

# **2024 Florida Prevention Needs Assessment Survey**



Survey Results for:  
**Indian River County**

Sponsored by:  
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The analyses, conclusions, views, and opinions presented here are those of authors alone and should not be attributed to any of the organizations that sponsor the Florida Youth Substance Abuse Survey.

## 2024 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Florida Youth Substance Abuse Survey that was conducted during 2024. The results are presented along with comparisons to the Monitoring the Future Survey (A nation-wide survey of grades 8, 10, and 12) and the Bach Harrison Norm (BH Norm). The BH Norm is described in more detail on page 7 of this report.

The survey was designed to assess students' involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors. The risk and protective factors have been shown to influence the likelihood of academic success, school dropout, substance use, violence, and delinquency among youth.

Table 1 contains the characteristics of the students who completed the survey from your community. When using the information in this report, please pay attention to the number and percentage

of students who participated from your community. The sample size for this survey administration was 953 students. If 60% or more of the sample participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

## The Risk and Protective Factor Model of Substance Abuse Prevention

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance use and its related consequences.

This model is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

**Table 1. Characteristics of Participants**

Student Totals						
Total Students	County Schools					
	2020		2022		2024	
	Number	Percent	Number	Percent	Number	Percent
	814	100	774	100	953	100
<b>Grade</b>						
6	152	18.7	173	22.4	143	15.0
7	126	15.5	155	20.0	179	18.8
8	111	13.6	119	15.4	129	13.5
9	165	20.3	100	12.9	154	16.2
10	111	13.6	83	10.7	135	14.2
11	79	9.7	97	12.5	110	11.5
12	70	8.6	47	6.1	103	10.8
<b>Gender</b>						
Male	385	47.5	388	50.3	514	54.0
Female	425	52.5	384	49.7	437	46.0
<b>Ethnicity</b>						
Native American	11	1.4	0	0.0	19	2.0
Asian	19	2.3	15	2.4	14	1.5
African American	77	9.5	20	3.2	115	12.1
Pacific Islander	0	0.0	158	25.5	0	0.0
Hispanic	169	20.8	100	16.1	229	24.2
White	341	41.9	0	0.0	378	39.9
Multi-racial	196	24.1	327	52.7	193	20.4

Table 1. represents the total survey population. Students were given the option to skip questions, and not all students completed the survey. The percentages in remaining tables/figures of this report reflect the percent of students responding to each question, rather than the percent of the total survey population.



## Risk and Protective Factors

**Risk factors** are characteristics of school, community and family environments, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in disorganized and crime-ridden neighborhoods are more likely to become involved in crime and drug use than children who live in safe neighborhoods.

The chart at the bottom of the page shows the links between the 20 risk factors and six problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

**Protective factors** exert a positive influence and buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include strong bonding to family, school, community and peers, and healthy beliefs and clear standards for behavior. Protective bonding depends on three conditions:

- **Opportunities** for young people to actively contribute
- **Skills** to be able to successfully contribute
- **Consistent recognition** or reinforcement for their efforts and accomplishments

Bonding confers a protective influence only when there is a positive climate in the bonded community. Peers and adults in these schools, families and neighborhoods must communicate healthy values and set clear standards for behavior in order to ensure a protective effect. For example, strong bonds to antisocial peers would not be likely to reinforce positive behavior.

Research on risk and protective factors has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes.** By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

Risk Factors for Adolescent Problem Behavior																				
	Community							Family				School		Peer/Individual						
Problem Behaviors	Avallability of Drugs	Avallability of Firearms	Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	Media Portrayals of the Behavior	Transitions and Mobility	Low Neighborhood Attachment and Community Disorganization	Extreme Economic Deprivation	Family History of the Problem Behavior	Family Management Problems	Family Conflict	Favorable Parental Attitudes & Involvement in the Problem Behavior	Academic Failure Beginning in Late Elementary School	Lack of Commitment to School	Early & Persistent Antisocial Behavior	Rebelliousness	Gang Involvement	Friends Who Engage in the Problem Behavior	Favorable Attitudes Toward the Problem Behavior	Early Imitation of the Problem Behavior	Constitutional Factors
	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
							✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
					✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	
	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					✓				✓	✓	✓		✓		✓					



## Validity Measures

**Honesty:** Because the survey was anonymous, and because confidentiality was stressed through the survey's administration process, most of the reasons for students to exaggerate or deny behaviors were eliminated. However, Bach Harrison has built several checks into the data analysis to minimize the impact of students who were either not truthful in their responses or who did not take the survey seriously. Surveys were eliminated from the final data reported in this report for meeting one or more the following five pre-determined dishonesty indicators:

1. In response to a question about whether or not they had been honest in completing the survey, the students indicated that they were "Not Honest At All" in completing the survey.
2. The students indicated that they had used a non-existent, fictitious drug in their lifetime or in the past 30 days.
3. The students reported an impossibly high level of multiple drug use (having used substances on 120 or more occasions in the past 30 days).
4. The students indicated past-month use rates that were higher than lifetime use rates. The student can make one mistake, which is then recoded so that the lifetime is equal to the 30 day value.
5. The students reported an age that was inconsistent with their grade or their school; for example, a 10-year-old 12th grader or 19-year-old 6th grader.

Additionally, if a student did not answer enough of the validity questions to determine whether or not they were honest in their responses to the five criteria, their survey data were also removed from the final analysis presented in this report.



## How to Read the Charts

**There are four types of charts presented in this report:**

1. Substance use charts
2. Antisocial behavior (ASB) charts
3. Risk factor charts
4. Protective factor charts.

Data from the charts are also presented in Tables 3 through 10. Additional data found in later tables are explained at the end of this section.

### Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the PNA survey.

**The Bars** on substance use and antisocial behavior charts represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category. Each set of differently colored bars represents one of the past administrations of the PNA. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

**Dots and Diamonds** provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed who reported substance use, problem behavior, elevated risk, or elevated protection. Please note that the dot represents the aggregate results of all participating students rather than a random sample of students. The survey results provide considerable information for communities to use in planning



## How to Read the Charts (Continued)

prevention services. The diamonds represent national data from either the Monitoring the Future (MTF) Survey or the Bach Harrison Norm (BH Norm). The BH Norm was developed by Bach Harrison L.L.C. to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from eleven statewide surveys and one large regional survey across the nation were combined into a database of approximately 970,000 students. The results were weighted to make the contribution of each state and region proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as BH Norm. In order to keep the BH Norm relevant, it is updated approximately every few years as new data become available.

A comparison to survey-wide and national results provides additional information for your community in determining the relative importance of levels of alcohol, tobacco and other drug (ATOD) use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts, it is important to observe the factors that differ the most from the BH Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the BH Norm and the protective factors are lower than the BH Norm are probably the factors that you should consider addressing when planning prevention programs.

### Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Once the PNA survey had been given to over 460,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale

that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

### Lifetime, 30 Day & Heavy ATOD Use Charts

There are three types of use measured on the ATOD charts.

**Lifetime use** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.

**30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.

**Heavy use** is measured in two ways: *binge drinking* (five or more drinks in a row over the last two weeks), and use of *one-half a pack or more of cigarettes per day*.

### Supplement 1. ATOD Questions

This contains the full wording for the ATOD questions.



## How to Read the Charts (Continued)

### Antisocial Behavior, Driving and Alcohol Charts

**Antisocial behavior (ASB)** is a measure of the percentage of students who report any involvement during the past year with the eight antisocial behaviors listed in the charts.

**Driving and Alcohol** is a measure of the percentage of students who report drinking and driving, or being a passenger in a car where the driver had been drinking in the past 30 days.

### Risk and Protective Factor Charts

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether they will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

The tables are a list of the numbers and percents presented in the report. Before each table group is a summary of what is detailed in that section.



## Tables

### Tables in this Report

Tables 3 and 4 detail the Risk and Protective Scales.

Tables 5 to 8 detail ATOD Use, Problem ATOD Use, and Alcohol and Driving Behaviors.

Table 9 shows Antisocial Behaviors.

Table 10, Drug Free Communities Report. It contains information required by communities with Drug Free Communities Grants, such as the perception of the risks of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Table 11, Additional Items. It contains information such as the parent attitudes regarding drinking, general student well being, and types of substances used in vaping.



## Tools for Assessment and Planning

### What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

**Which 3-5 risk factors** appear to be higher than you would want when compared to the Bach Harrison Norm?

**Which 3-5 protective factors** appear to be lower than you would want when compared to the Bach Harrison Norm?

**Which levels of 30-day drug use** are increasing and/or unacceptably high? Which substances are your students using the most? At which grades do you see unacceptable usage levels?

**Which antisocial behaviors** are increasing and/or unacceptably high? Which behaviors are your students exhibiting the most? At which grades do you see unacceptable behavior levels?

### How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

**Look across the charts** for items that stand out as either much higher or much lower than the others.

**Compare your data** with statewide, and/or national data. Differences of 5% between local and other data are probably significant.

**Prioritize problems for your area** according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?

**Determine the standards and values** held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

### Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

**Substance use and antisocial behavior data** are excellent tools to raise awareness about the problems and promote dialogue.

**Risk and protective factor data** can be used to identify exactly where the community needs to take action.

**Promising approaches** for any prevention goal are available through resources listed on the last page of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.



## Risk and Protective Scale Definitions

**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>Community Domain Risk Factors</i>	
<b>Laws and Norms Favorable Toward Drug Use</b>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<b>Scale Questions for Laws and Norms Favorable Toward Drug Use</b>	<i>If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey or gin) in your neighborhood would they be caught by the police?</i>
	<i>If a kid smoked marijuana in your neighborhood, would they be caught by the police?</i>
	<i>If a kid carried a handgun in your neighborhood, would they be caught by the police?</i>
	<i>How wrong would most adults (over 21) in your neighborhood think it is for kids your age to use marijuana?</i>
	<i>How wrong would most adults (over 21) in your neighborhood think it is for kids your age to drink alcohol?</i>
	<i>How wrong would most adults (over 21) in your neighborhood think it is for kids your age to smoke cigarettes?</i>
<b>Perceived Availability of Drugs</b>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents.
<b>Scale Questions for Perceived Availability of Drugs</b>	<i>If you wanted to get some cigarettes, how easy would it be for you to get some?</i>
	<i>If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey or gin), how easy would it be for you to get some?</i>
	<i>If you wanted to get some marijuana, how easy would it be for you to get some?</i>
	<i>If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?</i>
<i>Family Domain Risk Factors</i>	
<b>Poor Family Management</b>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
<b>Scale Questions for Poor Family Management</b>	<i>The rules in my family are clear.</i>
	<i>When I am not at home, one of my parents knows where I am and who I am with.</i>
	<i>If you drank some beer or wine or liquor (for example, vodka, whiskey or gin) without your parents' permission, would you be caught by your parents?</i>
	<i>My family has clear rules about alcohol use.</i>
	<i>My family has clear rules about other drug use.</i>
	<i>If you carried a handgun without your parents' permission, would you be caught by your parents?</i>
	<i>If you skipped school, would you be caught by your parents?</i>
	<i>My parents ask if I've gotten my homework done.</i>
	<i>Would your parents know if you did not come home on time?</i>

## Risk and Protective Scale Definitions

**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>Family Domain Risk Factors (Continued)</i>	
<b>Family Conflict</b>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<b>Scale Questions for Family Conflict</b>	<i>People in my family often insult or yell at each other.</i>
	<i>We argue about the same things in my family over and over.</i>
	<i>People in my family have serious arguments.</i>
<b>Parental Attitudes Favorable Toward Drug Use</b>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<b>Scale Questions for Parental Attitudes Favorable Toward Drug Use</b>	<i>How wrong do your parents feel it would be for YOU to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</i>
	<i>How wrong do your parents feel it would be for YOU to smoke cigarettes?</i>
	<i>How wrong do your parents feel it would be for YOU to smoke marijuana?</i>

## Risk and Protective Scale Definitions

**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>Family Domain Protective Factors (Continued)</i>	
<b>Opportunities for Prosocial Involvement</b>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<b>Scale Questions for Opportunities for Prosocial Involvement</b>	<i>If I had a personal problem, I could ask my mom or dad for help.</i>
	<i>My parents give me lots of chances to do fun things with them.</i>
	<i>My parents ask me what I think before most family decisions affecting me are made</i>
<b>Rewards for Prosocial Involvement</b>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
<b>Scale Questions for Rewards for Prosocial Involvement</b>	<i>My parents notice when I am doing a good job and let me know about it.</i>
	<i>How often do your parents tell you they're proud of you for something you've done?</i>
	<i>Do you enjoy spending time with your mother?</i>
	<i>Do you enjoy spending time with your father?</i>
<i>School Domain Risk Factors</i>	
<b>Academic Failure</b>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<b>Scale Questions for Academic Failure</b>	<i>Putting them all together, what were your grades like last year?</i>
	<i>Are your school grades better than the grades of most students in your class?</i>
<b>Low Commitment to School</b>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
<b>Scale Questions for Low Commitment to School</b>	<i>During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?</i>
	<i>How often do you feel that the school work you are assigned is meaningful and important?</i>
	<i>How interesting are most of your courses to you?</i>
	<i>How important do you think the things you are learning in school are going to be for your later life?</i>
	<i>Now, thinking back over the past year in school, how often did you enjoy being in school?</i>
	<i>Now, thinking back over the past year in school, how often did you hate being in school?</i>
	<i>Now, thinking back over the past year in school, how often did you try to do your best work in school?</i>
<i>School Domain Protective Factors</i>	
<b>Opportunities for Prosocial Involvement</b>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<b>Scale Questions for Opportunities for Prosocial Involvement</b>	<i>In my school, students have lots of chances to help decide things like class activities and rules.</i>
	<i>There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.</i>
	<i>There are lots of chances for students in my school to talk with a teacher one-on-one.</i>
	<i>I have lots of chances to be part of class discussions or activities.</i>

## Risk and Protective Scale Definitions

**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>School Domain Protective Factors (Continued)</i>	
<b>Rewards for Prosocial Involvement</b>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.
<b>Scale Questions for Rewards for Prosocial Involvement</b>	<i>My teachers notice when I am doing a good job and lets me know about it.</i>
	<i>The school lets my parents know when I have done something well.</i>
	<i>My teachers praise me when I work hard in school.</i>
<i>Peer-Individual Risk Factors</i>	
<b>Early Initiation of Antisocial Behavior and Early Initiation of Drug Use</b>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<b>Scale Questions for Early Initiation of Antisocial Behavior</b>	<i>How old were you when you first...</i>
	<i>got suspended from school?</i>
	<i>got arrested?</i>
	<i>carried a handgun?</i>
	<i>attacked someone with the idea of seriously hurting them?</i>
<b>Scale Questions for Early Initiation of Drug Use</b>	<i>How old were you when you first...</i>
	<i>smoked a cigarette, even just a puff?</i>
	<i>had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)?</i>
	<i>began drinking alcoholic beverages regularly, that is, at least once or twice a month?</i>
	<i>smoked marijuana?</i>
<b>Attitudes Favorable Toward Antisocial Behavior and Attitudes Favorable Toward Drug Use</b>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<b>Scale Questions for Attitudes Favorable Toward Antisocial Behavior</b>	<i>How wrong do you think it is for someone your age to...</i>
	<i>take a handgun to school?</i>
	<i>steal anything worth more than \$5?</i>
	<i>pick a fight with someone?</i>
	<i>attack someone with the idea of seriously hurting them?</i>
	<i>stay away from school all day when their parents think they are at school?</i>
<b>Scale Questions for Attitudes Favorable Toward Drug Use</b>	<i>How wrong do you think it is for someone your age to...</i>
	<i>drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?</i>
	<i>smoke cigarettes?</i>
	<i>smoke marijuana?</i>
	<i>use LSD, cocaine, amphetamines or another illegal drug?</i>

## Risk and Protective Scale Definitions

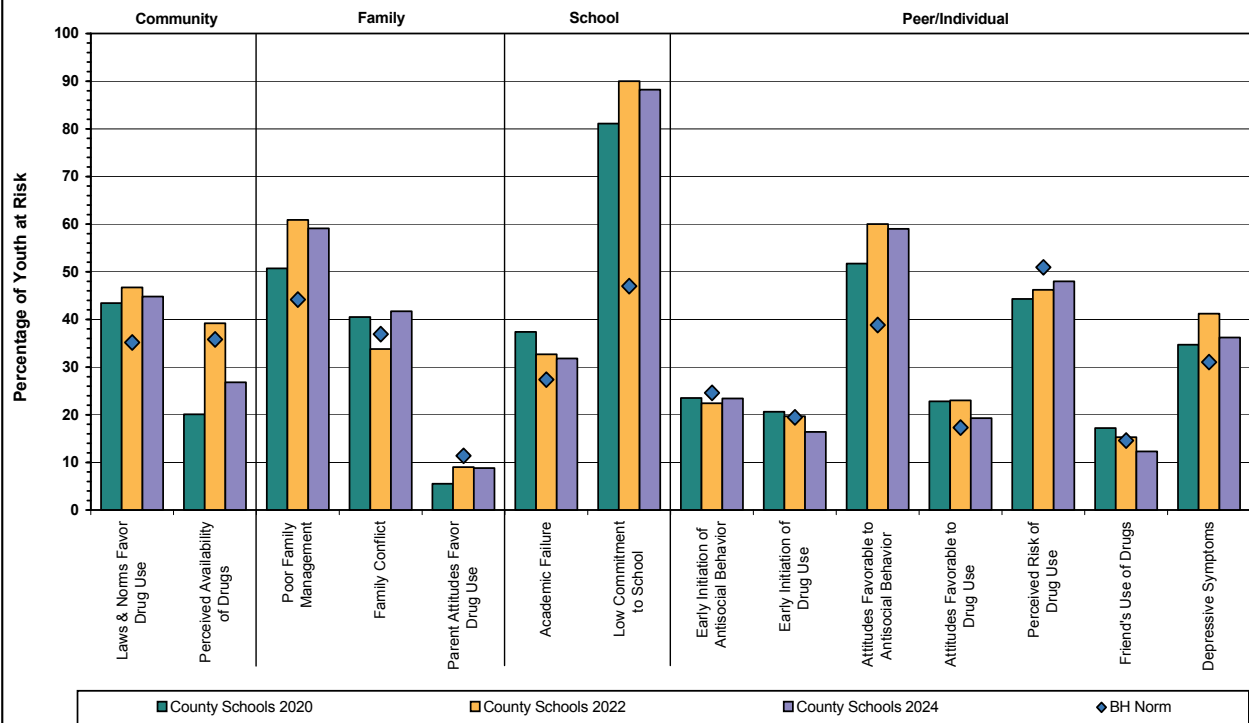
**Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>Peer-Individual Risk Factors (Continued)</i>	
<b>Perceived Risk of Drug Use</b>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<b>Scale Questions for Perceived Risk of Drug Use</b>	<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>
	<i>smoke one or more packs of cigarettes per day?</i>
	<i>try marijuana once or twice?</i>
	<i>smoke marijuana regularly?</i>
	<i>take one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?</i>
<b>Friends' Use of Drugs</b>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<b>Scale Questions for Friends' Use of Drugs</b>	<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>
	<i>smoked cigarettes?</i>
	<i>tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?</i>
	<i>used marijuana?</i>
	<i>used LSD, cocaine, amphetamines, or other illegal drugs?</i>
<b>Depressive Symptoms</b>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and youth problem behaviors.
<b>Scale Questions for Depressive Symptoms</b>	<i>Sometimes I think that life is not worth it.</i>
	<i>At times I think I am no good at all.</i>
	<i>All in all, I am inclined to think that I am a failure.</i>
	<i>In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?</i>

# Risk and Protective Factor Profiles

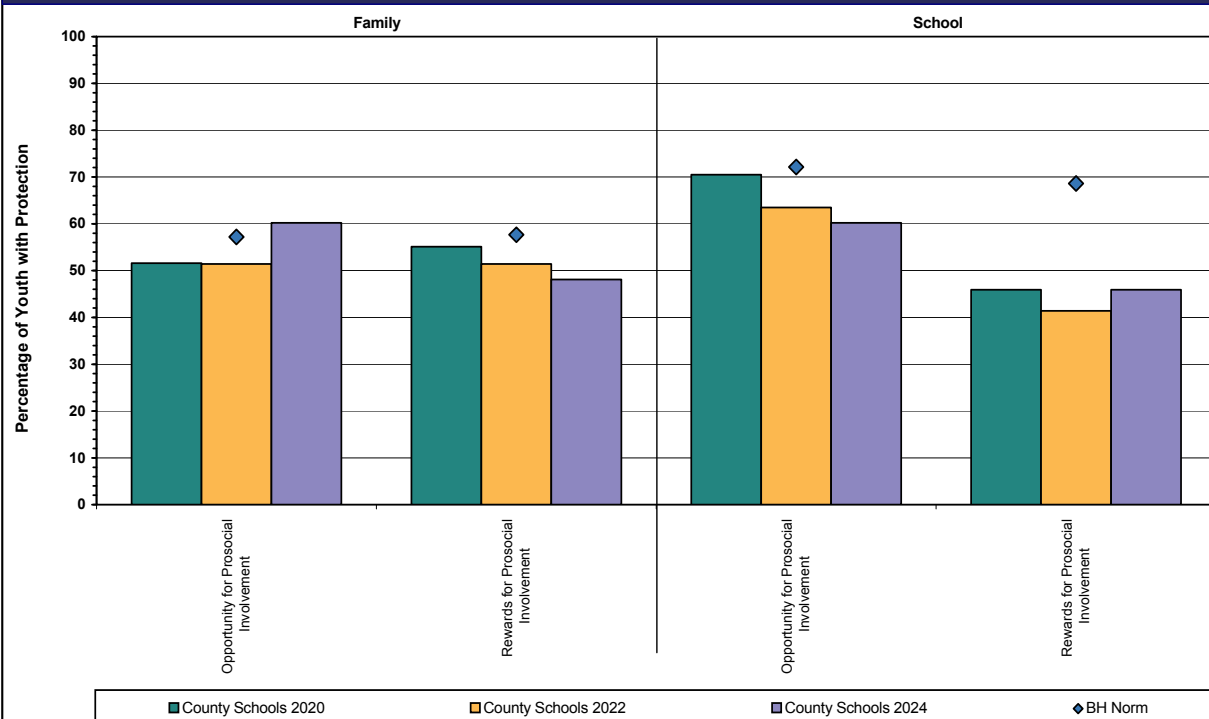
## RISK PROFILE

2024 County Schools Student Survey, Grade 6



## PROTECTIVE PROFILE

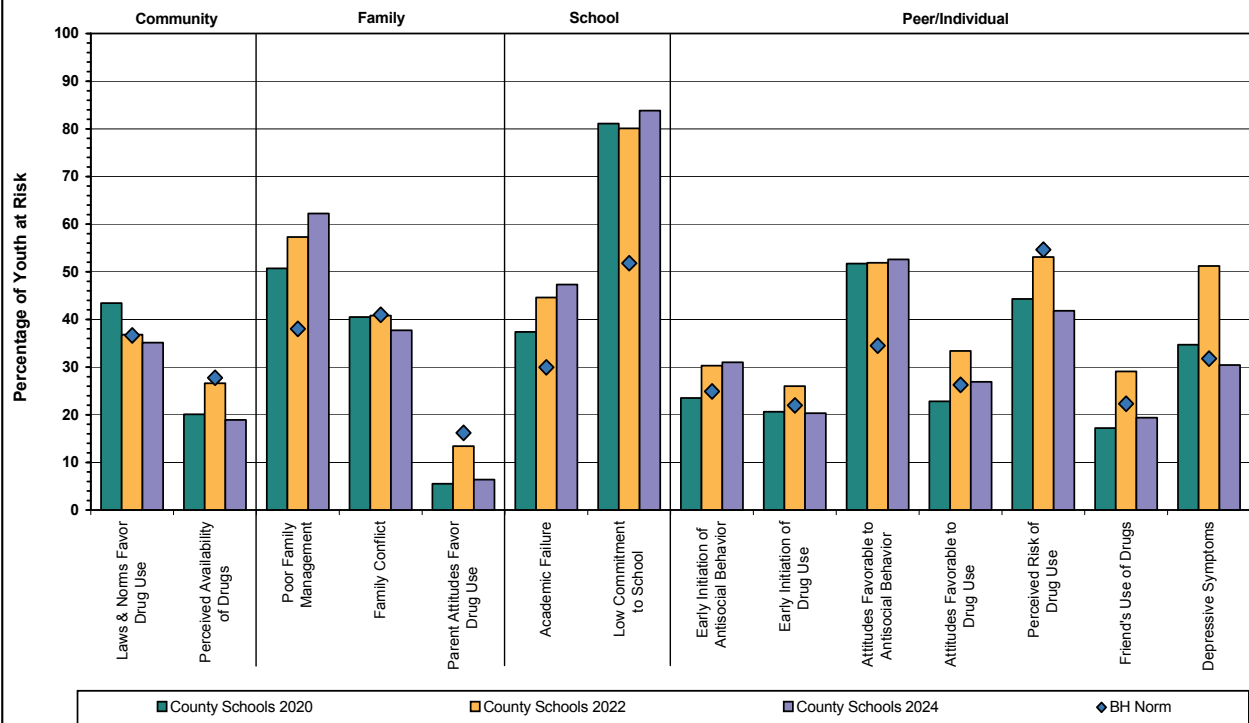
2024 County Schools Student Survey, Grade 6



# Risk and Protective Factor Profiles

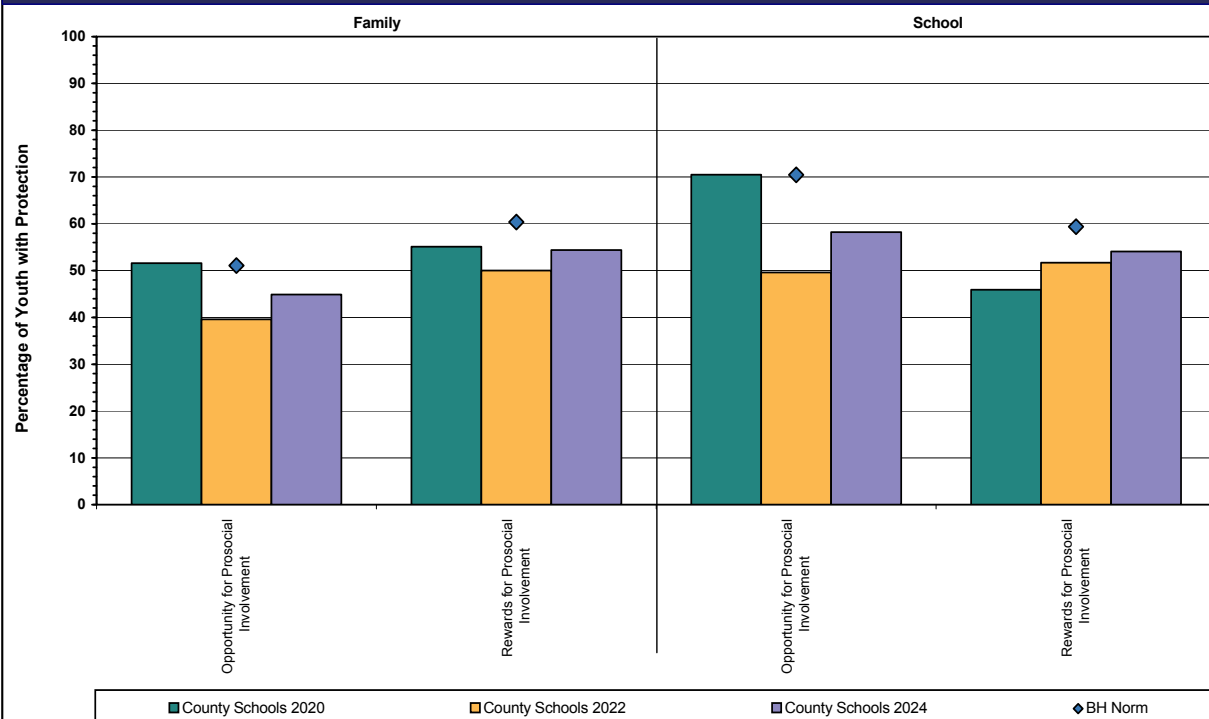
## RISK PROFILE

2024 County Schools Student Survey, Grade 7



## PROTECTIVE PROFILE

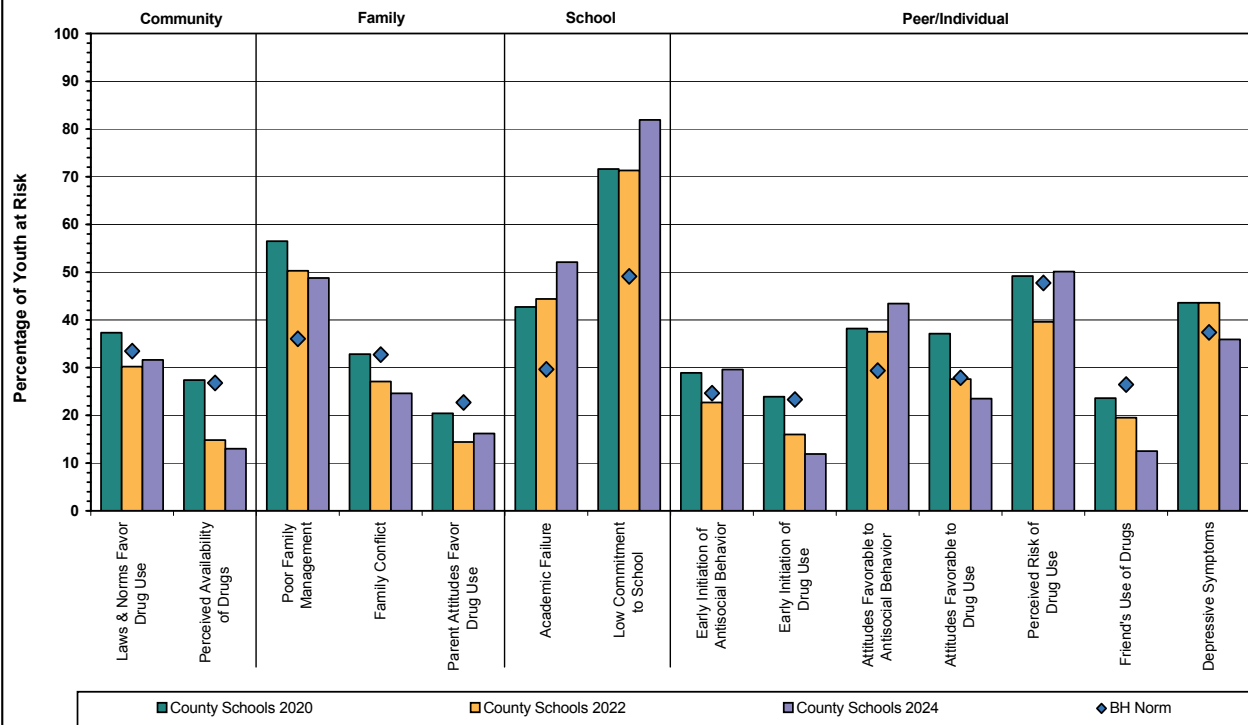
2024 County Schools Student Survey, Grade 7



# Risk and Protective Factor Profiles

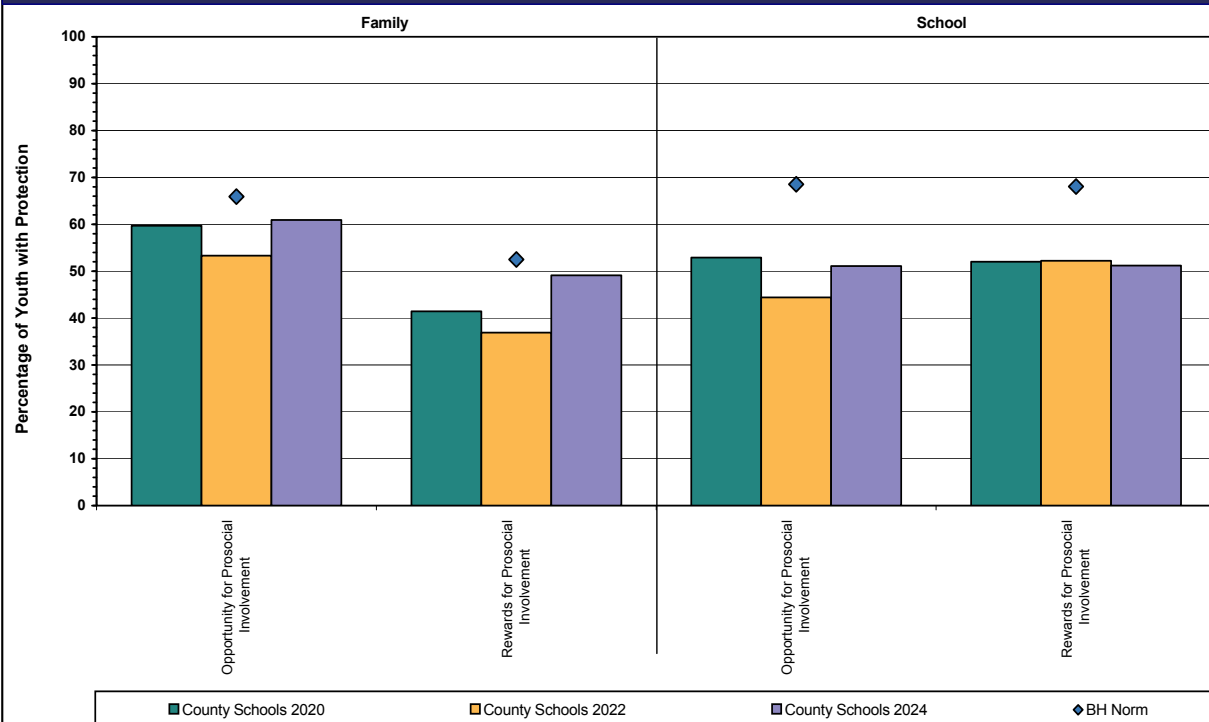
## RISK PROFILE

2024 County Schools Student Survey, Grade 8



## PROTECTIVE PROFILE

2024 County Schools Student Survey, Grade 8

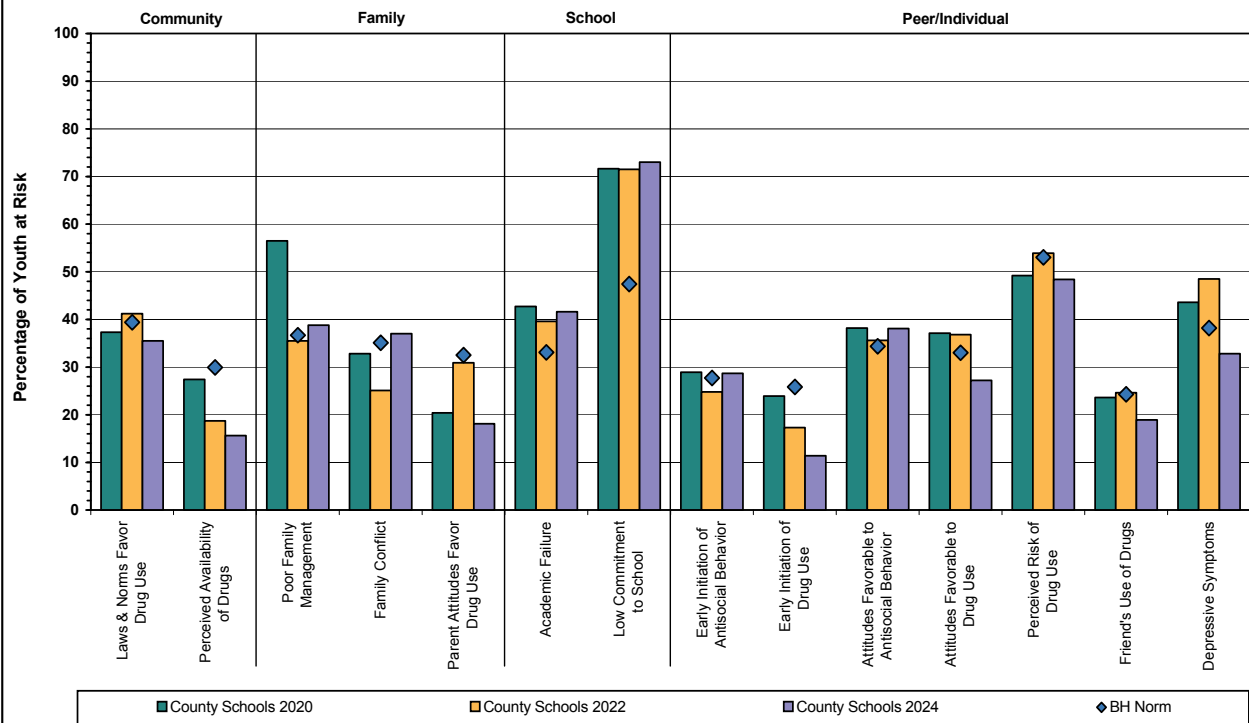




# Risk and Protective Factor Profiles

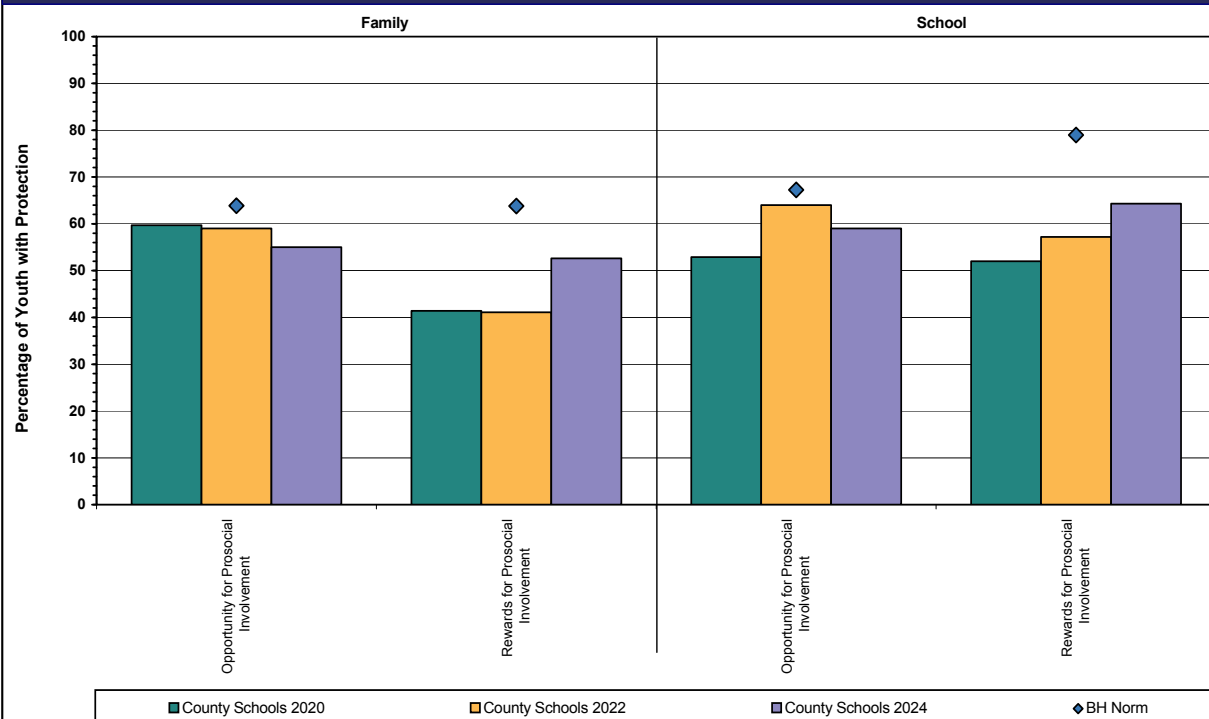
## RISK PROFILE

2024 County Schools Student Survey, Grade 9



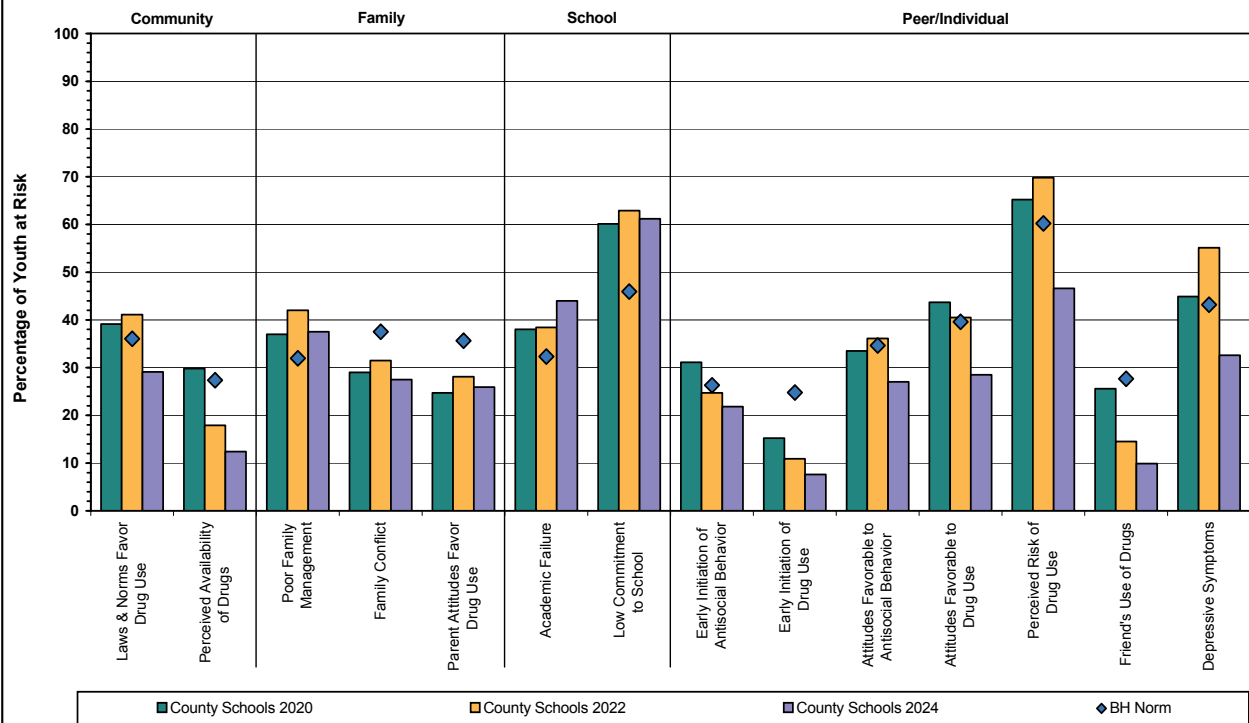
## PROTECTIVE PROFILE

2024 County Schools Student Survey, Grade 9

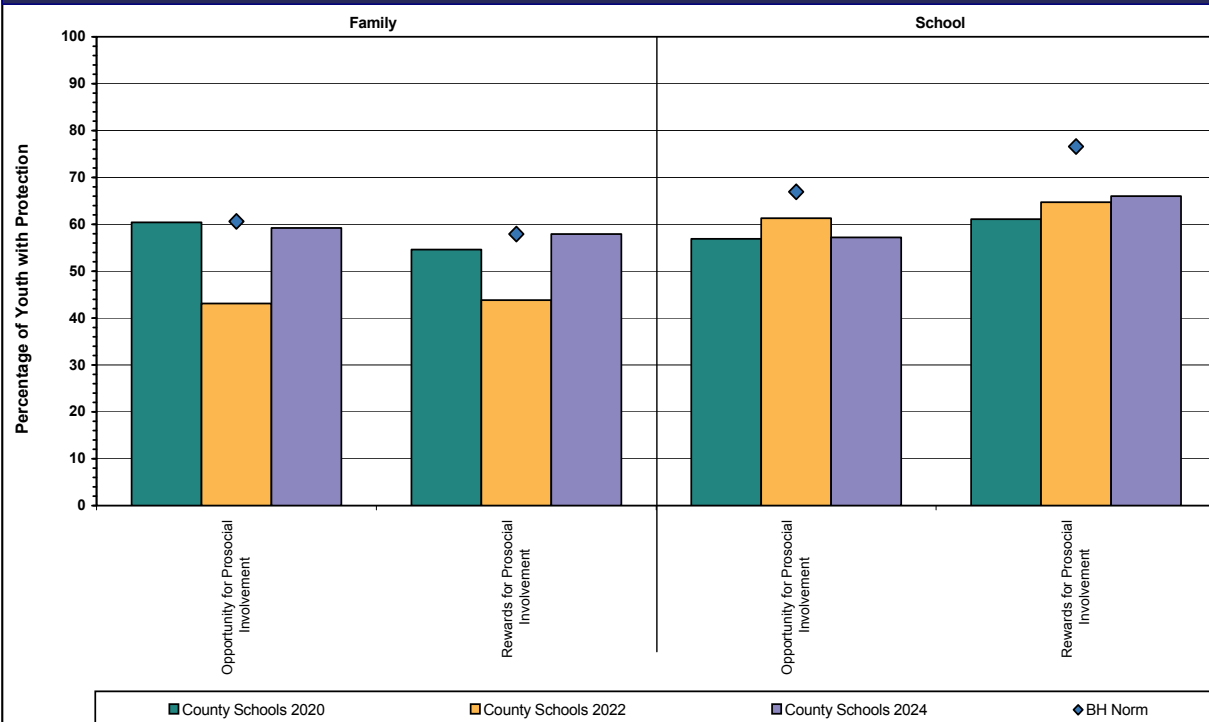


# Risk and Protective Factor Profiles

## RISK PROFILE 2024 County Schools Student Survey, Grade 10



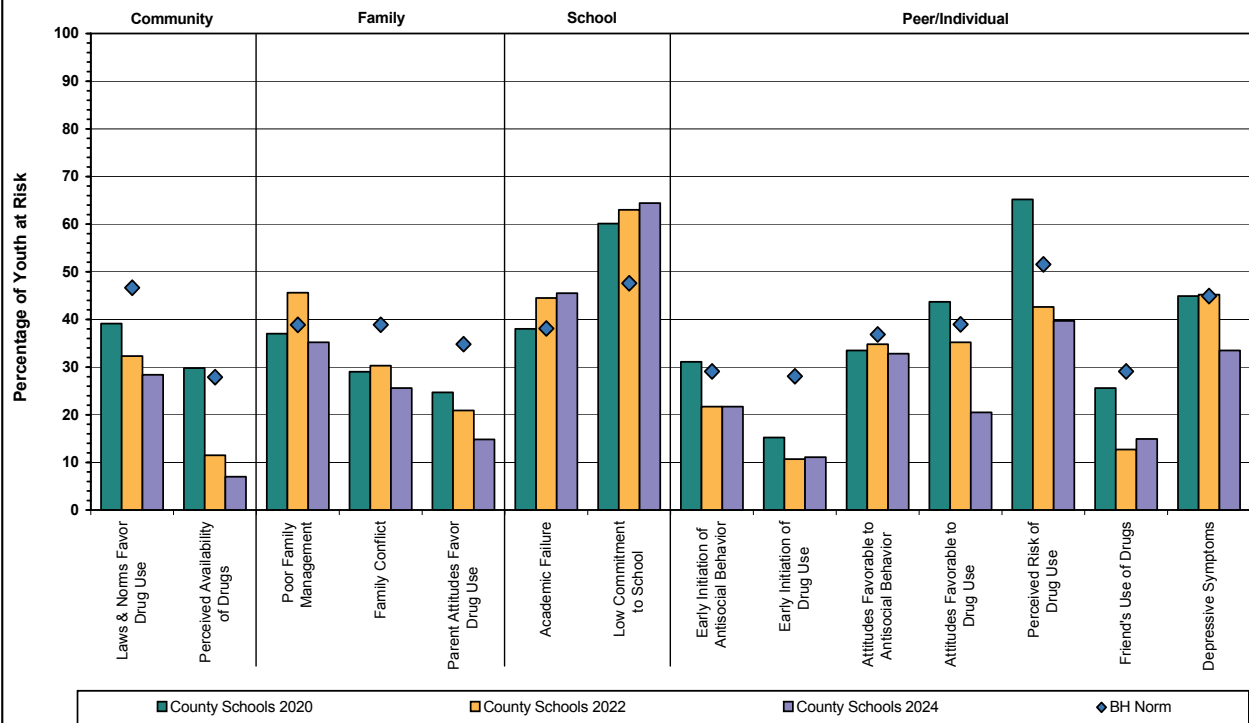
## PROTECTIVE PROFILE 2024 County Schools Student Survey, Grade 10



# Risk and Protective Factor Profiles

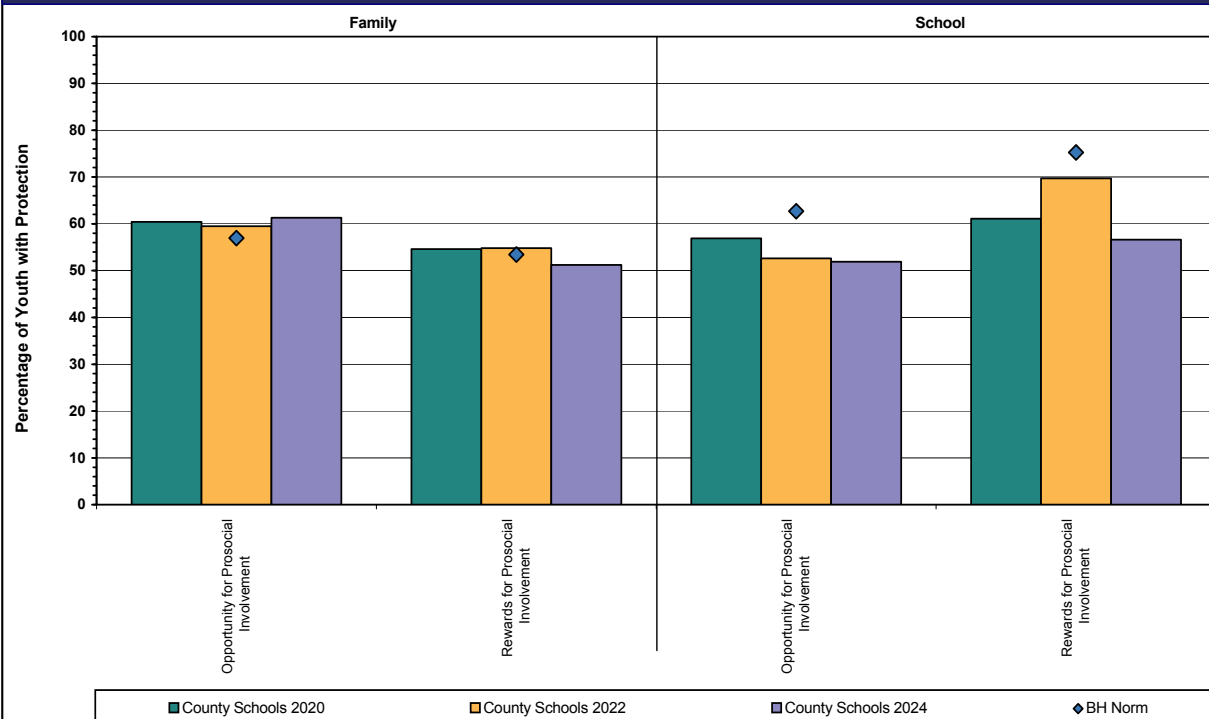
## RISK PROFILE

2024 County Schools Student Survey, Grade 11



## PROTECTIVE PROFILE

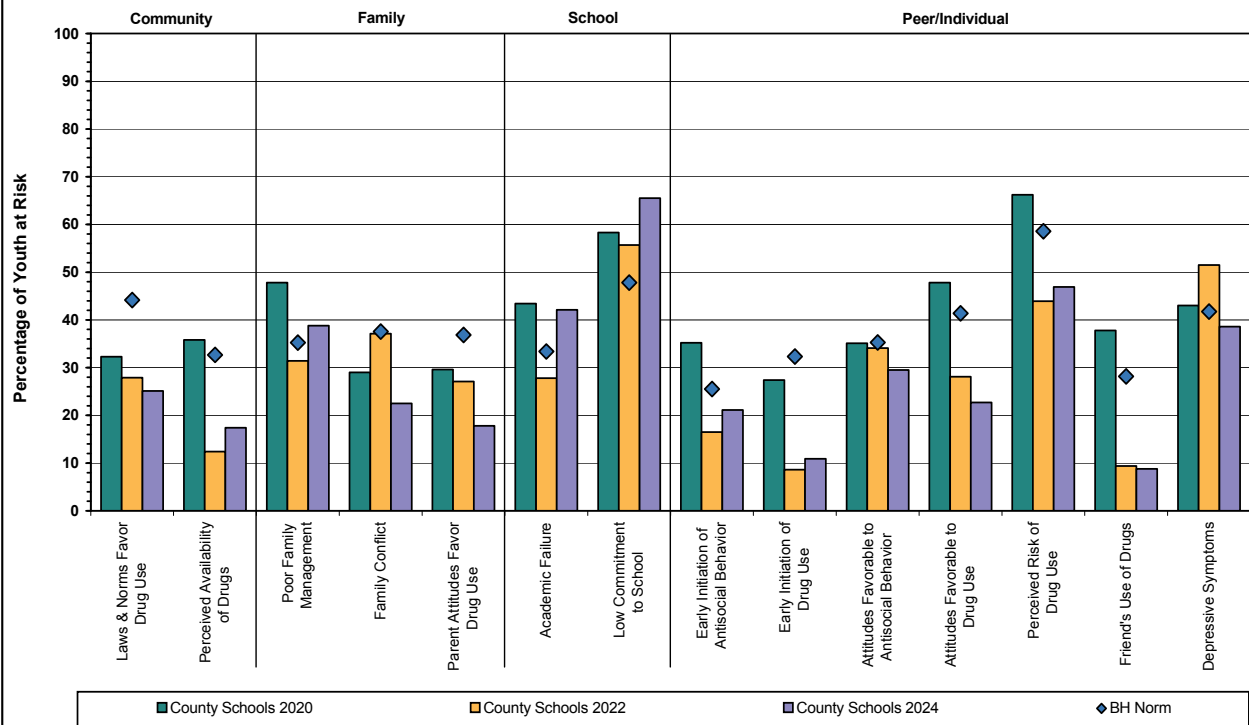
2024 County Schools Student Survey, Grade 11



# Risk and Protective Factor Profiles

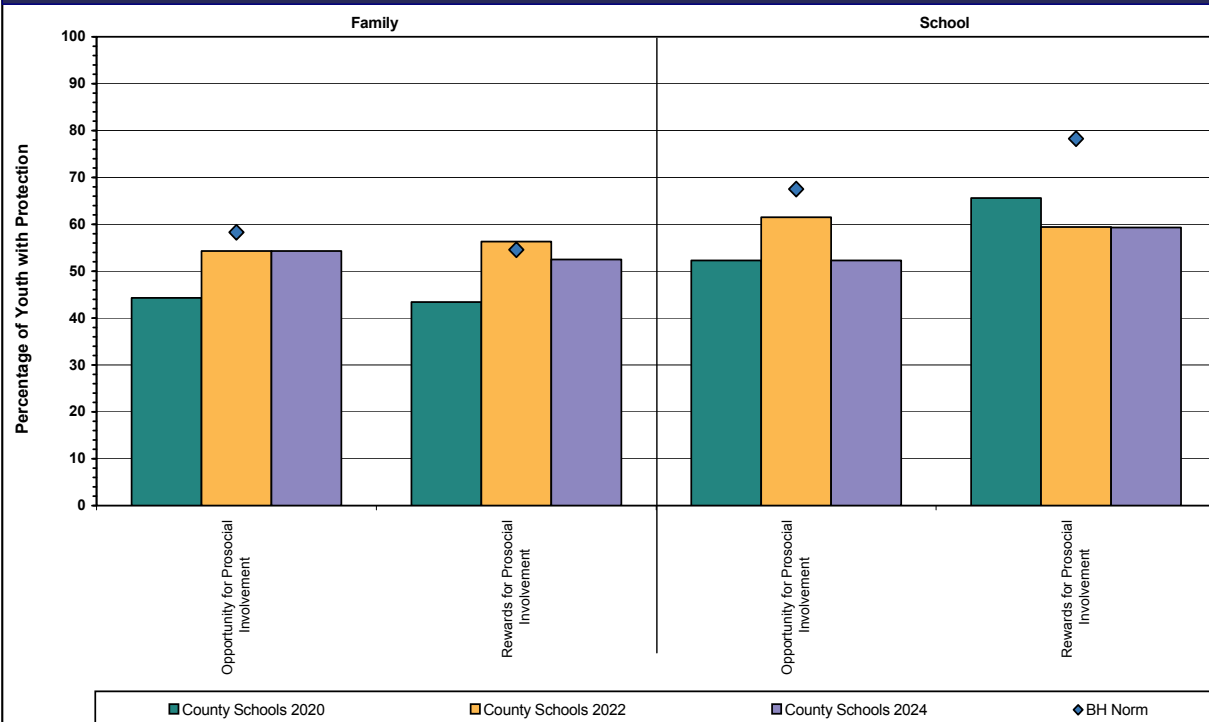
## RISK PROFILE

2024 County Schools Student Survey, Grade 12



## PROTECTIVE PROFILE

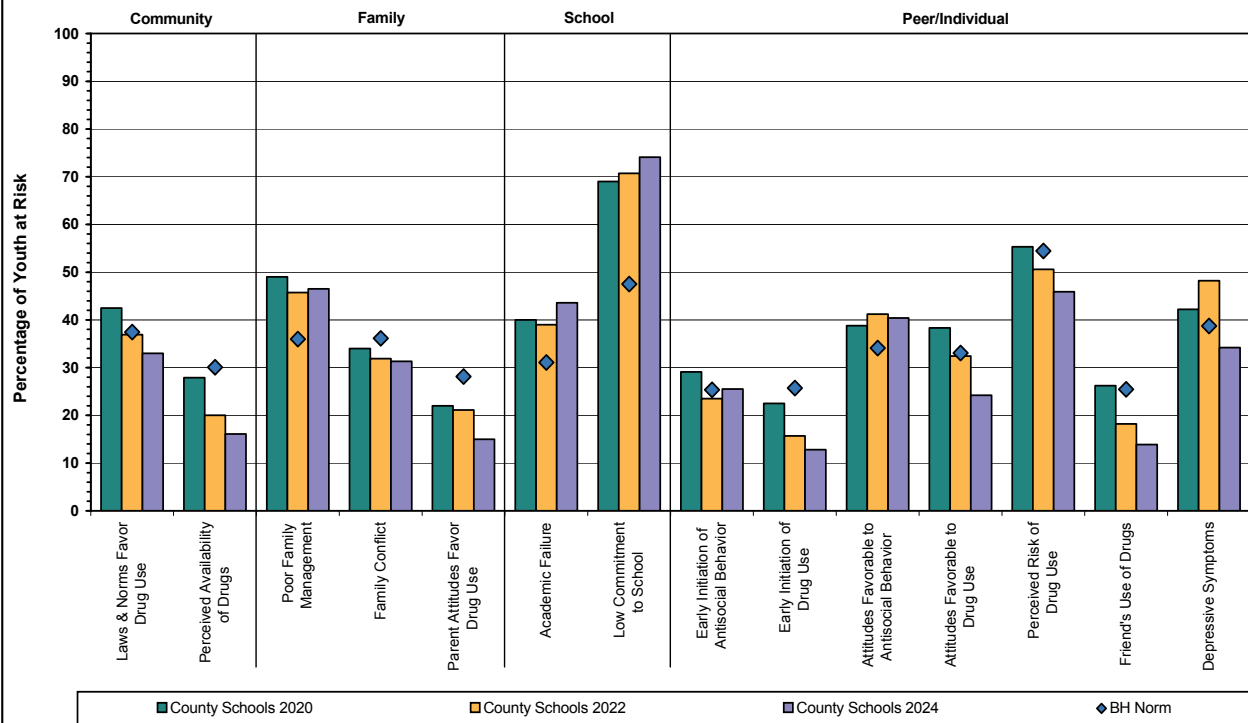
2024 County Schools Student Survey, Grade 12



# Risk and Protective Factor Profiles

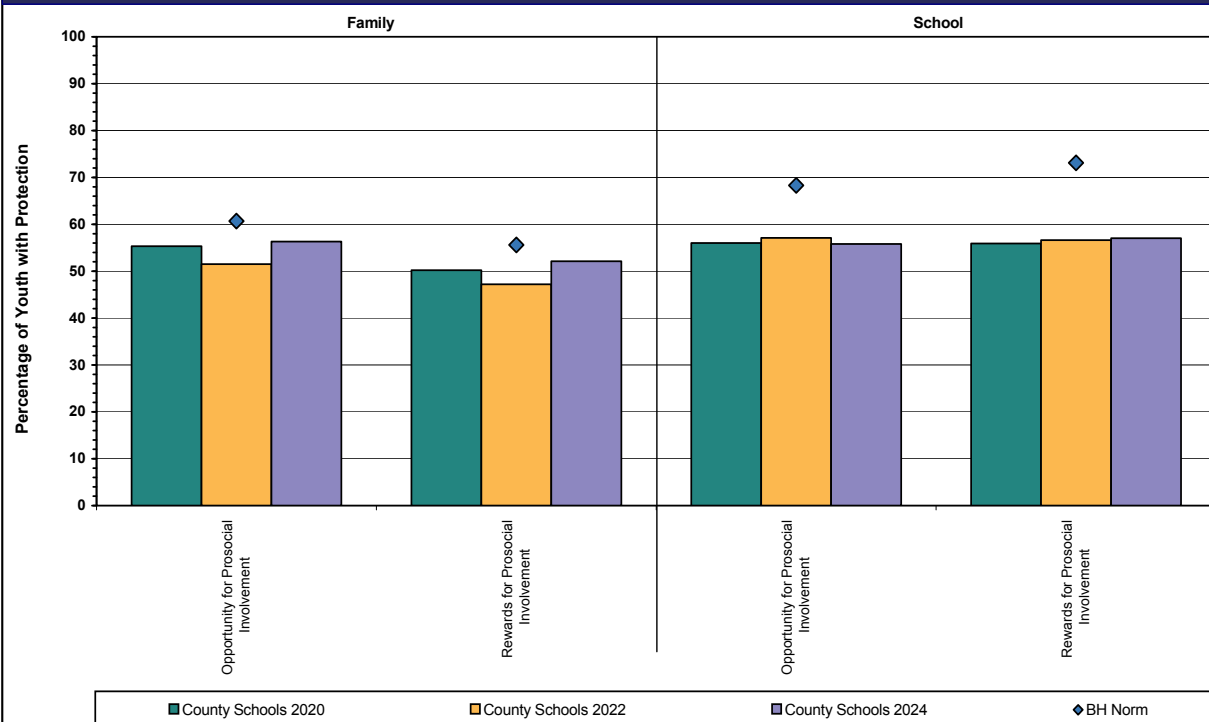
## RISK PROFILE

2024 County Schools Student Survey, All Grades



## PROTECTIVE PROFILE

2024 County Schools Student Survey, All Grades





## Risk and Protective Factor Tables

**Table 3. Percentage of Students Reporting Protection**

Protective Factors	Grade 6				Grade 7				Grade 8				Grade 9			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
<b>Family Domain</b>																
Opportunity for Prosocial Involvement	51.6	51.4	60.2	57.2	54.3	39.6	44.9	51.1	59.7	53.3	60.9	65.9	59.5	59.0	55.0	63.9
Rewards for Prosocial Involvement	55.1	51.4	48.1	57.7	62.9	50.0	54.4	60.4	41.4	36.9	49.1	52.5	48.8	41.1	52.6	63.8
<b>School Domain</b>																
Opportunity for Prosocial Involvement	70.5	63.5	60.2	72.1	59.1	49.6	58.2	70.5	52.9	44.4	51.1	68.5	52.1	64.0	59.0	67.3
Rewards for Prosocial Involvement	45.9	41.4	45.9	68.6	60.3	51.7	54.1	59.4	52.0	52.2	51.2	68.0	55.7	57.2	64.3	79.0

**Table 3. (Continued) Percentage of Students Reporting Protection**

Protective Factors	Grade 10				Grade 11				Grade 12				Total			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
<b>Family Domain</b>																
Opportunity for Prosocial Involvement	60.4	43.1	59.2	60.6	53.4	59.5	61.3	56.9	44.3	54.3	54.3	58.3	55.3	51.5	56.3	60.7
Rewards for Prosocial Involvement	54.6	43.8	57.9	57.9	48.1	54.8	51.2	53.5	43.4	56.3	52.5	54.6	50.2	47.2	52.1	55.6
<b>School Domain</b>																
Opportunity for Prosocial Involvement	56.9	61.3	57.2	66.9	48.5	52.6	51.9	62.7	52.3	61.5	52.3	67.5	56.0	57.1	55.8	68.3
Rewards for Prosocial Involvement	61.1	64.7	66.0	76.6	52.1	69.7	56.6	75.2	65.6	59.4	59.3	78.3	55.9	56.6	57.0	73.1



# Risk and Protective Factor Tables

**Table 4. Percentage of Students Reporting Risk**

Risk Factors	Grade 6				Grade 7				Grade 8				Grade 9			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
<b>Community Domain</b>																
Laws & Norms Favor Drug Use	43.4	46.7	44.8	35.2	36.0	36.8	35.1	36.7	37.3	30.2	31.6	33.5	50.8	41.2	35.5	39.4
Perceived Availability of Drugs	20.1	39.2	26.8	35.8	34.3	26.6	18.9	27.8	27.4	14.8	13.0	26.8	25.6	18.7	15.6	29.9
<b>Family Domain</b>																
Poor Family Management	50.7	60.9	59.1	44.2	56.6	57.3	62.2	38.0	56.5	50.3	48.8	36.0	50.1	35.5	38.8	36.7
Family Conflict	40.5	33.8	41.7	36.9	41.3	40.8	37.7	41.0	32.8	27.1	24.6	32.7	33.9	25.1	37.0	35.1
Parent Attitudes Favor Drug Use	5.5	9.0	8.8	11.4	9.3	13.4	6.4	16.2	20.4	14.4	16.2	22.7	23.4	30.9	18.1	32.5
<b>School Domain</b>																
Academic Failure	37.4	32.7	31.8	27.4	37.7	44.6	47.3	29.9	42.7	44.4	52.1	29.6	45.6	39.6	41.6	33.1
Low Commitment to School	81.1	90.0	88.2	47.0	78.8	80.1	83.8	51.8	71.6	71.3	81.9	49.1	72.9	71.5	73.0	47.4
<b>Peer-Individual Domain</b>																
Early Initiation of Antisocial Behavior	23.5	22.4	23.4	24.6	28.7	30.3	31.0	24.9	28.9	22.7	29.6	24.6	27.7	24.8	28.7	27.7
Early Initiation of Drug Use	20.6	19.7	16.4	19.4	25.3	26.0	20.3	21.9	23.9	16.0	11.9	23.3	23.3	17.3	11.4	25.8
Attitudes Favorable to Antisocial Behavior	51.7	60.0	59.0	38.8	50.0	51.9	52.6	34.5	38.2	37.5	43.4	29.4	31.3	35.6	38.1	34.4
Attitudes Favorable to Drug Use	22.8	23.0	19.3	17.3	32.5	33.4	26.9	26.3	37.1	27.6	23.5	27.9	41.4	36.8	27.2	33.0
Perceived Risk of Drug Use	44.3	46.2	48.0	50.9	42.2	53.1	41.8	54.6	49.2	39.6	50.1	47.7	61.6	53.9	48.4	53.0
Friend's Use of Drugs	17.2	15.3	12.3	14.6	26.2	29.1	19.4	22.3	23.6	19.5	12.5	26.5	25.8	24.6	18.9	24.3
Depressive Symptoms	34.7	41.2	36.2	31.1	42.3	51.2	30.4	31.8	43.6	43.6	35.9	37.4	41.1	48.5	32.8	38.2



## Risk and Protective Factor Tables

**Table 4. (Continued) Percentage of Students Reporting Risk**

Risk Factors	Grade 10				Grade 11				Grade 12				Total			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
<b>Community Domain</b>																
Laws & Norms Favor Drug Use	39.1	41.1	29.1	36.0	54.7	32.3	28.4	46.7	32.3	27.9	25.1	44.2	42.5	36.9	33.0	37.4
Perceived Availability of Drugs	29.8	17.9	12.4	27.4	23.1	11.5	7.0	27.9	35.8	12.4	17.4	32.7	27.9	20.0	16.1	30.1
<b>Family Domain</b>																
Poor Family Management	37.0	42.0	37.5	32.0	44.8	45.6	35.2	38.9	47.8	31.4	38.8	35.2	49.0	45.7	46.5	36.0
Family Conflict	29.0	31.5	27.5	37.5	33.3	30.3	25.6	38.9	29.0	37.1	22.5	37.5	34.0	31.9	31.3	36.1
Parent Attitudes Favor Drug Use	24.7	28.1	25.9	35.6	35.8	20.9	14.8	34.8	29.6	27.1	17.8	36.8	22.0	21.1	15.0	28.1
<b>School Domain</b>																
Academic Failure	38.0	38.4	44.0	32.3	34.2	44.5	45.5	38.1	43.4	27.8	42.1	33.4	40.0	39.0	43.6	31.1
Low Commitment to School	60.1	62.9	61.2	45.9	57.9	63.0	64.4	47.6	58.3	55.7	65.5	47.8	69.0	70.7	74.1	47.5
<b>Peer-Individual Domain</b>																
Early Initiation of Antisocial Behavior	31.1	24.7	21.8	26.3	29.1	21.7	21.7	29.1	35.2	16.5	21.1	25.5	29.1	23.5	25.5	25.4
Early Initiation of Drug Use	15.2	10.9	7.6	24.8	22.6	10.7	11.1	28.1	27.4	8.6	10.9	32.3	22.5	15.7	12.8	25.7
Attitudes Favorable to Antisocial Behavior	33.5	36.1	27.0	34.7	32.9	34.8	32.8	36.8	35.1	34.1	29.5	35.3	38.8	41.2	40.4	34.1
Attitudes Favorable to Drug Use	43.7	40.5	28.5	39.6	42.4	35.2	20.5	38.9	47.8	28.1	22.7	41.4	38.3	32.4	24.2	33.1
Perceived Risk of Drug Use	65.2	69.8	46.6	60.2	58.2	42.6	39.7	51.6	66.2	43.9	46.9	58.6	55.3	50.6	45.9	54.4
Friend's Use of Drugs	25.6	14.5	9.9	27.7	28.8	12.7	14.9	29.1	37.8	9.4	8.8	28.2	26.2	18.2	13.9	25.4
Depressive Symptoms	44.9	55.1	32.6	43.2	44.9	45.2	33.5	44.9	43.0	51.5	38.6	41.8	42.2	48.2	34.2	38.7





### High Prevalence/Early Initiation Drugs

Alcohol, tobacco (cigarettes, smokeless, and vaporized), marijuana, and inhalants are the drugs first and most commonly used by youth. The higher prevalence and earlier initiation of use makes monitoring these drugs useful when monitoring at-risk students for progression from experimentation to social use to addiction to these and other substances.

Because these drugs generally enjoy more social acceptability, their use may normalize the larger idea of drug use as acceptable. Another potential risk is their use may “prime” the brain for addiction to other substances.

The most common early initiation/higher prevalence substances used are alcoholic beverages (beer, wine or hard liquor) (22.3% of all students in this survey indicating lifetime use), electronic cigarettes, e-cigarettes, vape pens, or e-hookahs (12.1% indicating lifetime use), and marijuana (grass, pot) or hashish (hash, hash oil) (9.7 % indicating lifetime use).

### Prescription Medications

In recent years, the non-medical use of prescription drugs has emerged as a major public health issue. According to the recent Monitoring the Future study, prescription drugs are the most used category of drugs after alcohol, tobacco, and marijuana.

Students often believe these substances are safer than illicit drugs because they are prescribed by a doctor and dispensed by a pharmacist. This is particularly troubling given the adverse health consequences related to prescription drug abuse: physiological and psychological addiction, physical dependence, and the possibility of overdose. Recent studies have found that once access to prescription drugs is limited, some abusers have adopted the use of heroin or other illicit substances. In 2014, the CDC reported that 3 out of 4 new heroin users report having abused prescription opioids prior to using heroin.

In 2020, 91,799 drug overdose deaths occurred in the United States. The age-adjusted rate of overdose deaths increased by 31% from 2019 (21.6 per 100,000) to 2020 (28.3 per 100,000). Opioids were involved in 68,630 overdose deaths in 2020, 74.8% of all overdose deaths.

Opioids, mainly synthetic opioids (other than methadone), are currently the main driver of drug overdose deaths. 82% of opioid-involved overdose deaths involve synthetic opioids. Drug overdose deaths involving psychostimulants such as methamphetamine are increasing with and without synthetic opioid involvement.

The prescription drugs measured in this survey are prescription stimulants or amphetamines (1.1% of students indicating lifetime use), prescription sedatives including barbiturates or sleeping pills (% indicating lifetime use), prescription tranquilizers (0.5% indicating lifetime use), and prescription pain relievers (0.8% of students indicating lifetime use).

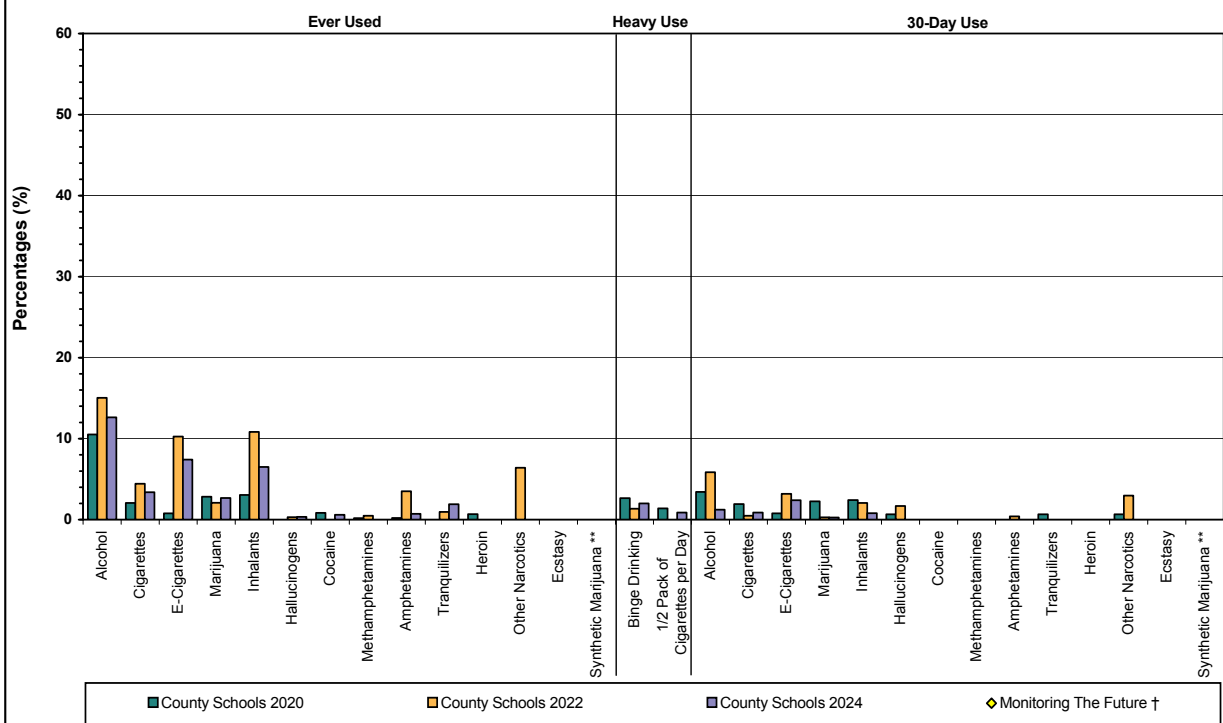
### Other Drugs

The Survey also measures the prevalence of use for a variety of other drugs. The rates for prevalence of use of these other drugs are generally lower than the rates for alcohol, tobacco, marijuana, and inhalants. Use of these other drugs tends to be concentrated in the upper grade levels.

The most frequently used substances in the “other” category in this survey are LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, “shrooms” or psilocybin) (1.2% of students indicating lifetime use), cocaine (like cocaine powder) or “crack” (cocaine in chunk or rock form) (0.4% of students indicating lifetime use), and “synthetic marijuana” (“K2”, “Spice”) (1.6% of students indicating lifetime use).

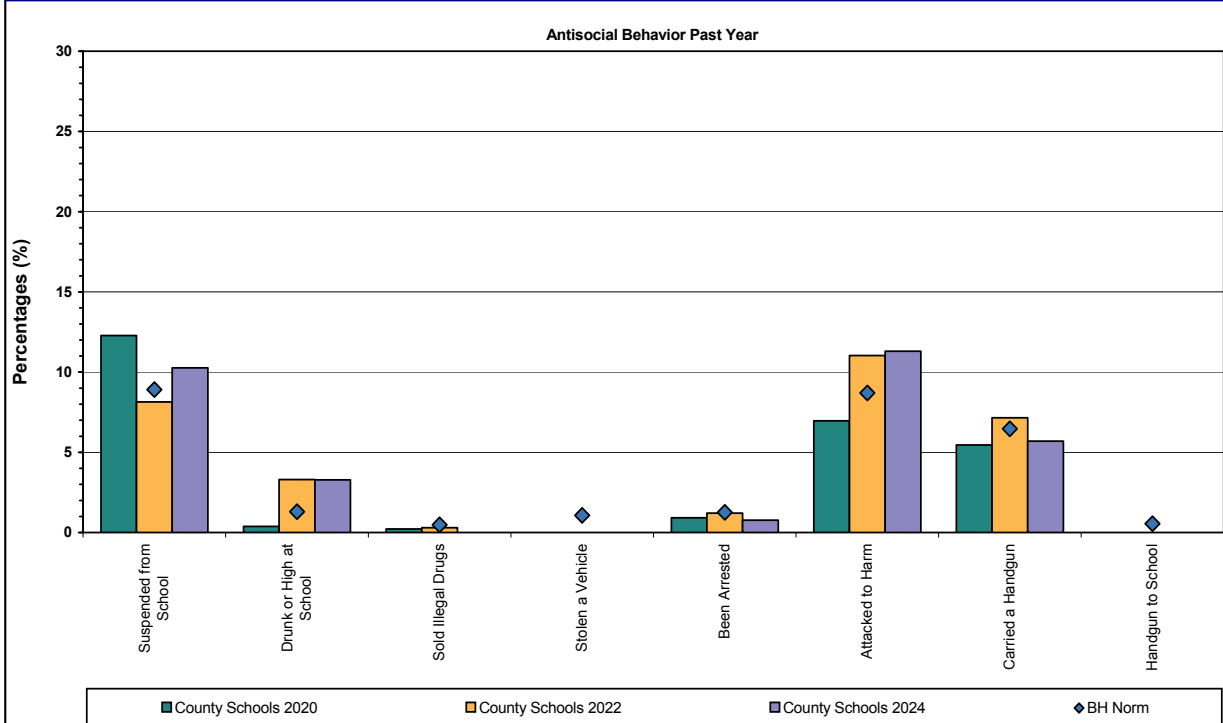
# Substance Use and Antisocial Behavior

**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 6



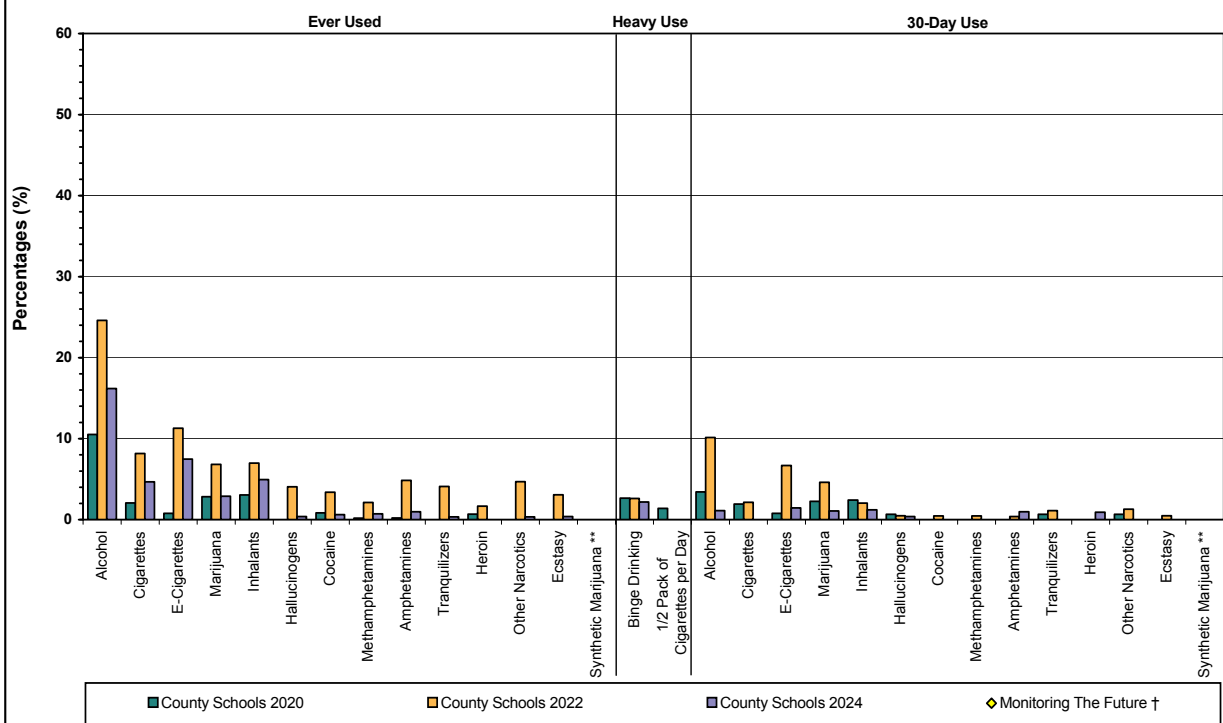
† Monitoring The Future only surveys grades 8, 10, and 12.  
\*\* This question was not asked of students in grades 6 to 8.

**ANTISOCIAL BEHAVIOR** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 6



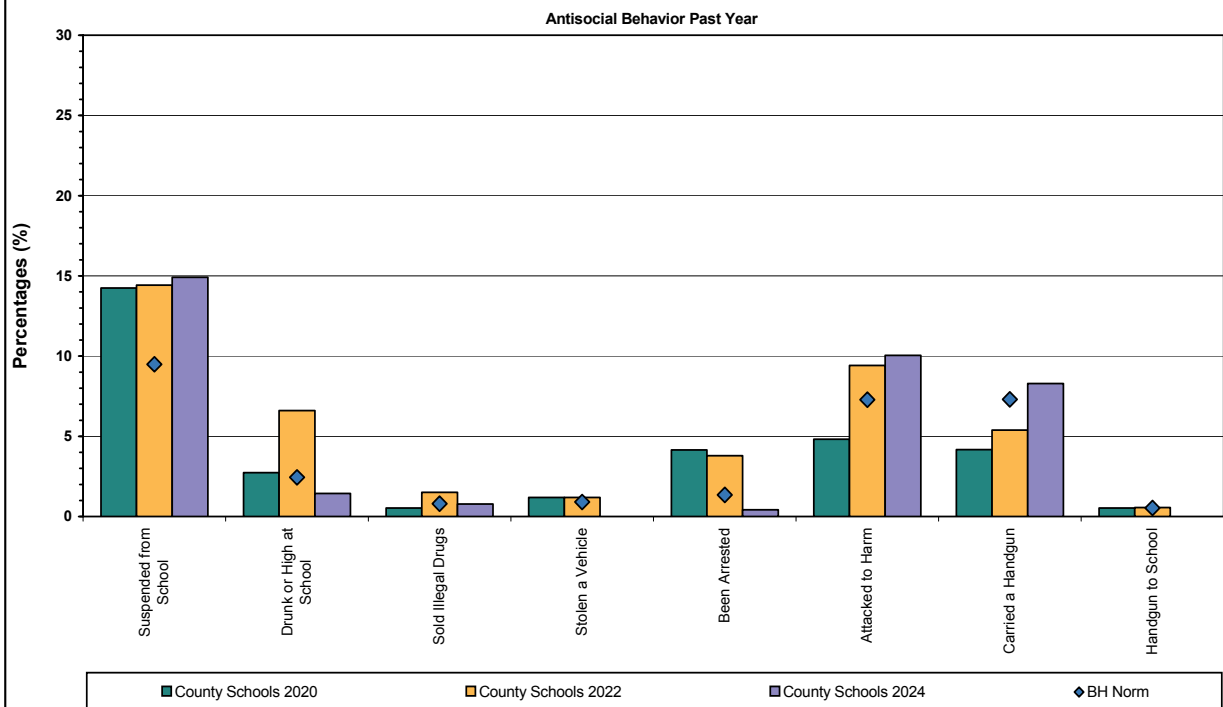
# Substance Use and Antisocial Behavior

**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 7



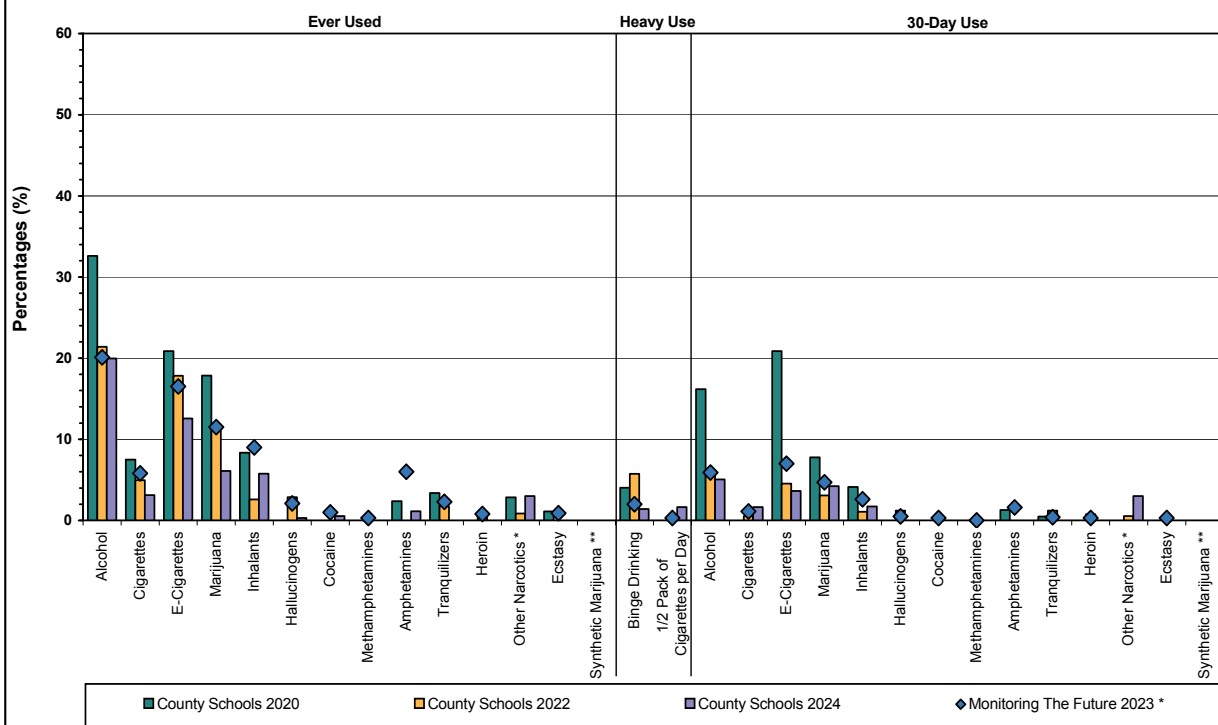
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\*\* This question was not asked of students in grades 6 to 8.

**ANTISOCIAL BEHAVIOR** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 7



# Substance Use and Antisocial Behavior

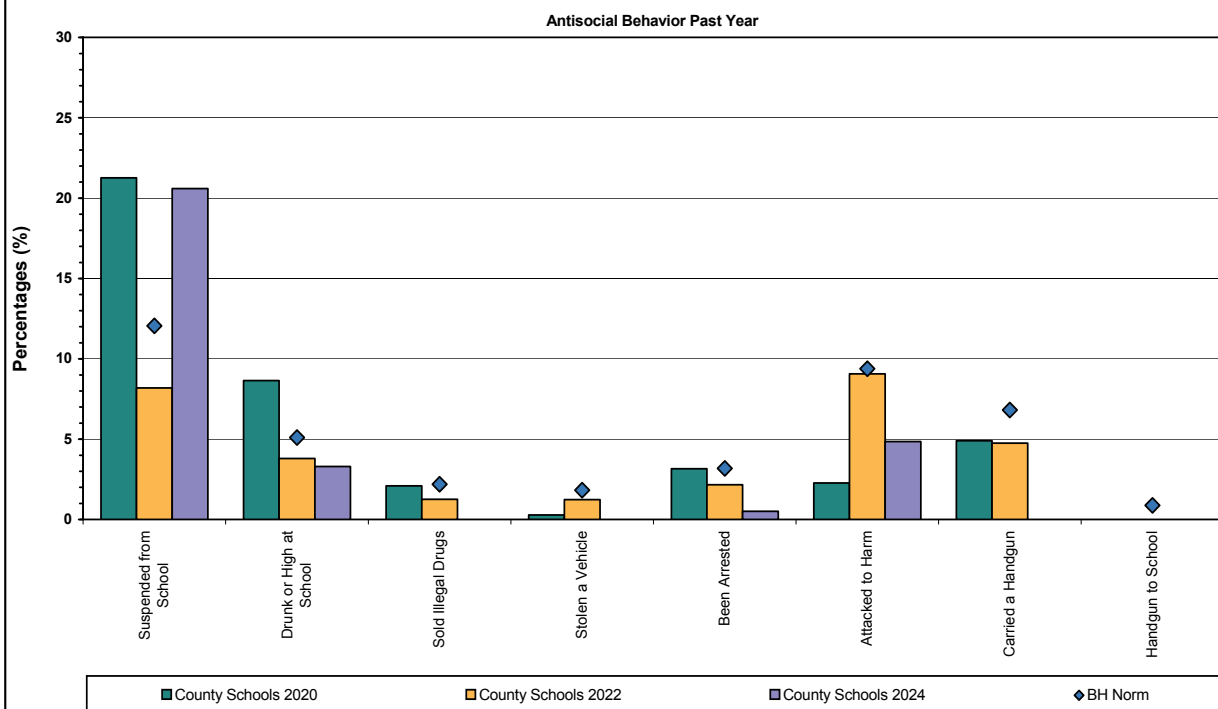
**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 8



\* MTF does not publish an 8th, 10th, or a combined grade value for "Sedatives" or "Other Narcotics".

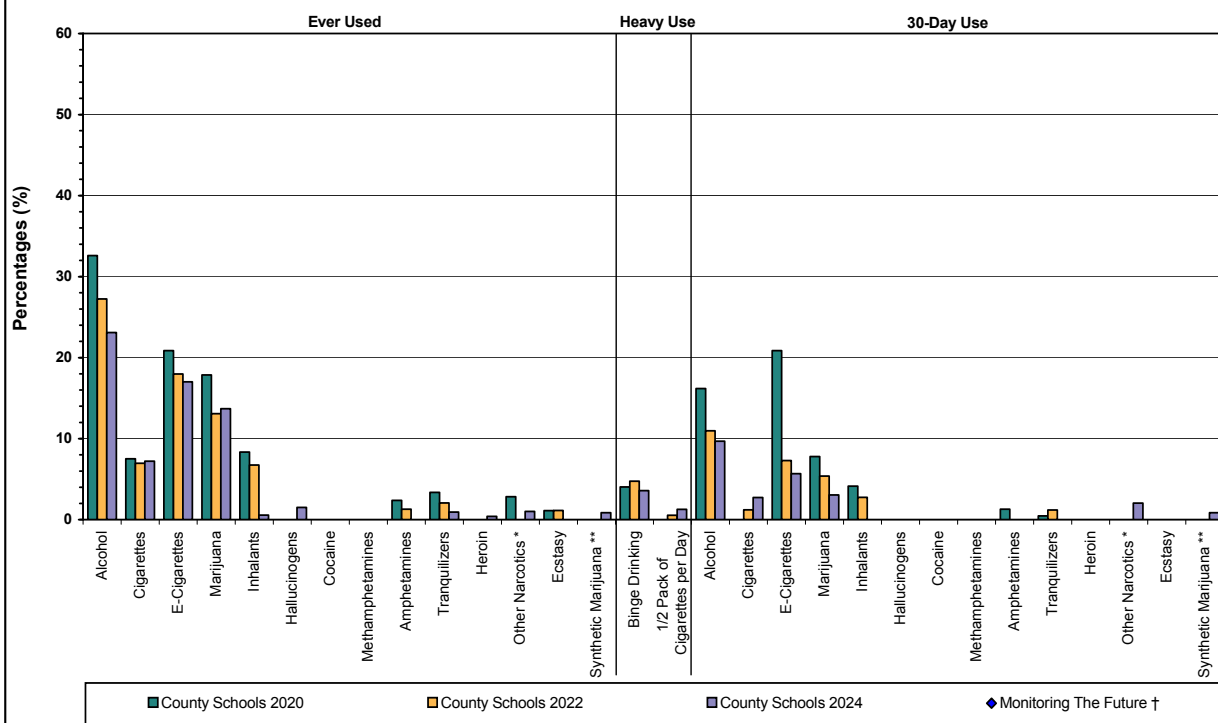
\*\* MTF does not collect data on those substances. This question was not asked of students in grades 6 to 8.

**ANTISOCIAL BEHAVIOR** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 8



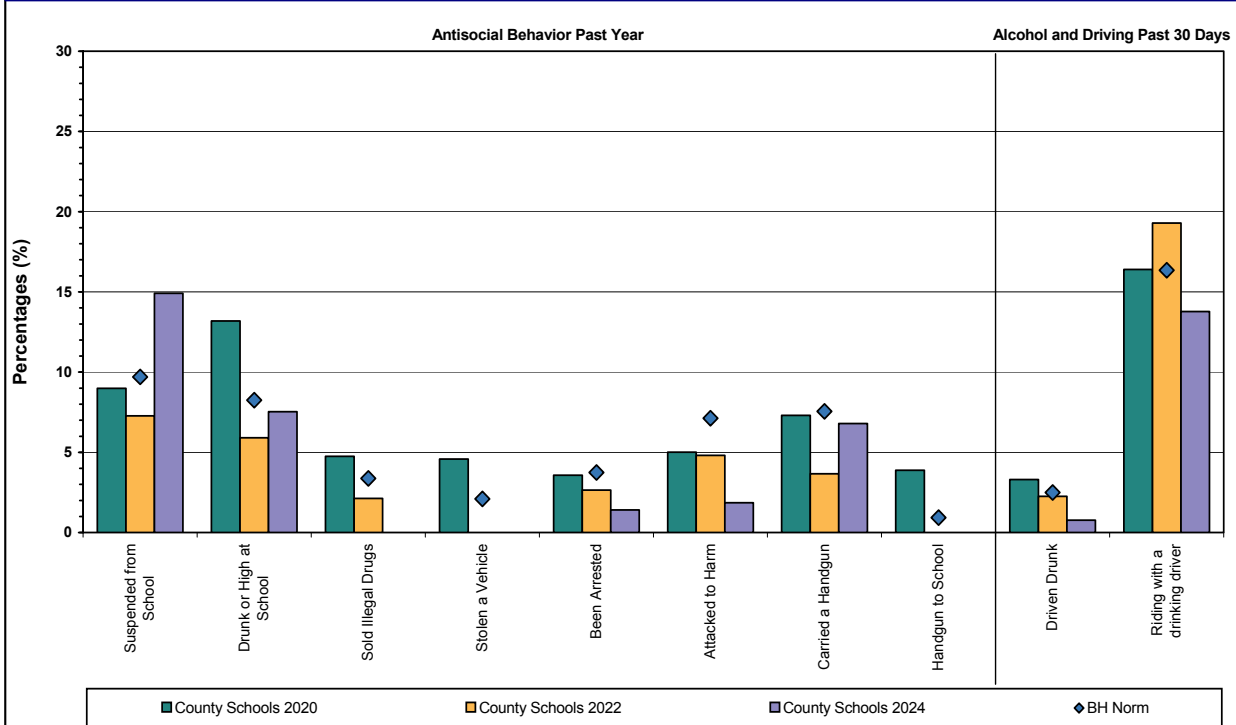
# Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 9



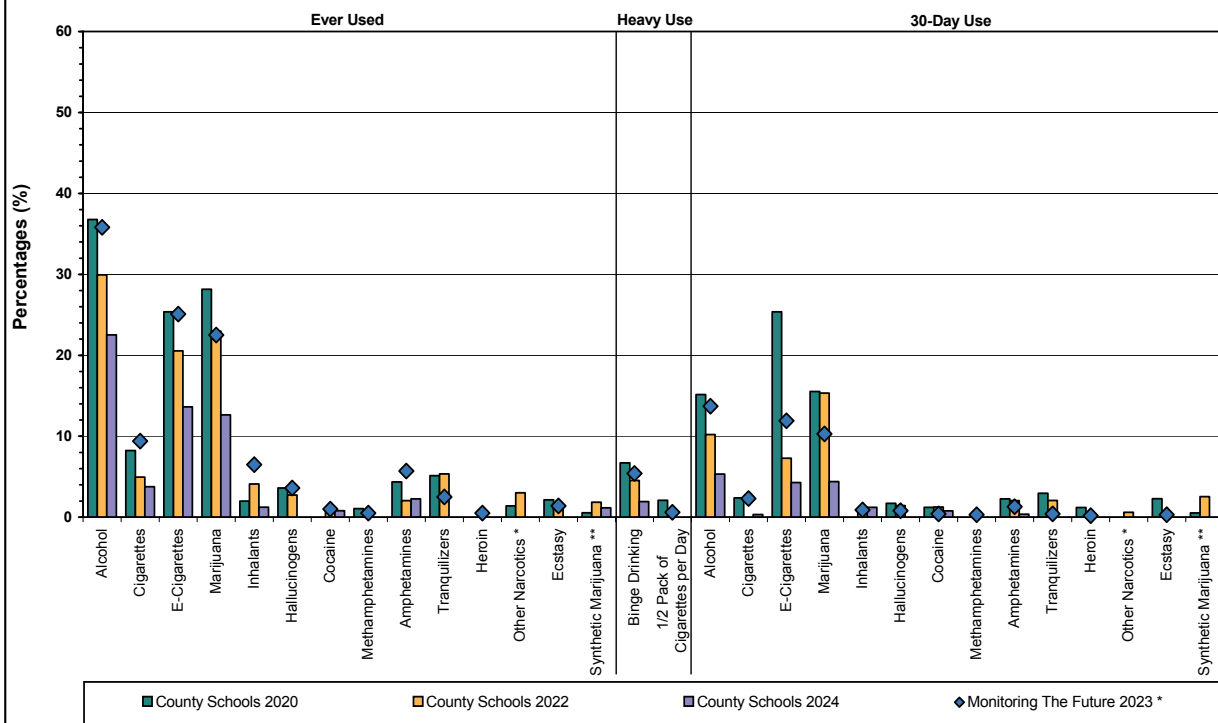
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 9



# Substance Use and Antisocial Behavior

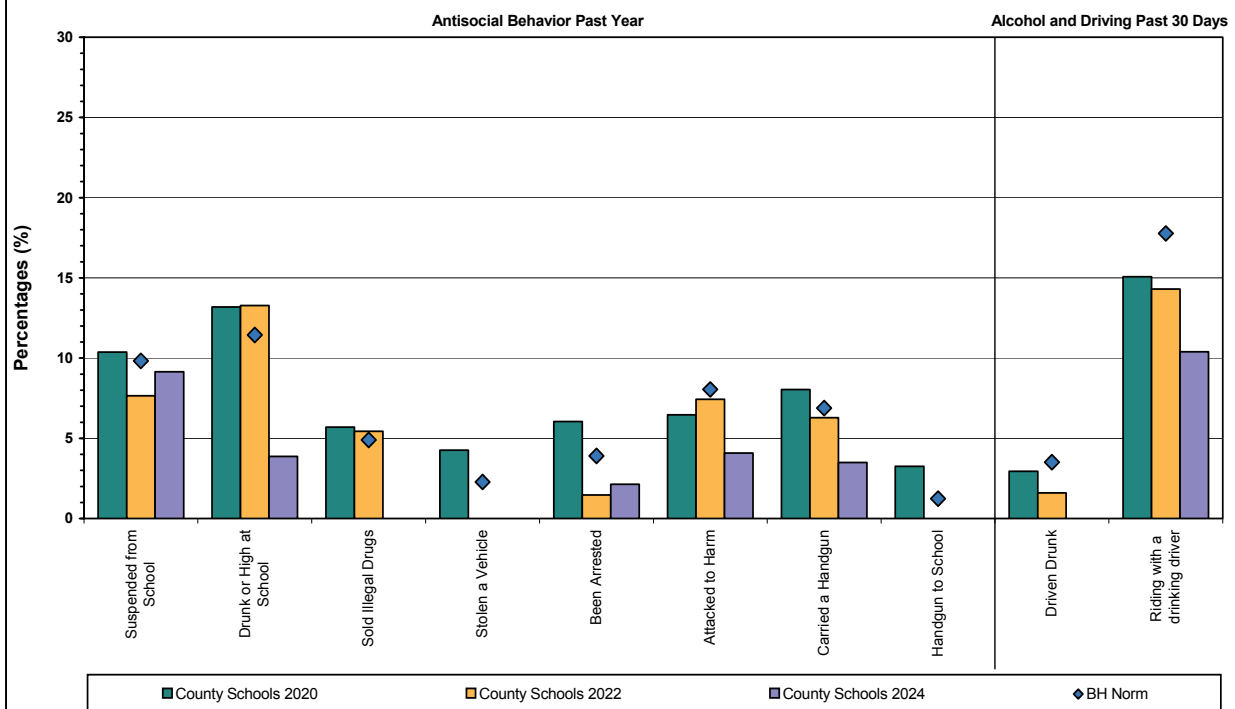
**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 10



\* MTF does not publish an 8th, 10th, or a combined grade value for "Sedatives" or "Other Narcotics".

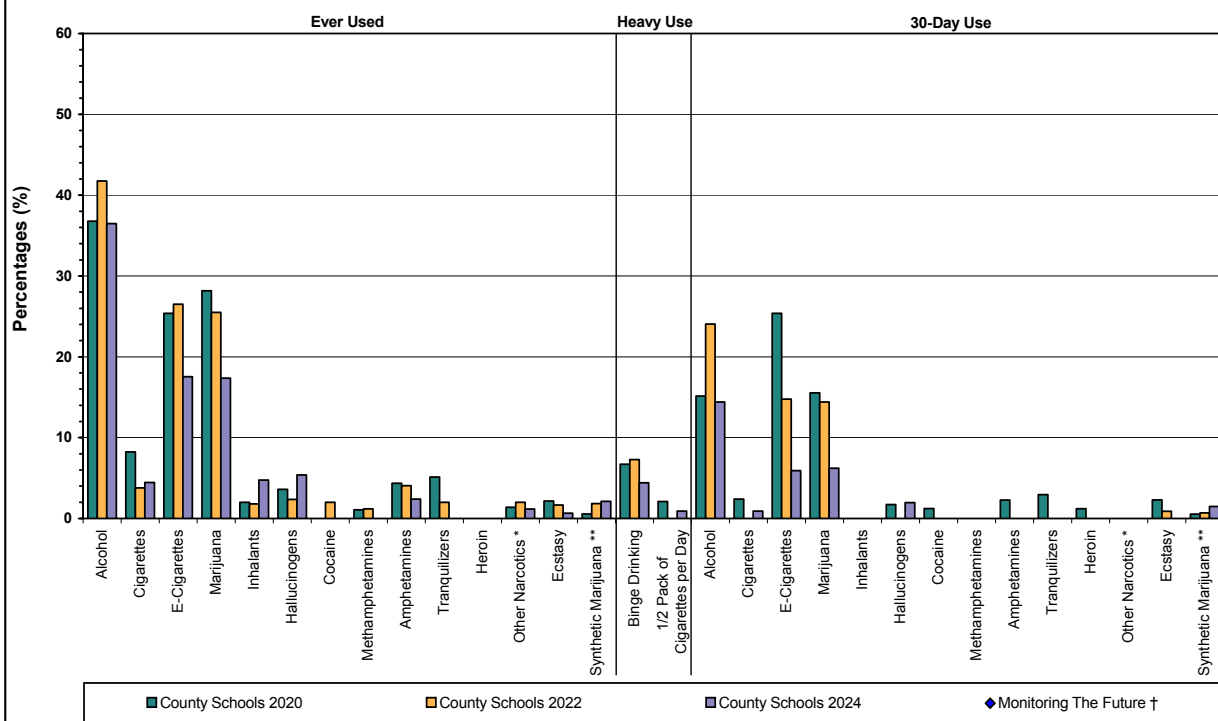
\*\* MTF does not collect data on those substances.

**ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 10



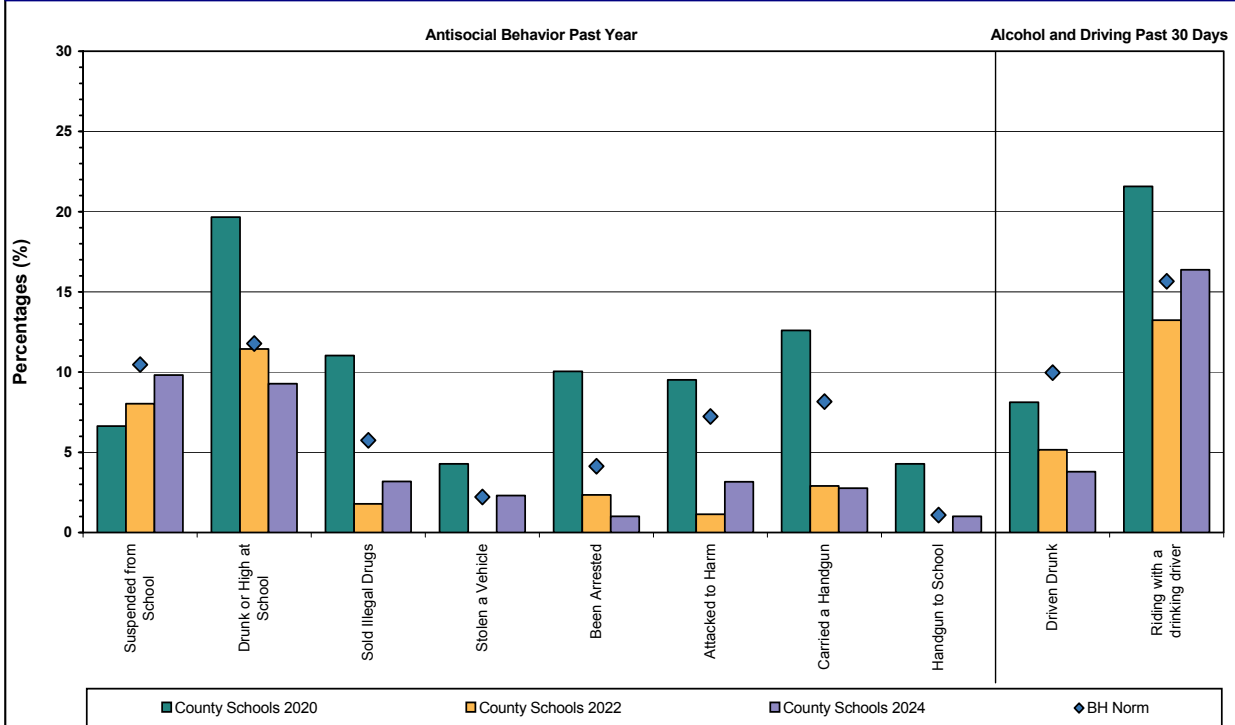
# Substance Use and Antisocial Behavior

**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 11



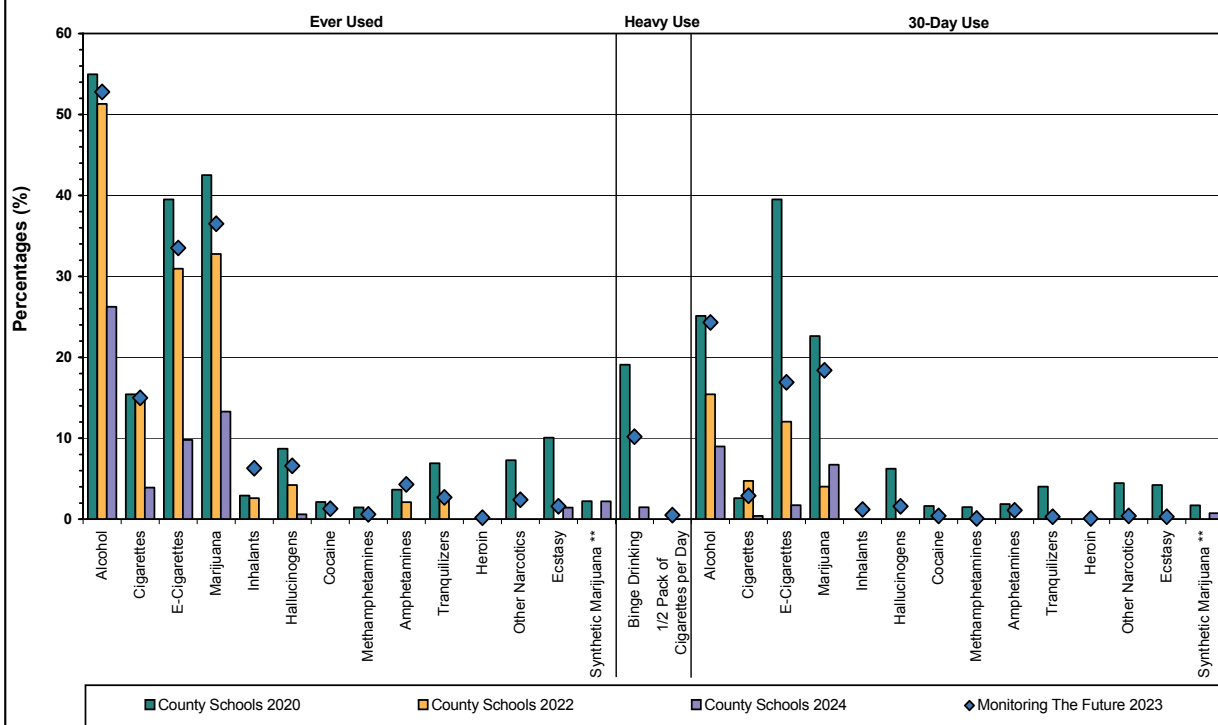
† Monitoring The Future only surveys grades 8, 10, and 12.

**ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 11



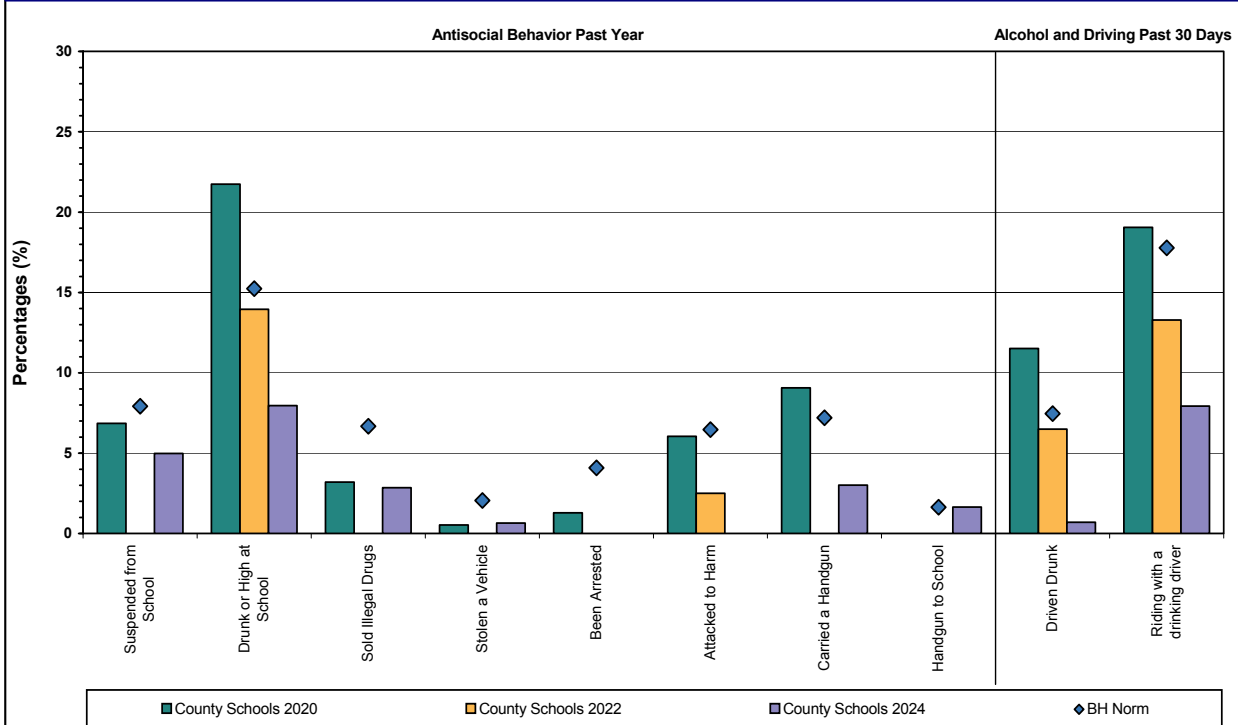
# Substance Use and Antisocial Behavior

**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, Grade 12



\*\* MTF does not collect data on those substances.

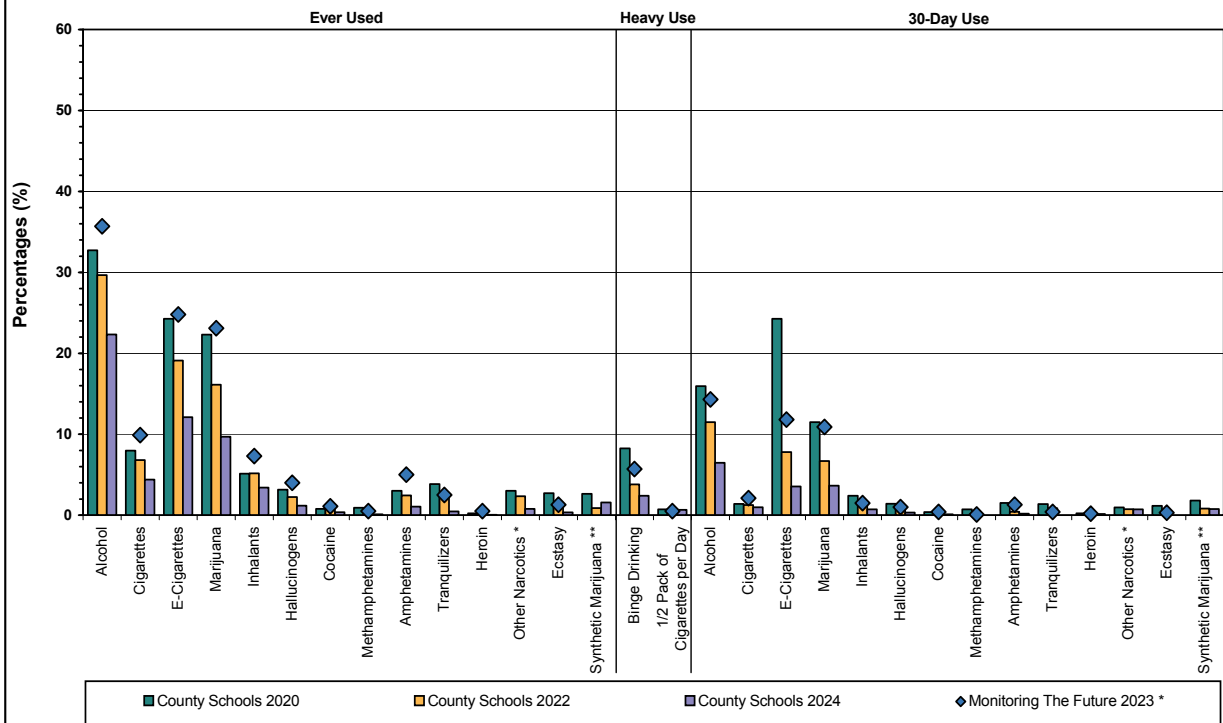
**ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, Grade 12





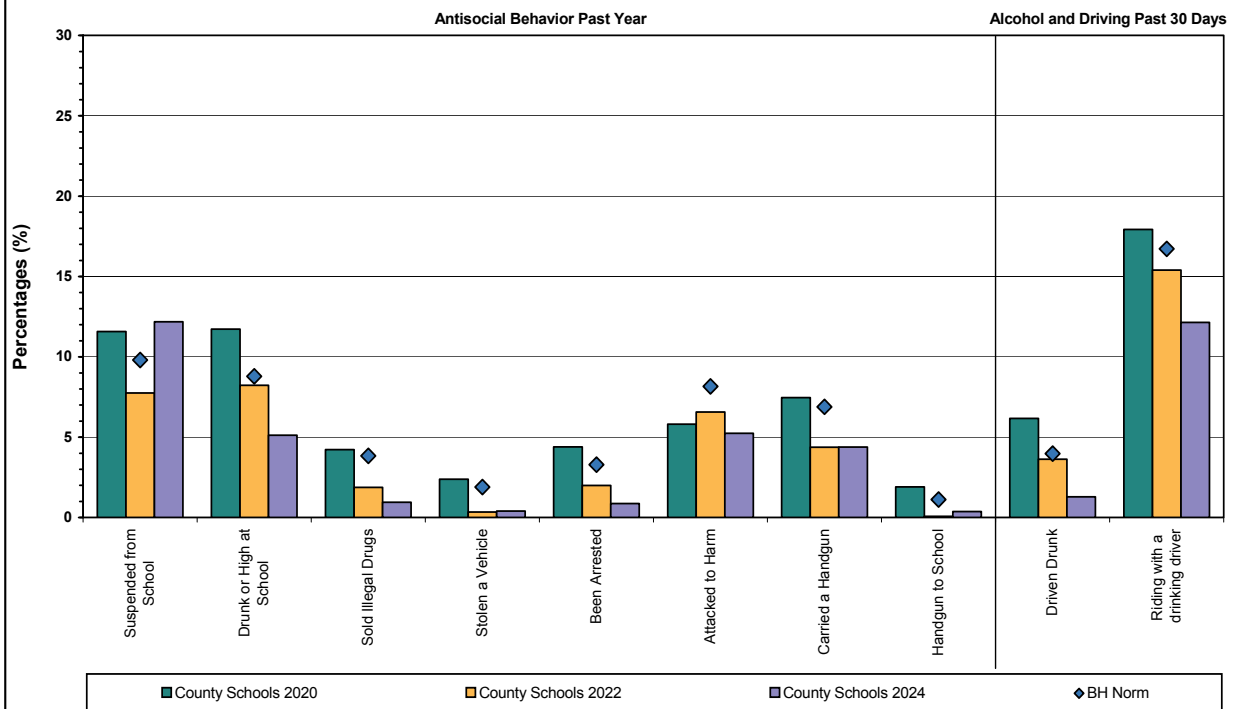
# Substance Use and Antisocial Behavior

**LIFETIME, 30 DAY & HEAVY ATOD USE** \* Note, the scale is adjusted to 60% maximum.  
2024 County Schools Student Survey, All Grades



\* MTF does not publish an 8th, 10th, or a combined grade value for "Sedatives" or "Other Narcotics".  
\*\* MTF does not collect data on those substances.

**ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING** \* Note, the scale is adjusted to 30% maximum.  
2024 County Schools Student Survey, All Grades





# ATOD Tables

**Table 5. Number of Students Who Completed the Survey**

Number of Youth	Grade 6			Grade 7			Grade 8				Grade 9		
	2020	2022	2024	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024
	152	173	143	126	155	179	111	119	129	†	165	100	154

**Table 6. Percentage of Students Who Used ATODs During Their Lifetime**

Substance	Grade 6			Grade 7			Grade 8				Grade 9		
	2020	2022	2024	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024
	10.5	15.0	12.6	17.8	24.6	16.2	32.6	21.4	20.0	20.1	31.4	27.2	23.1
Cigarettes	2.1	4.4	3.4	3.7	8.2	4.7	7.5	5.0	3.1	5.8	5.7	6.9	7.2
E-Cigarettes	0.8	10.3	7.4	13.9	11.3	7.5	20.9	17.8	12.6	16.5	27.2	18.0	17.0
Marijuana	2.8	2.1	2.7	4.6	6.8	2.9	17.9	11.8	6.1	11.5	22.7	13.1	13.7
Inhalants	3.1	10.8	6.5	8.7	7.0	4.9	8.3	2.6	5.8	9.0	7.7	6.7	0.5
Hallucinogens	0.0	0.3	0.3	0.8	4.0	0.4	0.0	2.9	0.3	2.1	3.2	0.0	1.5
Cocaine	0.8	0.0	0.6	0.0	3.4	0.6	0.0	0.0	0.5	1.0	1.1	0.0	0.0
Methamphetamines	0.2	0.5	0.0	0.0	2.1	0.7	0.0	0.0	0.0	0.3	2.2	0.0	0.0
Amphetamines	0.2	3.5	0.7	2.5	4.8	1.0	2.4	0.0	1.1	6.0	3.6	1.3	0.0
Tranquilizers	0.0	0.9	1.9	4.6	4.1	0.3	3.4	1.7	0.0	2.3	3.5	2.1	0.9
Heroin	0.7	0.0	0.0	0.0	1.7	0.0	0.0	0.7	0.0	0.8	0.8	0.0	0.4
Other Narcotics *	0.0	6.4	0.0	2.9	4.7	0.4	2.8	0.8	3.0	n/a	3.2	0.0	1.0
Ecstasy	0.0	0.0	0.0	0.6	3.1	0.4	1.1	0.0	0.0	0.9	3.0	1.1	0.0
Synthetic Marijuana **	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.3	0.0	0.9

† See the Monitoring The Future (MTF) website ( [www.monitoringthefuture.org](http://www.monitoringthefuture.org) ). MTF only surveys grades 8, 10 and 12.

\* MTF does not publish 8th, 10th, or combined grade values for "Other Narcotics".

\*\* MTF does not collect data on that substance at all. This question was not asked of students in grades 6 to 8.



# ATOD Tables

**Table 5. (Continued) Number of Students Who Completed the Survey**

Number of Youth	Grade 10				Grade 11			Grade 12				Total			
	2020	2022	2024	MTF 2023 †	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024	MTF 2023 †
	111	83	135	†	79	97	110	70	47	103	†	814	774	953	†

**Table 6. (Continued) Percentage of Students Who Used ATODs During Their Lifetime**

Substance	Grade 10				Grade 11			Grade 12				Total			
	2020	2022	2024	MTF 2023 †	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024	MTF 2023 †
Alcohol	36.8	29.9	22.5	35.8	47.7	41.8	36.5	55.0	51.3	26.2	52.8	32.7	29.7	22.3	35.7
Cigarettes	8.2	5.0	3.8	9.4	14.1	3.8	4.4	15.4	14.9	3.9	15.0	8.0	6.8	4.4	9.9
E-Cigarettes	25.4	20.5	13.6	25.1	40.2	26.5	17.5	39.5	30.9	9.8	33.5	24.3	19.1	12.1	24.8
Marijuana	28.2	23.0	12.6	22.5	37.4	25.5	17.3	42.5	32.8	13.3	36.5	22.3	16.1	9.7	23.1
Inhalants	2.0	4.1	1.2	6.5	2.0	1.8	4.7	2.9	2.6	0.0	6.3	5.1	5.2	3.4	7.3
Hallucinogens	3.6	2.7	0.0	3.6	5.9	2.4	5.4	8.7	4.2	0.6	6.6	3.2	2.2	1.2	4.0
Cocaine	0.0	1.3	0.8	1.0	1.7	2.0	0.0	2.1	0.0	0.0	1.3	0.8	0.9	0.4	1.1
Methamphetamines	1.1	0.6	0.0	0.5	1.4	1.2	0.0	1.5	0.0	0.0	0.6	0.9	0.6	0.1	0.5
Amphetamines	4.4	2.1	2.3	5.7	3.7	4.0	2.4	3.6	2.1	0.0	4.3	3.0	2.4	1.1	5.0
Tranquilizers	5.1	5.4	0.0	2.5	3.2	2.0	0.0	6.9	2.3	0.0	2.7	3.8	2.7	0.5	2.5
Heroin	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.5
Other Narcotics *	1.4	3.0	0.0	n/a	3.7	2.0	1.2	7.3	0.0	0.0	2.4	3.0	2.3	0.8	n/a
Ecstasy	2.1	1.4	0.0	1.4	2.7	1.7	0.7	10.1	0.0	1.4	1.6	2.7	1.1	0.3	1.3
Synthetic Marijuana **	0.5	1.9	1.1	n/a	4.4	1.8	2.1	2.2	0.0	2.2	n/a	2.6	0.9	1.6	n/a

† See the Monitoring The Future (MTF) website ( [www.monitoringthefuture.org](http://www.monitoringthefuture.org) ). MTF only surveys grades 8, 10 and 12.

\* MTF does not publish 8th, 10th, or combined grade values for "Other Narcotics".

\*\* MTF does not collect data on that substance at all.



# ATOD Tables

**Table 7. Percentage of Students Who Used ATODs During The Past 30 Days**

Substance	Grade 6			Grade 7			Grade 8				Grade 9		
	2020	2022	2024	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024
Alcohol	3.4	5.9	1.2	8.1	10.1	1.1	16.2	5.7	5.0	5.9	13.8	11.0	9.7
Cigarettes	1.9	0.5	0.9	0.0	2.1	0.0	0.0	0.5	1.6	1.1	0.6	1.2	2.7
E-Cigarettes	0.8	3.2	2.4	13.9	6.7	1.4	20.9	4.5	3.6	7.0	27.2	7.3	5.7
Marijuana	2.3	0.3	0.3	1.8	4.6	1.1	7.8	3.1	4.2	4.7	9.3	5.4	3.0
Inhalants	2.4	2.1	0.8	4.5	2.0	1.2	4.1	1.1	1.7	2.6	4.9	2.8	0.0
Hallucinogens	0.7	1.7	0.0	0.4	0.5	0.4	0.0	1.2	0.0	0.5	0.7	0.0	0.0
Cocaine	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0
Methamphetamines	0.0	0.0	0.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0
Amphetamines	0.0	0.4	0.0	0.0	0.4	1.0	1.3	0.0	0.0	1.6	1.8	0.0	0.0
Tranquilizers	0.7	0.0	0.0	0.0	1.1	0.0	0.5	1.2	0.0	0.4	0.9	1.2	0.0
Heroin	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.8	0.0	0.3	0.2	0.0	0.0
Other Narcotics *	0.7	3.0	0.0	1.6	1.3	0.0	0.0	0.5	3.0	n/a	0.8	0.0	2.0
Ecstasy	0.0	0.0	0.0	0.6	0.5	0.0	0.0	0.0	0.0	0.3	1.3	0.0	0.0
Synthetic Marijuana **	n/a	n/a	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	3.0	0.0	0.9

**Table 8. Percentage of Students With Problem ATOD Use**

Problem Use	2020	2022	2024	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024
	2020	2022	2024	2020	2022	2024	2020	2022	2024	BH Norm	2020	2022	2024
Binge Drinking (past 2 weeks)	2.7	1.4	2.0	2.1	2.6	2.2	4.0	5.8	1.4	2.0	6.3	4.7	3.6
1/2 Pack of Cigarettes per Day	1.4	0.0	0.9	0.0	0.0	0.0	0.0	0.0	1.6	0.3	0.0	0.5	1.3
Alcohol and Driving in the Past 30 Days	2020	2022	2024	2020	2022	2024	2020	2022	2024	BH Norm	2020	2022	2024
Drinking and Driving	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2.3	3.3	2.3	0.8
Riding with a Drinking Driver	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17.8	16.4	19.3	13.8

† See the Monitoring The Future (MTF) website ( [www.monitoringthefuture.org](http://www.monitoringthefuture.org) ). MTF only surveys grades 8, 10 and 12.

\* MTF does not publish 8th, 10th, or combined grade values for "Other Narcotics".

\*\* MTF does not collect data on that substance at all. This question was not asked of students in grades 6 to 8.



# ATOD Tables

**Table 7. (Continued) Percentage of Students Who Used ATODs During The Past 30 Days**

Substance	Grade 10				Grade 11			Grade 12				Total			
	2020	2022	2024	MTF 2023 †	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024	MTF 2023 †
Alcohol	15.1	10.2	5.3	13.7	31.0	24.0	14.4	25.1	15.4	9.0	24.3	15.9	11.5	6.5	14.3
Cigarettes	2.4	0.0	0.3	2.3	2.8	0.0	0.9	2.6	4.7	0.4	2.9	1.4	1.3	1.0	2.1
E-Cigarettes	25.4	7.3	4.3	11.9	40.2	14.8	5.9	39.5	12.1	1.7	16.9	24.3	7.8	3.5	11.8
Marijuana	15.5	15.3	4.4	10.3	21.9	14.4	6.2	22.6	4.0	6.7	18.4	11.5	6.7	3.6	10.9
Inhalants	0.0	0.7	1.2	0.9	0.0	0.0	0.0	0.0	0.0	0.0	1.2	2.4	1.3	0.7	1.5
Hallucinogens	1.7	1.4	0.0	0.8	1.0	0.0	2.0	6.2	0.0	0.0	1.6	1.4	0.7	0.3	1.0
Cocaine	1.2	1.3	0.8	0.4	0.0	0.0	0.0	1.6	0.0	0.0	0.4	0.4	0.3	0.1	0.4
Methamphetamines	0.0	0.6	0.0	0.3	1.4	0.0	0.0	1.5	0.0	0.0	0.1	0.7	0.2	0.0	0.1
Amphetamines	2.3	2.1	0.4	1.3	2.8	0.0	0.0	1.9	0.0	0.0	1.1	1.5	0.4	0.2	1.3
Tranquilizers	2.9	2.1	0.0	0.4	1.0	0.0	0.0	4.0	0.0	0.0	0.3	1.4	0.9	0.0	0.4
Heroin	1.2	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.2
Other Narcotics *	0.0	0.6	0.0	n/a	0.0	0.0	0.0	4.5	0.0	0.0	0.4	1.0	0.8	0.7	n/a
Ecstasy	2.3	0.0	0.0	0.3	0.0	0.9	0.0	4.2	0.0	0.0	0.3	1.2	0.2	0.0	0.3
Synthetic Marijuana **	0.5	2.5	0.0	n/a	1.8	0.7	1.5	1.7	0.0	0.7	n/a	1.8	0.8	0.8	n/a

**Table 8. (Continued) Percentage of Students With Problem ATOD Use**

Problem Use	2020	2022	2024	MTF 2023 †	2020	2022	2024	2020	2022	2024	MTF 2023 †	2020	2022	2024	MTF 2023 †
Binge Drinking (past 2 weeks)	6.7	4.5	1.9	5.4	19.0	7.3	4.4	19.1	0.0	1.5	10.2	8.3	3.8	2.4	5.7
1/2 Pack of Cigarettes per Day	2.1	0.0	0.0	0.6	1.7	0.0	0.9	0.0	0.0	0.0	0.5	0.7	0.1	0.7	0.5
Alcohol and Driving in the Past 30 Days	2020	2022	2024	BH Norm	2020	2022	2024	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
Drinking and Driving	2.9	1.6	0.0	3.5	8.1	5.2	3.8	11.5	6.5	0.7	7.5	6.2	3.6	1.3	4.0
Riding with a Drinking Driver	15.1	14.3	10.4	17.8	21.6	13.2	16.4	19.0	13.3	7.9	17.8	17.9	15.4	12.1	16.7

† See the Monitoring The Future (MTF) website ( [www.monitoringthefuture.org](http://www.monitoringthefuture.org) ). MTF only surveys grades 8, 10 and 12.

\* MTF does not publish 8th, 10th, or combined grade values for "Other Narcotics".

\*\* MTF does not collect data on that substance at all.



# ATOD Tables, Supplement 1

## Supplement 1. ATOD Questions

Cigarettes	"Have you ever smoked cigarettes?" And "How frequently have you smoked cigarettes during the past 30 days?"
On how many occasions (if any) have you:	
Alcohol	had alcoholic beverages (beer, wine, or hard liquor) to drink in your lifetime (or during the past 30 days) -- more than just a few sips?
E-Cigarettes	vaped nicotine (e-cigarettes, vape pens, JUUL) in your lifetime (or during the past 30 days)?
Marijuana	used marijuana or hashish in your lifetime (or during the past 30 days)?
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime (or during the past 30 days)?
Hallucinogens	used LSD, PCP, or hallucinogenic mushrooms ('shrooms', magic mushrooms) in your lifetime (or during the past 30 days)?
Cocaine	used cocaine or "crack" cocaine in your lifetime (or during the past 30 days)?
Methamphetamines	used methamphetamines (also known as Ice and Crystal meth) in your lifetime (or during the past 30 days)?
Amphetamines	used amphetamines (including Ritalin, Adderall, etc.) without a doctor's orders in your lifetime (or during the past 30 days)?
Tranquilizers	used prescription depressants or tranquilizers, such as Xanax or Valium, without a doctor's orders in your lifetime (or during the past 30 days)?
Heroin	used heroin in your lifetime (or during the past 30 days)?
Other Narcotics	used prescription pain relievers such as OxyContin, Vicodin, or Darvocet, without a doctor's orders in your lifetime (or during the past 30 days)?
Ecstasy	used "club drugs" such as Ecstasy, Rohypnol, GHB, or ketamine in your lifetime (or during the past 30 days)?
Synthetic Marijuana	smoked synthetic or "fake" marijuana such as spice or K2 in your lifetime (or during the past 30 days)?
Problem Use	
Binge Drinking (past 2 weeks)	Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?
1/2 Pack of Cigarettes per Day	How frequently have you smoked cigarettes during the past 30 days?
Alcohol and Driving in the Past 30 Days	
Drinking and Driving	During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?
Riding with a Drinking Driver	During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?



## Antisocial Behavior

The tables that follow present the rates of a variety of antisocial behaviors (ASB). Antisocial behavior may be outwardly directed, involving aggression against adults or peers, or might be behavior destructive to property, self, and others.

Less overt antisocial behavior includes addictive behavior (such as gambling) or dishonest communication with parents.

Rates of both antisocial behavior and gambling reflect reported behavior in the past year. Questions assess lifetime incidence of gambling, online betting, personal skills games (such as pool, darts, coin tossing, video games), and other ways as means to provide additional information about gambling involvement. Intervention programs that focus on diminishing rewards for ASB and increasing reinforcement for prosocial behavior can encourage young people to discard these detrimental behavioral strategies.

This section presents the percentage of youth who reported engaging in various antisocial behaviors (e.g., attacking someone with the idea of seriously hurting them, selling illegal drugs, attending school while drunk or high), and related consequences (e.g., being suspended from school or arrested).

The most frequently reported antisocial behaviors in this survey are having “been suspended from school?” reported by 12.2% of students, having “attacked someone with the idea of seriously hurting them?”, reported by 5.2% of students, and having “been drunk or high at school?”, reported by 5.1% of students.



# Antisocial Behavior Tables

**Table 9. Percentage of Students With Antisocial Behavior in the Past Year**

How many times in the past year (12 months) have you: (One or more times)	Grade 6				Grade 7				Grade 8				Grade 9			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
Been Suspended from School	12.3	8.1	10.3	8.9	14.2	14.4	14.9	9.5	21.3	8.2	20.6	12.1	9.0	7.3	14.9	9.7
Been Drunk or High at School	0.4	3.3	3.3	1.3	2.7	6.6	1.4	2.4	8.7	3.8	3.3	5.1	13.2	5.9	7.5	8.3
Sold Illegal Drugs	0.2	0.3	0.0	0.5	0.5	1.5	0.8	0.8	2.1	1.3	0.0	2.2	4.8	2.1	0.0	3.4
Stolen or Tried to Steal a Motor Vehicle	0.0	0.0	0.0	1.1	1.2	1.2	0.0	0.9	0.3	1.2	0.0	1.8	4.6	0.0	0.0	2.1
Been Arrested	0.9	1.2	0.8	1.3	4.2	3.8	0.4	1.4	3.2	2.2	0.5	3.2	3.6	2.6	1.4	3.7
Attacked Someone with the Idea of Seriously Hurting Them	7.0	11.0	11.3	8.7	4.8	9.4	10.0	7.3	2.3	9.1	4.8	9.4	5.0	4.8	1.9	7.1
Carried a Handgun	5.5	7.2	5.7	6.5	4.2	5.4	8.3	7.3	4.9	4.8	0.0	6.8	7.3	3.7	6.8	7.6
Carried a Handgun to School	0.0	0.0	0.0	0.6	0.5	0.6	0.0	0.5	0.0	0.0	0.0	0.9	3.9	0.0	0.0	0.9

**Table 9. (Continued) Percentage of Students With Antisocial Behavior in the Past Year**

How many times in the past year (12 months) have you: (One or more times)	Grade 10				Grade 11				Grade 12				Total			
	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm	2020	2022	2024	BH Norm
Been Suspended from School	10.4	7.6	9.2	9.8	6.6	8.0	9.8	10.5	6.9	0.0	5.0	7.9	11.6	7.8	12.2	9.8
Been Drunk or High at School	13.2	13.3	3.9	11.4	19.7	11.4	9.3	11.8	21.7	14.0	8.0	15.2	11.7	8.2	5.1	8.8
Sold Illegal Drugs	5.7	5.4	0.0	4.9	11.0	1.8	3.2	5.8	3.2	0.0	2.9	6.7	4.2	1.9	1.0	3.8
Stolen or Tried to Steal a Motor Vehicle	4.3	0.0	0.0	2.3	4.3	0.0	2.3	2.2	0.5	0.0	0.6	2.1	2.4	0.3	0.4	1.9
Been Arrested	6.1	1.5	2.1	3.9	10.1	2.4	1.0	4.1	1.3	0.0	0.0	4.1	4.4	2.0	0.9	3.3
Attacked Someone with the Idea of Seriously Hurting Them	6.5	7.4	4.1	8.1	9.5	1.1	3.2	7.2	6.0	2.5	0.0	6.5	5.8	6.6	5.2	8.2
Carried a Handgun	8.0	6.3	3.5	6.9	12.6	2.9	2.8	8.2	9.1	0.0	3.0	7.2	7.5	4.4	4.4	6.9
Carried a Handgun to School	3.3	0.0	0.0	1.2	4.3	0.0	1.0	1.1	0.0	0.0	1.6	1.6	1.9	0.1	0.4	1.1





These factors have been chosen as a common set of measures to fulfill the reporting requirements of several national drug prevention grants. Because all grantees collect these same core measures, evaluators use them to assess the compliance and effectiveness of the programs.

### Systemic Factors

Systemic factors are measures of the attitudes and perceptions students hold about substances. They measure the perceived risks of use for individual substances and how acceptable these substances are perceived to be from both a peer standpoint and parental standpoint.

The systemic factors covered here are student's perception of risk, that is, how much the student thinks people risk harming themselves if they regularly use the substance in question; perception of disapproval (parental and peer), that is, the student's perception of how wrong his or her parents/friends would feel it was if the student regularly used the substance; and attitudes toward peer use, that is, a measure of the student's level of approval or disapproval if someone their age regularly used the substance.

### Perception of risk

Perception of risk is an important determinant in the decision-making process young people go through when deciding whether or not to use alcohol, tobacco, or other drugs.

Data analysis shows a consistent negative correlation between perception of risk and the level of reported ATOD use. That is, generally when the perceived risk of harm is high, reported frequency of use is low.

Evidence also suggests that perceptions of the risks and benefits associated with drug use sometimes serve as a leading indicator of future drug use patterns in a community. These are presented as prevalence rates for surveyed youth assigning "moderate risk" or "great risk" of harm to six drug use behaviors.

### Perception of Parent Disapproval

Parents influence the attitudes and behavior of their children, including their perceptions on drug and alcohol use.

For example, parental approval of moderate drinking, even under parental supervision, substantially increases the likelihood of the young person using alcohol. Further, in families where parents involve children in their own drug or alcohol behavior, there is an increased likelihood that their children will use drugs in adolescence.

Parental attitudes were measured by asking surveyed youth "how wrong do your parents feel it would be for you to" use various substances. The rates are the percentages of surveyed youth who reported that their parents feel it would be "wrong" or "very wrong" to use the substance.

### Perception of Peer Disapproval

Parent influences tend to be more salient for younger students, whereas peer influences are more predominant for eighth graders. The older the student is, the more influence a student's peers exert on the student's behavior.

Researchers have identified a positive correlation between the amount of peer disapproval of alcohol and other drug use and the level of alcohol and other drug use among students. Thus, the greater the peer disapproval, the less likely students are to use alcohol and other drugs. The rates are the percentages of surveyed youth who reported that their friends feel it would be "wrong" or "very wrong" for them to use the substance.



# Drug Free Communities

**Table 10. Drug Free Communities Report \***

Outcomes	Definition	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
<b>How much do you think people risk harming themselves (physically or in other ways) if they: (Moderate risk or Great Risk)</b>	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	74.5	141	80.1	173	76.6	123	74.6	148	74.3	132	76.1	105	71.9	99	75.5	921	80.9	500	70.0	419
	have five or more drinks of an alcoholic beverage once or twice a week?	80.2	141	86.4	173	81.7	123	84.7	148	79.9	132	76.2	105	79.7	99	81.4	921	84.5	500	78.3	419
	smoke 1 or more packs of cigarettes per day.	80.0	141	85.1	172	85.1	123	88.3	148	83.4	132	83.0	105	88.4	99	84.8	920	87.1	499	82.4	419
	use electronic cigarettes, e-cigarettes, vape pens, or e-hookahs?	76.8	141	85.9	173	78.8	123	81.2	147	76.0	132	73.9	104	82.2	99	79.4	919	80.4	499	78.4	418
	smoke marijuana once or twice a week?	78.4	141	80.4	173	64.0	123	65.2	148	67.1	132	62.1	105	60.3	99	68.4	921	72.0	500	64.8	419
	use prescription drugs that are not prescribed to them?	84.4	141	86.0	173	78.0	122	87.6	148	79.2	132	83.1	105	86.4	99	83.6	920	84.8	499	82.3	419
<b>How wrong do your parents feel it would be for YOU to: (Wrong or Very Wrong)</b>	have one or two drinks of an alcoholic beverage nearly every day?	97.3	138	98.7	166	99.2	114	95.3	123	99.5	107	94.7	94	93.2	92	96.9	834	96.5	460	97.3	372
	smoke cigarettes	98.1	138	100.0	166	99.4	113	96.5	123	98.6	107	100.0	93	96.5	92	98.5	832	98.8	459	98.1	371
	smoke marijuana	99.5	138	99.6	166	97.9	114	95.4	123	96.2	107	96.2	91	89.2	92	96.4	831	97.1	459	95.7	370
	use prescription drugs that are not prescribed to them?	99.5	138	99.4	164	98.6	114	95.1	123	97.0	107	100.0	93	98.1	92	98.3	831	98.7	458	97.8	371

† For this question only, the numbers and percentages represent the students' answers for all response options.

\* The "Num." column represents the sample size (the number of youth who answered the question). The "Per." column represents the percentage of youth in the sample answering the question as specified.

# Drug Free Communities and Youth Perception Tables

**Table 10. (Continued) Drug Free Communities Report \***

Outcomes	Definition	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
<b>How wrong do your friends feel it would be for you to: (Wrong or Very Wrong)</b>	have one or two drinks of an alcoholic beverage nearly every day?	94.5	141	95.4	175	94.4	126	89.4	150	93.3	131	87.1	106	86.0	100	91.5	929	93.5	504	89.5	423
	smoke cigarettes	95.3	141	96.8	175	96.7	126	90.6	150	94.3	131	92.2	106	90.2	100	93.8	929	95.0	504	92.6	423
	use electronic cigarettes, e-cigarettes, vape pens, or e-hookahs?	92.9	141	94.6	175	94.7	126	85.9	149	88.8	131	83.3	106	86.5	100	89.6	928	89.5	504	89.8	422
	smoke marijuana	94.6	141	93.9	175	94.0	126	86.4	150	87.3	131	79.6	106	76.9	100	87.7	929	88.8	504	86.5	423
	use prescription drugs that are not prescribed to them?	95.9	141	96.4	175	98.3	127	91.8	150	96.1	131	95.9	106	95.8	100	95.7	930	96.6	505	94.8	423
<b>Past 30 day use of (at least one use in the Past 30 Days):</b>	Alcohol	1.2	141	1.1	167	5.0	120	9.7	142	5.3	128	14.4	105	9.0	100	6.5	903	6.5	32	6.5	26
	Cigarettes	0.9	141	0.0	171	1.6	121	2.7	147	0.3	129	0.9	107	0.4	100	1.0	916	0.7	3	1.3	5
	E-cigarettes	2.4	140	1.4	164	3.6	122	5.7	134	4.3	121	5.9	102	1.7	98	3.5	881	4.2	20	2.9	13
	Marijuana	0.3	141	1.1	170	4.2	122	3.0	141	4.4	127	6.2	104	6.7	99	3.6	904	4.7	18	2.5	10
	Any Prescription Drug	0.0	141	1.0	164	3.0	117	2.0	135	0.4	122	0.0	103	0.0	98	0.9	880	0.8	3	1.0	3
<b>Average Age of Onset **</b>		Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.
	Alcohol	10.5	24	11.6	33	12.0	24	12.8	35	13.6	33	13.5	29	14.2	29	12.8	207	13.1	123	12.5	82
	Cigarettes	10.4	3	11.5	8	12.5	5	11.4	11	11.8	6	13.4	9	14.6	8	12.6	50	12.2	24	12.9	25
	E-cigarettes	10.4	9	11.9	13	12.0	15	12.7	26	12.9	17	13.9	17	15.2	15	13.0	112	12.6	70	13.5	40
	Marijuana	11.0	3	12.5	5	12.3	9	12.5	14	13.8	17	14.4	14	15.3	14	13.8	76	14.0	48	13.6	28

\* The "Num." column represents the sample size (the number of youth who answered the question). The "Per." column represents the percentage of youth in the sample answering the question as specified.

\*\* For Average Age of Onset, "Num." represents the number of youth who reported any age of first use for the specified substance other than "Never Used."



## Additional Data Tables

**Table 11. Additional items**

Question	Response	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
During the past 12 months, have you talked with a parent or guardian about the dangers of taking a prescription drug that was not prescribed for you?	Yes	23	17.5	37	22.8	25	22.3	29	25.8	24	22.8	26	28.1	17	18.5	181	22.4
	No	114	82.5	124	77.2	88	77.7	92	74.2	80	77.2	67	71.9	75	81.5	640	77.6
During the past 12 months, did you ever seriously consider attempting suicide?	No	128	93.1	154	92.3	105	89.6	117	91.7	104	91.7	95	91.8	88	95.6	791	92.3
	Yes	11	6.9	14	7.7	12	10.4	11	8.3	12	8.3	8	8.2	5	4.4	73	7.7
During the past 12 months, how many times did you actually attempt suicide?	0 times	130	95.1	159	96.4	113	93.5	122	93.1	108	95.8	99	97.6	90	96.9	821	95.5
	1 time	4	3.2	4	2.1	4	2.5	3	1.8	6	4.2	1	0.6	0	0.0	22	2.1
	2 to 3 times	1	0.3	3	1.5	2	1.2	3	2.5	0	0.0	2	1.8	3	2.6	14	1.4
	4 to 5 times	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
	6 or more times	3	1.1	0	0.0	3	2.8	3	2.6	0	0.0	0	0.0	1	0.5	10	1.0
How often has someone sent mean emails, text messages, IM's or posted hurtful information on the Internet about you?	Never	93	66.4	129	72.4	93	72.7	102	65.0	90	69.3	79	68.5	85	81.0	671	70.7
	Once or Twice	27	18.2	29	17.8	18	12.7	32	24.7	26	17.6	15	16.2	10	11.4	157	17.1
	A Few Times	15	8.9	12	6.9	13	11.9	9	4.0	14	10.0	10	10.6	4	5.4	77	8.2
	Many Times	8	6.5	6	2.7	4	2.6	7	4.3	3	3.0	4	3.9	1	2.2	33	3.6
	Every Day	0	0.0	1	0.2	0	0.0	2	2.0	0	0.0	1	0.9	0	0.0	4	0.5



## Contacts for Prevention

### NATIONAL RESOURCES

United States Department of Health and Human Services (USDHHS)  
Substance Abuse and Mental Health Service Administration (SAMHSA)  
1 Choke Cherry Rd., Rm. 8-1054  
Rockville, Maryland 20857  
240-276-2000

[info@samhsa.hhs.org](mailto:info@samhsa.hhs.org)

[www.samhsa.gov](http://www.samhsa.gov)

(From this web-site, the programs and services provided by the Center for Substance Abuse Prevention, Center for Substance Abuse Treatment, and Center for Mental Health Services can be accessed)

Center for Substance Abuse Prevention (CSAP)

1 Choke Cherry Rd., Ste 4-1057  
Rockville, Maryland 20857  
240-276-2420

[info@samhsa.hhs.org](mailto:info@samhsa.hhs.org)

<http://prevention.samhsa.gov/>

CSAP's Centers for the Advancement of Prevention Technologies (all five CSAP Centers can be accessed through this web site)

<http://captus.samhsa.gov/home.cfm>

National Institutes of Health (NIH)  
6001 Executive Blvd., Rm. 5213  
Bethesda, Maryland 20892-9561  
301-443-1124

<http://www.nida.nih.gov/>

### LOCAL RESOURCES

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