42.4	42.4
5th	45814	536	9.0	48.5	42.5
6th	7369	62	6.1	48.2	45.7
Total	71108	917	10.3	46.9	42.8

Table 5.33: Do you feel that using chewing tobacco or snuff is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17875	369	16.5	42.4	41.2
5th	45724	626	10.0	46.6	43.4
6th	7360	71	7.1	46.3	46.6
Total	70959	1066	11.3	45.5	43.2

Table 5.34: Do you feel that using beer is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17841	403	19.9	48.4	31.8
5th	45685	665	14.0	54.2	31.9
6th	7341	90	13.4	56.4	30.3
Total	70867	1158	15.4	52.9	31.7

Table 5.35: Do you feel that using wine coolers is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17771	473	22.0	46.0	32.0
5th	45503	847	18.5	52.1	29.4
6th	7316	115	19.2	53.6	27.2
Total	70590	1435	19.5	50.7	29.8

Table 5.36: Do you feel that using liquor is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17799	445	17.0	41.8	41.3
5th	45585	765	10.8	47.4	41.8
6th	7328	103	10.0	51.2	38.7
Total	70712	1313	12.3	46.4	41.3

Table 5.37: Do you feel that using marijuana is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17804	440	15.6	31.7	52.7
5th	45624	726	9.3	30.8	59.9
6th	7337	94	6.9	30.4	62.7
Total	70765	1260	10.6	31.0	58.4

Table 5.38: Do you feel that using glue, gas, etc is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17781	463	17.0	38.6	44.4
5th	45595	755	10.8	41.1	48.1
6th	7342	89	8.7	41.2	50.1
Total	70718	1307	12.2	40.5	47.4

Table 5.39: Do you feel that using cocaine/crack is harmful to your health?

Grade Level	N of Valid	N of Miss	A		
			No	Yes	Lot
4th	17706	538	15.5	30.2	54.3
5th	45546	804	8.9	29.4	61.7
6th	7346	85	6.2	28.9	64.9
Total	70598	1427	10.3	29.5	60.2

## 5.6 Do You Think You Will Ever Use

Table 5.40: Do you think you will ever smoke cigarettes?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17893	351	87.0	10.4	0.7	2.0
5th	45694	656	83.4	12.7	0.8	3.1
6th	7317	114	81.5	14.0	1.0	3.6
Total	70904	1121	84.1	12.2	0.8	2.8

Table 5.41: Do you think you will ever chew tobacco, snuff?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17829	415	95.2	3.4	0.4	0.9
5th	45541	809	94.0	4.1	0.5	1.4
6th	7293	138	94.7	3.8	0.4	1.1
Total	70663	1362	94.4	3.9	0.5	1.2

Table 5.42: Do you think you will ever drink beer?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17814	430	76.6	16.9	3.1	3.4
5th	45530	820	73.7	19.8	3.3	3.2
6th	7301	130	59.8	29.2	7.1	3.8
Total	70645	1380	73.0	20.0	3.6	3.3

Table 5.43: Do you think you will ever drink wine coolers?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17804	440	79.3	14.9	2.7	3.0
5th	45450	900	72.6	19.5	3.8	4.0
6th	7283	148	58.5	28.8	7.2	5.6
Total	70537	1488	72.9	19.3	3.9	3.9

Table 5.44: Do you think you will ever drink liquor?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17805	439	92.2	5.8	1.0	0.9
5th	45512	838	89.5	7.8	1.4	1.3
6th	7290	141	76.8	17.2	3.6	2.3
Total	70607	1418	88.9	8.3	1.5	1.3

Table 5.45: Do you think you will ever smoke marijuana?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17789	455	97.8	1.5	0.3	0.3
5th	45519	831	97.1	1.9	0.3	0.7
6th	7298	133	95.6	2.9	0.3	1.2
Total	70606	1419	97.1	1.9	0.3	0.6

Table 5.46: Do you think you will ever sniff glue, gas, etc.?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17784	460	96.4	2.1	0.3	1.2
5th	45494	856	95.8	2.3	0.3	1.5
6th	7301	130	95.0	2.7	0.2	2.1
Total	70579	1446	95.9	2.3	0.3	1.5

Table 5.47: Do you think you will ever use cocaine/crack?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17742	502	98.3	1.2	0.2	0.2
5th	45477	873	98.3	1.3	0.2	0.3
6th	7299	132	98.0	1.4	0.3	0.4
Total	70518	1507	98.2	1.3	0.2	0.3

Table 5.48: Do you think you will ever use other drugs?

Grade Level	N of Valid	N of Miss	Never	Maybe	Yes, I Will	Already Have
4th	17698	546	96.4	2.8	0.4	0.4
5th	45313	1037	96.1	3.0	0.4	0.6
6th	7283	148	95.3	3.6	0.3	0.9
Total	70294	1731	96.1	3.0	0.4	0.6

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

Table 5.49: How easy is it to get cigarettes?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17700	544	66.6	17.6	15.8
5th	45245	1105	49.7	23.7	26.6
6th	7244	187	39.8	26.6	33.6
Total	70189	1836	53.0	22.4	24.6

Table 5.50: How easy is it to get chewing tobacco, snuff?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17634	610	72.1	17.6	10.3
5th	45134	1216	57.6	25.5	16.9
6th	7214	217	51.7	30.0	18.3
Total	69982	2043	60.7	24.0	15.4

Table 5.51: How easy is it to get beer?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17630	614	63.9	18.1	18.0
5th	45153	1197	50.2	23.8	26.1
6th	7221	210	38.2	25.5	36.2
Total	70004	2021	52.4	22.5	25.1

Table 5.52: How easy is it to get wine coolers?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17578	666	67.7	18.1	14.1
5th	45031	1319	52.8	24.8	22.4
6th	7198	233	41.3	27.3	31.4
Total	69807	2218	55.4	23.4	21.2

Table 5.53: How easy is it to get liquor?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17541	703	73.4	17.1	9.5
5th	45022	1328	60.3	24.6	15.1
6th	7205	226	48.0	28.4	23.7
Total	69768	2257	62.3	23.1	14.6

Table 5.54: How easy is it to get marijuana?

Grade Level	N of Valid	N of Miss	Cannot Get	Hard To Get	Easy To Get
4th	17492	752	77.6	14.9	7.5
5th	44937	1413	66.5	21.9	11.6
6th	7195	236	58.8	25.4	15.7
Total	69624	2401	68.5	20.5	11.0



## 5.8 While At School Have You

Table 5.55: While *at school* have you smoked cigarettes?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17885	359	98.8	0.8	0.4
5th	45678	672	98.7	0.9	0.4
6th	7333	98	98.5	0.9	0.6
Total	70896	1129	98.7	0.9	0.4

Table 5.56: While *at school* have you drunk beer, wine coolers or liquor?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17855	389	98.1	1.3	0.6
5th	45616	734	98.5	1.0	0.5
6th	7327	104	98.3	1.0	0.7
Total	70798	1227	98.4	1.1	0.5

Table 5.57: While *at school* have you smoked marijuana?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17851	393	99.4	0.3	0.2
5th	45611	739	99.5	0.3	0.2
6th	7327	104	99.3	0.2	0.4
Total	70789	1236	99.5	0.3	0.3

Table 5.58: While *at school* have you sniffed glue, gas, etc.?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17797	447	97.2	1.9	0.9
5th	45523	827	96.7	2.1	1.2
6th	7314	117	95.9	2.6	1.5
Total	70634	1391	96.7	2.1	1.1

Table 5.59: 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	17820	424	77.7	13.6	8.7
5th	45511	839	77.4	13.7	8.8
6th	7319	112	77.1	14.9	8.0
Total	70650	1375	77.5	13.8	8.7

Table 5.60: 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	17786	458	68.6	16.1	15.3
5th	45463	887	63.9	18.8	17.3
6th	7315	116	65.5	18.9	15.7
Total	70564	1461	65.2	18.1	16.6

Table 5.61: 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	17777	467	78.2	12.9	8.9
5th	45478	872	78.8	12.6	8.5
6th	7318	113	78.3	12.7	9.0
Total	70573	1452	78.6	12.7	8.7

Table 5.62: While *at school* have you been hurt by an adult?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17714	530	93.0	3.6	3.5
5th	45419	931	94.1	3.3	2.5
6th	7300	131	94.3	3.3	2.4
Total	70433	1592	93.9	3.4	2.8

## 5.9 While Not At School Have You

Table 5.63: While *not* at school have you smoked cigarettes?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17861	383	94.8	3.5	1.7
5th	45663	687	91.7	5.2	3.1
6th	7334	97	90.9	5.0	4.1
Total	70858	1167	92.4	4.8	2.8

Table 5.64: While *not* at school have you drunk beer, wine coolers or liquor?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17825	419	90.6	6.2	3.2
5th	45591	759	87.1	8.4	4.5
6th	7326	105	82.8	10.6	6.6
Total	70742	1283	87.5	8.1	4.4

Table 5.65: While *not* at school have you smoked marijuana?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17823	421	99.2	0.5	0.4
5th	45572	778	98.6	0.6	0.7
6th	7327	104	97.7	1.3	1.1
Total	70722	1303	98.7	0.7	0.7

Table 5.66: While *not* at school have you sniffed glue, gas, etc.?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17782	462	97.4	1.6	1.1
5th	45544	806	96.7	1.9	1.4
6th	7321	110	96.4	2.0	1.6
Total	70647	1378	96.9	1.8	1.3

Table 5.67: 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	17785	459	85.1	8.9	6.0
5th	45515	835	85.2	8.9	6.0
6th	7329	102	84.7	9.7	5.6
Total	70629	1396	85.1	8.9	5.9

Table 5.68: 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	17783	461	79.3	10.8	9.9
5th	45499	851	77.2	11.9	10.9
6th	7321	110	77.9	12.0	10.1
Total	70603	1422	77.8	11.6	10.6

Table 5.69: 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	17751	493	84.2	8.7	7.1
5th	45493	857	84.6	8.6	6.8
6th	7321	110	85.0	8.5	6.6
Total	70565	1460	84.5	8.6	6.8

Table 5.70: While *not* at school have you been hurt by an adult?

Grade Level	N of Valid	N of Miss	No	One Time	Two or More
4th	17675	569	88.6	5.1	6.3
5th	45364	986	88.9	5.2	5.8
6th	7289	142	88.8	5.6	5.5
Total	70328	1697	88.8	5.2	5.9

## 5.10 Is It OK For Kids My Age To

Table 5.71: Is it OK for kids my age to smoke cigarettes?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17930	314	98.3	1.7
5th	45808	542	98.0	2.0
6th	7362	69	97.8	2.2
Total	71100	925	98.1	1.9

Table 5.72: Is it OK for kids my age to drink beer?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17907	337	96.4	3.6
5th	45753	597	96.7	3.3
6th	7352	79	96.1	3.9
Total	71012	1013	96.6	3.4

Table 5.73: Is it OK for kids my age to drink wine coolers?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17883	361	94.9	5.1
5th	45701	649	93.8	6.2
6th	7338	93	92.5	7.5
Total	70922	1103	94.0	6.0

Table 5.74: Is it OK for kids my age to drink liquor?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17895	349	98.6	1.4
5th	45728	622	98.3	1.7
6th	7352	79	97.5	2.5
Total	70975	1050	98.3	1.7

Table 5.75: Is it OK for kids my age to smoke marijuana?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17898	346	99.1	0.9
5th	45731	619	98.8	1.2
6th	7355	76	98.8	1.2
Total	70984	1041	98.9	1.1

Table 5.76: Is it OK for kids my age to steal something if you need it?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17879	365	97.1	2.9
5th	45706	644	96.4	3.6
6th	7342	89	95.5	4.5
Total	70927	1098	96.5	3.5

Table 5.77: Is it OK for kids my age to sell drugs if you need the money?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17871	373	98.2	1.8
5th	45707	643	98.0	2.0
6th	7348	83	97.5	2.5
Total	70926	1099	98.0	2.0

Table 5.78: Is it OK for kids my age to carry a gun for protection?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17799	445	94.6	5.4
5th	45563	787	93.4	6.6
6th	7325	106	93.0	7.0
Total	70687	1338	93.7	6.3

Table 5.79: Is it OK for kids my age to take what you want, even if it means hurting someone?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17823	421	97.8	2.2
5th	45656	694	97.7	2.3
6th	7348	83	97.8	2.2
Total	70827	1198	97.7	2.3

Table 5.80: Is it OK for kids my age to beat up another student if it is a fair fight?

Grade Level	N of Valid	N of Miss	No	Yes
4th	17789	455	85.7	14.3
5th	45539	811	82.5	17.5
6th	7331	100	82.4	17.6
Total	70659	1366	83.3	16.7

## 5.11 Frequency of Use

Table 5.81: Frequency of Use – Cigarettes

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17938	306	0.5	1.3	2.7
5th	45832	518	0.8	1.8	4.4
6th	7335	96	1.0	2.1	5.6
Total	71105	920	0.7	1.7	4.1

Table 5.82: Frequency of Use – Chewing Tobacco, Snuff

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17846	398	0.4	0.8	1.7
5th	45643	707	0.5	1.0	2.3
6th	7326	105	0.5	0.8	1.8
Total	70815	1210	0.5	0.9	2.1

Table 5.83: Frequency of Use – Beer

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17789	455	1.0	2.6	6.3
5th	45478	872	0.7	2.0	6.4
6th	7296	135	0.9	2.6	9.0
Total	70563	1462	0.8	2.2	6.6

Table 5.84: Frequency of Use – Wine Coolers

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17717	527	1.1	2.5	6.1
5th	45425	925	1.0	2.5	7.9
6th	7279	152	1.3	2.9	11.2
Total	70421	1604	1.0	2.6	7.8

Table 5.85: Frequency of Use – Liquor

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17717	527	0.5	0.9	2.1
5th	45358	992	0.3	0.9	2.7
6th	7266	165	0.5	1.4	5.3
Total	70341	1684	0.4	1.0	2.8

Table 5.86: Frequency of Use – Marijuana

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17705	539	0.2	0.4	0.7
5th	45324	1026	0.3	0.6	1.2
6th	7262	169	0.4	0.8	1.8
Total	70291	1734	0.3	0.6	1.1

Table 5.87: Frequency of Use – Glue, Gas, etc.

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17680	564	0.8	1.5	3.0
5th	45327	1023	0.7	1.4	3.3
6th	7260	171	0.9	1.6	3.9
Total	70267	1758	0.7	1.5	3.3

Table 5.88: Frequency of Use – Other Drugs

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	17587	657	0.4	0.7	1.2
5th	45199	1151	0.4	0.7	1.4
6th	7244	187	0.5	0.8	1.7
Total	70030	1995	0.4	0.7	1.4