

**PRINCE EDWARD ISLAND**  
**STUDENT DRUG USE**  
**2004-2013**

## Acknowledgements

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## Executive Summary

The Prince Edward Island Student Drug Use Report describes the prevalence and drug use trends for tobacco, alcohol, cannabis and other drugs as reported by Prince Edward Island students in grades 6 through 12. Data and figures presented in this report are based on the 2004-05, 2006-07, 2008-09, 2010-11, and 2012-13 Youth Smoking Survey results. It is not meant to be a full discussion on potential reasons for changing rates or methods to reduce student substance use, but rather a starting point for these discussions.

### General:

- Alcohol, cannabis, tobacco, and other drug use usually increased as grade level increased.
- Typically males reported more substance use compared to females.
- A relationship was observed between student substance use and poor emotional well-being. Students that reported using substances reported lower self-esteem on emotional well-being questions from the survey, compared to students that did not report using drugs.
- Academic achievement and drug use follows the same trend; students that reported using substances indicated having lower marks in academic achievement questions from the survey, compared to students that did not report using substances.
- School connectedness and drug use also follows the same trend. Students that reported using substances were less likely to respond positively to school connectedness questions.
- Bullying and substance use also follows the same trend. Students that reported using substances were more likely to report participating in bullying behaviors.

### Alcohol:

- Alcohol was the most prevalent drug among the population of Island students surveyed (39% of students reported having more than a sip of alcohol in the last 12 months).
- The trend in alcohol use has been decreasing over time.
- An estimated 43% of students who reported drinking alcohol, reported mixing alcohol with energy drinks in the last 12 months.
- Overall, 81% of students who reported drinking more than just a sip in the last 12 months, reported binge drinking in the last 12 months.
- Binge drinking has not changed since 2010-11 (79%) or 2008-09 (82%).

### Tobacco:

- Tobacco use (“smoker”) has remained similar to 2010-11 and 2008-09 (8% of students were smokers in 2012-13).
- Roll-your-own cigarette use, cigarillo use, smokeless tobacco use, and water pipe use has increased since 2010-11.
- Cigar use, pipe tobacco use, blunt wrap use, and bidi use have remained similar to 2010-11.
- Students who are smokers were more likely to have used cannabis and/or alcohol.

### Cannabis:

- Cannabis use has remained steady (21% of students reported using cannabis in the last 12 months).

#### Other Drugs:

- In total, 24% of students from grades 7-12 report using at least one drug (excludes tobacco and alcohol) in the last 12 months. Of those students, 37% used more than one.
- Approximately 10.1% of students reported using any one drug (excluding cannabis, alcohol, and tobacco) in the last 12 months.
- Salvia and solvent use have decreased since 2010-11.

#### Healthy Living:

- Females report significantly lower emotional well-being compared with their male counterparts.
- Females were significantly more likely to report getting higher marks than their male counterparts.
- Overall, 24% of students reported being bullied in the last 30 days, while 11% of students reported bullying others in the last 30 days.
- Only 12% of students overall reported consuming six or more servings of fruits and vegetables on a usual day. Fruit and vegetable consumption was associated with emotional well-being and academic achievement.
- Approximately 12% of students reported getting at least 60 minutes of vigorous physical activity every day over the last week. Males were consistently more active than females. A relationship was observed between amount of physical activity and emotionally well-being.
- Eighty-five percent of students reported exceeding the recommended maximum of two hours of screen time per day. Students that exceeded two hours of screen time per day reported having lower marks and lower self-esteem/emotional well-being than students who reported less than two hours of screen time per day.
- Overall, 62% of students responded “agree” or “strongly agree” to all six questions pertaining to school connectedness (“I feel close to people at my school”, “I feel I am part of my school”, “I am happy to be at my school”, “I feel the teachers at my school treat me fairly”, “I feel safe in my school”, and “Getting good grades is important to me”).

## Student Drug Use Indicator Table - Use in the last 12 months

	School Year	
	2012-13 %	2010-11 %
Alcohol (more than just a sip)	38.8	41.8
Alcohol (binge drinking, among drinkers)	81.1	78.7
Tobacco (current smokers)	8.0	7.7
Cannabis	20.7	18.8
Drugs (not Cannabis)	10.1	-
Pain Relievers	3.8	4.6
Hallucinogens	3.8	3.8
MDMA	3.4	4.3
Stimulants	3.4	3.0
Amphetamines	3.1	2.7
Cocaine	2.9	2.6
Dextromethorphan (Cough/cold medicine)	2.9	3.3
Sleeping Medication	2.0	2.2
Sedatives/Tranquilizers	1.6	2.0
Spice	1.6	-
Salvia	1.3	2.9
Solvents	1.1	2.9
Bath Salts	1.1	-
BZP/TFMPP	1.0	-
Heroin	0.9	1.4

- Not asked in the 2010-11 survey or data not comparable



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## Overview

This document describes the prevalence and trends of tobacco, alcohol, cannabis, and other drug use as reported by Prince Edward Island students in grades 6 through 12. This document also briefly describes other student behaviors such as bullying, healthy eating and physical activity. Data and figures presented in this report are based on the 2004-05, 2006-07, 2008-09, 2010-11, and 2012-13 Youth Smoking Survey (YSS) results. This report attempts to present a comprehensive analysis of student substance use and other behaviors by:

- Reporting on students surveyed in a safe and non-judgmental atmosphere.
- Reporting on students at various developmental stages and stages of adolescence.
- Correlating drug use with emotional well-being, school marks, peer and family influence, and age of onset.
- Observing patterns comparatively with the past five survey years.

This report is not meant to be a full discussion on potential reasons for changing student substance use rates nor methods to reduce use. It is a description of the self-reported trends at a population level with some interpretation of these statistics. It is also important to note that this report is meant to be complementary to the 2012-13 SHAPES-PEI report as it reflects the self-reported data from different students within the same cohorts (grades).

## Methodology

### Survey Procedure

The 2004-13 PEI Student Drug Use Report provides an analysis and summary of the 2012-13 YSS data<sup>1-7</sup> that corresponds with the analyses of the 2004-05, 2006-07, 2008-09, and 2010-11 surveys. The YSS, sponsored by Health Canada (<http://www.yss.uwaterloo.ca>), is a classroom-based survey that examines the tobacco, alcohol, cannabis, and other substance use behaviors of students. The survey outlines possible implications substance use may have on students' health, well-being, and school performance. In 2012-13, YSS collaborated with the SHAPES-PEI project (healthy eating, physical activity, and mental fitness survey). Approximately one-third of participating grade 6-12 students in each classroom received a YSS, while the remaining two-thirds received a SHAPES-PEI survey. In PEI, a total of 53 of 61 target schools were surveyed. Overall, 2525 students from grade 6-12 completed the YSS in 2012-13. All analyses of the data took into account probability weights, to adjust for the disproportionate cluster sample design. Bootstrap weights (BSW1-BSW500, faye method) were used to evaluate the statistical significance and correct for imprecise analyses of the questions.<sup>8</sup> Manipulation and analysis of the data were performed using the statistical program STATA 13.

### Presentation of the Results

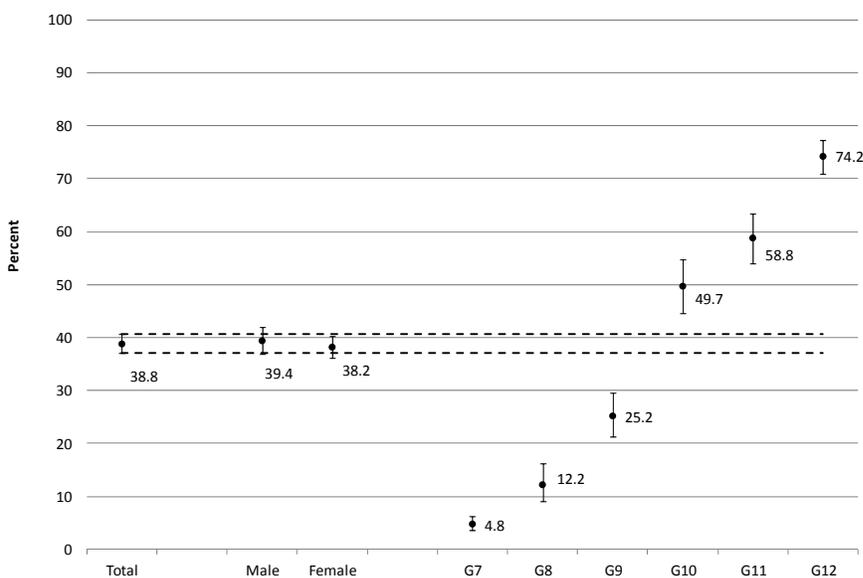
All questions, and some definitions, outlined in this report are summarized from the YSS 2012-13 Data Codebook<sup>7</sup> and 2012-13 YSS Results Profile<sup>9</sup>, with the exception of a few definitions that were adapted from the World Health Organization Drug Lexicon<sup>10</sup> and Mycek et al.<sup>11</sup> Substances throughout the report were grouped in the following categories: alcohol, tobacco, cannabis, prescription drugs/over-the-counter drugs (OTC), illicit drugs, and miscellaneous drugs. Any data in the figures or tables that represents 5 students or less was suppressed to maintain confidentiality. For some questions, data from earlier years were omitted due to dissimilar questions. Students in grade 6 were not asked questions about alcohol, cannabis or other drug use. Students were asked about their substance use "ever" and "in the last 12 months" from date of survey, so results are presented using those words. In the graphs, the years are shown as the first year of the school year (eg: 2004-05 is shown as 2004). Results for alcohol, tobacco, cannabis, and other drug use are presented in "High-Low-Close" charts, which display data points for total student population (Total), each sex (Male and Female), and each grade (G6, G7, G8, G9, G10, G11, G12, where G is used as an abbreviation for grade). Confidence interval bars on each data point represent 95% confidence intervals. The dashed lines that run horizontally throughout each graph are used as reference points, indicating the lower and upper bounds of the 95% confidence intervals of the "Total" data point for each question. Differences in estimates that have a p-value <0.05 are reported as "significant". Differences in estimates that have a p-value >0.05 but <0.10 are reported as a "somewhat" higher or lower. Differences in estimates that have a p-value >0.10 are reported as "no" difference.

**It is important to emphasize that this survey is based on self-reports. There is a potential for individual students to exaggerate or deny certain behaviors, including substance use.**

# Alcohol Use

	Drinking in 2012-13	Drinking in the Past
<b>Total Sample</b>	Overall, 38.8% of students from grade 7-12 reported having consumed alcohol (more than just a sip) in the last 12 months.	The overall rate of drinking has decreased in this population: 41.8% of students in 2010 and 45.7% of students in 2008 reported having consumed alcohol (more than just a sip) in the last 12 months.
<b>Sex</b>	Drinking rates are similar between males (39.4%) and females (38.2%).	In 2008, somewhat more males (47.2%) reported drinking than females (44.3%) but no sex difference was found in 2010.
<b>Grade/Age</b>	The proportion of drinkers increases with increasing grade. The average age at which grade 12 students first consumed alcohol (more than just a sip) was 14 years old.	The average age at which grade 12 students first consumed alcohol (more than just a sip) has not changed over time.

Student drinking in the last 12 months, by sex and grade, PEI, 2012-13

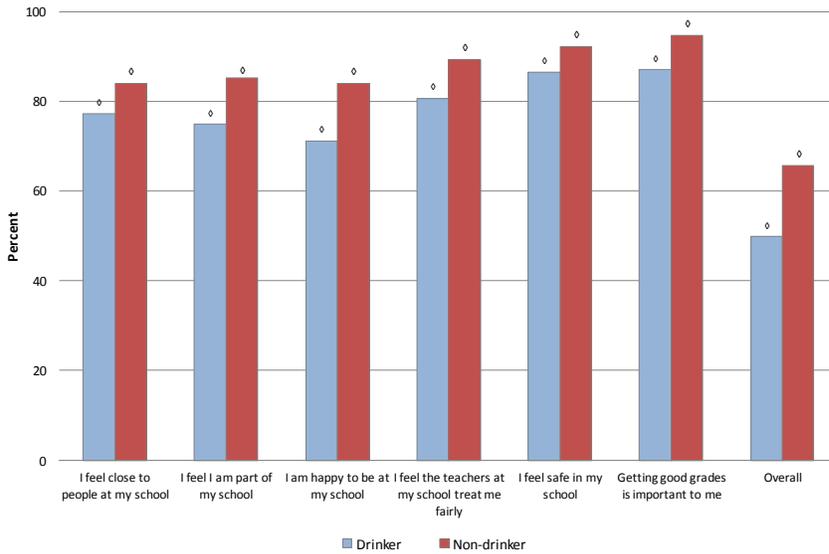


**Question:**<sup>7</sup> In the last 12 months, have you had a drink of alcohol that was more than just a sip?

**Definition:**<sup>9</sup> "Drinking" is defined by having a drink of alcohol that was more than just a sip.

A significant association was observed between being a drinker and lack of school connectedness. In 2012-13, non-drinkers were significantly more likely to answer “true” or “mostly true” to each of the school connectedness questions than drinkers. In fact, a significantly higher proportion of non-drinkers (65.6%) answered “true” or “mostly true” to all of the school connectedness questions overall, compared to drinkers (49.9%).

**School connectedness responses (true/mostly true) of drinkers vs. non-drinkers, PEI, 2012-13**

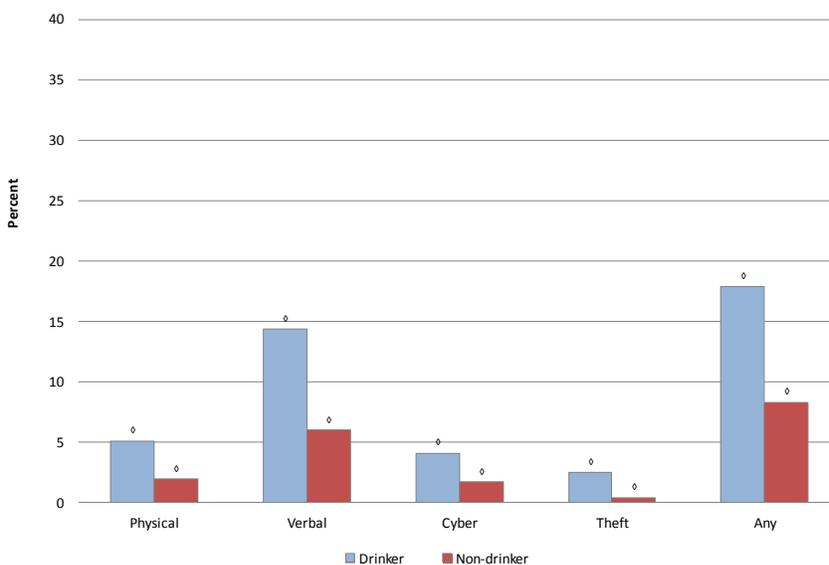


**Question:**<sup>7</sup> How strongly do you agree or disagree with the following?  
 (a) I feel close to people at my school  
 (b) I feel I am part of my school  
 (c) I am happy to be at my school  
 (d) I feel the teachers at my school treat me fairly (e) I feel safe in my school  
 (f) Getting good grades is important to me

◊ Significant difference

A relationship between being a drinker and demonstrating bullying behaviors towards others was observed. In 2012-13, the proportion of drinkers (17.9%) reported engaging in any type of bullying in the last 30 days was more than twice as great as the proportion of non-drinkers (8.3%). A significantly greater proportion of drinkers reported engaging in every type of bullying behavior in the last 30 days than non-drinkers.

**Bullying behaviours of drinkers vs. non-drinkers, PEI, 2012-13**



**Question:**<sup>7</sup> In the last 30 days, in what ways did you bully other students?

◊ Significant difference

In 2012-13, a significant association was observed between drinking (in the last 12 months) and self esteem. Students who reported not having a drink that was more than a sip in the last 12 months were more likely to report higher self-esteem (i.e. responding “true” or “mostly true” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than drinkers. It is not possible to discern whether drinking lowers self-esteem, low self-esteem encourages drinking, or some other factor influences both.

#### Alcohol use and emotional well-being, PEI, 2012-13

Emotional well-being*	Drinkers (last 12 months)	Non-drinkers
In general, I like the way I am.	71.7%	80.4%
When I do something, I do it well.	73.8%	78.3%
I like the way I look.	62.2%	70.4%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

\*If students answered “True” or “Mostly True”, they were considered to have high self-esteem.

In 2012-13, a significant relationship was observed between being a drinker and reporting low academic achievement. Students who reported having a drink that was more than a sip in the last 12 months were more likely to report lower grades (i.e. marks were “mostly B’s and C’s” or “mostly lower than C’s”) than non-drinkers, who were more likely to report their marks as being “mostly A’s and B’s”.

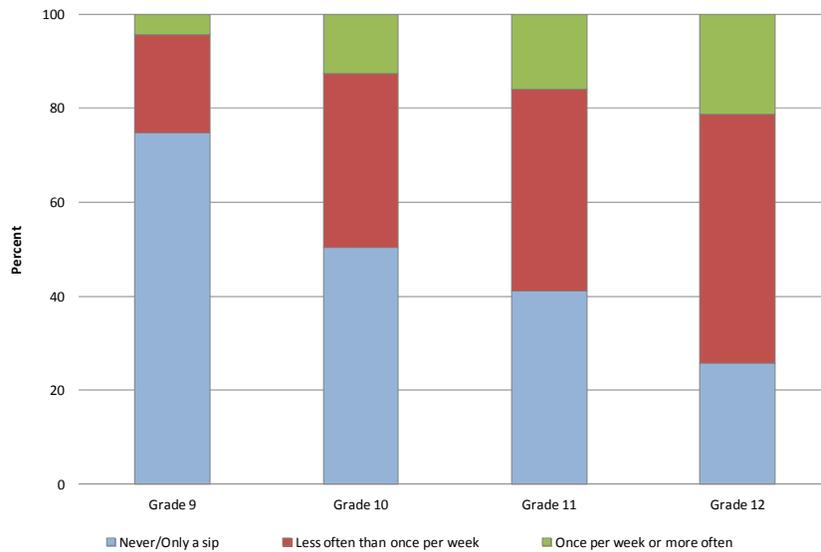
#### Alcohol use and school marks, PEI, 2012-13

Marks in school	Drinkers (last 12 months)	Non-drinkers
Mostly A’s and B’s	70.5%	88.5%
Mostly B’s and C’s	26.4%	10.7%
Mostly lower than C’s	3.1%	0.9%

**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?  
 a) Mostly A’s and B’s > 70%  
 b) Mostly B’s and C’s/ 50% - 69%  
 c) Mostly below C’s < 50%

The frequency of drinking alcohol increases with increasing grade level. In 2012-13, 75% of grade 9 students reported not drinking in the last year, compared to only 26% of grade 12 students, while 4% of grade 9 students reported drinking alcohol at least once per week, compared with 21% of grade 12 students. The proportion of students who report drinking at any frequency significantly increases between grades 9 and 10. Between grades 11 and 12, the proportion of students who report not drinking significantly decreases, while the proportion of students reporting drinking less often than once per week significantly increases.

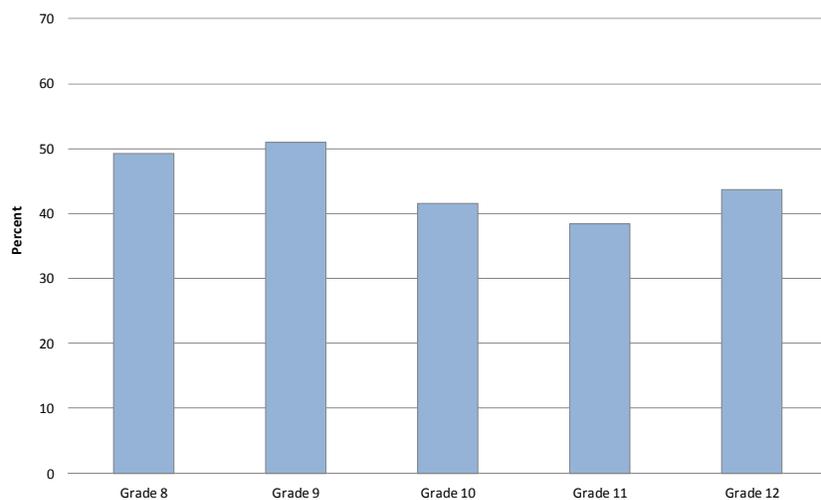
**Frequency of drinking, PEI, 2012-13**



**Question:<sup>7</sup>** In the last 12 months, how often have you had a drink of alcohol that was more than just a sip?

In 2012-13, overall, 43.1% of students from grades 7-12 who reported drinking also reported mixing alcohol with energy drinks in the last 12 months. This has increased somewhat since 2010-11 when 38.1% of drinkers reported this. The tendency to mix alcohol with energy drinks among drinkers does not differ significantly between grade levels.

**Alcohol and energy drink mixing in alcohol drinkers, PEI, 2012-13**



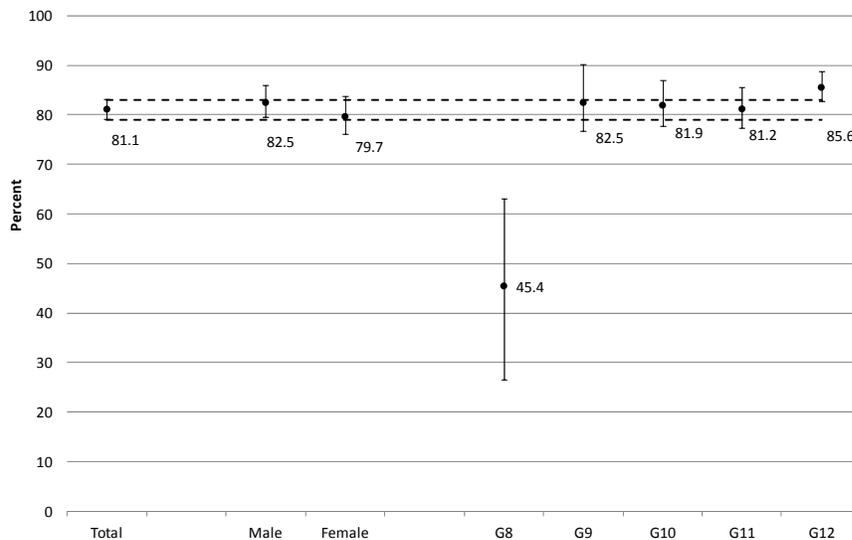
**Question:<sup>7</sup>** In the last 12 months, have you had alcohol mixed or pre-mixed with an energy drink such as Red Bull, Rock Star, Monster, or another brand?

Grade 7 data for alcohol and energy drink mixing was suppressed due to small numbers.

	Binge Drinking in 2012-13	Binge Drinking in the Past
<b>Total Sample</b>	Overall, 81.1% of grade 7-12 students who reported drinking (more than just a sip) in the last 12 months, reported binge drinking in the last 12 months.	The overall rate of binge drinking among drinkers has remained similar to 2010-11 (78.7%) and 2008-09 (82.3).
<b>Sex</b>	Binge drinking rates in 2012-13 were similar between males (82.5%) and females (79.7%) who drink.	In 2008-09, significantly more males who drink (85.2%) reported binge drinking than females (79.1%) who drink.
<b>Grade/Age</b>	The proportion of binge drinkers among students who drink increases substantially between grades 8 and 9, but is similar among grades 9 to 12. In 2012-13, the average age at which grade 12 students first binge drank was 14.8 years old.	The average age at which grade 12 students first binge drank has not changed over time.

Our students have a culture of binge drinking that appears to begin at the Grade 9 level. Students that are consuming alcohol are doing so in a dangerous manner. Binge drinking leads to substantial intoxication which can often produce both accidental and non-accidental injuries, bullying, and irresponsible sexual behavior.

**Binge drinking in students who reported drinking in the last 12 months, by sex and grade, PEI, 2012-13**



**Question:**<sup>7</sup> In the last 12 months, have you had 5 drinks of alcohol or more on one occasion?

**Definition:**<sup>9</sup> “Binge drinking” is defined as consuming 5 or more drinks of alcohol on one occasion.

Grade 7 data for binge drinking was suppressed due to small numbers.

In 2012-13, a significant relationship was observed between being a binge drinker and reporting lower academic achievement than non-binge drinkers. Binge drinkers were more likely to report lower grades (i.e. “mostly B’s and C’s” and “mostly lower than C’s”) than non-binge drinkers, who were more likely to report their marks as “mostly A’s and B’s”.

**Binge drinking and school marks, PEI, 2012-13**

Marks in school	Binge drinkers (last 12 months)	Non-binge drinkers
Mostly A’s and B’s	67.5%	81.8%
Mostly B’s and C’s	28.8%	16.4%
Mostly lower than C’s	3.7%	1.8%

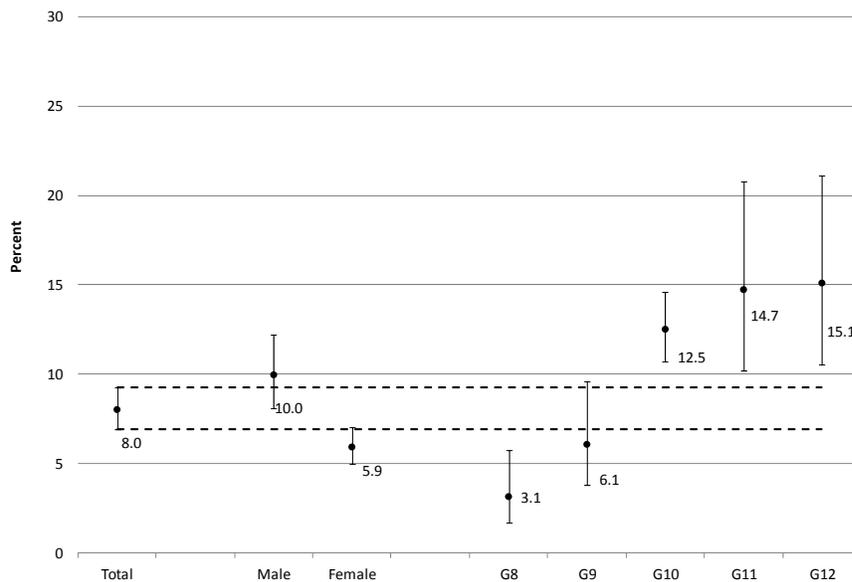
**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?

- a) Mostly A’s and B’s > 70%
- b) Mostly B’s and C’s/ 50% - 69%
- c) Mostly below C’s < 50%

## Tobacco Use

	Smoking in 2012-13	Smoking in the Past
<b>Total Sample</b>	Overall, 8.0% of students from grade 6-12 reported being smokers.	The overall smoking rate in this population is similar to 2006-07 (8.3%), 2008-09 (8.6%), and 2010-11 (7.7%) surveys.
<b>Sex</b>	Smoking rates in 2012-13 were significantly higher in males (10.0%) than in females (5.9%).	In 2006, smoking rates were not significantly different between males and females. In 2008 and 2010, significantly more males than females were smokers.
<b>Grade/Age</b>	The proportion of students who smoke increases with increasing grade level, including a significant increase between grades 9 and 10. In 2012-13, the average age at which grade 12 students smoked their first whole cigarette was 14.1.	The average age at which grade 12 students report smoking their first whole cigarette has decreased significantly since 2010-11 (14.5) and 2008-09 (14.6).

Student smoking, by sex and grade, PEI, 2012-13



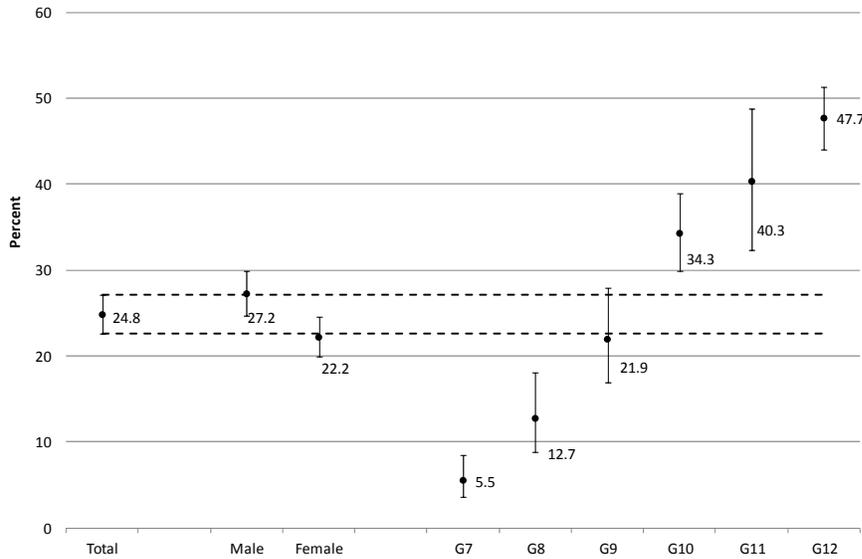
**Question:**<sup>7</sup> Are you a smoker?

**Definition:**<sup>9</sup> A current smoker is defined as someone who has smoked 100 cigarettes or more in their lifetime, and has smoked a minimum of one whole cigarette in the past 30 days.

Grade 6 and 7 data were suppressed due to small numbers.

In 2012-13, overall, 24.8% of students reported trying smoking (as little as a puff). This number is similar to 2010 (25.0%), but is lower than in 2008 (29.8%). In 2012-13, the average age at which grade 12 students first tried cigarettes (even just a puff) was 14.3 years old, which is similar to previous years.

**Students who have ever tried smoking, by sex and grade, PEI, 2012-13**



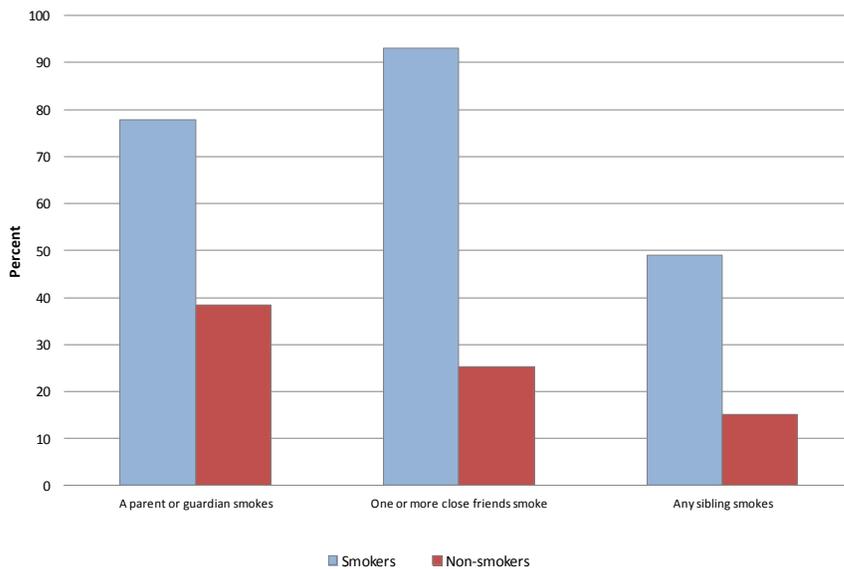
**Question:**<sup>7</sup> Have you ever tried cigarette smoking, even just a puff?

**Definition:**<sup>9</sup> The term “ever tried cigarettes” describes someone who has ever smoked a cigarette, as little as a puff.

Grade 6 data were suppressed due to small numbers

Students who reported being smokers were more likely to report their close friends and family members also being smokers. More than three quarters of students who smoke have a parent or guardian who smokes, just under half of students who smoke have a sibling that smokes, and the vast majority (93%) of students who smoke have at least one close friend who also smokes.

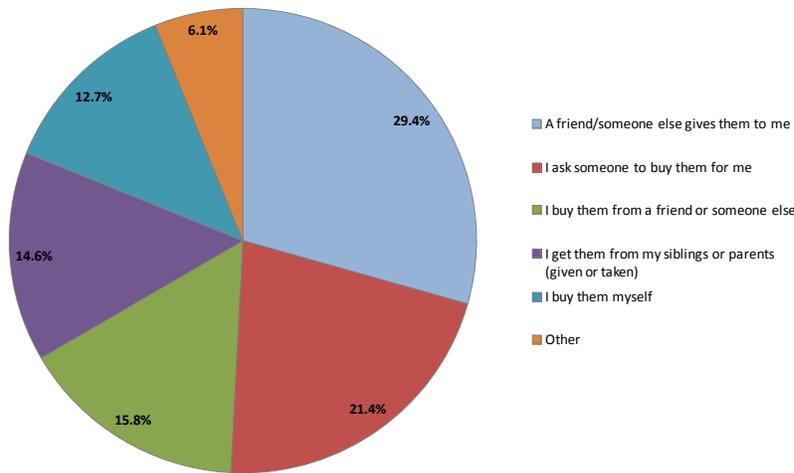
**Smoking status of family and friends among smokers and non-smokers, PEI, 2012-13**



**Question:**<sup>7</sup> Do your parents, step-parents, or guardians smoke cigarettes? Do any of your siblings smoke? How many of your closest friends (friends that you like to spend the most time with) smoke?

In 2012-13, Island students reported that the most common source of getting cigarettes was “getting them from a friend or someone else”, followed by “asking someone to buy them for me”. This is consistent with previous years’ answers. In 2012-13, only 25.9% of students from grade 6-12 reported being asked for ID when buying cigarettes in a store in the last 30 days, which was similar to 2010-11 (28.6%). Of students who reported that they usually get their cigarettes by buying them themselves, 34.3% reported being asked for ID in the last 30 days.

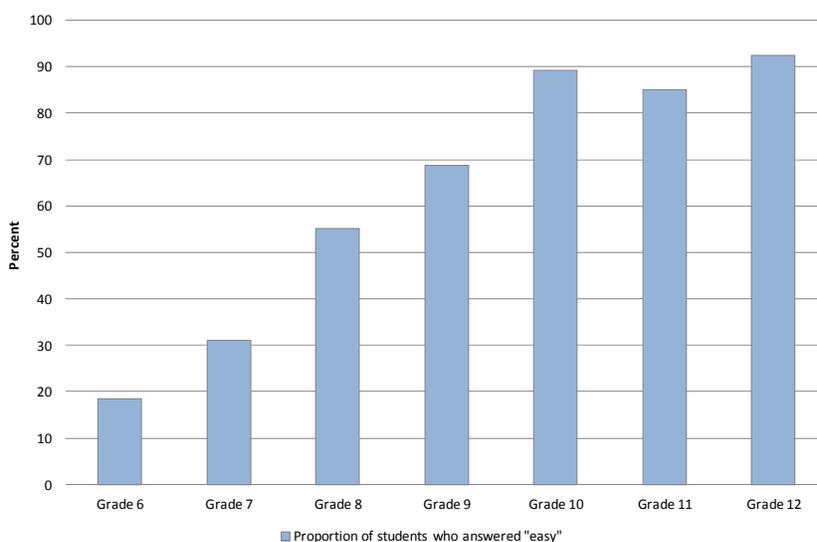
"Where do you usually get your cigarettes?", PEI, 2012-13



**Question:<sup>7</sup>** Where do you usually get your cigarettes?

In 2012-13, 41% of Island students in grades 6-12 reported that they thought it would be easy to get cigarettes if they wanted to smoke. This number has remained stable over time. The perception of ease of acquiring cigarettes increases with increasing grade level.

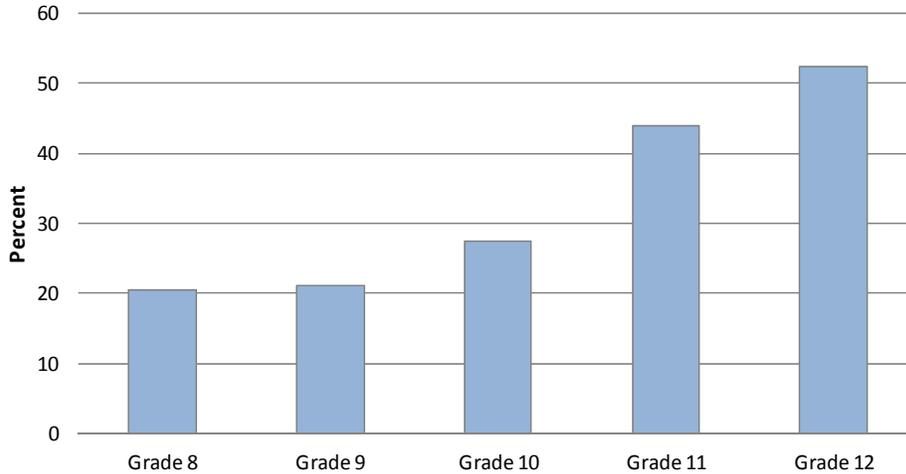
Perception of the ease of acquiring cigarettes, by grade, PEI, 2012-13



**Question:<sup>7</sup>** Do you think it would be difficult or easy to get cigarettes if you wanted to smoke?

In 2012-13, 38% of grade 7-12 students who tried smoking cigarettes reported that the first time they tried smoking was when they were drinking alcohol. This number increases with increasing grade level.

**Students who were drinking at the time they first tried smoking, by grade, PEI, 2012-13**

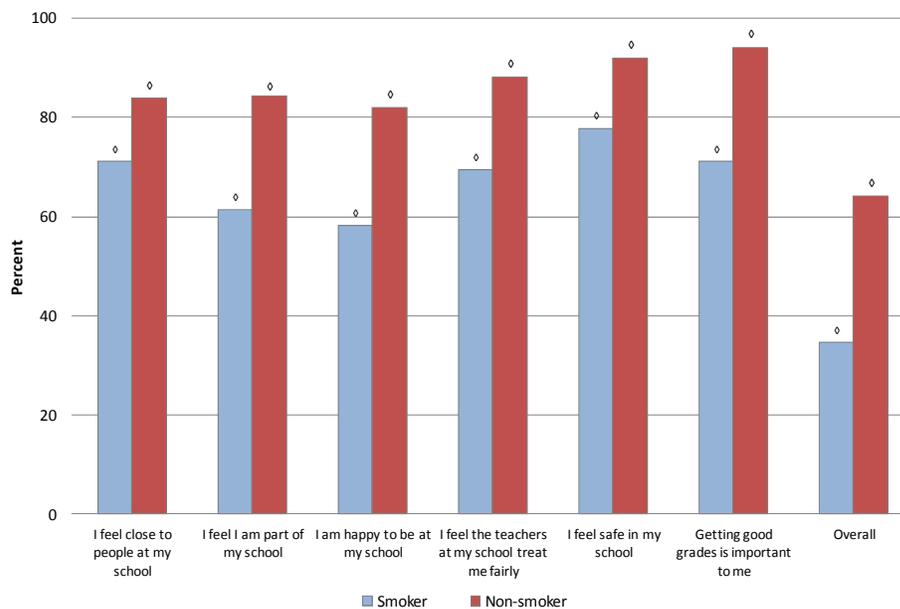


**Question:**<sup>7</sup> When you first tried smoking cigarettes, were you drinking alcohol at the same time?

Grade 7 data were suppressed due to small numbers

A relationship was observed between smoking and reported lack of school connectedness. In 2012-13, non-smokers were significantly more likely to answer “true” or “mostly true” to all of the individual school connectedness questions than smokers. In fact, a significantly higher proportion of non-smokers (64%) responded “true” or “mostly true” to all the school connectedness questions (“Overall”), compared to smokers (34.6%).

**School connectedness responses (true/mostly true) of smokers vs. non-smokers, PEI, 2012-13**

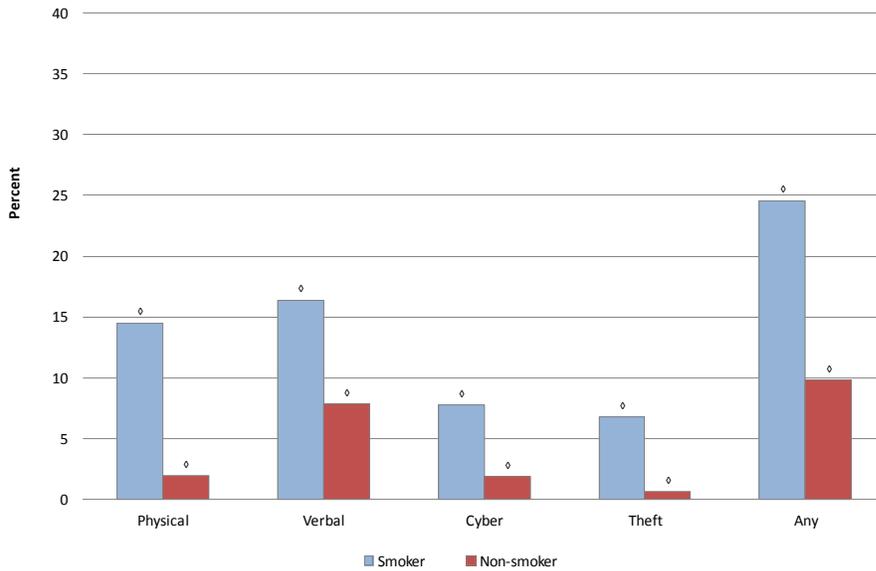


**Question:**<sup>7</sup> How strongly do you agree or disagree with the following?  
 (a) I feel close to people at my school  
 (b) I feel I am part of my school  
 (c) I am happy to be at my school  
 (d) I feel the teachers at my school treat me fairly  
 (e) I feel safe in my school  
 (f) Getting good grades is important to me

◇ Significant difference

A relationship was observed between being a smoker and demonstrating bullying behaviors towards others. In 2012-13, a significantly higher proportion of smokers (24.6%) reported engaging in any type of bullying in the last 30 days, compared to non-smokers (9.8%). All of the individual bullying responses were also significantly different between smokers and non-smokers.

**Bullying behaviours of smokers vs. non-smokers, PEI, 2012-13**

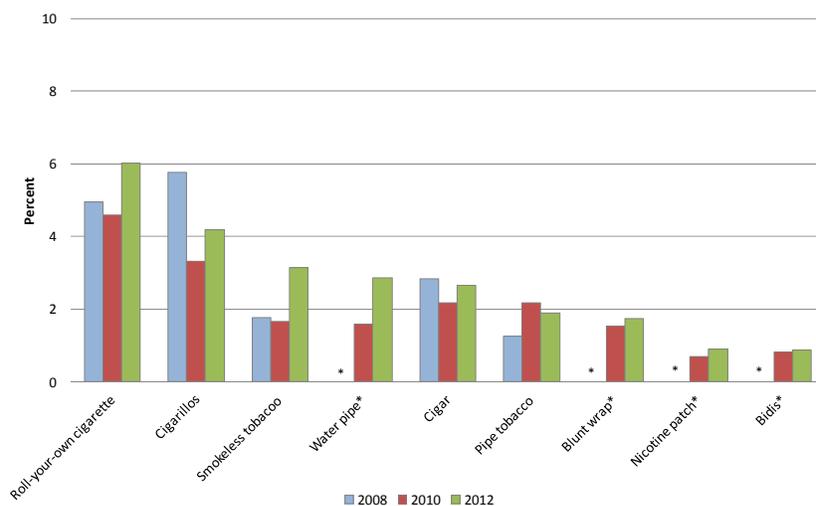


**Question:**<sup>7</sup> In the last 30 days, in what ways did you bully other students?

◊ Significant difference

In 2012-13, the most used miscellaneous tobacco product reported by students was roll-your-own-cigarettes (6.0%). Roll-your-own cigarette use has increased since 2010-11, along with cigarillo, smokeless tobacco, and water pipe use. Cigar, pipe tobacco, blunt wrap, nicotine patch and bidi use have not changed much since 2010-11.

**Miscellaneous tobacco product use in the last 30 days, by year, PEI 2008-2012**



**Question:**<sup>7</sup> In the last 30 days, did you use any of the following miscellaneous tobacco products?

**Definitions:**<sup>10,11</sup>  
**Bidis:** Tobacco wrapped in temburni leaf, and secured with a colorful string.  
**Blunt wrap:** tobacco hand rolled in a flavored paper.

\*Option not available in 2008 survey

In 2012-13, a significant association was observed between being a smoker and having low self esteem. Students who reported being smokers were more likely to report lower self-esteem (i.e. respond “false” or “mostly false” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than non-smokers, who were more likely to respond “true” or “mostly true” to the above questions. It is not possible to discern whether smoking lowers self-esteem, or if low self-esteem encourages smoking, or if some outside factor influences both.

**Smoking and emotional well-being, 2012-13**

Emotional well-being*	Smokers	Non-smokers
In general, I like the way I am.	66.5%	79.8%
When I do something, I do it well.	67.2%	78.3%
I like the way I look.	60.2%	70.4%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

\*Proportion answering “True” or “Mostly True”

In 2012-13, an association was observed between being a smoker and demonstrating low academic achievement. Students who reported being smokers were more likely to get lower grades (i.e. report that their marks were “mostly B’s and C’s” and “mostly lower than C’s”) than non-smokers, who were more likely to report that their marks were “mostly A’s and B’s”.

**Smoking and academic achievement, 2012-13**

School marks	Smokers	Non-smokers
Mostly A’s and B’s	44.0%	85.8%
Mostly B’s and C’s	45.4%	13.5%
Mostly lower than C’s	10.7%	0.7%

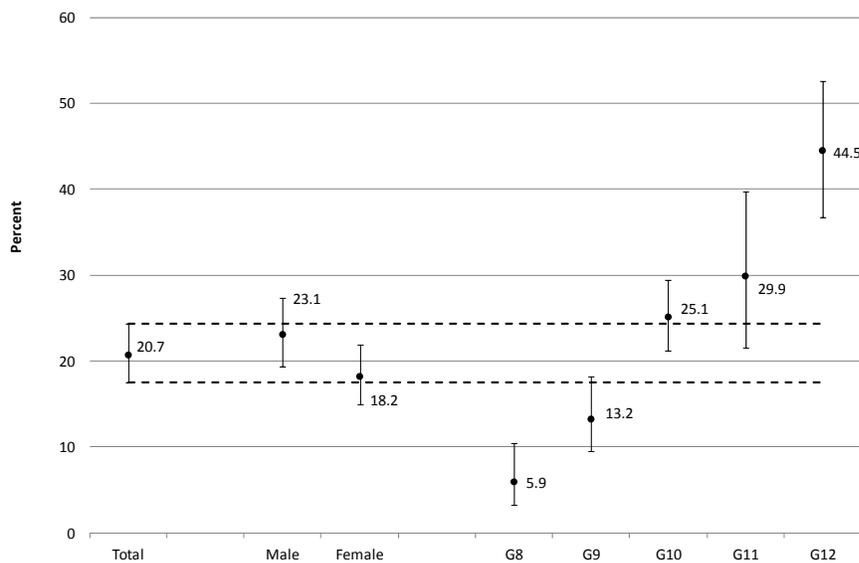
**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?  
 (a) Mostly A’s and B’s/  $\geq 70\%$   
 (b) Mostly B’s and C’s/ 50%-69%  
 (c) Mostly lower than C’s < 50%

In 2012-13, a total of 64.2% of students from grade 6-12 who smoke have tried to quit at least once. This is similar to 65.6% of students in 2010-11. In 2012-13, females were significantly more likely (66.7%) to try quitting than males (62.7%).

## Cannabis Use

	Cannabis Use in 2012-13	Cannabis Use in the Past
<b>Total Sample</b>	Overall, 20.7% of grade 7-12 students reported having used cannabis in the last 12 months.	The overall cannabis use rate in this population is similar to 2010-11 (18.8%), 2008-09 (17.9%), and 2006-07 (20.1%) surveys.
<b>Sex</b>	Cannabis use rates in 2012-13 are significantly higher in males (23.1%) than in females (18.2%).	Higher rates of cannabis use in males compared to females have been observed throughout all survey years.
<b>Grade/Age</b>	The proportion of cannabis users increases with increasing grade level. In 2012-13, the average age at which grade 12 students first used/tried cannabis was 15.0 years old.	The average age at which grade 12 students first used/tried cannabis is somewhat older than in 2010-11 (14.7), but is similar to 2008-09 (15.1) and 2006-07 (15.0).

Cannabis use in the last 12 months, by sex and grade, PEI, 2012-13



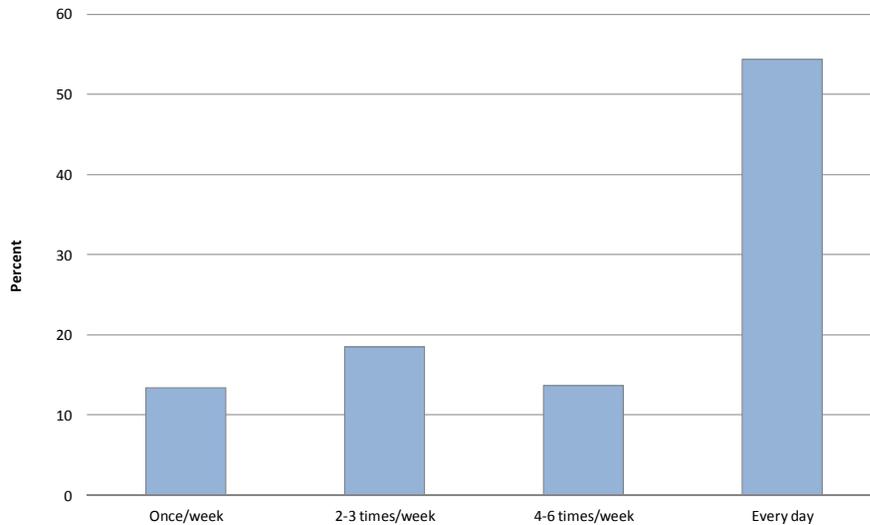
\* Grade 7 data were suppressed due to small numbers.

**Question:**<sup>7</sup> In the last 12 months, did you use marijuana or cannabis?

**Definition:**<sup>10,11</sup> Cannabis (marijuana, weed, pot, hash, a joint...) is a drug that is made up of the plant *Cannabis sativa*, which contains the psychoactive "THC". Cannabis often induces a state of euphoria, relaxation, drowsiness, and social isolation.

Of those using cannabis in the last 12 months, 42.3% are frequent users (more than once per week). Over half of these frequent users (54.4%) use cannabis every day.

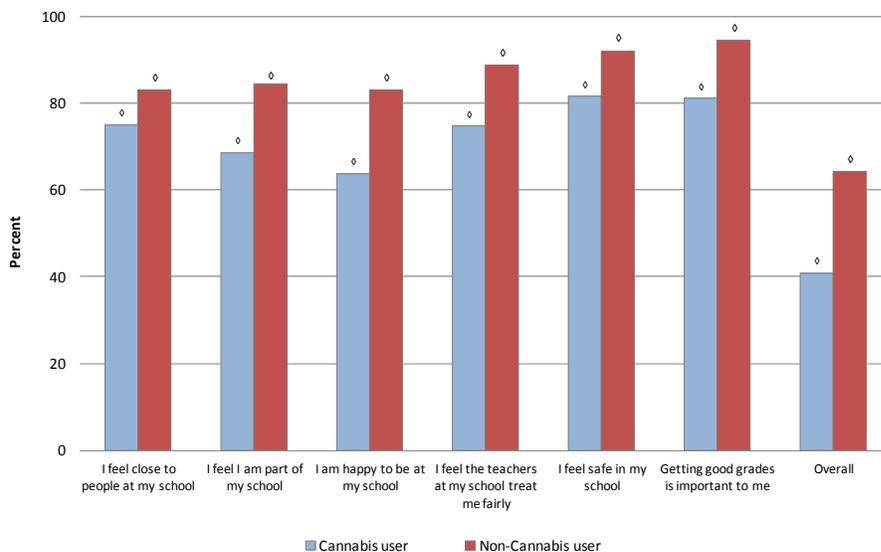
**Frequency of cannabis use among students reporting frequent use (once per week or more) in last 12 months, PEI, 2012-13**



**Question:**<sup>7</sup> In the last 12 months, how often did you use marijuana or cannabis?

In 2012-13, a relationship was observed between cannabis use and lack of school connectedness. Non-cannabis users were significantly more likely to answer “true” and “mostly true” to all the individual school connectedness questions than cannabis users. Additionally, a significantly greater proportion of non-cannabis users (64.2%) answered “true” and “mostly true” to all the school connectedness questions (“Overall”), compared to of cannabis users (40.9%).

**School connectedness responses (true/mostly true) of cannabis users vs. non-cannabis users, PEI, 2012-13**

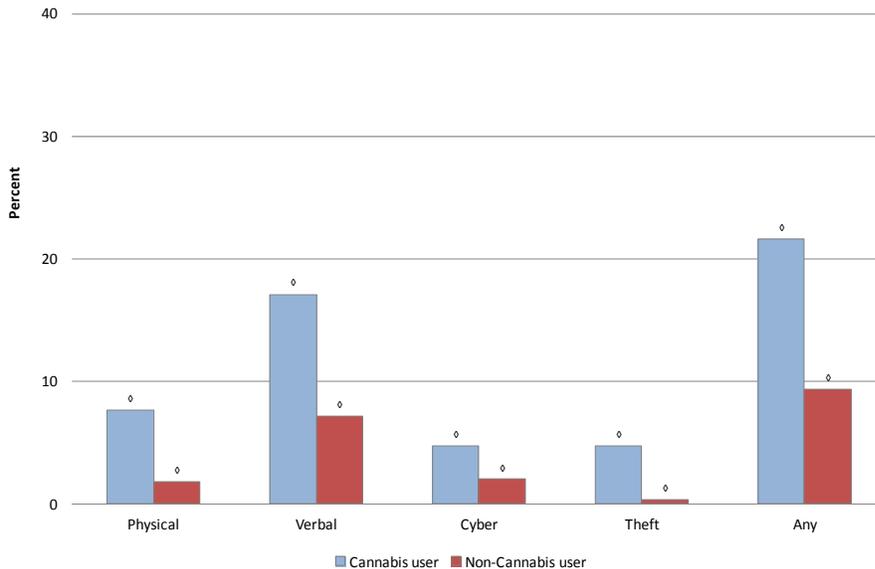


**Question:**<sup>7</sup> How strongly do you agree or disagree with the following?  
 (a) I feel close to people at my school  
 (b) I feel I am part of my school  
 (c) I am happy to be at my school  
 (d) I feel the teachers at my school treat me fairly  
 (e) I feel safe in my school  
 (f) Getting good grades is important to me

◊ Significant difference

A relationship was observed between being a cannabis user and demonstrating bullying behaviors towards others. In 2012-13, a significantly higher proportion of cannabis users (21.6%) reported engaging in any type of bullying in the last 30 days, compared to non-cannabis users (9.3%). The individual bullying responses were also all significantly different between cannabis users and non-cannabis users.

**Bullying behaviours of cannabis users vs. non-cannabis users, PEI, 2012-13**



**Question:<sup>7</sup>** In the last 30 days, in what ways did you bully other students?

◇ Significant difference

In 2012-13, a significant association was observed between being a cannabis user and having low self esteem. Students who reported using cannabis in the last 12 months were more likely to have lower self-esteem (i.e. respond “false” or “mostly false” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than non-cannabis users. It is not possible to discern whether cannabis use lowers self-esteem, or if low self-esteem encourages cannabis use, or whether an outside factor contributes to both.

**Cannabis use and emotional well-being, 2012-13**

Emotional well-being*	Cannabis Users	Non-Cannabis users
In general, I like the way I am.	68.9%	79.6%
When I do something, I do it well.	69.2%	78.7%
I like the way I look.	60.7%	69.2%

**Question:<sup>7</sup>** Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

\* Proportion answering “True” or “Mostly True”

In 2012-13, a significant relationship was observed between being a cannabis user and demonstrating lower academic achievement. Students who reported using cannabis in the last 12 months were significantly more likely to get lower grades (i.e report that their marks were “mostly B’s and C’s” and “mostly lower than C’s”) than non-cannabis users, who were significantly more likely to report their grades as “mostly A’s and B’s”.

**Cannabis use and academic achievement, 2012-13**

School marks	Cannabis Users	Non-Cannabis users
Mostly A’s and B’s	59.6%	87.1%
Mostly B’s and C’s	35.1%	12.2%
Mostly lower than C’s	5.3%	0.7%

**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?  
 (a) Mostly A’s and B’s/  $\geq 70\%$   
 (b) Mostly B’s and C’s/ 50%-69%  
 (c) Mostly lower than C’s < 50%

## Drug Use (excluding cannabis)

Overall, in 2012-13, 10.1% of students reported using any drug other than alcohol, tobacco, or cannabis (see list below) in the last 12 months.

The following section outlines Island student drug use (excluding cannabis), categorized as follows:

(a) Prescription and over-the-counter (OTC) drug use (Non-medicinal)

- (1) Pain Relievers
- (2) Stimulants
- (3) Dextromethorphan (Cough/cold medicine)
- (4) Sleeping Medicine
- (5) Sedatives and Tranquilizers

(b) Illicit Drug Use

- (1) Hallucinogens
- (2) MDMA
- (3) Amphetamines
- (4) Cocaine
- (5) Salvia
- (6) Bath Salts
- (7) BZP/TFMPP
- (8) Heroin

(c) Miscellaneous Drug Use

- (1) Spice
- (2) Solvents

(d) Trends in Drug Use

## Drug Use (excluding cannabis) and Average Age of First Use, 2012-13

Rank	Percent of use in last 12 months [2010-11]	Drug	Type	Average age of first use*
1	3.8% [4.6%]	Pain relievers	Prescription/OTC	15.2
1	3.8% [3.8%]	Hallucinogens	Illicit	15.4
2	3.4% [4.3%]	MDMA	Illicit	15.2
2	3.4% [3.0%]	Stimulants	Prescription/OTC	15.2
3	3.1% [2.7%]	Amphetamines	Illicit	15.0
4	2.9% [2.6%]	Cocaine	Illicit	15.5
4	2.9% [3.3%]	Dextromethorphan (Cough/cold medicine)	Prescription/OTC	13.9
5	2.0% [2.2%]	Sleeping Medicine	Prescription/OTC	13.3
6	1.6% [2.0%]	Sedatives/tranquilizers	Prescription/OTC	14.5
6	1.6% [ - ]	Spice	Miscellaneous	13.8
7	1.3%↓ [2.9%]	Salvia	Illicit	14.7
8	1.1%↓ [2.9%]	Solvents	Miscellaneous	13.6
8	1.1% [ - ]	Bath Salts	Illicit	15.9
9	1.0% [ - ]	BZP/TFMPP	Illicit	14.9
10	0.9% [1.4%]	Heroin	Illicit	13.0

\* Grade 12 students' response.

- Not asked in the 2010-11 survey

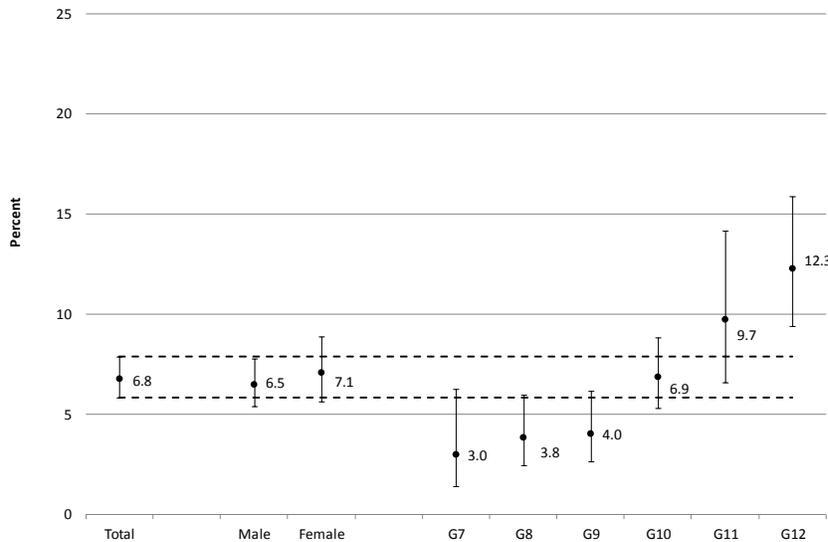
↓ Significant decrease in use 2012-13 compared with 2010-11

## Prescription and Over-the-Counter Drug Use (Non-medicinal)

### Pain Relievers

In 2012-13, 6.8% of students from grade 7-12 reported ever using pain relievers to get high. Males (6.5%) and females (7.1%) used pain relievers to get high at a similar rate. In 2012-13, the average age at which grade 12 students first used/tried pain relievers to get high was 15.2 years old. This is similar to 2010-11 (15.3) and 2008-09 (15.6).

Pain reliever use, ever, by sex and grade, PEI, 2012-13

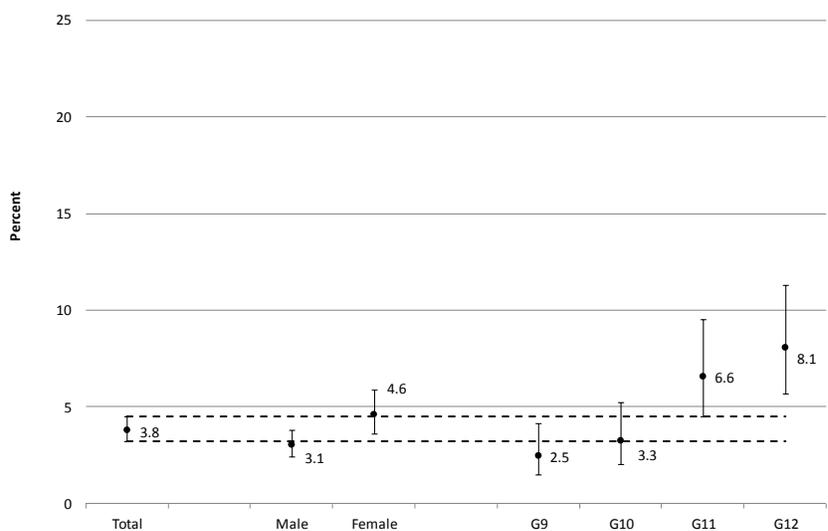


**Question:**<sup>7</sup> Have you ever used pain relievers to get high?

**Definition:**<sup>10,11</sup> Pain relievers such as Demerol, Percocet, Percodan, Oxycontin, or any other pain killer containing codeine are prescription drugs used to provide relief from pain (analgesic). Other effects of these pain-killers may include mood changes and drowsiness.

In 2012-13, 3.8% of students from grade 7-12 reported using pain relievers to get high in the last 12 months. This is similar to 2010-11 (4.6%), and somewhat lower than 2008-09, when it was 4.8%.

Pain reliever use in the last 12 months, by sex and grade, PEI, 2012-13



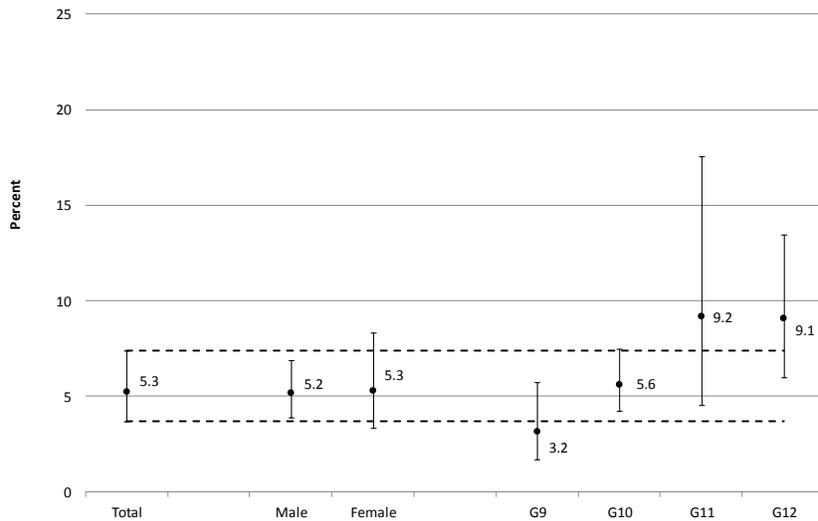
**Question:**<sup>7</sup> Have you used pain relievers to get high in the last 12 months?

\* Grade 7 and 8 data were suppressed due to small numbers.

Stimulants

In 2012-13, 5.3% of students from grade 7-12 reported ever using stimulants to get high. Females (5.3%) and males (5.2%) reported using stimulants at a similar rate. In 2012-13, the average age at which grade 12 students' first used/tried stimulants to get high was 15.2 years old. This is similar to 2010-11 (14.6) and 2008-09 (15.5).

Stimulant use, ever, by sex and grade, PEI, 2012-13



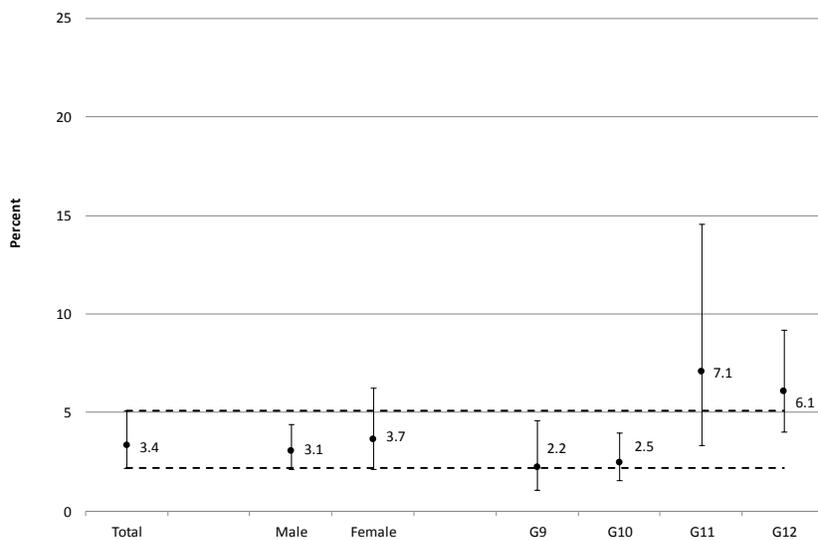
**Question:**<sup>7</sup> Have you ever used/tried stimulants to get high?

**Definition:**<sup>10,11</sup> Stimulants, in this case, are separated into two categories: stay awake pills/ diet pills (uppers, bennies...) and medication used to treat ADHD, such as Ritalin, Concerta, Adderall, Dexedrine (prescription or over-the-counter). Both are stimulants of the central nervous system, and induce concentration and alertness.

\* Grade 7 and 8 data were suppressed due to small numbers.

In 2012-13, 3.4% of students from grade 7-12 reported using stimulants to get high in the last year. This is similar to 2010-11 (3.0%) and 2008-09 (4.3%).

Stimulant use in the last 12 months, by sex and grade, PEI, 2012-13



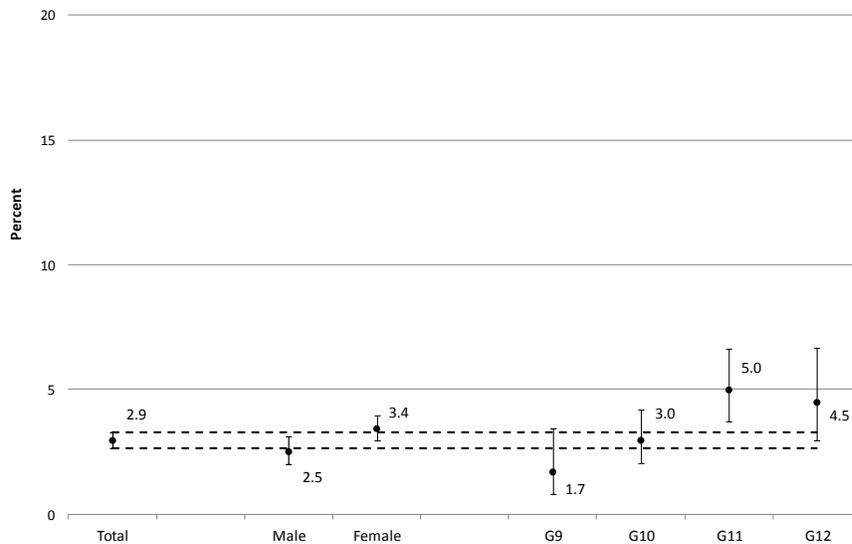
**Question:**<sup>7</sup> Have you used stimulants to get high in the last 12 months?

\* Grade 7 and 8 data were suppressed due to small numbers.

### Dextromethorphan (cough/cold medicine)

In 2012-13, 2.9% of students from grade 7-12 reported using dextromethorphan in the last 12 months to get high. This is similar to 2010-11 (3.3%). Females demonstrated a significantly higher rate of dextromethorphan use (3.4%) compared to males (2.5%). In 2012-13, the average age at which grade 12 students first used/tried dextromethorphan to get high was 13.9 years old. This is similar to 2010-11, when it was 13.4 years old.

**Dextromethorphan use in the last 12 months, by sex and grade, PEI, 2012-13**



\*Grade 7 and 8 data were suppressed due to small numbers.

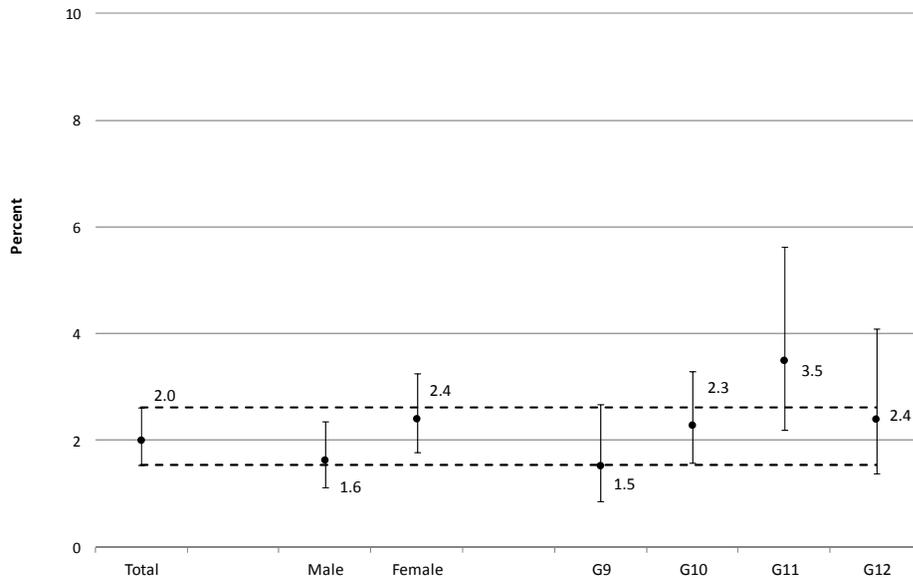
**Question:**<sup>7</sup> Have you used Dextromethorphan (cold or cough medicine) to get high in the last 12 months?

**Definition:**<sup>10,11</sup> Dextromethorphan products (cold or cough medicine) such as Robitussin DM, Benlyn DM (robos, dex, DXM...) are over-the-counter (and sometimes prescription) drugs used to provide relief from cold and cough symptoms. Abuse of these drugs may induce a state of euphoria, hallucinations, and changes in perception.

### Sleeping Medication

In 2012-13, 2.0% of students from grade 7-12 reported using sleeping medication in the last 12 months to get high. This is similar to 2010-11 (2.2%). Females (2.4%) are somewhat more likely to use sleeping medication to get high than males (1.6%). In 2012-13, the average age at which grade 12 students first used/tried sleeping medication to get high was 13.3 years old. This is similar to 2010-11 (14.0)

**Sleeping medication use in the last 12 months, by sex and grade, PEI, 2012-13**



**Question:**<sup>7</sup> Have you used sleeping medication to get high in the last 12 months?

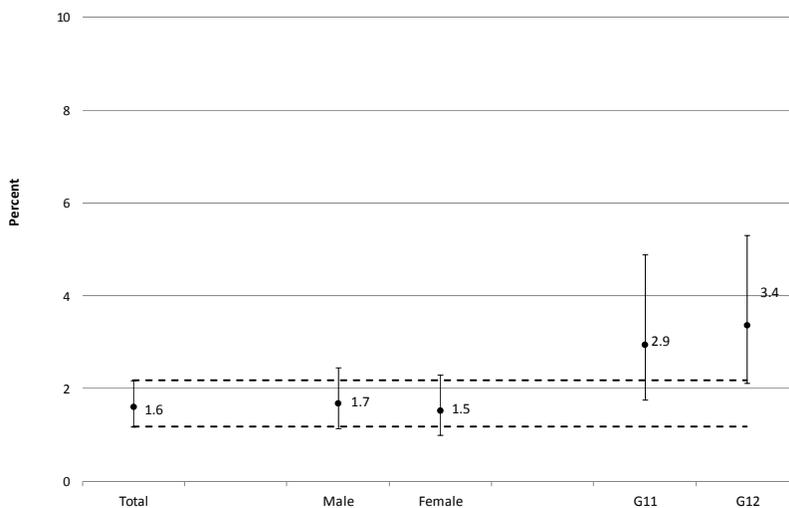
**Definition:**<sup>10,11</sup> Sleeping medication from a drugstore, such as Nytol, Unisom, etc. are over-the-counter (and sometimes prescription) drugs that are used to treat sleep disorders. Using these medications to get high induces a calm, drowsy, relaxed state of euphoria.

\*Grade 7 and 8 data were suppressed due to small numbers.

## Sedatives/Tranquilizers

In 2012-13, 1.6% of students from grade 7-12 reported using sedatives/tranquilizers to get high in the last 12 months. This has not changed since 2008-09 and 2010-11, when it was 1.9% and 2.0%, respectively. There is no difference between males (1.7%) and females (1.5%) who reported using sedatives/tranquilizers to get high in the last 12 months. In 2012-13, the average age at which grade 12 students first tried sedatives/tranquilizers to get high was 14.5 years old. This is similar to 2010-11 (14.0), and has somewhat decreased since 2008-09 (14.8).

Sedative use in the last 12 months, by sex and grade, PEI, 2012-13



**Question:**<sup>7</sup> Have you used sedatives or tranquilizers to get high in the last 12 months?

**Definition:**<sup>10,11</sup> Sedatives or tranquilizers, such as Ativan, Xanax, Valium (tranqs, downers...) are prescription drugs that are used as relaxants, anti-convulsants, and hypnotics, among other things. Effects of these drugs include reduction of irritability and agitation, and induction of calmness and sleep.

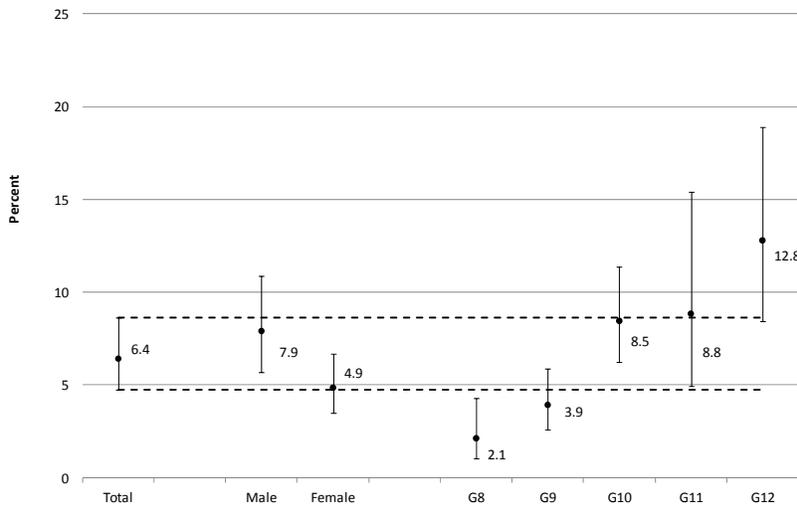
\* Grade 7, 8, 9, and 10 data were suppressed due to small numbers.

## Illicit Drug Use

### Hallucinogens

In 2012-13, 6.4% of students from grade 7-12 reported ever using hallucinogens. Significantly more males (7.9%) reported using hallucinogens than females (4.9%). In 2012-13, the average age at which grade 12 students first used/tried hallucinogens was 15.4 years old. This is similar to previous survey years; 2010-11 was 15.2 years old, and in both 2006-07 and 2008-09, the average age was 15.6.

Hallucinogen use, ever, by sex and grade, PEI, 2012-13



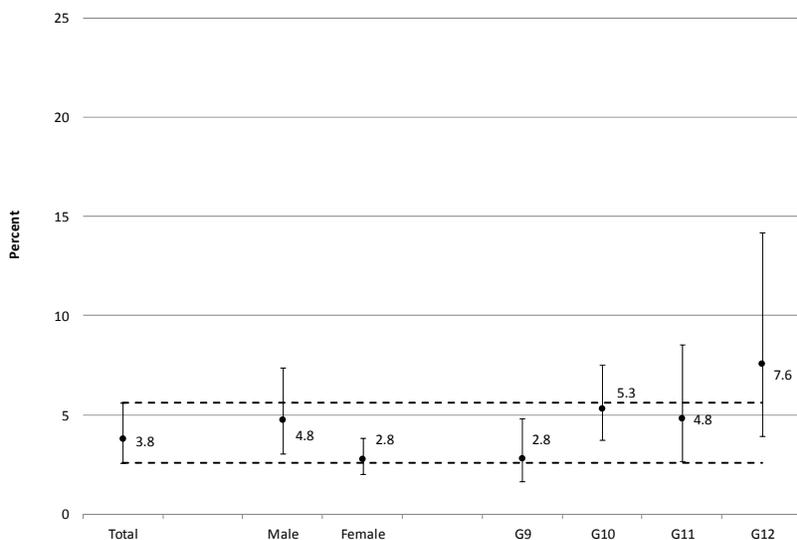
**Question:**<sup>7</sup> Have you ever used or tried hallucinogens?

**Definition:**<sup>10,11</sup> Hallucinogens (LSD, PCP, acid, magic mushrooms, mesc...) are a group of psychoactive drugs that induce changes in perception, thought, and emotion. Other effects include euphoria, illusions, and heightened awareness of self.

\* Grade 7 data were suppressed due to small numbers.

In 2012-13, 3.8% of students from grade 7-12 reported using hallucinogens in the last year. This is similar to 2010-11 (3.8%) and 2008-09 (4.3%).

Hallucinogen use in the last 12 months, by sex and grade, PEI, 2012-13



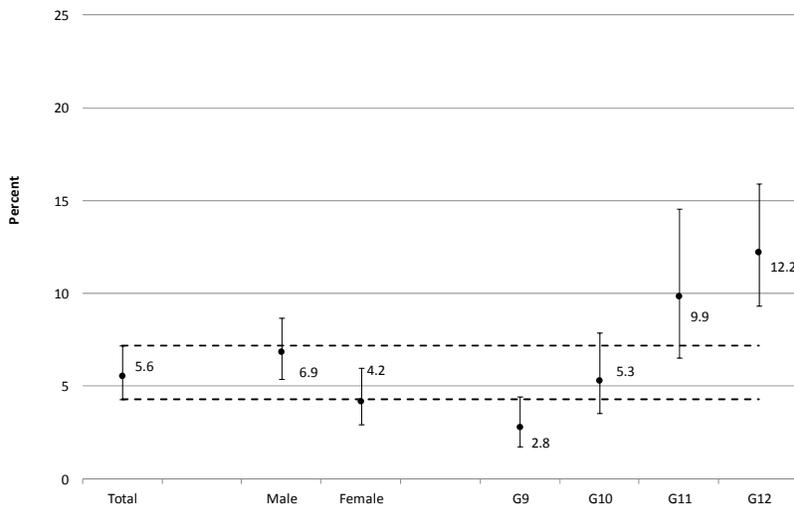
**Question:**<sup>7</sup> Have you used or tried hallucinogens in the last 12 months?

\*Grade 7 and 8 data were suppressed due to small numbers.

## MDMA

In 2012-13, 5.6% of students from grade 7-12 reported ever using MDMA. This is similar to 2010-11 (6.5%) and 2008-09 (4.8%) findings. Significantly more males (6.9%) reported using MDMA than females (4.2%). In 2012-13, the average age at which grade 12 students first tried MDMA was 15.2 years old. This is somewhat younger than 2008-09 (15.7), and similar to 2010-11 (15.3).

**MDMA use, ever, by sex and grade, PEI, 2012-13**



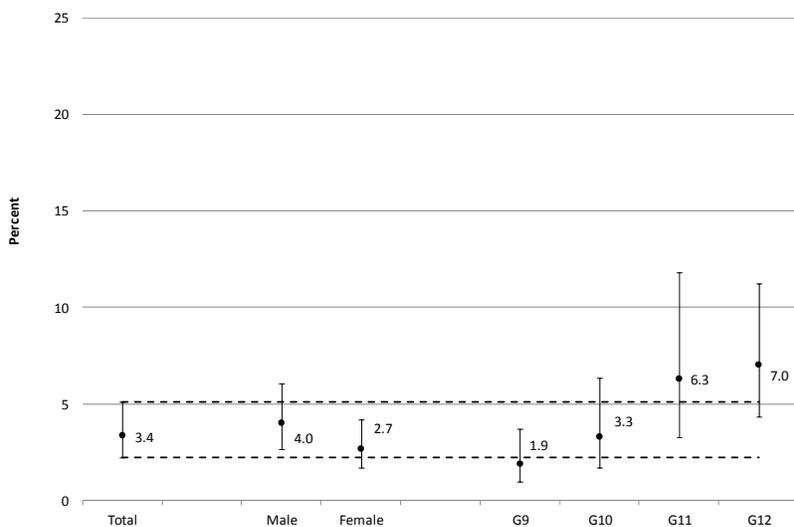
\*Grade 7 and 8 data were suppressed due to small numbers.

**Question:**<sup>7</sup> Have you ever used or tried MDMA?

**Definition:**<sup>10,11</sup> MDMA (ecstasy, E, X, XTC, mandy, molly...) is a psychoactive drug with hallucinogenic and stimulant properties. This “rave drug” typically induces a state of euphoria, intimacy, and a decreased sense of anxiety.

In 2012-13, 3.4% of students from grade 7-12 reported using MDMA in the last year. This number is similar to 2010-11 (4.3%) and 2008-09 (3.5%) findings.

**MDMA use in the last 12 months, by sex and grade, PEI, 2012-13**



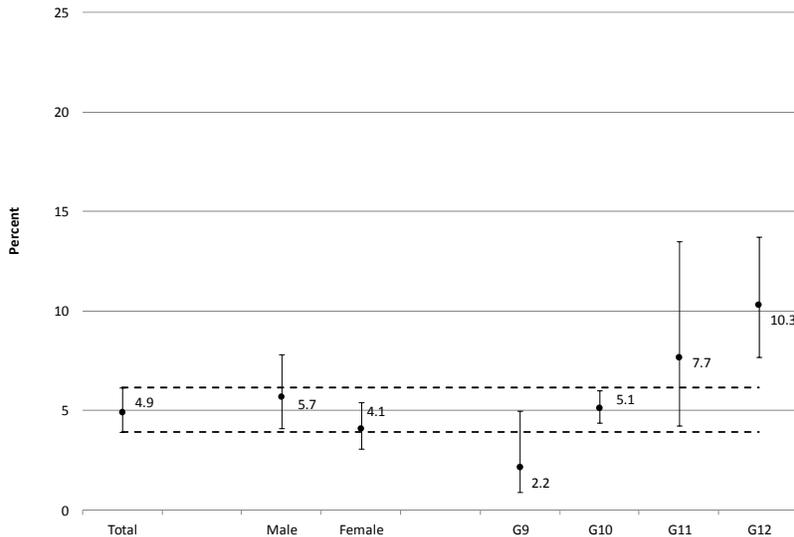
\*Grade 7 and 8 data were suppressed due to small numbers.

**Question:**<sup>7</sup> Have you used or tried MDMA in the last 12 months?

## Amphetamines

In 2012-13, 4.9% of students from grade 7-12 reported ever using amphetamines. Use in males (5.7%) was not significantly different than use in females (4.1%). In 2012-13, the average age at which grade 12 students first used/tried amphetamines was 15.0 years old. This is similar to 2010-11 (15.1), but has significantly decreased since 2008-09 (15.4), and 2006-07 (15.5).

**Amphetamine use, ever, by sex and grade, PEI, 2012-13**



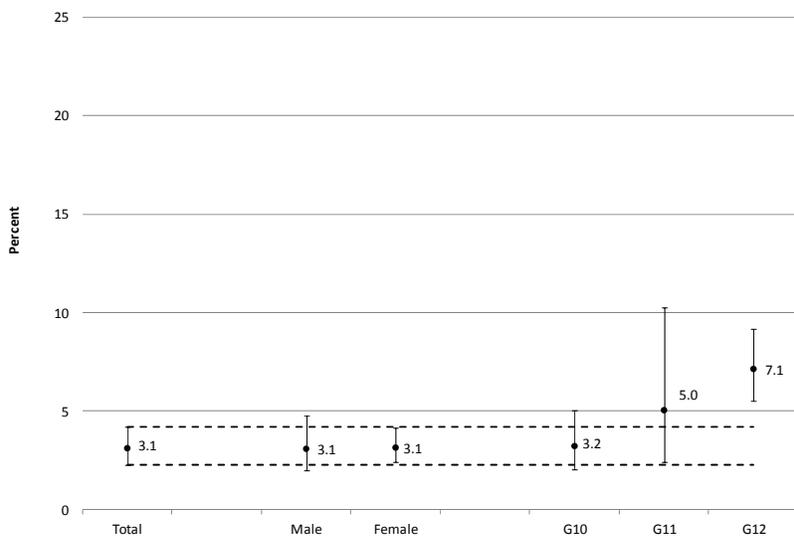
**Question:**<sup>7</sup> Have you ever used or tried amphetamines?

**Definition:**<sup>10,11</sup> Amphetamines (speed, crystal meth, ice, meth...) comprise a group of stimulant drugs. These drugs typically induce heightened focus and alertness, and decrease appetite and feelings of fatigue.

\* Grade 7 and 8 data were suppressed due to small numbers.

In 2012-13, 3.1% of students from grade 7-12 reported using amphetamines in the last year. This is similar to 2010-11 (2.7%), but is significantly higher than in 2008-09 (1.4%).

**Amphetamine use in the last 12 months, by sex and grade, PEI, 2012-13**



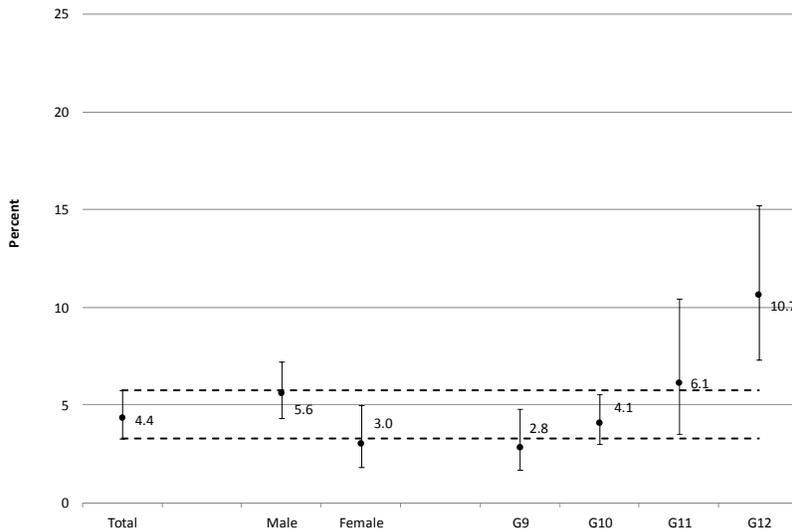
**Question:**<sup>7</sup> Have you used or tried amphetamines in the last 12 months?

\* Grades 7, 8, and 9 data were suppressed due to small numbers.

## Cocaine

In 2012-13, overall, 4.4% of students from grade 7-12 reported ever using cocaine. Males (5.6%) were significantly more likely to report cocaine use than females (3.0%). In 2012-13, the average age at which grade 12 students first used/tried cocaine was 15.5 years old. This is similar to 2010-11 (14.8), 2008-09 (15.0), and 2006-07 (15.7).

Cocaine use, ever, by sex and grade, PEI, 2012-13



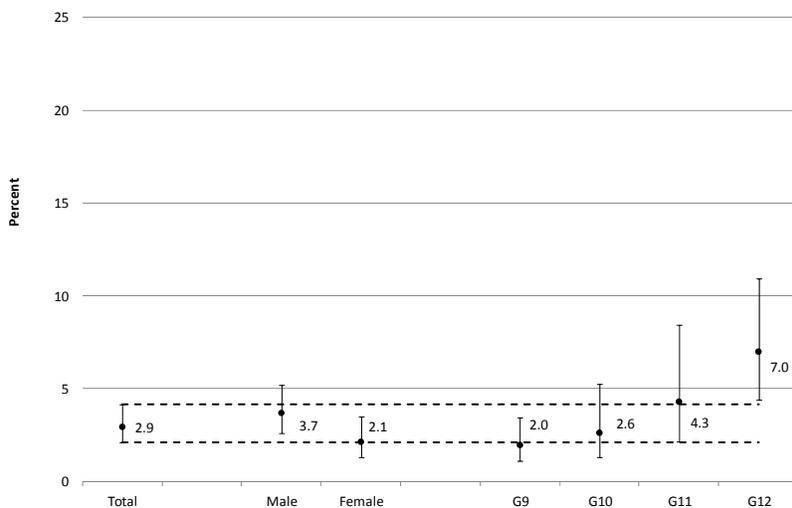
**Question:**<sup>7</sup> Have you ever used or tried cocaine?

**Definition:**<sup>10,11</sup> Cocaine (crack, blow, snow...) is a drug derived from the leaves of a coca plant. This local anesthetic/stimulant drug induces a sense of euphoria and wakefulness. Cocaine is most commonly consumed via nasal insufflations, but can also be taken orally or smoked.

\*Grade 7 and 8 data were suppressed due to small numbers

In 2012-13, overall, 2.9% of students from grade 7-12 reported using cocaine in the last year. This is similar to 2010-11 (2.6%) and 2008-09 (2.0%).

Cocaine use in the last 12 months, by sex and grade, PEI, 2012-13



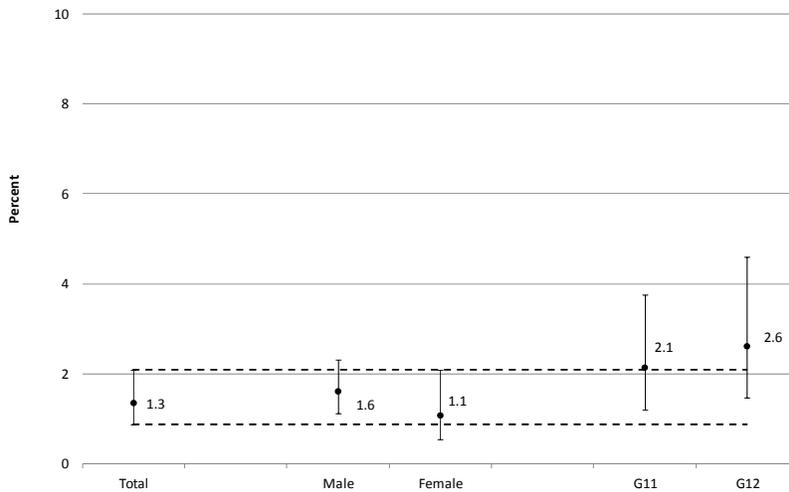
**Question:**<sup>7</sup> Have you used or tried cocaine in the last 12 months?

\*Grade 7 and 8 data were suppressed due to small numbers.

### Salvia

In 2012-13, 1.3% of students from grade 7-12 reported using salvia in the last 12 months to get high. This has significantly decreased from 2008-09 (2.3%) and 2010-11 (2.9%). Males (1.6%) were equally as likely to report using salvia in the last 12 months as females (1.1%). In 2012-13, the average age at which grade 12 students first used/tried salvia to get high was 14.7 years old. This is similar to 2010-11 (14.9 years old), and significantly younger than 2008-09 (15.6 years old).

Salvia use in the last 12 months, by sex and grade, PEI, 2012-13



**Question:**<sup>7</sup> Have you used salvia to get high in the last 12 months?

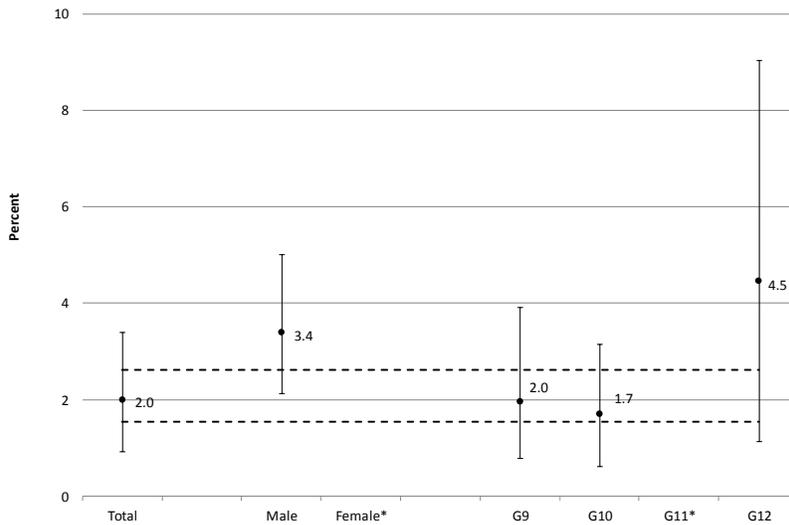
**Definition:**<sup>10,11</sup> Salvia (Divine Sage, Magic Mint, Sally D...) is a drug that is made up of the plant *Salvia divinorum*, which contains psychoactive properties. This drug typically induces heightened self awareness, visual distortions, and hallucinations.

\* Grade 7, 8, 9, and 10 data were suppressed due to small numbers.

## Bath Salts

In 2012-13, overall, 2.0% of students from grade 7-12 reported ever using bath salts to get high. Males (3.4%) were significantly more likely to report bath salt use than females (<1%). In 2012-13, the average age at which grade 12 students first used/tried bath salts to get high was 15.9 years old.

Bath salt use, ever, by sex and grade, PEI, 2012-13



**Question:**<sup>7</sup> Have you ever used or tried bath salts to get high?

**Definition:**<sup>10,11</sup> Bath salts (mephedrone, MDPV, meow, meph, MCAT...) are cathinone based stimulants that increase dopamine release, causing the user to experience euphoria, increased sex-drive, anxiety, or paranoia.

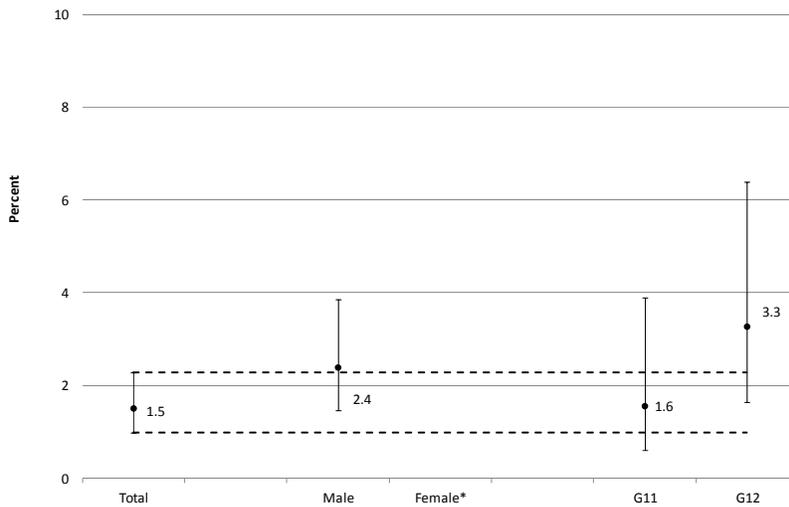
\* Grade 7, 8, and 11, and female data were suppressed due to small numbers.

In 2012-13, 1.1% of students from grade 7-12 reported using bath salts in the last 12 months to get high.

### BZP/TFMPP

In 2012-13, overall, 1.5% of students from grade 7-12 reported ever using BZP/TFMPP to get high. Males (2.4%) were significantly more likely to report BZP/TFMPP use than females (<1%). In 2012-13, the average age at which grade 12 students first used/tried BZP/TFMPP to get high was 14.9 years old.

**BZP/TFMPP use, ever, by sex and grade, PEI, 2012-13**



\* Grade 7, 8, 9, 10, and female data were suppressed due to small numbers.

**Question:**<sup>7</sup> Have you ever used or tried BZP/TFMPP to get high?

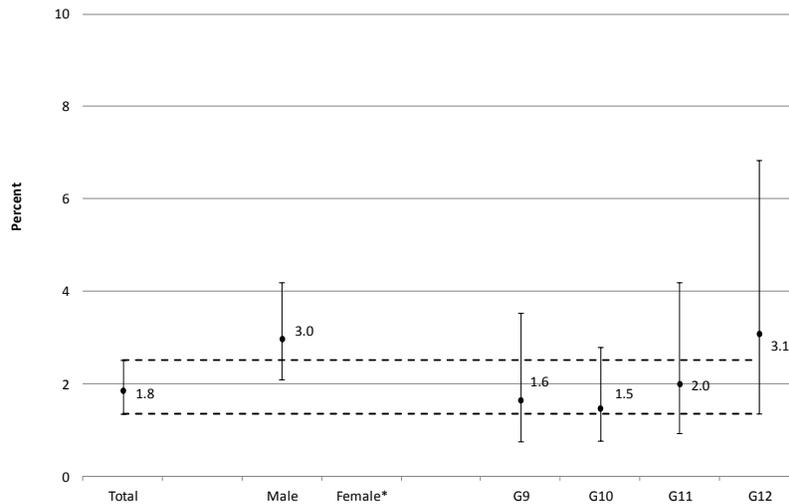
**Definition:**<sup>10,11</sup> BZP/TFMPP (Benzylpiperazine/trifluoromethyl-phenylpiperazine (Legal E, Legal X, A2, piperazine, frenzy, nemesis...)) are hallucinogenic stimulants that promote dopamine and serotonin release. BZP/TFMPP induce a sense of euphoria and increased energy/alertness.

In 2012-13, 1% of students from grade 7-12 reported using BZP/TFMPP in the last 12 months to get high.

## Heroin

In 2012-13, overall, 1.8% of students from grade 7-12 reported ever using heroin. Significantly more males (3.0 %) reported using heroin than females (<1%). In 2012-13, the average age at which grade 12 students first used/tried heroin was 13.0 years old. This is similar to previous years.

**Heroin use, ever, by sex and grade, PEI, 2012-13**



**Question:**<sup>7</sup> Have you ever used or tried heroin?

**Definition:**<sup>10,11</sup> Heroin (smack, junk, crank...) is a type of opioid drug that induces mood changes, drowsiness and relief of pain. This drug is most commonly administered as an injectable, however it can also be taken orally or smoked.

\* Grade 7, 8 and female data were suppressed due to small numbers.

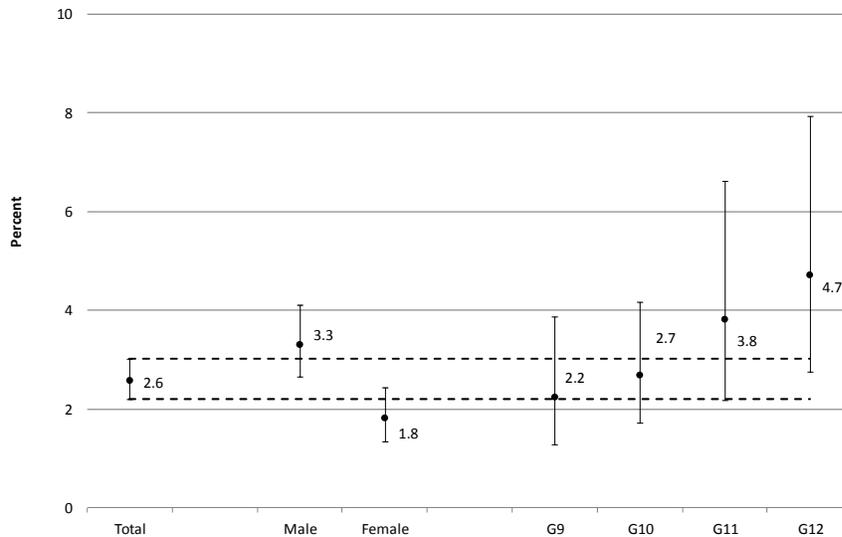
In 2012-13, 0.9% of students from grades 7-12 reported using heroin in the last year. This is similar to 2010-11 (1.4%), and 2008-09 (1.1%).

## Miscellaneous Drug Use

### Spice

In 2012-13, overall, 2.6% of students from grade 7-12 reported ever using spice. Significantly more males (3.3%) reported using spice than females (1.8%). In 2012-13, the average age at which grade 12 students first used/tried spice was 13.8 years old.

Spice use, ever, by sex and grade, PEI, 2012-13



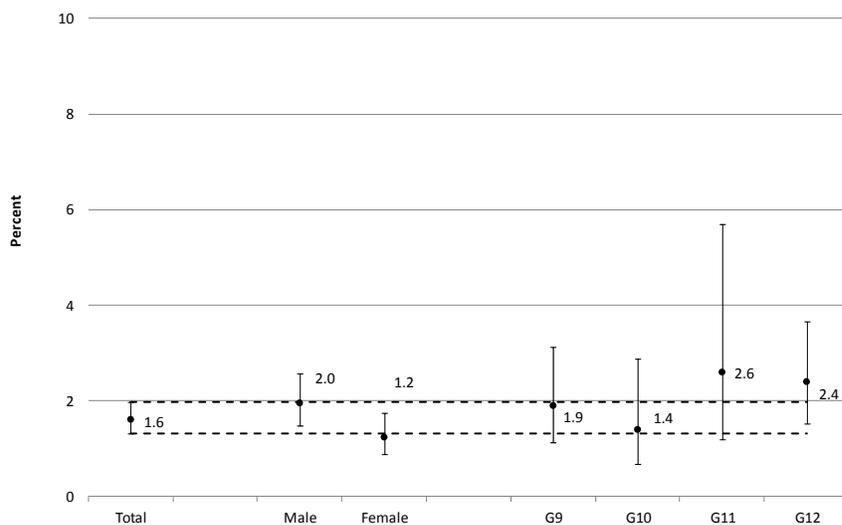
**Question:**<sup>7</sup> Have you ever used spice?

**Definition:**<sup>10,11</sup> Spice (K2, K3, scence, herbal mixtures, herbal incense) is a legal alternative to marijuana composed of synthetic cannabinoid compounds. The effects of spice are similar to those of THC; inducing an elevated mood, relaxation, anxiety, or paranoia.

\* Grade 7 and 8 data were suppressed due to small numbers.

In 2012-13, overall, 1.6% of students from grade 7-12 reported using spice in the last 12 months to get high.

Spice use in the last 12 months, by sex and grade, PEI, 2012-13



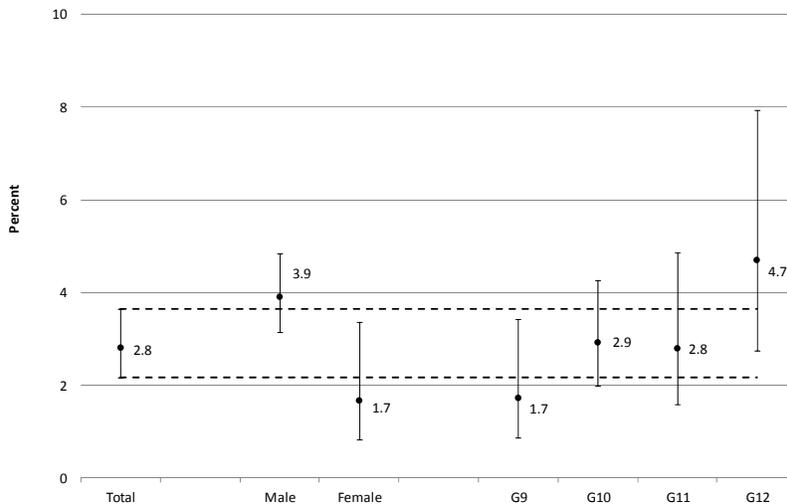
**Question:**<sup>7</sup> Have you used spice in the last 12 months?

\* Grade 7 and 8 data were suppressed due to small numbers.

## Solvents

In 2012-13, overall, 2.8% of students from grade 7-12 reported ever using solvents to get high. Significantly more males (3.9%) reported using solvents to get high than females (1.7%). In 2012-13, the average age at which grade 12 students first used/tried solvents to get high was 13.6 years old. This is similar to 2010-11 (13.1 years old) and 2008-09 (14.2 years old).

Solvent use, ever, by sex and grade, PEI, 2012-13



**Question:**<sup>7</sup> Have you ever used solvents to get high?

**Definition:**<sup>10,11</sup> Solvents such as glue, gasoline, cleaning products, etc. are chemical substances that are typically sniffed or inhaled to achieve a high. Effects of solvent use include euphoria, dizziness, visual distortions, and hallucinations.

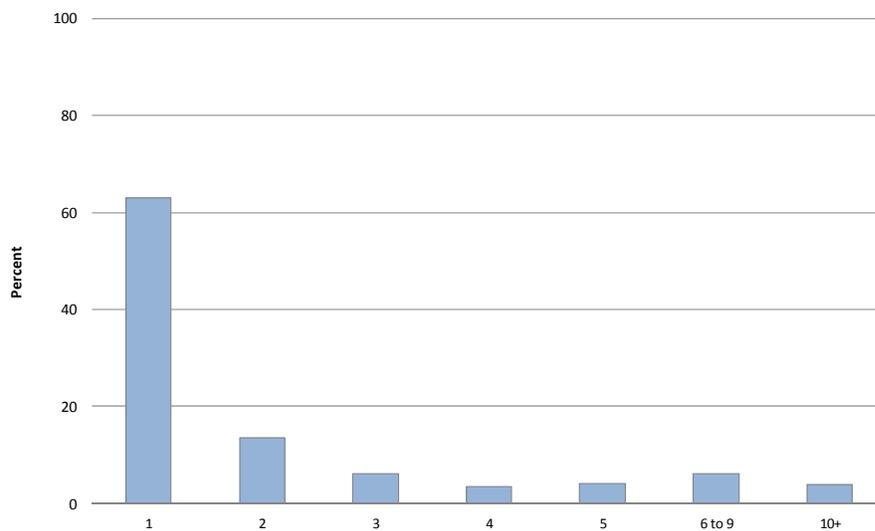
\* Grade 7 and 8 data were suppressed due to small numbers.

In 2012-13, overall, 1.1% of students from grade 7-12 reported using solvents in the last 12 months to get high. This has decreased significantly since 2008-09 (2.3%) and 2010-11 (2.9%)..

## Trends in Drug Use

In 2012-13, 23.5% of students grade 7 to 12 reported using at least one of the following 16 drugs in the last 12 months: cannabis, amphetamines, MDMA, hallucinogens, heroin, cocaine, sedatives/tranquilizers (for non-medical purposes), stimulants (for non-medical purposes), pain relievers (for non-medical purposes), solvents, salvia, sleeping medication (for non-medical purposes), cough/cold medicine (for non-medical purposes), spice, BZP/TFMPP, and bath salts. The remaining 76.5% of students reported no use of the drugs listed above in the last 12 months. Of the students that reported using at least one drug in the last 12 months, 62.9% used only 1, 13.6% used 2, 6.1% used 3, and 3.4% used 4 drugs.

**Number of drugs used in the last 12 months among students who reported using at least one drug, PEI, 2012-13**



Cannabis use, alcohol use and both cannabis and alcohol use are more common among smokers than non-smokers. This trend is consistent over time.

**Cannabis and Alcohol Use by Smoking, PEI 2012-13**

	Used Cannabis (%)	Used Alcohol (%)	Used Cannabis & Alcohol (%)
<b>Smoker</b>	<b>85.5</b>	<b>86.8</b>	<b>79.9</b>
<b>Non-Smoker</b>	<b>14.6</b>	<b>34.2</b>	<b>13.2</b>

### Drug Use and Emotional Well-Being

Students that reported using any “other” drug (excluding cannabis, tobacco and alcohol) were asked questions about their emotional well-being and marks in school. In 2012-13, a significant association was observed between being a drug user and having low self esteem. Students who reported using any drug were more likely to have lower self-esteem (i.e. responding “false” or “mostly false” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than non-drug users (who were more likely to respond “true” or “mostly true” to the above questions). It is not possible to discern whether drug use lowers self-esteem, or if low self-esteem encourages drug use, or whether some outside factor influences both.

#### Drug use and emotional well-being, 2012-13

Emotional well-being	Drug users	Non-drug users
In general, I like the way I am.	64.9%	79.2%
When I do something, I do it well.	65.9%	77.9%
I like the way I look.	59.7%	68.8%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):

- (a) “In general, I like the way I am”
- (b) “When I do something, I do it well”
- (c) “I like the way I look”

In 2012-13, a relationship was observed between being a drug user and demonstrating lower academic achievement than drug users. Drug users were more likely to report lower grades (i.e. “Mostly B’s and C’s” and “Mostly lower than C’s”) than non-drug users, who were more likely to report that their marks were “Mostly A’s and B’s”.

#### Drug use and academic achievement, 2012-13

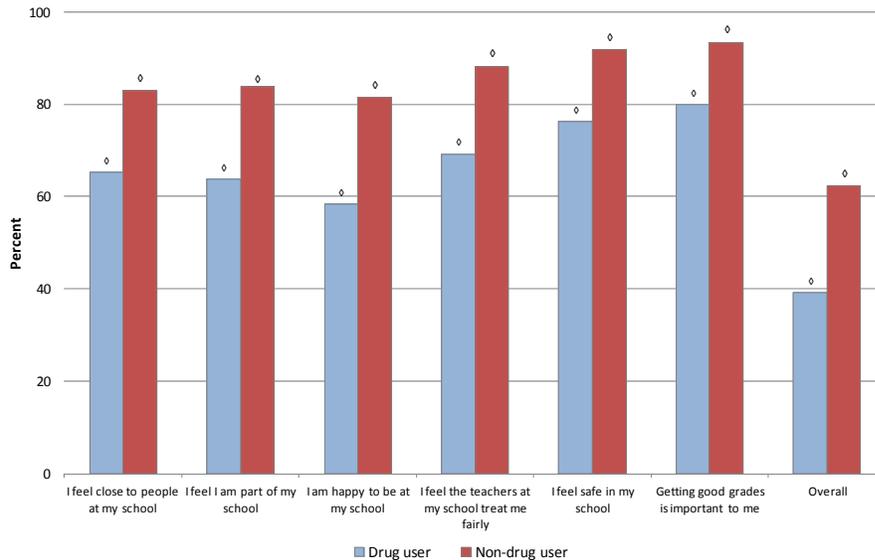
School marks	Drug users	Non-drug users
Mostly A’s and B’s	61.4%	84.5%
Mostly B’s and C’s	31.1%	14.7%
Mostly lower than C’s	7.6%	0.8%

**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?

- (a) Mostly A’s and B’s  $\geq$  70%
- (b) Mostly B’s and C’s/ 50% -69%
- (c) Mostly lower than C’s < 50%

A relationship was observed between drug use and lack of school connectedness. In 2012-13, non-drug users were more likely to answer “true” and “mostly true” to all of the individual school connectedness questions than drug users. Additionally, a significantly higher proportion of non-drug users (62.2%) responded “true” and “mostly true” to all the school connectedness questions (“Overall”), compared to drug-users (39.1%).

**School connectedness responses (true/mostly true) of drug users vs. non-drug users, PEI, 2012-13**



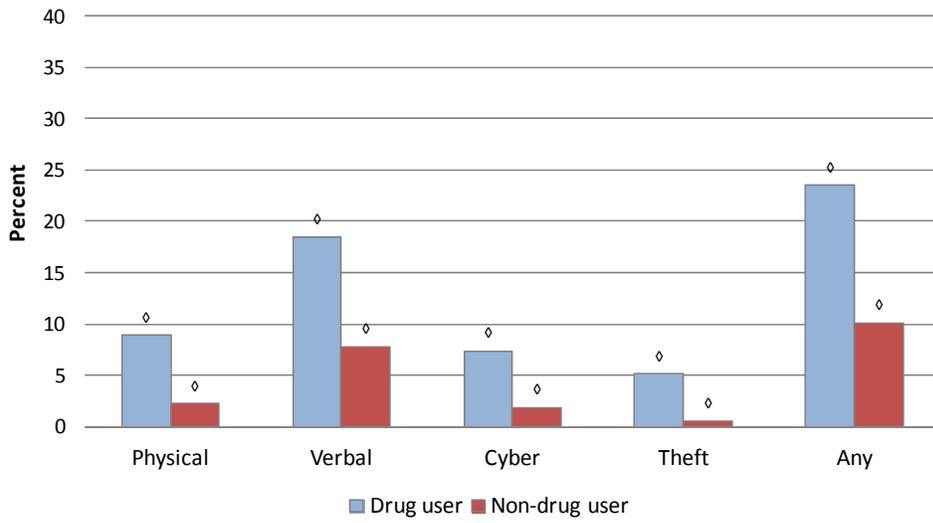
**Question:<sup>7</sup>** How strongly do you agree or disagree with the following?

- (a) I feel close to people at my school
- (b) I feel I am part of my school
- (c) I am happy to be at my school
- (d) I feel the teachers at my school treat me fairly
- (e) I feel safe in my school
- (f) Getting good grades is important to me

◊ Significant difference

A relationship was observed between being a drug user and demonstrating bullying behaviors towards others. In 2012-13, a significantly higher proportion of drug users (23.5%) reported engaging in any type of bullying in the last 30 days, compared to non-drug users (10.1%). All of the individual bullying responses were also significantly different between user drug users and non-drug users.

**Bullying behaviours of drug users vs non-drug users, PEI, 2012-13**



**Question:**<sup>7</sup> In the last 30 days, in what ways did you bully other students?

◇ Significant difference

## Healthy Living: Physical, Emotional, Mental

### Emotional Well-Being and Self-Esteem

Students were evaluated on their emotional well-being. In 2012-13, overall, 78.8% of students responded “true” or “mostly true” to “I like the way I am”, 77.4% responded “true” or “mostly true” to “When I do something, I do it well”, and 69.5% responded “true” or “mostly true” to “I like the way I look”. Although not significant, in 2012-13, students demonstrated lower self-esteem than the previous survey (2010-11). Females demonstrated significantly lower self esteem than males in all three questions, and this is consistent across all survey years.

#### Emotional well-being by sex, 2012-13

Emotional well-being	Females [2010-11]	Males [2010-11]
In general, I like the way I am.	70.7% [77.8%]	86.3% [88.0%]
When I do something, I do it well.	74.2% [75.8%]	80.4% [81.5%]
I like the way I look.	58.3% [67.4%]	80.0% [82.8%]

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):

- (a) “In general, I like the way I am”
- (b) “When I do something, I do it well”
- (c) “I like the way I look”

### Academic Achievement

Students were asked about their academic achievement. In 2012-13, overall, 82.5% of students reported that their marks were “mostly A’s and B’s”, 16.0% of students reported that their marks were “mostly B’s and C’s”, and 1.5% of students reported that their marks were “mostly lower than C’s”. Academic achievement has remained consistent with previous years’ data. Females were significantly more likely to report getting higher marks than their male counterparts.

#### Academic achievement by sex, 2012-13

School Marks	Females	Males
Mostly A’s and B’s	86.4% [86.1%]	78.8% [77.9%]
Mostly B’s and C’s	12.6% [12.9%]	19.3% [20.1%]
Mostly lower than C’s	1.0% [1.0%]	1.9% [2.1%]

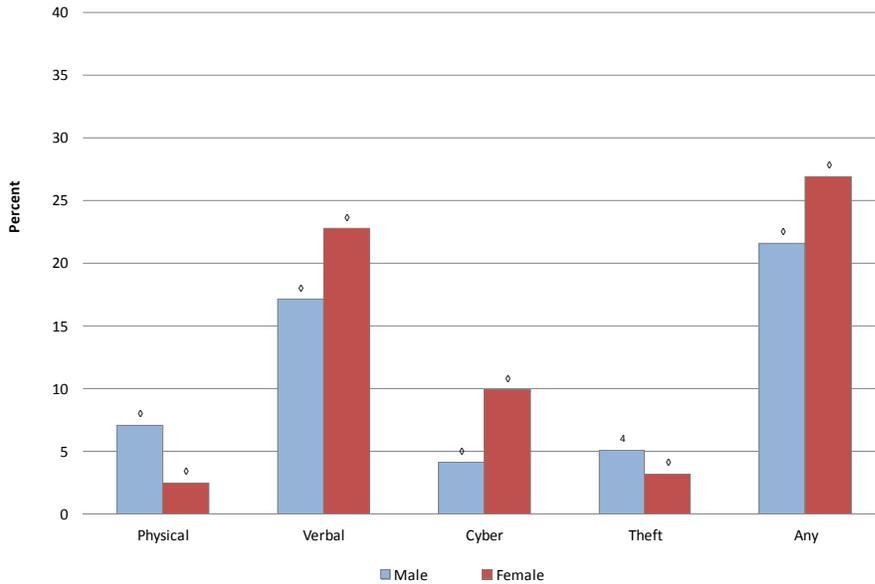
**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?

- (a) Mostly A’s and B’s ≥ 70%
- (b) Mostly B’s and C’s/ 50%-69%
- (c) Mostly lower than C’s < 50%

## Bullying

In 2012-13, 21.6% of males and 26.9% of females reported being bullied through physical bullying, verbal bullying, cyber bullying, or theft in the last 30 days. The most common type of bullying received by both sexes was verbal bullying (19.8%). The least common type of bullying received by males was cyber bullying (4.1%), and by females was physical bullying (2.5%).

**Types of bullying reported by sex (bullied by others), PEI, 2012-13**

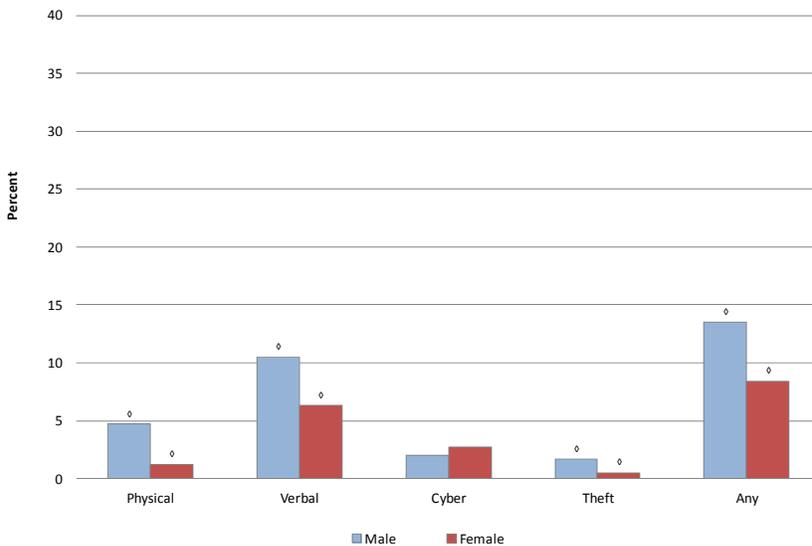


**Question:**<sup>7</sup> In the last 30 days, in what ways have you been bullied by other students?

◊ Significant difference

In 2012-13, 13.5% of males and 8.4% of females reported bullying other students through physical bullying, verbal bullying, cyber bullying, or theft in the last 30 days. The most common type of bullying inflicted by both sexes was verbal bullying (8.5%).

**Types of bullying reported by sex (bullied others), PEI, 2012-13**



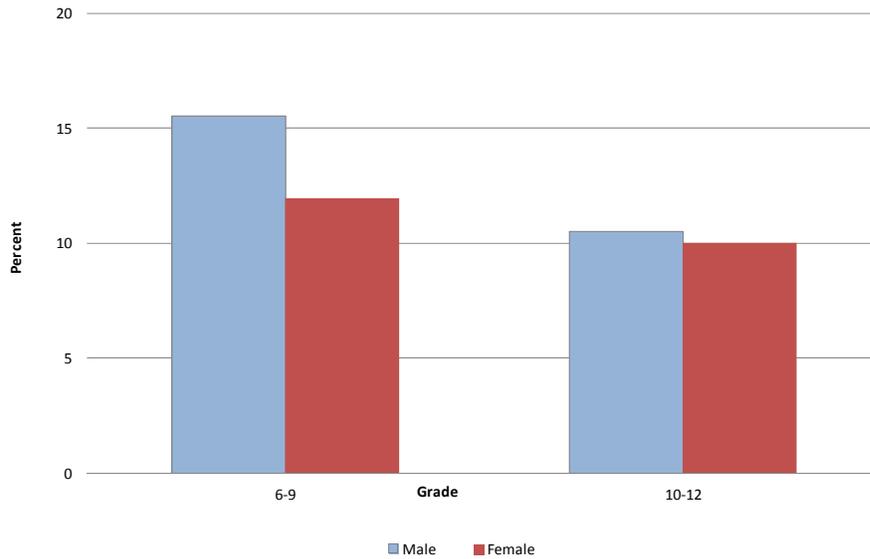
**Question:**<sup>7</sup> In the last 30 days, in what ways did you bully other students?

◊ Significant difference

## Healthy Eating

In 2012-13, only 12.2% of students reported consuming six or more servings of fruits and vegetables on a usual day. Males and females were equally likely to consume 6+ servings of fruits and vegetables.

**Youth who consume 6+ fruit and vegetable servings on a usual day, by grade, PEI, 2012-13**



**Question:**<sup>7</sup> On a usual day, how many servings of fruits and/or vegetables do you eat?

A significant relationship was observed between academic achievement and consumption of fruits and vegetables. In 2012-13, students with higher grades were more likely to report consuming six or more servings of fruits and vegetables on a usual day than students with lower grades.

### Fruit and Vegetable Consumption and Academic Achievement, 2012-13

Marks in School	<6 Servings consumed on a usual day	6+ Servings consumed on a usual day
Mostly A's and B's	82.0%	87.5%
Mostly B's and C's	16.6%	11.1%
Mostly lower than C's	1.4%	1.4%

**Question:**<sup>7</sup> Which of the following best describes your marks during the past year?

- (a) Mostly A's and B's ≥ 70%
- (b) Mostly B's and C's/ 50% - 69%
- (c) Mostly below C's < 50%

A significant relationship was observed between emotional well-being and consumption of fruits and vegetables. In 2012-13, students who reported consuming six or more servings of fruits and vegetables on a usual day were more likely to have higher self-esteem (i.e. respond “true” or “mostly true” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than those who reported consuming less than six servings of fruits and vegetables.

**Fruit and Vegetable Consumption and Emotional Well-Being, 2012-13**

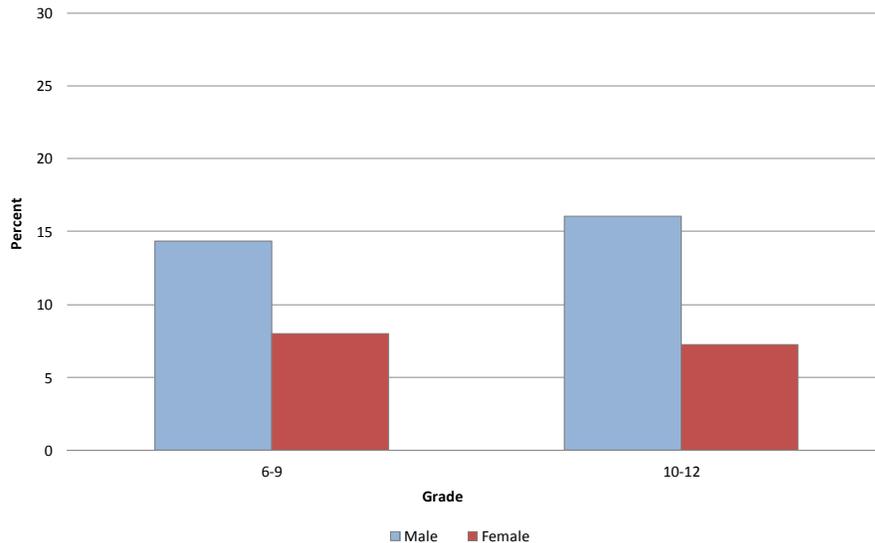
Emotional Well-Being	<6 Servings consumed on a usual day	6+ Servings consumed on a usual day
In general, I like the way I am.	78.2%	83.8%
When I do something, I do it well.	76.6%	84.9%
I like the way I look.	67.9%	82.4%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

### Physical Activity

In 2012-13, only 11.9% of students reported getting at least 60 minutes of vigorous physical activity per day over the last week. Males at all age groups/grades reported a significantly higher rate of physical activity (15.7%) than their female counterparts (7.8%).

**Youth who report at least 60 minutes per day of vigorous physical activity over the last week, by grade, PEI, 2012-13**



**Question:**<sup>7</sup> Mark how many minutes of physical activity you did on each of the past 7 days. Include activities that cause you to sweat and to breathe harder or “be out of breath”.

A significant relationship was observed between emotional well-being and physical activity. In 2012-13, students who reported getting 60 minutes or more of vigorous physical activity a day were more likely to have higher self-esteem (i.e. respond “true” or “mostly true” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than those who reported getting less than 60 minutes of vigorous physical activity a day.

### Physical activity and emotional well-being, 2012-13

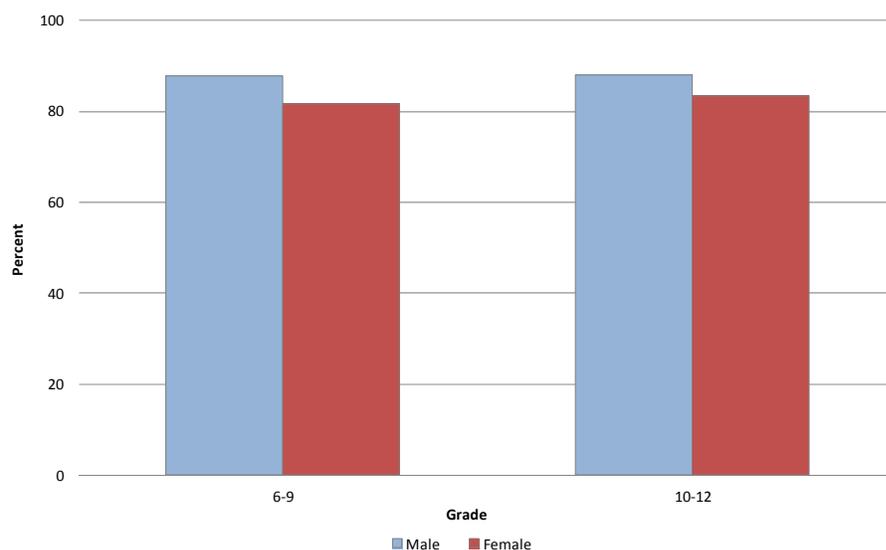
Emotional well-being	<60 minutes per day of vigorous physical activity	60+ minutes per day of vigorous physical activity
In general, I like the way I am.	77.9%	85.2%
When I do something, I do it well.	75.9%	85.2%
I like the way I look.	67.9%	89.0%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

## Screen Time

In 2012-13, 85.1% of students reported exceeding the recommended maximum of two hours of screen time per day (including playing video games, surfing the internet, and watching TV shows/movies).

**Youth who spend >2 hours per day watching TV/videos, playing video games, and/or surfing the internet, by grade, PEI, 2012-13**



**Question:<sup>7</sup>** On average, how many hours a day do you do the following?  
 (a) Watching/streaming TV shows/movies  
 (b) Playing video/computer games  
 (c) Surfing the internet

A significant relationship was observed between academic achievement and hours of screen time per day. In 2012-13, students who reported having more than two hours of screen time per day were less likely to have higher grades than those who reported having less than two hours of screen time per day.

## Screen time and academic achievement, 2012-13

Marks in School	<2 hours of screen time per day	2+ hours of screen time per day
Mostly A's and B's	86.3%	81.8%
Mostly B's and C's	12.1%	16.7%
Mostly lower than C's	1.6%	1.4%

**Question:<sup>7</sup>** Which of the following best describes your marks during the past year?  
 (a) Mostly A's and B's  $\geq$  70%  
 (b) Mostly B's and C's/ 50% - 69%  
 (c) Mostly lower than C's < 50%

A significant relationship was observed between emotional well-being and hours of screen time per day. In 2012-13, students who reported having less than two hours of screen time per day were more likely to have higher self-esteem (i.e., respond “true” or “mostly true” to “I like the way I am”, “When I do something, I do it well”, and “I like the way I look”) than those who reported having two or more hours of screen time per day.

### Screen time and emotional well-being, 2012-13

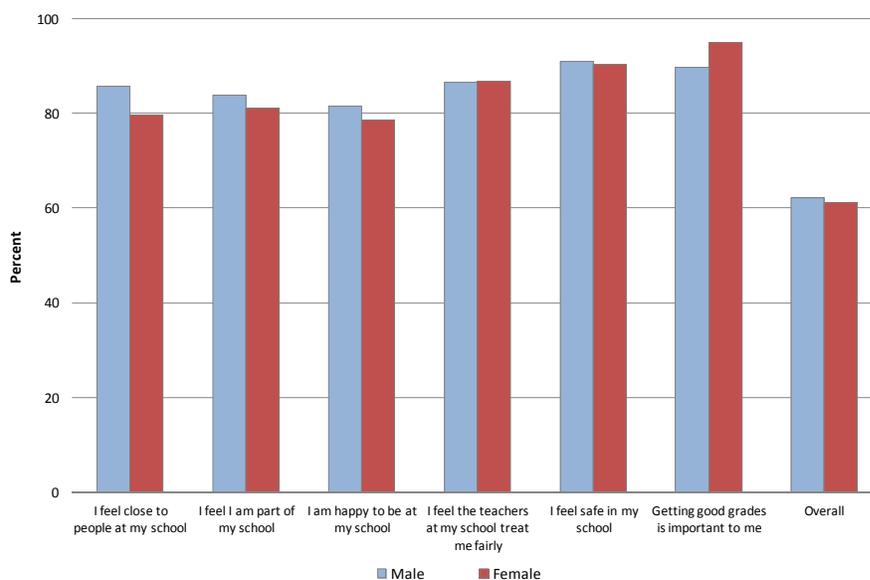
Emotional well-being	<2 hours of screen time per day	2+ hours of screen time per day
In general, I like the way I am.	87.7%	77.2%
When I do something, I do it well.	85.6%	76.0%
I like the way I look.	81.1%	67.4%

**Question:**<sup>7</sup> Choose the answer that describes how you feel about the statements (True, Mostly True, Neutral, False, Mostly False):  
 (a) “In general, I like the way I am”  
 (b) “When I do something, I do it well”  
 (c) “I like the way I look”

### School Connectedness

In 2012-13, 61.8% (63.2% males and 61.2% females) of students responded “agree” or “strongly agree” to all six questions pertaining to school connectedness (“Overall”). The highest proportion of females agreed/strongly agreed that “getting good grades is important to me”, while the highest proportion of males agreed/strongly agreed that “I feel safe in my school”.

School connectedness responses (true/mostly true) by sex, PEI, 2012-13

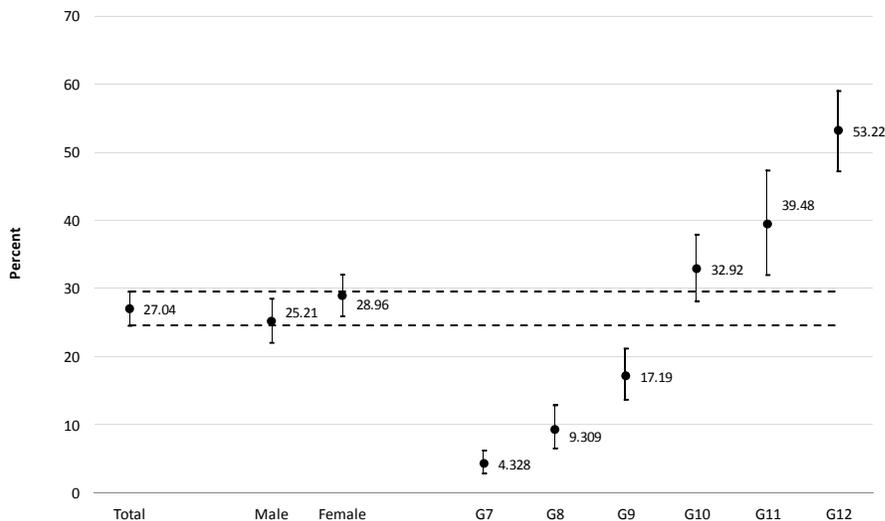


**Question:**<sup>7</sup> How strongly do you agree or disagree with the following?  
 (a) I feel close to people at my school  
 (b) I feel I am part of my school  
 (c) I am happy to be at my school  
 (d) I feel the teachers at my school treat me fairly  
 (e) I feel safe in my school  
 (f) Getting good grades is important to me

### Risk of Alcohol or Drug-related Disorder

In 2012-13, overall, 27.0% of students demonstrated a high risk of having/developing an alcohol or drug-related disorder. Males and females were equally as likely to demonstrate high risk of having/developing an alcohol or drug-related disorder. The proportion of high risk students increases with increasing grade level.

**Youth who demonstrate a high risk of having or developing an alcohol or drug-related disorder, by grade and sex, PEI, 2012-13**



**Question:**<sup>7</sup> Derived variable from the CRAFFT question:

- (a) Have you ever ridden in a CAR driven by someone (including yourself) who was “high” or had been using alcohol or drugs?
- (b) Do you ever use alcohol or drugs to RELAX, feel better about yourself or fit in?
- (c) Do you ever use alcohol or drugs while you are by yourself, ALONE?
- (d) Do you ever FORGET things you did while using alcohol or drugs?
- (e) Do your family and FRIENDS ever tell you that you should cut down on your drinking or drug use?
- (f) Have you ever gotten into TROUBLE while you were using alcohol or drugs?

\*Students are considered “high risk” if they answered “Yes” to 2 or more of the above questions.

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