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# Texas School Survey of Substance Use Among Students: Grades 4-6

# 2004

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Substance Use Among Students:  
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**By  
Liang Y. Liu, Ph.D.**

**Community Mental Health and  
Substance Abuse Services**



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Community Mental Health and Substance Abuse Services  
Texas Department of State Health Services  
PO Box 12668 ♦ Austin, Texas 78711-2668  
909 W. 45<sup>th</sup> Street ♦ Austin, Texas 78751  
(512) 206-5000 ♦ (866) 378-8440

**Web site:** <http://www.dshs.state.tx.us/sa/>

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# Chapter 1

## General Introduction

79,454 students in grades four through six from 69 school districts completed the 2004 Texas School Survey.

In the spring of 2004, the Texas Commission on Alcohol and Drug Abuse (now the Texas Department of State Health Services), in conjunction with the Public Policy Research Institute at Texas A&M University, conducted the eighth statewide survey of drug and alcohol use among students in elementary schools. The decision to survey students in grades four, five, and six was made in 1989 after it became clear from the first survey of students in secondary schools that many students had started using substances during their elementary years. The statewide elementary survey has been conducted every other year since 1990, in the same years as the statewide secondary survey. The 2004 Texas School Survey results for elementary students were based on the responses of 79,454 students in grades four through six sampled from 69 school districts in the state. A copy of the elementary survey instrument can be found in Appendix A.

Weights were applied to adjust the sample to reflect more accurately the actual demographic composition of the Texas elementary school population (see Appendix D for a description of the survey methodology and limitations of the study). Because the Texas School Survey is based on a very large sample, the estimates have a high degree of statistical precision relative to most published survey research that employs similar cluster sampling. For estimates regarding the elementary school population as a whole in the 2004 survey, the 95 percent confidence interval was at most plus or minus 1.9 percent for lifetime alcohol use. Actual confidence intervals on most substances were much smaller (as little as plus or minus 0.2 percent for past-year use of smokeless tobacco). However, where rates were presented for subgroups of the elementary school population (e.g. by grade, gender, ethnic group, etc.), the sampling error was somewhat greater because the subsamples contained fewer observations.

As part of this survey, schools in 10 counties along the Texas-Mexico border were oversampled so that substance use among border students could be examined in detail. A total of 34,381 students in grades four through six were sampled from 26 school districts located in border counties. A list of the school districts included in the border sample and the demographic characteristics of the border sample are presented in Appendix D. Prevalence tables for border elementary students are included in Appendix E. The comparison group of students was the 45,073 elementary students who lived in one of the other 43 school districts participating in the 2004 statewide

survey. Appendix F contains prevalence tables from the non-border school districts. The statewide prevalence data presented in Appendix B include both border and non-border students.

## Terminology

*Elementary students* are those public school students in grades four through six. Estimates for secondary students (those in grades seven through twelve) are presented in a separate report.<sup>1</sup> Where appropriate in this study, certain comparisons are made based on findings from the secondary survey.

The term *substances* refers to tobacco, alcohol, inhalants, and illicit drugs. The elementary survey asked about four classes of substances including tobacco (cigarettes and snuff or chewing tobacco), alcohol (beer, wine coolers, wine, and liquor), inhalants, and marijuana. Texas law prohibits the purchase, possession, and consumption of alcohol by those under age 21 and prohibits the purchase or possession of tobacco and purchase of some inhalants by those under age 18. Marijuana is considered an illicit drug for all ages.

The study asked students whether they qualified for a free or reduced-price school lunch as an indirect measure of family household income level. Students who qualified for a free or reduced-price school lunch were considered *low-income*.<sup>2</sup>

*Prevalence* refers to the percentage of students reporting use of one or more substances at a given time. *School-year* or *past-year use* refers to the percentage of students who had used substances in the past school year. *Lifetime prevalence* refers to the percentage of students who had ever used substances at least once in their lives, regardless of when the substance was last used.

*Recency of use* refers to the last time a substance was used: within the current school year or before the current school year. *Frequency of use* describes how often use has occurred.

*Border students* are defined as those attending schools in the broadly-defined border area comprising 28 counties<sup>3</sup> located within 100 miles of the Texas-Mexico border (see Appendix D). *Non-border students* or *students living elsewhere in the state* are those students attending schools in the rest of Texas, excluding the border-area counties.

**Endnotes**

<sup>1</sup> Liang Y. Liu, *Texas School Survey of Substance Use Among Students: Grades 7-12 2004*, Austin, TX: Texas Department of State Health Services, August 2005.

<sup>2</sup> Children in a family of four earning \$23,920 a year or less were eligible to receive a free school lunch; children in a family of four earning more than \$23,920 but less than \$34,040 a year were eligible to receive a reduced-price school lunch (Source: US Department of Agriculture, "National School Lunch Program – SY2003-2004 Income Eligibility Guidelines.")

<sup>3</sup> The border school districts that were sampled to participate in the 2004 survey came from 10 of these counties; however, the sample was considered to be representative of the entire extended border area.





# Chapter 2

## Patterns of Substance Use

This chapter discusses the findings of the elementary school survey on a drug-by-drug basis to provide information on patterns of use of each substance and characteristics of those students who use them.

Twenty-one percent of Texas elementary students (17 percent of fourth graders, 19 percent of fifth graders, and 27 percent of sixth graders) in 2004 reported they had used tobacco, alcohol, inhalants, and/or marijuana during the past school year; 30 percent reported using one or more types of these substances in their lifetime. Figure 2.1 shows the prevalence of past-year use of tobacco, alcohol, inhalants, and marijuana for students in grades four, five, and six. Substance use increased with grade level, especially between fifth and sixth grades.

Twenty-one percent of elementary students reported using tobacco, alcohol, inhalants, and/or marijuana in the past school year.

Figure 2.2 and Table B1 in Appendix B show the percentages of elementary students who had used each substance since 1990. Both past-year use of tobacco and alcohol have revealed a steady decline throughout the past decade. Inhalant use dropped by half from 1990 to 1994, but then increased until 1998; in 2004, prevalence rates of inhalant use were up from 2002, although the rates were still lower than those of 1998. Past-year use of marijuana rose steadily from 1992 to its peak level in 1996 and has decreased since 1996, with use reported only by a small percentage of elementary students.

**Figure 2.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Grade: 2004**

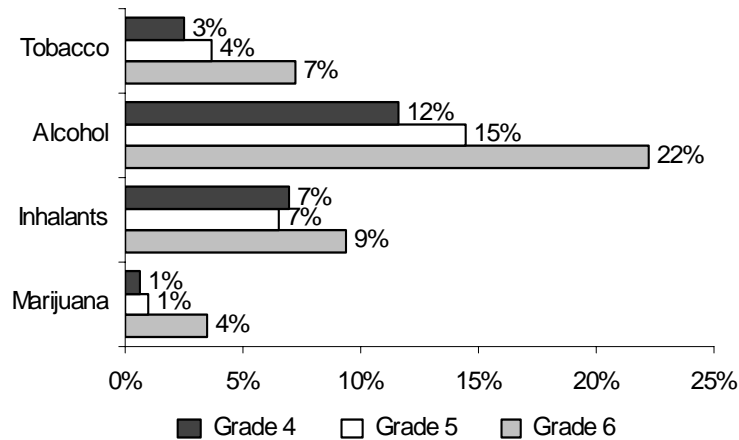
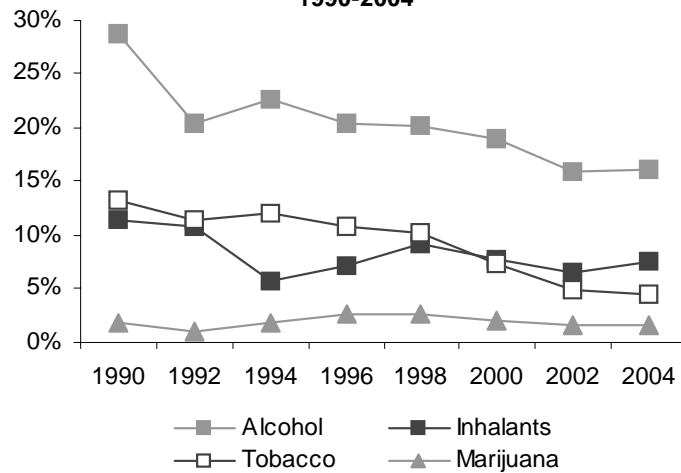
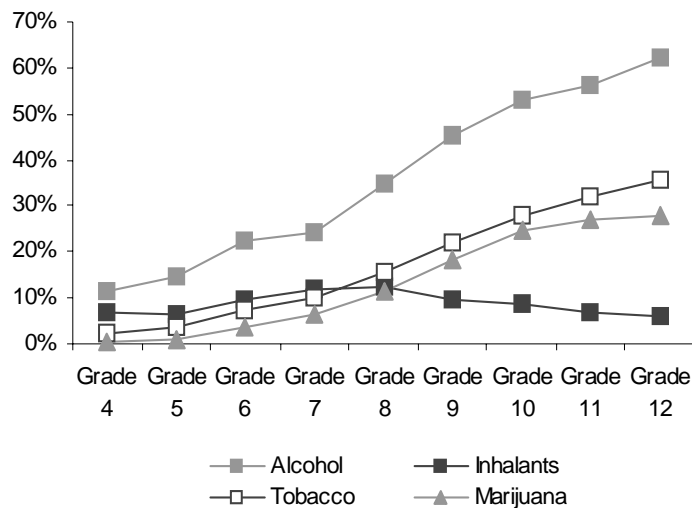


Figure 2.3 shows prevalence of substance use within the larger context of students from fourth through twelfth grade in the 2004 survey. It is clear that use of tobacco, alcohol, and marijuana increased steadily from fourth through twelfth grade, with alcohol use increasing especially rapidly between seventh and ninth grade. Inhalants were the only substance whose use increased to a peak level in grades seven and eight, and then declined to elementary school levels after eighth grade. The pattern of inhalant use may be partly because some heavy inhalant users drop out of school early<sup>1</sup> and therefore do not participate in later school surveys.

**Figure 2.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year: 1990-2004**



**Figure 2.3. Percentage of Texas Elementary and Secondary Students Who Had Used Selected Substances in the Past School Year, by Grade: 2004**



Border elementary students reported somewhat higher rates of lifetime use for inhalants, but lower lifetime rates of smokeless tobacco, beer, wine, and liquor than their non-border peers (Figure 2.4). This pattern holds for past-year use as well. The difference in use between border and non-border students was greater in the fifth and sixth grades.

The prevalence tables by grade, gender, ethnicity, and other demographic categories are presented in Appendix B, Tables B2-B15. Prevalence tables for border and non-border students are included in Appendix E and Appendix F, respectively.

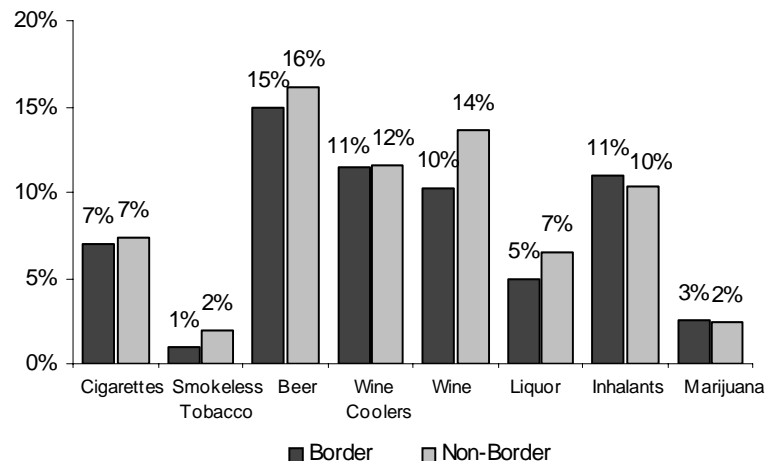
## Tobacco

Tobacco is one of the most addictive substances, and its long-term use greatly increases the risk for lung cancer, heart disease, and certain respiratory disorders such as emphysema. It is considered a “gateway” drug because tobacco is often the first substance used in a progression to other substances. The tobacco category in the prevalence tables includes the use of both cigarettes and smokeless tobacco (snuff or chewing tobacco).

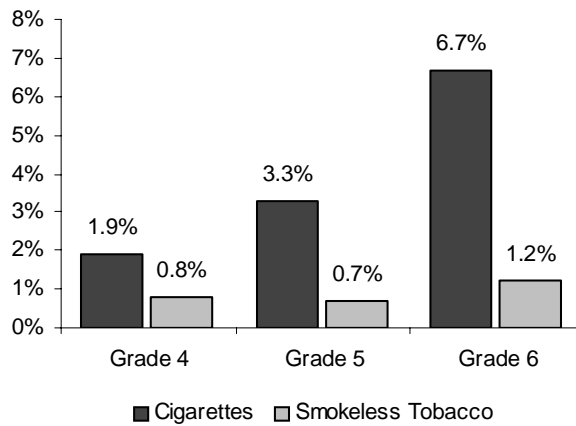
Lifetime and past-year tobacco use at all elementary grades have reached the lowest rates since 1990.

Eight percent of elementary students in the 2004 survey reported having used some type of tobacco product in their lifetime, and 4.5 percent had used it in the past school year. As with most other substances, tobacco use increased with grade level (Figure 2.5). Sixth graders were more than three times as likely as fourth graders to admit having used tobacco. Lifetime and past-year tobacco use at all elementary grades have reached the lowest rates since the survey began in 1990. The most dramatic two-year decline was between 2000 and 2002, where lifetime tobacco use decreased by 27 percent and past-year use dropped by 34 percent. Elementary youths have reported lower use of tobacco than inhalants since 2002; tobacco, thus, became the third most prevalent substance after alcohol and inhalants.

**Figure 2.4. Percentage of Texas Elementary Students Who Had Ever Used Substances, Border and Non-Border : 2004**



**Figure 2.5. Percentage of Texas Elementary Students Who Had Used Cigarettes and Smokeless Tobacco in the Past School Year, by Grade: 2004**



Students who made grades of C or below were two times more likely than those who earned grades of A's and B's to report lifetime use of cigarettes.

Cigarette smoking was more common than smokeless tobacco use among youths. More than 7 percent of elementary students in grades 4-6 had ever smoked cigarettes, and 4 percent had done so in the past school year. Only 2 percent of elementary students had ever used smokeless tobacco, and less than 1 percent had used it during the past year. The average age reported for first use of cigarettes among the elementary students was 9.3 years, similar to the average age of first use of smokeless tobacco at 9.1 years.

About 8 percent of boys and 6 percent of girls had ever smoked cigarettes in their lives. Boys were three times as likely as girls to have ever used smokeless tobacco (3 percent versus 1 percent). Hispanic students reported 9 percent lifetime prevalence rate for cigarette smoking, African Americans reported 8 percent, and Anglos reported 6 percent. Lifetime use of smokeless tobacco among Anglos (2.2 percent) was slightly higher than use by Hispanics and African Americans (1.5-1.6 percent). Elementary students who made grades of C or below were more likely than those who earned grades of A's and B's to have ever smoked cigarettes (13 percent versus 6 percent) and ever used smokeless tobacco (3.6 percent versus 1.4 percent). Both border and non-border elementary students alike (7 percent) reported lifetime use of cigarettes, but border students (1 percent) were less likely to report lifetime use of smokeless tobacco than their non-border peers (2 percent).

Elementary students perceived smokeless tobacco as somewhat more dangerous than cigarettes, with 67 percent saying that smokeless tobacco was very dangerous in comparison to 65 percent who thought that cigarettes were very dangerous. These perceived rates were higher than those in 2002. The increase in students' perceived danger of using tobacco may partly

contribute to the reduction in prevalence use of tobacco during the past two years.

Cigarettes appeared to be more widely available than other forms of tobacco, with 16 percent of elementary students in grades 4-6 saying that they had been offered cigarettes in comparison to 6 percent who had been offered smokeless tobacco. Students in the border area were less likely to report they had been offered tobacco products than non-border students (12.6 percent versus 16.2 percent for cigarettes, and 3.5 percent versus 5.9 percent for smokeless tobacco).

## Alcohol

About 57 percent of lifetime alcohol users said they had first started drinking alcohol when they were 9 years old or younger.

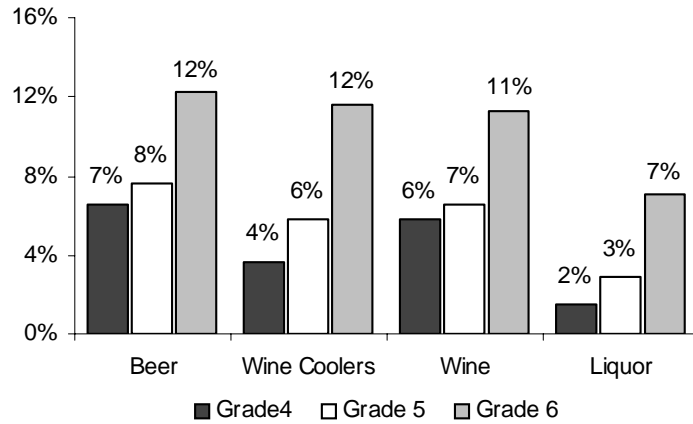
Alcohol was the most widely used substance by elementary students, as is true among older students as well as adults in the general population. In the 2004 survey, 26 percent of elementary students reported having used alcohol at least once during their lives and 16 percent reported past-year alcohol use. Both rates were similar to those in 2002. Use of alcohol increased with grade, doubling between fourth and sixth grades. Lifetime experience with alcohol ranged from 18 percent for fourth graders to 35 percent for sixth graders, and past-year use ranged from 12 percent for fourth graders to 22 percent for sixth graders.

Some 28 percent of boys and 23 percent of girls in elementary grades had drunk alcohol during their lifetime; past-year use was 17 percent and 15 percent, respectively. African American elementary students (29 percent) reported a higher rate of lifetime drinking than Hispanics (28 percent), while Hispanics (18 percent) had a higher prevalence of past-year use than African Americans (17 percent). Anglos reported the lowest rate of 23 percent in lifetime use and 14 percent in past-year use of alcohol. Students from two-parent families were much less likely than those from other families to admit alcohol consumption (22 percent versus 33 percent lifetime use, and 14 percent versus 21 percent past-year use).

Twenty-four percent of border and 26 percent of non-border elementary students reported lifetime use of alcohol; past-year use was 15 percent and 16 percent, respectively. Compared to 2002, the prevalence rates of drinking decreased significantly among border elementary students, while the rates increased among non-border students.

Many young students began drinking at an early age. About 57 percent of lifetime alcohol users in elementary schools said they had first started drinking alcohol when they were 9 years old or younger. Beer was the first alcoholic beverage that elementary students usually tried, at an average age of 8.8 years, followed by wine at 9.5 years, wine coolers at 9.6 years, and liquor at 9.9 years. Beer was the most popular alcoholic beverage among all fourth, fifth, and sixth graders (Figure 2.6). Compared to 2002, beer

**Figure 2.6. Percentage of Texas Elementary Students Who Had Used Specific Alcoholic Beverages in the Past School Year, by Grade: 2004**



consumption increased as wine coolers became less popular for elementary students.

Thirteen percent of elementary students reported heavy drinking of beer in the past school year.

Students were asked how many times during the past twelve months they had consumed two or more drinks in a row, which is a considerable amount of alcohol for a young person aged 12 years old or younger. Having two or more drinks in a row during the past school year was defined as *heavy drinking* for elementary students (in contrast to the definition used among secondary students, which was usually consuming five or more drinks in a row during the past year).<sup>2</sup> As Table 2.1 shows, 13 percent of the elementary students had drunk two or more beers in a row at least once during the 2004 school year, and 2.5 percent claimed to have done so three or more times. Figures were similar for wine coolers and wine. Liquor was the least likely to be consumed in large quantities. The prevalence and frequency of heavy drinking increased with grade level for all beverages. The pattern of heavy drinking among fourth and fifth graders has dropped since 1990 (Appendix C, Table C5). Among sixth graders, heavy drinking has declined extensively for all beverages, except for wine, since 1994.

Border students were more likely to report heavy drinking of beer and wine coolers, but less likely to admit heavy consumption of wine and liquor than non-border students. Compared to 2002, the regional difference in heavy drinking of beer or wine coolers lessened considerably in 2004.

The popularity of alcohol consumption may be due to its easy availability and the perception that alcohol is not as dangerous to use as some other substances. About 26 percent of elementary students in 2004 reported that they had been offered alcohol at some time in their lives. Only 44 percent thought it was very dangerous to drink wine coolers, and 49 to 51 percent thought it was very dangerous to drink beer or wine (in comparison to 65

**Table 2.1. Frequency of Heavy Alcohol Consumption Among Texas Elementary Students, by Grade: 2004**

<i>During the past year, how many times have you had two or more drinks in a row?</i>				
	1 Time	2 Times	3+ Times	Never
<b>Beer</b>				
All Students	7.8%	2.6%	2.5%	87.2%
Grade 4	7.3%	2.2%	1.8%	88.7%
Grade 5	7.2%	2.2%	1.9%	88.8%
Grade 6	8.8%	3.3%	3.8%	84.1%
<b>Wine Coolers</b>				
All Students	5.4%	2.3%	2.4%	89.9%
Grade 4	3.3%	1.1%	1.5%	94.2%
Grade 5	5.0%	1.9%	1.5%	91.6%
Grade 6	7.7%	3.8%	4.3%	84.1%
<b>Wine</b>				
All Students	6.5%	2.2%	2.0%	89.3%
Grade 4	5.0%	1.6%	1.6%	91.8%
Grade 5	5.8%	1.9%	1.4%	90.9%
Grade 6	8.7%	3.1%	3.0%	85.2%
<b>Liquor</b>				
All Students	2.7%	1.1%	1.4%	94.7%
Grade 4	1.5%	0.4%	0.9%	97.2%
Grade 5	2.1%	0.9%	0.9%	96.1%
Grade 6	4.6%	2.0%	2.5%	90.9%

percent who thought it was very dangerous to smoke cigarettes and 78 percent who thought it was very dangerous to use marijuana). A large number (45 percent) of elementary students who had ever drunk alcohol said they obtained it from home, while more than 81 percent of students said their parents did not approve of youths their age drinking beer.

## Inhalants

The term *inhalants* refers to hundreds of different household and commercial products that can be abused by sniffing or “huffing” (inhaling through the mouth). In the elementary survey, students were asked whether they had inhaled gasoline, paint thinner, glue, whiteout or correction fluid, spray paint, or other inhalant substances with the intention of getting high. Inhalants are readily available; their easy access, low cost, and intoxicating effects make them an alluring choice for young people experimenting with substances.

Use of Inhalants increased from 2002 to 2004.

Inhalants were the second most widely used substance among elementary students, after alcohol. In the 2004 survey, 10.5 percent of elementary students in grades 4-6 reported having used inhalants during their lifetime, up from 9.3 percent in 2002. Past-year inhalant use was 7.6 percent in 2004 compared to 6.5 percent in 2002. Increases in lifetime and past-year use of inhalants were reported for all three grades during the past two years, although the prevalence rates were still lower than the latest peak level in 1998.

Unlike other substances, prevalence use of inhalants increased between grades five and six, but not between grades four and five. The average age at which elementary students had first used inhalants (9.4 years) was about half a year later than for beer, but about the same age as when they had first tried wine or cigarettes.

Hispanic students reported a higher rate of inhalant use as compared to Anglos or African Americans.

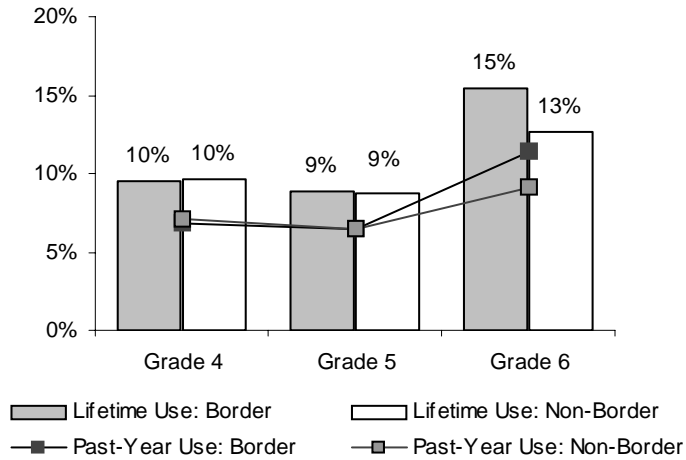
Boys reported 12 percent lifetime and 8 percent past-year use of inhalants, and girls reported 9 percent lifetime and 7 percent past-year use. Increases in inhalant use between 2002 and 2004 had been larger among girls than boys. Anglo elementary students in 2004 reported a similar prevalence of lifetime and past-year inhalant use as African Americans. Hispanics had the highest rates of inhalant use in all grades. Among sixth graders, for example, 16 percent of Hispanics reported lifetime inhalant use compared to 11-12 percent of Anglos or African Americans. Since 1990, African Americans have experienced a larger decrease in inhalant use than Hispanics or Anglos.

Overall, elementary students living on the border were slightly more likely than those living elsewhere in Texas to have used inhalants in their lifetime and during the past school year. The magnitude of difference in inhalant use between border and non-border students increased by grade (Figure 2.7). Compared to 2002, the prevalence rates of using inhalants decreased among border elementary students, while the rates increased greatly among non-border students.

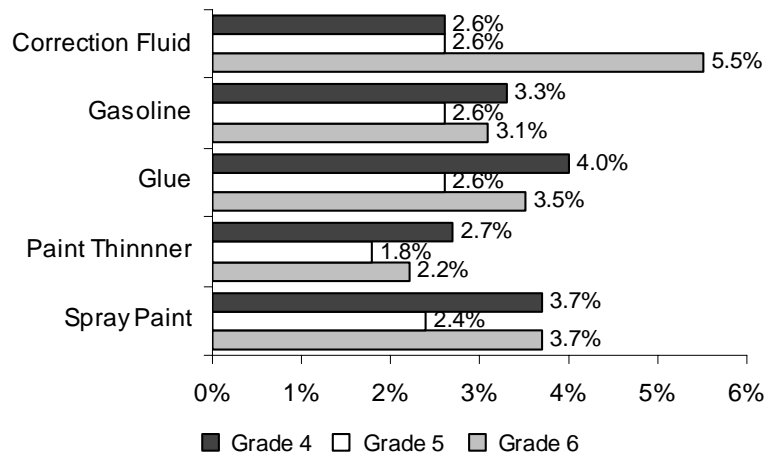
Students who made grades of C or below were almost twice as likely as those who made A's and B's to report lifetime inhalant use (15 percent versus 9 percent) and past-year use (11 percent versus 7 percent). Elementary students not living with both parents were more likely to report inhalant use than students from two-parent families.



**Figure 2.7. Percentage of Border and Non-Border Elementary Students Who Had Used Inhalants in Their Lifetime and in the Past School Year, by Grade: 2004**



**Figure 2.8. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants, by Grade: 2004**

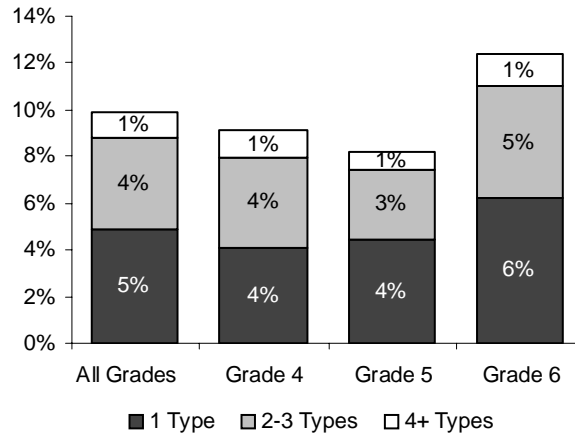


**Types of Inhalants**

Correction fluid was the most popular inhalant among sixth graders, and glue was the favorite of fourth graders.

In 2004, correction fluid (3.6 percent) was the most commonly used inhalants among elementary students in grades 4-6 (Appendix C, Table C1), followed by glue (3.4 percent), spray paint (3.2 percent), and gasoline (3.0 percent). About 2.2 percent of the students also reported using paint thinner and 4.9 percent using other unspecified inhalants. Compared to 2002, more students reported use of each type of inhalants. While lifetime prevalence rates increased with grade level for correction fluid, there was a curvilinear relationship between grade and use of gasoline, glue, paint thinner, and spray paint, with fifth graders reporting the lowest prevalence of those inhalants as compared to students in the other grades (Figure 2.8). Sixth graders had

**Figure 2.9. Percentage of Texas Elementary Students Who Had Ever Used Inhalants, by Grade and Number of Different Inhalant Types Used: 2004**



avored correction fluid over other inhalants, and fourth graders had favored glue, while fifth graders had used correction fluid, gasoline, and glue about equally.

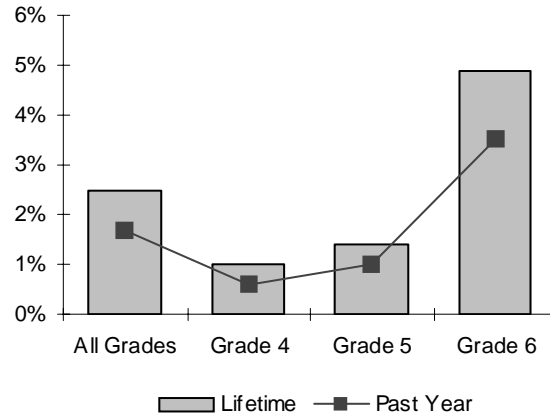
Boys in grades four through six reported almost twice the lifetime use of girls for gasoline and spray paint. Girls in sixth grade (6.0 percent), however, had a higher prevalence of correction fluid use than boys in sixth grade (4.9 percent). Correction fluid was the most popular inhalant among Hispanic or African American youths, while Anglo elementary students were the most likely to have used gasoline.

More than one-half of lifetime inhalant users in the 2004 survey admitted having used at least two different kinds of inhalants. This measure has been stable since 1996. Figure 2.9 shows that of all the elementary students surveyed, 5 percent had ever used one type of inhalant, 4 percent had ever used two or three different inhalants, and 1 percent said they had ever used four or more types of inhalants. Sixth graders used more types of inhalants than fourth or fifth graders, which was true both in border schools and elsewhere in the state.

## Marijuana

Marijuana was the only illicit substance included in the elementary version of the Texas School Survey. Because of the relative difficulty of obtaining marijuana as well as its perceived danger, marijuana prevalence was fairly low in the elementary grades. In 2004, about 2.5 percent of the elementary students in grades 4-6 had ever tried marijuana and 1.7 percent had used it within the past school year. As shown in Figure 2.10, lifetime and past-year prevalence rates were substantially higher in sixth grade than in the other two grades. Marijuana use among elementary students remained stable between 2002 and 2004.

**Figure 2.10. Percentage of Texas Elementary Students Who Had Used Marijuana in Their Lifetime and in the Past School Year, by Grade: 2004**



From 2002 to 2004, decreases in marijuana use were reported among Hispanic or Anglo students, compared to an increase in use for African Americans.

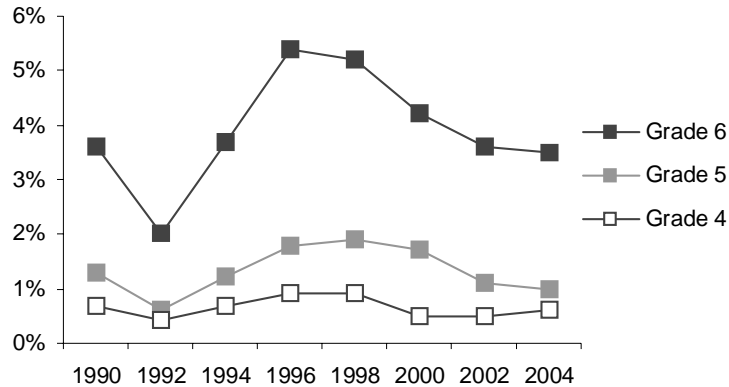
Boys were twice as likely as girls to report lifetime and past-year use of marijuana. Hispanic elementary students were one-and-a-half to three times as likely as African Americans and Anglos to report past-year use of marijuana. About 2.5 percent of Hispanics in grades 4-6 reported past-year use of marijuana in comparison to 1.7 percent of African Americans and 0.9 percent of Anglos. From 2002 to 2004, decreases in marijuana use were reported for Hispanic or Anglo students, in contrast to an increase in use for African American students. Students from lower-income families were almost twice as likely as those from higher-income families to have used marijuana in their lifetime or in the past year.

Both border and non-border elementary students reported similar rates of lifetime or past-year marijuana use. While border Anglos were more likely than non-border Anglos to report marijuana use, border Hispanics had a lower prevalence of marijuana use than non-border Hispanics. For example, Hispanic sixth graders in border schools reported 5.6 percent lifetime marijuana use, as compared to 7.7 percent of their Hispanic peers elsewhere in the state. During the past two years, marijuana use decreased among border students but remained stable among non-border students.

Elementary youths began using marijuana later than other substances. In the 2004 survey, the average age at which elementary students had first used marijuana was 10.1 years of age, which was the oldest age reported for any of the substances examined.

Past-year marijuana use dropped between 1990 and 1992, but then rose steadily to peak level in 1996; since 1996, past-year rates have decreased. Grade-level patterns showed that while sixth graders had a steeper increase than fourth and fifth graders in past-year marijuana use between 1992 and

**Figure 2.11. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Grade: 1990-2004**



1996, they also experienced a greater decline between 1996 and 2004 than did fourth or fifth graders (Figure 2.11).

## Use of Multiple Substances

Almost 71 percent of elementary students in grades 4-6 who had used any substance within the past year had used only one of the four kinds of substances asked about in the survey. The other 29 percent of substance users had used two, three, or all four of the substances during the past year. The most common pattern was to have used both tobacco and alcohol.

Twenty-two percent of fourth graders who were past-year substance users admitted use of multiple substances, as compared to 25 percent of fifth grade users and 37 percent of sixth grade users. These rates in multiple substance use were the same as two years ago. In terms of regional difference, border substance users (29 percent) were slightly less likely than non-border users (30 percent) to have used multiple substances.

### Endnotes

<sup>1</sup> Inhalant users seem to disappear from school-based surveys beginning with the eighth grade (Fred Beauvais, "Volatile Solvent Abuse: Trends and Patterns," in *National Institute of Drug Abuse Research Monograph 129: Inhalant Abuse-A Volatile Research Agenda*, edited by C. Sharp, F. Beauvais, and R. Spence, 1992, pp.13-42). When compared with either non-users or users of other drugs, inhalant users tend to have greater difficulty in school. They are more likely to have high absenteeism, to have been suspended, to drop out or have been expelled, and to have poor academic performance and lower grades (E. R. Oetting and Jay Webb, "Psychosocial Characteristics and Their Links With Inhalants," in *National Institute of Drug Abuse Research Monograph 129: Inhalant Abuse-A Volatile Research Agenda*, edited by C. Sharp, F. Beauvais, and R. Spence, 1992, pp. 59-97).

<sup>2</sup> Because sixth graders were surveyed using the secondary survey instrument in 1990 and 1992 and the elementary instrument beginning in 1994, heavy drinking for them cannot be compared between the earlier and later surveys. The measurement of heavy drinking, however, has been comparable for fourth and fifth graders since 1990.

# Chapter 3

## Demographic Correlates of Substance Use

Patterns of substance use differed among students based on their individual, peer, family, and academic characteristics. This chapter examines substance use by gender, ethnicity, age, academic performance, family structure, parental education and income, and length of residence in the community (Appendix B, Tables B2–B15).

### Gender

Table 3.1 presents past-year rates of substance use for boys and girls, and indicates the ratio of boy prevalence of use to girl prevalence of use. A ratio of 1.00 means that use for boys and girls is similar, while a ratio greater than 1.00 means that boys have higher use, and a ratio less than 1.00 means that boys have lower use. As students became older, ratios of past-year use narrowed for all substances except marijuana. For instance, boys in fourth grade were 1.6 times more likely than girls in fourth grade to have used tobacco during the past school year; but by the sixth grade, boys were only

**Table 3.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Gender and Grade: 2004**

	Boys	Girls	Ratio *
<b>Tobacco</b>			
All Students	5.2%	3.8%	1.37
Grade 4	3.1%	1.9%	1.63
Grade 5	4.5%	3.0%	1.50
Grade 6	8.2%	6.3%	1.30
<b>Alcohol</b>			
All Students	17.4%	14.8%	1.18
Grade 4	13.7%	9.6%	1.43
Grade 5	15.8%	13.2%	1.20
Grade 6	22.9%	21.6%	1.06
<b>Inhalants</b>			
All Students	8.4%	6.9%	1.22
Grade 4	8.0%	6.0%	1.33
Grade 5	7.1%	5.8%	1.22
Grade 6	10.0%	8.7%	1.15
<b>Marijuana</b>			
All Students	2.0%	1.4%	1.43
Grade 4	0.7%	0.5%	1.40
Grade 5	1.2%	0.8%	1.50
Grade 6	4.3%	2.8%	1.54

\* Ratio = (% Boys) / (% Girls)

1.3 times more likely than girls to report tobacco use. This finding indicates that as students get older, girls increase their substance use at a faster rate than boys.

As students become older, girls increase their substance use at a faster rate than boys.

Trends in alcohol and marijuana use since 1990 have shown that the difference in past-year prevalence between boys and girls peaked in 1994. Since then, the gap has narrowed, with girls increasingly becoming as likely as boys to use substances (Figure 3.1). While both genders reported increases in inhalant use between 2002 and 2004, girl use had a larger increase than boy use.

The pattern of boy use being higher than girl use was found consistently among border and non-border elementary students. However, the prevalence difference in substance use between boys and girls was relatively larger among border students than non-border students for all substances (Appendix E, Tables E2-E3 and Appendix F, Tables F2-F3).

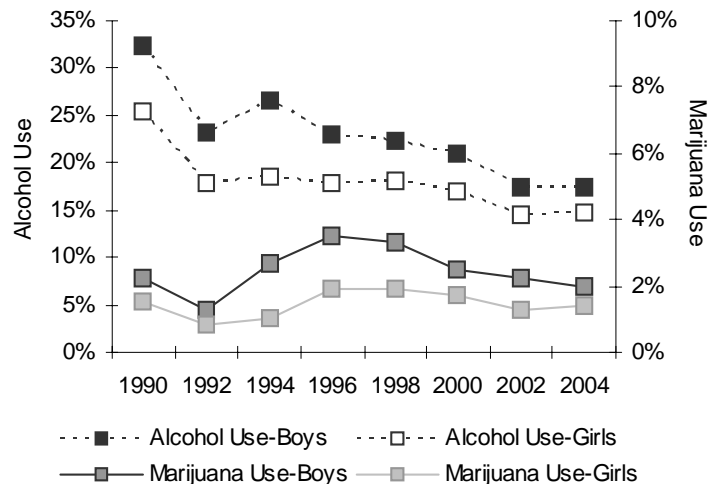
## Ethnicity

Border Hispanics reported a lower prevalence for the use of all substances than their non-border peers.

Ethnicity was strongly associated with different rates and patterns of substance use among elementary students. Overall, Hispanic youths reported higher rates of lifetime and past-year use of all four substances than African Americans or Anglos. One exception was that African American students (29 percent) reported slightly higher levels of lifetime alcohol use than Hispanics (28 percent).

In terms of regional difference, Anglo youths on the border had somewhat lower rates of use for tobacco and alcohol<sup>1</sup>, but higher rates of use of inhalants and marijuana than non-border Anglos. Border Hispanics reported a lower prevalence for the use of all substances than their non-border peers (Appendix E, Tables E4-E5<sup>1</sup> and Appendix F, Tables F4-F6).

**Figure 3.1. Percentage of Texas Elementary Students Who Had Used Alcohol or Marijuana in the Past School Year, by Gender: 1990-2004**



Between 2002 and 2004, past-year use of inhalants increased among all three ethnic groups.

Between 2002 and 2004, past-year inhalant use increased for all three ethnic groups, with a greater increase among African American youths (Table 3.2). While Anglos and Hispanics reported a decrease in tobacco and marijuana use over the past two years, African Americans showed an increase in use of those substances.

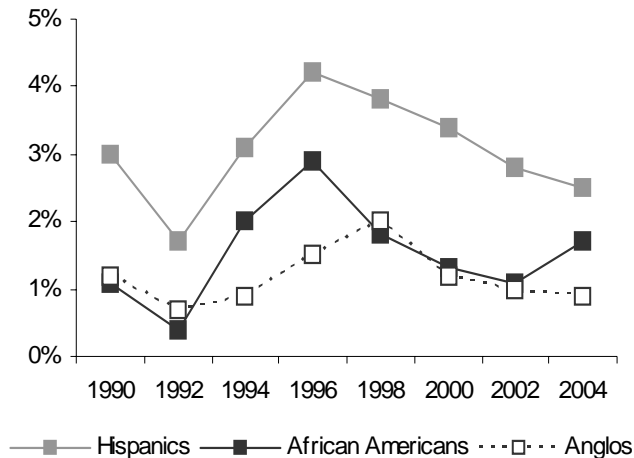
Figure 3.2 shows that African American and Hispanic youths experienced a steeper increase than Anglos in their marijuana use after 1992; however, they also reported a significant decline between 1996 and 1998 in contrast to a continued rise in use for Anglos. Since 1998, past-year marijuana use has constantly decreased for Hispanic and Anglo elementary students, but not for African Americans.

The ethnic patterns of substance use in elementary schools are somewhat different from those found among secondary students. While Anglo students tended to use substances lower than the other two ethnic groups in elementary schools, their use was approximately matched by

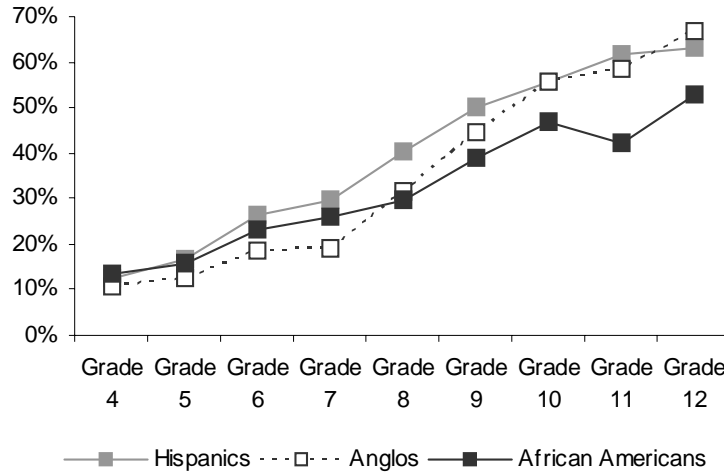
**Table 3.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Ethnicity: 2002 and 2004**

	Anglo Students		African American Students		Hispanic Students	
	2002	2004	2002	2004	2002	2004
<b>Tobacco</b>	3.9%	3.3%	4.3%	5.0%	6.0%	5.6%
<b>Alcohol</b>	13.4%	13.9%	16.7%	17.4%	18.8%	18.4%
<b>Inhalants</b>	5.7%	7.0%	5.2%	6.9%	7.7%	8.5%
<b>Marijuana</b>	1.0%	0.9%	1.1%	1.7%	2.8%	2.5%

**Figure 3.2. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Ethnicity: 1990-2004**



**Figure 3.3. Percentage of Texas Elementary and Secondary Students Who Had Used Alcohol in the Past School Year, by Grade: 2004**



**Table 3.3. Average Age of First Use (in Years) of Substances Among Texas Elementary Students Who Had Ever Used Substances, by Grade: 2004**

	Grade 4	Grade 5	Grade 6
<b>Tobacco</b>	8.3	9.0	9.6
Cigarettes	8.4	9.1	9.7
Smokeless Tobacco	8.3	8.8	9.8
<b>Alcohol</b>	8.2	8.8	9.5
Beer	8.2	8.6	9.4
Wine Coolers	8.6	9.3	10.0
Wine	8.6	9.3	10.0
Liquor	8.7	9.6	10.3
<b>Inhalants</b>	8.2	9.1	10.0
<b>Marijuana</b>	9.0	9.5	10.4

Hispanic students in secondary schools. The pattern for past-year alcohol use was particularly interesting, as the relative prevalence of use among different ethnic groups changed over the course of the school career (Figure 3.3). Anglo students began as the lowest consumers of alcohol in elementary schools and ended as the highest by late secondary schools.

## Age of First Use

Beer was the first substance that elementary students in grades 4-6 tried (Table 3.3). Among sixth graders who had consumed beer, the average age of first use was 9.4 years, which was about 0.3 years earlier than cigarette smoking, 0.6 years earlier than inhalant use, and one year earlier than marijuana use. Since 1994, the age at which elementary students first began using substances has remained fairly constant.



As found in the secondary school population, elementary students started using licit substances earlier than they began using illicit drugs. This observation is consistent with the view that alcohol, tobacco, and inhalants are gateway drugs whose use generally precedes the use of other illicit drugs. Alcohol was the earliest substance that elementary youths tried; however, only beer was begun this early, while wine coolers, wine, and liquor were begun at about the same age as inhalants or marijuana.

## Grade Level

Substance use among elementary students increased across the board with grade level, except for inhalant use, which actually decreased slightly between fourth and fifth grade, but then rose sharply by sixth grade (Appendix B, Table B2). The increase in prevalence for all substances was somewhat sharper from fifth to sixth grade than between fourth and fifth grade, which suggests that many students begin experimenting with substances for the first time in the sixth grade. For example, past-year alcohol use was 12 percent among fourth graders, 15 percent among fifth graders, and 22 percent among sixth graders. One probable reason for this pattern is that in many school districts, sixth graders are integrated into middle school campuses where they are exposed to substance use by older students. Moreover, sixth grade students become increasingly independent as they enter early adolescence and consequently may be more inclined to experiment with substances than younger students. The dramatic increase in substance use with grade level was seen among both border and non-border students.

## School Grades

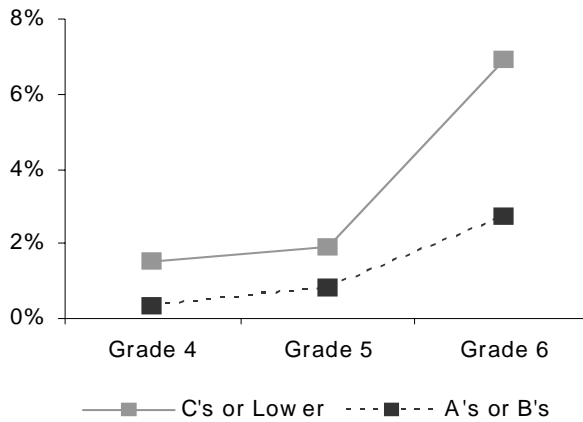
In 2004, more than 81 percent of elementary students in grades 4-6 said that they usually received school grades of A and B. Students who made grades of C or lower were two to three times more likely to use substances than those who earned A's or B's (Table 3.4). For example, 23 percent of students making grades of C or lower reported past-year use of alcohol,

**Table 3.4. Percentage of Texas Elementary Students Who Had Used Substances, by Usual Grades Received in School: 2004**

	Ever Used			Used This School Year		
	A's or B's	C's or Lower	Ratio *	A's or B's	C's or Lower	Ratio *
<b>Tobacco</b>	6.9%	14.4%	2.1	3.6%	8.5%	2.4
<b>Alcohol</b>	23.7%	33.8%	1.4	14.6%	22.8%	1.6
<b>Inhalants</b>	9.4%	15.2%	1.6	6.9%	11.1%	1.6
<b>Marijuana</b>	1.9%	5.1%	2.7	1.3%	3.6%	2.8

\* Ratio = (% C, D, or F students) / (% A or B students)

**Figure 3.4. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Academic Status and Grade: 2004**



Academic status differences in substance use become more important as grade level increases.

compared to 15 percent of those A and B students. The protective effect of earning good grades was found among both border students and non-border students.

Academic status differences in substance use became more important as grade level increased. As shown in Figure 3.4, the gap in past-year prevalence of marijuana use between students who made A's or B's and those making lower grades was only 1.2 percentage point in fourth grade as compared to 4.2 percentage points by sixth grade.

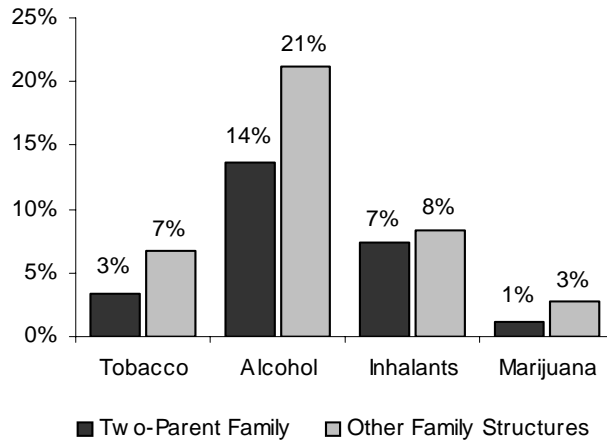
For tobacco, alcohol, and inhalants, the prevalence differences between students making grades of C or below and those earning A's and B's have been about the same magnitude (one-and-a-half to two times) in each survey year since 1990. For marijuana use, however, the magnitude of difference between these two academic groups of students has decreased over time. While students making poor grades reported a lower prevalence of marijuana use in 2004 than in 1990, A and B students showed a slight increase in use through the years.

## Family Structure

Students were asked whether they lived with both of their parents<sup>2</sup>, and 67 percent responded affirmatively in the 2004 survey. Elementary students who did not live with both parents were about two times as likely as those living with both parents to have used tobacco, alcohol, or marijuana and 1.2 times as likely to have used inhalants (Figure 3.5). These family structure differences were true on the border and elsewhere in the state.

Family structure is one of the strongest predictors of how early students begin using substances. Children living in two-parent homes showed a consistent propensity to wait longer before first trying substances than their

**Figure 3.5. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Family Structure: 2004**



Elementary students who did not live with both parents were two times more likely than those living with both parents to have used tobacco, alcohol, or marijuana.

counterparts from other family situations. For example, 9 percent of elementary students in grades 4-6 who lived with two parents said they first used alcohol by eight years of age, compared to 14 percent of those from other family environments.

## Parental Education and Family Income Level

Youths who had at least one college-educated parent were less likely to use substances than those who did not.

Two questions included in the elementary survey may be considered indirect indicators of socioeconomic status: parental education (did either parent graduate from college) and students' eligibility for a free or reduced-price school lunch. About 47 percent of the elementary students surveyed in 2004 said that at least one of their parents had graduated from college, 19 percent said their parents were not college-educated, and 34 percent did not know the education level of their parents. Youths who had at least one college-educated parent were less likely to use substances than those who did not (Table 3.5). This was true for both border and non-border students in all three grade levels.

The protective effect of parents' education appeared to be quite a bit stronger in the non-border areas of the state than in the border area. As seen in Table 3.5, border children whose parents had attended college were about 19 percent less likely than those whose parents were not college-educated to have used substances during the past school year (20 percent versus 25 percent). In comparison, non-border children of college-educated parents were 35 percent less likely than other children to use substances (19 percent versus 29 percent).

The question regarding eligibility for a free or reduced-price school lunch is a proxy measure of family income level that can be used for young students who would not be able to accurately report their household income.

**Table 3.5. Percentage of Texas Border and Non-Border Students Who Had Used a Substance\* in the Past School Year, by Socioeconomic Variables and Grade: 2004**

	Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
<b>All Students</b>	20.1%	24.8%	21.5%	20.3%
<b>Grade 4</b>	14.7%	17.8%	15.2%	15.5%
<b>Grade 5</b>	18.7%	21.5%	21.0%	18.6%
<b>Grade 6</b>	28.9%	33.1%	29.5%	28.9%
	Non-Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
<b>All Students</b>	19.1%	29.3%	21.0%	25.5%
<b>Grade 4</b>	16.2%	23.0%	16.6%	20.8%
<b>Grade 5</b>	17.3%	27.2%	18.6%	22.9%
<b>Grade 6</b>	23.9%	34.6%	25.9%	32.1%

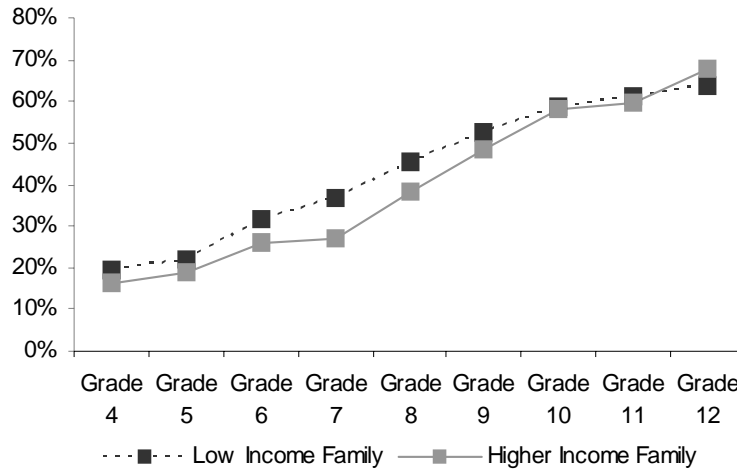
\* Tobacco, alcohol, inhalants, and/or marijuana.

About 39 percent of the 2004 elementary survey respondents said they qualified for a free or reduced-price school lunch, 31 percent did not qualify, and 30 percent said they did not know.<sup>3</sup> Students who qualified for lunch subsidies were considered to be low-income students, while those who were not eligible were referred as higher-income students (see Terminology section in Chapter 1).

Table 3.5 shows that among border elementary students, there was very little relationship between substance use and family income level. Border schoolchildren who lived in lower-income families were slightly less likely to have used a substance in the past year as those from higher-income families (20 percent versus 22 percent). However, among non-border students, those from low-income families were about 22 percent more likely (26 percent versus 21 percent) to have used substances than their counterparts from higher-income families. Thus, higher income had a somewhat protective effect among elementary students in the non-border areas of the state but not among border students.

A prominent difference between the results of the elementary and secondary school surveys was in the relationship between family income level and substance use. Lower family income was related to higher substance use among students from grades four through nine. However, the trend reversed in the upper grades, where lower family income was somewhat related to lower substance use (Figure 3.6).

**Figure 3.6. Percentage of Texas Elementary and Secondary Students Who Had Used a Substance\* in the Past School Year, by Family Income Level and Grade: 2004**



\* Tobacco, alcohol, inhalants, and/or marijuana.

## Length of Residence in the Community

In the elementary survey, students were asked whether they had lived in their town for more than three years. This question was intended as a measure of the relative stability of students' lives, as well as of the overall geographic mobility of families in the school district. More than 78 percent of all respondents in the 2004 elementary survey said they had lived in their town for more than three years.

Overall, there was little difference in substance use between students who had lived in their community for more than three years and students who had lived there three or fewer years (Appendix B, Tables B12 and B13). One exception was that among fourth graders, marijuana use was much higher among those living in town three or fewer years than their counterparts who had been in the community more than three years.

## Endnotes

<sup>1</sup> Because of the low proportion of African Americans living in the border area, prevalence tables or comparisons were made only for Anglo and Hispanic students on the border.

<sup>2</sup> No distinction was made for whether these parents were biological or stepparents, so it is possible that some students who lived with a stepparent may have answered "yes" to the question while others may have answered "no."

<sup>3</sup> Students who said they did not know whether they were eligible for subsidized lunches had substance use patterns similar to the higher-income students.



# Chapter 4

## Protective and Risk Factors Related to Substance Use

This chapter examines some risk factors which may increase the likelihood of substance use among elementary students, including having problems in school, having close friends who use substances, the widespread perceived availability of substances, a low perceived danger of substance use, and perceived tolerant parental attitudes toward substance use.

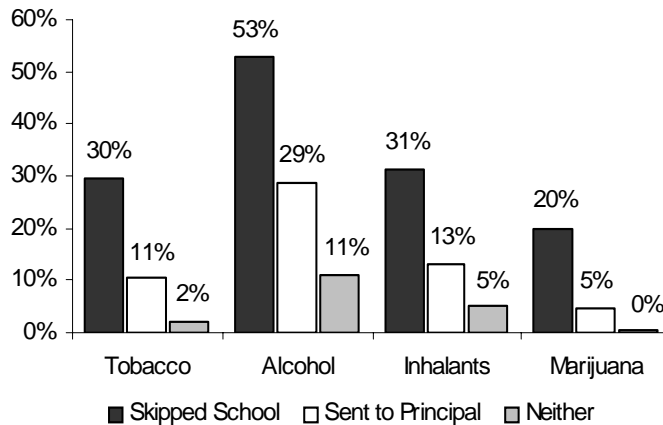
### School Problems

Students who had skipped school or had conduct problems in school were more likely to have used alcohol or drugs than other students.

About 3 percent of all respondents in the 2004 elementary survey said that they had skipped school at least once in the past school year without a parent’s consent, and 27 percent said they had been sent to the principal because of their conduct problems during that year. These figures have decreased since 1998.

Students who had skipped school and/or had been sent to the principal were more likely to have used substances than other students (Figure 4.1). For example, 53 percent of students who cut school and 29 percent of students who were sent to principal reported they had used alcohol in the past year, compared to 11 percent of those with no absences or conduct problems. This relationship between school misconduct and substance use held for both border and non-border students.

**Figure 4.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by School Misconduct: 2004**



## Close Friends Who Use Substances

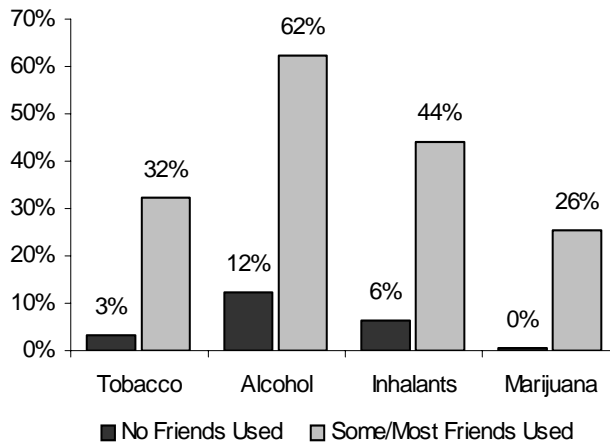
About 26 percent of elementary students in 2004 said that some or most of their close friends drank alcohol.

Peer use of substances has been found as one of the strongest factors associated with a student’s own substance use.<sup>1</sup> In this elementary survey, students were asked how many of their close friends their age used substances. The response categories were “none,” “some,” or “most.” About 26 percent of the elementary students in 2004 said that some or most of their close friends drank alcohol, which was a higher percentage than for any of the other substances. Some 17 percent of the students reported that at least some of their close friends used tobacco, 11 percent said that at least some of their close friends used inhalants, and 8 percent said that at least some of their close friends used marijuana (Appendix C, Table C2). The percentage of students whose friends used substances increased by grade level, as did students’ own reported use.

Students were more likely to use the substance themselves if they reported that most of their friends used it (Figure 4.2). For example, 62 percent of elementary youths who said some or most of their peers drank alcohol reported having ever used alcohol in their lifetime, while only 12 percent of those with no peer use of alcohol reported lifetime drinking.

The extent of peer use reported gives an indication of the students’ opportunity to experiment as well as the probable level of peer pressure to use substances. It can also be an indirect reflection of students’ own use. While some students may deny their own substance use behavior on a survey, they may be relatively more straightforward about their friends’ use. This fact may partly explain why the reported peer use of substances was, in general, higher than the reported personal use among students. For example, 17 percent of elementary students in the 2004 survey reported peer use of tobacco, but fewer students (8 percent) admitted their own lifetime use of tobacco.

**Figure 4.2. Percentage of Texas Elementary Students Who Had Ever Used Substances, by Whether or Not Friends Used Them: 2004**





**Table 4.1. Percentage of Texas Elementary Students Who Had Been Offered Substances, by Grade: 2004**

	All	Grade 4	Grade 5	Grade 6
<b>Tobacco</b>	18%	12%	16%	25%
Cigarettes	16%	10%	14%	23%
Smokeless Tobacco	6%	4%	5%	8%
<b>Alcohol</b>	26%	19%	25%	35%
Beer	21%	15%	19%	27%
Wine Coolers	11%	6%	9%	18%
Wine	12%	8%	11%	18%
Liquor	7%	4%	6%	13%
<b>Inhalants</b>	7%	4%	6%	12%
<b>Marijuana</b>	7%	4%	5%	12%

## Perceived Availability

Some 26 percent of elementary students reported that they had been offered alcohol, 18 percent had been offered tobacco, and 7 percent had been offered inhalants or marijuana.

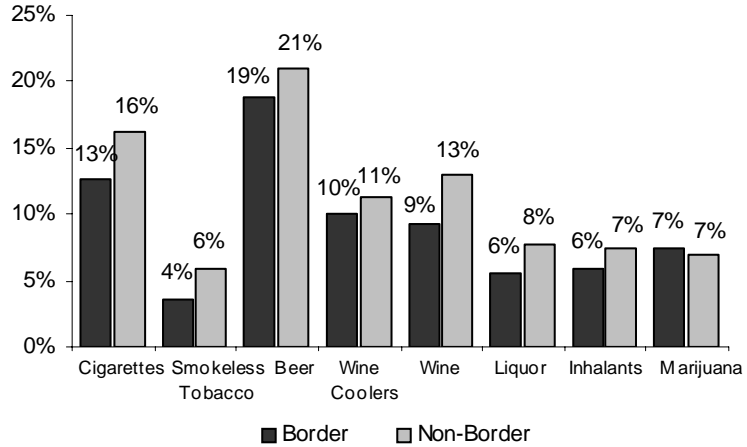
The opportunity to experiment is one of the most important risk factors for use, particularly for substances that are not readily available. In the elementary survey, students were asked for each substance, “Has anyone ever tried to give you [the substance]?” In 2004, more than 26 percent of elementary students in grades 4-6 reported that they had been offered alcohol (most commonly, beer) and 18 percent had been offered tobacco, while 7 percent had been offered inhalants or marijuana (Table 4.1). The reported availability of all substances increased with grade level.

Border elementary students were somewhat less likely than non-border students to say that they had been offered tobacco, alcohol, or inhalants, but slightly more likely to report having been offered marijuana (Figure 4.3). For example, 13 percent of border students had been offered cigarettes as compared to 16 percent of non-border students.

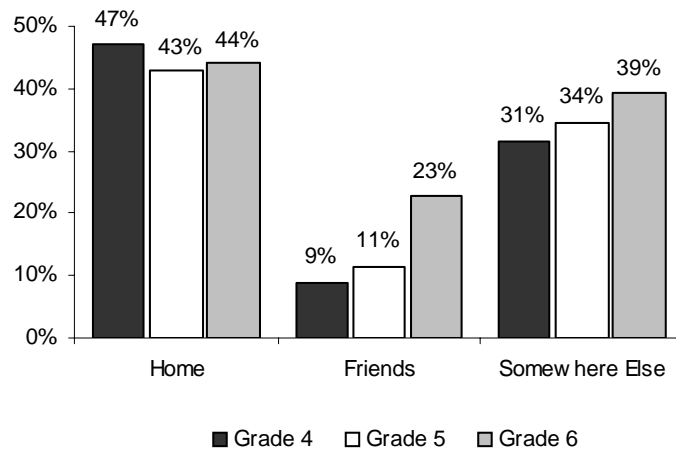
While more students had been offered tobacco or marijuana than had actually used it, it is interesting that fewer elementary students recalled having been offered inhalants than admitted using them. This may be because inhalant products are present everywhere that students who have used them may have simply acquired them for themselves or used products already available in the home. Inhalants may be a substance that is less often introduced by others than tobacco, alcohol, or marijuana, because many students had tried inhalants without having been offered them.

The perceived availability of tobacco and alcohol reported by elementary students has declined since 1994, while the availability of inhalants and marijuana increased until 1998 and then decreased after 2000. Changes over time in the past-year prevalence of use of each substance have generally paralleled the changes in availability, with past-year

**Figure 4.3. Percentage of Texas Elementary Students Who Had Ever Been Offered Substances, Border and Non-Border : 2004**



**Figure 4.4. Sources of Alcohol for Texas Elementary Students Who Had Ever Drunk Alcohol, by Grade: 2004**



Elementary students were most likely to say that they got the alcohol they drank from home.

prevalence of tobacco and alcohol having declined since 1994 and past-year prevalence of inhalants and marijuana having increased from 1994 to 1998 and decreased since 2000.

In the survey, students were also asked where they obtained the alcohol they drank. Among elementary students who had ever drunk alcohol, more than 44 percent said they had gotten it from home and 16 percent had gotten it from friends. There was not much difference by grade in the percentage who had obtained alcohol from home, but the percentage who had obtained it from friends increased dramatically with grade level (Figure 4.4). Between 1998 and 2004, there was little change in the percentage of students who had obtained alcohol from home, but a noticeable decline in the percentage of students who had obtained alcohol from their peers. A large proportion (36

percent) of elementary students who drank said they usually obtained alcohol from sources other than home or their friends in the 2004 survey.

There was a regional difference in reporting sources of alcohol among young drinkers. For elementary students who had drunk alcohol, 36 percent from the border schools and 46 percent from elsewhere in the state said they had obtained alcohol from home. However, lifetime drinkers on the border (15 percent) were slightly less likely than non-border drinkers (16 percent) to report they had gotten alcohol from their friends.

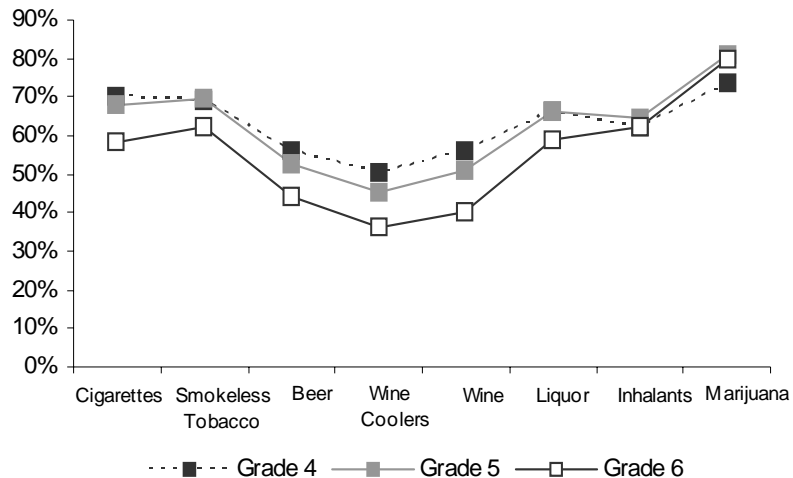
## Perceived Danger of Substances

Compared to 2002, more elementary students perceived that tobacco and alcohol were very dangerous to use, but fewer students thought it's very dangerous to use inhalants.

In the elementary survey, students were asked how dangerous they thought it was for kids their age to use substances. The response categories were “very dangerous,” “dangerous,” “not dangerous at all,” and “don’t know.” Almost 76 percent of elementary students in the 2004 survey thought that tobacco was very dangerous to use, 70 percent believed that alcohol was very dangerous to use, 63 percent said that inhalants were very dangerous, and 78 percent thought it was very dangerous to use marijuana (Appendix C, Table C3). Compared to 2002, more youths thought that tobacco and alcohol were very dangerous to use, while fewer kids believed it’s very dangerous to use inhalants.

Figure 4.5 shows, by grade level, the percentage of students who believed each of the substances asked about was very dangerous to use. For tobacco and all alcoholic beverages, the perceived danger decreased with grade level. For inhalants, there was only a small difference by grade in perceived danger. But for marijuana, fifth and sixth graders reported a higher percentage in perceived danger than fourth graders. Among the specific alcoholic beverages, wine coolers were seen as the least dangerous while liquor was thought to be substantially more dangerous than wine or beer.

**Figure 4.5. Percentage of Texas Elementary Students Who Thought it was Very Dangerous to Use Substances, by Grade : 2004**



Using smokeless tobacco was considered by more fifth and sixth graders to be very dangerous than smoking cigarettes.

Some variation occurs in the amount of knowledge that youths seemed to have about the danger of the different substances asked in the survey. Some 11 to 12 percent of elementary students in grades 4-6 did not know whether wine and wine coolers were dangerous or not, while 7 to 8 percent were not sure about whether smokeless tobacco, beer, liquor, or inhalants were dangerous. Only 5 percent of elementary students said they did not know whether cigarettes or marijuana was dangerous or not. In addition, the forms of alcohol may have a more benign appearance to young students. A higher percentage of students thought that beer, wine coolers, and wine were “not dangerous at all” (5 to 8 percent) than for any other substance.

Border elementary students were less likely than non-border students to consider tobacco, alcohol, and inhalants to be very dangerous to use.

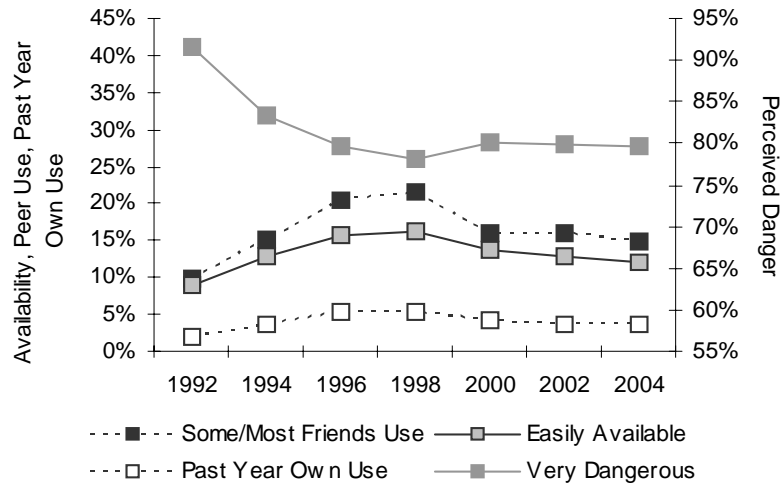
Elementary students in the border area were less likely than non-border students to consider tobacco, alcohol, and inhalants to be very dangerous, while there was no difference between border and non-border students to perceive marijuana as very dangerous to use.

The perceived danger of using substances can be a strong predictor of student use. Youths who believed that substances were very dangerous to use were less likely to use those substances. Only 3 percent of elementary students in grades 4-6 who thought beer was very dangerous to consume had drunk in the past school year, whereas 36 percent of those who believed beer was not dangerous had drunk it (Table 4.2). This relationship held true for other substances as well. However, the table also shows that a certain percentage of students who believed substances to be dangerous nevertheless said they had used them in the past year. For example, some 11

**Table 4.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Perceived Danger: 2004**

	Very Dangerous	Dangerous	Not Dangerous At All
Cigarettes	1.8%	6.6%	33.2%
Smokeless Tobacco	0.3%	1.7%	12.1%
Beer	3.2%	10.6%	36.2%
Wine Coolers	2.1%	7.9%	38.6%
Wine	2.5%	8.8%	33.9%
Liquor	1.7%	7.5%	32.4%
Inhalants	4.1%	11.2%	41.9%
Marijuana	0.8%	4.8%	34.7%

**Figure 4.6. Marijuana Availability, Perceived Danger, Peer Use, and Actual Use of Marijuana Among Texas Sixth Graders: 1992-2004**



percent of elementary students who said they believed that inhalants were dangerous had still used them within the past year.

The perception that marijuana is dangerous to use has decreased since 1992.

The perception that marijuana is dangerous to use has declined since 1992. Eighty percent of sixth graders in 2004 thought that it was very dangerous to use marijuana as compared to 92 percent in 1992; and, there was a similar, though smaller, decline for students in the other grades. The diminished fear of using marijuana among youths may have been a contributing factor in their increase in marijuana use between 1992 and 1996 (Figure 4.6). Although the perception that marijuana is dangerous has remained stable since 1996, the prevalence of marijuana use has decreased slightly during that time.

The perceived danger of inhalants has remained steady over time at fourth and fifth grade levels, but the percentage of fourth and fifth graders who believed that cigarettes, smokeless tobacco, or beer was very dangerous has risen since 1992. For example, 52 percent of fifth graders in 1992 and 68 percent of those in 2004 thought cigarettes were very dangerous to use.

A decrease in the perceived danger of substances was seen among secondary students. Elementary students were more likely than secondary students to believe that alcohol, tobacco, and marijuana were very dangerous to use. In the 2004 survey, about 78 percent of students in grades four through six thought it was very dangerous to use marijuana in comparison to 61 percent of students in grades seven through twelve (76 percent versus 50 percent for tobacco; 70 percent versus 46 percent for alcohol).

**Table 4.3. Texas Elementary Student Responses to the Question, "How Do Your Parents Feel About Kids Your Age...": 2004**

<b>Drinking Beer?</b>				
	<b>Don't Like it</b>	<b>Don't Care</b>	<b>Think It's OK</b>	<b>Don't Know</b>
All Students	81.5%	2.2%	1.0%	15.3%
Grade 4	82.0%	1.8%	1.0%	15.2%
Grade 5	82.5%	1.8%	0.9%	14.8%
Grade 6	80.0%	3.1%	1.1%	15.8%
<b>Using Marijuana?</b>				
	<b>Don't Like it</b>	<b>Don't Care</b>	<b>Think It's OK</b>	<b>Don't Know</b>
All Students	85.1%	1.1%	0.5%	13.4%
Grade 4	82.0%	0.8%	0.4%	16.8%
Grade 5	86.3%	0.9%	0.4%	12.3%
Grade 6	86.9%	1.6%	0.6%	11.0%

## Perceived Parental Attitudes

Parental attitudes toward substance use may have considerable influence on their children’s decisions to use substances or not. However, compared to secondary students, about twice as many elementary students said they had no idea how their parents felt about children their age using beer or marijuana. Among students in grades 4-6, some 15 percent were not sure how their parents felt about children their age drinking beer (as compared to 8 percent of secondary students), and 13 percent did not know how their parents felt about marijuana use (as compared to 8 percent of secondary students) (Table 4.3).

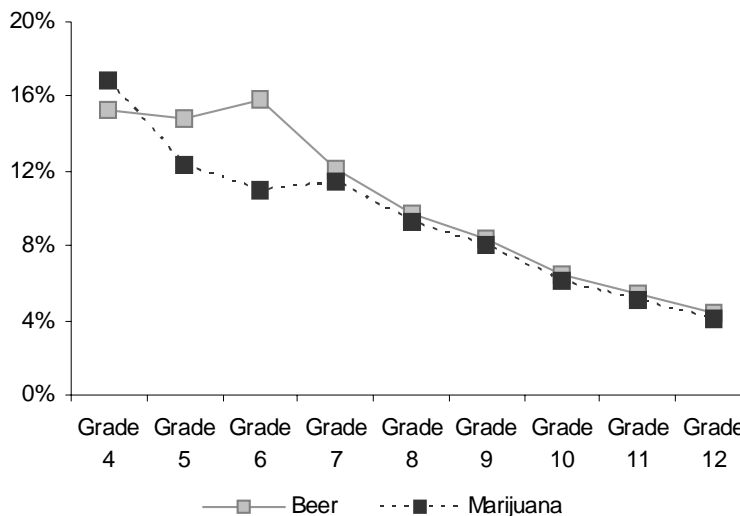
About 81 to 85 percent of elementary students said their parents disapproved of their drinking beer or using marijuana.

As shown in Figure 4.7, the percentage of students who did not know their parents’ attitudes toward substance use declines steadily as students get older. Apparently, as their children grow up, parents perceive them to be increasingly exposed to substances and make an increasing effort to make their views known. Although parents may not think that their younger children are vulnerable to substance use, the results of this survey suggest that exposure and use begin for many in elementary schools.

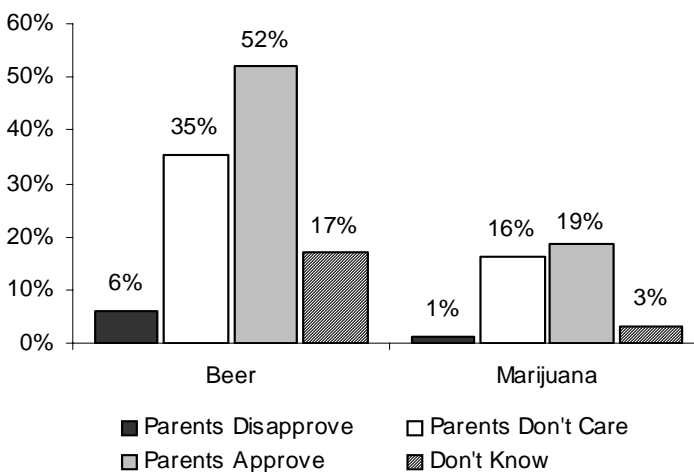
More than 81 percent of the elementary students in 2004 said their parents disapproved of their drinking beer, and 85 percent said their parents disapproved of youths using marijuana. These disapproval rates were slightly higher than two years ago. In terms of regional differences, there was not much discrepancy in perceived parental attitudes toward substance use between border and non-border students.

As might be expected, children who reported that their parents did not care or thought it was acceptable for youths to drink beer or use marijuana were much more likely to actually use those substances than those who

**Figure 4.7. Percentage of Texas Elementary and Secondary Students Who Did Not Know How Their Parents Felt About Kids Their Age Drinking Beer or Using Marijuana, by Grade: 2004**

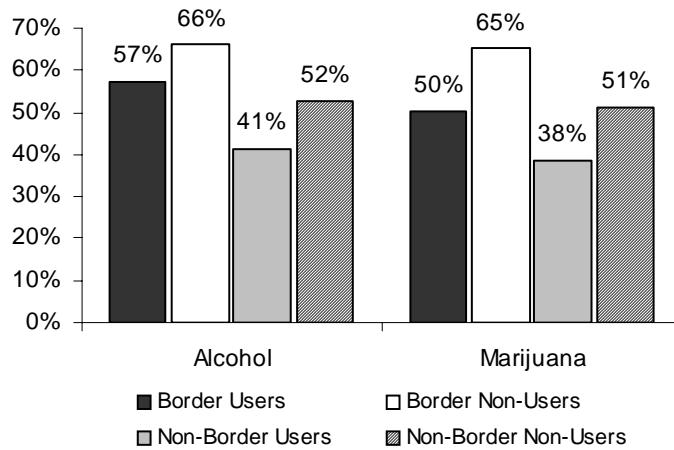


**Figure 4.8. Percentage of Texas Elementary Students Who Had Used Beer or Marijuana in the Past Year, by Parental Attitude Toward Use: 2004**



reported that their parents did not approve of such behavior (Figure 4.8). While overall parental approval of youth substance use is very low, it is important to realize that even youths who do not know their parents' attitudes are more likely to use substances than those who know that their parents disapprove of such behavior. Thus, parents need to ensure that their disapproval is clearly communicated to their children.

**Figure 4.9. Parental Attendance at School Events for Past-Year Alcohol and Marijuana Users Compared to Non-Users, Border and Non-Border Elementary Students: 2004**



## Parental Involvement in School

Students who used substances were less likely to report parental attendance at school events than non-users.

In the survey, students were asked whether their parents usually attended school-sponsored open houses or PTA meetings. This question was intended to indicate, at least partially, the degree to which parents were involved with their children’s education. Almost 53 percent of the elementary students (65 percent border and 51 percent non-border) in 2004 said that their parents participated in these activities.

Students, both border and non-border, who had used substances were less likely to report parental attendance at school events than non-users (Figure 4.9). For example, 50 percent of border students who had used marijuana in the past year said that their parents usually attended school events, while 65 percent of the marijuana non-users on the border said so. This pattern was also true between alcohol users and non-users. The findings suggest that parental attendance at school functions may indicate to their children that they are cared for and supported and may help prevent substance use by their children.

## Sources of Information About Alcohol and Drugs

The early attitudes and opinions of elementary students toward substance use can be affected by many different sources. Schools are in a position to be particularly influential in the decision-making processes of younger students. Ninety percent of elementary students in grades 4-6 said they had received some kind of information on drugs or alcohol from a school source during the past school year (Appendix C, Table C4). Unlike secondary school students, where the percentage who had received information at school about substance use declined extensively from 87 percent in 1990 to 60 percent in 2004, the percentage of elementary students who had received such information has changed slightly over time.



About 90 percent of elementary students said they had received information on drugs and alcohol from a school source during the past school year.

The most frequently mentioned source of information on drugs and alcohol reported by elementary students in 2004 was their teachers (65 percent), followed by an assembly program (60 percent) and a visitor to class (57 percent). Slightly fewer students said they had received information from a guidance counselor or from some other school sources. Grade-level data showed that fifth graders were the most likely to have received information about drugs and alcohol at school during their school year, and that was most likely to be from a visitor to class. Because teachers were the primary source of information for students, it is essential that they be given the resources and encouragement necessary to impart alcohol and drug education to their students as part of their regular curriculum.

Slightly more border elementary students (92 percent) than non-border students (90 percent) reported receiving information on drugs or alcohol from at least one school source. The most substantial difference in receiving such information between border (75 percent) and non-border (50 percent) students was from a guidance counselor.

## Endnotes

<sup>1</sup>C. Jackson, "Initiation and Experimental Stages of Tobacco and Alcohol During Late Childhood: Relation to Peer, Parent and Personal Risk Factors," *Addictive Behaviors* 22 (1997): 1-14. Note that being friends with substance-using peers can be, of course, a result as well as a cause of a student's own substance use.



# Chapter 5

## Conclusions

Although substance use is relatively low among elementary students compared to those in the secondary schools, it should be remembered that even low rates of use represent large numbers of students.

Since its inception in 1990, the Texas Elementary School Survey (along with the Secondary School Survey begun in 1988) has continued to provide educators, prevention specialists, planners, researchers, parents, and the community with information not only on levels of substance use but also on the importance of risk and resiliency factors to prevent substance use. The study began to oversample school students along the Texas-Mexico border in 1998 to gain knowledge of substance use patterns in this unique area of the state.

In the 2004 survey, elementary students from fourth through sixth grade reported the lowest rates of lifetime and past-year use of tobacco since the survey began in 1990. Alcohol use has decreased significantly since 1990 although it showed a slight increase during the past two years. Prevalence rates of inhalant use were up from 2002, although the rates were still lower than those of 1998. Marijuana was used by only a small percentage of elementary students, but past-year use increased steadily from 1992 to 1996 and has decreased since 1996.

Border elementary students reported somewhat higher rates of lifetime use for inhalants, but lower lifetime rates of smokeless tobacco, beer, wine, and liquor than their non-border peers. This pattern holds for past-year use as well. The difference in use between border and non-border students was more pronounced in the fifth and sixth grades. Border substance users (29 percent) were slightly less likely than non-border users (30 percent) to have used multiple (two, three, or all four) substances.

There has been little change in the average age of first use of substances. The age at which elementary students first began drinking has remained fairly constant, at slightly more than 9 years old, since 1994.

Heavy drinking (two or more drinks at one setting) among elementary students is of concern. About one in eight elementary youths reported heavy consumption of beer at least once during the 2004 school year. Such behavior is not only potentially hazardous to their health, but could place these youths at risk of alcohol dependence and other adverse consequences of heavy use later in life.

Correction fluid was the most popular inhalants among elementary students in grades 4-6. More than one-half of lifetime inhalant users in the

2004 survey admitted having used multiple types of inhalants. Increases in inhalant use between 2002 and 2004 were larger among girls than boys.

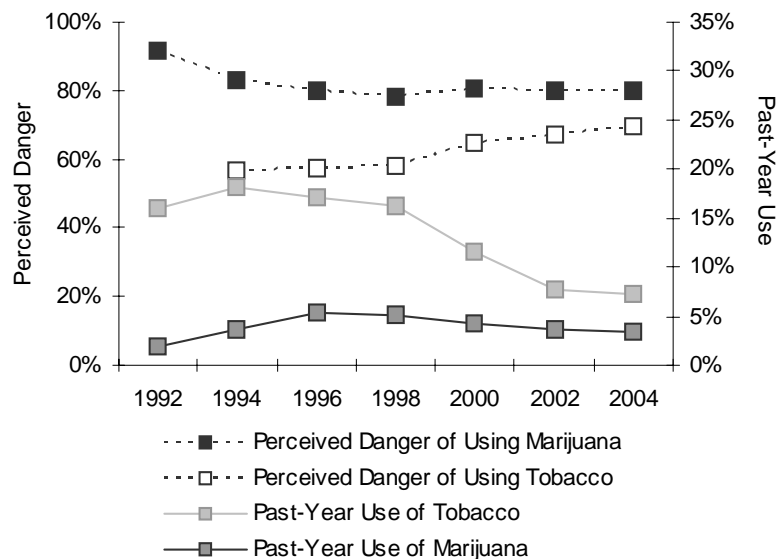
The perceived danger of using substances can be related to the changes in the prevalence use of substances among youths. Figure 5.1 shows that the percentage of sixth graders who believed that marijuana was dangerous to use has declined since 1992, while the perceived danger of cigarettes or smokeless tobacco has risen. Also, changes in the prevalence of use of each substance have generally paralleled the changes in its availability. The perceived availability of tobacco and alcohol reported by elementary students has decreased slightly since 1994, while the availability of inhalants and marijuana peaked in 1998 and then decreased after 2000.

Among elementary students who had ever drunk alcohol, more than 44 percent said they usually obtained it from home and 16 percent got it from friends. Border elementary students were somewhat less likely than non-border students to report having been offered tobacco, alcohol, or inhalants, but slightly more likely to report having been offered marijuana.

Grade-level patterns showed that prevalence of substance use increased by grade, with a noticeable jump in substance use between fifth and sixth grades (perhaps due to entry into middle school). Although boys had prevalence rates above those for girls for all substances, the gender gap has been decreasing as girls are becoming increasingly likely to use substances.

Peer use of substances is often cited as an important factor associated with a student's substance use. In the 2004 survey, about 26 percent of elementary students said that some or most of their close friends drank alcohol, and 8 percent reported use of marijuana by at least some of their

**Figure 5.1. Percentage of Texas Sixth Graders Saying Tobacco and Marijuana Were Very Dangerous to Use Compared to Their Past-Year Use: 1992-2004**



friends. Students were more likely to use the substance themselves if they reported that most of their friends used it.

Parents play a prominent role in whether or not children use drugs.

Parents play an important role in whether or not children use drugs. Students who lived with both parents were less likely to use substances than those who lived in other family structures. Importantly, children who said that their parents disapproved of kids their age drinking beer or using marijuana were less likely to consume them than were those whose parents did not care or approved. More than 81 percent of the elementary students said their parents disapproved of their drinking beer, and 85 percent said their parents disapproved of youths using marijuana.

Students who had not used substances were more likely to say that their parents attended school functions such as PTA meetings than users. In addition, students' behavior at school is related to their substance use. Students who had skipped school and/or had been sent to the principal due to their conduct problems were more likely to use substances than other students.

Students who make good academic grades are less likely to use substances. However, the difference in marijuana use between A or B students and C or lower students has decreased over time. While students making poor grades reported a lower prevalence of marijuana use in 2004 than in 1990, A or B students showed a slight increase in use through the years.

Substance use behavior in the elementary grades predicts similar behavior in secondary school.

Unlike secondary school students who reported receiving less substance abuse information and education through their school, the percentage of elementary students who had received such information has changed slightly over time. A large majority (90 percent) of elementary students from fourth through sixth grade said that they had received information about drugs and alcohol during the past school year, which means that this education is imparted to almost all students at least in the earlier grades.

In general, substance use behavior in the elementary grades predicts similar behavior in secondary school. A significant percent of twelfth graders who have used substances say they had begun use in middle school. The association of peer, parent, and school factors with self-reported substance use in the elementary study is consistent with the relationships observed among older students. These results suggest the need for early prevention and intervention efforts to be directed toward preadolescents. These efforts should address the individual, family, peer, and school factors that may lead to the initiation and continuation of adolescent substance use.<sup>1</sup>

## Recommendations

The survey findings indicate the need to think of substance use among youths as affected by a wide variety of factors.

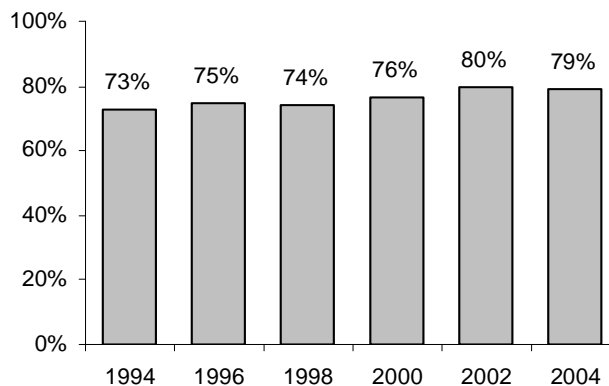
In the 2004 survey, 79 percent of elementary students in grades 4-6 reported they had not used tobacco, alcohol, inhalants, or marijuana during the past school year. This overall drug-free rate was about 6 percentage points higher than the number in 1994 (Figure 5.2). If parents, schools, and communities continue to address risk and resiliency areas for which they are responsible, this positive trend will likely continue to increase.

The survey findings have identified some patterns of prevalence use based on demographic influences, peer, school, and family factors. This information should be used to adapt education and prevention programs for groups known to be at greatest risk. Substance use prevention efforts must extend their emphases beyond individual youths to include parents and schools and go beyond explicit anti-drug messages to address social factors such as interpersonal relationships, the value of school attendance and educational success, and resistance to peer pressure. Statewide prevention efforts need to be reinforced and targeted and include local strategies to help youths remain drug free. Collaboration in communities among parents, schools, and various agencies is necessary to prevent the initiation of use.

Parents can play a major role in preventing substance abuse by initiating discussions with their children early in the elementary grades and making sure that their children have no doubt about their disapproval of substance use. Parents should also get involved in the activities at the schools their children attend. Participation in back-to-school nights, PTA meetings, and teacher conferences can help to establish a relationship with the school, open lines of communication between schools, parents, and children, and establish a commitment to academic excellence.

Moreover, parents and schools should not assume that students who achieve academically are not at risk of substance use. All students should be acknowledged as being at risk and classroom drug education and prevention programs need to be re-emphasized as a school priority.

**Figure 5.2. Percentage of Texas Elementary Students Who Had NOT Used Tobacco, Alcohol, Inhalants, or Marijuana in the Past School Year: 1994-2004**



All Students should be acknowledged as being at risk, and classroom drug education and prevention program need to be re-emphasized as a school priority.

With the strong link between youths' perceived danger of substances and their substance use, it is important that all Texas students in grades K-12 receive comprehensive alcohol, tobacco, inhalants, and other drug information. The number of secondary school students who report receiving substance abuse information from school resources continues to drop. As use increases with grade level, this indicates a need for prevention and intervention efforts to continue at all grade levels, not only in the schools, but at home and in the community. The National Institute on Drug Abuse has released a research-based guide showing the protective impact of scientifically proven and effective prevention programs for communities, schools, and families.<sup>2</sup> The current edition of this guide provides updated prevention principles, new questions and program information, and expanded prevention references and resources.

The Substances Abuse Services Division at the Texas Department of State Health Services (DSHS) provides resources and information to help counselors, addiction professionals, educators, parents, and others who are interested in finding out more about abuse of substances and ways to prevent substance abuse among Texas youths. The DSHS web site (<http://www.dshs.state.tx.us/sa/default.shtm>) includes current information on prevention, drugs of abuse, research and epidemiology, library and information clearinghouse services, and training opportunities.

## Endnotes

<sup>1</sup> Marnik Dekimpe, Linda Van de Gucht, Dominique Hanssens, and Keiko Powers, "Long-Run Abstinence After Narcotics Abuse: What Are the Odds?" *Management Science*, 44 (1998): 1476–1492.

<sup>2</sup> Elizabeth B. Robertson, Susan L. David, and Suman A. Rao, *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders (2<sup>nd</sup> Edition)*, Bethesda, MD: National Institute on Drug Abuse, National Institutes of Health, Oct. 2003. <http://www.drugabuse.gov/pdf/prevention/RedBook.pdf>





# **Appendix A**

## **Survey Instrument**



1. Are you a:

Boy  Girl

2. What grade are you in?

4  5  6

3. Do you live with both of your parents?

Yes  No

4. How old are you?

8 or younger  9  10  11  12  13 or older

5. Are you:

White  African American  Mexican American  Asian American  Native American  Other

6. What grades do you usually get?  
(ONLY CHOOSE ONE)

Mostly A's  Mostly B's  Mostly C's  Mostly D's  Mostly F's

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

Yes  No  Don't Know

8. Did either of your parents graduate from college?

Yes  No  Don't Know

9. During the current school year, do you qualify for a free or reduced price school lunch?

Yes  No  Don't Know

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

Yes  No

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

11. Have you EVER sniffed any of the following inhalants to get high?  
(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never Used	Used
a. Gasoline to get high	<input type="radio"/>	<input type="radio"/>
b. Paint thinner to get high	<input type="radio"/>	<input type="radio"/>
c. Glue to get high	<input type="radio"/>	<input type="radio"/>
d. Whiteout or correction fluid to get high	<input type="radio"/>	<input type="radio"/>
e. Spray paint to get high	<input type="radio"/>	<input type="radio"/>
f. Other inhalants to get high	<input type="radio"/>	<input type="radio"/>

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

12. How many times have you used any of these drugs?  
(DARKEN ONE BUBBLE FOR EACH DRUG)

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

13. SINCE SCHOOL BEGAN IN THE FALL, how many times have you used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Times used since school began in the Fall.				
	Never heard of it	Not used it	1-2 times	3-10 times	11 or more times
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Shimeron?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. About how many of your close friends your age use:

(DARKEN ONE BUBBLE FOR EACH DRUG)

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

14. How old were you when you first used:

(DARKEN ONE BUBBLE FOR EACH DRUG)

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

16. Has anyone ever tried to give you:

(DARKEN ONE BUBBLE FOR EACH DRUG)

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

PLEASE GO ON TO THE NEXT PAGE

17. When you drink alcohol (beer, wine coolers, wine or liquor), where do you get it?

(DARKEN ONE BUBBLE FOR EACH LINE)

	Don't Drink	Yes	No
a. Get it from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Get it from friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Get it from somewhere else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never heard of it	Very dangerous	Dangerous	Not dangerous at all	Don't Know
a. Cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Snuff or Chewing Tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Wine Coolers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Shimeron?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Marijuana (pot)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. SINCE SCHOOL BEGAN IN THE FALL, have you learned about drugs or alcohol from:

(DARKEN ONE BUBBLE FOR EACH LINE)

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

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

(DARKEN ONE BUBBLE FOR EACH DRUG)

	Never	1 time	2 times	3 or more times
a. Beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Wine Coolers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Since school began in the Fall, have you skipped school when your parents didn't know?

Yes  No

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

Yes  No

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

They don't like it.

They don't care.

They think it's O.K.

I don't know.

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

They don't like it.

They don't care.

They think it's O.K.

I don't know.

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



**SERIAL #**

PLEASE DO NOT WRITE IN THIS AREA

**Appendix B**  
**Prevalence Tables**  
**(Border and Non-Border Students Combined)**

**Table B1. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students, 1990-2004**

	<b>Ever Used 1990</b>	<b>Ever Used 1992</b>	<b>Ever Used 1994</b>	<b>Ever Used 1996</b>	<b>Ever Used 1998</b>	<b>Ever Used 2000</b>	<b>Ever Used 2002</b>	<b>Ever Used 2004</b>
<b>Tobacco</b>	<b>21.1%</b>	<b>18.8%</b>	<b>18.9%</b>	<b>17.1%</b>	<b>16.3%</b>	<b>12.5%</b>	<b>9.1%</b>	<b>8.2%</b>
Grade 4	13.3%	10.8%	11.1%	9.3%	9.3%	6.8%	5.1%	4.6%
Grade 5	19.8%	18.3%	17.7%	16.3%	15.0%	11.4%	7.9%	7.0%
Grade 6	30.5%	27.4%	27.9%	25.8%	24.8%	19.9%	14.2%	13.1%
<b>Alcohol</b>	<b>41.8%</b>	<b>33.4%</b>	<b>32.6%</b>	<b>30.2%</b>	<b>29.6%</b>	<b>27.5%</b>	<b>25.2%</b>	<b>25.5%</b>
Grade 4	31.0%	25.2%	25.1%	21.7%	21.5%	19.1%	18.5%	18.3%
Grade 5	38.5%	28.6%	30.3%	28.6%	28.4%	25.8%	23.1%	23.4%
Grade 6	56.5%	46.4%	42.5%	40.3%	39.2%	38.4%	34.1%	34.8%
<b>Inhalants</b>	<b>15.3%</b>	<b>16.4%</b>	<b>9.8%</b>	<b>9.8%</b>	<b>12.3%</b>	<b>10.7%</b>	<b>9.3%</b>	<b>10.5%</b>
Grade 4	12.7%	14.6%	8.4%	8.7%	10.4%	9.8%	9.0%	9.6%
Grade 5	9.6%	10.5%	8.0%	8.3%	11.1%	8.8%	7.7%	8.8%
Grade 6	24.0%	24.0%	13.0%	12.4%	15.4%	13.8%	11.2%	13.1%
<b>Marijuana</b>	<b>2.7%</b>	<b>1.7%</b>	<b>5.6%</b>	<b>4.0%</b>	<b>3.6%</b>	<b>2.8%</b>	<b>2.6%</b>	<b>2.5%</b>
Grade 4	1.1%	0.8%	3.5%	1.7%	1.2%	0.8%	0.8%	1.0%
Grade 5	1.8%	0.9%	4.6%	2.9%	2.6%	2.1%	1.9%	1.4%
Grade 6	5.4%	3.4%	8.8%	7.3%	7.2%	5.7%	5.1%	4.9%

	<b>School Year 1990</b>	<b>School Year 1992</b>	<b>School Year 1994</b>	<b>School Year 1996</b>	<b>School Year 1998</b>	<b>School Year 2000</b>	<b>School Year 2002</b>	<b>School Year 2004</b>
<b>Tobacco</b>	<b>13.3%</b>	<b>11.5%</b>	<b>12.0%</b>	<b>10.8%</b>	<b>10.3%</b>	<b>7.3%</b>	<b>4.8%</b>	<b>4.5%</b>
Grade 4	8.2%	6.5%	7.1%	5.5%	6.0%	3.8%	2.7%	2.5%
Grade 5	13.2%	11.9%	10.9%	9.9%	8.9%	6.7%	4.0%	3.7%
Grade 6	18.7%	16.1%	18.1%	17.0%	16.3%	11.6%	7.6%	7.2%
<b>Alcohol</b>	<b>28.8%</b>	<b>20.5%</b>	<b>22.6%</b>	<b>20.5%</b>	<b>20.2%</b>	<b>18.9%</b>	<b>15.9%</b>	<b>16.1%</b>
Grade 4	21.1%	14.7%	17.3%	14.5%	14.4%	13.1%	11.5%	11.6%
Grade 5	28.1%	18.0%	20.3%	19.0%	18.8%	17.5%	14.2%	14.5%
Grade 6	37.7%	28.8%	30.2%	28.1%	27.6%	26.4%	22.0%	22.2%
<b>Inhalants</b>	<b>11.4%</b>	<b>10.9%</b>	<b>5.7%</b>	<b>7.1%</b>	<b>9.2%</b>	<b>7.8%</b>	<b>6.5%</b>	<b>7.6%</b>
Grade 4	9.5%	10.8%	4.2%	6.3%	7.6%	7.1%	6.2%	7.0%
Grade 5	7.1%	7.1%	4.8%	6.2%	8.1%	6.3%	5.3%	6.5%
Grade 6	17.8%	14.8%	8.0%	8.8%	11.8%	10.0%	8.0%	9.4%
<b>Marijuana</b>	<b>1.8%</b>	<b>1.0%</b>	<b>1.9%</b>	<b>2.7%</b>	<b>2.6%</b>	<b>2.1%</b>	<b>1.7%</b>	<b>1.7%</b>
Grade 4	0.7%	0.4%	0.7%	0.9%	0.9%	0.5%	0.5%	0.6%
Grade 5	1.3%	0.6%	1.2%	1.8%	1.9%	1.7%	1.1%	1.0%
Grade 6	3.6%	2.0%	3.7%	5.4%	5.2%	4.2%	3.6%	3.5%

**Table B2. Prevalence and Recency of Substance Use,  
by Grade: All Texas Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>8.2%</b>	<b>4.5%</b>	<b>3.8%</b>	<b>91.8%</b>
Grade 4	4.6%	2.5%	2.2%	95.4%
Grade 5	7.0%	3.7%	3.2%	93.0%
Grade 6	13.1%	7.2%	5.9%	86.9%
<b>Alcohol</b>	<b>25.5%</b>	<b>16.1%</b>	<b>9.4%</b>	<b>74.5%</b>
Grade 4	18.3%	11.6%	6.7%	81.7%
Grade 5	23.4%	14.5%	9.0%	76.6%
Grade 6	34.8%	22.2%	12.6%	65.2%
<b>Inhalants</b>	<b>10.5%</b>	<b>7.6%</b>	<b>2.9%</b>	<b>89.5%</b>
Grade 4	9.6%	7.0%	2.6%	90.4%
Grade 5	8.8%	6.5%	2.3%	91.2%
Grade 6	13.1%	9.4%	3.7%	86.9%
<b>Marijuana</b>	<b>2.5%</b>	<b>1.7%</b>	<b>0.8%</b>	<b>97.5%</b>
Grade 4	1.0%	0.6%	0.4%	99.0%
Grade 5	1.4%	1.0%	0.4%	98.6%
Grade 6	4.9%	3.5%	1.4%	95.1%

**Table B3. Prevalence and Recency of Substance Use,  
by Grade: Texas Male Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.8%</b>	<b>5.2%</b>	<b>4.5%</b>	<b>90.2%</b>
Grade 4	5.8%	3.1%	2.7%	94.2%
Grade 5	8.7%	4.5%	4.3%	91.3%
Grade 6	14.9%	8.2%	6.6%	85.1%
<b>Alcohol</b>	<b>28.2%</b>	<b>17.4%</b>	<b>10.7%</b>	<b>71.8%</b>
Grade 4	21.9%	13.7%	8.1%	78.1%
Grade 5	25.8%	15.8%	10.0%	74.2%
Grade 6	37.0%	22.9%	14.1%	63.0%
<b>Inhalants</b>	<b>11.7%</b>	<b>8.4%</b>	<b>3.3%</b>	<b>88.3%</b>
Grade 4	10.9%	8.0%	2.9%	89.1%
Grade 5	9.9%	7.1%	2.8%	90.1%
Grade 6	14.2%	10.0%	4.2%	85.8%
<b>Marijuana</b>	<b>3.0%</b>	<b>2.0%</b>	<b>1.0%</b>	<b>97.0%</b>
Grade 4	1.2%	0.7%	0.6%	98.8%
Grade 5	1.8%	1.2%	0.6%	98.2%
Grade 6	6.1%	4.3%	1.8%	93.9%



**Table B4. Prevalence and Recency of Substance Use, by Grade: Texas Female Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.8%</b>	<b>3.8%</b>	<b>3.0%</b>	<b>93.2%</b>
Grade 4	3.5%	1.9%	1.6%	96.5%
Grade 5	5.2%	3.0%	2.2%	94.8%
Grade 6	11.5%	6.3%	5.2%	88.5%
<b>Alcohol</b>	<b>22.9%</b>	<b>14.8%</b>	<b>8.1%</b>	<b>77.1%</b>
Grade 4	14.8%	9.6%	5.2%	85.2%
Grade 5	21.1%	13.2%	7.9%	78.9%
Grade 6	32.7%	21.6%	11.1%	67.3%
<b>Inhalants</b>	<b>9.3%</b>	<b>6.9%</b>	<b>2.5%</b>	<b>90.7%</b>
Grade 4	8.3%	6.0%	2.3%	91.7%
Grade 5	7.6%	5.8%	1.8%	92.4%
Grade 6	11.9%	8.7%	3.2%	88.1%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.4%</b>	<b>0.5%</b>	<b>98.1%</b>
Grade 4	0.7%	0.5%	0.3%	99.3%
Grade 5	1.1%	0.8%	0.3%	98.9%
Grade 6	3.8%	2.8%	1.0%	96.2%

**Table B5. Prevalence and Recency of Substance Use, by Grade: Texas Anglo Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.8%</b>	<b>3.3%</b>	<b>3.4%</b>	<b>93.2%</b>
Grade 4	4.1%	2.2%	1.9%	95.9%
Grade 5	5.6%	2.5%	3.1%	94.4%
Grade 6	10.4%	5.2%	5.2%	89.6%
<b>Alcohol</b>	<b>22.7%</b>	<b>13.9%</b>	<b>8.8%</b>	<b>77.3%</b>
Grade 4	17.4%	10.5%	6.9%	82.6%
Grade 5	21.5%	12.5%	9.1%	78.5%
Grade 6	29.0%	18.6%	10.4%	71.0%
<b>Inhalants</b>	<b>9.5%</b>	<b>7.0%</b>	<b>2.5%</b>	<b>90.5%</b>
Grade 4	9.8%	7.2%	2.6%	90.2%
Grade 5	7.4%	5.5%	1.8%	92.6%
Grade 6	11.1%	8.1%	3.0%	88.9%
<b>Marijuana</b>	<b>1.5%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>98.5%</b>
Grade 4	0.6%	0.4%	0.2%	99.4%
Grade 5	0.6%	0.5%	0.2%	99.4%
Grade 6	3.1%	1.9%	1.1%	96.9%

**Table B6. Prevalence and Recency of Substance Use,  
by Grade: Texas African American Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.3%</b>	<b>5.0%</b>	<b>4.3%</b>	<b>90.7%</b>
Grade 4	5.9%	3.3%	2.6%	94.1%
Grade 5	8.0%	4.3%	3.7%	92.0%
Grade 6	13.8%	7.2%	6.5%	86.2%
<b>Alcohol</b>	<b>29.0%</b>	<b>17.4%</b>	<b>11.6%</b>	<b>71.0%</b>
Grade 4	20.7%	13.6%	7.1%	79.3%
Grade 5	26.0%	15.6%	10.4%	74.0%
Grade 6	40.3%	23.0%	17.3%	59.7%
<b>Inhalants</b>	<b>9.5%</b>	<b>6.9%</b>	<b>2.5%</b>	<b>90.5%</b>
Grade 4	7.6%	5.4%	2.2%	92.4%
Grade 5	8.9%	6.9%	2.0%	91.1%
Grade 6	11.9%	8.5%	3.4%	88.1%
<b>Marijuana</b>	<b>2.4%</b>	<b>1.7%</b>	<b>0.7%</b>	<b>97.6%</b>
Grade 4	1.1%	0.5%	0.6%	98.9%
Grade 5	0.8%	0.5%	0.3%	99.2%
Grade 6	5.3%	4.0%	1.2%	94.7%

**Table B7. Prevalence and Recency of Substance Use,  
by Grade: Texas Hispanic Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.7%</b>	<b>5.6%</b>	<b>4.1%</b>	<b>90.3%</b>
Grade 4	4.8%	2.5%	2.4%	95.2%
Grade 5	8.1%	4.8%	3.3%	91.9%
Grade 6	16.3%	9.7%	6.6%	83.7%
<b>Alcohol</b>	<b>27.8%</b>	<b>18.4%</b>	<b>9.4%</b>	<b>72.2%</b>
Grade 4	18.9%	12.4%	6.5%	81.1%
Grade 5	25.0%	16.5%	8.5%	75.0%
Grade 6	39.7%	26.6%	13.2%	60.3%
<b>Inhalants</b>	<b>11.8%</b>	<b>8.5%</b>	<b>3.3%</b>	<b>88.2%</b>
Grade 4	10.2%	7.4%	2.8%	89.8%
Grade 5	9.9%	7.1%	2.7%	90.1%
Grade 6	15.5%	11.0%	4.4%	84.5%
<b>Marijuana</b>	<b>3.6%</b>	<b>2.5%</b>	<b>1.0%</b>	<b>96.4%</b>
Grade 4	1.3%	0.8%	0.6%	98.7%
Grade 5	2.5%	1.7%	0.8%	97.5%
Grade 6	7.0%	5.2%	1.8%	93.0%

**Table B8. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Who Reported Earning A's/B's, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.9%</b>	<b>3.6%</b>	<b>3.3%</b>	<b>93.1%</b>
Grade 4	3.8%	1.9%	1.9%	96.2%
Grade 5	6.1%	3.2%	2.9%	93.9%
Grade 6	10.8%	5.7%	5.1%	89.2%
<b>Alcohol</b>	<b>23.7%</b>	<b>14.6%</b>	<b>9.1%</b>	<b>76.3%</b>
Grade 4	17.1%	10.7%	6.4%	82.9%
Grade 5	22.0%	13.0%	9.0%	78.0%
Grade 6	32.0%	20.3%	11.8%	68.0%
<b>Inhalants</b>	<b>9.4%</b>	<b>6.9%</b>	<b>2.6%</b>	<b>90.6%</b>
Grade 4	9.0%	6.6%	2.4%	91.0%
Grade 5	7.9%	5.9%	2.0%	92.1%
Grade 6	11.5%	8.1%	3.4%	88.5%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.3%</b>	<b>0.6%</b>	<b>98.1%</b>
Grade 4	0.7%	0.3%	0.3%	99.3%
Grade 5	1.1%	0.8%	0.3%	98.9%
Grade 6	3.8%	2.7%	1.1%	96.2%

**Table B9. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Who Reported Earning C's, D's, or F's, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>14.4%</b>	<b>8.5%</b>	<b>5.9%</b>	<b>85.6%</b>
Grade 4	8.6%	5.2%	3.4%	91.4%
Grade 5	11.1%	6.2%	4.9%	88.9%
Grade 6	22.5%	13.5%	9.1%	77.5%
<b>Alcohol</b>	<b>33.8%</b>	<b>22.8%</b>	<b>11.0%</b>	<b>66.2%</b>
Grade 4	24.5%	16.7%	7.8%	75.5%
Grade 5	29.8%	20.6%	9.2%	70.2%
Grade 6	45.6%	30.1%	15.5%	54.4%
<b>Inhalants</b>	<b>15.2%</b>	<b>11.1%</b>	<b>4.1%</b>	<b>84.8%</b>
Grade 4	12.9%	9.1%	3.8%	87.1%
Grade 5	12.9%	9.3%	3.6%	87.1%
Grade 6	19.5%	14.6%	4.8%	80.5%
<b>Marijuana</b>	<b>5.1%</b>	<b>3.6%</b>	<b>1.6%</b>	<b>94.9%</b>
Grade 4	2.4%	1.5%	0.8%	97.6%
Grade 5	2.9%	1.9%	0.9%	97.1%
Grade 6	9.6%	6.9%	2.8%	90.4%

**Table B10. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Who Lived With Both Parents, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.2%</b>	<b>3.4%</b>	<b>2.9%</b>	<b>93.8%</b>
Grade 4	3.9%	2.1%	1.8%	96.1%
Grade 5	5.0%	2.6%	2.4%	95.0%
Grade 6	9.9%	5.5%	4.4%	90.1%
<b>Alcohol</b>	<b>22.1%</b>	<b>13.7%</b>	<b>8.4%</b>	<b>77.9%</b>
Grade 4	16.3%	10.0%	6.3%	83.7%
Grade 5	20.4%	12.4%	8.0%	79.6%
Grade 6	30.0%	19.1%	11.0%	70.0%
<b>Inhalants</b>	<b>9.9%</b>	<b>7.3%</b>	<b>2.6%</b>	<b>90.1%</b>
Grade 4	9.9%	7.2%	2.7%	90.1%
Grade 5	8.0%	6.0%	2.1%	92.0%
Grade 6	11.8%	8.6%	3.1%	88.2%
<b>Marijuana</b>	<b>1.7%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>98.3%</b>
Grade 4	0.9%	0.5%	0.4%	99.1%
Grade 5	0.9%	0.6%	0.3%	99.1%
Grade 6	3.5%	2.5%	1.0%	96.5%

**Table B11. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Not Living With Both Parents, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>12.4%</b>	<b>6.8%</b>	<b>5.6%</b>	<b>87.6%</b>
Grade 4	6.4%	3.4%	3.0%	93.6%
Grade 5	10.7%	5.9%	4.7%	89.3%
Grade 6	19.1%	10.6%	8.5%	80.9%
<b>Alcohol</b>	<b>32.8%</b>	<b>21.2%</b>	<b>11.6%</b>	<b>67.2%</b>
Grade 4	23.5%	15.7%	7.8%	76.5%
Grade 5	29.7%	18.7%	11.0%	70.3%
Grade 6	43.7%	28.3%	15.4%	56.3%
<b>Inhalants</b>	<b>11.8%</b>	<b>8.4%</b>	<b>3.4%</b>	<b>88.2%</b>
Grade 4	9.2%	6.7%	2.5%	90.8%
Grade 5	10.3%	7.5%	2.8%	89.7%
Grade 6	15.4%	10.8%	4.6%	84.6%
<b>Marijuana</b>	<b>4.0%</b>	<b>2.8%</b>	<b>1.2%</b>	<b>96.0%</b>
Grade 4	1.2%	0.8%	0.4%	98.8%
Grade 5	2.4%	1.7%	0.7%	97.6%
Grade 6	7.8%	5.6%	2.2%	92.2%

**Table B12. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Living in Town More Than Three Years, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>8.2%</b>	<b>4.5%</b>	<b>3.7%</b>	<b>91.8%</b>
Grade 4	4.6%	2.5%	2.1%	95.4%
Grade 5	6.6%	3.5%	3.1%	93.4%
Grade 6	12.9%	7.2%	5.7%	87.1%
<b>Alcohol</b>	<b>25.9%</b>	<b>16.4%</b>	<b>9.5%</b>	<b>74.1%</b>
Grade 4	18.5%	11.8%	6.8%	81.5%
Grade 5	23.7%	14.7%	9.0%	76.3%
Grade 6	34.7%	22.3%	12.3%	65.3%
<b>Inhalants</b>	<b>10.5%</b>	<b>7.6%</b>	<b>2.8%</b>	<b>89.5%</b>
Grade 4	9.6%	7.0%	2.6%	90.4%
Grade 5	8.7%	6.4%	2.3%	91.3%
Grade 6	13.0%	9.4%	3.6%	87.0%
<b>Marijuana</b>	<b>2.4%</b>	<b>1.7%</b>	<b>0.7%</b>	<b>97.6%</b>
Grade 4	0.7%	0.3%	0.4%	99.3%
Grade 5	1.4%	1.0%	0.4%	98.6%
Grade 6	4.9%	3.5%	1.3%	95.1%

**Table B13. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Living in Town Three Years or Less, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.3%</b>	<b>4.7%</b>	<b>4.6%</b>	<b>90.7%</b>
Grade 4	5.1%	2.6%	2.5%	94.9%
Grade 5	8.8%	4.2%	4.6%	91.2%
Grade 6	14.1%	7.4%	6.8%	85.9%
<b>Alcohol</b>	<b>26.4%</b>	<b>16.3%</b>	<b>10.1%</b>	<b>73.6%</b>
Grade 4	19.8%	11.8%	7.9%	80.2%
Grade 5	23.6%	14.9%	8.7%	76.4%
Grade 6	35.9%	22.3%	13.6%	64.1%
<b>Inhalants</b>	<b>10.8%</b>	<b>7.7%</b>	<b>3.1%</b>	<b>89.2%</b>
Grade 4	9.9%	7.2%	2.7%	90.1%
Grade 5	8.6%	6.4%	2.2%	91.4%
Grade 6	13.9%	9.5%	4.4%	86.1%
<b>Marijuana</b>	<b>2.9%</b>	<b>1.9%</b>	<b>0.9%</b>	<b>97.1%</b>
Grade 4	2.2%	1.5%	0.7%	97.8%
Grade 5	1.3%	0.8%	0.5%	98.7%
Grade 6	5.2%	3.5%	1.6%	94.8%

**Table B14. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Having Families With Higher Incomes, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>7.8%</b>	<b>4.4%</b>	<b>3.4%</b>	<b>92.2%</b>
Grade 4	5.1%	2.6%	2.4%	94.9%
Grade 5	6.3%	3.8%	2.6%	93.7%
Grade 6	10.9%	6.2%	4.7%	89.1%
<b>Alcohol</b>	<b>25.3%</b>	<b>16.3%</b>	<b>9.0%</b>	<b>74.7%</b>
Grade 4	18.1%	11.6%	6.5%	81.9%
Grade 5	23.1%	14.4%	8.7%	76.9%
Grade 6	32.2%	21.3%	11.0%	67.8%
<b>Inhalants</b>	<b>10.3%</b>	<b>7.5%</b>	<b>2.8%</b>	<b>89.7%</b>
Grade 4	9.9%	7.1%	2.8%	90.1%
Grade 5	8.0%	6.1%	1.9%	92.0%
Grade 6	12.5%	9.1%	3.4%	87.5%
<b>Marijuana</b>	<b>2.2%</b>	<b>1.4%</b>	<b>0.7%</b>	<b>97.8%</b>
Grade 4	1.2%	0.6%	0.6%	98.8%
Grade 5	1.0%	0.7%	0.3%	99.0%
Grade 6	3.8%	2.6%	1.2%	96.2%

**Table B15. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Having Families With Lower Incomes, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.1%</b>	<b>6.2%</b>	<b>5.0%</b>	<b>88.9%</b>
Grade 4	6.1%	3.5%	2.6%	93.9%
Grade 5	9.1%	4.9%	4.2%	90.9%
Grade 6	18.1%	10.0%	8.1%	81.9%
<b>Alcohol</b>	<b>30.0%</b>	<b>19.1%</b>	<b>10.9%</b>	<b>70.0%</b>
Grade 4	21.3%	14.1%	7.1%	78.8%
Grade 5	26.9%	16.9%	10.1%	73.1%
Grade 6	41.4%	26.1%	15.4%	58.6%
<b>Inhalants</b>	<b>11.6%</b>	<b>8.3%</b>	<b>3.4%</b>	<b>88.4%</b>
Grade 4	10.5%	7.3%	3.2%	89.5%
Grade 5	9.5%	7.0%	2.5%	90.5%
Grade 6	14.8%	10.4%	4.4%	85.2%
<b>Marijuana</b>	<b>3.5%</b>	<b>2.6%</b>	<b>0.9%</b>	<b>96.5%</b>
Grade 4	1.3%	0.8%	0.4%	98.7%
Grade 5	2.2%	1.6%	0.6%	97.8%
Grade 6	7.0%	5.3%	1.8%	93.0%



# **Appendix C**

## **Additional Tables**



**Table C1. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants: 2004**

	<u>Ever Used</u>	<u>Not Used</u>
<b>Correction Fluid/Liquid Paper</b>		
All Elementary Students	3.6%	96.4%
Grade 4	2.6%	97.4%
Grade 5	2.6%	97.4%
Grade 6	5.5%	94.5%
<b>Gasoline</b>		
All Elementary Students	3.0%	97.0%
Grade 4	3.3%	96.7%
Grade 5	2.6%	97.4%
Grade 6	3.1%	96.9%
<b>Glue</b>		
All Elementary Students	3.4%	96.6%
Grade 4	4.0%	96.0%
Grade 5	2.6%	97.4%
Grade 6	3.5%	96.5%
<b>Paint Thinner</b>		
All Elementary Students	2.2%	97.8%
Grade 4	2.7%	97.3%
Grade 5	1.8%	98.2%
Grade 6	2.2%	97.8%
<b>Spray Paint</b>		
All Elementary Students	3.2%	96.8%
Grade 4	3.7%	96.3%
Grade 5	2.4%	97.6%
Grade 6	3.7%	96.3%
<b>Other Inhalants</b>		
All Elementary Students	4.9%	95.1%
Grade 4	3.4%	96.6%
Grade 5	3.9%	96.1%
Grade 6	7.2%	92.8%

**Table C2. Texas Elementary Student Responses to the Question,  
"About How Many of Your Friends Use ...": 2004**

	Never Heard of	None	Some	Most
<b>Tobacco (Cigarettes, Smokeless Tobacco)?</b>				
All Elementary Students	2.0%	81.0%	15.3%	1.7%
Grade 4	3.3%	85.9%	9.7%	1.1%
Grade 5	1.4%	83.5%	13.7%	1.3%
Grade 6	1.3%	73.6%	22.3%	2.7%
<b>Cigarettes?</b>				
All Elementary Students	3.2%	81.2%	14.3%	1.4%
Grade 4	5.1%	85.4%	8.7%	0.8%
Grade 5	2.5%	83.7%	12.8%	1.0%
Grade 6	2.0%	74.4%	21.4%	2.3%
<b>Smokeless Tobacco?</b>				
All Elementary Students	5.4%	89.6%	4.3%	0.7%
Grade 4	9.0%	87.5%	2.9%	0.6%
Grade 5	4.4%	91.4%	3.6%	0.5%
Grade 6	2.9%	89.8%	6.4%	1.0%
<b>Alcohol (Beer, Wine Coolers, Wine, Liquor)?</b>				
All Elementary Students	1.6%	72.3%	21.5%	4.6%
Grade 4	2.5%	78.7%	16.0%	2.8%
Grade 5	1.3%	75.3%	20.1%	3.3%
Grade 6	1.1%	63.0%	28.2%	7.7%
<b>Beer?</b>				
All Elementary Students	1.9%	78.5%	16.8%	2.8%
Grade 4	2.8%	82.8%	12.7%	1.6%
Grade 5	1.5%	81.4%	15.0%	2.1%
Grade 6	1.2%	71.4%	22.7%	4.7%
<b>Wine Coolers?</b>				
All Elementary Students	12.8%	74.3%	10.5%	2.5%
Grade 4	18.0%	75.4%	5.4%	1.3%
Grade 5	12.1%	77.1%	9.3%	1.5%
Grade 6	8.3%	70.5%	16.6%	4.6%
<b>Wine?</b>				
All Elementary Students	3.1%	84.1%	11.0%	1.8%
Grade 4	5.0%	86.3%	7.5%	1.2%
Grade 5	2.7%	86.4%	9.8%	1.2%
Grade 6	1.7%	79.6%	15.7%	3.1%
<b>Liquor?</b>				
All Elementary Students	8.5%	83.0%	6.9%	1.6%
Grade 4	14.8%	81.4%	3.1%	0.7%
Grade 5	7.1%	86.5%	5.4%	1.0%
Grade 6	3.6%	81.1%	12.3%	3.1%
<b>Inhalants?</b>				
All Elementary Students	7.1%	82.4%	8.3%	2.2%
Grade 4	12.2%	82.6%	3.9%	1.3%
Grade 5	6.0%	85.7%	6.9%	1.4%
Grade 6	3.3%	78.8%	14.1%	3.8%
<b>Marijuana?</b>				
All Elementary Students	9.3%	82.8%	6.1%	1.9%
Grade 4	16.7%	80.0%	2.6%	0.8%
Grade 5	7.7%	86.7%	4.3%	1.3%
Grade 6	3.6%	81.6%	11.2%	3.6%

**Table C3. Texas Elementary Student Responses to the Question,  
"How Dangerous Do You Think It Is For Kids Your Age to Use...": 2004**

	Never Heard of	Very Dangerous	Dangerous	Not At All Dangerous	Do Not Know
<b>Tobacco (Cigarettes, Smokeless Tobacco)?</b>					
All Elementary Students	1.3%	75.7%	17.7%	1.0%	4.3%
Grade 4	2.1%	79.2%	13.6%	0.8%	4.3%
Grade 5	1.1%	78.2%	16.4%	0.7%	3.6%
Grade 6	0.9%	69.7%	23.0%	1.6%	4.9%
<b>Cigarettes?</b>					
All Elementary Students	2.3%	65.2%	25.9%	1.2%	5.4%
Grade 4	3.5%	70.1%	20.5%	0.7%	5.2%
Grade 5	2.1%	67.7%	24.8%	0.8%	4.7%
Grade 6	1.4%	58.1%	32.2%	2.1%	6.3%
<b>Smokeless Tobacco?</b>					
All Elementary Students	4.2%	67.1%	20.5%	1.5%	6.7%
Grade 4	6.9%	69.3%	16.4%	0.9%	6.6%
Grade 5	3.6%	69.9%	19.5%	1.1%	5.8%
Grade 6	2.1%	62.1%	25.5%	2.4%	7.8%
<b>Alcohol (Beer, Wine Coolers, Wine, Liquor)?</b>					
All Elementary Students	1.1%	70.0%	21.3%	2.6%	5.0%
Grade 4	1.6%	74.9%	16.7%	1.6%	5.2%
Grade 5	0.9%	71.9%	20.9%	1.9%	4.4%
Grade 6	0.8%	63.4%	26.2%	4.2%	5.4%
<b>Beer?</b>					
All Elementary Students	1.1%	50.8%	34.2%	5.4%	8.4%
Grade 4	1.6%	56.1%	29.5%	3.7%	9.1%
Grade 5	1.0%	52.6%	34.5%	4.5%	7.4%
Grade 6	0.8%	43.9%	38.5%	8.0%	8.8%
<b>Wine Coolers?</b>					
All Elementary Students	12.1%	43.9%	24.9%	7.4%	11.8%
Grade 4	16.3%	50.1%	18.7%	4.0%	10.9%
Grade 5	11.9%	45.1%	25.5%	5.9%	11.5%
Grade 6	8.1%	36.5%	30.4%	12.1%	12.9%
<b>Wine?</b>					
All Elementary Students	2.2%	49.1%	30.6%	7.6%	10.6%
Grade 4	3.4%	56.0%	25.9%	4.7%	10.0%
Grade 5	2.0%	51.0%	30.8%	6.2%	10.0%
Grade 6	1.2%	40.3%	34.9%	11.7%	11.7%
<b>Liquor?</b>					
All Elementary Students	6.6%	63.7%	20.0%	2.2%	7.4%
Grade 4	11.4%	66.0%	14.5%	1.1%	7.1%
Grade 5	5.8%	66.1%	19.7%	1.7%	6.7%
Grade 6	2.8%	59.1%	25.8%	3.9%	8.4%
<b>Inhalants?</b>					
All Elementary Students	5.6%	63.0%	19.9%	3.0%	8.4%
Grade 4	9.9%	62.1%	17.0%	2.1%	8.9%
Grade 5	4.7%	64.8%	19.8%	2.4%	8.4%
Grade 6	2.4%	62.1%	22.9%	4.5%	8.1%
<b>Marijuana?</b>					
All Elementary Students	7.3%	78.1%	8.3%	1.3%	5.0%
Grade 4	13.3%	73.6%	7.0%	0.7%	5.5%
Grade 5	6.1%	81.1%	7.6%	0.9%	4.4%
Grade 6	2.8%	79.6%	10.2%	2.2%	5.3%

**Table C4. Texas Elementary Student Responses to the Question, "Since School Began in the Fall, Have You Learned About Drugs or Alcohol from the Following School Sources,": 1990-2004**

<b>An Assembly Program</b>									<b>Your Teacher</b>								
	<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>		<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>
All Students	70%	63%	69%	63%	63%	64%	60%	60%	All Students	88%	86%	82%	75%	72%	73%	67%	65%
Grade 4	70%	67%	70%	64%	62%	62%	60%	61%	Grade 4	88%	85%	84%	76%	72%	72%	65%	64%
Grade 5	75%	67%	70%	68%	67%	70%	65%	63%	Grade 5	87%	86%	84%	75%	73%	72%	67%	63%
Grade 6	64%	55%	67%	58%	60%	60%	56%	57%	Grade 6	NA	NA	78%	74%	71%	75%	71%	68%
<b>A Guidance Counselor</b>									<b>Someone Else at School</b>								
	<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>		<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>
All Students	48%	44%	57%	55%	55%	57%	57%	54%	All Students	55%	49%	50%	48%	45%	46%	43%	42%
Grade 4	50%	51%	68%	63%	62%	63%	64%	59%	Grade 4	57%	51%	52%	48%	43%	43%	41%	40%
Grade 5	51%	44%	58%	59%	58%	59%	61%	53%	Grade 5	56%	51%	50%	49%	47%	47%	45%	43%
Grade 6	41%	38%	46%	43%	46%	49%	46%	49%	Grade 6	49%	46%	49%	46%	45%	49%	45%	45%
<b>Visitor to Class</b>									<b>Any School Source</b>								
	<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>		<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>
All Students	65%	63%	68%	63%	67%	62%	61%	57%	All Students	95%	93%	94%	92%	92%	92%	91%	90%
Grade 4	62%	62%	66%	60%	63%	56%	51%	50%	Grade 4	97%	95%	94%	91%	90%	91%	88%	88%
Grade 5	72%	73%	74%	72%	75%	72%	74%	65%	Grade 5	98%	97%	96%	94%	94%	95%	94%	92%
Grade 6	59%	53%	64%	57%	64%	59%	57%	56%	Grade 6	90%	88%	93%	90%	91%	91%	90%	90%

NA: Not Available

**Table C5. Percentage of Texas Elementary Students Who Consumed Two or More Drinks in a Row at Least Once During the Past School Year: 2004**

<b>Grades 4 &amp; 5 (Combined)</b>								
	<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>
Beer	25%	15%	15%	14%	13%	11%	10%	11%
Wine Coolers	20%	14%	14%	13%	12%	11%	9%	7%
Wine	13%	10%	10%	9%	9%	10%	9%	9%
Liquor	7%	6%	6%	4%	5%	4%	3%	3%
<b>Grade 6 Only</b>								
	<b>1990</b>	<b>1992</b>	<b>1994</b>	<b>1996</b>	<b>1998</b>	<b>2000</b>	<b>2002</b>	<b>2004</b>
Beer	NA	NA	24%	20%	20%	18%	15%	16%
Wine Coolers	NA	NA	24%	23%	22%	22%	17%	16%
Wine	NA	NA	17%	16%	17%	17%	15%	15%
Liquor	NA	NA	13%	11%	12%	10%	8%	9%

NA: Not Available (Sixth graders were surveyed using the secondary survey instrument in 1990 and 1992. They have started using the elementary survey instrument since 1994).

# Appendix D

## Description of Survey and Limitations of Study

### **Survey Methods**

#### *Sampling*

The 2004 Texas Elementary School Survey was based on data collected from 79,454 students in grades four through six (Table D1) in 69 independent school districts statewide. Students were randomly selected from school districts throughout the state using a multi-stage probability design. Stage one was the selection of districts; stage two the selection of schools within the sampled districts; and stage three the selection of classes within the sampled schools. All students in a sampled classroom were asked to participate in the survey.

To allow detailed analyses of substance use among students living on the Texas-Mexico border, school districts along the border were encouraged to participate in the school survey and have been oversampled since 1998. Data were collected from 28 counties on or near the border. The 2004 state survey sample included a total of 34,381 elementary students from 26 school districts located in border counties (see Table D2 for the list of the border school districts), with 45,073 elementary students sampled from the other 43 school districts elsewhere in Texas. Table D3 also shows the demographic characteristics of the border students as compared to the students living elsewhere in the state.

#### *Instrument*

All fourth, fifth, and sixth grade respondents in 2004 were questioned using the elementary survey instrument<sup>1</sup> (see Appendix A for a copy of the questionnaire). The elementary student instrument was three pages long and asked about the use of four types of substances including tobacco (cigarettes and snuff or chewing tobacco), alcohol (beer, wine, wine coolers, and liquor), inhalants, and marijuana. A pseudo-drug also was included in the questionnaire to help identify exaggerators and detect invalid responses. Other questions pertained to behavioral and demographic correlates of substance use, sources of information about alcohol and drugs, and perceptions of peer use. Since 1998, a question about parental involvement in school-sponsored open houses and PTA meetings has been added to the elementary survey.

Like the secondary instrument, the elementary instrument could be optically scanned. It was designed for confidential self-administration by

students with the aid of a staff member who distributed and collected survey forms, read a common set of instructions, and monitored the class during survey administration.

### *Administration*

To allow for the resolution of scheduling conflicts and other potential difficulties, districts selected for inclusion in the state sample were contacted well in advance. They were initially notified of the project by mail, followed by a phone call to clarify the study objectives and to discuss in detail how the survey should be administered. Relevant personnel in the selected districts and campuses were provided with complete instructions and materials necessary to administer the survey. Teachers in selected classrooms were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students who should have taken the survey but were absent and the number of students that were present but failed to complete the survey. This information was used for computing error estimates.

## **Limitations**

### *Scope*

The Texas School Survey results can be generalized only to public school students because only public school students were sampled in this project. Neither private school students nor dropouts were represented, although they are important components of the youthful population of Texas. This limitation should be kept in mind when considering the implications of the data.<sup>2</sup> The findings in this study, however, do represent reasonable estimates of the extent of substance use among public school students. The survey procedure employed in this research is an appropriate technique for estimating the prevalence and frequency of various forms of drug use in the target population. A survey methodology appears to be the best method for making estimates on these largely clandestine behaviors.

### *Self-Reported Data*

Substance use estimates presented in this report are entirely based on self-disclosure. While many studies have established the usefulness of self-reported information for estimating the incidence and prevalence of drug use, the validity of these data ultimately depends on the truthfulness, recall, and comprehension of the respondents. This study was carefully designed to minimize the impact of these potential sources of error. About 1.6 percent of the questionnaires from the elementary sample were discarded because students either reported impossibly high levels of substance use or claimed to use a non-existent drug. If students failed to report both their age and grade level, their responses were also dropped from the analyses. Other measures to reduce response bias included a full array of instrument construction,

testing and review protocols, validity check procedures, and data processing protocols. For further information on these technical matters and tabular information necessary to estimate confidence limits, the reader may consult a separate technical report prepared by PPRI, *Texas School Survey of Substance Use 2004: Methodology Report and Validity Analysis*.<sup>3</sup>

Despite these precautions, some undetected under- and over-reporting may have occurred. However, any differences among subgroups in veracity, recall, or comprehension are likely to have been constant over time. Any reporting bias in the elementary data gathered in the eight statewide surveys should be approximately equal in all survey years, making it valid to compare the data across the years.

### *Sampling Error*

The estimates presented in this study are based on a sample and hence are subject to sampling error. This survey was designed and drawn so that confidence limits on all estimates can be ascertained. However, the procedures required to estimate confidence limits in this project are more complex than can be summarized in a document intended for a general readership. Several factors contribute to this complexity:

- *Cluster-sampling:* Entire classrooms (as opposed to individual students) were randomly selected to participate in the survey. Textbook procedures for computing confidence intervals assume random selection of individual respondents, which was not the case for this study.
- *Weighting:* Some categories were oversampled, then the data were weighted to make it precisely reflect the demographic composition of Texas schools. Textbook procedures for computing confidence intervals assume that all observations have equal weights, which was not true for this study.
- *Asymmetric Confidence Intervals:* Many estimates are 5 percent or less and require asymmetric confidence intervals. Asymmetric confidence limits adjust for the fact that the true rate in a population cannot be less than 0 percent or greater than 100 percent. For example, if an estimate were 1 percent, where the computed upper boundary of the 95 percent confidence interval is plus 2 percent, the lower boundary cannot be symmetrical (i.e., minus 2 percent), because it is impossible for fewer than zero people to have the characteristic. Procedures for computing asymmetric confidence intervals ensure that this paradoxical situation does not occur.



Weights were applied to each case based on the strata, district, and campus. The weights were used so that the aggregation of students in each campus, district, and strata reflected their proportions in the actual district, campus, and strata populations.

Standard errors and confidence intervals were estimated for each grade and the aggregation. The formulae and the table of standard errors and confidence intervals for lifetime and past-month use of substances by grades are presented in the separate technical report. The 95 percent confidence interval for estimates regarding the Texas elementary school population as a whole in 2004 was at most plus or minus 1.9 percent. Actual confidence intervals on most substances were smaller. However, where rates were presented for subgroups of the elementary school population (e.g., by grade, gender, ethnic group, etc.), the sampling error was somewhat greater because the sub-samples contained fewer observations.

## Endnotes

<sup>1</sup> In 1990 and 1992, fourth and fifth grade respondents were questioned using the elementary survey instrument, whereas sixth graders were questioned using the secondary survey instrument. The two survey forms covered the same basic topic areas, but in some cases, questions were asked differently. Between 1994 and 2004, the elementary survey was administered to fourth, fifth, and sixth graders.

<sup>2</sup> Since the school survey samples only in-school students, it is likely that the study underestimates the prevalence of substance use in the adolescent population because school dropouts consistently have shown higher rates of substance use than those staying in school. See W. B. Hansen, L. M. Collins, C. K. Malotte, C. A. Johnson, and J. E. Fielding, "Attrition in Prevention Research," *Journal of Behavioral Medicine* 8:3 (1985); Liang Y. Liu, *Substance Use Among Youths at High Risk of Dropping Out: Grades 7-12 in Texas, 1998* (Austin, Tx: Texas Commission on Alcohol and Drug Abuse, June 2000).

<sup>3</sup> J. A. Dyer, M. Tackett-Gibson, and S. Rao, *Texas School Survey of Substance Use 2004: Methodology Report and Validity Analysis* (College Station, TX: Public Policy Research Institute, Texas A& M University, 2005).

**Table D1. Total Number of Texas Elementary Students Participating in the 2004 Texas School Survey, by Grade and Demographic Characteristics**

	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Total</u>
<b>Total Sample</b>				
All Students	24,451	28,783	26,220	79,454
<b>Gender</b>				
Males	12,299	14,215	12,799	39,313
Females	12,123	14,533	13,373	40,029
<b>Ethnicity</b>				
Anglos	6,053	6,526	7,526	20,105
African Americans	2,357	2,577	2,409	7,343
Hispanics	12,846	16,155	13,242	42,243
Asian Americans	523	657	644	1,824
Native Americans	514	592	435	1,541
Others	1,417	1,522	1,381	4,320
<b>Usual Grades</b>				
A's	7,918	8,584	8,116	24,618
B's	11,062	13,190	12,209	36,461
C's	3,602	5,088	4,338	13,028
D's	643	773	667	2,083
F's	493	435	397	1,325
<b>Family Structure</b>				
Live With Both Parents	17,349	19,862	17,376	54,587
Other Family Structures	6,801	8,593	8,606	24,000
<b>Age</b>				
Age 8 or Younger	59	7	5	71
Age 9	6,954	15	1	6,970
Age 10	15,131	7,930	29	23,090
Age 11	2,053	18,123	7,038	27,214
Age 12	148	2,438	16,675	19,261
Age 13 or Older	12	155	2,344	2,511

Note: Numbers may not add to totals due to missing responses for specific variables.

**Table D2. Independent School Districts (ISD) Along the Texas/Mexico Border  
Participating in 2004 Texas Elementary School Survey**

Brownsville ISD	Mercedes ISD
Canutillo ISD	Mission Cons ISD
Dell City ISD	Pharr-San Juan-Alamo ISD
Donna ISD	Raymondville ISD
Edcouch-Elsa ISD	Rio Grande City CISD
Edinburg Consolidated	Roma ISD
Jim Hogg County ISD	Sharyland ISD
La Joya ISD	Terlingua CSD
La Villa ISD	United ISD
Lasara ISD	Uvalde Cons ISD
Los Fresnos Cons ISD	Valley View ISD
Lyford CISD	Webb Cons ISD
McAllen ISD	Weslaco ISD

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**Border Counties Included in the Survey Sampling Frame**

*(counties with ISDs that participated in 2004 elementary school survey are marked in bold type)*

<b>Brewster</b>	Kinney
Brooks	La Salle
<b>Cameron</b>	Maverick
Culberson	Pecos
Dimmitt	Presidio
Duval	Reeves
Edwards	<b>Starr</b>
<b>El Paso</b>	Terrell
<b>Hidalgo</b>	<b>Uvalde</b>
<b>Hudspeth</b>	Val Verde
Jeff Davis	<b>Webb</b>
<b>Jim Hogg</b>	<b>Willacy</b>
Jim Wells	Zapata
Kenedy	Zavala

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**Table D3. Comparison of Demographic Characteristics of Border and Non-Border Elementary Students: 2004**

	Non-Border Students (N=45,073)	Border Students (N=34,381)
<b>Grade</b>		
Grade 4	33.1%	34.2%
Grade 5	32.8%	36.8%
Grade 6	34.1%	29.0%
<b>Gender</b>		
Males	50.0%	48.8%
Females	50.0%	51.2%
<b>Ethnicity</b>		
Anglos	46.9%	4.5%
African Americans	16.5%	2.3%
Hispanics	31.7%	91.4%
Asian Americans	3.0%	0.5%
Native Americans	0.3%	0.4%
Others	1.6%	0.9%
<b>Usual Grades</b>		
A's	37.6%	25.0%
B's	44.7%	50.2%
C's	14.3%	19.8%
D's	2.1%	3.2%
F's	1.5%	1.8%
<b>Family Structure</b>		
Live With Both Parents	66.0%	73.8%
Other Family Structures	34.0%	26.2%
<b>Age</b>		
Age 8 or Younger	0.1%	0.1%
Age 9	9.8%	9.5%
Age 10	30.2%	31.0%
Age 11	32.4%	34.2%
Age 12	24.6%	22.1%
Age 13 or Older	3.0%	3.1%
<b>Parental Education</b>		
College	49.4%	31.9%
Not College	18.5%	23.0%
Don't Know	32.1%	45.1%
<b>Years in School District</b>		
Lived in Town More Than 3 Years	77.9%	79.7%
Lived in Town 3 Years or Less	15.2%	11.1%
Don't Know	7.0%	9.2%
<b>Family Income Level</b>		
Free/Reduced Price Lunch	35.1%	62.9%
No Free/Reduced Price Lunch	34.0%	10.9%
Don't Know	30.9%	26.2%
<b>PTA &amp; School Activities</b>		
Parents Usually Attended	50.6%	64.8%
Parents Usually Do Not Attend	49.4%	35.2%



# **Appendix E**

## **Border Prevalence Tables**

**Table E1. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>7.4%</b>	<b>4.1%</b>	<b>3.3%</b>	<b>92.6%</b>
Grade 4	3.8%	2.1%	1.7%	96.2%
Grade 5	5.6%	3.0%	2.5%	94.4%
Grade 6	14.1%	7.8%	6.3%	85.9%
<b>Alcohol</b>	<b>23.6%</b>	<b>14.9%</b>	<b>8.7%</b>	<b>76.4%</b>
Grade 4	15.5%	9.8%	5.7%	84.5%
Grade 5	21.9%	13.8%	8.0%	78.1%
Grade 6	35.3%	22.4%	12.9%	64.7%
<b>Inhalants</b>	<b>11.0%</b>	<b>8.0%</b>	<b>3.0%</b>	<b>89.0%</b>
Grade 4	9.5%	6.8%	2.7%	90.5%
Grade 5	8.9%	6.5%	2.4%	91.1%
Grade 6	15.4%	11.4%	4.0%	84.6%
<b>Marijuana</b>	<b>2.5%</b>	<b>1.7%</b>	<b>0.7%</b>	<b>97.5%</b>
Grade 4	0.7%	0.4%	0.3%	99.3%
Grade 5	1.6%	1.0%	0.6%	98.4%
Grade 6	5.6%	4.2%	1.4%	94.4%

**Table E2. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Male Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.3%</b>	<b>5.1%</b>	<b>4.2%</b>	<b>90.7%</b>
Grade 4	5.4%	3.0%	2.5%	94.6%
Grade 5	7.5%	3.9%	3.5%	92.5%
Grade 6	16.2%	9.2%	7.0%	83.8%
<b>Alcohol</b>	<b>26.8%</b>	<b>16.6%</b>	<b>10.2%</b>	<b>73.2%</b>
Grade 4	19.6%	12.2%	7.5%	80.4%
Grade 5	25.6%	15.8%	9.7%	74.4%
Grade 6	36.9%	22.8%	14.1%	63.1%
<b>Inhalants</b>	<b>12.9%</b>	<b>9.3%</b>	<b>3.6%</b>	<b>87.1%</b>
Grade 4	11.8%	8.4%	3.4%	88.2%
Grade 5	11.0%	8.0%	3.0%	89.0%
Grade 6	16.6%	11.9%	4.7%	83.4%
<b>Marijuana</b>	<b>3.3%</b>	<b>2.3%</b>	<b>1.1%</b>	<b>96.7%</b>
Grade 4	0.9%	0.5%	0.4%	99.1%
Grade 5	2.3%	1.5%	0.8%	97.7%
Grade 6	7.6%	5.5%	2.1%	92.4%

**Table E3. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Female Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>5.7%</b>	<b>3.1%</b>	<b>2.5%</b>	<b>94.3%</b>
Grade 4	2.2%	1.3%	0.9%	97.8%
Grade 5	3.8%	2.2%	1.6%	96.2%
Grade 6	12.1%	6.5%	5.6%	87.9%
<b>Alcohol</b>	<b>20.6%</b>	<b>13.4%</b>	<b>7.2%</b>	<b>79.4%</b>
Grade 4	11.5%	7.4%	4.0%	88.5%
Grade 5	18.4%	11.9%	6.5%	81.6%
Grade 6	33.8%	22.1%	11.7%	66.2%
<b>Inhalants</b>	<b>9.2%</b>	<b>6.9%</b>	<b>2.3%</b>	<b>90.8%</b>
Grade 4	7.3%	5.3%	2.0%	92.7%
Grade 5	7.0%	5.1%	1.9%	93.0%
Grade 6	14.2%	10.9%	3.3%	85.8%
<b>Marijuana</b>	<b>1.6%</b>	<b>1.2%</b>	<b>0.4%</b>	<b>98.4%</b>
Grade 4	0.5%	0.2%	0.3%	99.5%
Grade 5	0.9%	0.6%	0.3%	99.1%
Grade 6	3.8%	3.0%	0.8%	96.2%

**Table E4. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Anglo Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.4%</b>	<b>3.4%</b>	<b>3.0%</b>	<b>93.6%</b>
Grade 4	3.8%	1.7%	2.2%	96.2%
Grade 5	5.3%	3.3%	2.1%	94.7%
Grade 6	10.8%	5.6%	5.2%	89.2%
<b>Alcohol</b>	<b>21.7%</b>	<b>13.6%</b>	<b>8.1%</b>	<b>78.3%</b>
Grade 4	18.3%	12.3%	6.1%	81.7%
Grade 5	17.5%	10.2%	7.4%	82.5%
Grade 6	30.9%	19.2%	11.7%	69.1%
<b>Inhalants</b>	<b>10.4%</b>	<b>7.4%</b>	<b>3.0%</b>	<b>89.6%</b>
Grade 4	10.8%	7.8%	2.9%	89.2%
Grade 5	8.3%	5.7%	2.5%	91.7%
Grade 6	12.3%	8.8%	3.5%	87.7%
<b>Marijuana</b>	<b>2.1%</b>	<b>1.5%</b>	<b>0.6%</b>	<b>97.9%</b>
Grade 4	0.2%	0.2%	0.0%	99.8%
Grade 5	1.5%	1.5%	0.0%	98.5%
Grade 6	5.4%	3.3%	2.1%	94.6%



**Table E5. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Hispanic Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>7.5%</b>	<b>4.1%</b>	<b>3.4%</b>	<b>92.5%</b>
Grade 4	3.8%	2.1%	1.7%	96.2%
Grade 5	5.6%	3.0%	2.6%	94.4%
Grade 6	14.2%	7.9%	6.4%	85.8%
<b>Alcohol</b>	<b>23.9%</b>	<b>15.1%</b>	<b>8.7%</b>	<b>76.1%</b>
Grade 4	15.4%	9.7%	5.7%	84.6%
Grade 5	22.2%	14.1%	8.1%	77.8%
Grade 6	35.7%	22.7%	13.0%	64.3%
<b>Inhalants</b>	<b>11.0%</b>	<b>8.0%</b>	<b>3.0%</b>	<b>89.0%</b>
Grade 4	9.4%	6.7%	2.7%	90.6%
Grade 5	8.8%	6.4%	2.4%	91.2%
Grade 6	15.5%	11.5%	4.0%	84.5%
<b>Marijuana</b>	<b>2.5%</b>	<b>1.7%</b>	<b>0.7%</b>	<b>97.5%</b>
Grade 4	0.7%	0.4%	0.3%	99.3%
Grade 5	1.6%	1.0%	0.6%	98.4%
Grade 6	5.6%	4.2%	1.4%	94.4%

# **Appendix F**

## **Non-Border Prevalence Tables**

**Table F1. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>8.4%</b>	<b>4.6%</b>	<b>3.8%</b>	<b>91.6%</b>
Grade 4	4.8%	2.6%	2.2%	95.2%
Grade 5	7.2%	3.9%	3.4%	92.8%
Grade 6	13.0%	7.1%	5.9%	87.0%
<b>Alcohol</b>	<b>25.9%</b>	<b>16.3%</b>	<b>9.5%</b>	<b>74.1%</b>
Grade 4	18.8%	12.0%	6.8%	81.2%
Grade 5	23.7%	14.6%	9.1%	76.3%
Grade 6	34.7%	22.2%	12.5%	65.3%
<b>Inhalants</b>	<b>10.4%</b>	<b>7.6%</b>	<b>2.8%</b>	<b>89.6%</b>
Grade 4	9.7%	7.1%	2.6%	90.3%
Grade 5	8.7%	6.5%	2.3%	91.3%
Grade 6	12.7%	9.1%	3.6%	87.3%
<b>Marijuana</b>	<b>2.4%</b>	<b>1.7%</b>	<b>0.8%</b>	<b>97.6%</b>
Grade 4	1.0%	0.6%	0.4%	99.0%
Grade 5	1.4%	1.0%	0.4%	98.6%
Grade 6	4.8%	3.4%	1.4%	95.2%

**Table F2. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border Male Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.8%</b>	<b>5.2%</b>	<b>4.6%</b>	<b>90.2%</b>
Grade 4	5.8%	3.1%	2.7%	94.2%
Grade 5	9.0%	4.6%	4.4%	91.0%
Grade 6	14.7%	8.1%	6.6%	85.3%
<b>Alcohol</b>	<b>28.4%</b>	<b>17.6%</b>	<b>10.8%</b>	<b>71.6%</b>
Grade 4	22.3%	14.0%	8.2%	77.7%
Grade 5	25.8%	15.7%	10.1%	74.2%
Grade 6	37.0%	22.9%	14.1%	63.0%
<b>Inhalants</b>	<b>11.4%</b>	<b>8.2%</b>	<b>3.2%</b>	<b>88.6%</b>
Grade 4	10.8%	8.0%	2.8%	89.2%
Grade 5	9.7%	6.9%	2.8%	90.3%
Grade 6	13.8%	9.8%	4.1%	86.2%
<b>Marijuana</b>	<b>3.0%</b>	<b>2.0%</b>	<b>1.0%</b>	<b>97.0%</b>
Grade 4	1.3%	0.7%	0.6%	98.7%
Grade 5	1.7%	1.1%	0.6%	98.3%
Grade 6	5.9%	4.1%	1.8%	94.1%

**Table F3. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border Female Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>7.0%</b>	<b>3.9%</b>	<b>3.1%</b>	<b>93.0%</b>
Grade 4	3.7%	2.0%	1.7%	96.3%
Grade 5	5.4%	3.2%	2.3%	94.6%
Grade 6	11.4%	6.3%	5.1%	88.6%
<b>Alcohol</b>	<b>23.4%</b>	<b>15.1%</b>	<b>8.3%</b>	<b>76.6%</b>
Grade 4	15.4%	10.0%	5.4%	84.6%
Grade 5	21.6%	13.4%	8.2%	78.4%
Grade 6	32.5%	21.5%	11.0%	67.5%
<b>Inhalants</b>	<b>9.3%</b>	<b>6.9%</b>	<b>2.5%</b>	<b>90.7%</b>
Grade 4	8.5%	6.1%	2.4%	91.5%
Grade 5	7.8%	6.0%	1.8%	92.2%
Grade 6	11.6%	8.4%	3.2%	88.4%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.4%</b>	<b>0.5%</b>	<b>98.1%</b>
Grade 4	0.8%	0.5%	0.3%	99.2%
Grade 5	1.1%	0.8%	0.3%	98.9%
Grade 6	3.8%	2.8%	1.0%	96.2%

**Table F4. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border Anglo Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>6.8%</b>	<b>3.3%</b>	<b>3.4%</b>	<b>93.2%</b>
Grade 4	4.1%	2.2%	1.9%	95.9%
Grade 5	5.6%	2.5%	3.2%	94.4%
Grade 6	10.4%	5.2%	5.2%	89.6%
<b>Alcohol</b>	<b>22.7%</b>	<b>13.9%</b>	<b>8.8%</b>	<b>77.3%</b>
Grade 4	17.4%	10.5%	6.9%	82.6%
Grade 5	21.6%	12.5%	9.1%	78.4%
Grade 6	29.0%	18.6%	10.4%	71.0%
<b>Inhalants</b>	<b>9.4%</b>	<b>7.0%</b>	<b>2.5%</b>	<b>90.6%</b>
Grade 4	9.8%	7.2%	2.6%	90.2%
Grade 5	7.3%	5.5%	1.8%	92.7%
Grade 6	11.1%	8.1%	3.0%	88.9%
<b>Marijuana</b>	<b>1.4%</b>	<b>0.9%</b>	<b>0.5%</b>	<b>98.6%</b>
Grade 4	0.6%	0.4%	0.2%	99.4%
Grade 5	0.6%	0.4%	0.2%	99.4%
Grade 6	3.0%	1.9%	1.1%	97.0%

**Table F5. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border African American Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.3%</b>	<b>5.0%</b>	<b>4.3%</b>	<b>90.7%</b>
Grade 4	6.0%	3.4%	2.6%	94.0%
Grade 5	8.1%	4.3%	3.8%	91.9%
Grade 6	13.7%	7.2%	6.5%	86.3%
<b>Alcohol</b>	<b>29.2%</b>	<b>17.5%</b>	<b>11.7%</b>	<b>70.8%</b>
Grade 4	21.0%	13.8%	7.1%	79.0%
Grade 5	26.1%	15.6%	10.5%	73.9%
Grade 6	40.4%	23.0%	17.4%	59.6%
<b>Inhalants</b>	<b>9.4%</b>	<b>6.9%</b>	<b>2.5%</b>	<b>90.6%</b>
Grade 4	7.6%	5.4%	2.2%	92.4%
Grade 5	8.8%	6.8%	2.0%	91.2%
Grade 6	11.7%	8.4%	3.4%	88.3%
<b>Marijuana</b>	<b>2.4%</b>	<b>1.7%</b>	<b>0.7%</b>	<b>97.6%</b>
Grade 4	1.1%	0.4%	0.6%	98.9%
Grade 5	0.8%	0.5%	0.3%	99.2%
Grade 6	5.2%	4.0%	1.2%	94.8%

**Table F6. Prevalence and Recency of Substance Use, by Grade:  
Texas Non-Border Hispanic Elementary Students, 2004**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>10.8%</b>	<b>6.4%</b>	<b>4.4%</b>	<b>89.2%</b>
Grade 4	5.4%	2.7%	2.7%	94.6%
Grade 5	9.5%	5.9%	3.7%	90.5%
Grade 6	17.3%	10.5%	6.7%	82.7%
<b>Alcohol</b>	<b>29.8%</b>	<b>20.1%</b>	<b>9.7%</b>	<b>70.2%</b>
Grade 4	20.8%	13.8%	7.0%	79.2%
Grade 5	26.6%	17.8%	8.8%	73.4%
Grade 6	41.5%	28.3%	13.2%	58.5%
<b>Inhalants</b>	<b>12.2%</b>	<b>8.7%</b>	<b>3.5%</b>	<b>87.8%</b>
Grade 4	10.6%	7.7%	2.9%	89.4%
Grade 5	10.5%	7.5%	2.9%	89.5%
Grade 6	15.5%	10.8%	4.6%	84.5%
<b>Marijuana</b>	<b>4.2%</b>	<b>3.0%</b>	<b>1.2%</b>	<b>95.8%</b>
Grade 4	1.6%	1.0%	0.7%	98.4%
Grade 5	3.0%	2.1%	0.9%	97.0%
Grade 6	7.7%	5.7%	2.0%	92.3%