

**Texas School Survey of
Substance Use Among Students:
Grades 4-6
2002**

**By
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**Texas Commission on
Alcohol and Drug Abuse**

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Table of Contents

Chapter 1. General Introduction	1
Terminology	2
Chapter 2. Patterns of Substance Use	5
Tobacco	7
Alcohol	9
Inhalants	11
<i>Types of Inhalants</i>	13
Marijuana	14
Use of Multiple Substances	15
Chapter 3. Demographic Correlates of Substance Use	17
Gender	17
Ethnicity	18
Age of First Use	20
Classroom Grade in School	21
Academic School Grades	21
Family Structure	22
Parental Education and Family Income Level	23
Length of Residence in the Community	25
Chapter 4. Protective and Risk Factors Related to Substance Use	27
School Problems	27
Close Friends Who Use Substances	28
Perceived Availability	29
Perceived Danger of Substances	31
Perceived Parental Attitudes	34
Parental Involvement in School	36
Sources of Information About Alcohol and Drugs	36
Chapter 5. Conclusions	39
Recommendations	42

Appendices

Appendix A. Survey Instrument	45
Appendix B. Prevalence Tables (Border and Non-Border Students Combined)	51
Appendix C. Additional Tables	61
Appendix D. Description of Survey and Limitations	67
Appendix E. Border Prevalence Tables	75
Appendix F. Non-Border Prevalence Tables	79

Chapter 1

General Introduction

88,929 students in grades four through six from 70 school districts completed the 2002 Texas School Survey.

In the spring of 2002, the Texas Commission on Alcohol and Drug Abuse, in conjunction with the Public Policy Research Institute at Texas A&M University, conducted the seventh 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 2002 Texas School Survey results for elementary students were based on responses of 88,929 students in grades four through six sampled from 70 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 2002 survey, the 95 percent confidence interval was at most plus or minus 1.4 percent for lifetime alcohol use. Actual confidence intervals on most substances were much smaller (as little as plus or minus 0.3 percent for lifetime 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 sub-samples contained fewer observations.

As part of this survey, schools in 12 counties along the Texas-Mexico border were oversampled so that substance use among border students could be examined in detail. A total of 36,301 students in grades four through six were sampled from 32 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 52,628 elementary students who lived in one of the other 38 school districts participating in the 2002 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.¹ Where appropriate in this study, certain comparisons are made with 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*.²

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 counties³ 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

¹ Liang Y. Liu , *Texas School Survey of Substance Use Among Students: Grades 7-12 2002*, Austin, TX: Texas Commission on Alcohol and Drug Abuse, May 2003.

² Children in a family of four earning \$22,945 a year or less were eligible to receive a free school lunch; children in a family of four earning more than \$22,945 but less than \$32,653 a year were eligible to receive a reduced-price school lunch (Source: US Department of Agriculture, “National School Lunch Program – SY2001-2002 Income Eligibility Guidelines.”)

³ The border school districts that were sampled to participate in the survey came from 12 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.

In 2002, about 20 percent of all elementary students (16 percent of fourth graders, 18 percent of fifth graders, and 26 percent of sixth graders) in Texas 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.

About 20 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 2002, inhalant past-year rates were 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: 2002

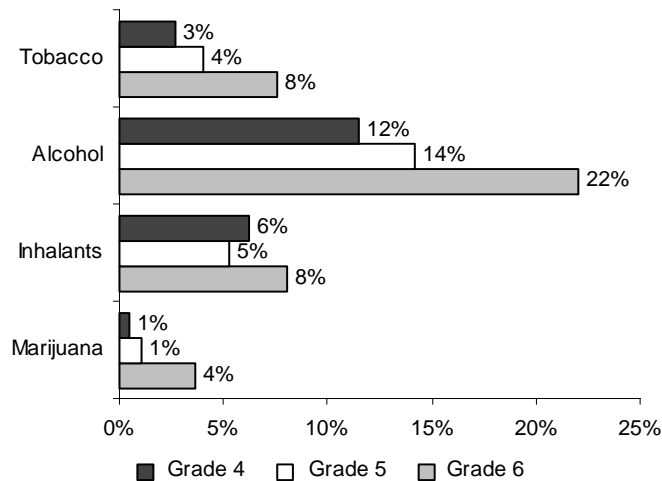


Figure 2.3 shows prevalence of substance use within the larger context of students from fourth through twelfth grade in the 2002 survey. It is clear that use of tobacco, alcohol, and marijuana increased steadily from fourth through twelfth grade, with alcohol use increasing especially rapidly between seventh and ninth grade. Inhalants were the only substance whose use increased to a peak level in grades seven, eight, and nine, and then declined to elementary school levels after ninth grade. The pattern of inhalant use may be partly because some heavy inhalant users drop out of school early¹ and therefore do not participate in later school surveys.

Border elementary students were somewhat more likely than non-border students to have ever drunk beer and wine coolers and to have ever used

Figure 2.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year: 1990-2002

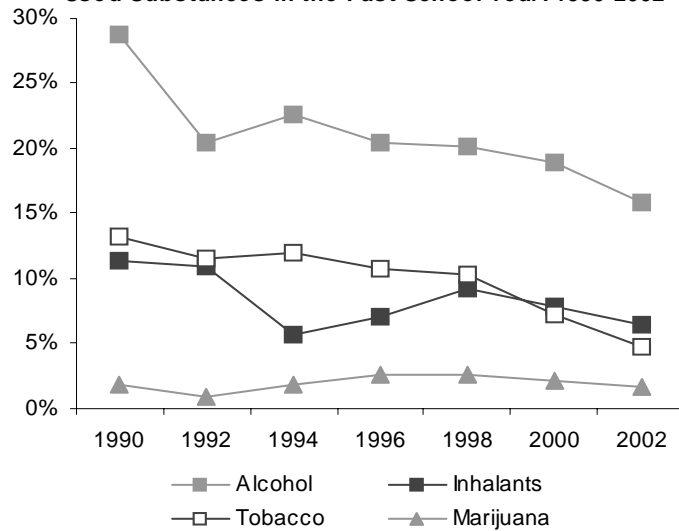
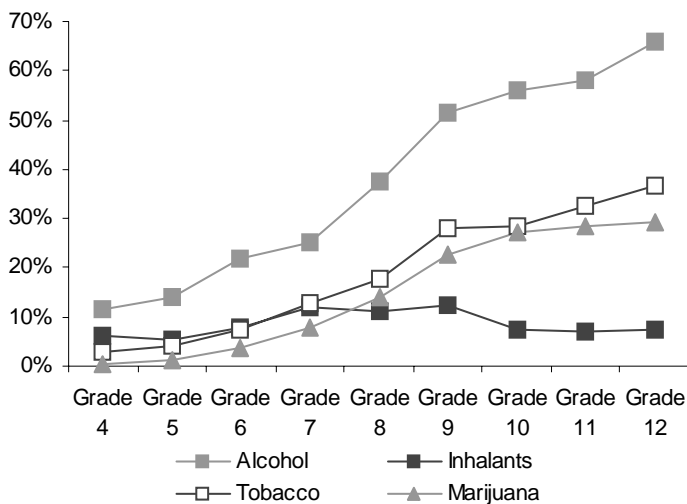


Figure 2.3. Percentage of Texas Elementary and Secondary Students Who Had Used Selected Substances in the Past School Year, by Grade: 2002



inhalants in their lifetime (Figure 2.4). This was true 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.

About 9 percent of all elementary students in 2002 reported having used some type of tobacco product in their lifetime, and 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 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. For the first time since 1990, elementary youths reported lower use of tobacco than inhalants; 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 : 2002

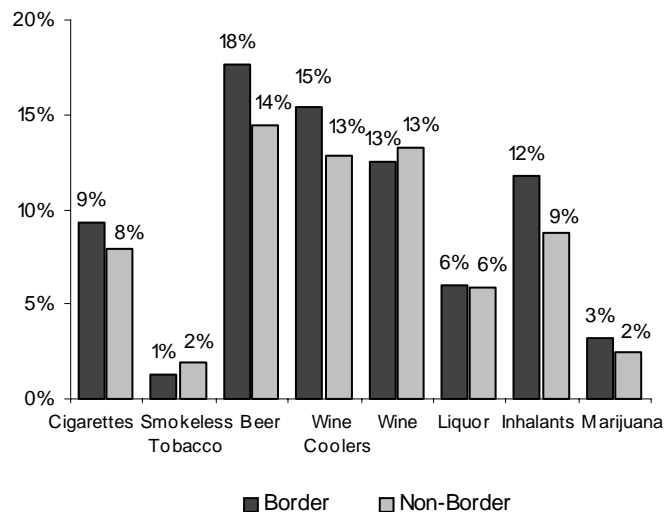
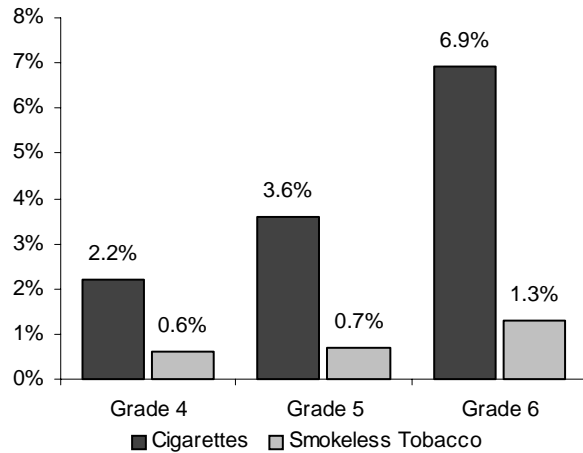


Figure 2.5. Percentage of Texas Elementary Students Who Had Used Cigarettes and Smokeless Tobacco in the Past School Year, by Grade: 2002



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 8 percent of all elementary students 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 1 percent had used it during the past year. The average age reported for first use of cigarettes among all elementary students was 9.3 years, similar to the average age of first use of smokeless tobacco at 9.2 years.

Ten percent of boys and 7 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 10 percent lifetime prevalence rate for cigarette smoking, African Americans reported 9 percent, and Anglos reported 6 percent. Some 1 to 2 percent of all ethnic groups alike reported ever having used smokeless tobacco. 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 (15 percent versus 7 percent) and ever used smokeless tobacco (3 percent versus 2 percent). Border elementary students (9 percent) were slightly more likely than non-border students (8 percent) to report lifetime use of cigarettes, but slightly less likely to report lifetime use of smokeless tobacco (1 percent versus 2 percent).

Elementary students perceived smokeless tobacco as somewhat more dangerous than cigarettes, with 66 percent saying that smokeless tobacco was very dangerous in comparison to 60 percent who thought that cigarettes were very dangerous. Cigarettes appeared to be more widely available than other forms of tobacco, with 18 percent of elementary students saying that

they had been offered cigarettes in comparison to 5 percent who had been offered smokeless tobacco.

Alcohol

As is true among older students as well as adults in the general population, alcohol was the most widely used substance by elementary students, with 25 percent having tried it at least once during their lives and 16 percent having drunk alcohol during the past school year. Use of alcohol increased with grade, doubling between fourth and sixth grades. Lifetime experience with alcohol ranged from 19 percent for fourth graders to 34 percent for sixth graders, and past-year use ranged from 12 percent for fourth graders to 22 percent for sixth graders. Both lifetime and past-year use of alcohol have dropped to the lowest levels since the elementary survey started in 1990.

Almost 60 percent of lifetime alcohol users said they had first started drinking alcohol when they were 9 years old or younger.

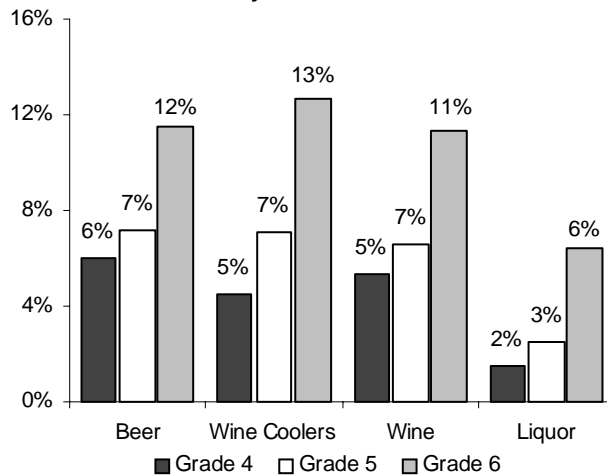
Twenty-nine percent of boys and 22 percent of girls in elementary grades had drunk alcohol during their lifetime; past-year use was 17 percent and 15 percent, respectively. Hispanic and African American elementary students reported the same rate of lifetime drinking at 29 percent, while Hispanics (19 percent) had a higher prevalence of past-year use than African Americans (17 percent). Anglos reported the lowest rate of 21 percent in lifetime use and 13 percent in past-year use of alcohol.

Some 28 percent of border and 25 percent of non-border elementary students reported lifetime use of alcohol; past-year use was 18 percent and 16 percent, respectively. 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).

Many young students began drinking at an early age. Nearly 60 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 coolers and wine at 9.5 years and liquor at 9.8 years. While beer was the most popular alcoholic beverage among fourth graders, sixth graders preferred wine coolers (Figure 2.6). Compared to 2000, most of the decrease in alcohol use was attributed to the lower consumption of wine coolers and liquor.

Elementary 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

Figure 2.6. Percentage of Texas Elementary Students Who Had Used Specific Alcoholic Beverages in the Past School Year, by Grade: 2002



definition used among secondary students, which was usually consuming five or more drinks in a row during the past year).² As Table 2.1 shows, 12 percent of all elementary students had drunk two or more beers in a row at least once during the 2002 school year, and 2 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.

16 percent of border and 11 percent of non-border elementary students reported heavy drinking of beer in the past school year.

Sixteen percent of border and 11 percent of non-border elementary students admitted having consumed two or more beers in a row at least once during the past school year. Some 15 percent of border and 11 percent of non-border students reported heavy consumption of wine coolers. About 11 percent of border and non-border students alike reported heavy drinking of wine and 5 percent reported heavy drinking of liquor.

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 28 percent of elementary students reported that they had been offered alcohol at some time in their lives. Only 41 percent thought it was very dangerous to drink wine coolers, and 46 to 48 percent thought it was very dangerous to drink beer or wine (in comparison to 60 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 (44 percent) of elementary students who had drunk alcohol said they obtained it

Table 2.1. Frequency of Heavy Alcohol Consumption Among Texas Elementary Students, by Grade: 2002

During the past year, how many times have you had two or more drinks in a row?

	1 Time	2 Times	3+ Times	Never
Beer				
All Students	7.1%	2.7%	2.2%	88.0%
Grade 4	6.4%	2.1%	1.5%	90.0%
Grade 5	6.8%	2.4%	1.7%	89.1%
Grade 6	8.0%	3.5%	3.5%	85.0%
Wine Coolers				
All Students	6.0%	3.0%	2.6%	88.4%
Grade 4	4.2%	1.7%	1.5%	92.7%
Grade 5	5.4%	2.7%	2.0%	89.8%
Grade 6	8.4%	4.6%	4.3%	82.8%
Wine				
All Students	6.7%	2.5%	1.8%	89.1%
Grade 4	5.4%	1.8%	1.2%	91.6%
Grade 5	6.1%	2.1%	1.3%	90.5%
Grade 6	8.6%	3.5%	2.7%	85.1%
Liquor				
All Students	2.6%	1.1%	1.2%	95.1%
Grade 4	1.5%	0.5%	0.5%	97.6%
Grade 5	2.1%	0.8%	0.8%	96.2%
Grade 6	4.3%	1.8%	2.3%	91.6%

from home, while 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.

In 2002, some 9 percent of fourth graders, 8 percent of fifth graders, and 11 percent of six graders reported lifetime use of inhalants.

Nine percent of all elementary students in 2002 reported having used inhalants during their lifetime, and 7 percent had used them in the past school year. Lifetime and past-year inhalant use increased between grades five and six, but not between grades four and five. Decreases in lifetime and past-year use of inhalants were reported for all three grades between 2000 and 2002, although the prevalence rates of past-year use were still up from the lowest level in 1994. The average age at which elementary students had first

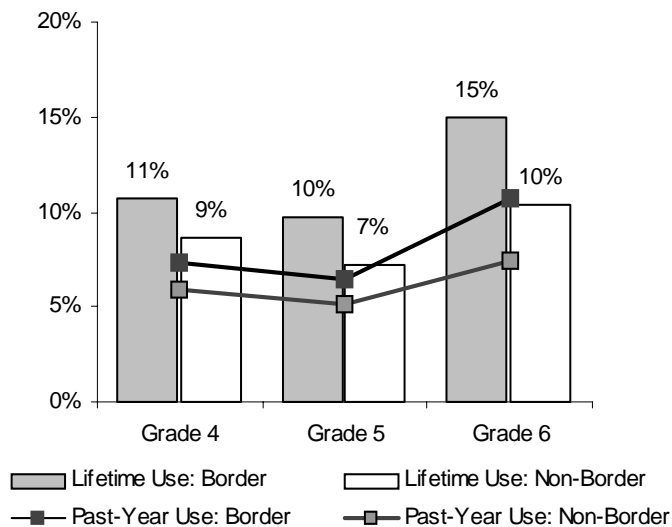
used inhalants (9.4 years) was about half a year later than for beer, but about the same age as when they had first tried wine or wine coolers.

Boys reported 11 percent lifetime and 7 percent past-year use of inhalants, and girls reported 8 percent lifetime and 6 percent past-year use. Decreases in inhalant use since 1990 have been larger among girls than boys. Hispanic elementary students in 2002 reported a similar prevalence of lifetime and past-year inhalant use as Anglos in fourth grade, but a higher prevalence of use in fifth and sixth grades. African Americans had the lowest rates of inhalant use at all grades. Among sixth graders, for example, Hispanics (11 percent) reported twice as much past-year inhalant use as Anglos or African Americans (6 percent). Since 1990, African Americans have revealed a larger decrease in inhalant use than Hispanics or Anglos.

Among sixth graders, Hispanics reported twice as much past-year inhalant use as Anglos or African Americans.

Elementary students living on the border were 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). 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 8 percent) and past-year use (11 percent versus 6 percent). Students from lower-income families were slightly more likely to report inhalant use than students from higher-income 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: 2002



Types of Inhalants

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

Glue (3.2 percent) and correction fluid (3.1 percent) were the most commonly used inhalants among elementary students surveyed in 2002 (Appendix C, Table C1), followed by spray paint (2.7 percent) and gasoline (2.6 percent). About 1.9 percent of the students also reported using paint thinner and 3.9 percent using other unspecified inhalants. Compared to 2000, fewer students reported use of correction fluid and glue. 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 favored correction fluid over other inhalants, and fourth graders had favored glue, while fifth graders had used correction fluid and glue about equally.

Boys in grades four through six reported about twice the lifetime use of girls for gasoline, paint thinner, and spray paint. Girls in sixth grade, however, had a higher prevalence of correction fluid use than boys in sixth grade. Hispanic elementary students were one-and-a-half to two times as likely as African American students to report lifetime use of each specific inhalant except glue. Correction fluid was the most popular inhalant among Hispanic youths, while African American and Anglo students were the most likely to have used glue.

About 48 percent of lifetime inhalant users in the 2002 survey admitted having used at least two different kinds of inhalants. This measure has been

Figure 2.8. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants, by Grade: 2002

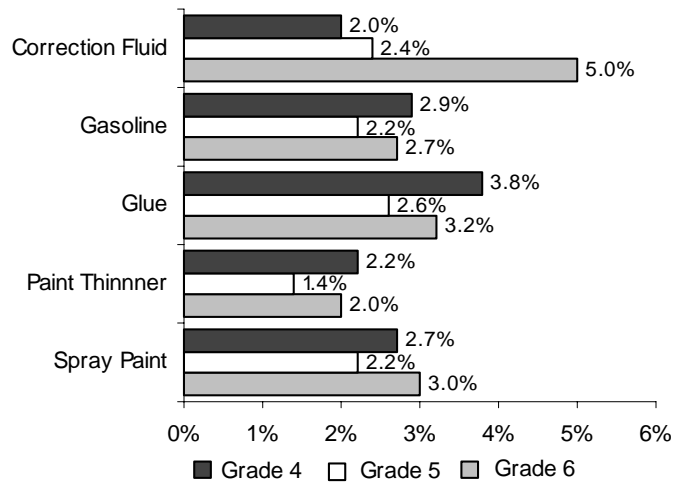
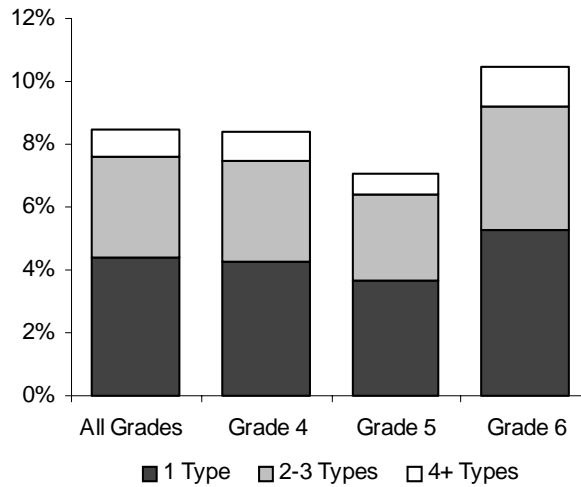


Figure 2.9. Percentage of Texas Elementary Students Who Had Ever Used Inhalants, by Grade and Number of Different Inhalant Types Used: 2002



stable since 1996. Figure 2.9 shows that of all the elementary students surveyed, 4 percent had ever used one type of inhalant, 3 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

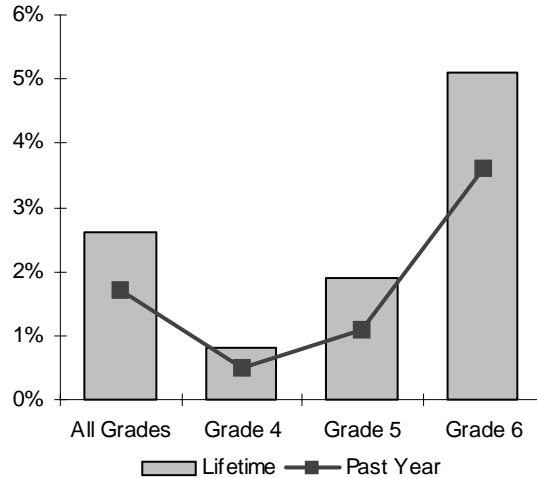
Elementary students from lower-income families were more likely than those from higher-income families to report marijuana use.

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. About 2.6 percent of all elementary students in 2002 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. However, decreases in lifetime and past-year use of marijuana were reported for fifth and sixth graders between 2000 and 2002.

Boys were about twice as likely as girls to report lifetime and past-year use of marijuana. Hispanic elementary students had more than double the rates of past-year marijuana use as African Americans and Anglos. Among sixth graders, 6 percent of Hispanics reported past-year use of marijuana in comparison to 2 percent of African Americans or Anglos. 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.

Border elementary students reported a slightly higher prevalence of lifetime and past-year marijuana use than non-border students. While border

Figure 2.10. Percentage of Texas Elementary Students Who Had Used Marijuana in Their Lifetime and in the Past School Year, by Grade: 2002



From 2000 to 2002, decreases in marijuana use were reported among non-border students, compared to an increase in use among border students.

Anglos and non-border Anglos had similar rates in marijuana use, border Hispanics had a lower prevalence of marijuana use than non-border Hispanics. For example, Hispanic sixth graders in border schools reported 6 percent lifetime marijuana use, as compared to 9 percent of their Hispanic peers elsewhere in the state. Between 2000 and 2002, decreases in marijuana use were reported for non-border students, in contrast to an increase in use for border students.

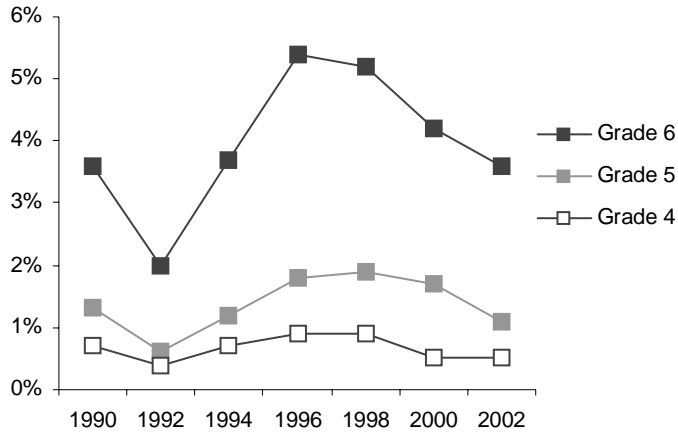
Elementary youths began using marijuana later than other substances. In 2002, the average age at which elementary students had first used marijuana was 10.1 years of age, which was the oldest age reported for any of the substances examined.

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 1996, they also experienced a greater decline between 1996 and 2002 than did fourth or fifth graders (Figure 2.11).

Use of Multiple Substances

Seventy-one percent of elementary students 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.

Figure 2.11. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Grade: 1990-2002



About 22 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. Border substance users (33 percent) were more likely than non-border users (28 percent) to have used multiple substances.

Endnotes

¹ 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).

² 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, family, peer, 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. For instance, boys in fourth grade were 1.8 times more likely than girls in fourth grade to have used tobacco during the

Table 3.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Gender and Grade: 2002

	Boys	Girls	Ratio *
Tobacco			
All Students	5.6%	3.9%	1.44
Grade 4	3.5%	1.9%	1.84
Grade 5	4.9%	3.0%	1.63
Grade 6	8.5%	6.8%	1.25
Alcohol			
All Students	17.4%	14.5%	1.20
Grade 4	13.1%	10.0%	1.31
Grade 5	15.8%	12.6%	1.25
Grade 6	23.3%	20.8%	1.12
Inhalants			
All Students	7.4%	5.6%	1.32
Grade 4	7.3%	5.1%	1.43
Grade 5	6.5%	4.1%	1.59
Grade 6	8.6%	7.4%	1.16
Marijuana			
All Students	2.2%	1.3%	1.69
Grade 4	0.7%	0.3%	2.33
Grade 5	1.4%	0.8%	1.75
Grade 6	4.5%	2.7%	1.67

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

past school year; but by the sixth grade, boys were only 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).

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 except inhalants, where the ratio was slightly lower on the border than elsewhere in the state (Appendix E, Tables E2-E3 and Appendix F, Tables F2-F3).

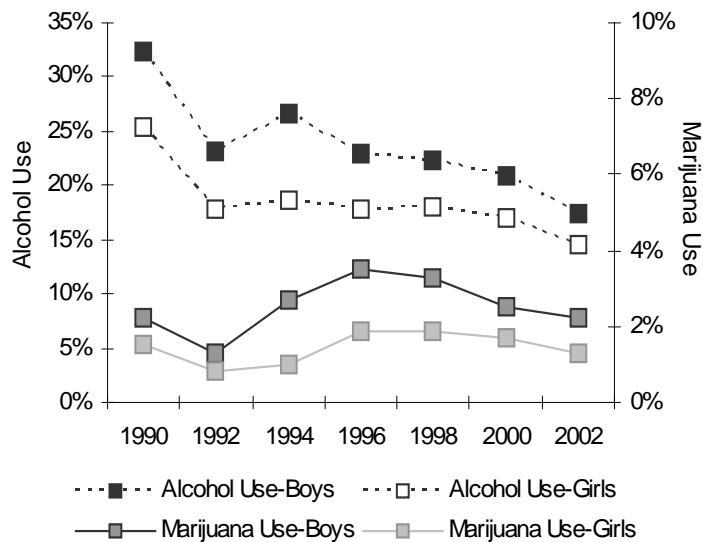
Ethnicity

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

Ethnicity was 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 in fourth grade, African American students reported slightly higher levels of use of tobacco and alcohol than Hispanics.

In terms of regional difference, Anglo youths on the border had similar rates of lifetime use for tobacco and marijuana, but higher rates of use of alcohol and inhalants than non-border Anglos. Border Hispanics reported a lower prevalence for the use of all substances, except inhalants, than their non-border peers (Appendix E, Tables E4-E5¹ 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: 1990-2002



Between 2000 and 2002, past-year alcohol use decreased for all three ethnic groups, with a greater drop among Hispanic youths (Table 3.2). While African Americans and Hispanics reported a notable decrease in inhalant use over the past two years, Anglos did not show much change in inhalant use.

Since 1998, marijuana use has decreased among all ethnic groups.

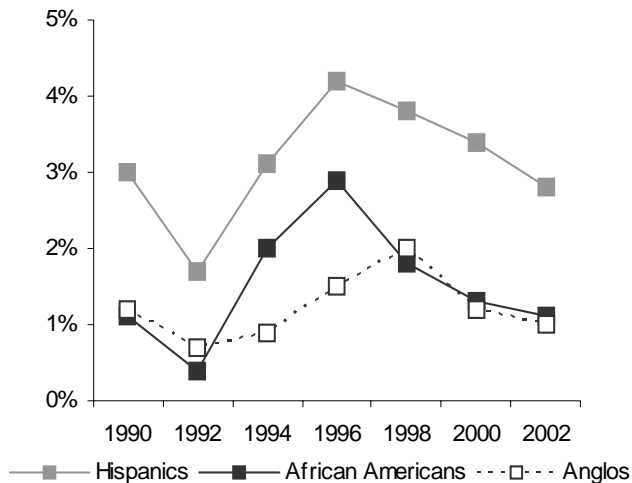
As shown in Figure 3.2, African American and Hispanic youths experienced a steeper increase than Anglos in their marijuana use after 1992; however, they also reported a significant decline between 1996 and 1998 in contrast to a continued rise in use for Anglos. Since 1998, marijuana use has decreased for all ethnic groups.

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

Table 3.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Ethnicity: 2000 and 2002

	Anglo Students			African American Students			Hispanic Students		
	2000	2002	Change	2000	2002	Change	2000	2002	Change
Tobacco	5.9%	3.9%	-33.9%	6.1%	4.3%	-29.5%	9.5%	6.0%	-36.8%
Alcohol	14.8%	13.4%	-9.5%	19.4%	16.7%	-13.9%	23.6%	18.8%	-20.3%
Inhalants	5.8%	5.7%	-1.7%	7.4%	5.2%	-29.7%	10.1%	7.7%	-23.8%
Marijuana	1.2%	1.0%	-16.7%	1.3%	1.1%	-15.4%	3.4%	2.8%	-17.6%

Figure 3.2. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Ethnicity: 1990-2002



Age of First Use

Beer was the first substance that Texas elementary students, both border and non-border, tried (Table 3.3). Among sixth graders who had consumed beer, the average age of first use was 9.3 years, which was about 0.4 years earlier than cigarette smoking, 0.8 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 drugs.

Figure 3.3. Percentage of Texas Elementary and Secondary Students Who Had Used Alcohol in the Past School Year, by Grade: 2002

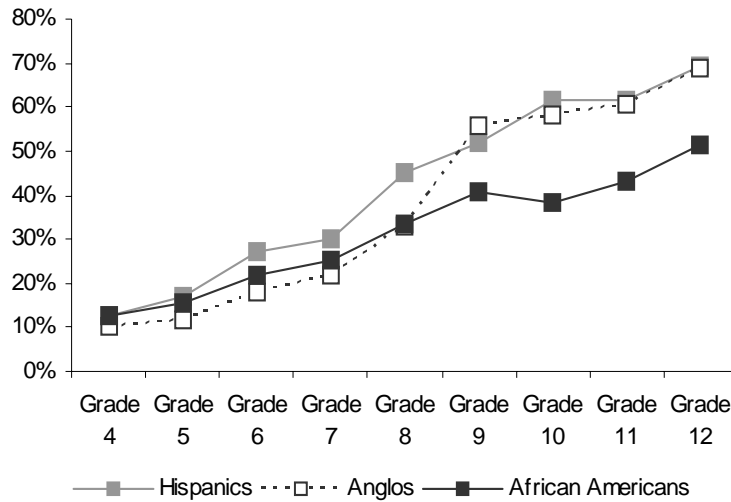


Table 3.3. Average Age of First Use (in Years) of Substances Among Texas Elementary Students Who Had Ever Used Substances, by Grade: 2002

	Grade 4	Grade 5	Grade 6
Tobacco	8.3	8.9	9.7
Cigarettes	8.4	9.0	9.7
Smokeless Tobacco	8.3	9.0	9.7
Alcohol	8.2	8.8	9.5
Beer	8.0	8.6	9.3
Wine Coolers	8.6	9.3	10.0
Wine	8.5	9.3	10.0
Liquor	8.5	9.5	10.2
Inhalants	8.2	9.2	10.1
Marijuana	8.5	9.7	10.4

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.

Classroom Grade in School

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, which suggests that many students begin experimenting with substances for the first time in the sixth grade. One probable reason for this increase 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.

Academic School Grades

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

About 83 percent of elementary students in 2002 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). The protective effect of earning good grades was found among both border students and non-border students.

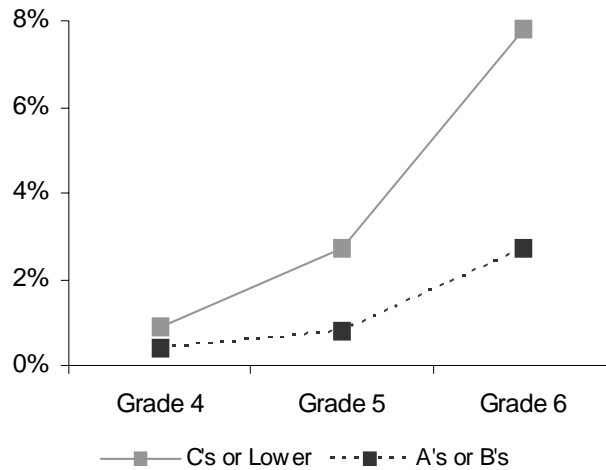
Academic status differences in substance use became more important as grade level increased. As shown in Figure 3.4, the gap in past-year prevalence of marijuana use between students who made A's or B's and those making lower grades was only 0.5 percentage point in fourth grade as compared to 5.1 percentage points by sixth grade.

Table 3.4. Percentage of Texas Elementary Students Who Had Used Substances, by Usual Grades Received in School: 2002

	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 *
Tobacco	7.7%	15.9%	2.1	3.9%	9.3%	2.4
Alcohol	23.3%	34.7%	1.5	14.6%	22.8%	1.6
Inhalants	8.2%	15.0%	1.8	5.7%	10.6%	1.9
Marijuana	2.0%	5.7%	2.9	1.3%	4.0%	3.1

* 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: 2002



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 2002 than in 1990, A and B students showed a slight increase in use through the years.

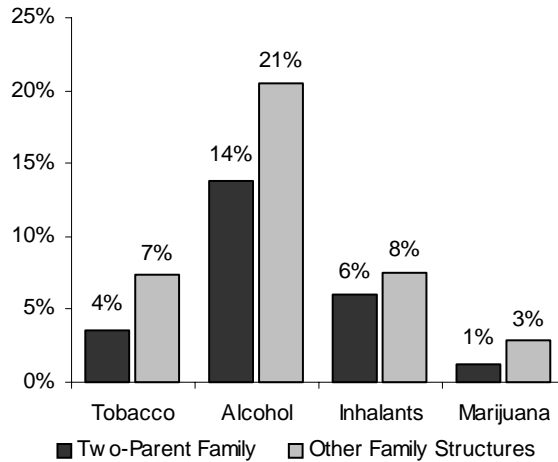
Family Structure

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

Students were asked whether they lived with both of their parents², and 68 percent responded affirmatively. Elementary students who did not live with both parents were about two to three times as likely as those living with both parents to have used tobacco, alcohol, or marijuana and one-and-a-quarter times as likely to have used inhalants (Figure 3.5). These differences were true on the border and elsewhere in the state, but even greater for non-border youths.

As expected, 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 counterparts from other family situations. For example, 9 percent of elementary students living with two parents said they first used alcohol by eight years of age, compared to 14 percent of those from other family environments.

Figure 3.5. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Family Structure: 2002



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.

In the elementary survey, two questions were asked that 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 46 percent of all elementary students surveyed in 2002 said that at least one of their parents had graduated from college, 19 percent said their parents were not college-educated, and 35 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 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 21 percent less likely than those whose parents were not college-educated to have used substances during the past school year (22 percent versus 28 percent). In comparison, non-border children of college-educated parents were 38 percent less likely than other children to use substances (17 percent versus 28 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. About 40 percent of all respondents in the 2002 elementary survey said they qualified for a free or reduced-price school lunch, 32 percent did not qualify, and 28 percent said they did not know.³ 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 Chapter1).

Among border elementary students, there was very little relationship between substance use and family income level (Table 3.5). Border schoolchildren who lived in lower-income families were just slightly less likely to have used a substance in the past year as those from higher-income families (23 percent versus 25 percent). However, among non-border students, those from low-income families were about 24 percent more likely (24 percent versus 19 percent) to have used substances. Thus, higher income had a somewhat protective effect among elementary students in the non-border areas of the state but not among border students.

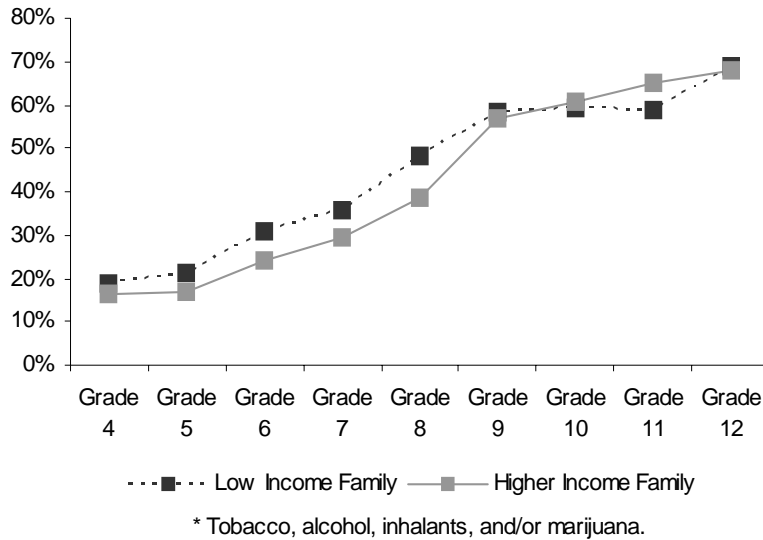
A notable difference between the results of the elementary and secondary school surveys was in the relationship between family income level and substance use. Lower family income was related to higher substance use among students from grades four through nine. However, the trend reversed in the upper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

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: 2002

	Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
All Students	21.6%	27.5%	24.6%	23.0%
Grade 4	17.0%	20.8%	17.0%	18.2%
Grade 5	19.3%	22.4%	22.2%	20.8%
Grade 6	28.5%	35.3%	33.5%	30.6%
	Non-Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
All Students	17.2%	27.7%	19.2%	23.8%
Grade 4	15.1%	21.5%	16.1%	18.8%
Grade 5	15.0%	24.4%	16.6%	21.7%
Grade 6	21.4%	34.5%	23.7%	31.2%

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

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: 2002



Length of Residence In the Community

Elementary 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. About 79 percent of all respondents in the 2002 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). This was true for border and non-border students alike.

Endnotes

¹ 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.

² 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."

³ 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

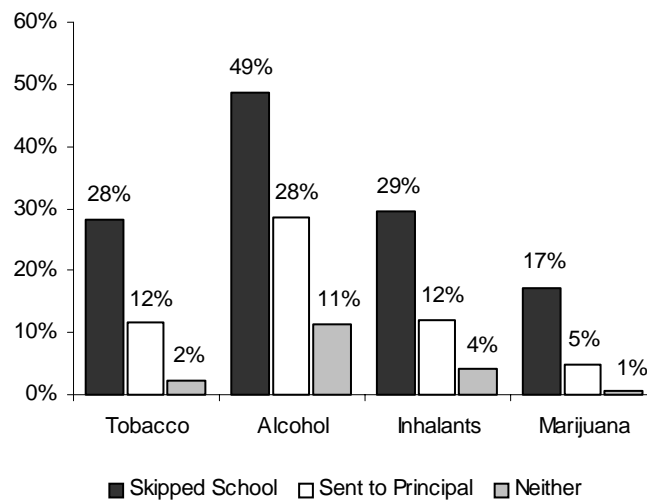
This chapter examines other risk factors which may increase the likelihood of substance use among elementary students, including having problems in school, having close friends who use substances, the widespread perceived availability of substances, a low perceived danger of substance use, and perceived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

School Problems

In the 2002 elementary survey, about 3 percent of all respondents said that they had skipped school at least once in the past school year without a parent’s consent, and 26 percent said they had been sent to the principal because of their conduct problems during that year. These figures have been lower 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). There were no differences between border and non-border students in the relationship between school misconduct and substance use.

Figure 4.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by School Misconduct: 2002



Close Friends Who Use Substances

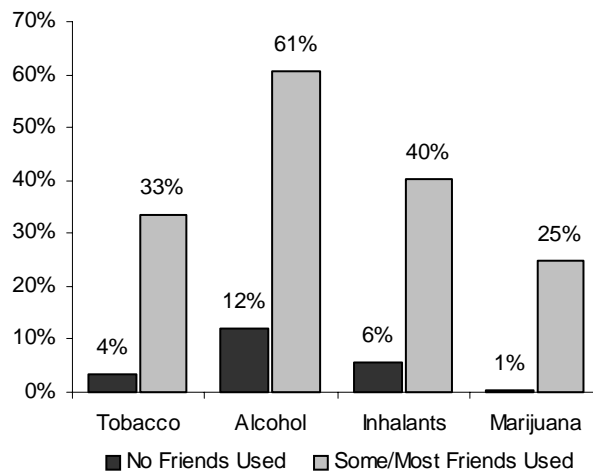
27 percent of elementary students in 2002 said that some or most of their close friends drank alcohol.

Peer use of substances has been found as one of the most important factors associated with a student’s own substance use.¹ In the elementary survey, students were asked for each substance, “About how many of your close friends your age use [the substance]?” The response categories were “none,” “some,” or “most.” About 27 percent of all elementary students in 2002 said that some or most of their close friends drank alcohol, which was a higher percentage than for any of the other substances. Eighteen percent of the students reported that at least some of their close friends used tobacco, 10 percent said that at least some of their close friends used inhalants, and 9 percent said that at least some of their close friends used marijuana (Appendix C, Table C2). For each substance, students were more likely to use the substance themselves if they reported that most of their friends used it (Figure 4.2).

Patterns of peer use generally paralleled students’ own patterns of reported substance use. For instance, the percentage of students whose friends used substances increased by grade level, as did students’ own reported use. Boys were more likely than girls to report that their friends used most substances, except for wine coolers, wine, and inhalants. Border students reported a higher percentage of peer use of all substances than non-border students. This higher reported peer use paralleled the higher personal use of substances reported among border elementary students.

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,

Figure 4.2. Percentage of Texas Elementary Students Who Had Ever Used Substances, by Whether or Not Friends Used Them: 2002



18 percent of all elementary students in the 2002 survey reported peer use of tobacco, but fewer students (9 percent) admitted their own lifetime use of tobacco.

Perceived Availability

28 percent of elementary students reported that they had been offered alcohol, 7 percent had been offered inhalants and 8 percent had been offered 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 any one ever tried to give you [the substance]?” About 28 percent of all elementary students in 2002 reported that they had been offered alcohol (most commonly, beer) and 20 percent had been offered tobacco, while 7 percent had been offered inhalants and 8 percent had been offered 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, wine, or liquor, but slightly more likely to report having been offered beer, wine coolers, and marijuana (Figure 4.3). For example, 17 percent of border students had ever been offered cigarettes as compared to 19 percent of non-border students.

While for tobacco, alcohol, and marijuana more students had been offered the substance 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 so ubiquitous 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.

Table 4.1. Percentage of Texas Elementary Students Who Had Been Offered Substances, by Grade: 2002

	All	Grade 4	Grade 5	Grade 6
Tobacco	20%	14%	19%	26%
Cigarettes	18%	13%	17%	25%
Smokeless Tobacco	5%	4%	5%	8%
Alcohol	28%	23%	26%	35%
Beer	22%	18%	20%	28%
Wine Coolers	13%	8%	12%	20%
Wine	13%	9%	12%	19%
Liquor	8%	4%	6%	13%
Inhalants	7%	4%	6%	12%
Marijuana	8%	4%	7%	13%

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

The perceived availability of tobacco and alcohol reported by elementary students has declined since 1994, while the availability of inhalants and marijuana has 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 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.

Elementary students were also asked where they obtained the alcohol they drank. Among students who had drunk alcohol, 44 percent said they had gotten it from home and 17 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 with grade level (Figure 4.4). Between 1998 and 2002, there was little difference

Figure 4.3. Percentage of Texas Elementary Students Who Had Ever Been Offered Substances, Border and Non-Border : 2002

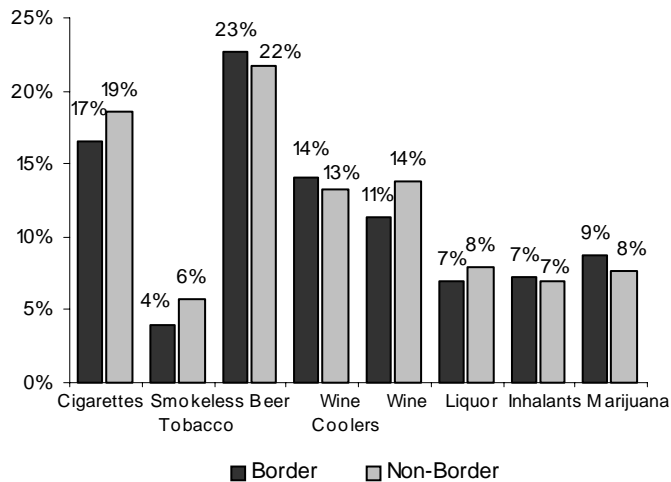
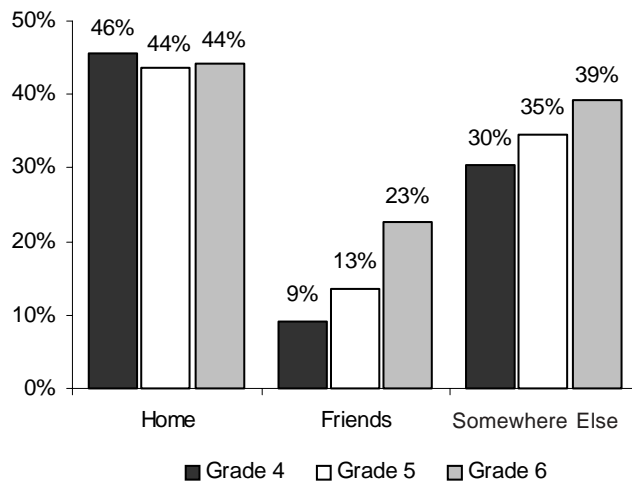


Figure 4.4. Sources of Alcohol for Texas Elementary Students Who Had Ever Drunk Alcohol, by Grade: 2002



in the percentage of students who had gotten alcohol from home, but a noticeable decline in the percentage of students who had obtained alcohol from their peers. A great proportion (36 percent) of elementary students who drank said they usually obtained alcohol from sources other than home or their friends in the 2002 survey.

There was a regional difference in reporting sources of alcohol among young drinkers. For students who had drunk alcohol, 39 percent from the border schools and 46 percent from elsewhere in the state said they had obtained alcohol from home. Conversely, lifetime drinkers on the border (18 percent) were slightly more likely than non-border drinkers (16 percent) to report they had gotten alcohol from their friends.

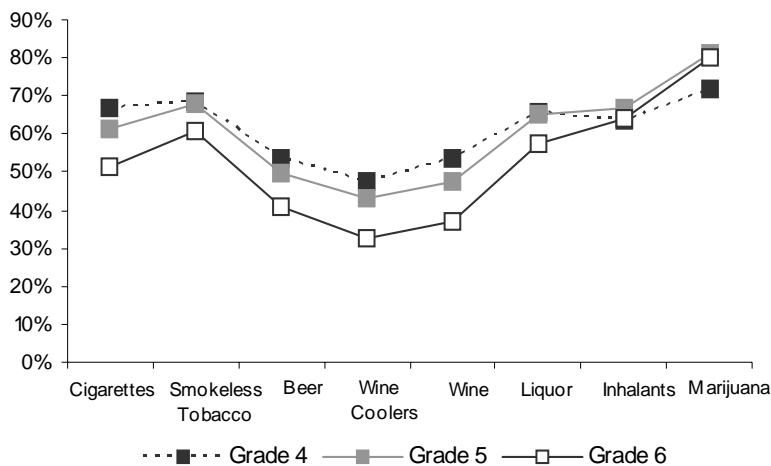
Perceived Danger of Substances

The perceived danger of tobacco and alcohol use decreased with grade level.

In the elementary survey, students were asked for each substance, “How dangerous do you think it is for kids your age to use [the substance]?” The response categories were “very dangerous,” “dangerous,” “not dangerous at all,” and “don’t know.” About 73 percent of all elementary students in 2002 thought that tobacco was very dangerous to use, 69 percent believed that alcohol was very dangerous to use, 65 percent said that inhalants were very dangerous, and 78 percent thought it was very dangerous to use marijuana (Appendix C, Table C3).

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

Figure 4.5. Percentage of Texas Elementary Students Who Thought it was Very Dangerous to Use Substances, by Grade : 2002



liquor was thought to be substantially more dangerous than wine or beer. Using smokeless tobacco was considered by more students to be very dangerous than smoking cigarettes.

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

There was some variation in the amount of knowledge youths seemed to have about the danger of the different substances asked about in the survey. Some 11 to 12 percent of all elementary students 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 students said they did not know whether marijuana was dangerous or not. Also, 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” (6 to 8 percent) than for any other substance.

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

Youths who believed that substances were very dangerous to use were less likely to use those substances. Only 3 percent of elementary students who thought beer was very dangerous to consume had drunk in the past school year, whereas 35 percent of those who believed beer was not dangerous had drunk it (Table 4.2). This correlation held true for other substances as well. Yet 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 instance, some 10 percent of students who said they believed that inhalants were dangerous had still used them within the past year.

Table 4.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Perceived Danger: 2002

	Very Dangerous	Dangerous	Not Dangerous At All
Cigarettes	2%	7%	34%
Smokeless Tobacco	0%	1%	12%
Beer	3%	10%	35%
Wine Coolers	2%	8%	38%
Wine	2%	8%	32%
Liquor	2%	6%	28%
Inhalants	4%	10%	35%
Marijuana	1%	5%	34%

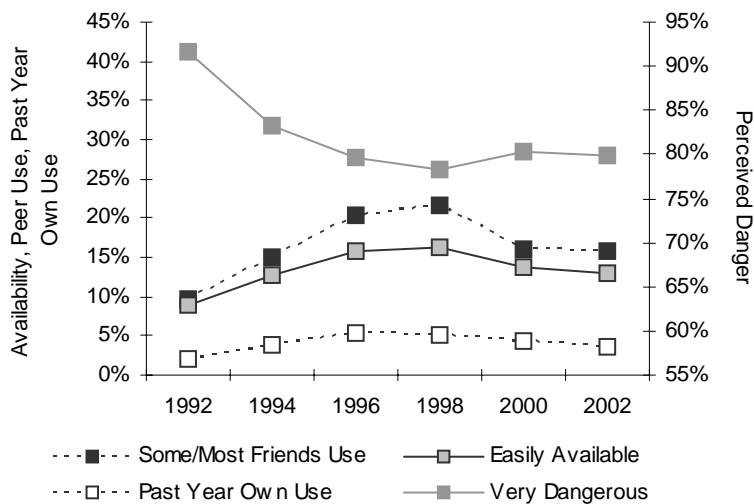
The perception that marijuana is dangerous to use has decreased since 1992.

The perception that marijuana is dangerous has declined since 1992. About 80 percent of sixth graders in 2002 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). Even though 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 alcohol or inhalants has remained steady over time at fourth and fifth grade levels, but the percentage of fourth and fifth graders who believed that cigarettes or smokeless tobacco was very dangerous has risen since 1992. For example, 54 percent of fifth graders in 1992 and 68 percent of those in 2002 thought smokeless tobacco was very dangerous to use.

The general lessening of the perceived danger of substances was seen among secondary population. Elementary students were more likely than secondary students to believe that alcohol, tobacco, and marijuana were very dangerous to use. In the 2002 survey, about 78 percent of students in grades four through six thought it was very dangerous to use marijuana in comparison to 58 percent of students in grades seven through twelve (73 percent versus 47 percent for tobacco; 69 percent versus 47 percent for alcohol).

Figure 4.6. Marijuana Availability, Perceived Danger, Peer Use, and Actual Use of Marijuana Among Texas Sixth Graders: 1992-2002



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, more than twice as many elementary students said they had no idea how their parents felt about children their age using alcohol or marijuana. Among students in grades four through six, 16 percent were not sure how their parents felt about children their age drinking beer (as compared to 8 percent of secondary students), and 15 percent did not know how their parents felt about marijuana use (as compared to 8 percent of secondary students) (Table 4.3).

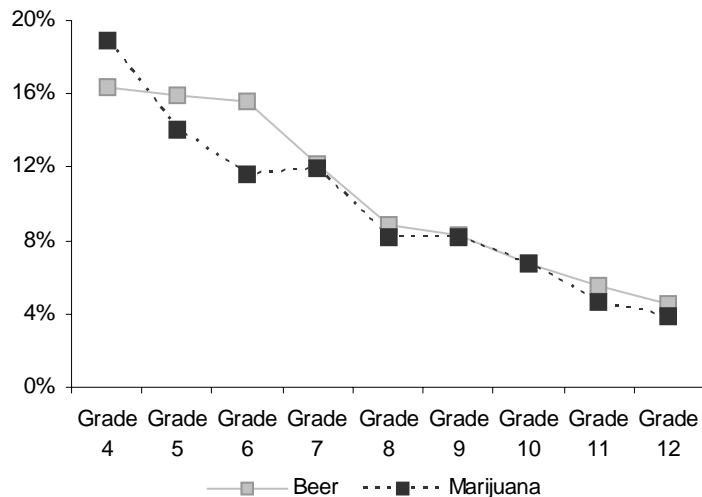
Figure 4.7 shows that the percentage of students who did not know their parents’ attitudes toward substance use declines steadily as students get

Table 4.3. Texas Elementary Student Responses to the Question, "How Do Your Parents Feel About Kids Your Age...": 2002

Drinking Beer?				
	Don't Like it	Don't Care	Think It's OK	Don't Know
All Students	80.8%	2.3%	0.9%	16.0%
Grade 4	80.8%	1.8%	1.0%	16.4%
Grade 5	81.1%	2.1%	0.8%	15.9%
Grade 6	80.4%	3.1%	1.0%	15.6%

Using Marijuana?				
	Don't Like it	Don't Care	Think It's OK	Don't Know
All Students	83.3%	1.4%	0.4%	14.8%
Grade 4	79.5%	1.3%	0.4%	18.9%
Grade 5	84.4%	1.2%	0.4%	14.0%
Grade 6	86.0%	1.8%	0.6%	11.6%

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: 2002



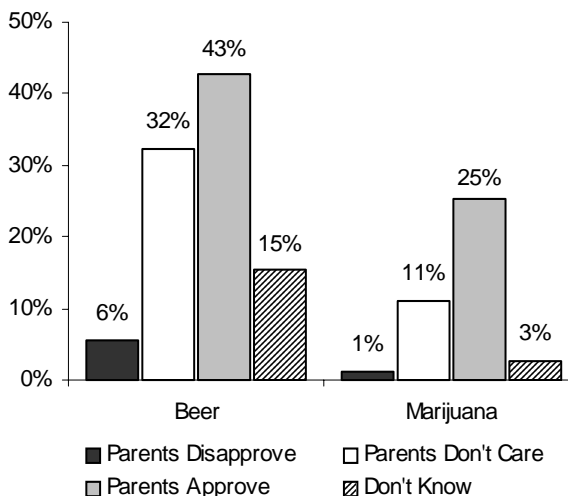
About 81 to 83 percent of elementary students said their parents disapproved of their drinking beer or using marijuana.

older. Presumably, 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 school. Parents must therefore begin to talk with their children about alcohol and drug use early.

About 81 percent of all elementary students in 2002 said their parents disapproved of their drinking beer, and 83 percent said their parents disapproved of youths using marijuana. There was not much difference 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 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.

The percentage of all elementary students who said their parents did not approve of children their age drinking beer has remained level since 1994. In comparison, the disapproval rate for marijuana use has decreased slightly over the years at all grade levels.

Figure 4.8. Percentage of Texas Elementary Students Who Had Used Beer or Marijuana in the Past Year, by Parental Attitude Toward Use: 2002



Parental Involvement in School

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

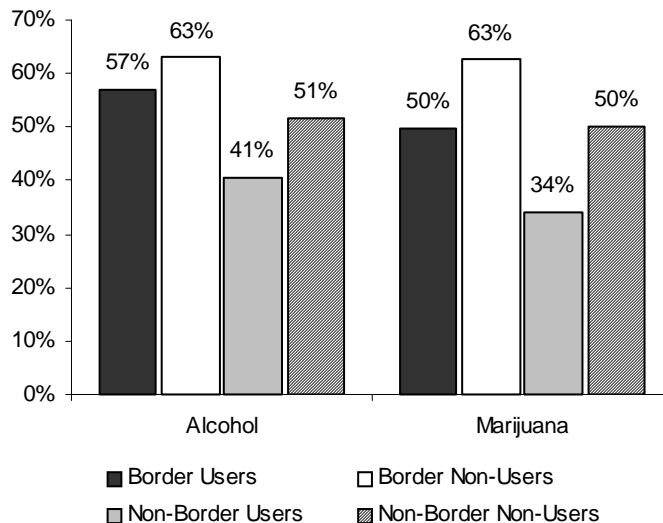
Students were asked whether their parents usually attended school-sponsored open houses or PTA meetings. This question was intended to indicate, at least partially, the degree to which parents were involved with their children’s education. About 52 percent of the elementary students (62 percent border and 50 percent non-border) 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 63 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. Some 91 percent of elementary students 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

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: 2002



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

substance use declined extensively from 87 percent in 1990 to 61 percent in 2002, the percentage of elementary students who had received such information has remained quite stable over time.

The most frequently mentioned source of information on drugs and alcohol reported by elementary students in 2002 was their teachers (67 percent), followed by a visitor to class and an assembly program (60 to 61 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.

Border elementary students (92 percent) were slightly more likely than non-border students (90 percent) to report having received information on drugs or alcohol from at least one school source. The most substantial difference in receiving such information between border (73 percent) and non-border (53 percent) students was from a guidance counselor.

Endnotes

¹ 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 2002 survey, students in all elementary grades reported the lowest rates of lifetime and past-year use of tobacco or alcohol since the survey began in 1990. Decreases in use of inhalants were reported between 1998 and 2002, although the past-year rates were still up from the lowest level in 1994. 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.

Even though rates of substance use are relatively low among elementary students as compared to those in secondary schools, it should be remembered that even low rates of use represent large numbers of students using tobacco, alcohol, and/or drugs. Using an estimate of 954,000 students currently in grades four through six in Texas public schools¹ indicates that about 286,000 elementary schoolchildren have ever tried one of those substances and about 193,000 have used them during the past school year.

Border students were somewhat more likely than non-border students to have drunk beer and wine coolers, and have used inhalants in their lifetime and during the past school year. Differences in use between border and non-border students were more pronounced in the fifth and sixth grades. Border substance users (33 percent) were also more likely than non-border users (28 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 2002 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.

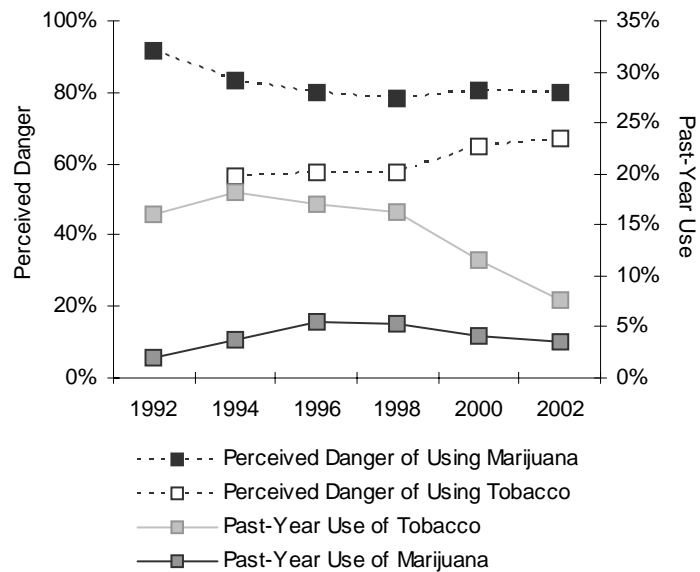
Glue and correction fluid continue to be the two most popular inhalant products among elementary students. Close to one-half of lifetime inhalant users admitted having used multiple types of inhalants. African American and Hispanic students had a notable decrease in inhalant use between 2000 and 2002.

The variations in perceived danger may be related to the changes in the prevalence use of substances among youths (Figure 5.1). The percentage of elementary students 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.

Forty-four percent of elementary students who drank alcohol said they usually obtained it from home, similar to the rate in 1998 and 2000. Students on the border were slightly more likely than non-border students to report having been offered beer, wine coolers, and 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.

Figure 5.1. Percentage of Texas Sixth Graders Saying Tobacco and Marijuana Were Very Dangerous to Use Compared to Their Past-Year Use: 1992-2002



Peer use of substances is often cited as an important factor associated with a student's substance use. About 27 percent of elementary students in 2002 said that some or most of their close friends drank alcohol, and 9 percent reported use of marijuana by at least some of their friends. Students were more likely to use the substance themselves if they reported that most of their friends used it.

Parents play an important role in whether or not children use drugs. Students living in two-parent families were less likely than those who did not live with both parents to use substances. The family-structure difference in substance use was greater among non-border youths.

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. In 2002, more than 80 percent of elementary youths knew their parents' disapproval of their drinking beer or using marijuana. While the percentage of parents who disapproved of youths drinking beer has remained stable since 1994, the disapproval rate for marijuana use has decreased slightly over the years.

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.

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

Students who make good 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 since 1990. While students making grades of C or below reported a lower prevalence of marijuana use than reported a decade ago, A or B students showed a slight increase in use over time.

Unlike secondary school students who reported receiving less substance abuse information and education through their school, there has been little difference over time in the percentage of elementary students who had received such information. A large majority (91 percent) of elementary students in 2002 still said that they had received information about drugs and alcohol during the past school year, which means that this education is being imparted to almost all students at least in the earlier grades.

Generally, substance use behavior in the elementary grades predicts similar behavior in secondary school. Twelfth graders who have used substances say they had begun use in middle school, on average. The association of peer, parent, and school factors with self-reported substance use in the elementary study is consistent with 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.²

Recommendations

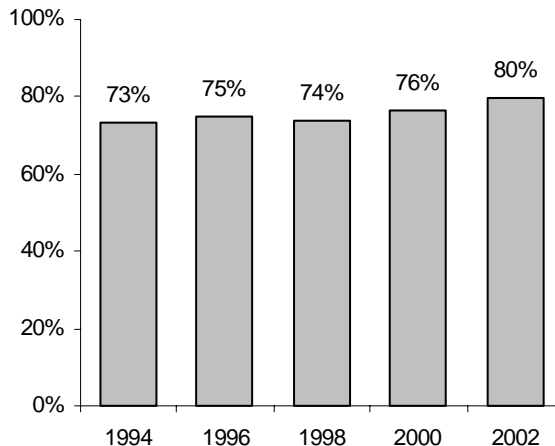
The survey findings indicate the need to think of substance use among youths as affected by a wide variety of factors.

About 80 percent of all elementary students in 2002 reported they had not used tobacco, alcohol, inhalants, or marijuana during the past school year. This overall drug-free rate was about 7 percentage points higher than the number in 1994 (Figure 5.2). If parents, schools, and communities continue to address risk and protective factors for which they are responsible, the drug-free trend will likely continue to increase.

The study has identified some patterns of use based on demographic influences, peer, school, and family factors, and this information should be used to adapt education and prevention programs for groups known to be at greatest risk. The survey findings highlight the need to think of substance use among youths as affected by a wide variety of factors. Substance use prevention efforts must extend their emphases beyond the individual youths to include parents and schools, and to 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.

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 the parents' 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,

Figure 5.2. Percentage of Texas Elementary Students Who Had NOT Used Tobacco, Alcohol, Inhalants, or Marijuana in the Past School Year: 1994-2002



A goal should be that all Texas students in grades K-12 receive comprehensive alcohol, tobacco, and other drug education that has been proven to be effective.

and teacher conferences can help establish their bonds 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. Instead, all students should be acknowledged as being at risk, and classroom drug education and prevention programs need to be reemphasized as a school priority.

A goal should be to ensure that all Texas students in grades K-12 receive comprehensive alcohol, tobacco, and other drug information. Having the increased substance use with grade level and fewer school sources on substance abuse information received by older students in high schools would indicate a need for continued prevention efforts over all grades. The National Institute on Drug Abuse (NIDA) has released research showing the protective impact of scientifically proven and effective prevention programs for communities, schools, and families.³

The Texas Commission on Alcohol and Drug Abuse provides resources and information to help counselors, addiction professionals, educators, parents, and others who are interested in finding out more about substances of abuse and ways to prevent substance abuse among Texas youths. The TCADA web site, www.tcada.state.tx.us, includes recent information on prevention, drugs of abuse, research and epidemiology, library and information clearinghouse services, and training opportunities.

Endnotes

¹ Student enrollment data were based on the “2001-2002 Student Enrollment Reports,” Austin, TX: Texas Education Agency.

² 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.

³ Z.L. Sloboda and Susan David, *Preventing Drug Use Among Children and Adolescents*, Rockville, MD: National Institute on Drug Abuse, 1997, pp.19-29.

Appendix A

Survey Instrument

TEXAS SCHOOL SURVEY OF SUBSTANCE USE

ELEMENTARY SURVEY INSTRUMENT

2002 VERSION

INTRODUCTION

Before answering the survey questions in this booklet, please read the following:

- I am aware that the survey questions I am answering are designed to measure drug and alcohol use in my school district and the state of Texas, that I will be asked questions about student attitudes and behaviors that relate to substance abuse issues, and that over 300,000 students all over Texas will be taking this survey;
- I know that I do not have to take this survey and that I can skip any question that I do not choose to answer for any reason without any consequences;
- I know that there is no way for anyone to find out which survey that I answered, that the numbers on the questionnaire books are used only to identify which pages go together after the booklets are cut and cannot be used to tell who answered the questions; and
- I am voluntarily participating in the *Texas School Survey of Drug and Alcohol Use*.

This research study has been reviewed and approved by the Institutional Review Board --- Human Subjects in Research, Texas A&M University. For research-related questions regarding subjects' rights, the Institutional Review Board may be contacted through Dr. Michael Buckley, Office of Vice President for Research and IRB Coordinator at (979) 845-8585 or email at mwbuckly@tamu.edu.

DIRECTIONS

- DO NOT write your name anywhere on this booklet.
- Use a NUMBER 2 PENCIL only.
- Fill in only ONE BUBBLE for each part of a question.
- Be sure to read each question carefully.

FOR OFFICE USE ONLY									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

EXAMPLE QUESTION

IN THE PAST WEEK, on how many DAYS have you used:

	Never heard of it	Not used it	1-2 days	3-4 days	5-7 days
a. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Snuff or Chewing Tobacco	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Beer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CORRECT MARK



INCORRECT MARKS



PLEASE DO NOT WRITE IN THIS AREA

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. Cosma?	<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. Cosma?	<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. Cosma?	<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. Cosma?	<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. Cosma?	<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. Cosma?	<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.



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, 1990-2002**

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

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

**Table B2. Prevalence and Recency of Substance Use,
by Grade: All Texas Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	9.1%	4.8%	4.3%	90.9%
Grade 4	5.1%	2.7%	2.4%	94.9%
Grade 5	7.9%	4.0%	3.9%	92.1%
Grade 6	14.2%	7.6%	6.6%	85.8%
Alcohol	25.2%	15.9%	9.3%	74.8%
Grade 4	18.5%	11.5%	7.0%	81.5%
Grade 5	23.1%	14.2%	8.8%	76.9%
Grade 6	34.1%	22.0%	12.1%	65.9%
Inhalants	9.3%	6.5%	2.8%	90.7%
Grade 4	9.0%	6.2%	2.8%	91.0%
Grade 5	7.7%	5.3%	2.3%	92.3%
Grade 6	11.2%	8.0%	3.2%	88.8%
Marijuana	2.6%	1.7%	0.9%	97.4%
Grade 4	0.8%	0.5%	0.4%	99.2%
Grade 5	1.9%	1.1%	0.8%	98.1%
Grade 6	5.1%	3.6%	1.5%	94.9%

**Table B3. Prevalence and Recency of Substance Use,
by Grade: Texas Male Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	10.9%	5.6%	5.2%	89.1%
Grade 4	6.5%	3.5%	3.0%	93.5%
Grade 5	9.6%	4.9%	4.7%	90.4%
Grade 6	16.4%	8.5%	7.9%	83.6%
Alcohol	28.5%	17.4%	11.1%	71.5%
Grade 4	21.8%	13.1%	8.7%	78.2%
Grade 5	26.3%	15.8%	10.5%	73.7%
Grade 6	37.2%	23.3%	13.9%	62.8%
Inhalants	10.9%	7.4%	3.5%	89.1%
Grade 4	10.9%	7.3%	3.6%	89.1%
Grade 5	9.5%	6.5%	3.0%	90.5%
Grade 6	12.3%	8.6%	3.8%	87.7%
Marijuana	3.4%	2.2%	1.2%	96.6%
Grade 4	1.2%	0.7%	0.6%	98.8%
Grade 5	2.4%	1.4%	0.9%	97.6%
Grade 6	6.6%	4.5%	2.1%	93.4%

**Table B4. Prevalence and Recency of Substance Use,
by Grade: Texas Female Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.3%	3.9%	3.4%	92.7%
Grade 4	3.7%	1.9%	1.8%	96.3%
Grade 5	6.2%	3.0%	3.2%	93.8%
Grade 6	12.0%	6.8%	5.2%	88.0%
Alcohol	22.1%	14.5%	7.6%	77.9%
Grade 4	15.4%	10.0%	5.4%	84.6%
Grade 5	19.8%	12.6%	7.2%	80.2%
Grade 6	31.1%	20.8%	10.3%	68.9%
Inhalants	7.7%	5.6%	2.1%	92.3%
Grade 4	7.1%	5.1%	2.0%	92.9%
Grade 5	5.8%	4.1%	1.6%	94.2%
Grade 6	10.1%	7.4%	2.7%	89.9%
Marijuana	1.8%	1.3%	0.6%	98.2%
Grade 4	0.5%	0.3%	0.2%	99.5%
Grade 5	1.3%	0.8%	0.6%	98.7%
Grade 6	3.6%	2.7%	0.9%	96.4%

**Table B5. Prevalence and Recency of Substance Use,
by Grade: Texas Anglo Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.7%	3.9%	3.8%	92.3%
Grade 4	4.5%	2.4%	2.1%	95.5%
Grade 5	6.5%	3.0%	3.4%	93.5%
Grade 6	11.9%	6.1%	5.8%	88.1%
Alcohol	21.2%	13.4%	7.8%	78.8%
Grade 4	17.2%	10.4%	6.8%	82.8%
Grade 5	18.3%	11.4%	6.9%	81.7%
Grade 6	27.8%	18.1%	9.7%	72.2%
Inhalants	8.1%	5.7%	2.4%	91.9%
Grade 4	9.1%	6.2%	2.9%	90.9%
Grade 5	6.5%	4.4%	2.0%	93.5%
Grade 6	8.7%	6.3%	2.4%	91.3%
Marijuana	1.6%	1.0%	0.6%	98.4%
Grade 4	0.5%	0.2%	0.2%	99.5%
Grade 5	1.2%	0.7%	0.5%	98.8%
Grade 6	3.1%	2.1%	1.0%	96.9%

**Table B6. Prevalence and Recency of Substance Use,
by Grade: Texas African American Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	9.4%	4.3%	5.1%	90.6%
Grade 4	5.8%	3.1%	2.7%	94.2%
Grade 5	8.5%	4.0%	4.6%	91.5%
Grade 6	14.0%	5.8%	8.1%	86.0%
Alcohol	28.7%	16.7%	12.0%	71.3%
Grade 4	19.9%	12.7%	7.2%	80.1%
Grade 5	26.9%	15.6%	11.3%	73.1%
Grade 6	39.0%	21.6%	17.4%	61.0%
Inhalants	7.7%	5.2%	2.5%	92.3%
Grade 4	8.0%	5.6%	2.4%	92.0%
Grade 5	6.2%	4.3%	2.0%	93.8%
Grade 6	8.7%	5.7%	3.0%	91.3%
Marijuana	2.2%	1.1%	1.1%	97.8%
Grade 4	0.8%	0.4%	0.4%	99.2%
Grade 5	1.4%	0.5%	0.9%	98.6%
Grade 6	4.4%	2.4%	2.0%	95.6%

**Table B7. Prevalence and Recency of Substance Use,
by Grade: Texas Hispanic Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	10.7%	6.0%	4.6%	89.3%
Grade 4	5.5%	3.0%	2.6%	94.5%
Grade 5	9.4%	5.1%	4.4%	90.6%
Grade 6	17.3%	10.2%	7.1%	82.7%
Alcohol	28.8%	18.8%	10.0%	71.2%
Grade 4	19.8%	12.6%	7.2%	80.2%
Grade 5	27.1%	17.0%	10.1%	72.9%
Grade 6	39.7%	27.0%	12.8%	60.3%
Inhalants	11.0%	7.7%	3.2%	89.0%
Grade 4	9.2%	6.3%	2.8%	90.8%
Grade 5	9.1%	6.4%	2.7%	90.9%
Grade 6	14.8%	10.6%	4.2%	85.2%
Marijuana	3.9%	2.8%	1.1%	96.1%
Grade 4	1.2%	0.7%	0.5%	98.8%
Grade 5	2.8%	1.8%	1.0%	97.2%
Grade 6	7.7%	5.8%	1.9%	92.3%

**Table B8. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Who Reported Earning A's/B's, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.7%	3.9%	3.8%	92.3%
Grade 4	4.5%	2.3%	2.2%	95.5%
Grade 5	6.8%	3.2%	3.6%	93.2%
Grade 6	11.9%	6.1%	5.8%	88.1%
Alcohol	23.3%	14.6%	8.8%	76.7%
Grade 4	17.4%	10.6%	6.8%	82.6%
Grade 5	21.5%	13.1%	8.3%	78.5%
Grade 6	31.2%	20.0%	11.2%	68.8%
Inhalants	8.2%	5.7%	2.5%	91.8%
Grade 4	8.2%	5.7%	2.5%	91.8%
Grade 5	6.7%	4.7%	2.0%	93.3%
Grade 6	9.6%	6.7%	2.9%	90.4%
Marijuana	2.0%	1.3%	0.7%	98.0%
Grade 4	0.7%	0.4%	0.3%	99.3%
Grade 5	1.5%	0.8%	0.7%	98.5%
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, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	15.9%	9.3%	6.6%	84.1%
Grade 4	8.4%	4.9%	3.5%	91.6%
Grade 5	13.5%	7.7%	5.7%	86.5%
Grade 6	24.5%	14.5%	10.0%	75.5%
Alcohol	34.7%	22.8%	11.9%	65.3%
Grade 4	24.8%	16.4%	8.5%	75.2%
Grade 5	30.3%	19.7%	10.6%	69.7%
Grade 6	47.0%	31.0%	16.0%	53.0%
Inhalants	15.0%	10.6%	4.4%	85.0%
Grade 4	13.4%	9.0%	4.3%	86.6%
Grade 5	12.5%	8.6%	3.9%	87.5%
Grade 6	18.6%	13.7%	4.9%	81.4%
Marijuana	5.7%	4.0%	1.7%	94.3%
Grade 4	1.4%	0.9%	0.5%	98.6%
Grade 5	3.9%	2.7%	1.2%	96.1%
Grade 6	11.0%	7.8%	3.2%	89.0%

**Table B10. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Who Lived With Both Parents, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	6.9%	3.5%	3.3%	93.1%
Grade 4	3.8%	1.9%	1.9%	96.2%
Grade 5	6.3%	3.2%	3.1%	93.7%
Grade 6	10.7%	5.7%	5.0%	89.3%
Alcohol	21.6%	13.8%	7.8%	78.4%
Grade 4	16.1%	9.9%	6.2%	83.9%
Grade 5	20.1%	12.8%	7.3%	79.9%
Grade 6	29.0%	19.0%	10.0%	71.0%
Inhalants	8.7%	6.0%	2.7%	91.3%
Grade 4	8.8%	6.1%	2.8%	91.2%
Grade 5	7.2%	5.0%	2.2%	92.8%
Grade 6	10.1%	7.0%	3.1%	89.9%
Marijuana	1.7%	1.2%	0.6%	98.3%
Grade 4	0.6%	0.3%	0.3%	99.4%
Grade 5	1.3%	0.8%	0.5%	98.7%
Grade 6	3.3%	2.4%	0.9%	96.7%

**Table B11. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Not Living With Both Parents, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	13.7%	7.4%	6.4%	86.3%
Grade 4	8.1%	4.7%	3.4%	91.9%
Grade 5	11.3%	5.6%	5.7%	88.7%
Grade 6	21.1%	11.4%	9.6%	78.9%
Alcohol	32.9%	20.5%	12.5%	67.1%
Grade 4	24.1%	15.2%	8.8%	75.9%
Grade 5	29.3%	17.4%	11.9%	70.7%
Grade 6	44.1%	28.0%	16.1%	55.9%
Inhalants	10.5%	7.5%	3.0%	89.5%
Grade 4	9.2%	6.4%	2.8%	90.8%
Grade 5	8.6%	6.0%	2.6%	91.4%
Grade 6	13.3%	9.9%	3.5%	86.7%
Marijuana	4.4%	2.9%	1.5%	95.6%
Grade 4	1.3%	0.8%	0.5%	98.7%
Grade 5	2.9%	1.7%	1.3%	97.1%
Grade 6	8.6%	5.9%	2.7%	91.4%

**Table B12. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Living in Town More Than Three Years, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	8.9%	4.8%	4.1%	91.1%
Grade 4	5.0%	2.6%	2.4%	95.0%
Grade 5	7.7%	3.9%	3.7%	92.3%
Grade 6	13.6%	7.6%	6.0%	86.4%
Alcohol	25.6%	16.4%	9.2%	74.4%
Grade 4	18.6%	11.8%	6.8%	81.4%
Grade 5	23.4%	14.6%	8.8%	76.6%
Grade 6	34.1%	22.3%	11.7%	65.9%
Inhalants	9.3%	6.5%	2.8%	90.7%
Grade 4	9.1%	6.3%	2.8%	90.9%
Grade 5	7.4%	5.1%	2.3%	92.6%
Grade 6	11.4%	8.1%	3.3%	88.6%
Marijuana	2.7%	1.8%	0.9%	97.3%
Grade 4	0.9%	0.5%	0.4%	99.1%
Grade 5	1.9%	1.1%	0.8%	98.1%
Grade 6	5.1%	3.7%	1.4%	94.9%

**Table B13. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Living in Town Less Than Three Years, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	10.4%	4.9%	5.5%	89.6%
Grade 4	5.5%	2.8%	2.7%	94.5%
Grade 5	8.8%	4.0%	4.8%	91.2%
Grade 6	16.8%	7.9%	8.9%	83.2%
Alcohol	25.7%	15.0%	10.7%	74.3%
Grade 4	19.5%	10.9%	8.6%	80.5%
Grade 5	22.8%	12.9%	9.9%	77.2%
Grade 6	34.5%	21.0%	13.5%	65.5%
Inhalants	9.2%	6.4%	2.9%	90.8%
Grade 4	9.0%	5.7%	3.2%	91.0%
Grade 5	8.3%	5.9%	2.4%	91.7%
Grade 6	10.4%	7.4%	3.0%	89.6%
Marijuana	2.5%	1.5%	1.0%	97.5%
Grade 4	0.8%	0.5%	0.3%	99.2%
Grade 5	1.6%	0.8%	0.8%	98.4%
Grade 6	5.2%	3.3%	1.9%	94.8%

**Table B14. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Having Families With Higher Incomes, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	8.7%	4.5%	4.2%	91.3%
Grade 4	4.2%	2.0%	2.3%	95.8%
Grade 5	7.1%	3.6%	3.6%	92.9%
Grade 6	13.3%	7.1%	6.2%	86.7%
Alcohol	24.7%	15.7%	9.0%	75.3%
Grade 4	18.7%	11.6%	7.1%	81.3%
Grade 5	21.6%	13.4%	8.2%	78.4%
Grade 6	31.6%	20.5%	11.1%	68.4%
Inhalants	8.5%	6.0%	2.5%	91.5%
Grade 4	8.8%	6.4%	2.4%	91.3%
Grade 5	6.7%	4.5%	2.2%	93.3%
Grade 6	9.9%	7.0%	2.9%	90.1%
Marijuana	2.4%	1.6%	0.8%	97.6%
Grade 4	0.8%	0.4%	0.4%	99.2%
Grade 5	1.5%	0.9%	0.6%	98.5%
Grade 6	4.3%	3.0%	1.2%	95.8%

**Table B15. Prevalence and Recency of Substance Use, by Grade:
Texas Elementary Students Having Families With Lower Incomes, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	11.6%	6.2%	5.4%	88.4%
Grade 4	6.7%	3.7%	3.0%	93.3%
Grade 5	10.3%	5.2%	5.0%	89.7%
Grade 6	17.9%	9.7%	8.2%	82.1%
Alcohol	29.8%	18.9%	10.9%	70.2%
Grade 4	21.7%	13.7%	8.0%	78.4%
Grade 5	27.6%	17.3%	10.3%	72.4%
Grade 6	40.2%	25.9%	14.4%	59.8%
Inhalants	10.4%	7.2%	3.1%	89.6%
Grade 4	9.1%	6.3%	2.8%	90.9%
Grade 5	8.7%	5.9%	2.8%	91.3%
Grade 6	13.4%	9.5%	3.8%	86.7%
Marijuana	3.5%	2.4%	1.1%	96.5%
Grade 4	1.1%	0.7%	0.4%	98.9%
Grade 5	2.7%	1.6%	1.1%	97.3%
Grade 6	6.8%	4.9%	1.9%	93.2%

Appendix C

Additional Tables

Table C1. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants: 2002

	<u>Ever Used</u>	<u>Not Used</u>
Correction Fluid/Liquid Paper		
All Elementary Students	3.1%	96.9%
Grade 4	2.0%	98.0%
Grade 5	2.4%	97.6%
Grade 6	5.0%	95.0%
Gasoline		
All Elementary Students	2.6%	97.4%
Grade 4	2.9%	97.1%
Grade 5	2.2%	97.8%
Grade 6	2.7%	97.3%
Glue		
All Elementary Students	3.2%	96.8%
Grade 4	3.8%	96.2%
Grade 5	2.6%	97.4%
Grade 6	3.2%	96.8%
Paint Thinner		
All Elementary Students	1.9%	98.1%
Grade 4	2.2%	97.8%
Grade 5	1.4%	98.6%
Grade 6	2.0%	98.0%
Spray Paint		
All Elementary Students	2.7%	97.3%
Grade 4	2.7%	97.3%
Grade 5	2.2%	97.8%
Grade 6	3.0%	97.0%
Other Inhalants		
All Elementary Students	3.9%	96.1%
Grade 4	3.4%	96.6%
Grade 5	3.0%	97.0%
Grade 6	5.4%	94.6%

**Table C2. Texas Elementary Student Responses to the Question,
"About How Many of Your Friends Use ...": 2002**

	Never Heard of	None	Some	Most
Tobacco (Cigarettes, Smokeless Tobacco)?				
All Elementary Students	2.0%	79.6%	16.6%	1.8%
Grade 4	2.9%	84.5%	11.4%	1.2%
Grade 5	1.8%	81.6%	15.3%	1.3%
Grade 6	1.4%	72.8%	23.0%	2.8%
Cigarettes?				
All Elementary Students	3.1%	79.7%	15.7%	1.5%
Grade 4	4.6%	84.1%	10.4%	0.9%
Grade 5	2.7%	81.6%	14.5%	1.2%
Grade 6	1.9%	73.4%	22.1%	2.5%
Smokeless Tobacco?				
All Elementary Students	5.4%	89.8%	4.3%	0.5%
Grade 4	9.4%	86.9%	3.2%	0.5%
Grade 5	4.0%	92.1%	3.5%	0.4%
Grade 6	2.8%	90.4%	6.1%	0.7%
Alcohol (Beer, Wine Coolers, Wine, Liquor)?				
All Elementary Students	1.6%	71.1%	22.3%	4.9%
Grade 4	2.3%	77.3%	17.2%	3.2%
Grade 5	1.5%	73.7%	21.2%	3.6%
Grade 6	1.2%	62.4%	28.5%	7.9%
Beer?				
All Elementary Students	1.8%	77.9%	17.3%	2.9%
Grade 4	2.5%	82.3%	13.2%	1.9%
Grade 5	1.6%	80.2%	16.0%	2.1%
Grade 6	1.3%	71.4%	22.6%	4.6%
Wine Coolers?				
All Elementary Students	10.7%	73.8%	12.7%	2.8%
Grade 4	15.8%	75.3%	7.4%	1.4%
Grade 5	9.5%	76.7%	11.9%	1.9%
Grade 6	7.0%	69.4%	18.7%	4.9%
Wine?				
All Elementary Students	3.0%	83.2%	11.9%	1.9%
Grade 4	4.4%	86.1%	8.2%	1.3%
Grade 5	2.8%	85.4%	10.5%	1.3%
Grade 6	2.0%	78.2%	16.9%	3.0%
Liquor?				
All Elementary Students	8.4%	83.1%	7.1%	1.4%
Grade 4	14.6%	81.1%	3.6%	0.6%
Grade 5	7.0%	86.2%	5.8%	0.9%
Grade 6	3.7%	82.1%	11.7%	2.6%
Inhalants?				
All Elementary Students	6.9%	83.4%	8.0%	1.7%
Grade 4	12.1%	82.8%	4.1%	1.0%
Grade 5	5.5%	87.0%	6.3%	1.2%
Grade 6	3.2%	80.6%	13.3%	2.9%
Marijuana?				
All Elementary Students	9.6%	81.5%	7.0%	1.9%
Grade 4	18.6%	77.5%	3.2%	0.7%
Grade 5	6.9%	86.5%	5.5%	1.1%
Grade 6	3.7%	80.4%	12.0%	3.8%

**Table C3. Texas Elementary Student Responses to the Question,
"How Dangerous Do You Think It Is For Kids Your Age to Use...": 2002**

	Never Heard of	Very Dangerous	Dangerous	Not At All Dangerous	Do Not Know
Tobacco (Cigarettes, Smokeless Tobacco)?					
All Elementary Students	1.2%	73.4%	19.9%	1.1%	4.4%
Grade 4	1.8%	78.3%	14.6%	0.7%	4.6%
Grade 5	1.0%	74.9%	18.9%	0.9%	4.2%
Grade 6	0.7%	66.9%	26.3%	1.6%	4.5%
Cigarettes?					
All Elementary Students	2.2%	59.8%	30.4%	1.5%	6.0%
Grade 4	3.5%	67.0%	22.8%	0.8%	5.9%
Grade 5	1.9%	61.2%	29.9%	1.2%	5.7%
Grade 6	1.3%	51.2%	38.5%	2.5%	6.5%
Smokeless Tobacco?					
All Elementary Students	3.9%	65.7%	22.1%	1.5%	6.9%
Grade 4	7.3%	68.3%	16.6%	1.0%	6.7%
Grade 5	2.7%	67.7%	21.5%	1.3%	6.8%
Grade 6	1.7%	61.0%	28.0%	2.1%	7.2%
Alcohol (Beer, Wine Coolers, Wine, Liquor)?					
All Elementary Students	0.9%	69.3%	22.6%	2.5%	4.7%
Grade 4	1.3%	74.9%	16.9%	2.0%	4.8%
Grade 5	0.8%	71.1%	21.5%	2.0%	4.7%
Grade 6	0.6%	61.9%	29.2%	3.6%	4.7%
Beer?					
All Elementary Students	1.0%	48.0%	37.1%	5.7%	8.3%
Grade 4	1.5%	53.3%	31.8%	4.6%	8.7%
Grade 5	0.8%	49.7%	36.7%	4.5%	8.3%
Grade 6	0.7%	41.1%	42.6%	7.8%	7.8%
Wine Coolers?					
All Elementary Students	9.6%	41.1%	29.2%	8.2%	11.9%
Grade 4	13.7%	47.6%	22.9%	4.7%	11.1%
Grade 5	8.8%	43.0%	29.4%	6.8%	12.0%
Grade 6	6.4%	32.7%	35.1%	13.1%	12.6%
Wine?					
All Elementary Students	1.9%	46.0%	33.4%	7.8%	10.9%
Grade 4	2.9%	53.3%	28.2%	5.2%	10.4%
Grade 5	1.6%	47.6%	33.5%	6.4%	11.0%
Grade 6	1.1%	37.2%	38.6%	11.7%	11.3%
Liquor?					
All Elementary Students	6.0%	62.8%	21.6%	2.1%	7.5%
Grade 4	10.7%	65.9%	14.9%	1.1%	7.4%
Grade 5	4.9%	65.1%	20.8%	1.9%	7.4%
Grade 6	2.4%	57.5%	29.0%	3.3%	7.7%
Inhalants?					
All Elementary Students	5.0%	64.9%	19.3%	2.7%	8.1%
Grade 4	9.2%	63.5%	16.0%	2.2%	9.1%
Grade 5	3.8%	66.8%	19.0%	2.4%	8.0%
Grade 6	1.9%	64.3%	23.0%	3.6%	7.1%
Marijuana?					
All Elementary Students	7.2%	77.7%	8.6%	1.3%	5.3%
Grade 4	14.6%	71.6%	7.0%	0.7%	6.1%
Grade 5	4.8%	81.4%	7.9%	1.0%	4.9%
Grade 6	2.2%	79.8%	10.9%	2.3%	4.8%

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,": 1990-2002

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

NA: Not Available

Appendix D

Description of Survey and Limitations of Study

Survey Methods

Sampling

The 2002 Texas Elementary School Survey was based on data collected from 88,929 students in grades four through six (Table D1) in 70 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 had been oversampled since 1998. Data were collected from 28 counties on or near the border. The 2002 state survey sample included a total of 36,301 elementary students from 32 school districts located in border counties (see Table D2 for the list of the border school districts), with 52,628 elementary students sampled from the other 38 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 2002 were questioned using the elementary survey instrument¹ (see Appendix A for a copy of the questionnaire). The elementary student instrument was three pages long and asked about 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 useful 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.² 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 only feasible means 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 1.5 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 the separate technical report prepared by PPRI, *Texas School Survey of Substance Use 2002: Methodology Report and Validity Analysis*.³

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 seven 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 such 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 was 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 2002 was at most plus or minus 1.4 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

¹ 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 2002, the elementary survey was administered to fourth, fifth, and sixth graders.

² 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).

³ J. A. Dyer, M. Gibson, and K. Jaswal, *Texas School Survey of Substance Use 2002: Methodology Report and Validity Analysis* (College Station, TX: Public Policy Research Institute, Texas A& M University, 2002).

Table D1. Total Number of Texas Elementary Students Participating in the 2002 Texas School Survey, by Grade and Demographic Characteristics

	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Total</u>
Total Sample				
All Students	27,433	29,335	32,161	88,929
Gender				
Males	13,409	14,720	15,719	43,848
Females	13,982	14,549	16,374	44,905
Ethnicity				
Anglos	7,226	7,681	9,461	24,368
African Americans	2,560	2,544	2,743	7,847
Hispanics	14,460	15,984	16,636	47,080
Asian Americans	485	584	695	1,764
Native Americans	644	565	431	1,640
Others	1,325	1,302	1,506	4,133
Usual Grades				
A's	10,279	10,234	10,475	30,988
B's	12,023	13,469	15,070	40,562
C's	3,513	4,088	4,825	12,426
D's	545	546	739	1,830
F's	384	308	451	1,143
Family Structure				
Live With Both Parents	19,519	20,029	21,641	61,189
Other Family Structures	7,572	8,937	10,168	26,677
Age				
Age 8 or Younger	35	8	10	53
Age 9	8,068	25	2	8,095
Age 10	17,144	8,714	30	25,888
Age 11	1,939	18,298	9,340	29,577
Age 12	110	2,065	20,285	22,460
Age 13 or Older	14	107	2,322	2,443

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 the 2002 Texas Elementary School Survey

Benavides ISD	Mercedes ISD
Brackett ISD	Mission Cons ISD
Brownsville ISD	Monte Alto ISD
Comstock ISD	Pharr San Juan Alamo ISD
Donna ISD	Ramirez ISD
Edinburg Cons ISD	Rio Grande City ISD
Ft. Hancock ISD	Roma ISD
Hidalgo ISD	San Benito Cons ISD
Jim Hogg County ISD	San Diego ISD
La Joya ISD	San Felipe Del Rio Cons ISD
La Villa ISD	Santa Maria ISD
Laredo ISD	Sharyland ISD
Lasara ISD	Uvalde Cons ISD
Los Fresnos Cons ISD	Valley View ISD
Lyford Cons ISD	Weslaco ISD
McAllen ISD	Zapata County ISD

Border Counties Included in the Survey Sampling Frame

(counties with ISDs that participated in the 2002 survey are marked in bold type)

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

Table D3. Comparison of Demographic Characteristics of Border and Non-Border Elementary Students: 2002

	Non-Border Students (N=52,628)	Border Students (N=36,301)
Grade		
Grade 4	33.4%	32.9%
Grade 5	33.5%	32.9%
Grade 6	33.1%	34.2%
Gender		
Males	49.3%	49.0%
Females	50.7%	51.0%
Ethnicity		
Anglos	47.8%	6.7%
African Americans	17.1%	1.7%
Hispanics	30.1%	89.8%
Asian Americans	3.1%	0.4%
Native Americans	0.3%	0.4%
Others	1.6%	0.9%
Usual Grades		
A's	38.9%	29.4%
B's	45.5%	49.3%
C's	12.7%	17.2%
D's	1.9%	2.7%
F's	1.0%	1.4%
Family Structure		
Live With Both Parents	66.8%	73.5%
Other Family Structures	33.2%	26.5%
Age		
Age 8 or Younger	0.1%	0.1%
Age 9	10.0%	9.2%
Age 10	31.0%	30.1%
Age 11	33.1%	33.0%
Age 12	23.3%	24.6%
Age 13 or Older	2.4%	3.0%
Parental Education		
College	48.5%	31.4%
Not College	18.5%	24.1%
Don't Know	33.0%	44.6%
Years in School District		
Lived in Town More Than 3 Years	78.1%	80.9%
Lived in Town 3 Years or Less	15.3%	11.4%
Don't Know	6.5%	7.7%
Family Income Level		
Free/Reduced Price Lunch	34.9%	61.7%
No Free/Reduced Price Lunch	36.4%	11.6%
Don't Know	28.7%	26.8%
PTA & School Activities		
Parents Usually Attended	49.7%	62.0%
Parents Usually Do Not Attend	50.3%	38.0%

Appendix E

Border Prevalence Tables

**Table E1. Prevalence and Recency of Substance Use,
by Grade: Texas Border Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	9.8%	5.5%	4.3%	90.2%
Grade 4	5.4%	2.9%	2.5%	94.6%
Grade 5	8.2%	4.3%	3.8%	91.8%
Grade 6	15.7%	9.2%	6.5%	84.3%
Alcohol	27.7%	17.5%	10.1%	72.3%
Grade 4	19.0%	11.7%	7.3%	81.0%
Grade 5	25.3%	15.7%	9.5%	74.7%
Grade 6	38.2%	24.8%	13.4%	61.8%
Inhalants	11.8%	8.2%	3.6%	88.2%
Grade 4	10.7%	7.3%	3.3%	89.3%
Grade 5	9.7%	6.4%	3.3%	90.3%
Grade 6	15.0%	10.7%	4.2%	85.0%
Marijuana	3.2%	2.2%	0.9%	96.8%
Grade 4	1.0%	0.6%	0.4%	99.0%
Grade 5	2.1%	1.4%	0.8%	97.9%
Grade 6	6.2%	4.5%	1.6%	93.8%

**Table E2. Prevalence and Recency of Substance Use,
by Grade: Texas Border Male Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	11.9%	6.7%	5.1%	88.1%
Grade 4	7.6%	4.2%	3.4%	92.4%
Grade 5	10.5%	5.8%	4.7%	89.5%
Grade 6	17.4%	10.1%	7.3%	82.6%
Alcohol	31.3%	19.5%	11.8%	68.7%
Grade 4	23.7%	14.3%	9.4%	76.3%
Grade 5	29.3%	18.5%	10.8%	70.7%
Grade 6	40.5%	25.5%	15.0%	59.5%
Inhalants	13.7%	9.1%	4.6%	86.3%
Grade 4	13.8%	9.3%	4.5%	86.2%
Grade 5	12.3%	7.8%	4.5%	87.7%
Grade 6	15.0%	10.2%	4.8%	85.0%
Marijuana	4.3%	2.9%	1.4%	95.7%
Grade 4	1.6%	1.0%	0.6%	98.4%
Grade 5	3.2%	2.0%	1.1%	96.8%
Grade 6	7.9%	5.6%	2.3%	92.1%

**Table E3. Prevalence and Recency of Substance Use,
by Grade: Texas Border Female Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.8%	4.4%	3.4%	92.2%
Grade 4	3.4%	1.8%	1.6%	96.6%
Grade 5	5.8%	2.9%	2.9%	94.2%
Grade 6	14.0%	8.3%	5.6%	86.0%
Alcohol	24.2%	15.6%	8.6%	75.8%
Grade 4	14.7%	9.3%	5.3%	85.3%
Grade 5	21.2%	13.0%	8.2%	78.8%
Grade 6	36.0%	24.1%	11.9%	64.0%
Inhalants	10.1%	7.4%	2.7%	89.9%
Grade 4	7.9%	5.6%	2.3%	92.1%
Grade 5	7.2%	5.0%	2.1%	92.8%
Grade 6	15.0%	11.2%	3.7%	85.0%
Marijuana	2.1%	1.6%	0.5%	97.9%
Grade 4	0.4%	0.3%	0.1%	99.6%
Grade 5	1.1%	0.8%	0.4%	98.9%
Grade 6	4.5%	3.5%	1.0%	95.5%

**Table E4. Prevalence and Recency of Substance Use,
by Grade: Texas Border Anglo Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.8%	3.1%	4.7%	92.2%
Grade 4	4.8%	2.0%	2.7%	95.2%
Grade 5	7.3%	2.6%	4.7%	92.7%
Grade 6	12.4%	5.1%	7.3%	87.6%
Alcohol	22.7%	12.7%	10.1%	77.3%
Grade 4	18.3%	9.0%	9.3%	81.7%
Grade 5	19.0%	11.0%	8.0%	81.0%
Grade 6	32.2%	19.1%	13.1%	67.8%
Inhalants	11.5%	7.9%	3.7%	88.5%
Grade 4	11.7%	8.9%	2.8%	88.3%
Grade 5	8.7%	4.4%	4.3%	91.3%
Grade 6	14.0%	9.7%	4.2%	86.0%
Marijuana	1.8%	1.0%	0.8%	98.2%
Grade 4	0.7%	0.7%	0.0%	99.3%
Grade 5	1.5%	1.0%	0.5%	98.5%
Grade 6	3.5%	1.3%	2.2%	96.5%

**Table E5. Prevalence and Recency of Substance Use,
by Grade: Texas Border Hispanic Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	9.9%	5.7%	4.2%	90.1%
Grade 4	5.3%	2.9%	2.4%	94.7%
Grade 5	8.2%	4.4%	3.8%	91.8%
Grade 6	15.9%	9.5%	6.4%	84.1%
Alcohol	28.2%	18.0%	10.2%	71.8%
Grade 4	19.2%	12.1%	7.1%	80.8%
Grade 5	25.8%	16.1%	9.7%	74.2%
Grade 6	38.7%	25.2%	13.5%	61.3%
Inhalants	11.7%	8.1%	3.5%	88.3%
Grade 4	10.2%	7.0%	3.2%	89.8%
Grade 5	9.7%	6.5%	3.2%	90.3%
Grade 6	14.9%	10.7%	4.2%	85.1%
Marijuana	3.2%	2.3%	0.9%	96.8%
Grade 4	1.0%	0.6%	0.4%	99.0%
Grade 5	2.2%	1.4%	0.7%	97.8%
Grade 6	6.3%	4.7%	1.6%	93.7%

Appendix F

Non-Border Prevalence Tables

**Table F1. Prevalence and Recency of Substance Use, by Grade:
Texas Non-Border Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	8.9%	4.6%	4.3%	91.1%
Grade 4	5.0%	2.6%	2.4%	95.0%
Grade 5	7.9%	3.9%	4.0%	92.1%
Grade 6	13.8%	7.3%	6.6%	86.2%
Alcohol	24.7%	15.6%	9.1%	75.3%
Grade 4	18.3%	11.4%	6.9%	81.7%
Grade 5	22.6%	13.9%	8.7%	77.4%
Grade 6	33.2%	21.4%	11.8%	66.8%
Inhalants	8.7%	6.1%	2.6%	91.3%
Grade 4	8.6%	5.9%	2.7%	91.4%
Grade 5	7.2%	5.1%	2.1%	92.8%
Grade 6	10.4%	7.4%	3.0%	89.6%
Marijuana	2.5%	1.6%	0.9%	97.5%
Grade 4	0.8%	0.4%	0.4%	99.2%
Grade 5	1.8%	1.0%	0.8%	98.2%
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, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	10.7%	5.4%	5.2%	89.3%
Grade 4	6.3%	3.4%	2.9%	93.7%
Grade 5	9.5%	4.8%	4.7%	90.5%
Grade 6	16.2%	8.1%	8.1%	83.8%
Alcohol	27.9%	17.0%	10.9%	72.1%
Grade 4	21.4%	12.8%	8.6%	78.6%
Grade 5	25.6%	15.3%	10.4%	74.4%
Grade 6	36.5%	22.8%	13.7%	63.5%
Inhalants	10.3%	7.1%	3.2%	89.7%
Grade 4	10.3%	6.9%	3.4%	89.7%
Grade 5	8.9%	6.2%	2.7%	91.1%
Grade 6	11.7%	8.2%	3.5%	88.3%
Marijuana	3.2%	2.1%	1.2%	96.8%
Grade 4	1.2%	0.6%	0.5%	98.8%
Grade 5	2.2%	1.3%	0.9%	97.8%
Grade 6	6.3%	4.2%	2.1%	93.7%

**Table F3. Prevalence and Recency of Substance Use, by Grade:
Texas Non-Border Female Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.2%	3.8%	3.4%	92.8%
Grade 4	3.7%	1.9%	1.8%	96.3%
Grade 5	6.3%	3.0%	3.3%	93.7%
Grade 6	11.6%	6.4%	5.1%	88.4%
Alcohol	21.6%	14.2%	7.4%	78.4%
Grade 4	15.5%	10.1%	5.4%	84.5%
Grade 5	19.5%	12.5%	7.0%	80.5%
Grade 6	29.9%	20.1%	9.9%	70.1%
Inhalants	7.2%	5.2%	2.0%	92.8%
Grade 4	7.0%	5.0%	2.0%	93.0%
Grade 5	5.5%	4.0%	1.5%	94.5%
Grade 6	9.1%	6.5%	2.5%	90.9%
Marijuana	1.8%	1.2%	0.6%	98.2%
Grade 4	0.5%	0.3%	0.2%	99.5%
Grade 5	1.4%	0.8%	0.6%	98.6%
Grade 6	3.4%	2.6%	0.9%	96.6%

**Table F4. Prevalence and Recency of Substance Use, by Grade:
Texas Non-Border Anglo Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	7.7%	3.9%	3.8%	92.3%
Grade 4	4.5%	2.4%	2.1%	95.5%
Grade 5	6.4%	3.0%	3.4%	93.6%
Grade 6	11.9%	6.2%	5.7%	88.1%
Alcohol	21.2%	13.4%	7.8%	78.8%
Grade 4	17.2%	10.4%	6.7%	82.8%
Grade 5	18.3%	11.4%	6.9%	81.7%
Grade 6	27.7%	18.1%	9.6%	72.3%
Inhalants	8.0%	5.6%	2.4%	92.0%
Grade 4	9.0%	6.1%	2.9%	91.0%
Grade 5	6.4%	4.4%	2.0%	93.6%
Grade 6	8.6%	6.2%	2.3%	91.4%
Marijuana	1.6%	1.0%	0.6%	98.4%
Grade 4	0.5%	0.2%	0.2%	99.5%
Grade 5	1.2%	0.7%	0.5%	98.8%
Grade 6	3.0%	2.1%	0.9%	97.0%

**Table F5. Prevalence and Recency of Substance Use, by Grade:
Texas Non-Border African American Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	9.4%	4.2%	5.1%	90.6%
Grade 4	5.6%	3.0%	2.6%	94.4%
Grade 5	8.5%	3.9%	4.6%	91.5%
Grade 6	14.0%	5.8%	8.2%	86.0%
Alcohol	28.8%	16.7%	12.1%	71.2%
Grade 4	20.0%	12.8%	7.2%	80.0%
Grade 5	27.0%	15.6%	11.4%	73.0%
Grade 6	39.1%	21.6%	17.5%	60.9%
Inhalants	7.4%	5.1%	2.4%	92.6%
Grade 4	7.6%	5.3%	2.2%	92.4%
Grade 5	6.1%	4.2%	1.9%	93.9%
Grade 6	8.6%	5.6%	3.0%	91.4%
Marijuana	2.2%	1.1%	1.1%	97.8%
Grade 4	0.7%	0.4%	0.4%	99.3%
Grade 5	1.4%	0.5%	0.9%	98.6%
Grade 6	4.3%	2.3%	2.0%	95.7%

**Table F6. Prevalence and Recency of Substance Use, by Grade:
Texas Non-Border Hispanic Elementary Students, 2002**

	Ever Used	School Year	Not Past Year	Never Used
Tobacco	11.2%	6.3%	4.9%	88.8%
Grade 4	5.7%	3.0%	2.7%	94.3%
Grade 5	10.2%	5.5%	4.7%	89.8%
Grade 6	18.3%	10.8%	7.5%	81.7%
Alcohol	29.2%	19.3%	9.9%	70.8%
Grade 4	20.2%	12.9%	7.3%	79.8%
Grade 5	27.8%	17.5%	10.3%	72.2%
Grade 6	40.5%	28.2%	12.3%	59.5%
Inhalants	10.5%	7.5%	3.0%	89.5%
Grade 4	8.5%	5.9%	2.6%	91.5%
Grade 5	8.7%	6.3%	2.4%	91.3%
Grade 6	14.7%	10.5%	4.2%	85.3%
Marijuana	4.3%	3.0%	1.3%	95.7%
Grade 4	1.4%	0.8%	0.6%	98.6%
Grade 5	3.2%	2.0%	1.2%	96.8%
Grade 6	8.7%	6.6%	2.1%	91.3%