



Pride Questionnaire Report for Grades 4 thru 6

2005-06 National Summaries for Grade 4-6

September 19, 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

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

- Data Files: ue059999
- Filter:

1.1 Drug Use Summary

- Number of 4th grade students surveyed: 7868
- Number of 5th grade students surveyed: 7217
- Number of 6th grade students surveyed: 4121
- Total number of students surveyed: 19206

1.2 Tobacco Use

2.3 percent of your 4th grade students said they used tobacco within the past year (2004-2005 Pride National Avg = 1.1 %). **3.0** percent of your 5th grade students said they used tobacco within the past year (2004-2005 Pride National Avg = 1.7 %). **6.2** 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

4.7 percent of your 4th grade students said they used alcohol within the past year (2004-2005 Pride National Avg = 6.9 %). **6.3** percent of your 5th grade students said they used alcohol within the past year (2004-2005 Pride National Avg = 8.6 %). **10.3** 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 %). **2.5** 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

3.0 percent of your 4th grade students said they used inhalants within the past year (2004-2005 Pride National Avg = 2.4 %). **2.9** percent of your 5th grade students said they used inhalants within the past year (2004-2005 Pride National Avg = 3.2 %). **4.1** 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

1.1 percent of your 4th grade students said they used other drugs within the past year (2004-2005 Pride National Avg = 0.9 %). **0.9** percent of your 5th grade students said they used other drugs within the past year (2004-2005 Pride National Avg = 0.9 %). **2.2** 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.

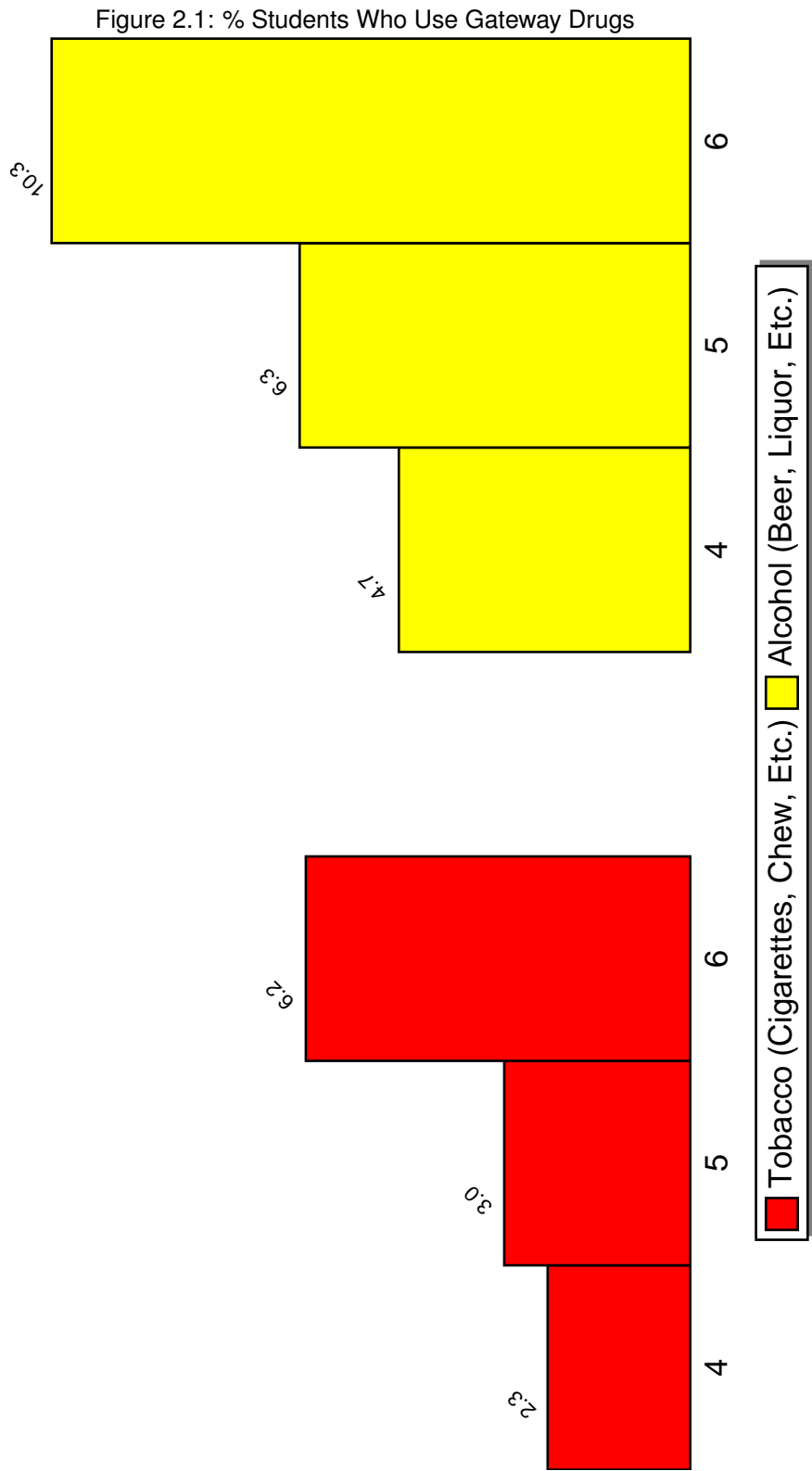
The *Perceived Harm* of alcohol and other drugs will assist with understanding how the false assumptions concerning harm are related to drug use. When drugs are perceived as harmless, the probability of use increases. These graphs show the percent of students who marked *Yes* or *A Lot* on the question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

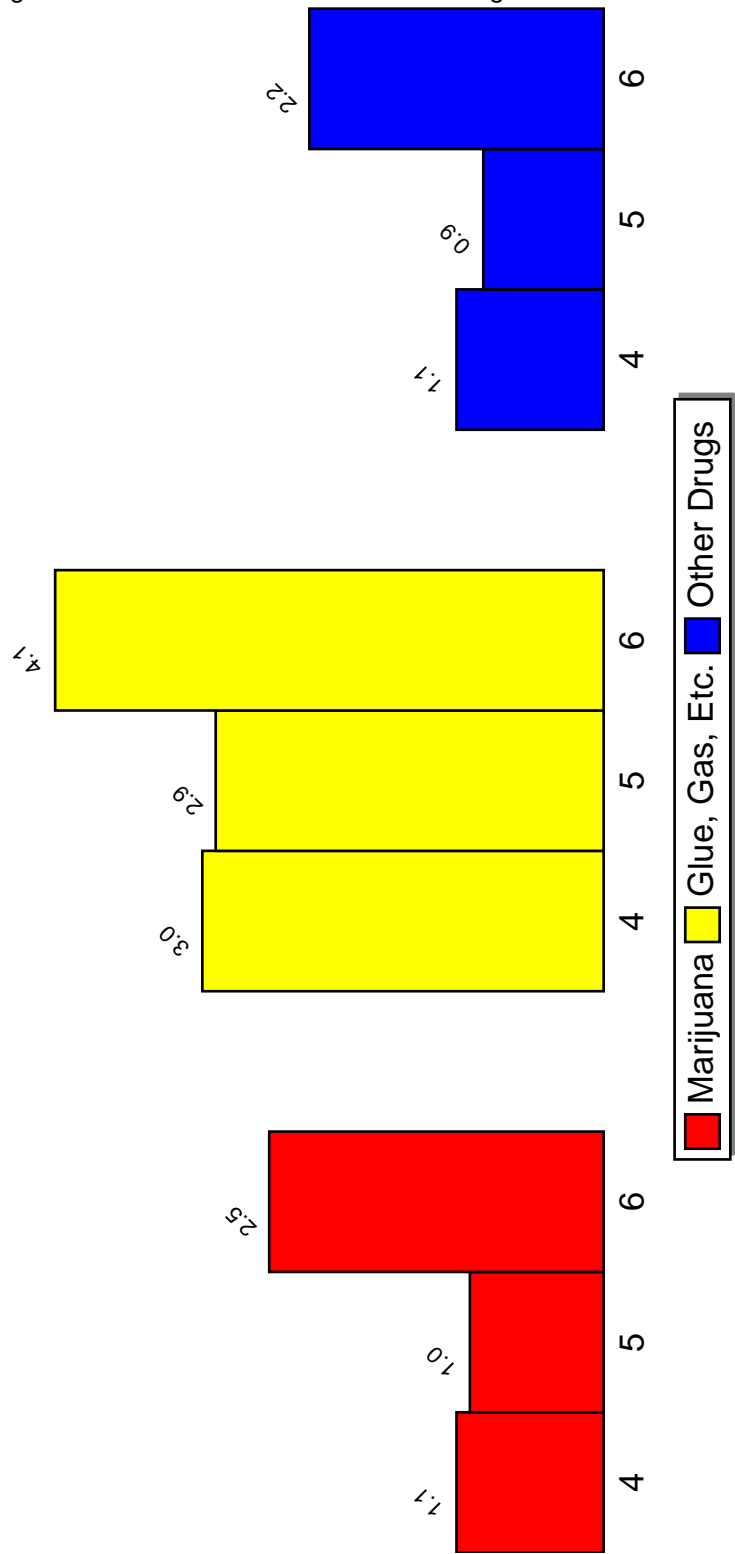
2.1 Frequency Of Use

% Students Who Use Gateway Drugs



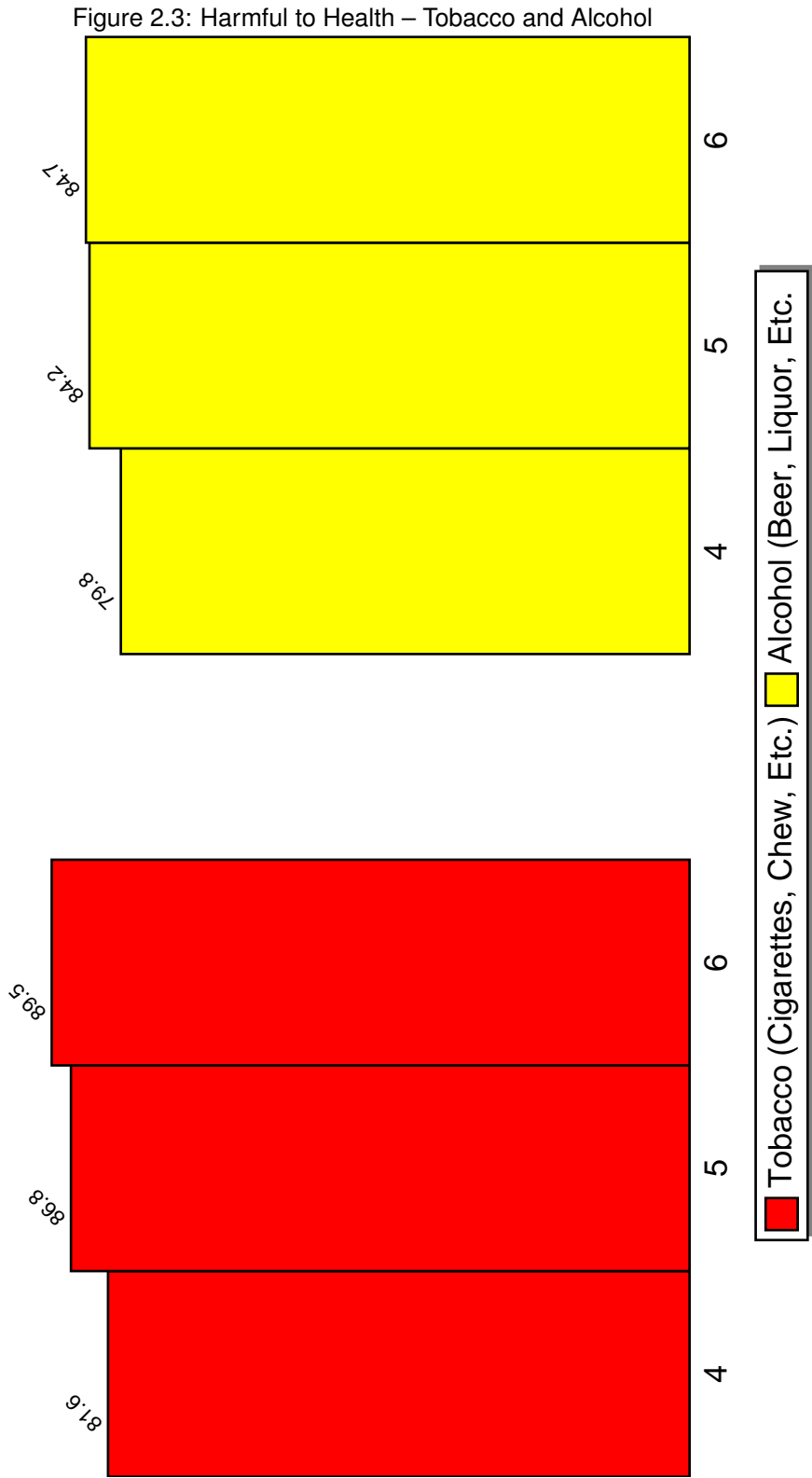
% Students Who Use Illicit Drugs

Figure 2.2: % Students Who Use Illicit Drugs



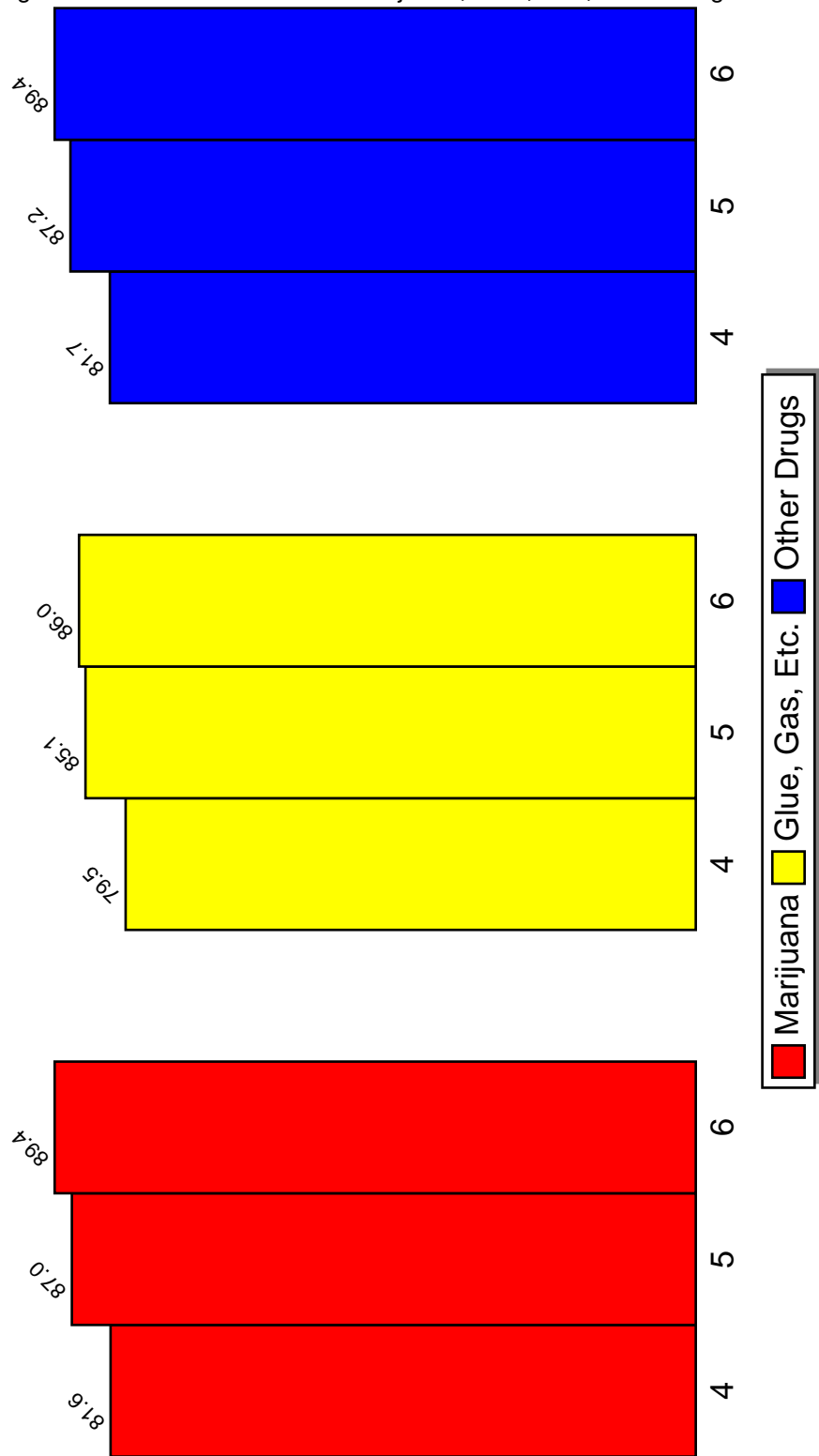
2.2 Harmful To Health

Harmful to Health -- Tobacco and Alcohol



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

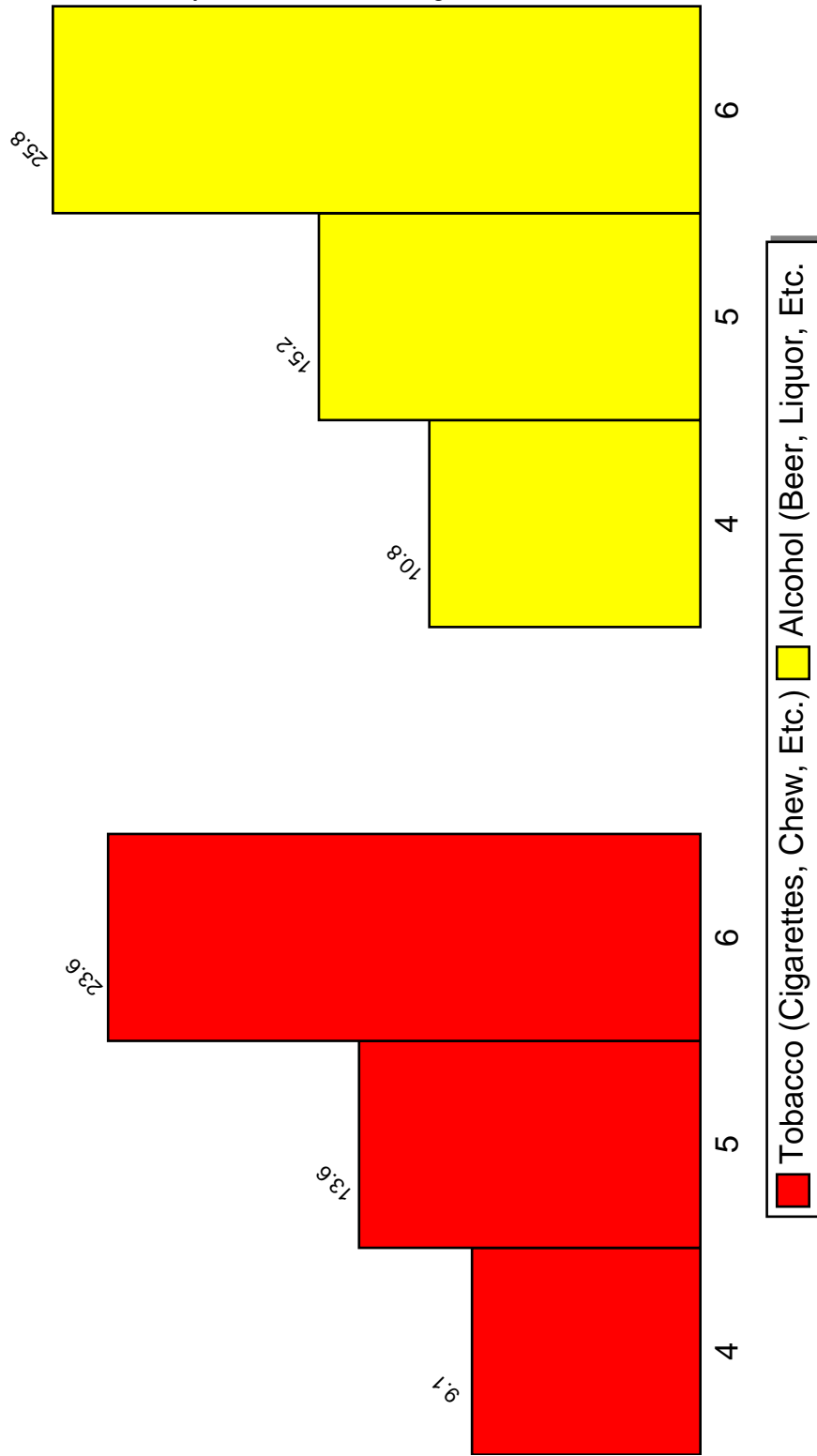
Figure 2.4: Harmful to Health – Marijuana, Glue, Gas, Other Drugs



2.3 How Easy Is It For Kids Your Age To Get

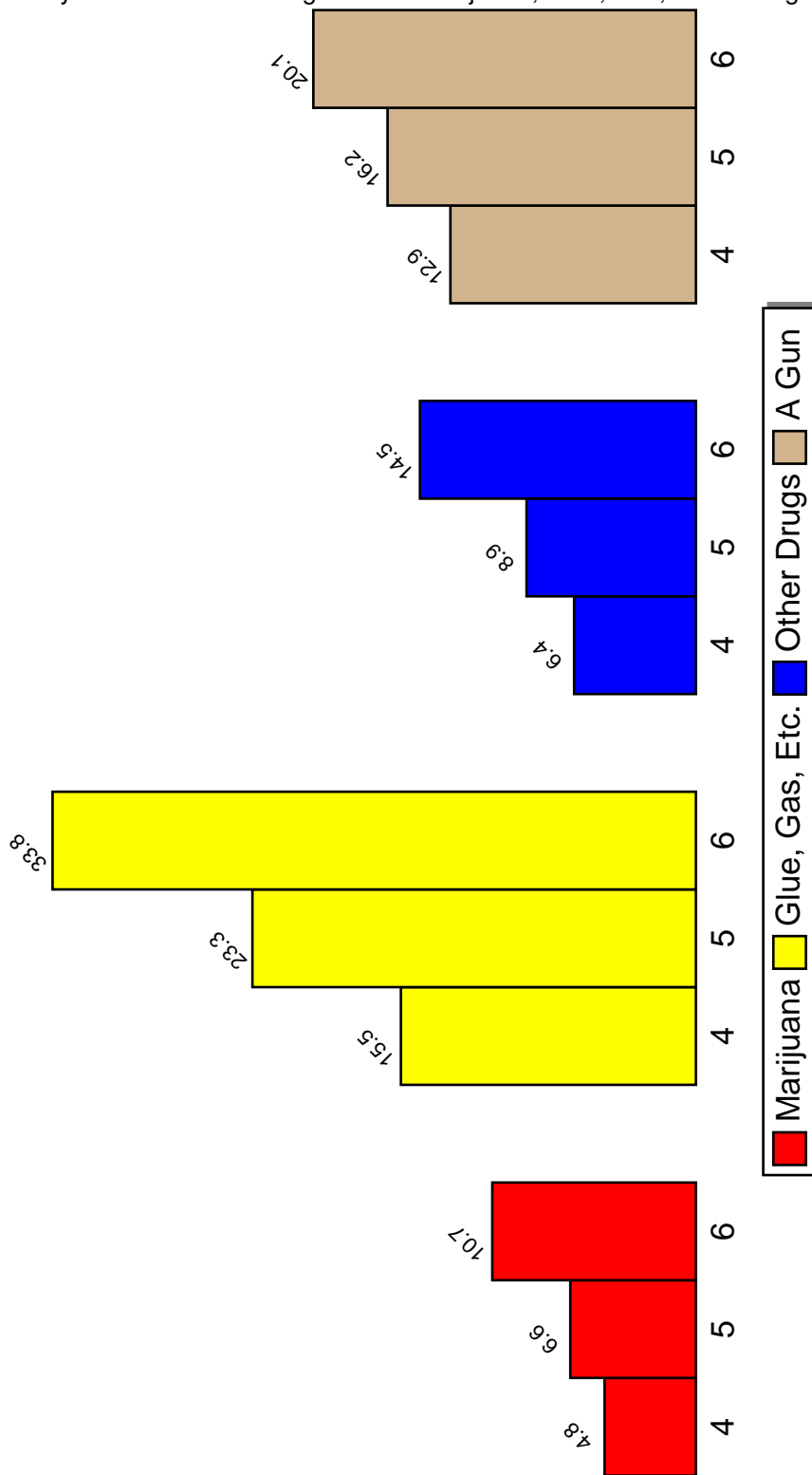
How Easy Is It For Kids Your Age To Get Tobacco and Alcohol

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

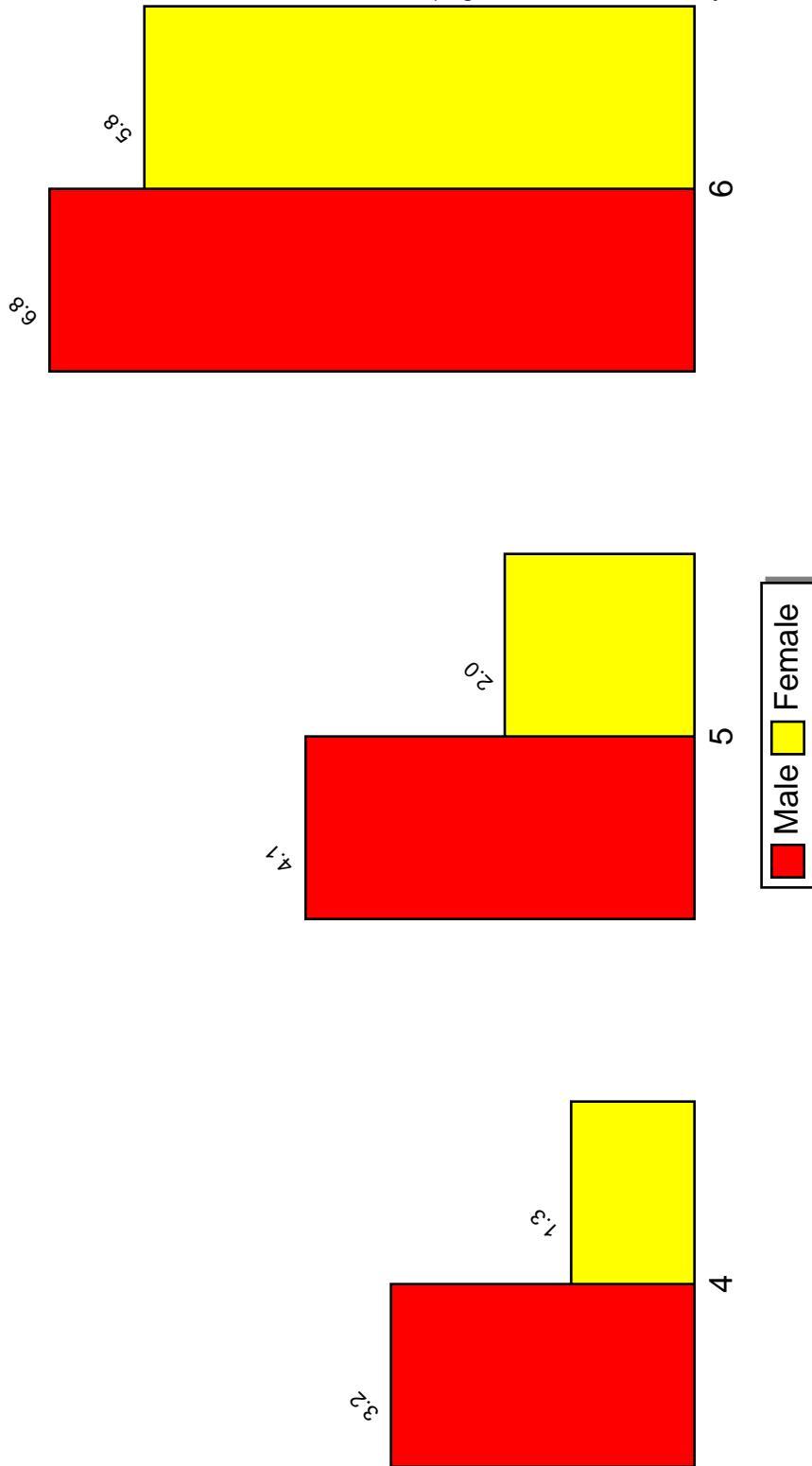
The following graphs will assist you in understanding the relationship of student behavior to alcohol and other drug usage. You are encouraged to make presentations to school faculty, parents, media, and other audiences in the community.

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

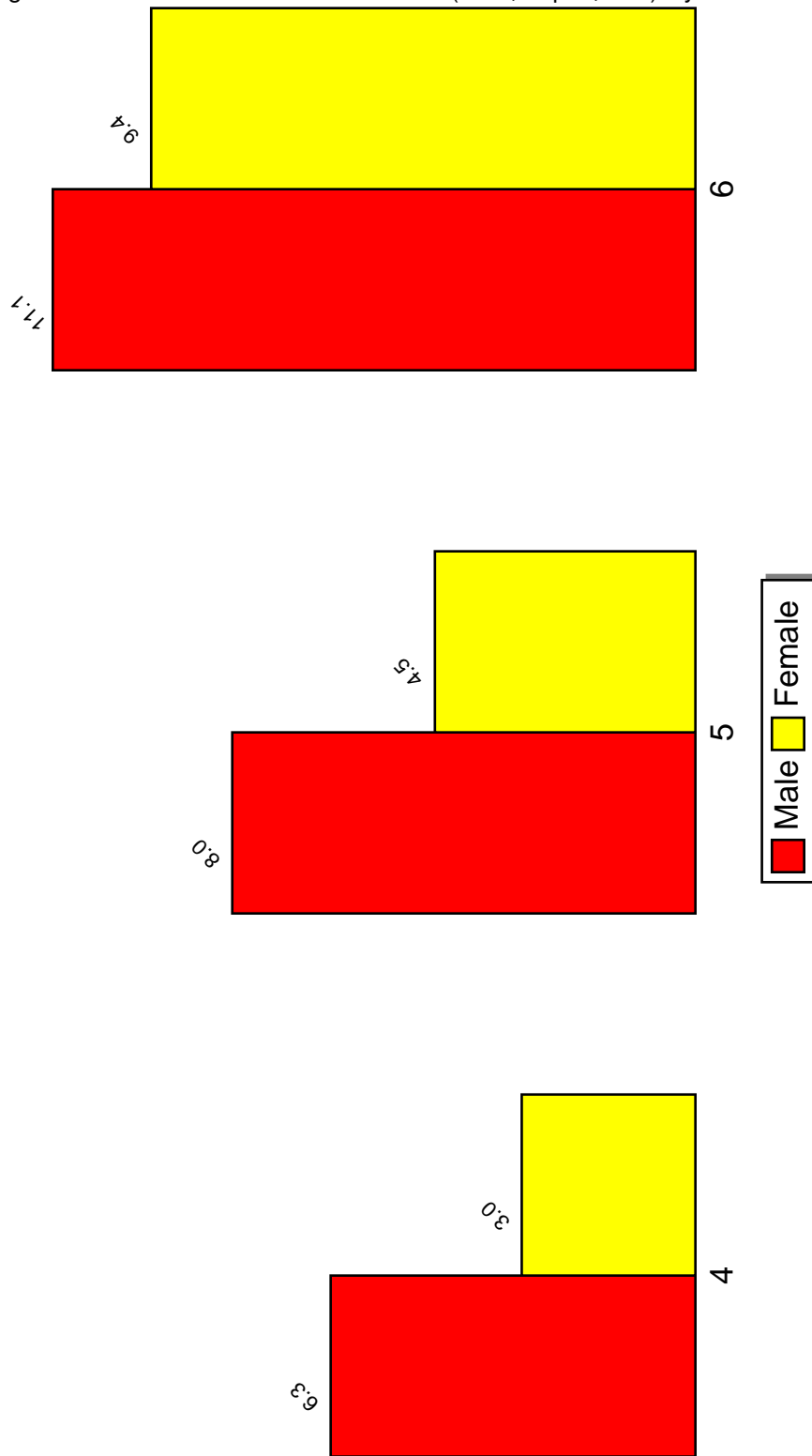
% Students Who Use Tobacco (Cigarettes, Chew, Etc. By Sex

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



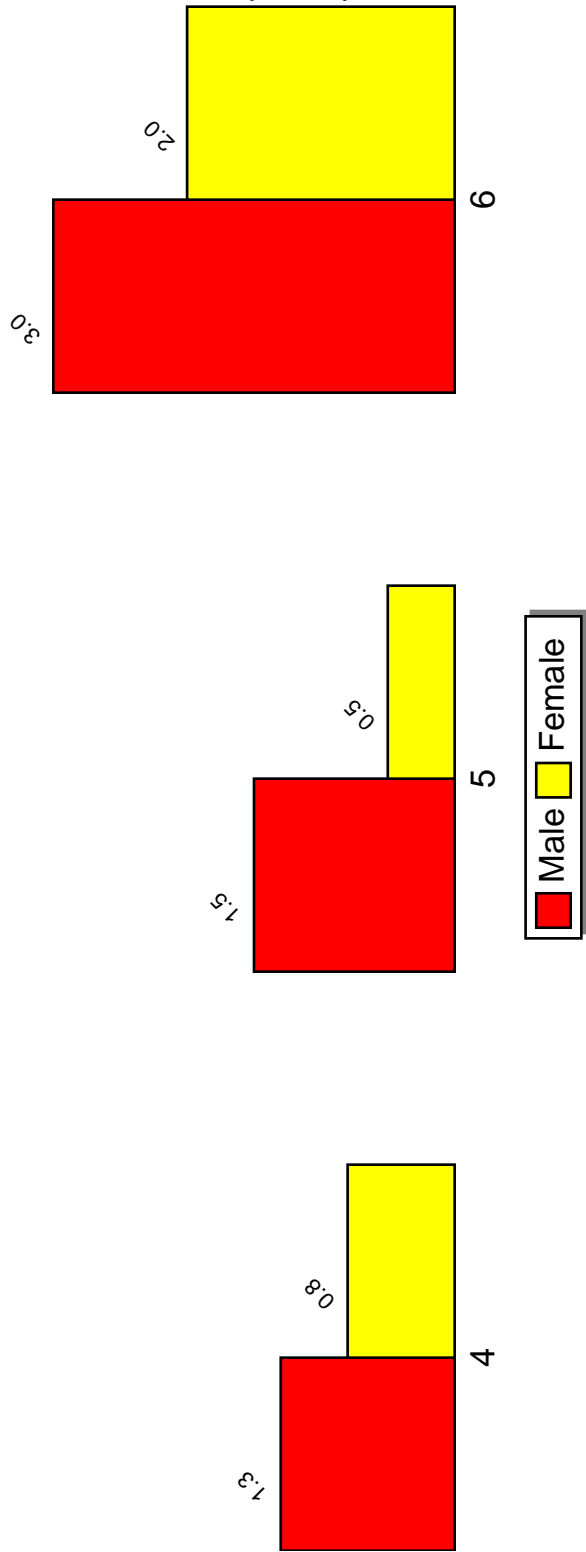
% Students Who Use Alcohol (Beer, Liquor, Etc.) By Sex

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



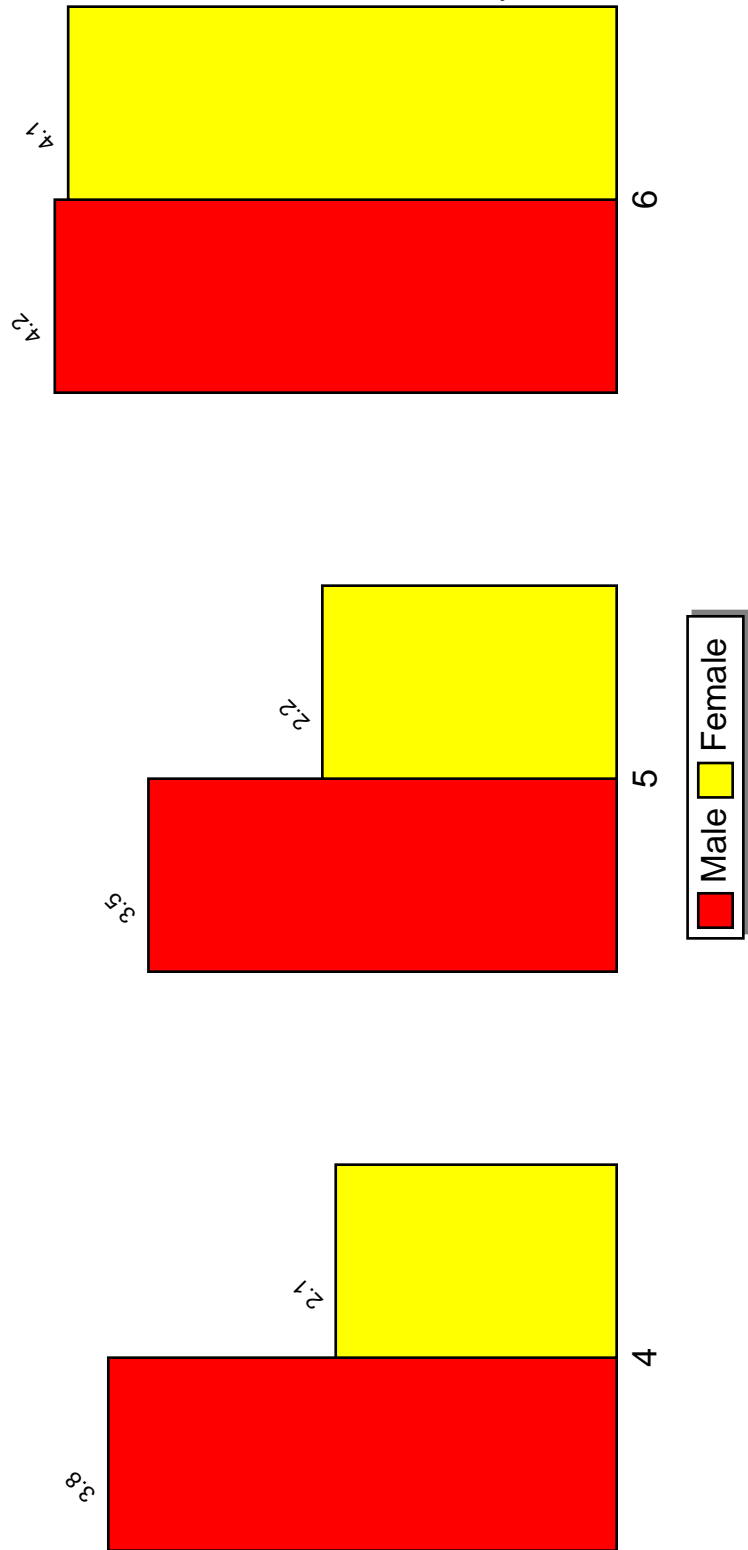
% Students Who Use Marijuana By Sex

Figure 3.3: % Students Who Use Marijuana By Sex



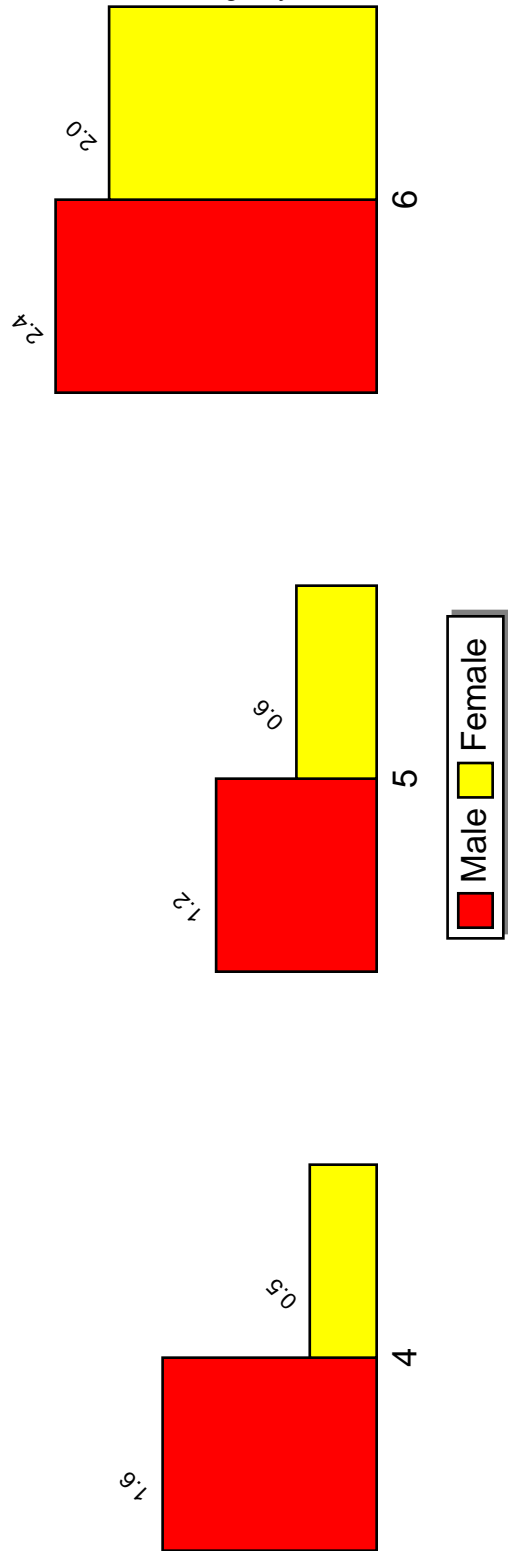
% Students Who Use Inhalants By Sex

Figure 3.4: % Students Who Use Inhalants By Sex



% Students Who Use Other Drugs By Sex

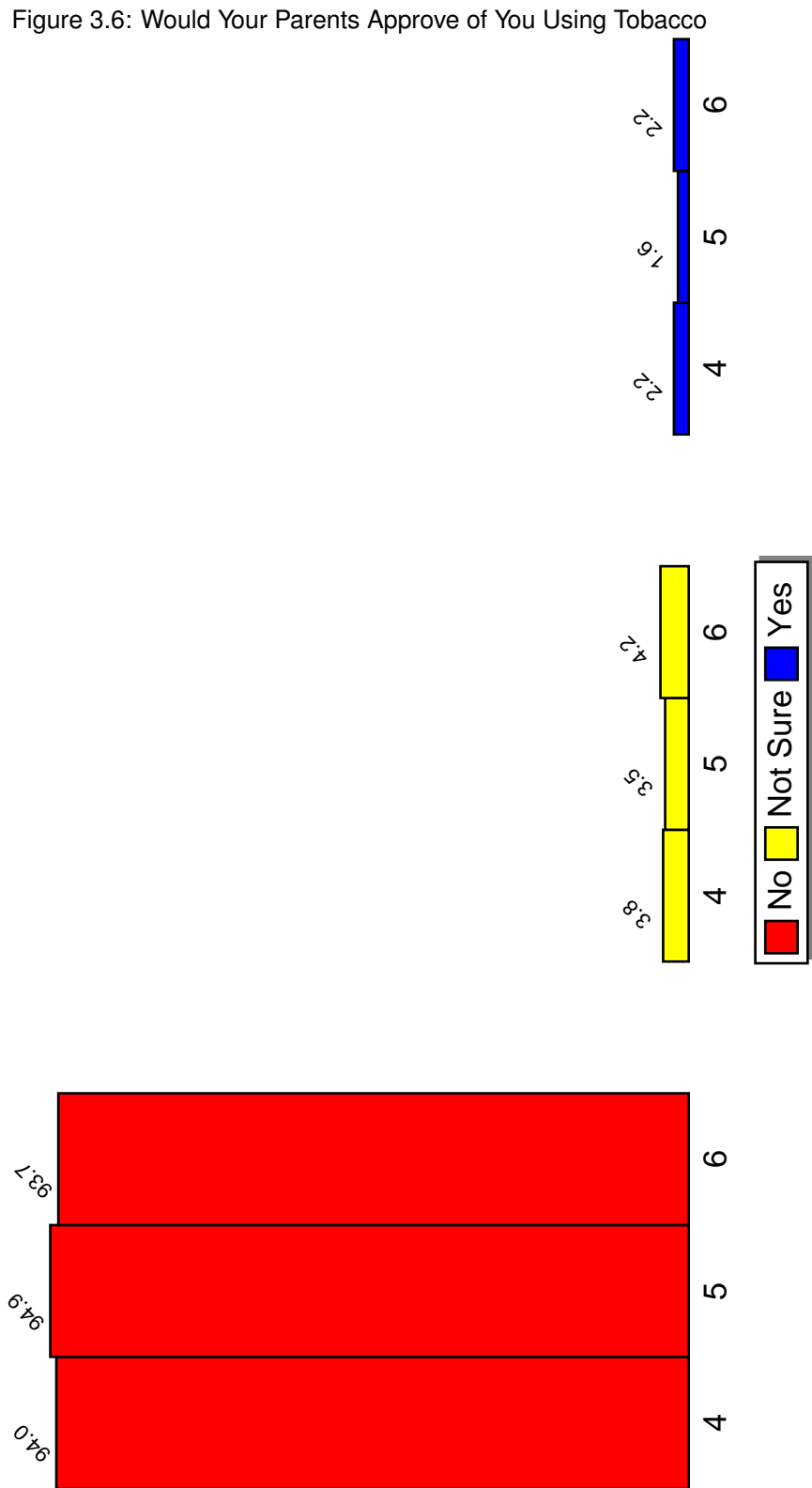
Figure 3.5: % Students Who Use Other Drugs By Sex



3.2 Parents' Approval of Drug Use

Would Your Parents Approve of You Using Tobacco

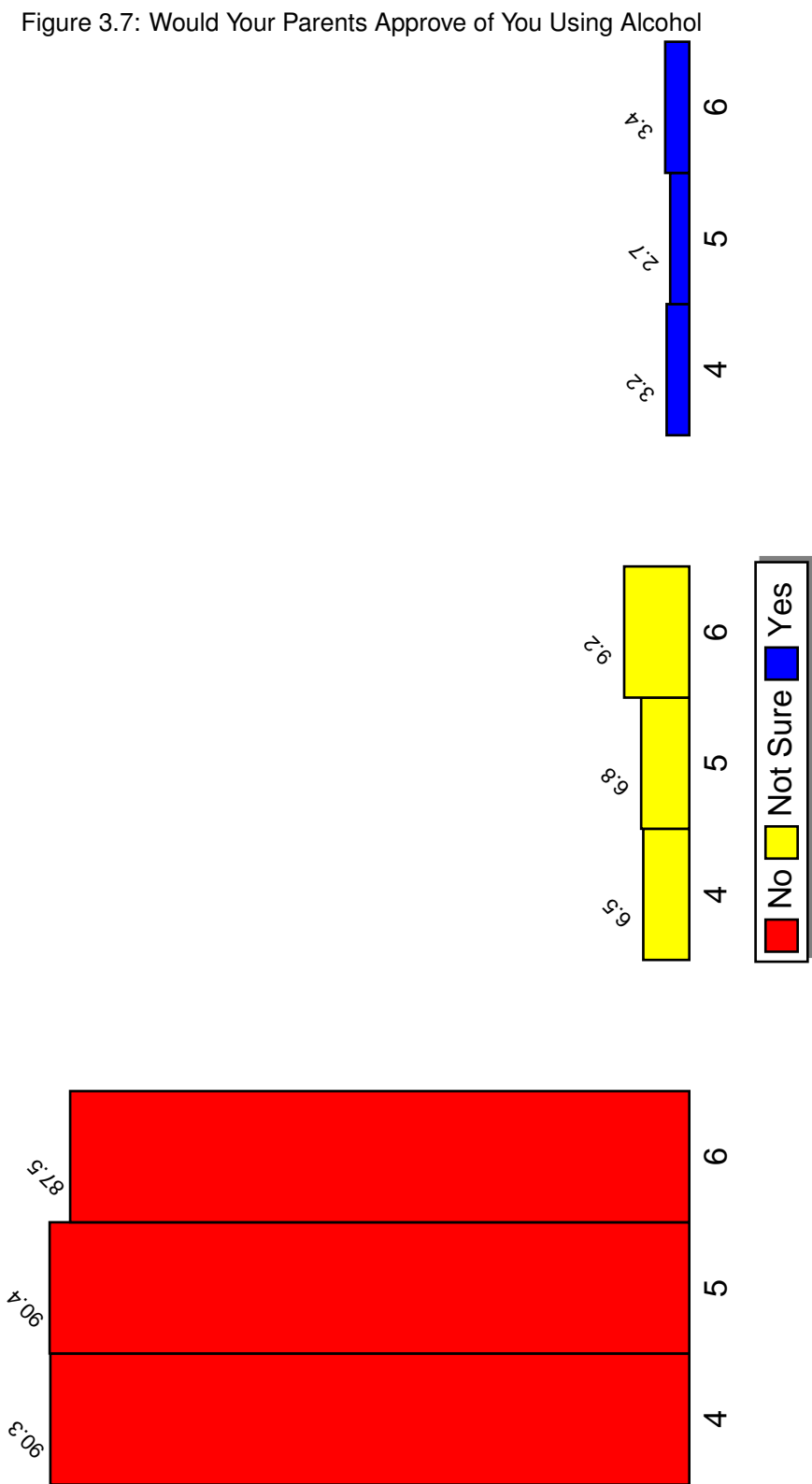
4-4th Grade, 5-5th Grade, 6-6th Grade



Source: Florida Needs Assessment Survey

Would Your Parents Approve of You Using Alcohol

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

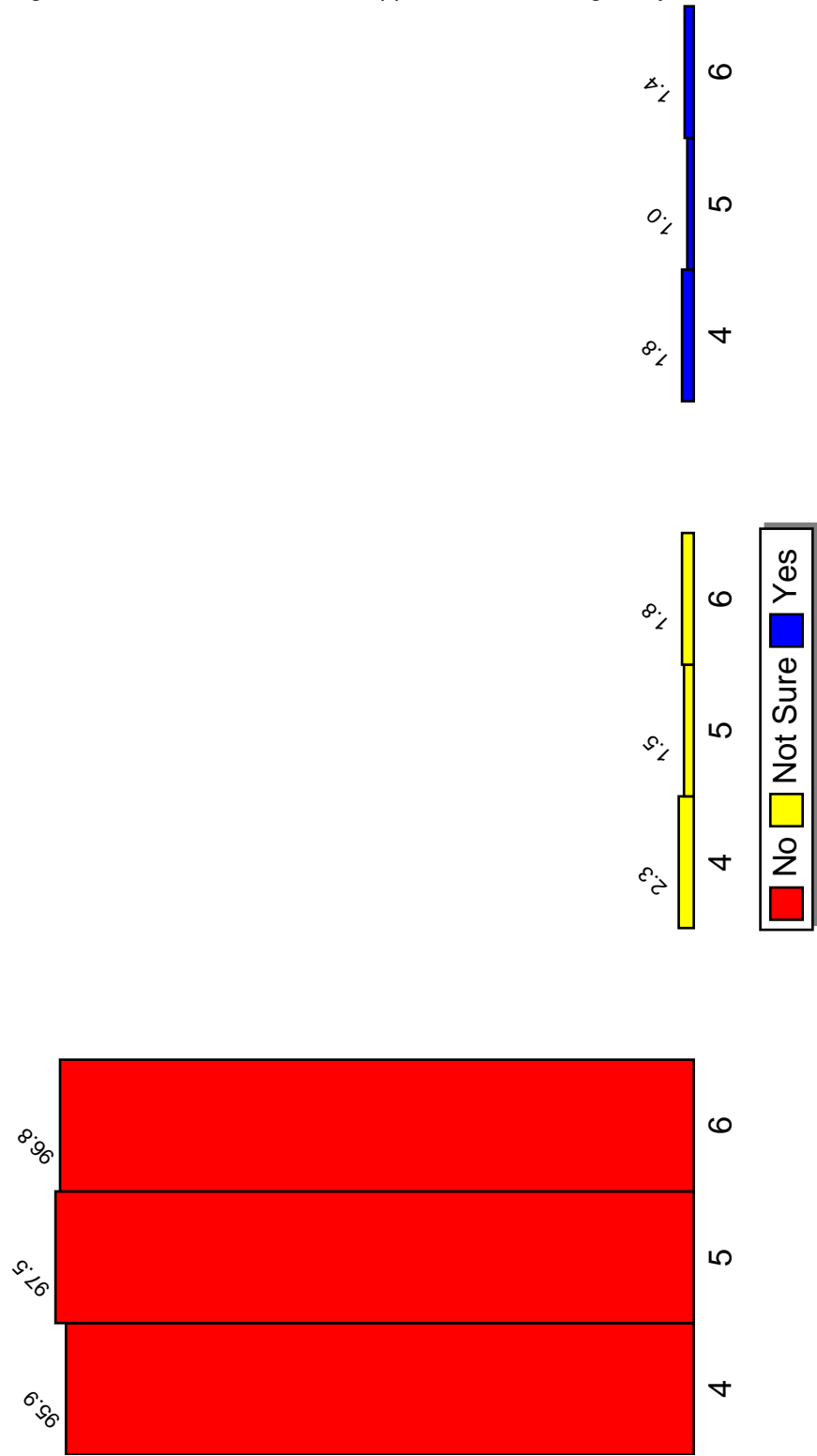


Source: Florida Needs Assessment Survey

Would Your Parents Approve of You Using Marijuana

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

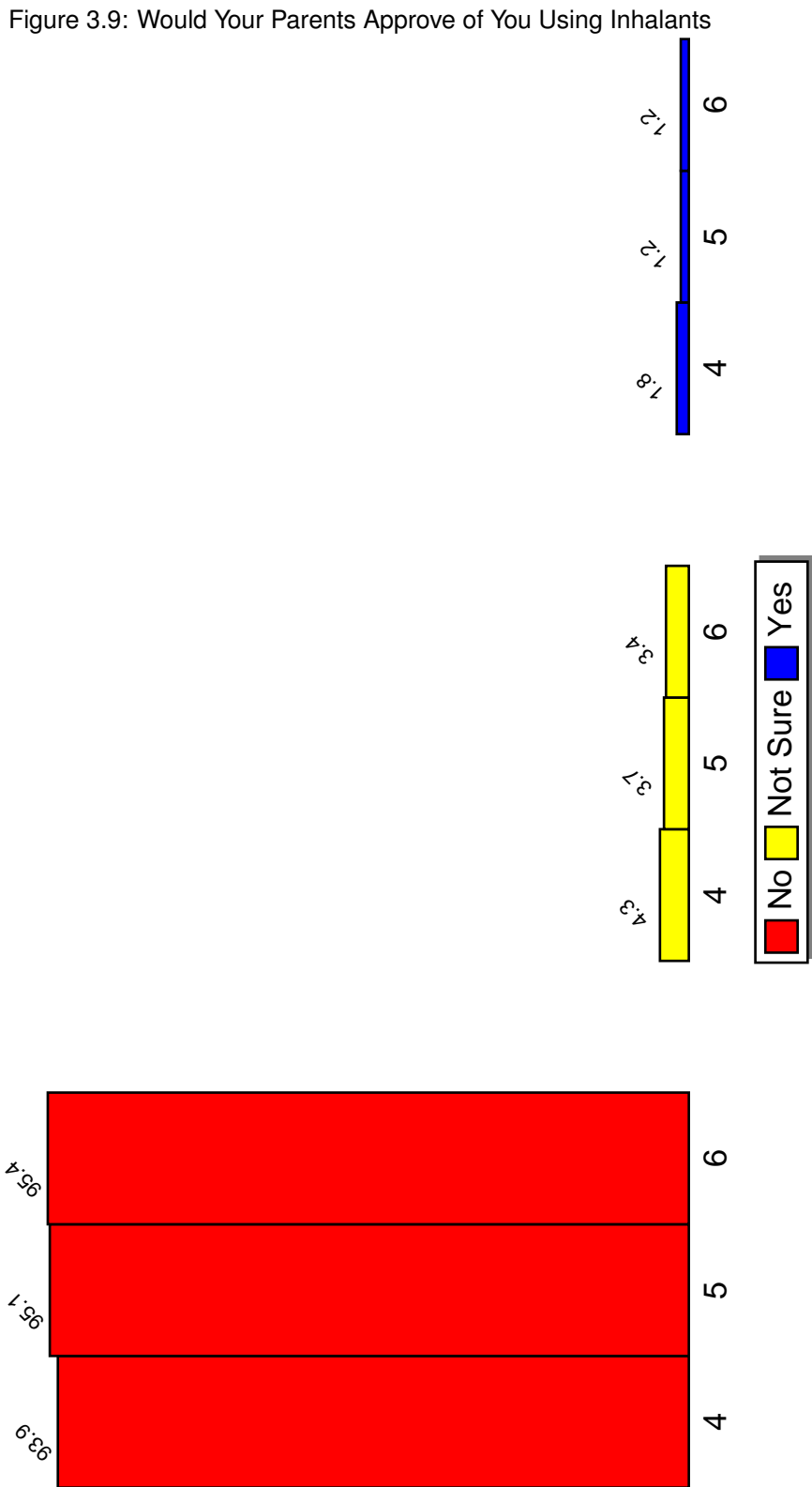
Figure 3.8: Would Your Parents Approve of You Using Marijuana



Source: Florida Needs Assessment Survey

Would Your Parents Approve of You Using Inhalants

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

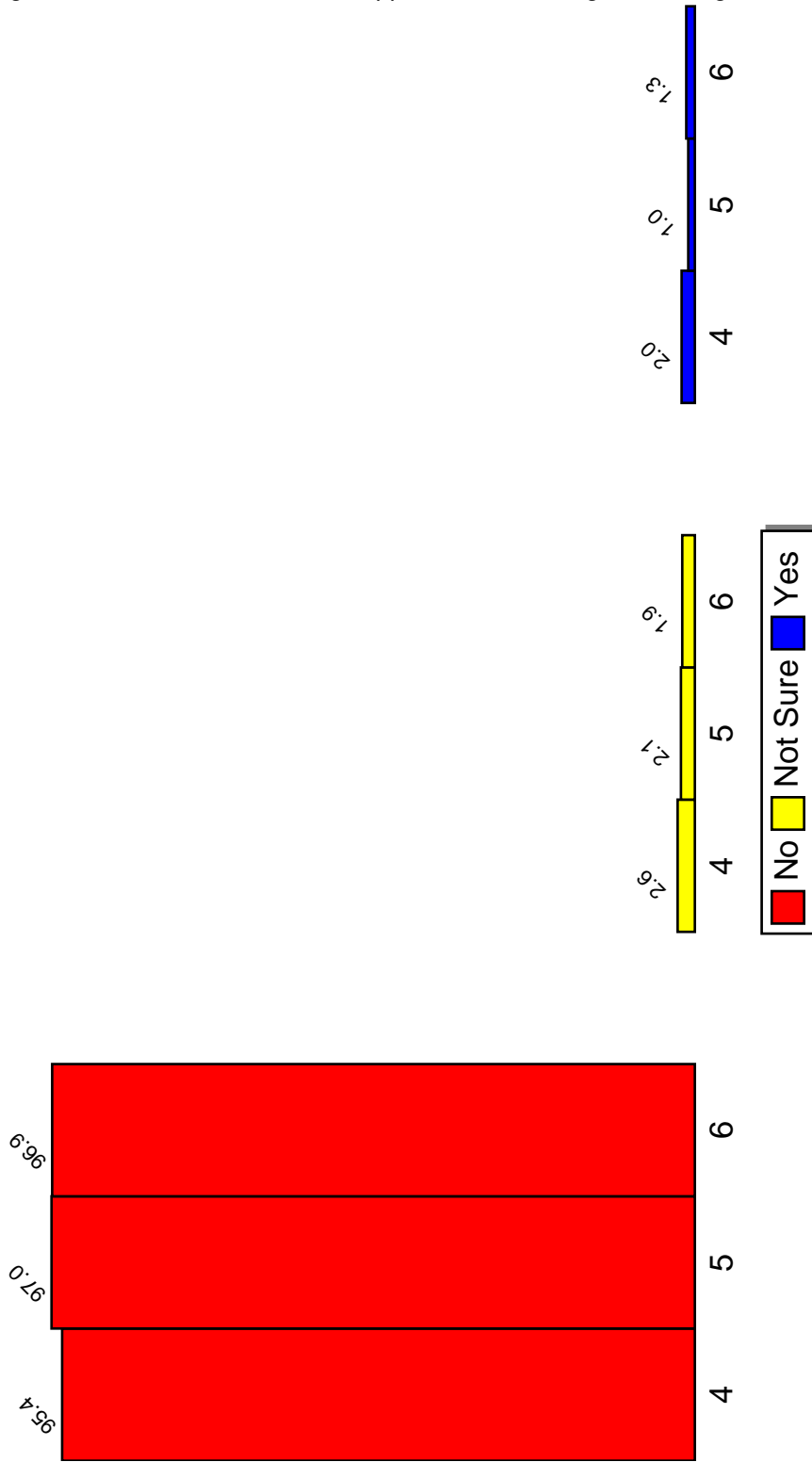


Source: Florida Needs Assessment Survey

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

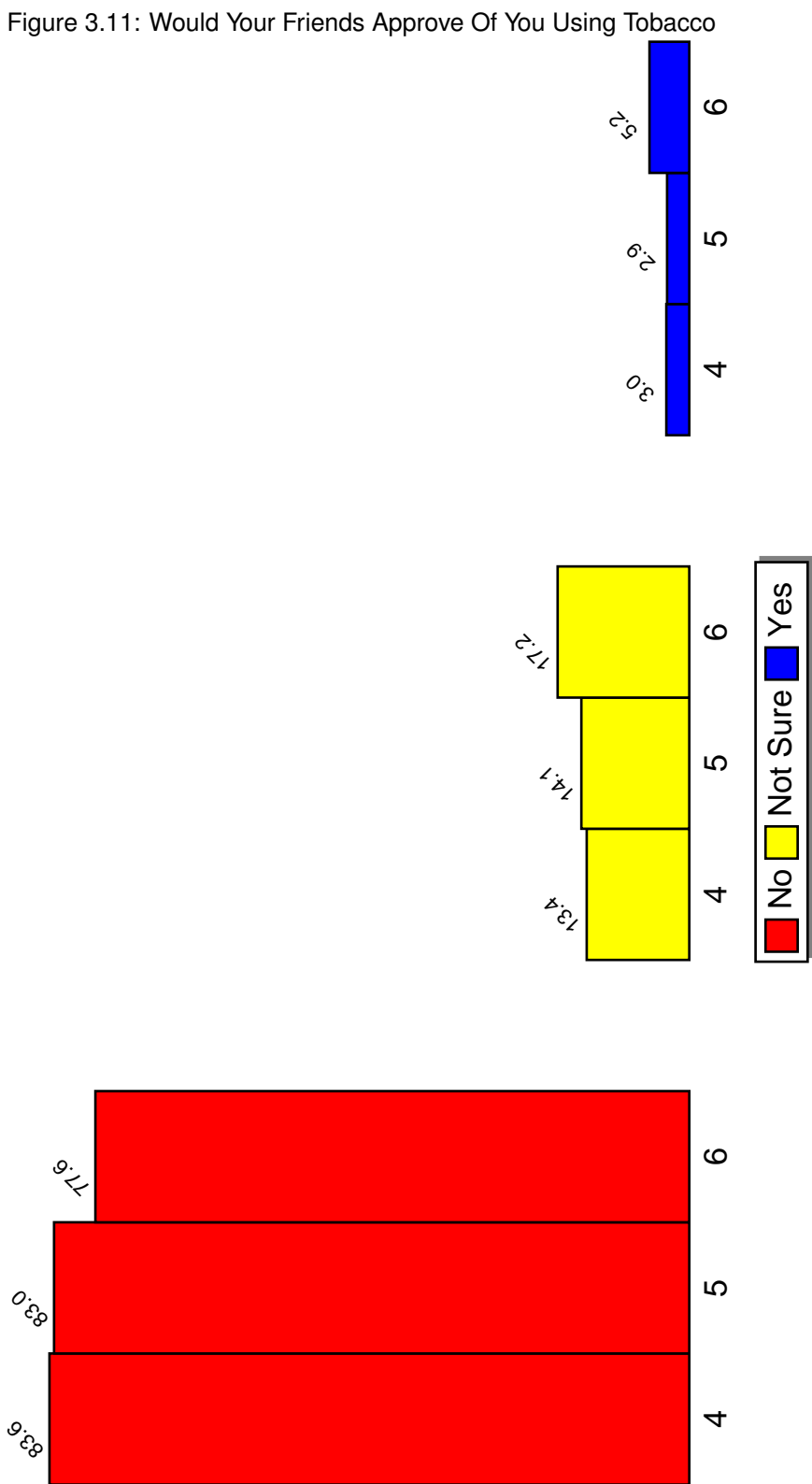


Source: Florida Needs Assessment Survey

3.3 Friends' Approval of Drug Use

Would Your Friends Approve Of You Using Tobacco

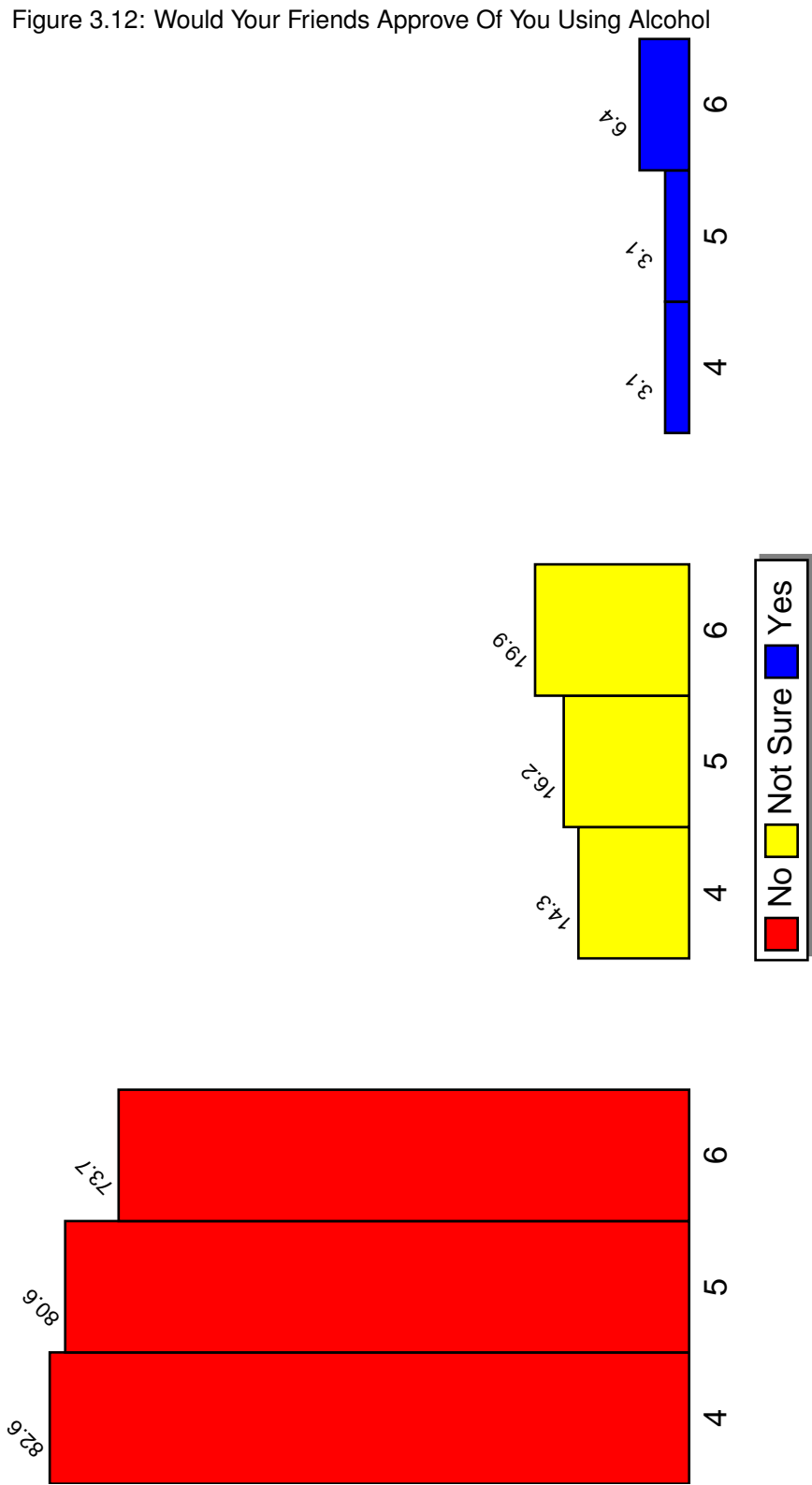
4-4th Grade, 5-5th Grade, 6-6th Grade



Source: Florida Needs Assessment Survey

Would Your Friends Approve Of You Using Alcohol

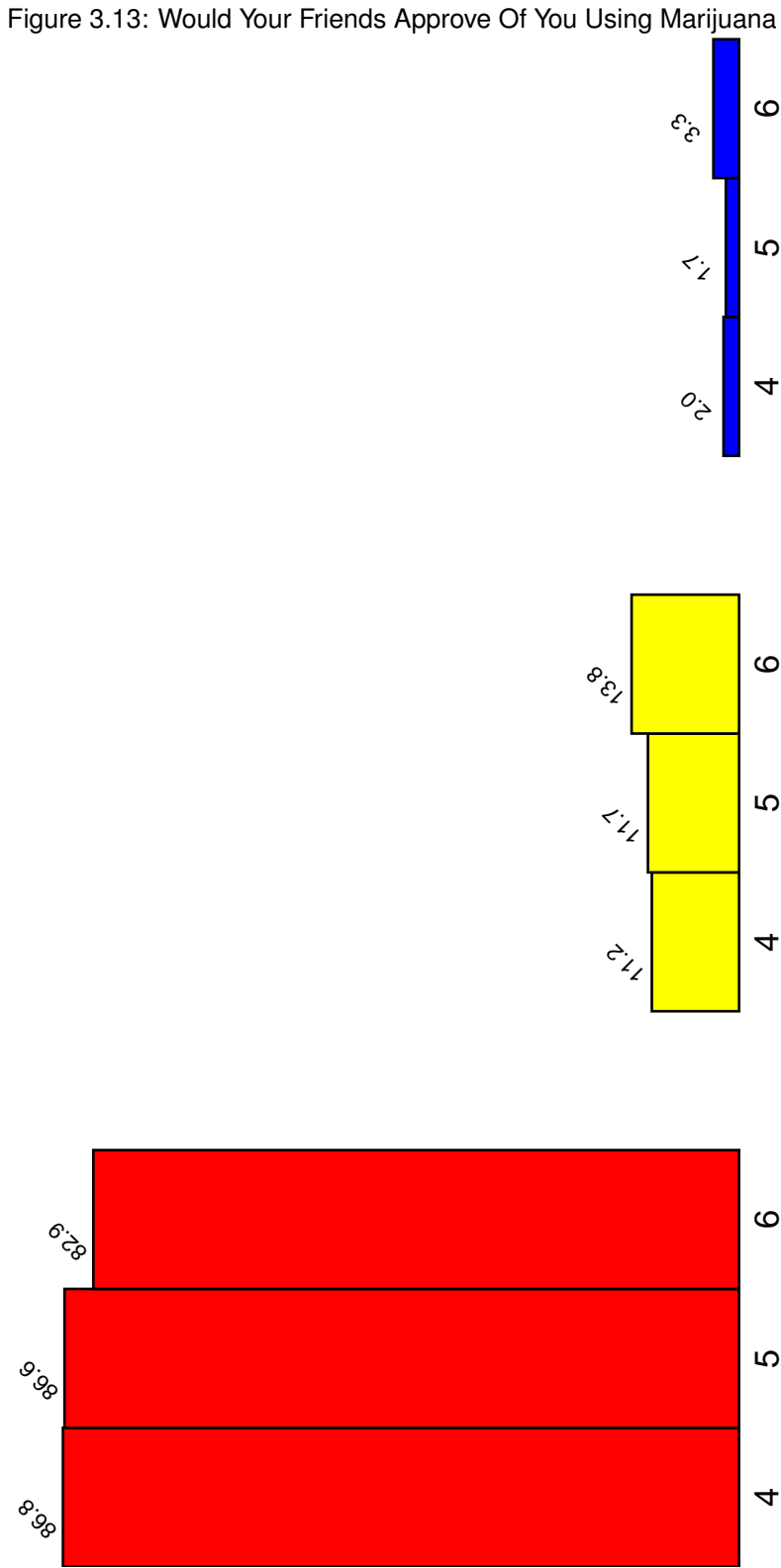
4-4th Grade, 5-5th Grade, 6-6th Grade



Source: Florida Needs Assessment Survey

Would Your Friends Approve Of You Using Marijuana

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

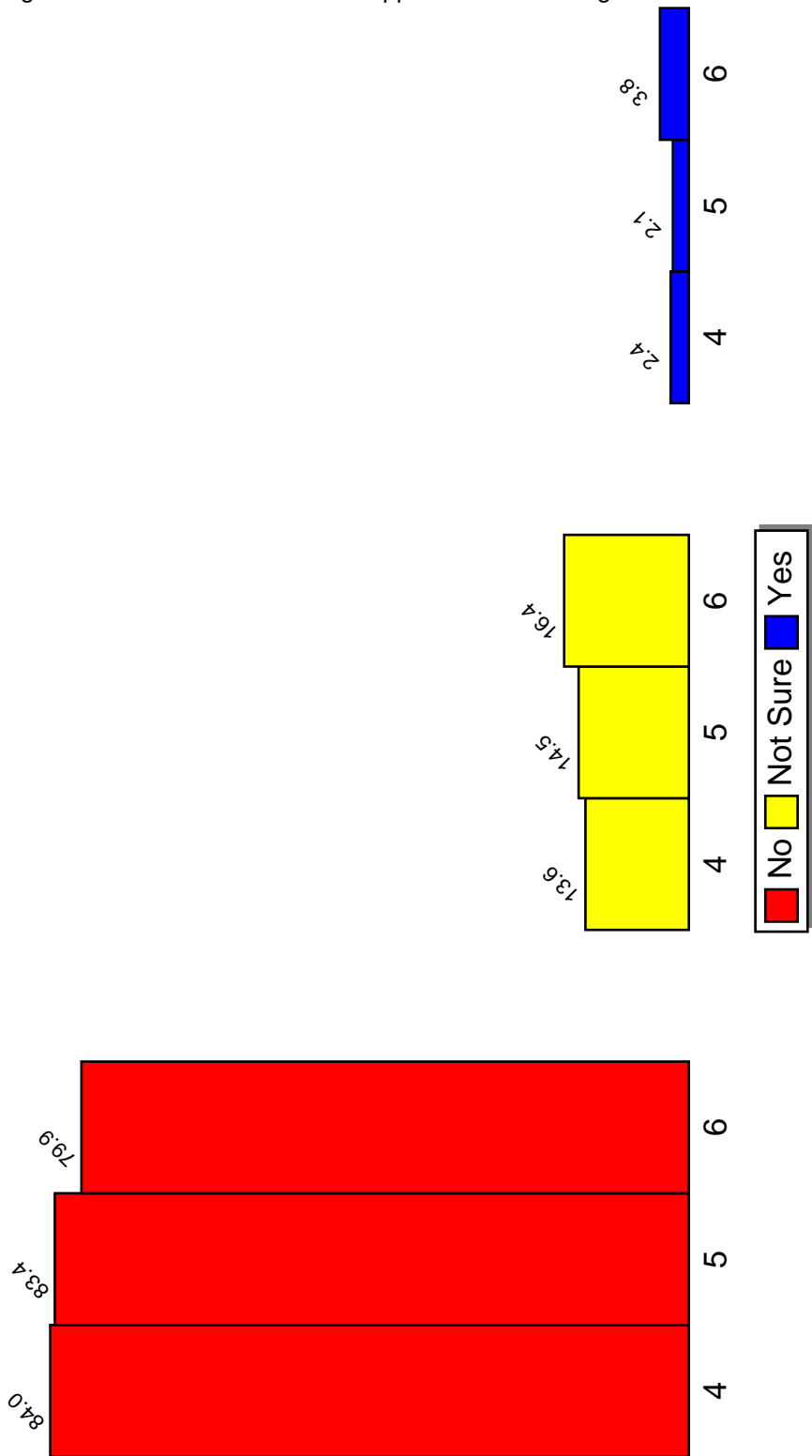


Source: Florida Needs Assessment Survey

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

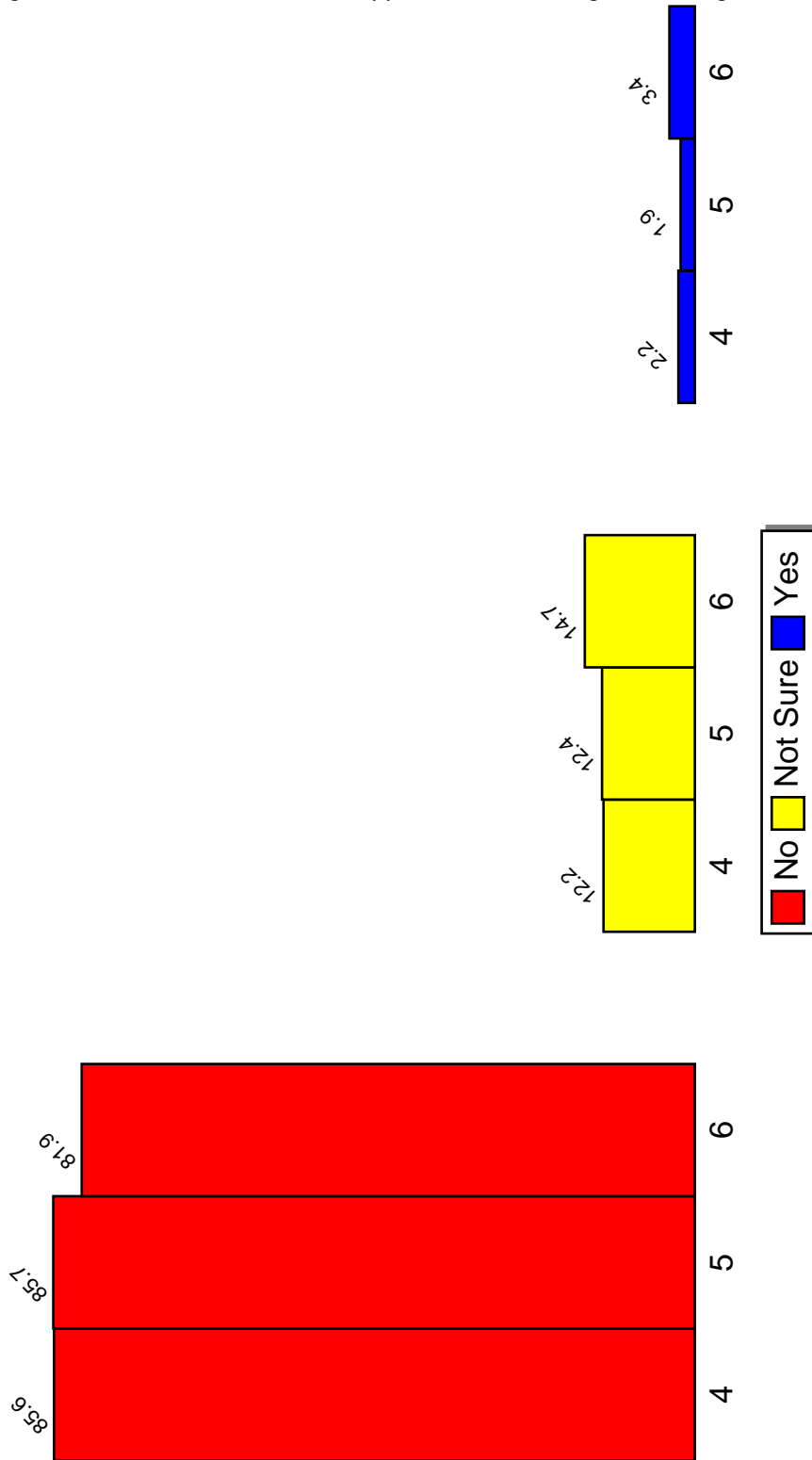


Source: Florida Needs Assessment Survey

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

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

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.

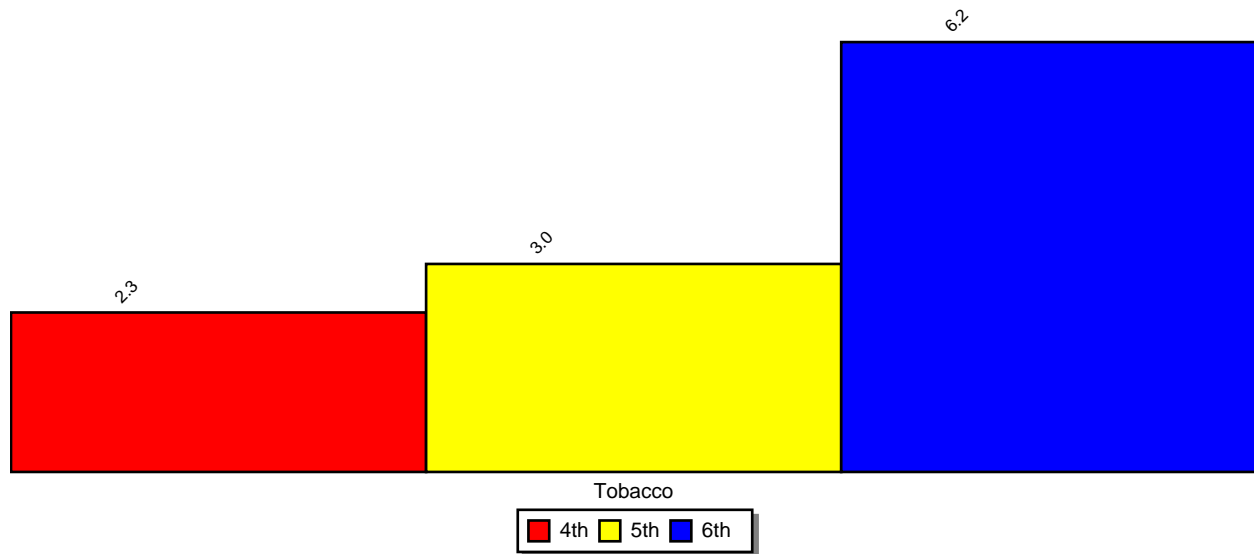
It is important that elementary students know the health consequences of using tobacco, but they may be most influenced by the social stigma and unattractive appearance that smoking or chewing can cause. For example, young people may choose not to smoke because cigarette smoke makes their hair smell 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 **3.4** percent report using tobacco (cigarettes, chew, etc.) within the past year.

For sixth graders, **6.2** 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.)
 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.

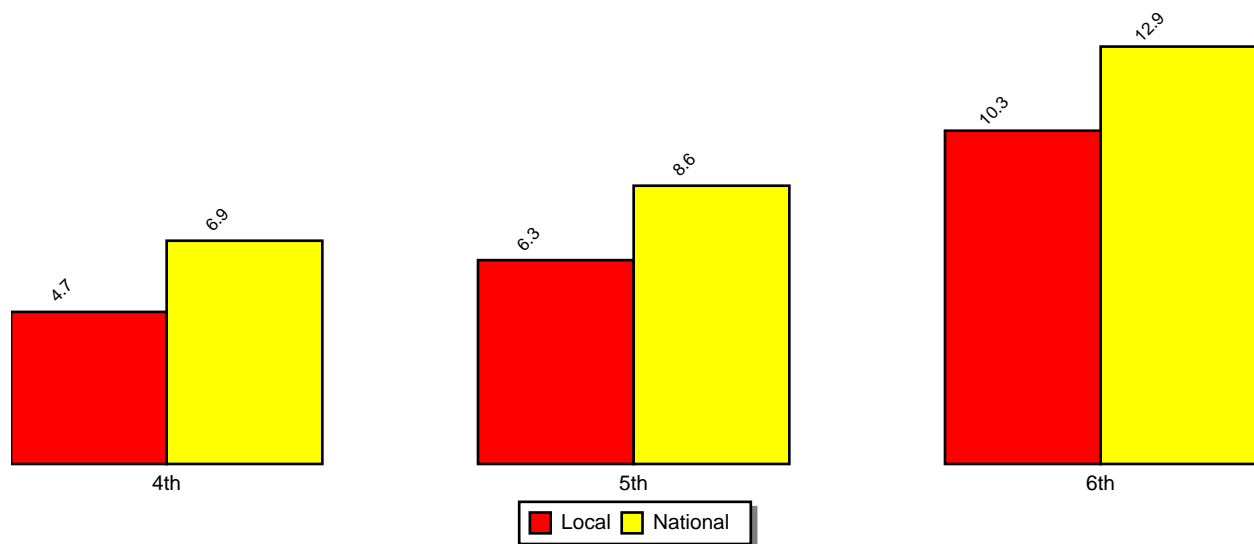
One out of 10 adults who drink become dependent on alcohol, but the odds may be two to three times greater for adolescents who drink. Teens have fewer defenses against acute intoxication and rapid addictions. Immature inhibitors in the forebrain, incomplete muscle and bone mass, poor eating habits, a 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, **10.3** percent of sixth grade students report drinking alcohol as compared to **4.7** 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.

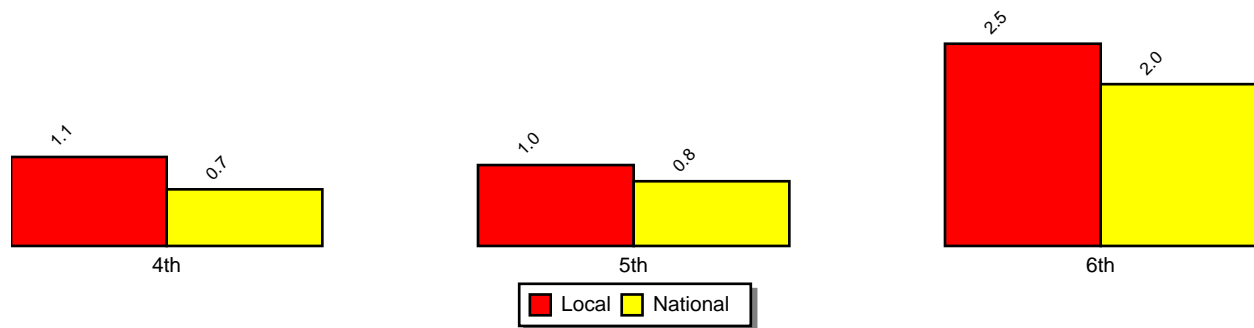
THC in the body has the most detrimental effect on those organs where there is an accumulation of fatty cells, such as the brain, heart, lungs and reproductive systems of males and females. The effect of this drug may be even more severe when used by a developing adolescent. Recent research has indicated 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 **2.5** 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 **3.2** 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

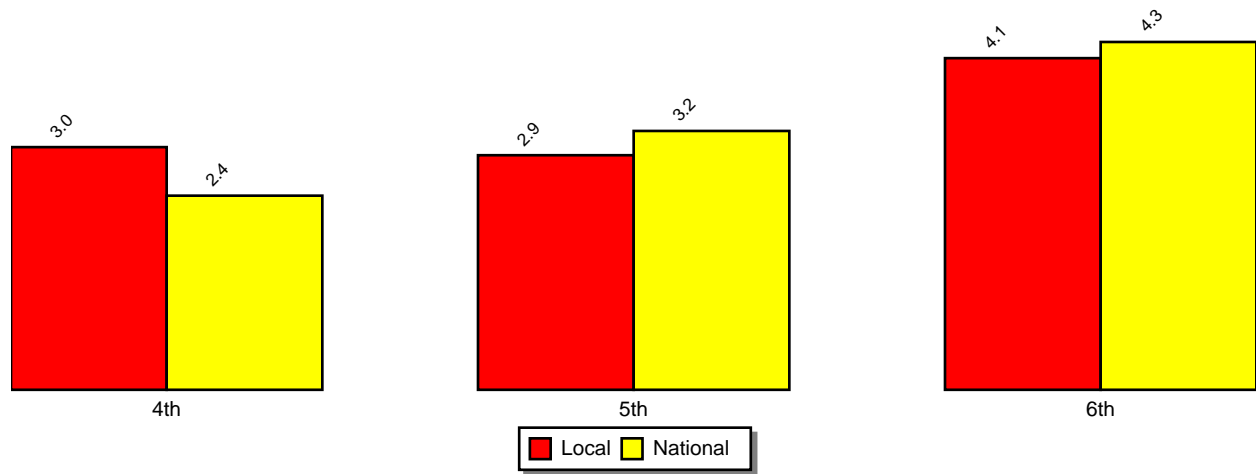
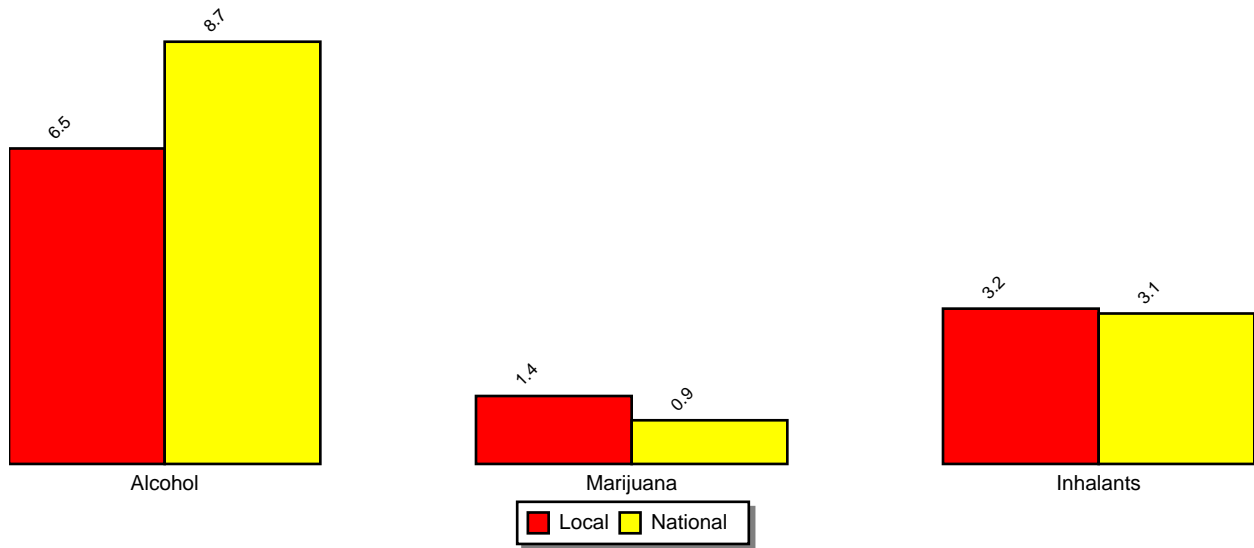


Figure 4.5: Local Use of Alcohol, Marijuana and Inhalants vs. 2004-2005 National Summary
Local Use of Alcohol, Marijuana and Inhalants vs. 2004-2005 National Summary



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, **17.5** 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	14.7	85.3
alcohol	17.5	82.5
marijuana	14.7	85.3
inhalants	17.0	83.0
other drugs	14.6	85.4
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 **4.8** percent of fourth grade students and **10.7** 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

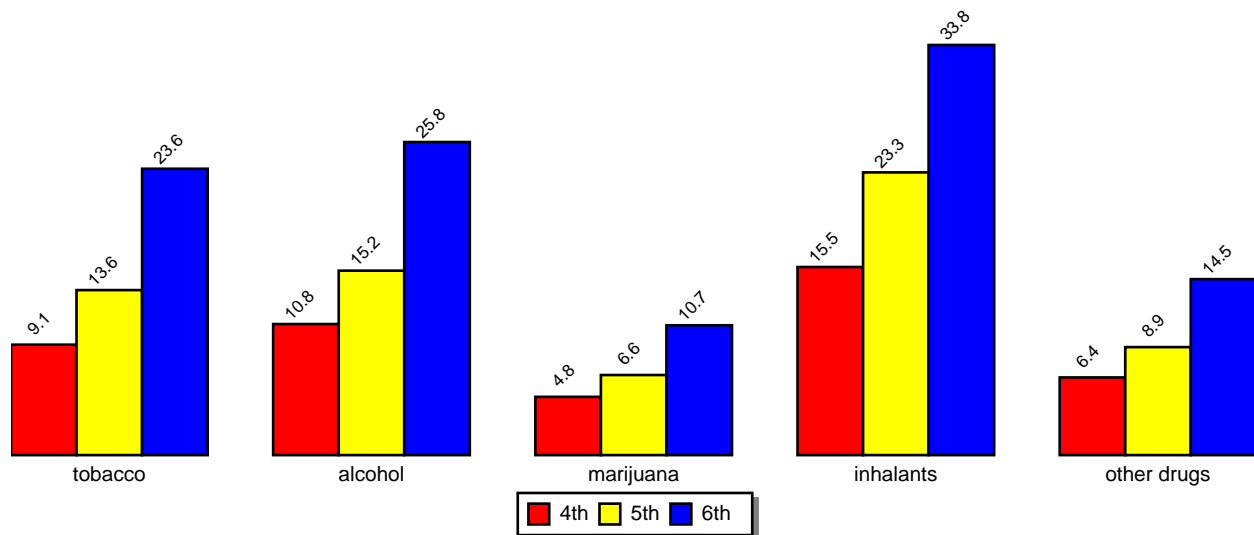


Table 4.3 contains the percentage of students who responded *Easy* compared with the 2004-2005 Pride Surveys National Summary percentages calculated from 37345 student responses. More than one in five American students in fourth, fifth, and sixth grades reported that marijuana was easy to obtain.

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	9.1	13.6	23.6	13.9	8.7	13.2	19.6	12.7
alcohol	10.8	15.2	25.8	15.7	18.7	28.0	39.1	26.6
marijuana	4.8	6.6	10.7	6.8	6.6	9.2	15.1	9.3
inhalants	15.5	23.3	33.8	22.4	0.0	0.0	0.0	0.0
other drugs	6.4	8.9	14.5	9.1	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	7800	68	50.6	49.4
5th	7197	19	49.9	50.1
6th	4104	17	49.9	50.1
Total	19101	104	50.2	49.8

Table 5.2: Ethnic Origin

Grade Level	N of Valid	N of Miss	White	Black	Hispanic	Asian	Native American	Mixed Origin	Other
4th	7740	128	58.4	22.9	7.7	1.3	1.9	5.6	2.1
5th	7147	70	57.3	21.3	11.7	1.3	1.9	4.7	1.9
6th	4067	54	63.7	16.2	6.8	2.3	2.0	6.8	2.2
Total	18954	252	59.1	20.8	9.0	1.5	1.9	5.5	2.1

Table 5.3: Age

Grade Level	N of Valid	N of Miss	8	9	10	11	12	13	14+
4th	7780	88	0.2	34.7	56.7	7.8	0.6	0.0	0.0
5th	7186	31	0.0	0.3	38.9	52.1	8.0	0.7	0.0
6th	4099	22	0.0	0.0	0.1	36.4	54.5	8.2	0.8
Total	19065	141	0.1	14.3	37.8	30.6	15.0	2.0	0.2

5.2 Student Characteristics

Table 5.4: I make good grades.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7806	62	0.8	52.3	46.9
5th	7191	26	0.5	55.9	43.5
6th	4107	14	1.0	53.1	45.9
Total	19104	102	0.7	53.8	45.4

Table 5.5: I get into trouble at school.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7756	112	38.1	57.9	4.0
5th	7138	79	36.9	58.5	4.6
6th	4077	44	38.2	56.6	5.2
Total	18971	235	37.7	57.8	4.5

Table 5.6: I go to church or synagogue.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7701	167	15.3	35.6	49.1
5th	7117	100	12.8	39.6	47.6
6th	4066	55	15.5	45.1	39.4
Total	18884	322	14.4	39.1	46.4

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

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7777	91	11.1	45.8	43.1
5th	7168	49	13.4	49.4	37.2
6th	4092	29	17.9	52.8	29.3
Total	19037	169	13.4	48.7	37.9

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	7709	159	10.9	33.2	55.9
5th	7112	105	10.3	34.6	55.2
6th	4059	62	12.6	39.9	47.5
Total	18880	326	11.0	35.2	53.8

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	7634	234	11.6	44.9	43.5
5th	7035	182	8.3	44.5	47.2
6th	4015	106	11.4	49.5	39.2
Total	18684	522	10.3	45.7	44.0

Table 5.10: My parents make me follow certain rules.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7726	142	3.2	23.2	73.6
5th	7131	86	3.2	27.2	69.6
6th	4069	52	3.8	30.9	65.3
Total	18926	280	3.3	26.4	70.3

Table 5.11: My school makes me follow certain rules.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7772	96	1.3	7.9	90.8
5th	7167	50	0.9	8.3	90.8
6th	4094	27	1.2	11.0	87.8
Total	19033	173	1.1	8.7	90.1

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	7696	172	20.3	45.7	34.0
5th	7122	95	16.5	48.8	34.7
6th	4081	40	13.4	50.3	36.3
Total	18899	307	17.4	47.9	34.7

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	7697	171	60.6	30.0	9.4
5th	7114	103	52.1	35.9	12.0
6th	4070	51	38.1	46.4	15.5
Total	18881	325	52.6	35.7	11.7

Table 5.14: The kids at school like me.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7435	433	6.0	43.8	50.2
5th	6836	381	4.8	43.1	52.2
6th	3913	208	3.5	41.6	54.9
Total	18184	1022	5.0	43.1	51.9

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

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7763	105	1.9	10.8	87.3
5th	7152	65	2.5	13.5	84.0
6th	4065	56	4.5	20.5	75.1
Total	18980	226	2.7	13.9	83.4

Table 5.16: I play violent video games.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7561	307	46.0	33.5	20.6
5th	6984	233	40.9	38.1	21.1
6th	4017	104	34.0	40.5	25.5
Total	18562	644	41.5	36.7	21.8

Table 5.17: I think I am overweight.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7660	208	65.3	25.4	9.3
5th	7061	156	61.6	27.8	10.6
6th	4037	84	60.1	27.5	12.4
Total	18758	448	62.8	26.8	10.4

Table 5.18: A doctor said that I am overweight.

Grade Level	N of Valid	N of Miss	Never	Sometimes	A Lot
4th	7660	208	89.0	8.1	2.9
5th	7070	147	87.8	9.1	3.1
6th	4031	90	87.2	9.1	3.7
Total	18761	445	88.2	8.7	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	7786	82	97.7	1.2	0.5	0.6
5th	7153	64	97.0	1.6	0.7	0.7
6th	4085	36	93.8	3.2	1.1	2.0
Total	19024	182	96.6	1.8	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	7762	106	95.3	3.1	1.0	0.6
5th	7130	87	93.7	4.4	1.1	0.7
6th	4077	44	89.7	7.0	2.2	1.1
Total	18969	237	93.5	4.4	1.3	0.8

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	7745	123	98.9	0.4	0.3	0.4
5th	7137	80	99.0	0.5	0.2	0.2
6th	4071	50	97.5	1.1	0.5	0.9
Total	18953	253	98.6	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	7721	147	97.0	1.6	0.9	0.6
5th	7134	83	97.1	1.4	0.7	0.7
6th	4077	44	95.9	2.5	0.9	0.8
Total	18932	274	96.8	1.7	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	7748	120	98.9	0.5	0.3	0.4
5th	7121	96	99.1	0.4	0.4	0.2
6th	4069	52	97.8	0.9	0.5	0.7
Total	18938	268	98.7	0.5	0.4	0.4

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	7750	118	18.4	81.6
5th	7156	61	13.2	86.8
6th	4089	32	10.5	89.5
Total	18995	211	14.7	85.3

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	7738	130	20.2	79.8
5th	7132	85	15.8	84.2
6th	4072	49	15.3	84.7
Total	18942	264	17.5	82.5

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	7722	146	18.4	81.6
5th	7123	93	13.0	87.0
6th	4086	35	10.6	89.4
Total	18931	274	14.7	85.3

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	7692	176	20.5	79.5
5th	7116	100	14.9	85.1
6th	4076	45	14.0	86.0
Total	18884	321	17.0	83.0

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	7701	167	18.3	81.7
5th	7131	85	12.8	87.2
6th	4069	52	10.6	89.4
Total	18901	304	14.6	85.4

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	7764	104	94.0	3.8	2.2
5th	7157	59	94.9	3.5	1.6
6th	4080	41	93.7	4.2	2.2
Total	19001	204	94.3	3.8	2.0

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	7757	111	90.3	6.5	3.2
5th	7148	68	90.4	6.8	2.7
6th	4075	46	87.5	9.2	3.4
Total	18980	225	89.7	7.2	3.1

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	7735	133	95.9	2.3	1.8
5th	7143	73	97.5	1.5	1.0
6th	4077	44	96.8	1.8	1.4
Total	18955	250	96.7	1.9	1.4

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	7724	144	93.9	4.3	1.8
5th	7142	75	95.1	3.7	1.2
6th	4073	48	95.4	3.4	1.2
Total	18939	267	94.7	3.9	1.4

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	7731	137	95.4	2.6	2.0
5th	7128	88	97.0	2.1	1.0
6th	4071	50	96.9	1.9	1.3
Total	18930	275	96.3	2.2	1.5

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	7750	118	83.6	13.4	3.0
5th	7135	82	83.0	14.1	2.9
6th	4065	56	77.6	17.2	5.2
Total	18950	256	82.1	14.5	3.4

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	7733	135	82.6	14.3	3.1
5th	7128	89	80.6	16.2	3.1
6th	4060	61	73.7	19.9	6.4
Total	18921	285	80.0	16.2	3.8

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	7717	151	86.8	11.2	2.0
5th	7123	94	86.6	11.7	1.7
6th	4057	64	82.9	13.8	3.3
Total	18897	309	85.9	11.9	2.2

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	7703	165	84.0	13.6	2.4
5th	7124	93	83.4	14.5	2.1
6th	4054	67	79.9	16.4	3.8
Total	18881	325	82.9	14.5	2.6

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	7708	160	85.6	12.2	2.2
5th	7119	98	85.7	12.4	1.9
6th	4050	71	81.9	14.7	3.4
Total	18877	329	84.8	12.8	2.3

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	7727	141	95.8	1.4	0.6	0.1	2.0
5th	7108	109	95.4	1.6	0.9	0.1	1.9
6th	4045	76	92.6	1.7	2.1	0.3	3.4
Total	18880	326	94.9	1.5	1.0	0.2	2.3

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	7699	169	93.7	3.1	0.6	0.1	2.5
5th	7099	118	92.7	4.1	0.7	0.1	2.3
6th	4037	84	88.8	5.6	1.7	0.2	3.7
Total	18835	371	92.3	4.0	0.9	0.1	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	7687	181	97.7	0.3	0.5	0.1	1.3
5th	7099	118	98.1	0.2	0.5	0.1	1.2
6th	4045	76	96.9	0.3	0.9	0.2	1.8
Total	18831	375	97.7	0.3	0.5	0.1	1.4

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	7661	207	96.0	1.0	0.3	0.8	2.0
5th	7083	134	96.3	1.1	0.3	0.9	1.5
6th	4028	93	94.4	1.3	0.5	1.7	2.1
Total	18772	434	95.8	1.1	0.3	1.0	1.8

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	7670	198	97.8	0.4	0.2	0.2	1.4
5th	7092	125	98.3	0.2	0.3	0.2	0.9
6th	4035	86	96.9	0.3	0.5	0.3	1.9
Total	18797	409	97.8	0.3	0.3	0.2	1.3

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	7738	130	98.8	0.7	0.5
5th	7129	88	99.0	0.6	0.4
6th	4056	65	97.6	1.1	1.4
Total	18923	283	98.6	0.7	0.6

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	7720	148	98.0	1.4	0.6
5th	7116	101	98.3	1.3	0.5
6th	4053	68	97.1	1.5	1.3
Total	18889	317	97.9	1.4	0.7

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	7706	162	99.4	0.3	0.3
5th	7118	99	99.5	0.3	0.2
6th	4052	69	98.7	0.6	0.7
Total	18876	330	99.3	0.4	0.3

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	7687	181	97.6	1.4	0.9
5th	7113	104	97.3	1.8	0.8
6th	4051	70	95.5	2.5	2.0
Total	18851	355	97.1	1.8	1.1

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	7710	158	73.3	15.5	11.2
5th	7100	117	74.7	14.5	10.9
6th	4047	74	75.0	15.5	9.5
Total	18857	349	74.2	15.1	10.7

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	7692	176	67.8	15.6	16.6
5th	7077	140	66.6	17.4	16.1
6th	4042	79	66.2	17.3	16.5
Total	18811	395	67.0	16.6	16.4

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	7681	187	74.2	14.1	11.7
5th	7091	126	77.6	12.7	9.7
6th	4043	78	79.2	11.9	8.8
Total	18815	391	76.6	13.1	10.3

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	7712	156	98.4	0.8	0.8
5th	7103	114	99.0	0.6	0.4
6th	4049	72	98.7	0.4	0.8
Total	18864	342	98.7	0.7	0.7

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	7684	184	96.6	2.0	1.4
5th	7095	122	97.1	2.0	1.0
6th	4041	80	95.8	2.3	1.9
Total	18820	386	96.6	2.1	1.3

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	7729	139	97.3	1.6	1.1
5th	7112	104	95.8	2.4	1.8
6th	4043	78	92.6	3.2	4.2
Total	18884	321	95.7	2.2	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	7713	155	93.5	4.5	2.1
5th	7111	105	91.6	5.4	3.0
6th	4049	72	86.8	7.3	6.0
Total	18873	332	91.3	5.4	3.2

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	7699	169	98.9	0.7	0.4
5th	7109	107	99.0	0.5	0.5
6th	4049	72	97.5	0.8	1.7
Total	18857	348	98.7	0.6	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	7678	190	97.2	1.5	1.3
5th	7101	115	97.1	1.7	1.2
6th	4052	69	95.7	2.2	2.1
Total	18831	374	96.8	1.7	1.4

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	7689	179	82.4	9.9	7.7
5th	7102	115	83.8	9.1	7.1
6th	4049	72	85.8	8.2	6.0
Total	18840	366	83.7	9.2	7.1

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	7677	191	79.0	10.2	10.8
5th	7079	137	78.9	10.5	10.6
6th	4044	77	79.9	10.4	9.7
Total	18800	405	79.2	10.3	10.5

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	7669	199	82.4	9.0	8.6
5th	7086	130	85.1	7.7	7.2
6th	4039	82	86.9	7.2	5.9
Total	18794	411	84.4	8.1	7.5

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	7684	184	96.7	1.5	1.8
5th	7104	113	96.5	1.5	2.0
6th	4039	82	96.1	1.8	2.2
Total	18827	379	96.5	1.5	1.9

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	7675	193	90.6	4.3	5.1
5th	7077	139	88.4	5.1	6.5
6th	4042	79	86.5	5.7	7.7
Total	18794	411	88.9	4.9	6.2

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	7677	191	79.4	11.5	9.1
5th	7095	121	75.2	11.2	13.6
6th	4058	63	65.6	10.8	23.6
Total	18830	375	74.8	11.3	13.9

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	7662	206	76.9	12.3	10.8
5th	7092	125	72.4	12.4	15.2
6th	4060	61	62.2	12.0	25.8
Total	18814	392	72.0	12.3	15.7

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	7642	226	82.9	12.3	4.8
5th	7091	125	80.5	13.0	6.6
6th	4052	69	74.6	14.7	10.7
Total	18785	420	80.2	13.1	6.8

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	7641	227	75.9	8.6	15.5
5th	7085	132	69.9	6.7	23.3
6th	4046	75	60.4	5.7	33.8
Total	18772	434	70.3	7.3	22.4

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	7653	215	81.9	11.7	6.4
5th	7090	127	79.8	11.4	8.9
6th	4053	68	73.6	11.9	14.5
Total	18796	410	79.3	11.6	9.1

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	7626	242	72.0	15.2	12.9
5th	7080	137	67.8	16.0	16.2
6th	4032	89	62.5	17.3	20.1
Total	18738	468	68.3	15.9	15.7

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	7786	82	0.6	1.1	2.3
5th	7153	64	0.7	1.4	3.0
6th	4085	36	2.0	3.1	6.2
Total	19024	182	0.9	1.6	3.4

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	7762	106	0.6	1.6	4.7
5th	7130	87	0.7	1.9	6.3
6th	4077	44	1.1	3.3	10.3
Total	18969	237	0.8	2.1	6.5

Table 5.70: Frequency of Use – Marijuana

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	7745	123	0.4	0.6	1.1
5th	7137	80	0.2	0.5	1.0
6th	4071	50	0.9	1.4	2.5
Total	18953	253	0.4	0.7	1.4

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

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	7721	147	0.6	1.5	3.0
5th	7134	83	0.7	1.4	2.9
6th	4077	44	0.8	1.7	4.1
Total	18932	274	0.7	1.5	3.2

Table 5.72: Frequency of Use – Other Drugs

Grade Level	N of Valid	N of Miss	Weekly Use	Monthly Use	Annual Use
4th	7748	120	0.4	0.6	1.1
5th	7121	96	0.2	0.6	0.9
6th	4069	52	0.7	1.3	2.2
Total	18938	268	0.4	0.7	1.3