

**Texas School Survey of  
Substance Use Among Students:  
Grades 4-6  
2000**

**By**

**Liang Y. Liu, Ph.D.**

**Jane Carlisle Maxwell, Ph.D.**

**Lynn S. Wallisch, Ph.D.**



**Texas Commission on  
Alcohol and Drug Abuse**

# Acknowledgements

We would first like to thank the students, school administrators, parents, and local prevention and health professionals who have encouraged and supported the school participation in the Texas School Survey since its inception in 1988. Without these individuals showing responsible concern and interest in this survey, the long-term effort would be of little use or consequence. Our special thanks go to the 29,394 border students and 52,481 non-border students in 69 school districts who participated in the 2000 elementary school survey.

We also would like to thank the Texas Education Agency and all the drug education and crime prevention staff in the central office and in the regional Education Service Centers who have supported this project from the beginning. Particular thanks should go to Kay Beth Stavely for her support of the school surveys.

The Texas School Survey has been a joint project with the Public Policy Research Institute (PPRI) at Texas A&M University. James A. Dyer, Ph.D., has been the key to this project since the beginning, and we would also like to thank Ross G. Blakely, who is the Texas School Survey coordinator, for managing the project. In addition, we want to thank Bodhini Jayasuriya, Ph.D., Roger Whitaker, and William A. Coats for their great contributions to PPRI's efforts on the survey.

At the Texas Commission on Alcohol and Drug Abuse (TCADA), we thank Alice Day, deputy director of program, for providing support throughout this project. Many thanks are also due to Stephanie Goodman, communications director of public information, for her insightful comments and suggestions on the drafts.

A special note of appreciation is given to Richard T. Spence, Ph.D., research scientist at the Center for Social Work Research at School of Social Work, University of Texas-Austin. Dr. Spence was a co-author of the 1988 school survey report, and his enormous work to make this project the major survey that it has become over the years while he was with TCADA should be recognized.

© June 2001, Texas Commission on Alcohol and Drug Abuse (TCADA), Austin, Texas. TCADA grants full permission to reproduce and distribute any part of this document for non-commercial use. Appropriate credit is appreciated. TCADA is a state agency headed by six commissioners appointed by the governor. TCADA provides educational materials on substance use, develops prevention, intervention, and treatment programs, and conducts studies on the problems of substance use in Texas.

Texas Commission on Alcohol and Drug Abuse

PO Box 80529 • Austin, Texas 78708-0529

9001 N. IH-35, Ste. 105 • Austin, Texas 78753-5233

(512) 349-6600 • (800) 832-9623

Web site: [www.tcada.state.tx.us](http://www.tcada.state.tx.us)

# TABLE OF CONTENTS

<b>Chapter One: General Introduction</b> .....	<b>1</b>
Terminology .....	2
<b>Chapter Two: Patterns of Substance Use</b> .....	<b>5</b>
Tobacco .....	7
Alcohol .....	9
Inhalants .....	11
<i>Types of Inhalants</i> .....	13
Marijuana .....	14
Use of Multiple Substances .....	15
<b>Chapter Three: Demographic Correlates of Substance Use</b> .....	<b>17</b>
Gender .....	17
Ethnicity .....	19
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
<b>Chapter Four: Protective and Risk Factors Related to Substance Use</b> .....	<b>27</b>
School Problems .....	27
Close Friends Who Use Substances .....	28
Perceived Availability .....	29
Perceived Danger .....	31
Parental Attitudes .....	33
Parental Involvement in School .....	35
Sources of Information About Alcohol and Drugs .....	36

<b>Chapter Five: Conclusions</b> .....	<b>39</b>
Recommendations .....	42

### **Appendices**

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

## General Introduction

In the spring of 2000, the Texas Commission on Alcohol and Drug Abuse, in conjunction with the Public Policy Research Institute at Texas A&M University, conducted the sixth 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 2000 Texas School Survey results for elementary students were based on responses of 81,875 students in grades four through six in 69 school districts in the state. A copy of the 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 (also see Appendix D for the 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 cluster sampling. For estimates regarding the elementary school population as a whole in the 2000 survey, the 95 percent confidence interval was at most plus or minus 3.1 percent for lifetime alcohol use. Actual confidence intervals on most substances were much smaller (as little as plus or minus 0.4 percent for lifetime use of smokeless tobacco).

The standard error for grade-specific estimates was somewhat greater because the sub-samples contained fewer observations. The largest confidence interval was associated with reports of lifetime alcohol use in sixth grade. For this group of students, the 95 percent confidence interval was plus or minus 3.8 percent. Actual grade-specific confidence intervals were smaller for all other substances in all other grades and in no case exceed plus or minus 3.8 percent. For example, the 95 percent confidence interval was plus or minus 1.4 percent for lifetime inhalant use in fifth grade, and plus or minus 0.2 percent for past-year marijuana use in fourth grade.

As part of the 2000 survey, schools in 17 counties along the Texas-Mexico border were oversampled so that substance use among border students could be looked at in detail. A total of 29,394 students in grades four through six were sampled from 38 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 can be found in Appendix D. Prevalence tables for border elementary students are included in Appendix E for reference. The comparison group of students was the 52,481 elementary students who lived in one of the other 31 school districts participating in the 2000 statewide survey. Appendix F contains prevalence tables from the non-border school districts. The statewide prevalence data presented in Appendix B include both border and non-border students.

## **Terminology**

*Elementary students* are those public school students in grades four through six. Estimates for secondary students (those in grades seven through twelve) are presented in a separate report.<sup>1</sup> Where appropriate in this study, certain comparisons are made 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, alcohol, inhalants, and marijuana. Texas law prohibits the purchase, possession, and consumption of alcohol by those under age 21 and prohibits the purchase or possession of tobacco and purchase of some inhalants by those under age 18. Marijuana is considered an illicit drug for all ages.

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

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

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

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

**Endnotes**

- <sup>1</sup> Liang Y. Liu and Jane Carlisle Maxwell, *Texas School Survey of Substance Use Among Students: Grades 7-12 2000*, Austin, TX: Texas Commission on Alcohol and Drug Abuse, May 2001.
- <sup>2</sup> Children in a family of four earning \$21,710 a year or less were eligible to receive a free school lunch; children in a family of four earning more than \$21,710 but less than \$30,895 a year were eligible to receive a reduce-price school lunch (Source: US Department of Agriculture, “National School Lunch and Child Nutrition Program – SY1999-2000 Income Eligibility Guidelines.”)
- <sup>3</sup> The border school districts that were sampled to participate in the survey came from 17 of these counties; however, the sample was considered to be representative of the entire extended border area.



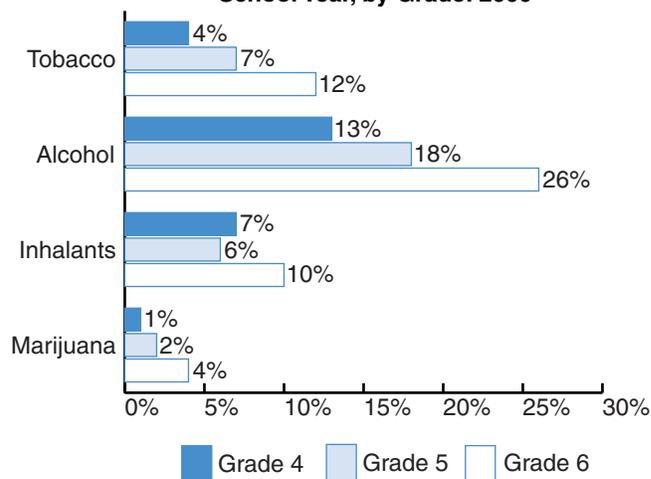
## Patterns of Substance Use

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 the characteristics of students who use them.

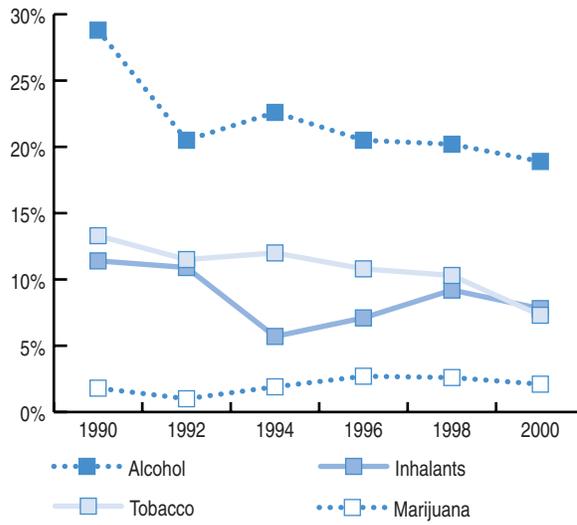
In 2000, about 24 percent of all elementary students (18 percent of fourth graders, 22 percent of fifth graders, and 32 percent of sixth graders) in Texas reported they had used tobacco, alcohol, inhalants, and/or marijuana during the past school year; 33 percent reported using one or more types of these 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.

Figure 2.2 and Table B1 in Appendix B show the percentages of elementary students who had used each substance since 1990. While past-year use of tobacco has declined steadily over the past few surveys, past-year rates of drinking decreased between 1990 and 1992 and have remained stable since 1992. Inhalant use dropped by half from 1990

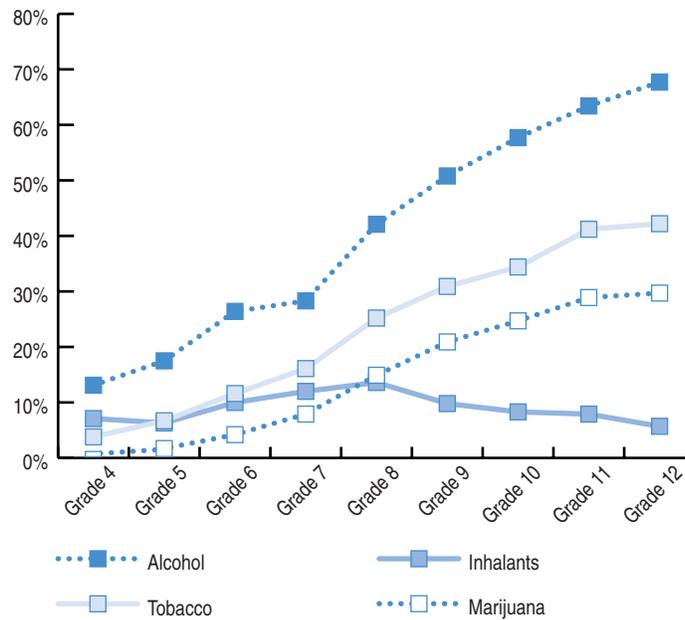
**Figure 2.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Grade: 2000**



**Figure 2.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year: 1990-2000**



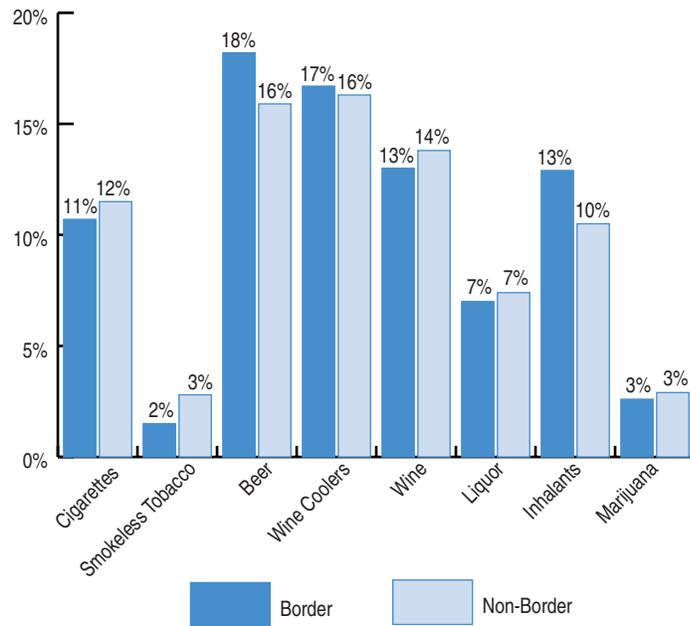
**Figure 2.3. Percentage of Texas Elementary and Secondary Students Who Had Used Selected Substances in the Past School Year, by Grade: 2000**



to 1994, but then increased until 1998; in 2000, inhalant past-year rates were lower than those of 1998. Marijuana was used by only a small percentage of elementary students, but past-year use rose steadily from 1992 to the peak level in 1996 and has decreased since 1996.

Figure 2.3 shows prevalence of substance use within the larger context of students from fourth through twelfth grade in the 2000 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 eighth grade. Inhalants were the only substance

**Figure 2.4. Percentage of Texas Elementary Students Who Had Ever Used Substances, Border and Non-Border : 2000**



whose use increased to a peak level in grades seven and eight, and then declined to elementary school levels after ninth grade. This may be partly because some heavy inhalant users drop out of school early<sup>1</sup> and therefore do not participate in later school surveys.

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

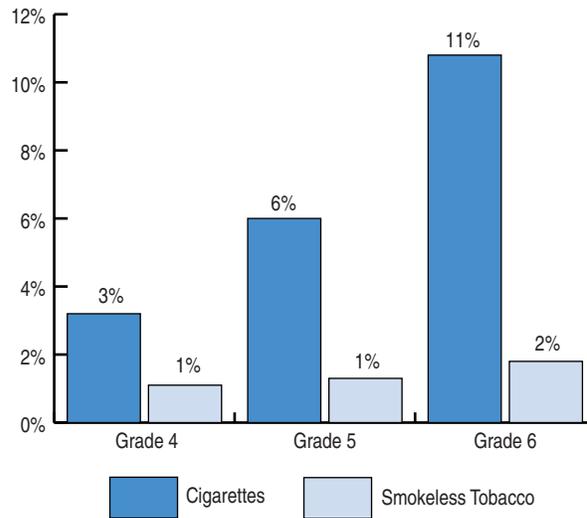
The prevalence tables by grade, gender, ethnicity, and other demographic categories are presented in Appendix B, Tables B2-B15. Prevalence tables for border and non-border students are included in Appendix E and Appendix F.

## **Tobacco**

Tobacco is one of the most addictive and abused substances, and its use greatly increases the risk for many diseases such as lung cancer, heart disease, and emphysema. The tobacco category in the prevalence tables includes the use of both cigarettes and smokeless tobacco (snuff or chewing tobacco).

Among Texas elementary students, tobacco was the second most widely used substance, following alcohol in popularity. About 13 percent of all elementary students in 2000 reported having used some type of tobacco product in their lifetime, and 7 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

**Figure 2.5. Percentage of Texas Elementary Students Who Had Used Cigarettes and Smokeless Tobacco in the Past School Year, by Grade: 2000**



admit having used tobacco. In 2000, students in all elementary grades reported the lowest rates of lifetime and past-year tobacco use since the survey began in 1990. The most dramatic two-year decline was between 1998 and 2000, where lifetime tobacco use decreased by 23 percent and past-year use dropped by 29 percent.

Cigarette smoking was more common than smokeless tobacco use among youths. More than 11 percent of all elementary students had ever smoked cigarettes, and 7 percent had done so in the past school year. Three 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 was 9.3 years, similar to the average age of first use of smokeless tobacco at 9.2 years.

Thirteen percent of boys and 10 percent of girls had ever smoked cigarettes in their lives. Boys were four times as likely as girls to have ever used smokeless tobacco (4 percent versus 1 percent). Hispanic students reported 15 percent lifetime prevalence rate for cigarette smoking, African Americans reported 10 percent, and Anglos reported 9 percent. Some 2 to 3 percent of all ethnic groups alike reported ever having used smokeless tobacco. Elementary students who reported poor academic performance were more likely than those who earned good grades to have ever smoked cigarettes (19 percent versus 10 percent) and ever used smokeless tobacco (5 percent versus 2 percent).

About 11 percent of border and 12 percent of non-border elementary students had ever smoked cigarettes; lifetime use of smokeless tobacco was at 2 percent and 3 percent, respectively.<sup>2</sup> Both border and non-border students reported similar rates in past-year use of cigarettes (7 percent) and smokeless tobacco (1 percent).

Elementary students perceived smokeless tobacco as somewhat more dangerous than cigarettes, with 64 percent saying that smokeless tobacco was very dangerous in comparison to 57 percent who thought that cigarettes were very dangerous. Cigarettes appeared to be more widely available than other forms of tobacco, with 23 percent of elementary students saying that they had been offered cigarettes in comparison to 7 percent who had been offered smokeless tobacco.

## **Alcohol**

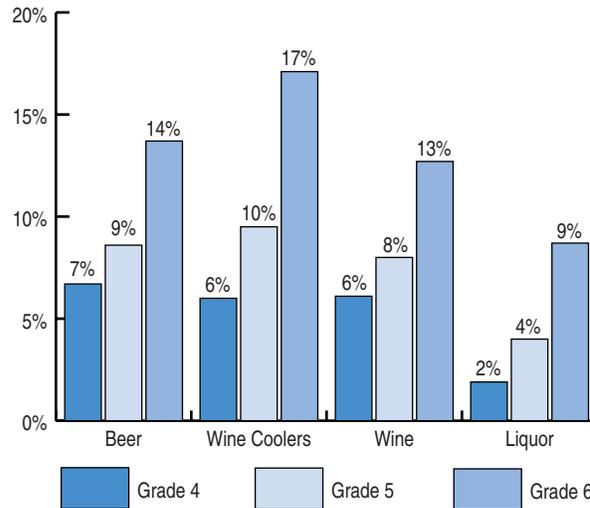
As is true among older students as well as adults in the general population, alcohol was the most widely used substance by elementary students, with 28 percent having tried it at least once during their lives and 19 percent having drunk alcohol during the past school year. Use of alcohol increased with grade, doubling between fourth and sixth grades. Lifetime experience with alcohol ranged from 19 percent for fourth graders to 38 percent for sixth graders, and past-year use ranged from 13 percent for fourth graders to 26 percent for sixth graders. In 2000, lifetime and past-year use of alcohol among all elementary students dropped to its lowest level since the survey started in 1990.

Thirty-one percent of boys and 24 percent of girls in elementary grades had drunk alcohol during their lifetime; past-year use was at 21 percent and 17 percent, respectively. About 33 percent of Hispanic students have ever drunk alcohol in their lives, followed by 31 percent of African Americans and 22 percent of Anglos. The ethnic pattern also was true for past-year alcohol use.

About 28 percent of border and 27 percent of non-border elementary students reported lifetime use of alcohol; past-year use was at 20 percent and 19 percent, respectively. Students from lower-income families were more likely than those from higher-income families to admit alcohol consumption (33 percent versus 25 percent lifetime, and 23 percent versus 17 percent past-year).

Many students began drinking at an early age. More than one-half of lifetime alcohol users 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 average age of 8.8 years, followed by wine coolers and wine at 9.6 years and liquor at 9.9 years.

Among the four categories of alcoholic beverages, wine coolers were most widely consumed by elementary students. About 11 percent of students had consumed wine coolers in the past school year, as compared to 10 percent, beer; 9 percent, wine; and, 5 percent, liquor. While beer was the most popular alcoholic beverage among fourth graders, fifth and sixth graders preferred wine coolers (Figure 2.6). Compared to 1998, beer consumption decreased more than other beverages, with sixth graders reporting 16 percent past-year beer drinking in 1998 versus 14 percent in 2000.

**Figure 2.6. Percentage of Texas Elementary Students Who Had Used Specific Alcoholic Beverages in the Past School Year, by Grade: 2000**

Having 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, during the past school year was defined as *heavy drinking* for elementary students (in contrast to the definition used among secondary students, which was usually consuming five or more drinks in a row).<sup>3</sup> As Table 2.1 shows, 14 percent of all elementary students had drunk two or more wine coolers in a row at least once during the 2000 school year, and 4 percent claimed to have done so three or more times. Figures were similar for beer and wine. Liquor was the least likely to be consumed in large quantities. 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 for all beverages, except for wine coolers, since 1994.

About 17 percent of border and 13 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 16 percent of border and 14 percent of non-border students reported heavy consumption of wine coolers. Some 12 percent of border and non-border students alike reported heavy drinking of wine and 6 percent reported heavy drinking of liquor.

The popularity of alcohol consumption may be due to its easy availability and the perception that alcohol perhaps is not as dangerous to use as some other substances. About 31 percent of elementary students reported that they had been offered alcohol at some time in their lives. Only 39 percent thought it was very dangerous to drink wine coolers, and 44 to 47 percent thought it was very dangerous to drink beer or wine (in comparison to 57 percent who thought it very dangerous to smoke cigarettes and 78 percent who thought it very dangerous to use marijuana). A large number (45 percent) of students who had drunk alcohol said they had obtained it from home, while 81 percent of students said their parents did not approve of youths their age drinking beer.

**Table 2.1. Frequency of Heavy Alcohol Consumption Among Texas Students, by Grade: 2000**

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

	1 Time	2 Times	3+ Times	Never
<b>Beer</b>				
All Students	7.5%	2.7%	3.0%	86.8%
Grade 4	6.6%	2.2%	2.1%	89.1%
Grade 5	6.3%	2.4%	2.4%	88.9%
Grade 6	9.5%	3.5%	4.8%	82.2%
<b>Wine Coolers</b>				
All Students	7.0%	3.6%	3.5%	85.9%
Grade 4	5.1%	2.3%	1.7%	91.0%
Grade 5	6.4%	2.9%	2.7%	87.9%
Grade 6	9.7%	5.6%	6.2%	78.5%
<b>Wine</b>				
All Students	7.1%	2.6%	2.2%	88.1%
Grade 4	6.0%	1.7%	1.3%	90.9%
Grade 5	6.2%	2.4%	1.6%	89.8%
Grade 6	9.1%	3.8%	3.7%	83.4%
<b>Liquor</b>				
All Students	2.9%	1.4%	1.6%	94.1%
Grade 4	1.3%	0.6%	0.8%	97.2%
Grade 5	2.6%	1.1%	1.1%	95.2%
Grade 6	4.9%	2.5%	3.1%	89.6%

## **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 the 2000 survey, 11 percent of all elementary students reported having used inhalants during their lifetime, and 8 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. While inhalants were the third most prevalent substance after alcohol and tobacco among fifth and sixth graders, inhalants were the second most commonly used substance (after alcohol) among fourth graders. Decreases in lifetime and past-year use of inhalants were reported for all three grades between 1998 and 2000, although the prevalence rates still were up from the lowest level in 1994.

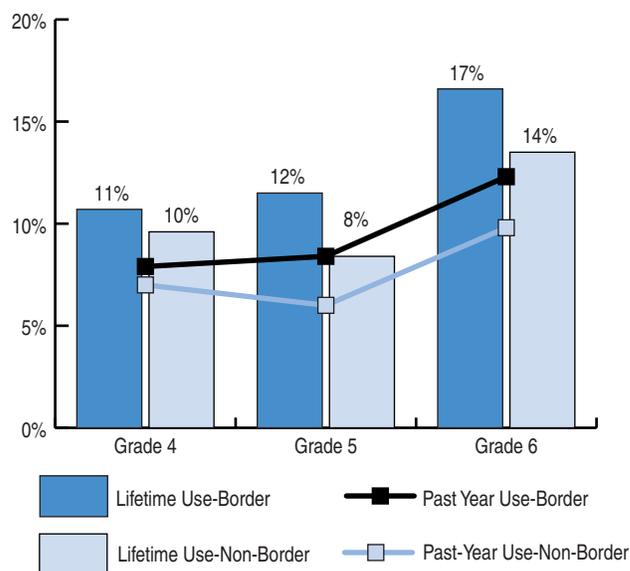
Boys reported 12 percent lifetime and 9 percent past-year use of inhalants, and girls reported 9 percent lifetime and 7 percent past-year use. By grade six, however, past-year use was alike for boys and girls. Hispanic elementary students reported a similar prevalence of lifetime and past-year inhalant use as African American youths in fourth grade, but a higher prevalence of use in fifth and sixth grades. Anglos had the lowest rates of inhalant use at all grades. Among sixth graders, for example, Hispanics (15 percent) reported twice as much past-year inhalant use as African Americans or Anglos (7 percent). Patterns of change in inhalant use since 1992 have been similar for boys and girls, and for all three ethnic groups.

Thirteen percent of border and 10 percent of non-border elementary students had used inhalants in their lifetime; past-year use was at 10 percent and 8 percent, respectively. While inhalant use was similar between border and non-border fourth graders, border fifth and sixth graders reported higher levels of use than did non-border fifth and sixth graders (Figure 2.7).

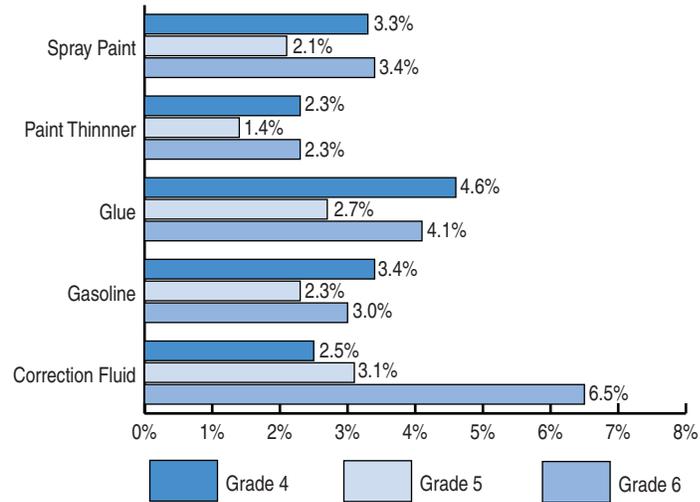
Students who made grades of C or below were almost twice as likely as those who made A's and B's to report lifetime inhalant use (17 percent versus 10 percent) and past-year use (12 percent versus 7 percent).

The average age at which elementary students had first used inhalants (9.5 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. The average age at first use of inhalants was almost identical for both border and non-border students.

**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: 2000**



**Figure 2.8. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants, by Grade: 2000**



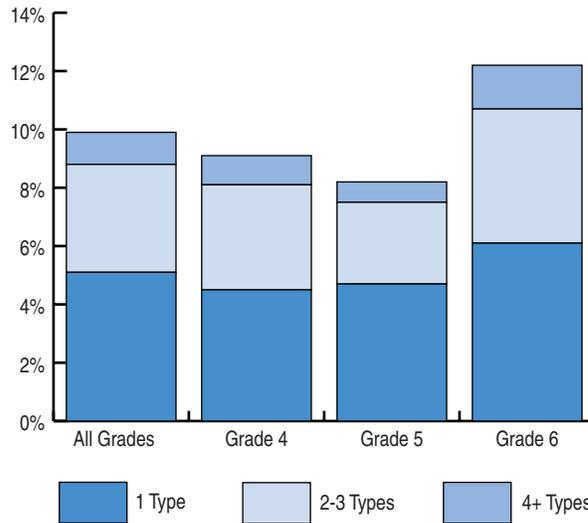
### *Types of Inhalants*

Correction fluid (4 percent) and glue (4 percent) were the most commonly used inhalants among elementary students (Appendix C, Table C1), followed by spray paint (3 percent), gasoline (3 percent), and paint thinner (2 percent). About 5 percent of students also reported using other unspecified inhalants. These measures have been stable since 1994. 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 Anglo students to report lifetime use of each specific inhalant except glue. Correction fluid was the most popular inhalant among Hispanic and African American youths, while Anglo students were the most likely to have used glue.

About 47 percent of lifetime inhalant users in the 2000 survey admitted having used at least two different kinds of inhalants, the same as in 1998. Figure 2.9 shows that of all the elementary students surveyed, 5 percent had ever used one type of inhalant, 4 percent had ever used two or three different inhalants, and 1 percent said they had ever used four or more types of inhalants. Sixth graders used more types of inhalants than fourth or fifth graders, which was true both in border schools and elsewhere in the state.

**Figure 2.9. Percentage of Texas Elementary Students Who Had Ever Used Inhalants, by Grade and Number of Different Inhalant Types Used: 2000**



## Marijuana

Marijuana was the only illicit substance included in the elementary version of the Texas School Survey. Because of the relative difficulty of obtaining marijuana as well as its perceived dangerousness, marijuana prevalence was fairly low in the elementary grades. Fewer than 3 percent of all elementary students in 2000 had ever tried marijuana and about 2 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. Decreases in lifetime and past-year use of marijuana were reported for all three grades between 1998 and 2000, with sixth graders having a drop of 1.5 percentage points in lifetime use.

Lifetime use of marijuana was 4 percent for boys and 2 percent for girls; past-year use was 3 percent for boys and 2 percent for girls. Hispanic elementary students had more than double the rates of lifetime and past-year marijuana use as African Americans and Anglos. Among sixth graders, 7 percent of Hispanics reported past-year use of marijuana in comparison to 3 percent of African Americans and 2 percent of 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.

Prevalence of lifetime and past-year marijuana use was almost identical between border and non-border elementary students (see Figure 2.4). While border Anglos and non-border Anglos reported 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 5 percent lifetime marijuana use, as compared to 10 percent of their peers elsewhere in the state.

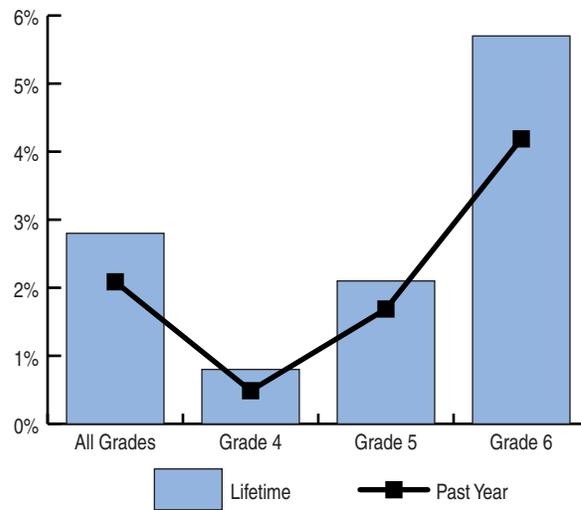
Elementary youths began using marijuana later than other substances. In 2000, the average age at which elementary students had first used marijuana was 10.2 years of age, which was the oldest age reported for any of the substances examined.

Past-year marijuana use dropped between 1990 and 1992, but then rose steadily to the 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 grades in past-year marijuana use between 1992 and 1996, they also experienced a greater decline in use between 1998 and 2000 than did fourth or fifth graders (Figure 2.11).

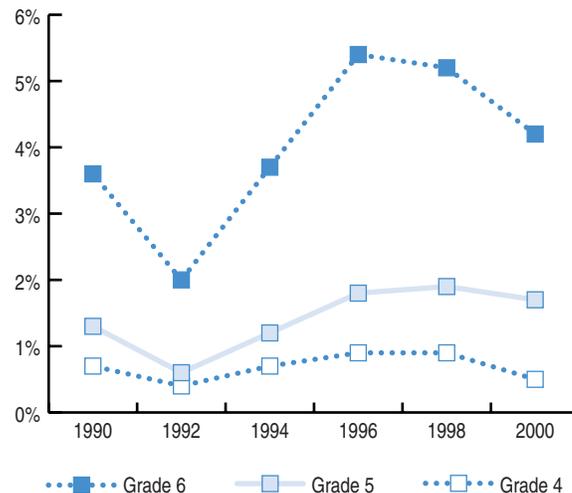
## Use of Multiple Substances

Two-thirds 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 one-third 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 2.10. Percentage of Texas Elementary Students Who Had Used Marijuana in Their Lifetime and in the Past School Year, by Grade: 2000**



**Figure 2.11. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Grade: 1990-2000**



About 27 percent of fourth graders who were past-year substance users admitted use of multiple substances, as compared to 34 percent of fifth grade users and 40 percent of sixth grade users. There was no difference (34 to 35 percent) between border and non-border substance users who reported use of multiple substances.

## **Endnotes**

- <sup>1</sup> Inhalant users seem to disappear from school-based surveys beginning with the eighth grade (Fred Beauvais, "Volatile Solvent Abuse: Trends and Patterns," in *National Institute of Drug Abuse Research Monograph 129: Inhalant Abuse-A Volatile Research Agenda*, edited by C. Sharp, F. Beauvais, and R. Spence, 1992, pp.13-42).
- <sup>2</sup> The difference in lifetime use of cigarettes (or smokeless tobacco) between border and non-border elementary students was statistically significant at  $p < .0001$ .
- <sup>3</sup> Because sixth graders were surveyed using the secondary survey instrument in 1990 and 1992 and the elementary instrument beginning in 1994, heavy drinking for them can not be compared between the earlier and later surveys. The measurement of heavy drinking, however, has been comparable for fourth and fifth graders since 1990.

## Demographic Correlates of Substance Use

**P**atterns 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, parents' education and income, and length of residence in the community (see 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 1.7 times more likely than girls in fourth grade to have used tobacco during the past school year; but by the sixth grade, boys were only 1.2 times more likely than girls to report tobacco use. This finding suggests that as students get 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 use 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). Between 1998 and 2000, past-year use of marijuana decreased by 24 percent for boys and by 11 percent for girls.

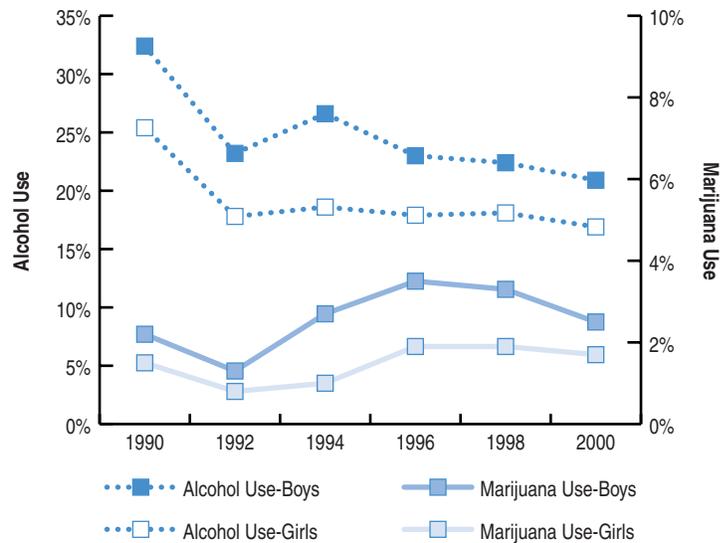
The difference in substance use between boys and girls was larger among border students than non-border students for all substances except inhalants, where the ratio was almost identical on the border as elsewhere in the state (Appendix E, Tables E2-E3 and Appendix F, Tables F2-F3).

**Table 3.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Gender and Grade: 2000**

	<b>Boys</b>	<b>Girls</b>	<b>Ratio*</b>
<b>Tobacco</b>			
All Students	8.4%	6.2%	1.35
Grade 4	4.8%	2.9%	1.66
Grade 5	7.8%	5.6%	1.39
Grade 6	12.8%	10.5%	1.22
<b>Alcohol</b>			
All Students	20.9%	16.9%	1.24
Grade 4	15.7%	10.7%	1.47
Grade 5	19.9%	15.2%	1.31
Grade 6	27.6%	25.2%	1.10
<b>Inhalants</b>			
All Students	8.9%	6.6%	1.35
Grade 4	8.9%	5.4%	1.65
Grade 5	7.6%	5.0%	1.52
Grade 6	10.4%	9.6%	1.08
<b>Marijuana</b>			
All Students	2.5%	1.7%	1.47
Grade 4	0.6%	0.4%	1.50
Grade 5	2.1%	1.2%	1.75
Grade 6	5.0%	3.5%	1.43

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

**Figure 3.1. Percentage of Texas Elementary Students Who Had Used Alcohol or Marijuana in the Past School Year, by Gender: 1990-2000**



**Table 3.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Ethnicity: 1998 and 2000**

	Anglo Students			African American Students			Hispanic Students		
	1998	2000	Change	1998	2000	Change	1998	2000	Change
<b>Tobacco</b>	9.9%	5.9%	-40.4%	8.0%	6.1%	-23.8%	12.5%	9.5%	-24.0%
<b>Alcohol</b>	16.3%	14.8%	-9.2%	23.0%	19.4%	-15.7%	23.8%	23.6%	-0.8%
<b>Inhalants</b>	7.8%	5.8%	-25.6%	7.2%	7.4%	2.8%	11.3%	10.1%	-10.6%
<b>Marijuana</b>	2.0%	1.2%	-40.0%	1.8%	1.3%	-27.8%	3.8%	3.4%	-10.5%

**Ethnicity**

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 higher levels of use of tobacco, alcohol, and inhalants than Hispanics.

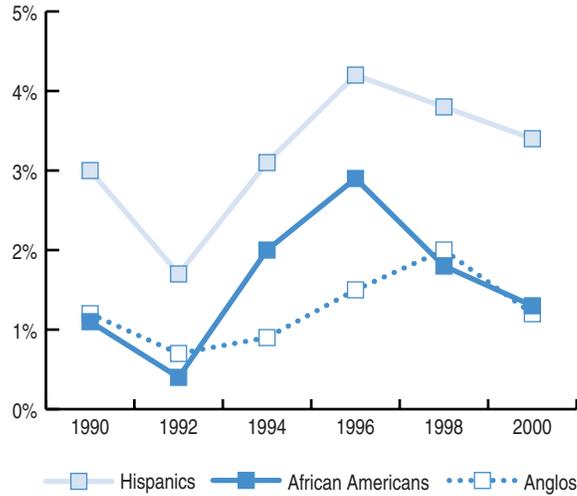
In terms of regional difference, Anglo youths on the border had similar rates of past-year use for tobacco and marijuana, but higher rates of use of alcohol and inhalants than non-border Anglos. Border Hispanics reported lower past-year levels of use of all substances than their non-border peers (Appendix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

Between 1998 and 2000, past-year alcohol use decreased for all three ethnic groups, with a greater drop among African American youths (Table 3.2). While Anglos and Hispanics had a notable decrease in inhalant use over the past two years, African Americans reported a slight increase in inhalant use.

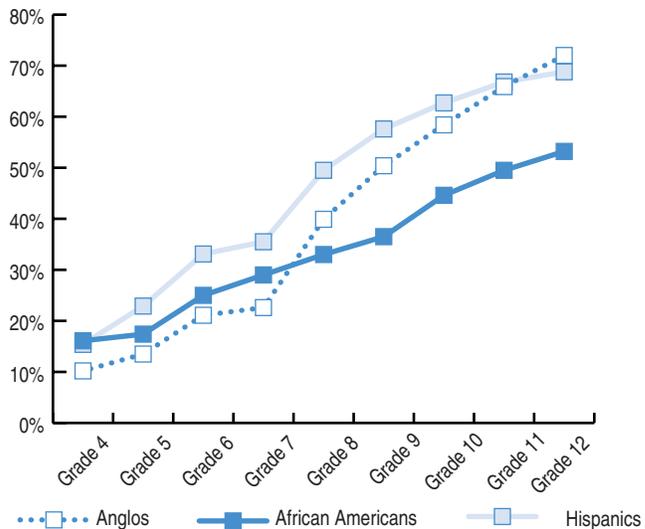
As shown in Figure 3.2, African American and Hispanic youths had experienced a steeper increase than Anglos in their marijuana use after 1992, yet they also reported a significant decline between 1996 and 1998, in contrast to a continued rise in use for Anglos. From 1998 to 2000, marijuana use decreased for all ethnic groups, but most rapidly among Anglo students.

In elementary schools, the ethnic patterns of substance use 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.

**Figure 3.2. Percentage of Texas Elementary Students Who Had Used Marijuana in the Past School Year, by Ethnicity: 1990-2000**



**Figure 3.3. Percentage of Texas Elementary and Secondary Students Who Had Used Alcohol in the Past School Year, by Grade: 2000**



### 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, about one year earlier than inhalant use, and 1.3 years earlier than marijuana use. Sixth graders had first tried marijuana at about 10.6 years of age.

As found in the secondary 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. 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.

**Table 3.3. Average Age of First Use (in Years) of Substances Among Texas Elementary Students Who Had Ever Used Substances, by Grade: 2000**

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Tobacco</b>	8.2	9.2	9.6
Cigarettes	8.2	9.2	9.7
Smokeless Tobacco	8.2	9.3	9.6
<b>Alcohol</b>	8.2	8.9	9.6
Beer	8.1	8.6	9.3
Wine Coolers	8.6	9.3	10.1
Wine	8.6	9.5	10.1
Liquor	8.7	9.6	10.4
<b>Inhalants</b>	8.4	9.2	10.2
<b>Marijuana</b>	8.6	9.7	10.6

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

### **Classroom Grade in School**

Substance use among elementary students increased across the board with grade level (Appendix B, Table B2). The increase in prevalence rates was 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.

### **Academic School Grades**

Elementary 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. This survey did not collect information to determine whether poor grades were a cause or consequence of substance use.

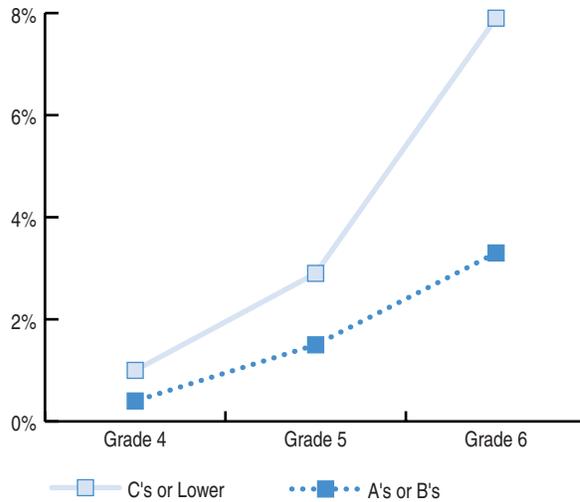
Academic status differences in substance use became more important as grade level increased. As shown in Figure 3.4, the difference in past-year marijuana use between students who made A's or B's and those making lower grades was only 0.6 percentage point in fourth grade as compared to 4.6 percentage points by sixth grade.

**Table 3.4. Percentage of Texas Elementary Students Who Had Used Substances, by Usual Grades Received in School: 2000**

	Ever Used			Used This School Year		
	A's or B's	C's or Lower	Ratio*	A's or B's	C's or Lower	Ratio*
<b>Tobacco</b>	10.8%	20.8%	1.9	6.0%	13.4%	2.2
<b>Alcohol</b>	25.3%	38.2%	1.5	17.1%	27.4%	1.6
<b>Inhalants</b>	9.5%	16.5%	1.7	6.8%	12.4%	1.8
<b>Marijuana</b>	2.2%	5.7%	2.6	1.7%	4.2%	2.5

\*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: 2000**

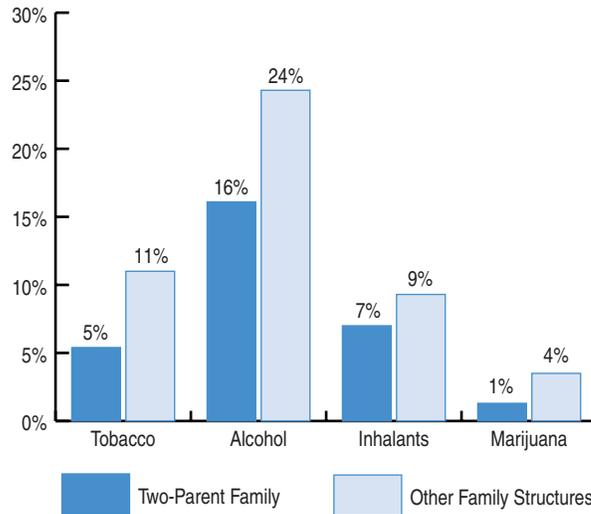


For tobacco, alcohol, and inhalants, the differences in prevalence use between “poor” students and “good” students have been at about the same magnitude (one-and-a-half to two times) in each survey year since 1990. For marijuana use, however, the magnitude of difference between A or B students and C or lower students has decreased over time, from 4 percentage points in 1990 and 1992 to 3 percentage points by 2000. This suggests that marijuana use among “good” students was increasing at a more rapid pace than use among “poor” students. Thus, while use of substances was lower among “good” students, their relatively greater increase in marijuana use is a concern. This occurrence also was seen among secondary students.

### Family Structure

Students were asked whether they lived with both of their parents.<sup>2</sup> 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 (Figure 3.5). There was relatively little difference, however, in inhalant use by family structure. The magnitude of difference in substance use between children from two-parent homes and those in other family structures has remained fairly constant since 1990.

**Figure 3.5. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Family Structure: 2000**



**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: 2000**

	Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
<b>All Students</b>	25.0%	30.3%	26.7%	26.6%
<b>Grade 4</b>	20.2%	21.9%	20.6%	19.8%
<b>Grade 5</b>	22.4%	27.3%	24.0%	24.9%
<b>Grade 6</b>	32.9%	37.7%	35.0%	35.7%
	Non-Border Students			
	Parental Education		Family Income Level	
	College Educated	Not College Educated	Higher Income	Lower Income
<b>All Students</b>	20.9%	31.4%	20.7%	28.7%
<b>Grade 4</b>	17.3%	23.4%	14.3%	22.2%
<b>Grade 5</b>	18.3%	27.2%	18.4%	26.7%
<b>Grade 6</b>	27.5%	40.2%	28.1%	37.7%

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

**Parental Education and Family Income Level**

In the elementary survey, two questions were asked which could 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. 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.

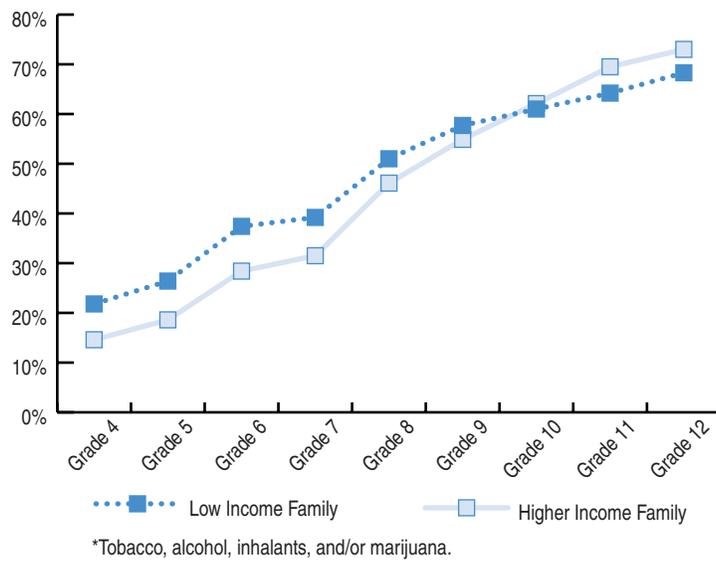
As seen in Table 3.5, border children whose parents had attended college were about 21 percent less likely than those whose parents were not college-educated to have used substances during the past school year (25 percent versus 30 percent). In comparison, non-border children of college-educated parents were 50 percent less likely than other children to use substances (21 percent versus 31 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 2000 elementary survey said they qualified for a free or reduced-price school lunch, 36 percent did not qualify, and 25 percent said they did not know.<sup>3</sup> Students who qualified for lunch subsidies were considered to be low-income students, while those who were not eligible were referred as higher-income students (see Terminology section in Chapter 1).

Among border elementary students, there was very little relationship between substance use and family income level (Table 3.5). Among non-border students, 29 percent from lower-income families and 21 percent from higher-income families had used substances during the past school year.

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 grades ten through twelve, where lower family income was related to lower substance use (Figure 3.6).

**Figure 3.6. Percentage of Texas Elementary and Secondary Students Who Had Used a Substance\* in the Past School Year, by Family Income Level and Grade: 2000**



**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 78 percent of all respondents in the 2000 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. This was true for border and non-border students alike.

**Endnotes**

- <sup>1</sup> Because of the low proportion of African Americans living in the border area, prevalence tables or comparisons were made only for Anglo and Hispanic students on the border.
- <sup>2</sup> No distinction was made for whether these parents were biological or stepparents, so it is possible that some students who lived with a stepparent may have answered "yes" to the question while others may have answered "no."
- <sup>3</sup> Students who said they did not know whether they were eligible for subsidized lunches had substance use patterns similar to the higher-income students.



## Protective and Risk Factors Related to Substance Use

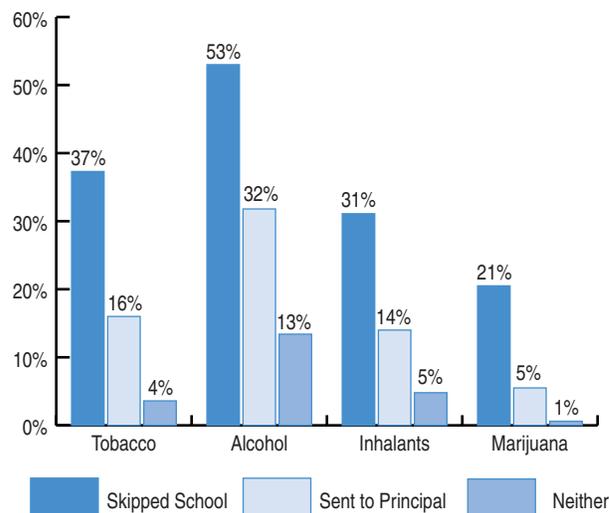
This chapter examines other risk factors which may increase the likelihood of substance use among elementary students, including having problems in school, having close friends who use substances, the widespread availability of substances, a low perceived danger of substance use, and tolerant parental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

### School Problems

In the 2000 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 28 percent said they had been sent to the principal because of their conduct problems during that year. These figures were slightly lower than those in 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).

**Figure 4.1. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by School Misconduct: 2000**



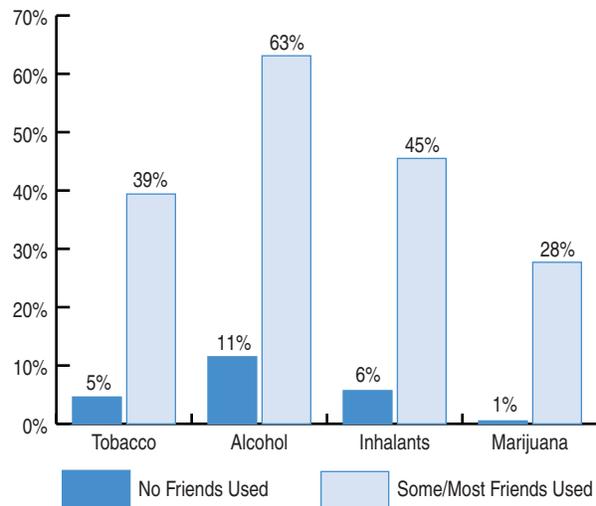
## Close Friends Who Use Substances

Peer use of substances has been found as one of the most important factors associated with a student's own substance use.<sup>1</sup> 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." Almost 31 percent of all elementary students in 2000 said that some or most of their close friends drank alcohol, which was a higher percentage than for any of the other substances. Twenty-three percent of the students reported that at least some of their close friends used tobacco, 11 percent said that at least some of their close friends used inhalants, and 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 substance use generally paralleled those of students' own levels of reported substance use. For instance, rates of friends who used substances increased by grade level as did rates of students' own reported use. Boys were more likely than girls to report that their friends used most substances, except for wine coolers and inhalants. Border and non-border elementary students were almost equally likely to report that their close peers used substances, except that border students were slightly more likely to say that their friends had drunk beer (27 percent versus 22 percent). This higher reported peer use paralleled the slightly higher personal use of alcohol reported among border students.

The extent of peer use reported gives an indication of the student's 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 more straightforward about their friends' use. This fact may partly explain why the reported peer use of substances was, in

**Figure 4.2. Percentage of Texas Elementary Students Who Had Ever Used Substances, by Whether or Not Friends Used Them: 2000**



**Table 4.1. Percentage of Texas Elementary Students Who Had Been Offered Substances, by Grade: 2000**

	All	Grade 4	Grade 5	Grade 6
<b>Tobacco</b>	25%	18%	23%	33%
Cigarettes	23%	16%	21%	32%
Smokeless Tobacco	7%	6%	7%	10%
<b>Alcohol</b>	31%	25%	29%	40%
Beer	24%	19%	23%	32%
Wine Coolers	17%	10%	15%	26%
Wine	15%	10%	14%	21%
Liquor	10%	5%	8%	16%
<b>Inhalants</b>	9%	5%	7%	13%
<b>Marijuana</b>	8%	5%	7%	14%

general, higher than the reported personal use among students. For example, 23 percent of all elementary students in the 2000 survey reported peer use of tobacco, but fewer students (13 percent) admitted their own lifetime use of tobacco.

### **Perceived Availability**

In the elementary survey, students were asked for each substance, “Has any one ever tried to give you [the substance]?” About 31 percent of all elementary students in 2000 reported that they had been offered alcohol (most commonly, beer) and 25 percent had been offered tobacco, while 9 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 coolers, wine, liquor, or inhalants, but slightly more likely to report having been offered beer and marijuana (Figure 4.3). For example, 19 percent of border students had ever been offered cigarettes as compared to 23 percent of non-border students.

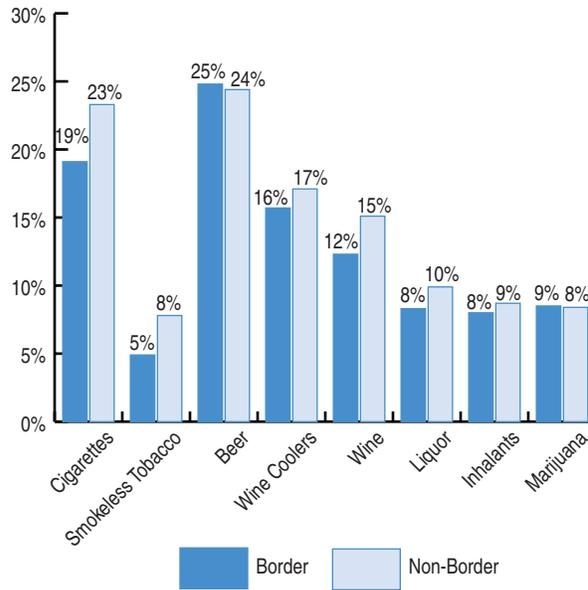
While for alcohol, tobacco, and marijuana more students had been offered the substance than had actually used it, it is interesting that fewer elementary students recalled having been offered inhalants than admitted using them. This may be because inhalant products are so ubiquitous that students who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

The perceived availability of tobacco and alcohol reported by elementary students has declined slightly since 1994, while the availability of inhalants and marijuana has increased until 1998 and decreased in 2000.

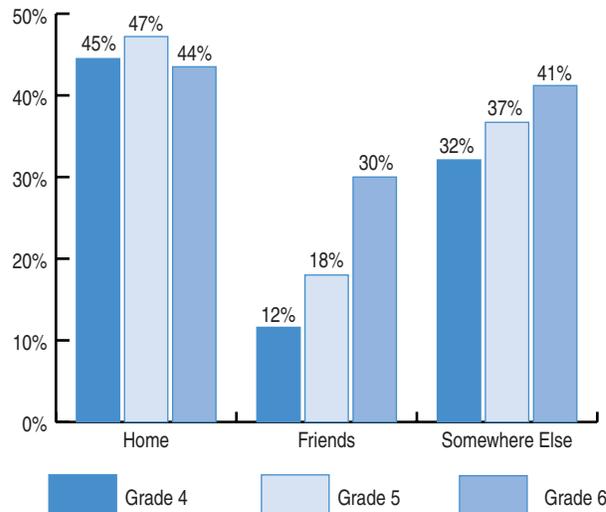
Changes since then in the past-year prevalence of use of each substance have generally paralleled the changes in availability, with past-year prevalence of tobacco and alcohol having declined since 1994 and past-year prevalence of inhalants and marijuana having increased from 1994 to 1998 and decreased in 2000.

Elementary students also were asked where they obtained the alcohol they drank (Figure 4.4). Among students who had drunk alcohol, 45 percent said they had gotten it from home and 22 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. A great proportion

**Figure 4.3. Percentage of Texas Elementary Students Who Had Ever Been Offered Substances, Border and Non-Border: 2000**



**Figure 4.4. Sources of Alcohol for Texas Elementary Students Who Had Ever Drunk Alcohol, by Grade: 2000**



(38 percent) of elementary students who drank said they usually obtained alcohol from sources other than home or their friends. Between 1998 and 2000, there was little difference 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.

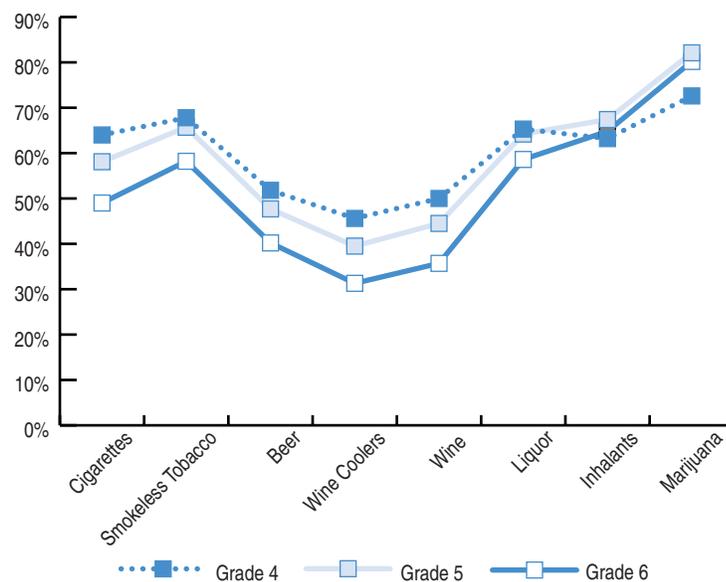
Among youths who had drunk alcohol, 38 percent from the border schools and 46 percent from elsewhere in the state said they had obtained alcohol from home. About the same percentage of border and non-border students had gotten alcohol from their friends (22 percent).

## Perceived Danger

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.” In 2000, about 72 percent of all elementary students thought that tobacco was very dangerous to use, 68 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).

For tobacco and all alcoholic beverages, perceived danger decreased with grade level (Figure 4.5). For inhalants, there was only a small difference by grade in perceived danger. But for marijuana, fifth and sixth graders reported a higher percentage in perceived danger than fourth graders. Among the specific alcoholic beverages, wine coolers were seen as the least dangerous while liquor was thought to be substantially more dangerous than wine or beer. Using smokeless tobacco was considered by more students to be very dangerous than smoking cigarettes.

**Figure 4.5. Percentage of Texas Elementary Students Who Thought it Was Very Dangerous to Use Substances, by Grade: 2000**



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 12 percent of all elementary students did not know whether wine and wine coolers were dangerous or not, while 8 or 9 percent were not sure about whether smokeless tobacco, beer, liquor, or inhalants were dangerous. Only about 5 percent of students said they did not know whether marijuana was dangerous or not.

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

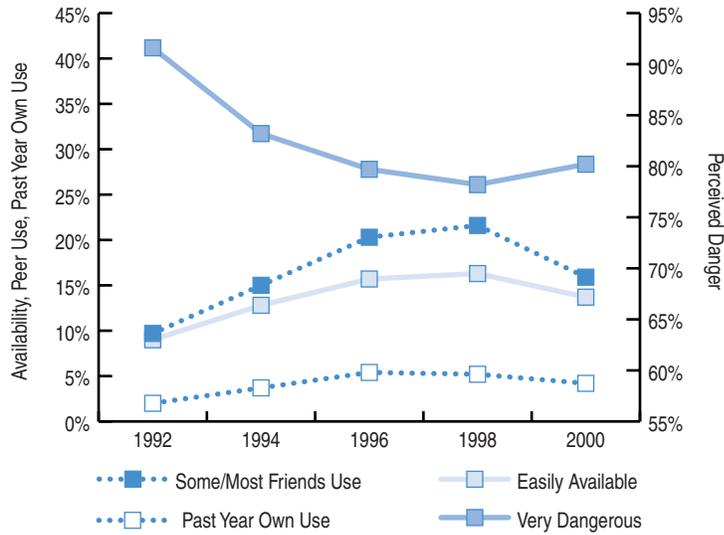
Youths who believed that substances were very dangerous to use were less likely to use those substances. Only 4 percent of elementary students who thought beer was very dangerous to consume had drunk in the past school year, whereas 37 percent of those who believed beer was not dangerous had drunk it (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 school year.

There has been a decline since 1992 in the perception that marijuana is dangerous. About 80 percent of sixth graders in 2000 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.

**Table 4.2. Percentage of Texas Elementary Students Who Had Used Substances in the Past School Year, by Perceived Danger: 2000**

	Very Dangerous	Dangerous	Not Dangerous At All
Cigarettes	3%	9%	43%
Smokeless Tobacco	0%	3%	18%
Beer	4%	10%	37%
Wine Coolers	3%	11%	42%
Wine	2%	10%	35%
Liquor	2%	8%	41%
Inhalants	4%	11%	45%
Marijuana	1%	5%	36%

**Figure 4.6. Marijuana Availability, Perceived Danger, Peer Use, and Actual Use of Marijuana Among Texas Sixth Graders: 1992-2000**



The perceived danger of inhalants has remained steady over time at fourth and fifth grade levels, but the percentage of fourth and fifth graders who believed that cigarettes or smokeless tobacco was very dangerous has risen since 1992. For example, 54 percent of fifth graders in 1992 and 66 percent of those in 2000 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 2000 survey, about 78 percent of students in grades four through six thought it was very dangerous to use marijuana in comparison to 62 percent of students in grades seven through twelve (68 percent versus 47 percent for alcohol; 72 percent versus 47 percent for tobacco).

## Parental Attitudes

Parental attitudes toward substance use may have considerable influence on their children's decisions to use substances or not. Yet, 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, and 14 percent did not know how their parents felt about marijuana use (Table 4.3).

**Table 4.3. Texas Elementary Student Responses to the Question, "How Do Your Parents Feel About Kids Your Age...": 2000**

<b>Drinking Beer?</b>				
	<b>Don't Like it</b>	<b>Don't Care</b>	<b>Think It's OK</b>	<b>Don't Know</b>
All Students	80.6%	2.3%	0.8%	16.3%
Grade 4	81.2%	2.0%	0.9%	15.9%
Grade 5	81.1%	2.2%	0.6%	16.2%
Grade 6	79.5%	2.8%	1.0%	16.8%

<b>Using Marijuana?</b>				
	<b>Don't Like it</b>	<b>Don't Care</b>	<b>Think It's OK</b>	<b>Don't Know</b>
All Students	83.8%	1.5%	0.5%	14.1%
Grade 4	81.4%	1.2%	0.6%	16.8%
Grade 5	84.2%	1.5%	0.5%	13.8%
Grade 6	86.1%	1.9%	0.6%	11.5%

**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: 2000**

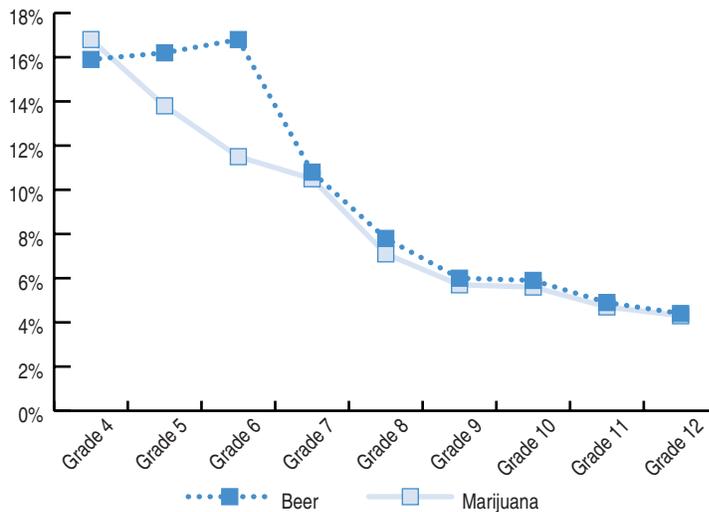


Figure 4.7 shows that the percentage of students who did not know their parents' attitudes toward substance use declines steadily as students get older. Presumably, as their children grow up, parents perceive them to be increasingly exposed to substances and make an increasing effort to make their views 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.

In 2000, about 81 percent of all elementary students said their parents disapproved of their drinking beer, and 84 percent said their parents disapproved of youths using marijuana. There was little variation in these percentages from fourth to sixth grades. 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).

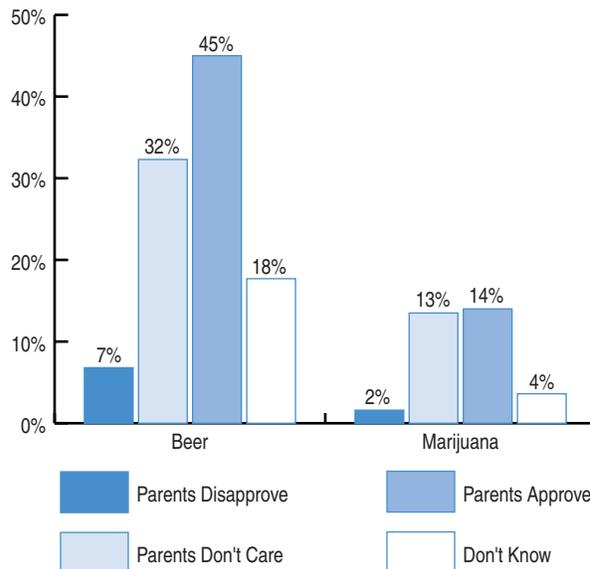
The percentage of all elementary students who said their parents did not approve of children their age drinking beer has remained level since 1994. In comparison, the disapproval rate for marijuana use has decreased slightly over the years at all grade levels.

### **Parental Involvement in School**

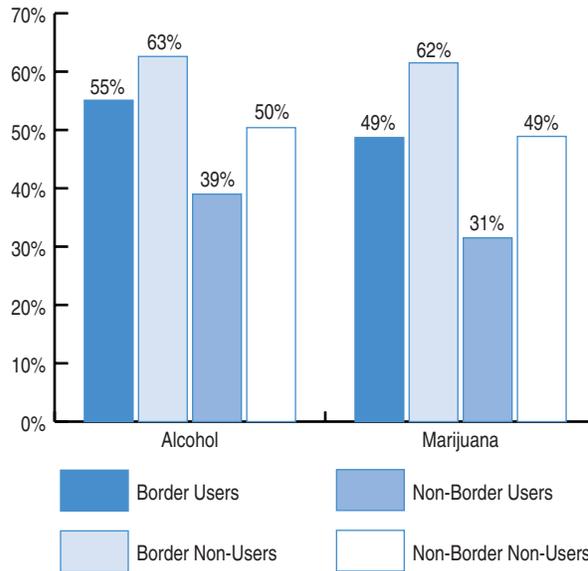
Students were asked whether their parents usually attended school-sponsored open houses or PTA meetings. This question was intended to indicate, at least partially, the degree to which parents were involved with their children's education. One-half of the elementary students (61 percent border and 48 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, 49 percent of border students who had used marijuana in the past year said that their parents usually attended school events, while 62 percent of the marijuana non-users on the border said

**Figure 4.8. Percentage of Texas Elementary Students Who Had Used Beer or Marijuana in the Past Year, by Parental Attitude Toward Use: 2000**



**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: 2000**



so. The pattern also was true between alcohol users and non-users. The finding suggests 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 92 percent of elementary students said they had gotten some kind of information on drugs or alcohol from a school source during the past school year (Appendix C, Table C4). Unlike secondary school students, where the percentage who had received information at school about substance use declined from 87 percent in 1990 to 67 percent in 2000, the percentage of elementary students who had received such information has remained stable over time.

The most frequently mentioned source of information on drugs and alcohol reported by elementary students in 2000 was their teachers (73 percent), followed by an assembly program (64 percent). Slightly fewer students said they had received information from a visitor to class, 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. 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.

Elementary students on the border and elsewhere in the state reported the same percentage (92 percent) of having received information on drugs or alcohol from at least one school source, and about three-quarters said they had received such information from their teachers. Yet, border students were more likely than non-border students to say that they had received information from a guidance counselor, a visitor to class, an assembly program, or from someone else at school.

## **Endnotes**

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



## Conclusions

**S**ince 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 the unique area of the state.

In 2000, 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 2000, although the rates still were 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.

Although 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 915,000 students currently in grades four through six in Texas public schools<sup>1</sup> indicates that about 302,000 elementary schoolchildren have ever tried one of those substances and about 217,000 have used them during the past school year.

Border students were somewhat more likely than non-border students to have drunk beer and 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. Both border and non-border substance users alike (34 to 35 percent) reported use of 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.

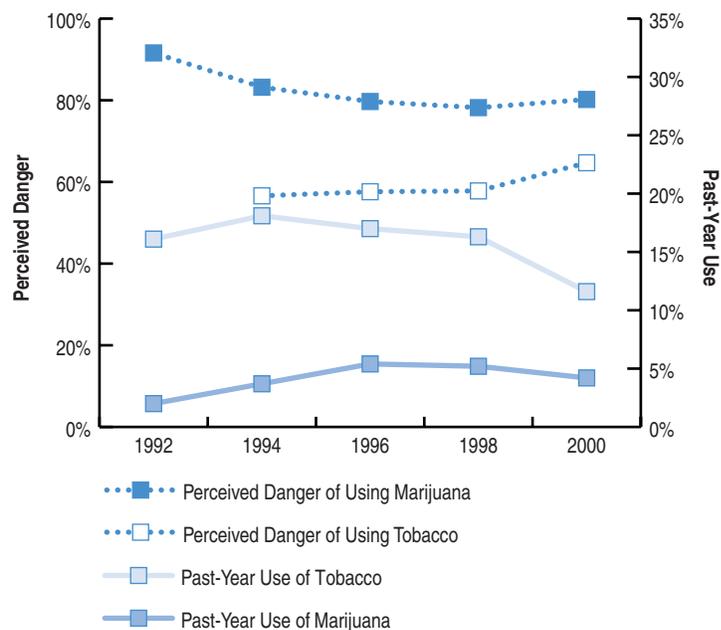
Heavy drinking (two or more drinks at one setting) among elementary students is of concern. About one in seven elementary youths reported heavy consumption of wine coolers at least once during the 2000 school year. Such behavior is not only potentially hazardous to their health, but could place these youths at risk of alcohol dependence and other adverse consequences of heavy use later.

Correction fluid and glue continue to be the two most popular inhalant products among elementary students, but inhalant users have been increasingly using multiple types of inhalants over the past few surveys. Anglos and Hispanics had a notable decrease in inhalant use between 1998 and 2000.

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 in 2000.

Nearly one-half of elementary students who drank alcohol said they usually obtained it from home, the same as in 1998. Students on the border were slightly more likely than non-border students to report having been offered beer and marijuana.

**Figure 5.1. Percentage of Texas Sixth Graders Saying Tobacco and Marijuana Were Very Dangerous to Use Compared to Their Past-Year Use: 1992-2000**



### Conclusions

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

Peer use is often cited as an important factor associated with a student's substance use. About 31 percent of elementary students in 2000 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 difference in substance use between elementary children from two-parent homes and those in other family structures has remained level since 1990.

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 2000, 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.

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. Although prevalence use of substances was lower among "good" students, their relatively greater increase in marijuana use is a concern.

Unlike secondary school students, who reported a lower percentage of receiving substance abuse information and education through their school since 1990, there has been little difference over time in the percentage of elementary students who had received such information. A large majority (92 percent) of elementary students in 2000 still said that they had gotten information about drugs and alcohol during the past school year, which means that at least in the earlier grades, this education is still being imparted to almost all students.

Overall, substance use behavior in the elementary grades predicts similar behavior in secondary school. Twelfth graders who have used substances say they had begun this 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.<sup>2</sup>

## **Recommendations**

About 76 percent of all elementary students in 2000 reported they had not used tobacco, alcohol, inhalants, or marijuana during the past school year. This overall drug-free rate was about 3 percentage points higher than the number in 1994. If parents, schools, and communities continue to address risk and resiliency areas for which they are responsible, the drug-free trend will continue to increase.

This 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. Law enforcement agencies, as well as community groups, must continue to work to enforce prohibitions on the sale of tobacco and alcohol to minors.

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 also should get involved in the activities at the schools their children attend. Participation in back-to-school nights, PTA meetings, 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.

### Conclusions

A goal should be to ensure that all Texas students in grades K-12 receive comprehensive alcohol, tobacco, and other drug education that has been proven to be effective. The National Institute on Drug Abuse (NIDA) has released research showing the protective impact of scientifically proven and effective prevention programs. NIDA's *Preventing Drug Use Among Children and Adolescents*<sup>3</sup> provides information on prevention principles for communities, schools, and families.

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

### **Endnotes**

- <sup>1</sup> Student enrollment data were based on the Public Education Information Management System (PEIMS) of Texas Education Agency, Fall 1999-2000.
- <sup>2</sup> Marnik Dekimpe, Linda Van de Gucht, Dominique Hanssens, and Keiko Powers, "Long-Run Abstinence After Narcotics Abuse: What Are the Odds?" *Management Science*, 44 (1998): 1476-1492.
- <sup>3</sup> 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

### 2000 VERSION

#### INTRODUCTION

This is NOT A TEST. There are no right or wrong answers. You should just answer each question by telling the truth.

No one but you will know how you answer the questions.

**You DO NOT have to take this survey.** If you do not want to answer the questions, work quietly at your desk.

Follow your teacher's instructions carefully.

NOTE: This survey asks some questions about whether you have ever drunk beer, wine coolers, wine, or liquor. **Do not count a taste or sip you may have had of someone else's drink, or wine used in a religious service.** A drink means a can or bottle of beer or wine cooler, a glass of wine, a shot of liquor (like whiskey, vodka, or tequila) or a mixed drink.

#### 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				
1	1	1	1	1	1				
2	2	2	2	2	2				
3	3	3	3	3	3				
4	4	4	4	4	4				
5	5	5	5	5	5				
6	6	6	6	6	6				
7	7	7	7	7	7				
8	8	8	8	8	8				
9	9	9	9	9	9				

#### EXAMPLE QUESTION

	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  
American

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"/>				
b. Snuff or Chewing Tobacco?	<input type="radio"/>				
c. Beer?	<input type="radio"/>				
d. Wine Coolers?	<input type="radio"/>				
e. Wine?	<input type="radio"/>				
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>				
g. Cosma?	<input type="radio"/>				
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>				
i. Marijuana (pot)?	<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"/>				
b. Snuff or Chewing Tobacco?	<input type="radio"/>				
c. Beer?	<input type="radio"/>				
d. Wine Coolers?	<input type="radio"/>				
e. Wine?	<input type="radio"/>				
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>				
g. Cosma?	<input type="radio"/>				
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>				
i. Marijuana (pot)?	<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

	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"/>							
b. Snuff or Chewing Tobacco?	<input type="radio"/>							
c. Beer?	<input type="radio"/>							
d. Wine Coolers?	<input type="radio"/>							
e. Wine?	<input type="radio"/>							
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>							
g. Cosma?	<input type="radio"/>							
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>							
i. Marijuana (pot)?	<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"/>				
b. Snuff or Chewing Tobacco?	<input type="radio"/>				
c. Beer?	<input type="radio"/>				
d. Wine Coolers?	<input type="radio"/>				
e. Wine?	<input type="radio"/>				
f. Liquor (whiskey, vodka, tequila, etc.)?	<input type="radio"/>				
g. Cosma?	<input type="radio"/>				
h. Inhalants (whiteout, glue, gas, etc.)?	<input type="radio"/>				
i. Marijuana (pot)?	<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.







**APPENDIX  
B**

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

**Table B1. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students: 1990-2000**

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

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

#Adjusted, based on all data from the survey, to include all appropriate responses.

**Table B2. Prevalence and Recency of Substance Use, by Grade: All Texas Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>12.5%</b>	<b>7.3%</b>	<b>5.3%</b>	<b>87.5%</b>
Grade 4	6.8%	3.8%	2.9%	93.2%
Grade 5	11.4%	6.7%	4.7%	88.6%
Grade 6	19.9%	11.6%	8.3%	80.1%
<b>Alcohol</b>	<b>27.5%</b>	<b>18.9%</b>	<b>8.7%</b>	<b>72.5%</b>
Grade 4	19.1%	13.1%	5.9%	80.9%
Grade 5	25.8%	17.5%	8.2%	74.2%
Grade 6	38.4%	26.4%	12.0%	61.6%
<b>Inhalants</b>	<b>10.7%</b>	<b>7.8%</b>	<b>3.0%</b>	<b>89.3%</b>
Grade 4	9.8%	7.1%	2.7%	90.2%
Grade 5	8.8%	6.3%	2.5%	91.2%
Grade 6	13.8%	10.0%	3.8%	86.2%
<b>Marijuana</b>	<b>2.8%</b>	<b>2.1%</b>	<b>0.7%</b>	<b>97.2%</b>
Grade 4	0.8%	0.5%	0.3%	99.2%
Grade 5	2.1%	1.7%	0.4%	97.9%
Grade 6	5.7%	4.2%	1.5%	94.3%

**Table B3. Prevalence and Recency of Substance Use, by Grade: Texas Male Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>14.7%</b>	<b>8.4%</b>	<b>6.3%</b>	<b>85.3%</b>
Grade 4	8.8%	4.8%	4.0%	91.2%
Grade 5	13.7%	7.8%	5.9%	86.3%
Grade 6	22.0%	12.8%	9.2%	78.0%
<b>Alcohol</b>	<b>31.3%</b>	<b>20.9%</b>	<b>10.4%</b>	<b>68.7%</b>
Grade 4	22.5%	15.7%	6.9%	77.5%
Grade 5	30.6%	19.9%	10.6%	69.4%
Grade 6	41.4%	27.6%	13.8%	58.6%
<b>Inhalants</b>	<b>12.4%</b>	<b>8.9%</b>	<b>3.5%</b>	<b>87.6%</b>
Grade 4	11.9%	8.9%	3.1%	88.1%
Grade 5	10.6%	7.6%	3.0%	89.4%
Grade 6	14.8%	10.4%	4.4%	85.2%
<b>Marijuana</b>	<b>3.5%</b>	<b>2.5%</b>	<b>1.0%</b>	<b>96.5%</b>
Grade 4	1.1%	0.6%	0.4%	98.9%
Grade 5	2.8%	2.1%	0.7%	97.2%
Grade 6	6.8%	5.0%	1.9%	93.2%

**Table B4. Prevalence and Recency of Substance Use, by Grade: Texas Female Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>10.5%</b>	<b>6.2%</b>	<b>4.3%</b>	<b>89.5%</b>
Grade 4	4.9%	2.9%	2.0%	95.1%
Grade 5	9.2%	5.6%	3.6%	90.8%
Grade 6	17.9%	10.5%	7.4%	82.1%
<b>Alcohol</b>	<b>23.9%</b>	<b>16.9%</b>	<b>7.0%</b>	<b>76.1%</b>
Grade 4	15.7%	10.7%	5.0%	84.3%
Grade 5	21.1%	15.2%	5.9%	78.9%
Grade 6	35.5%	25.2%	10.3%	64.5%
<b>Inhalants</b>	<b>9.1%</b>	<b>6.6%</b>	<b>2.5%</b>	<b>90.9%</b>
Grade 4	7.7%	5.4%	2.3%	92.3%
Grade 5	7.0%	5.0%	2.0%	93.0%
Grade 6	12.8%	9.6%	3.2%	87.2%
<b>Marijuana</b>	<b>2.2%</b>	<b>1.7%</b>	<b>0.5%</b>	<b>97.8%</b>
Grade 4	0.6%	0.4%	0.2%	99.4%
Grade 5	1.4%	1.2%	0.2%	98.6%
Grade 6	4.6%	3.5%	1.1%	95.4%

**Table B5. Prevalence and Recency of Substance Use, by Grade: Texas Anglo Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>10.7%</b>	<b>5.9%</b>	<b>4.8%</b>	<b>89.3%</b>
Grade 4	5.7%	3.0%	2.6%	94.3%
Grade 5	9.9%	5.6%	4.3%	90.1%
Grade 6	16.8%	9.1%	7.7%	83.2%
<b>Alcohol</b>	<b>22.0%</b>	<b>14.8%</b>	<b>7.2%</b>	<b>78.0%</b>
Grade 4	15.4%	10.2%	5.2%	84.6%
Grade 5	20.8%	13.5%	7.3%	79.2%
Grade 6	30.3%	21.1%	9.2%	69.7%
<b>Inhalants</b>	<b>8.2%</b>	<b>5.8%</b>	<b>2.3%</b>	<b>91.8%</b>
Grade 4	8.2%	5.8%	2.4%	91.8%
Grade 5	6.8%	5.1%	1.7%	93.2%
Grade 6	9.6%	6.7%	2.9%	90.4%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>98.1%</b>
Grade 4	0.6%	0.3%	0.3%	99.4%
Grade 5	1.6%	1.2%	0.3%	98.4%
Grade 6	3.4%	2.2%	1.3%	96.6%

**Table B6. Prevalence and Recency of Substance Use, by Grade: Texas African American Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.2%</b>	<b>6.1%</b>	<b>5.1%</b>	<b>88.8%</b>
Grade 4	8.5%	5.2%	3.3%	91.5%
Grade 5	9.3%	4.7%	4.7%	90.7%
Grade 6	16.1%	8.6%	7.5%	83.9%
<b>Alcohol</b>	<b>31.4%</b>	<b>19.4%</b>	<b>12.0%</b>	<b>68.6%</b>
Grade 4	24.5%	16.1%	8.4%	75.5%
Grade 5	27.3%	17.4%	9.9%	72.7%
Grade 6	43.1%	25.0%	18.0%	56.9%
<b>Inhalants</b>	<b>10.3%</b>	<b>7.4%</b>	<b>2.9%</b>	<b>89.7%</b>
Grade 4	10.9%	8.5%	2.5%	89.1%
Grade 5	9.4%	6.3%	3.1%	90.6%
Grade 6	10.5%	7.3%	3.3%	89.5%
<b>Marijuana</b>	<b>2.1%</b>	<b>1.3%</b>	<b>0.8%</b>	<b>97.9%</b>
Grade 4	0.6%	0.3%	0.2%	99.4%
Grade 5	1.1%	0.7%	0.3%	98.9%
Grade 6	4.9%	2.9%	2.0%	95.1%

**Table B7. Prevalence and Recency of Substance Use, by Grade: Texas Hispanic Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>15.4%</b>	<b>9.5%</b>	<b>5.9%</b>	<b>84.6%</b>
Grade 4	7.4%	4.2%	3.2%	92.6%
Grade 5	14.3%	8.9%	5.4%	85.7%
Grade 6	25.1%	15.7%	9.4%	74.9%
<b>Alcohol</b>	<b>32.7%</b>	<b>23.6%</b>	<b>9.1%</b>	<b>67.3%</b>
Grade 4	21.4%	15.4%	6.0%	78.6%
Grade 5	31.5%	22.9%	8.6%	68.5%
Grade 6	46.2%	33.1%	13.1%	53.8%
<b>Inhalants</b>	<b>13.8%</b>	<b>10.1%</b>	<b>3.7%</b>	<b>86.2%</b>
Grade 4	11.0%	8.0%	3.1%	89.0%
Grade 5	10.9%	7.7%	3.2%	89.1%
Grade 6	19.6%	14.7%	4.9%	80.4%
<b>Marijuana</b>	<b>4.3%</b>	<b>3.4%</b>	<b>0.8%</b>	<b>95.7%</b>
Grade 4	1.1%	0.8%	0.3%	98.9%
Grade 5	3.3%	2.6%	0.7%	96.7%
Grade 6	8.6%	7.1%	1.5%	91.4%

**Table B8. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Who Reported Earning A's/B's, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>10.8%</b>	<b>6.0%</b>	<b>4.8%</b>	<b>89.2%</b>
Grade 4	5.7%	3.2%	2.5%	94.3%
Grade 5	10.4%	5.9%	4.5%	89.6%
Grade 6	17.1%	9.4%	7.6%	82.9%
<b>Alcohol</b>	<b>25.3%</b>	<b>17.1%</b>	<b>8.2%</b>	<b>74.7%</b>
Grade 4	17.4%	12.0%	5.5%	82.6%
Grade 5	24.3%	16.2%	8.1%	75.7%
Grade 6	35.3%	23.9%	11.4%	64.7%
<b>Inhalants</b>	<b>9.5%</b>	<b>6.8%</b>	<b>2.8%</b>	<b>90.5%</b>
Grade 4	8.8%	6.2%	2.6%	91.2%
Grade 5	7.9%	5.5%	2.4%	92.1%
Grade 6	12.1%	8.7%	3.4%	87.9%
<b>Marijuana</b>	<b>2.2%</b>	<b>1.7%</b>	<b>0.6%</b>	<b>97.8%</b>
Grade 4	0.7%	0.4%	0.3%	99.3%
Grade 5	1.8%	1.5%	0.4%	98.2%
Grade 6	4.4%	3.3%	1.1%	95.6%

**Table B9. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Who Reported Earning C's, D's, or F's, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>20.8%</b>	<b>13.4%</b>	<b>7.5%</b>	<b>79.2%</b>
Grade 4	12.9%	7.5%	5.4%	87.1%
Grade 5	16.4%	10.8%	5.6%	83.6%
Grade 6	31.4%	20.6%	10.8%	68.6%
<b>Alcohol</b>	<b>38.2%</b>	<b>27.4%</b>	<b>10.9%</b>	<b>61.8%</b>
Grade 4	28.0%	19.5%	8.5%	72.0%
Grade 5	33.1%	24.7%	8.4%	66.9%
Grade 6	51.2%	36.3%	14.9%	48.8%
<b>Inhalants</b>	<b>16.5%</b>	<b>12.4%</b>	<b>4.0%</b>	<b>83.5%</b>
Grade 4	14.5%	11.2%	3.3%	85.5%
Grade 5	13.2%	10.1%	3.1%	86.8%
Grade 6	20.7%	15.3%	5.4%	79.3%
<b>Marijuana</b>	<b>5.7%</b>	<b>4.2%</b>	<b>1.5%</b>	<b>94.3%</b>
Grade 4	1.4%	1.0%	0.4%	98.6%
Grade 5	3.8%	2.9%	0.9%	96.2%
Grade 6	10.8%	7.9%	2.9%	89.2%

**Table B10. Prevalence and Recency of Substance Use, by Grade:  
Texas Elementary Students Who Lived With Both Parents, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>9.4%</b>	<b>5.4%</b>	<b>4.0%</b>	<b>90.6%</b>
Grade 4	4.9%	2.6%	2.2%	95.1%
Grade 5	8.5%	4.9%	3.6%	91.5%
Grade 6	15.5%	8.9%	6.6%	84.5%
<b>Alcohol</b>	<b>23.4%</b>	<b>16.1%</b>	<b>7.3%</b>	<b>76.6%</b>
Grade 4	16.3%	11.1%	5.2%	83.7%
Grade 5	21.4%	14.7%	6.7%	78.6%
Grade 6	33.5%	23.3%	10.2%	66.5%
<b>Inhalants</b>	<b>9.6%</b>	<b>7.0%</b>	<b>2.6%</b>	<b>90.4%</b>
Grade 4	9.1%	6.5%	2.6%	90.9%
Grade 5	7.7%	5.9%	1.8%	92.3%
Grade 6	12.0%	8.6%	3.4%	88.0%
<b>Marijuana</b>	<b>1.8%</b>	<b>1.3%</b>	<b>0.4%</b>	<b>98.2%</b>
Grade 4	0.5%	0.4%	0.2%	99.5%
Grade 5	1.4%	1.1%	0.3%	98.6%
Grade 6	3.6%	2.6%	0.9%	96.4%

**Table B11. Prevalence and Recency of Substance Use,  
by Grade: Texas Elementary Students Not Living With Both Parents, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>18.6%</b>	<b>11.0%</b>	<b>7.6%</b>	<b>81.4%</b>
Grade 4	11.0%	6.5%	4.5%	89.0%
Grade 5	16.8%	10.0%	6.9%	83.2%
Grade 6	27.7%	16.3%	11.5%	72.3%
<b>Alcohol</b>	<b>35.7%</b>	<b>24.3%</b>	<b>11.4%</b>	<b>64.3%</b>
Grade 4	25.3%	17.8%	7.5%	74.7%
Grade 5	34.0%	23.0%	11.0%	66.0%
Grade 6	47.2%	31.8%	15.4%	52.8%
<b>Inhalants</b>	<b>13.0%</b>	<b>9.3%</b>	<b>3.7%</b>	<b>87.0%</b>
Grade 4	11.2%	8.3%	2.9%	88.8%
Grade 5	10.8%	7.0%	3.7%	89.2%
Grade 6	16.8%	12.5%	4.3%	83.2%
<b>Marijuana</b>	<b>4.8%</b>	<b>3.5%</b>	<b>1.2%</b>	<b>95.2%</b>
Grade 4	1.4%	0.9%	0.5%	98.6%
Grade 5	3.5%	2.7%	0.8%	96.5%
Grade 6	9.2%	6.8%	2.4%	90.8%

**Table B12. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Living in Town More Than Three Years, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>12.5%</b>	<b>7.3%</b>	<b>5.2%</b>	<b>87.5%</b>
Grade 4	6.3%	3.3%	2.9%	93.7%
Grade 5	11.2%	6.6%	4.6%	88.8%
Grade 6	19.8%	11.9%	7.9%	80.2%
<b>Alcohol</b>	<b>27.9%</b>	<b>19.4%</b>	<b>8.6%</b>	<b>72.1%</b>
Grade 4	19.2%	13.1%	6.0%	80.8%
Grade 5	25.6%	17.6%	7.9%	74.4%
Grade 6	38.9%	27.2%	11.7%	61.1%
<b>Inhalants</b>	<b>10.6%</b>	<b>7.7%</b>	<b>2.8%</b>	<b>89.4%</b>
Grade 4	9.6%	7.1%	2.5%	90.4%
Grade 5	8.5%	6.1%	2.4%	91.5%
Grade 6	13.5%	10.0%	3.5%	86.5%
<b>Marijuana</b>	<b>2.8%</b>	<b>2.2%</b>	<b>0.7%</b>	<b>97.2%</b>
Grade 4	0.7%	0.5%	0.2%	99.3%
Grade 5	2.1%	1.7%	0.4%	97.9%
Grade 6	5.7%	4.4%	1.3%	94.3%

**Table B13. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Living in Town Less Than Three Years, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>14.1%</b>	<b>8.0%</b>	<b>6.1%</b>	<b>85.9%</b>
Grade 4	9.8%	6.3%	3.5%	90.2%
Grade 5	12.6%	7.0%	5.6%	87.4%
Grade 6	20.7%	10.9%	9.8%	79.3%
<b>Alcohol</b>	<b>27.5%</b>	<b>18.1%</b>	<b>9.4%</b>	<b>72.5%</b>
Grade 4	19.4%	13.7%	5.6%	80.6%
Grade 5	27.4%	17.4%	10.0%	72.6%
Grade 6	37.3%	24.0%	13.3%	62.7%
<b>Inhalants</b>	<b>11.4%</b>	<b>7.9%</b>	<b>3.5%</b>	<b>88.6%</b>
Grade 4	10.0%	7.5%	2.5%	90.0%
Grade 5	9.1%	5.8%	3.3%	90.9%
Grade 6	15.4%	10.6%	4.8%	84.6%
<b>Marijuana</b>	<b>3.1%</b>	<b>1.9%</b>	<b>1.2%</b>	<b>96.9%</b>
Grade 4	1.7%	1.0%	0.7%	98.3%
Grade 5	2.2%	1.6%	0.6%	97.8%
Grade 6	5.6%	3.2%	2.4%	94.4%

**Table B14. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Having Families With Higher Incomes, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>10.7%</b>	<b>5.7%</b>	<b>5.0%</b>	<b>89.3%</b>
Grade 4	5.4%	2.2%	3.2%	94.6%
Grade 5	8.4%	4.6%	3.8%	91.6%
Grade 6	17.3%	9.7%	7.6%	82.7%
<b>Alcohol</b>	<b>24.6%</b>	<b>16.7%</b>	<b>7.9%</b>	<b>75.4%</b>
Grade 4	15.8%	10.2%	5.6%	84.2%
Grade 5	22.9%	15.3%	7.6%	77.1%
Grade 6	33.6%	23.5%	10.1%	66.4%
<b>Inhalants</b>	<b>9.3%</b>	<b>6.7%</b>	<b>2.7%</b>	<b>90.7%</b>
Grade 4	8.7%	6.2%	2.5%	91.4%
Grade 5	6.9%	5.1%	1.8%	93.1%
Grade 6	12.2%	8.6%	3.6%	87.8%
<b>Marijuana</b>	<b>2.2%</b>	<b>1.7%</b>	<b>0.5%</b>	<b>97.8%</b>
Grade 4	0.5%	0.3%	0.2%	99.5%
Grade 5	1.5%	1.3%	0.3%	98.5%
Grade 6	4.2%	3.1%	1.0%	95.9%

**Table B15. Prevalence and Recency of Substance Use, by Grade: Texas Elementary Students Having Families With Lower Incomes, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>16.3%</b>	<b>9.9%</b>	<b>6.5%</b>	<b>83.7%</b>
Grade 4	8.7%	5.5%	3.2%	91.3%
Grade 5	15.3%	9.4%	5.9%	84.7%
Grade 6	25.7%	15.0%	10.6%	74.3%
<b>Alcohol</b>	<b>33.3%</b>	<b>23.2%</b>	<b>10.1%</b>	<b>66.7%</b>
Grade 4	23.4%	17.0%	6.4%	76.6%
Grade 5	31.0%	21.5%	9.4%	69.0%
Grade 6	46.3%	31.6%	14.8%	53.7%
<b>Inhalants</b>	<b>12.2%</b>	<b>8.8%</b>	<b>3.4%</b>	<b>87.8%</b>
Grade 4	10.4%	7.4%	3.0%	89.6%
Grade 5	10.4%	7.4%	3.0%	89.7%
Grade 6	15.9%	11.7%	4.3%	84.1%
<b>Marijuana</b>	<b>4.0%</b>	<b>3.0%</b>	<b>1.0%</b>	<b>96.0%</b>
Grade 4	1.0%	0.7%	0.3%	99.0%
Grade 5	3.2%	2.6%	0.7%	96.8%
Grade 6	8.1%	6.0%	2.1%	91.9%



## **Additional Tables**

**Table C1. Percentage of Texas Elementary Students Who Had Ever Used Specific Inhalants: 2000**

<b>Correction Fluid/Liquid Paper</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	4.1%	95.9%
Grade 4	2.5%	97.5%
Grade 5	3.1%	96.9%
Grade 6	6.5%	93.5%
<b>Gasoline</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	2.9%	97.1%
Grade 4	3.4%	96.6%
Grade 5	2.3%	97.7%
Grade 6	3.0%	97.0%
<b>Glue</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	3.8%	96.2%
Grade 4	4.6%	95.4%
Grade 5	2.7%	97.3%
Grade 6	4.1%	95.9%
<b>Paint Thinner</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	2.0%	98.0%
Grade 4	2.3%	97.7%
Grade 5	1.4%	98.6%
Grade 6	2.3%	97.7%
<b>Spray Paint</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	3.0%	97.0%
Grade 4	3.3%	96.7%
Grade 5	2.1%	97.9%
Grade 6	3.4%	96.6%
<b>Other Inhalants</b>		
	<b>Ever Used</b>	<b>Not Used</b>
All Elementary Students	4.6%	95.4%
Grade 4	3.8%	96.2%
Grade 5	3.8%	96.2%
Grade 6	6.0%	94.0%

**Table C2. Texas Elementary Student Responses to the Question,  
"About How Many of Your Friends Use ...": 2000**

	<u>Never Heard of</u>	<u>None</u>	<u>Some</u>	<u>Most</u>
<b>Tobacco (Cigarettes, Smokeless Tobacco)?</b>				
All Elementary Students	1.7%	75.5%	20.1%	2.7%
Grade 4	2.5%	83.2%	12.7%	1.6%
Grade 5	1.6%	77.3%	18.9%	2.2%
Grade 6	1.0%	65.5%	29.2%	4.3%
<b>Cigarettes?</b>				
All Elementary Students	2.9%	75.5%	19.2%	2.4%
Grade 4	4.3%	82.5%	11.9%	1.3%
Grade 5	2.8%	77.2%	18.1%	1.9%
Grade 6	1.6%	66.1%	28.2%	4.0%
<b>Smokeless Tobacco?</b>				
All Elementary Students	4.3%	90.1%	5.0%	0.6%
Grade 4	7.1%	89.0%	3.3%	0.6%
Grade 5	3.4%	91.8%	4.2%	0.5%
Grade 6	2.2%	89.6%	7.5%	0.7%
<b>Alcohol (Beer, Wine Coolers, Wine, Liquor)?</b>				
All Elementary Students	1.3%	67.8%	24.6%	6.3%
Grade 4	1.8%	75.9%	18.2%	4.2%
Grade 5	1.2%	70.1%	23.7%	5.0%
Grade 6	0.9%	56.8%	32.3%	9.9%
<b>Beer?</b>				
All Elementary Students	1.6%	75.6%	19.1%	3.7%
Grade 4	2.2%	81.5%	14.0%	2.3%
Grade 5	1.5%	78.1%	17.4%	3.0%
Grade 6	1.0%	66.9%	26.3%	5.8%
<b>Wine Coolers?</b>				
All Elementary Students	8.0%	72.4%	15.8%	3.7%
Grade 4	11.9%	76.8%	9.3%	2.1%
Grade 5	8.0%	74.9%	14.5%	2.6%
Grade 6	4.1%	65.3%	24.0%	6.6%
<b>Wine?</b>				
All Elementary Students	2.5%	82.2%	12.9%	2.3%
Grade 4	3.6%	86.2%	8.6%	1.6%
Grade 5	2.1%	84.0%	12.2%	1.7%
Grade 6	1.6%	76.4%	18.2%	3.8%
<b>Liquor?</b>				
All Elementary Students	7.1%	82.9%	8.0%	2.0%
Grade 4	12.0%	83.1%	4.0%	0.9%
Grade 5	5.9%	86.1%	6.4%	1.6%
Grade 6	3.1%	79.5%	13.8%	3.7%
<b>Inhalants?</b>				
All Elementary Students	6.1%	82.7%	8.8%	2.4%
Grade 4	10.2%	83.1%	4.9%	1.8%
Grade 5	4.7%	85.6%	7.8%	1.8%
Grade 6	3.0%	79.1%	14.1%	3.7%
<b>Marijuana?</b>				
All Elementary Students	8.3%	83.1%	6.6%	2.1%
Grade 4	15.1%	81.3%	2.8%	0.8%
Grade 5	6.1%	87.1%	5.2%	1.6%
Grade 6	3.3%	80.8%	12.0%	4.0%

**Table C3. Texas Elementary Student Responses to the Question,  
"How Dangerous Do You Think It Is For Kids Your Age to Use...": 2000**

	<b>Never Heard of</b>	<b>Very Dangerous</b>	<b>Dangerous</b>	<b>Not at all Dangerous</b>	<b>Do Not Know</b>
<b>Tobacco (Cigarettes, Smokeless Tobacco)?</b>					
All Elementary Students	1.2%	71.5%	21.3%	1.2%	4.8%
Grade 4	1.8%	76.6%	15.8%	0.8%	5.0%
Grade 5	1.1%	72.7%	20.9%	1.1%	4.2%
Grade 6	0.7%	64.7%	27.8%	1.7%	5.1%
<b>Cigarettes?</b>					
All Elementary Students	2.4%	57.2%	32.2%	1.7%	6.6%
Grade 4	3.5%	64.0%	24.8%	1.1%	6.7%
Grade 5	2.1%	58.1%	32.3%	1.5%	5.9%
Grade 6	1.4%	49.0%	40.1%	2.4%	7.1%
<b>Smokeless Tobacco?</b>					
All Elementary Students	3.2%	64.0%	23.5%	1.4%	8.0%
Grade 4	5.7%	67.8%	17.7%	1.0%	7.9%
Grade 5	2.4%	65.7%	23.4%	1.4%	7.1%
Grade 6	1.4%	58.2%	29.8%	1.8%	8.9%
<b>Alcohol (Beer, Wine Coolers, Wine, Liquor)?</b>					
All Elementary Students	1.0%	68.4%	22.8%	2.7%	5.1%
Grade 4	1.4%	73.2%	17.9%	1.9%	5.6%
Grade 5	0.8%	69.5%	23.1%	2.3%	4.3%
Grade 6	0.7%	62.3%	27.8%	3.8%	5.4%
<b>Beer?</b>					
All Elementary Students	1.0%	46.7%	38.0%	5.7%	8.6%
Grade 4	1.6%	51.8%	33.2%	4.0%	9.5%
Grade 5	0.9%	47.7%	38.7%	5.1%	7.6%
Grade 6	0.7%	40.2%	42.3%	8.1%	8.7%
<b>Wine Coolers?</b>					
All Elementary Students	7.4%	39.0%	31.2%	10.0%	12.4%
Grade 4	11.3%	45.6%	24.4%	6.0%	12.7%
Grade 5	7.2%	39.5%	32.5%	9.1%	11.8%
Grade 6	3.5%	31.3%	37.2%	15.2%	12.7%
<b>Wine?</b>					
All Elementary Students	1.7%	43.5%	34.7%	8.2%	11.9%
Grade 4	2.8%	50.0%	29.4%	5.7%	12.2%
Grade 5	1.3%	44.5%	35.4%	7.7%	11.1%
Grade 6	0.9%	35.7%	39.7%	11.4%	12.3%
<b>Liquor?</b>					
All Elementary Students	5.1%	62.8%	22.0%	2.2%	8.0%
Grade 4	9.2%	65.3%	15.8%	1.2%	8.5%
Grade 5	4.1%	64.2%	22.5%	2.1%	7.2%
Grade 6	1.8%	58.6%	28.0%	3.3%	8.2%
<b>Inhalants?</b>					
All Elementary Students	4.4%	65.1%	19.6%	2.6%	8.2%
Grade 4	8.0%	63.2%	16.6%	2.5%	9.7%
Grade 5	3.4%	67.4%	19.5%	2.3%	7.4%
Grade 6	1.7%	64.8%	22.9%	3.1%	7.5%
<b>Marijuana?</b>					
All Elementary Students	6.4%	78.2%	8.7%	1.4%	5.3%
Grade 4	12.6%	72.6%	7.6%	0.8%	6.3%
Grade 5	4.4%	82.1%	7.8%	1.2%	4.5%
Grade 6	1.8%	80.2%	10.7%	2.3%	5.0%

**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?": 1990-2000**

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

NA: Not Available

**Table C5. Percentage of Texas Elementary Students Who Consumed Two or More Drinks in a Row at Least Once During the Past School Year: 2000**

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

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



## **Description of Survey and Limitations of Study**

### **Survey Methods**

#### *Sampling*

The 2000 Texas Elementary School Survey was based on data collected from 81,875 students in grades four through six (Table D1) in 69 independent school districts statewide. Students were randomly selected from school districts throughout the state using a multi-stage probability design. Stage one was the selection of districts; stage two, the selection of schools within the sampled districts; and stage three, the selection of classes within the sampled schools. All students in a sampled classroom were asked to participate in the survey.

To allow detailed analyses of substance use among students living on the Texas-Mexico border, school districts along the border were encouraged to participate in the school survey and were oversampled in 1998 and 2000. Data were collected from 28 counties on or near the border. The 2000 state survey sample included a total of 29,394 elementary students from 38 school districts located in border counties (see Table D2 for the list of the border school districts), with 52,481 elementary students sampled from the other 31 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 2000 were questioned using the elementary survey instrument<sup>1</sup>(see Appendix A). The elementary student instrument was three pages long and asked about use of four types of substances including tobacco (cigarettes and smokeless 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 resolution of scheduling conflicts and other potential difficulties, districts selected for inclusion in the state sample were contacted early on. 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 also were asked to provide information on the number of students who should have taken the survey but were absent, and the number 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 these data.<sup>2</sup> The findings in this study, however, do represent reasonable estimates of the extent of substance use among public school students. The survey procedure employed in this research is an appropriate technique for estimating the prevalence and frequency of various forms of drug use in the target population. A survey methodology appears to be the 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 1.8 percent of the questionnaires from the elementary sample were discarded because students either reported impossibly high levels of substance abuse or claimed to use a non-existent drug. If students failed to report both their age and grade level, their responses also were 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 2000: Methodology Report and Validity Analysis*.<sup>3</sup>

Despite these precautions, some undetected under- and over-reporting may have occurred. However, any differences among subgroups in veracity, recall, or comprehension are likely to have been constant over time. Any reporting bias in the elementary data gathered in the six 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 con-

confidence interval for estimates regarding the Texas elementary school population as a whole in 2000 was at most plus or minus 3.1 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, racial/ethnic group, etc.), the sampling error was greater because the sub-samples contained fewer observations.

## Endnotes

- <sup>1</sup> In 1990 and 1992, fourth and fifth grade respondents were questioned using the elementary survey instrument, whereas sixth graders were questioned using the secondary survey instrument. The two survey forms covered the same basic topic areas, but in some cases questions were asked differently. Between 1994 and 2000, the elementary survey was administered to fourth, fifth, and sixth graders.
- <sup>2</sup> Since the school survey samples only in-school students, it is likely that the study underestimates the prevalence of substance use in the adolescent population because school dropouts consistently have shown higher rates of substance use than those staying in school. See W. B. Hansen, L. M. Collins, C. K. Malotte, C. A. Johnson, and J. E. Fielding, "Attrition in Prevention Research," *Journal of Behavioral Medicine* 8:3 (1985); Liang Y. Liu, *Substance Use Among Youths at High Risk of Dropping Out: Grades 7-12 in Texas, 1998* (Austin, Tx: Texas Commission on Alcohol and Drug Abuse, June 2000).
- <sup>3</sup> J. A. Dyer, B. Jayasuriya, and K. Jaswal, *Texas School Survey of Substance Use 2000: Methodology Report and Validity Analysis* (College Station, Tx.: Public Policy Research Institute, Texas A& M University, 2000).

**Table D1. Total Number of Texas Elementary Students Participating in the 2000 Texas School Survey, by Grade and Demographic Characteristics**

	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Total</u>
<b>Total Sample</b>				
All Students	26,633	26,711	28,531	81,875
<b>Gender</b>				
Males	13,121	13,159	14,090	40,370
Females	13,488	13,520	14,389	41,397
<b>Ethnicity</b>				
Anglos	6,716	6,223	7,825	20,764
African Americans	2,797	2,919	3,067	8,783
Hispanics	14,256	14,725	14,732	43,713
Asian Americans	394	519	616	1,529
Native Americans	527	447	357	1,331
Others	1,447	1,397	1,431	4,275
<b>Usual Grades</b>				
A's	9,885	8,779	8,866	27,530
B's	11,696	12,378	13,287	37,361
C's	3,521	4,071	4,706	12,298
D's	559	608	772	1,939
F's	432	356	429	1,217
<b>Family Structure</b>				
Live With Both Parents	18,728	18,056	18,816	55,600
Other Family Structures	7,668	8,428	9,489	25,585
<b>Age</b>				
Age 8 or Younger	36	1	9	46
Age 9	7,914	22	2	7,938
Age 10	16,888	7,741	23	24,652
Age 11	1,639	16,833	8,054	26,526
Age 12	76	1,927	17,862	19,865
Age 13 or Older	11	87	2,475	2,573

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

**Table D2. Independent School Districts (ISD) Among the Texas/Mexico Border Participating in the 2000 Texas Elementary School Survey**

Alpine ISD	Monte Alto ISD
Anthony ISD	Pharr San Juan-Alamo ISD
Balmerhea ISD	Raymondville ISD
Brackett ISD	Rio Grande City CISD
Brownsville ISD	Rio Hondo ISD
Comstock ISD	Roma ISD
Dell City ISD	Sabinal ISD
Donna ISD	San Diego ISD
Edinburg CISD	San Elizario ISD
Fabens ISD	San Felipe Del Rio CISD
Freer ISD	San Perlita ISD
Ft Hancock ISD	Sharyland ISD
Hidalgo ISD	Socorro ISD
Jim Hogg County ISD	Terrell County ISD
Los Fresnos CISD	Tornillo ISD
Lyford Cons ISD	United ISD
McAllen ISD	Valley View ISD
Mercedes ISD	Weslaco ISD
Mission Cons. ISD	Zapata County ISD

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

*(counties with ISDs that participated in the 2000 survey are marked in bold type)*

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

**Table D3. Comparison of Demographic Characteristics of Border and Non-Border Elementary Students: 2000**

	<b>Non-Border Students (N=52,481)</b>	<b>Border Students (N=29,394)</b>
<b>Grade</b>		
Grade 4	34.1%	34.0%
Grade 5	32.0%	31.5%
Grade 6	34.0%	34.6%
<b>Gender</b>		
Males	49.1%	49.3%
Females	50.9%	50.7%
<b>Ethnicity</b>		
Anglos	48.4%	7.5%
African Americans	16.1%	1.9%
Hispanics	32.5%	89.3%
Asian Americans	1.1%	0.2%
Native Americans	0.3%	0.3%
Others	1.6%	0.8%
<b>Usual Grades</b>		
A's	39.0%	28.9%
B's	44.7%	49.0%
C's	12.9%	17.9%
D's	2.1%	2.7%
F's	1.4%	1.6%
<b>Family Structure</b>		
Live With Both Parents	64.8%	75.3%
Other Family Structures	35.2%	24.7%
<b>Age</b>		
Age 8 or Younger	0.1%	0.1%
Age 9	9.6%	10.1%
Age 10	30.7%	30.8%
Age 11	32.6%	32.9%
Age 12	24.1%	23.1%
Age 13 or Older	2.9%	3.0%
<b>Parental Education</b>		
College	47.9%	30.9%
Not College	17.9%	23.6%
Don't Know	34.2%	45.5%
<b>Years in School District</b>		
Lived in Town More Than 3 Years	77.8%	81.2%
Lived in Town 3 Years or Less	15.9%	11.4%
Don't Know	6.3%	7.5%
<b>Family Income Level</b>		
Free/Reduced Price Lunch	37.1%	60.4%
No Free/Reduced Price Lunch	38.2%	14.7%
Don't Know	24.7%	25.0%
<b>PTA &amp; School Activities</b>		
Parents Usually Attended	48.2%	61.0%
Parents Usually Do Not Attend	51.8%	39.0%



## **Border Prevalence Tables**

**Table E1. Prevalence and Recency of Substance Use, by Grade: Texas Border Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.2%</b>	<b>6.8%</b>	<b>4.5%</b>	<b>88.8%</b>
Grade 4	5.9%	3.4%	2.6%	94.1%
Grade 5	9.6%	5.6%	3.9%	90.4%
Grade 6	18.7%	11.5%	7.1%	81.3%
<b>Alcohol</b>	<b>28.4%</b>	<b>20.2%</b>	<b>8.2%</b>	<b>71.6%</b>
Grade 4	19.2%	13.8%	5.4%	80.8%
Grade 5	27.0%	18.8%	8.1%	73.0%
Grade 6	39.6%	28.5%	11.1%	60.4%
<b>Inhalants</b>	<b>12.9%</b>	<b>9.5%</b>	<b>3.4%</b>	<b>87.1%</b>
Grade 4	10.7%	7.9%	2.8%	89.3%
Grade 5	11.5%	8.4%	3.1%	88.5%
Grade 6	16.6%	12.3%	4.3%	83.4%
<b>Marijuana</b>	<b>2.6%</b>	<b>1.9%</b>	<b>0.7%</b>	<b>97.4%</b>
Grade 4	0.9%	0.7%	0.3%	99.1%
Grade 5	1.6%	1.0%	0.6%	98.4%
Grade 6	5.4%	4.2%	1.2%	94.6%

**Table E2. Prevalence and Recency of Substance Use, by Grade: Texas Border Male Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>14.0%</b>	<b>8.3%</b>	<b>5.7%</b>	<b>86.0%</b>
Grade 4	8.3%	4.9%	3.4%	91.7%
Grade 5	12.8%	7.5%	5.2%	87.2%
Grade 6	21.3%	12.7%	8.7%	78.7%
<b>Alcohol</b>	<b>32.9%</b>	<b>22.8%</b>	<b>10.1%</b>	<b>67.1%</b>
Grade 4	24.5%	17.6%	7.0%	75.5%
Grade 5	32.2%	21.9%	10.2%	67.8%
Grade 6	42.5%	29.2%	13.3%	57.5%
<b>Inhalants</b>	<b>15.0%</b>	<b>10.9%</b>	<b>4.1%</b>	<b>85.0%</b>
Grade 4	13.7%	10.1%	3.6%	86.3%
Grade 5	14.3%	10.4%	3.8%	85.7%
Grade 6	17.1%	12.1%	5.0%	82.9%
<b>Marijuana</b>	<b>3.4%</b>	<b>2.5%</b>	<b>0.9%</b>	<b>96.6%</b>
Grade 4	1.4%	1.0%	0.4%	98.6%
Grade 5	2.4%	1.6%	0.9%	97.6%
Grade 6	6.4%	5.0%	1.4%	93.6%

**Table E3. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Female Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>8.5%</b>	<b>5.3%</b>	<b>3.3%</b>	<b>91.5%</b>
Grade 4	3.6%	1.9%	1.7%	96.4%
Grade 5	6.5%	3.8%	2.6%	93.5%
Grade 6	16.0%	10.4%	5.7%	84.0%
<b>Alcohol</b>	<b>24.0%</b>	<b>17.8%</b>	<b>6.2%</b>	<b>76.0%</b>
Grade 4	14.1%	10.2%	3.9%	85.9%
Grade 5	21.8%	15.8%	6.0%	78.2%
Grade 6	36.9%	27.9%	9.0%	63.1%
<b>Inhalants</b>	<b>10.9%</b>	<b>8.2%</b>	<b>2.7%</b>	<b>89.1%</b>
Grade 4	7.8%	5.7%	2.1%	92.2%
Grade 5	8.9%	6.5%	2.3%	91.1%
Grade 6	16.1%	12.4%	3.7%	83.9%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.4%</b>	<b>0.5%</b>	<b>98.1%</b>
Grade 4	0.5%	0.3%	0.2%	99.5%
Grade 5	0.9%	0.5%	0.4%	99.1%
Grade 6	4.3%	3.4%	0.9%	95.7%

**Table E4. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Anglo Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.7%</b>	<b>6.2%</b>	<b>5.5%</b>	<b>88.3%</b>
Grade 4	6.0%	3.3%	2.8%	94.0%
Grade 5	7.6%	3.8%	3.8%	92.4%
Grade 6	21.4%	11.5%	10.0%	78.6%
<b>Alcohol</b>	<b>24.0%</b>	<b>16.1%</b>	<b>7.8%</b>	<b>76.0%</b>
Grade 4	15.9%	10.0%	5.8%	84.1%
Grade 5	21.0%	13.7%	7.3%	79.0%
Grade 6	35.4%	25.0%	10.5%	64.6%
<b>Inhalants</b>	<b>12.0%</b>	<b>9.1%</b>	<b>2.9%</b>	<b>88.0%</b>
Grade 4	11.5%	9.0%	2.5%	88.5%
Grade 5	10.2%	7.6%	2.6%	89.8%
Grade 6	14.0%	10.4%	3.6%	86.0%
<b>Marijuana</b>	<b>2.1%</b>	<b>1.5%</b>	<b>0.6%</b>	<b>97.9%</b>
Grade 4	0.8%	0.7%	0.1%	99.2%
Grade 5	0.6%	0.3%	0.2%	99.4%
Grade 6	4.9%	3.3%	1.6%	95.1%

**Table E5. Prevalence and Recency of Substance Use,  
by Grade: Texas Border Hispanic Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.1%</b>	<b>6.8%</b>	<b>4.4%</b>	<b>88.9%</b>
Grade 4	5.8%	3.3%	2.5%	94.2%
Grade 5	9.6%	5.7%	3.9%	90.4%
Grade 6	18.3%	11.5%	6.8%	81.7%
<b>Alcohol</b>	<b>28.8%</b>	<b>20.6%</b>	<b>8.2%</b>	<b>71.2%</b>
Grade 4	19.4%	14.1%	5.3%	80.6%
Grade 5	27.4%	19.2%	8.2%	72.6%
Grade 6	40.1%	28.9%	11.2%	59.9%
<b>Inhalants</b>	<b>12.9%</b>	<b>9.5%</b>	<b>3.4%</b>	<b>87.1%</b>
Grade 4	10.2%	7.5%	2.7%	89.8%
Grade 5	11.5%	8.4%	3.1%	88.5%
Grade 6	16.9%	12.5%	4.5%	83.1%
<b>Marijuana</b>	<b>2.6%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>97.4%</b>
Grade 4	0.8%	0.6%	0.3%	99.2%
Grade 5	1.8%	1.1%	0.6%	98.2%
Grade 6	5.2%	4.2%	1.0%	94.8%

**APPENDIX  
F**

**Non-Border Prevalence Tables**

**Table F1. Prevalence and Recency of Substance Use, by Grade: Texas Non-Border Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>12.7%</b>	<b>7.4%</b>	<b>5.4%</b>	<b>87.3%</b>
Grade 4	6.9%	3.9%	3.0%	92.1%
Grade 5	11.6%	6.8%	4.8%	88.4%
Grade 6	20.1%	11.6%	8.5%	79.9%
<b>Alcohol</b>	<b>27.4%</b>	<b>18.7%</b>	<b>8.7%</b>	<b>72.6%</b>
Grade 4	19.1%	13.1%	6.0%	81.0%
Grade 5	25.6%	17.4%	8.2%	74.4%
Grade 6	38.3%	26.1%	12.2%	61.7%
<b>Inhalants</b>	<b>10.5%</b>	<b>7.6%</b>	<b>2.9%</b>	<b>89.5%</b>
Grade 4	9.6%	7.0%	2.7%	90.4%
Grade 5	8.4%	6.0%	2.4%	91.6%
Grade 6	13.5%	9.8%	3.7%	86.6%
<b>Marijuana</b>	<b>2.8%</b>	<b>2.1%</b>	<b>0.7%</b>	<b>97.2%</b>
Grade 4	0.8%	0.5%	0.3%	99.2%
Grade 5	2.2%	1.8%	0.4%	97.8%
Grade 6	5.7%	4.2%	1.5%	94.3%

**Table F2. Prevalence and Recency of Substance Use, by Grade: Texas Non-Border Male Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>14.8%</b>	<b>8.4%</b>	<b>6.4%</b>	<b>85.2%</b>
Grade 4	8.9%	4.8%	4.0%	91.1%
Grade 5	13.8%	7.8%	6.0%	86.2%
Grade 6	22.1%	12.8%	9.3%	77.9%
<b>Alcohol</b>	<b>31.1%</b>	<b>20.7%</b>	<b>10.4%</b>	<b>68.9%</b>
Grade 4	22.3%	15.4%	6.9%	77.7%
Grade 5	30.4%	19.7%	10.7%	69.6%
Grade 6	41.3%	27.4%	13.9%	58.7%
<b>Inhalants</b>	<b>12.1%</b>	<b>8.7%</b>	<b>3.4%</b>	<b>87.9%</b>
Grade 4	11.7%	8.7%	3.0%	88.3%
Grade 5	10.2%	7.2%	2.9%	89.9%
Grade 6	14.6%	10.3%	4.3%	85.5%
<b>Marijuana</b>	<b>3.5%</b>	<b>2.5%</b>	<b>1.0%</b>	<b>96.5%</b>
Grade 4	1.0%	0.6%	0.4%	99.0%
Grade 5	2.9%	2.2%	0.7%	97.1%
Grade 6	6.9%	5.0%	1.9%	93.1%

**Table F3. Prevalence and Recency of Substance Use,  
by Grade: Texas Non-Border Female Elementary Students, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>10.7%</b>	<b>6.4%</b>	<b>4.4%</b>	<b>89.3%</b>
Grade 4	5.0%	3.0%	2.0%	95.0%
Grade 5	9.5%	5.8%	3.7%	90.5%
Grade 6	18.1%	10.5%	7.6%	81.9%
<b>Alcohol</b>	<b>23.9%</b>	<b>16.8%</b>	<b>7.1%</b>	<b>76.1%</b>
Grade 4	15.9%	10.8%	5.1%	84.1%
Grade 5	21.0%	15.2%	5.9%	79.0%
Grade 6	35.4%	24.9%	10.5%	64.6%
<b>Inhalants</b>	<b>8.9%</b>	<b>6.5%</b>	<b>2.5%</b>	<b>91.1%</b>
Grade 4	7.7%	5.3%	2.3%	92.3%
Grade 5	6.8%	4.9%	1.9%	93.2%
Grade 6	12.4%	9.3%	3.1%	87.6%
<b>Marijuana</b>	<b>2.2%</b>	<b>1.7%</b>	<b>0.5%</b>	<b>97.8%</b>
Grade 4	0.6%	0.4%	0.2%	99.4%
Grade 5	1.5%	1.3%	0.2%	98.5%
Grade 6	4.6%	3.5%	1.1%	95.4%

**Table F4. Prevalence and Recency of Substance Use,  
by Grade: Texas Non-Border Anglo Elementary Students, 2000**

	Ever Used	School Year	Not Past Year	Never Used
<b>Tobacco</b>	<b>10.6%</b>	<b>5.9%</b>	<b>4.8%</b>	<b>89.4%</b>
Grade 4	5.7%	3.0%	2.6%	94.3%
Grade 5	9.9%	5.7%	4.3%	90.1%
Grade 6	16.7%	9.1%	7.6%	83.3%
<b>Alcohol</b>	<b>22.0%</b>	<b>14.8%</b>	<b>7.2%</b>	<b>78.0%</b>
Grade 4	15.4%	10.2%	5.2%	84.6%
Grade 5	20.8%	13.5%	7.3%	79.2%
Grade 6	30.2%	21.0%	9.2%	69.8%
<b>Inhalants</b>	<b>8.1%</b>	<b>5.8%</b>	<b>2.3%</b>	<b>91.9%</b>
Grade 4	8.1%	5.7%	2.4%	91.9%
Grade 5	6.8%	5.1%	1.7%	93.2%
Grade 6	9.5%	6.6%	2.9%	90.5%
<b>Marijuana</b>	<b>1.9%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>98.2%</b>
Grade 4	0.6%	0.3%	0.3%	99.4%
Grade 5	1.6%	1.3%	0.3%	98.4%
Grade 6	3.4%	2.2%	1.3%	96.6%

**Table F5. Prevalence and Recency of Substance Use,  
by Grade: Texas Non-Border African American Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>11.1%</b>	<b>6.1%</b>	<b>5.1%</b>	<b>88.9%</b>
Grade 4	8.4%	5.2%	3.3%	91.6%
Grade 5	9.2%	4.6%	4.6%	90.8%
Grade 6	16.0%	8.5%	7.4%	84.0%
<b>Alcohol</b>	<b>31.5%</b>	<b>19.4%</b>	<b>12.1%</b>	<b>68.6%</b>
Grade 4	24.5%	16.1%	8.4%	75.5%
Grade 5	27.3%	17.3%	10.0%	72.7%
Grade 6	43.1%	25.0%	18.1%	56.9%
<b>Inhalants</b>	<b>10.2%</b>	<b>7.3%</b>	<b>2.9%</b>	<b>89.8%</b>
Grade 4	10.7%	8.3%	2.4%	89.3%
Grade 5	9.3%	6.3%	3.1%	90.7%
Grade 6	10.5%	7.2%	3.3%	89.5%
<b>Marijuana</b>	<b>2.1%</b>	<b>1.3%</b>	<b>0.8%</b>	<b>97.9%</b>
Grade 4	0.5%	0.3%	0.2%	99.5%
Grade 5	1.1%	0.7%	0.4%	98.9%
Grade 6	4.7%	2.8%	1.9%	95.3%

**Table F6. Prevalence and Recency of Substance Use,  
by Grade: Texas Non-Border Hispanic Elementary Students, 2000**

	<b>Ever Used</b>	<b>School Year</b>	<b>Not Past Year</b>	<b>Never Used</b>
<b>Tobacco</b>	<b>16.8%</b>	<b>10.4%</b>	<b>6.4%</b>	<b>83.2%</b>
Grade 4	7.9%	4.5%	3.4%	92.1%
Grade 5	16.0%	10.0%	6.0%	84.0%
Grade 6	27.3%	17.1%	10.2%	72.7%
<b>Alcohol</b>	<b>34.1%</b>	<b>24.6%</b>	<b>9.5%</b>	<b>65.9%</b>
Grade 4	22.1%	15.9%	6.2%	77.9%
Grade 5	33.0%	24.2%	8.8%	67.0%
Grade 6	48.2%	34.5%	13.7%	51.8%
<b>Inhalants</b>	<b>14.2%</b>	<b>10.4%</b>	<b>3.8%</b>	<b>85.8%</b>
Grade 4	11.3%	8.2%	3.1%	88.7%
Grade 5	10.7%	7.5%	3.2%	89.3%
Grade 6	20.5%	15.5%	5.0%	79.5%
<b>Marijuana</b>	<b>4.8%</b>	<b>3.9%</b>	<b>0.9%</b>	<b>95.2%</b>
Grade 4	1.2%	0.8%	0.3%	98.8%
Grade 5	3.9%	3.2%	0.7%	96.2%
Grade 6	9.7%	8.0%	1.7%	90.3%