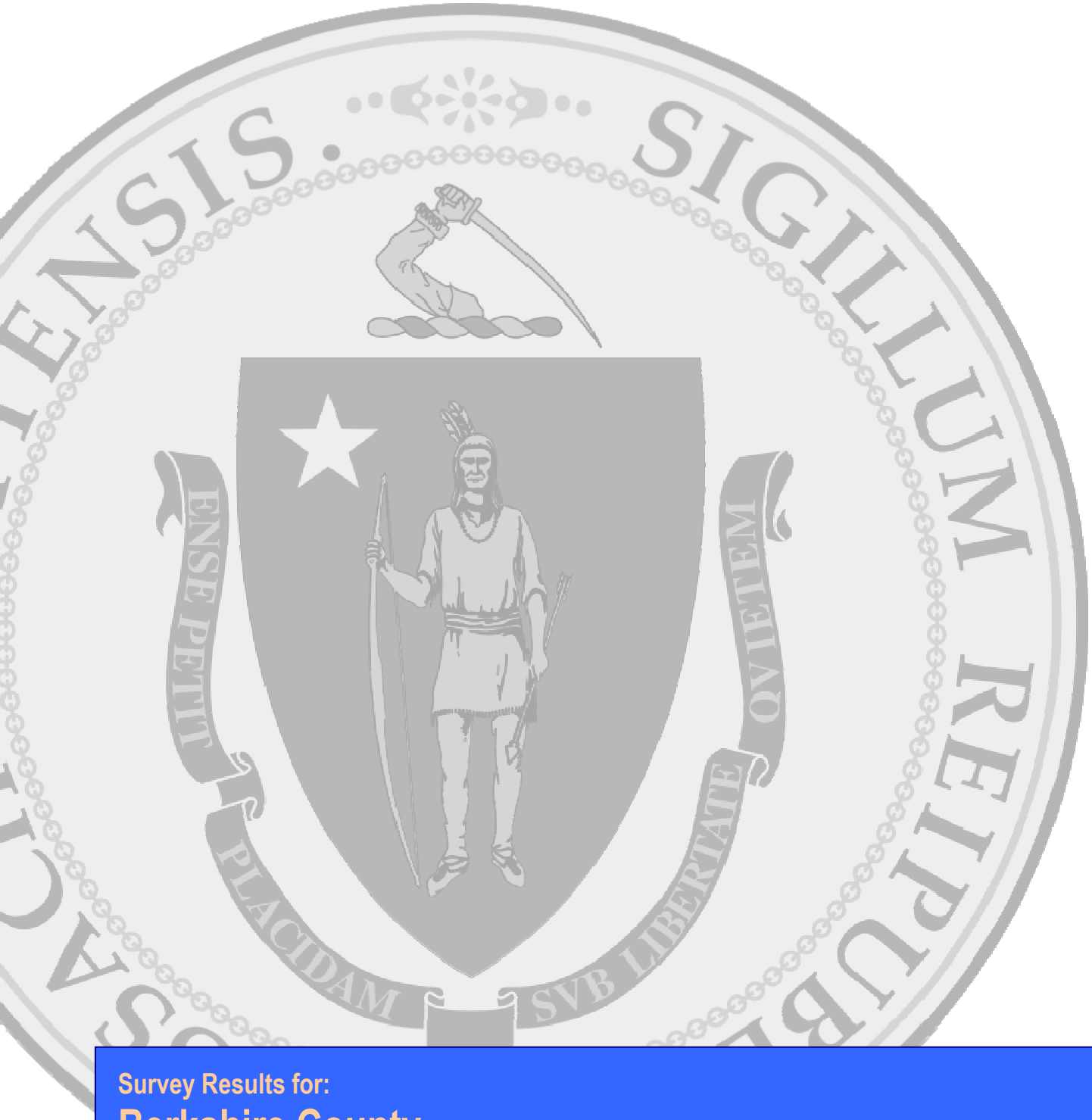
2025 Massachusetts
Prevention Needs Assessment Survey



Survey Results for:

Berkshire County

Sponsored by:
The Berkshire Youth Development Project including:
Northern Berkshire Community Coalition,
Berkshire Regional Planning Commission,
and Railroad Street Youth Project

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Introduction and Demographics

2025 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2025. 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 10 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 abuse, 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 2,852 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.

Table 1. Characteristics of Participants

Student Totals	Berkshire County					
Total Students	2021		2023		2025	
	Number	Percent	Number	Percent	Number	Percent
	1627	100	2460	100	2375	100
Grade						
8	706	43.4	880	35.8	872	36.7
10	546	33.6	873	35.5	854	36.0
12	375	23.0	707	28.7	649	27.3

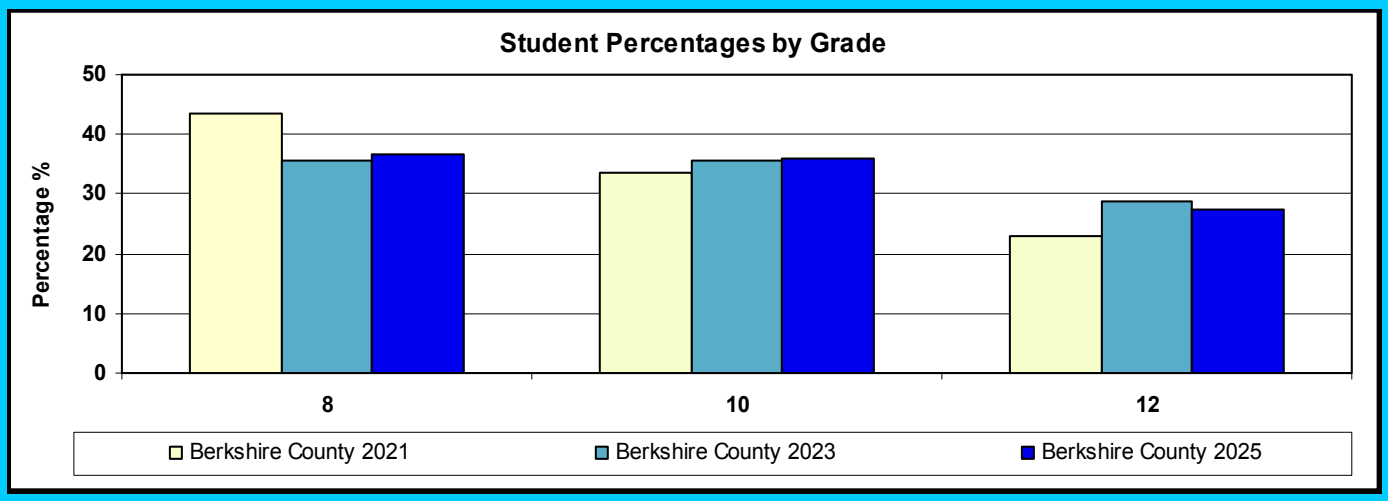


Table 1. represents the total survey population. Students were given the option to skip questions, and not all students completed the survey. The percentages in remaining tables/figures of this report reflect the percent of students responding to each question, rather than the percent of the total survey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

Demographics

Table 1. (Continued) Characteristics of Participants						
Student Totals						
	2021		2023		2025	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Male	739	46.0	1220	50.0	1214	51.4
Female	869	54.0	1112	45.5	1080	45.8
Other	n/a	n/a	110	4.5	66	2.8

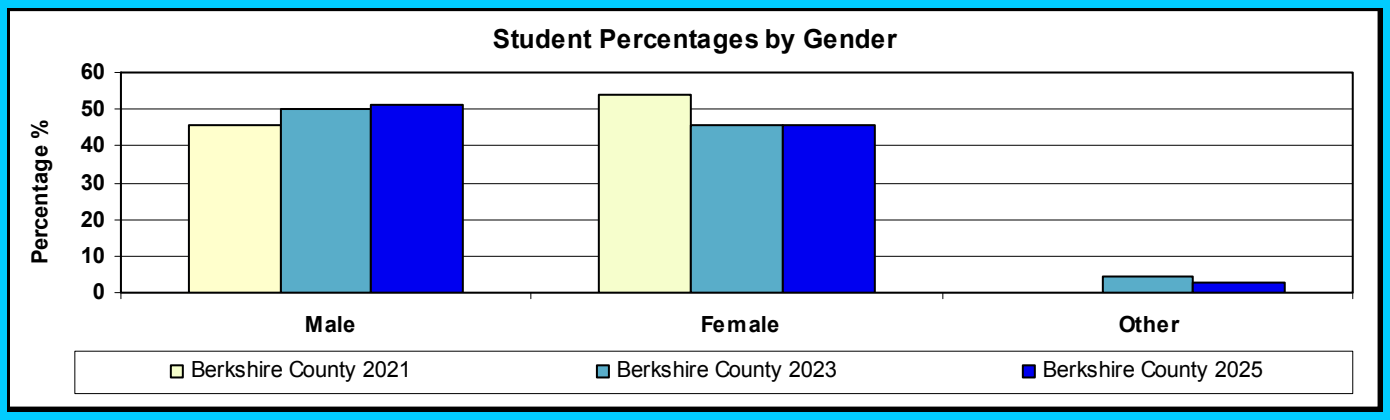
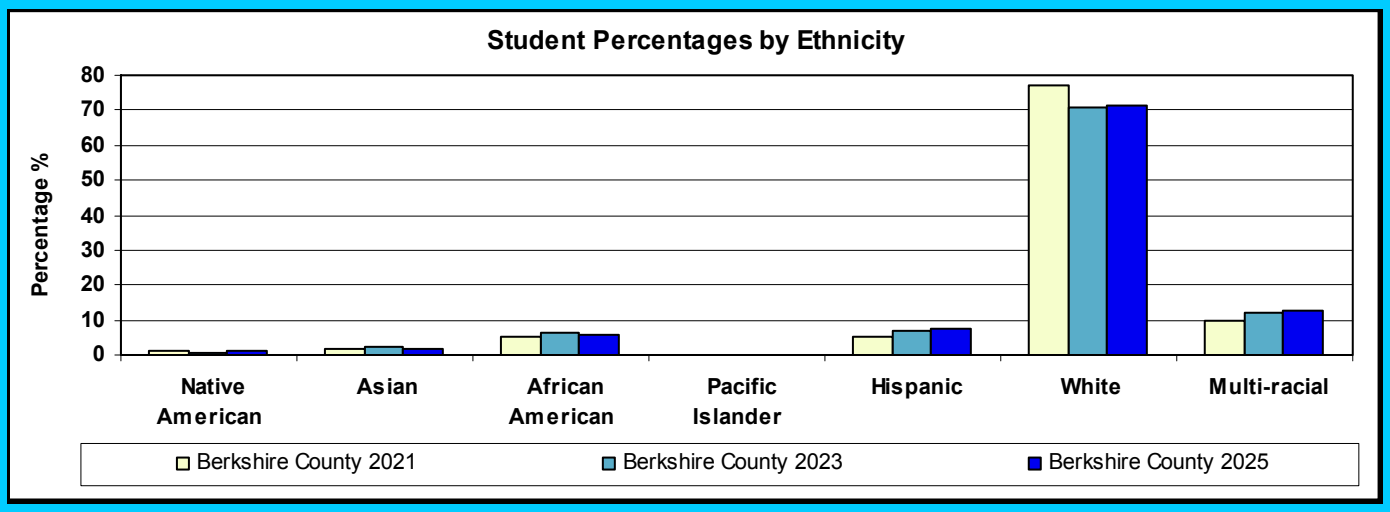


Table 1. (Continued) Characteristics of Participants						
Student Totals						
	2021		2023		2025	
	Number	Percent	Number	Percent	Number	Percent
Ethnicity						
Native American	14	0.9	21	0.9	27	1.1
Asian	29	1.8	62	2.5	36	1.5
African American	82	5.1	148	6.1	133	5.6
Pacific Islander	4	0.2	4	0.2	5	0.2
Hispanic	81	5.0	173	7.1	178	7.6
White	1233	76.9	1725	70.9	1683	71.5
Multi-racial	161	10.0	301	12.4	293	12.4



Risk and Protective Factors

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 abuse 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.

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 below shows the links between the nineteen risk factors in this survey and six problem behaviors.

Risk Factors																			
	Community		Family						School		Peer/Individual								
Problem Behaviors	Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	Perceived Availability of Drugs	Poor Family Management	Family Conflict	Sibling Drug Use	Exposure to Adult Antisocial Behavior	Parental Attitudes Favorable Towards Antisocial Behavior	Parental Attitudes Favorable Towards Drugs	Academic Failure	Low Commitment to School	Early Initiation of Antisocial Behavior	Early Initiation of Drug Use	Attitudes Favorable Toward Antisocial Behavior	Attitudes Favorable Toward Drug Use	Perceived Risk of Drug Use	Interaction with Antisocial Peers	Friend's Use of Drugs	Rewards for Antisocial Behavior	Depressive Symptoms
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Teen Pregnancy			✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
School Drop-Out			✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Violence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Depression & Anxiety			✓	✓	✓				✓		✓	✓							✓

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

Risk and Protective Factors

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.

The chart below shows the links between the ten protective factors in this survey and five positive influences.

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.

In addition to helping assess current conditions and prioritize areas of greatest need, data from this survey can be a powerful tool in applying for and complying with several federal programs, outlined later in this report, such as the Strategic Prevention Framework process. The survey also gathers valuable data which allows state and local agencies to address other prevention issues related to academic achievement, mental health, gang involvement, health and fitness, and personal safety.

Protective Factors										
	Community	Family			School		Peer/Individual			
Positive Influences	Rewards for Prosocial Involvement	Family Attachment	Opportunities for Prosocial Involvement	Rewards for Prosocial Involvement	Opportunities for Prosocial Involvement	Rewards for Prosocial Involvement	Belief in the Moral Orde	Interaction with Prosocial Peers	Prosocial Involvement	Rewards for Prosocial Involvement
Healthy Beliefs and Clear Standards				✓			✓			
Bonding	✓	✓	✓	✓	✓	✓		✓	✓	✓
Opportunities			✓		✓					
Skills								✓	✓	
Recognition	✓			✓		✓				✓

Building a Strategic Prevention Framework

The survey is an important data source for the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). CSAP created the SPF model to guide states and communities in creating planned, data-driven, effective, and sustainable prevention programs. Each part represents an interdependent element of the ongoing process of prevention coordination.

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness. The PNA results presented in this Profile Report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that

have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAMHSA developed an internet tool located at www.samhsa.gov/nrepp for identifying Best Practice Programs. Another way to access the resources is from this address: www.nrepp.samhsa.gov.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail. Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The OPNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence: Incorporate principles of cultural competence and sustainability in each of the five elements. At the center of the SPF model, sustainability and cultural competence play a key role in assessment, capacity appraisal, planning, implementation and evaluation, ensuring successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. States and communities should plan adaptive, flexible programs around a variety of resources, funding, and organizations. An inclusive design helps build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural Competence recognizes unique needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that draws on community-based values, traditions, and customs and works with knowledgeable people from the community to develop focused interventions, communication, and support.

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

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 ten statewide surveys and one large regional survey across the nation were combined into a database of approximately 642,000 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 he/she 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.

Tables 10 and 11, Sources and Places of Student Alcohol and Marijuana Use, presents the percentages of how and where students obtained and used alcohol and marijuana during the past year. The data focus on a subgroup of students who indicated at least one means of obtaining or using alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the table represents a subgroup of users and not the entire survey population. Additionally, the smaller the sample, the more dramatic the influence of a student's responses. For example, if only one student in a particular grade reported where he/she obtained alcohol or marijuana, each category would show up as either 0% or 100%. The table indicates the sample size for each grade surveyed to help clarify the value of the data.

Table 12, 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 13, Youth Perceptions of Substance Use. Youth often overestimate the percentage of their peers who are using substances. Youth perceptions of the percentage of their peers who use cigarettes, alcohol, marijuana, and other illegal drugs are shown in these tables.

Table 14, Additional Items. It contains information such as the parent attitudes regarding drinking, general student well being, and types of substances used in vaping.

Finally, extra questions your agency might have included on the questionnaire are listed.

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.

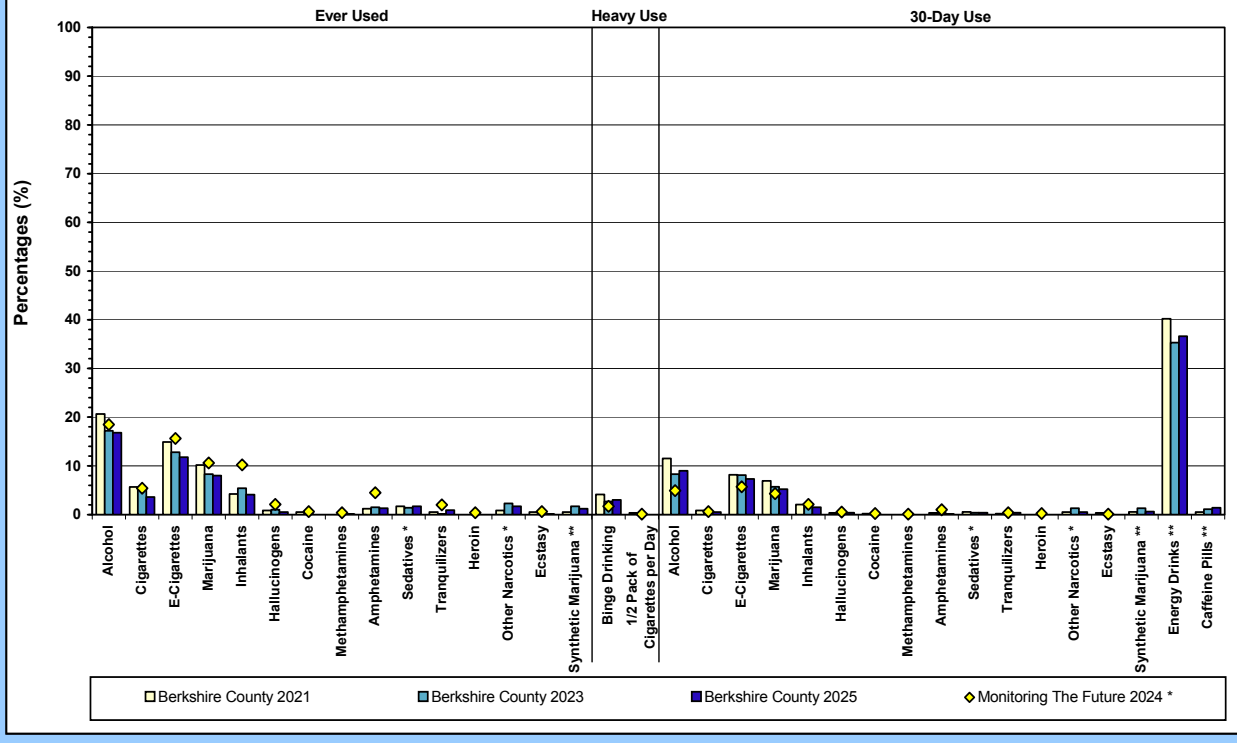
Risk and protective factor data can be used to identify exactly where the community needs to take action.

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.

	Sample	Priority Rate 1	Priority Rate 2	Priority Rate 3
Risk Factors	6th grd Fav. Attitude to Drugs (Peer/Indiv. Scale) @ 15% (8% > 8-state av.)			
Protective Factors	10th grd - Rewards for prosocial involvm. (School Domain) 40% (down 5% from 2 yrs ago & 16% below state av.)			
30-day Substance Abuse	8th grd Binge Drinking@13% (5% above state av.)			
Antisocial Behavior	12th grd - Drunk/High at School @ 21% (about same as state, but remains a priority.)			

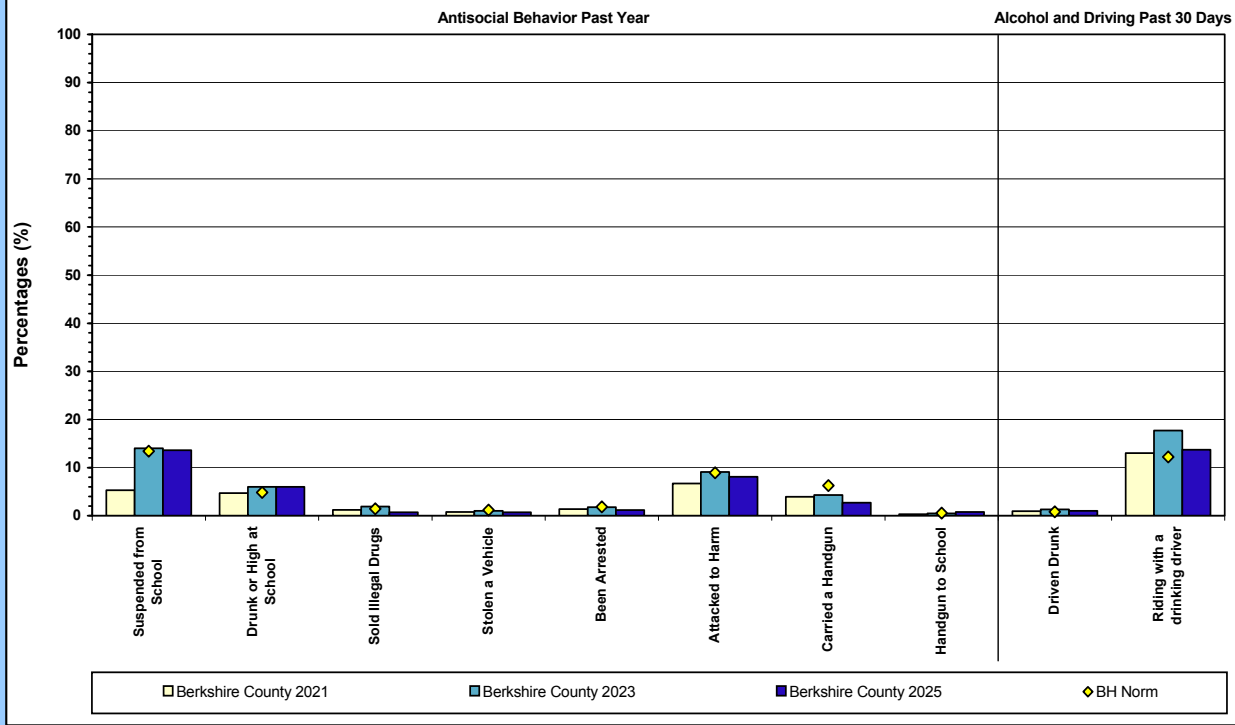
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2025 Berkshire County Student Survey, Grade 8



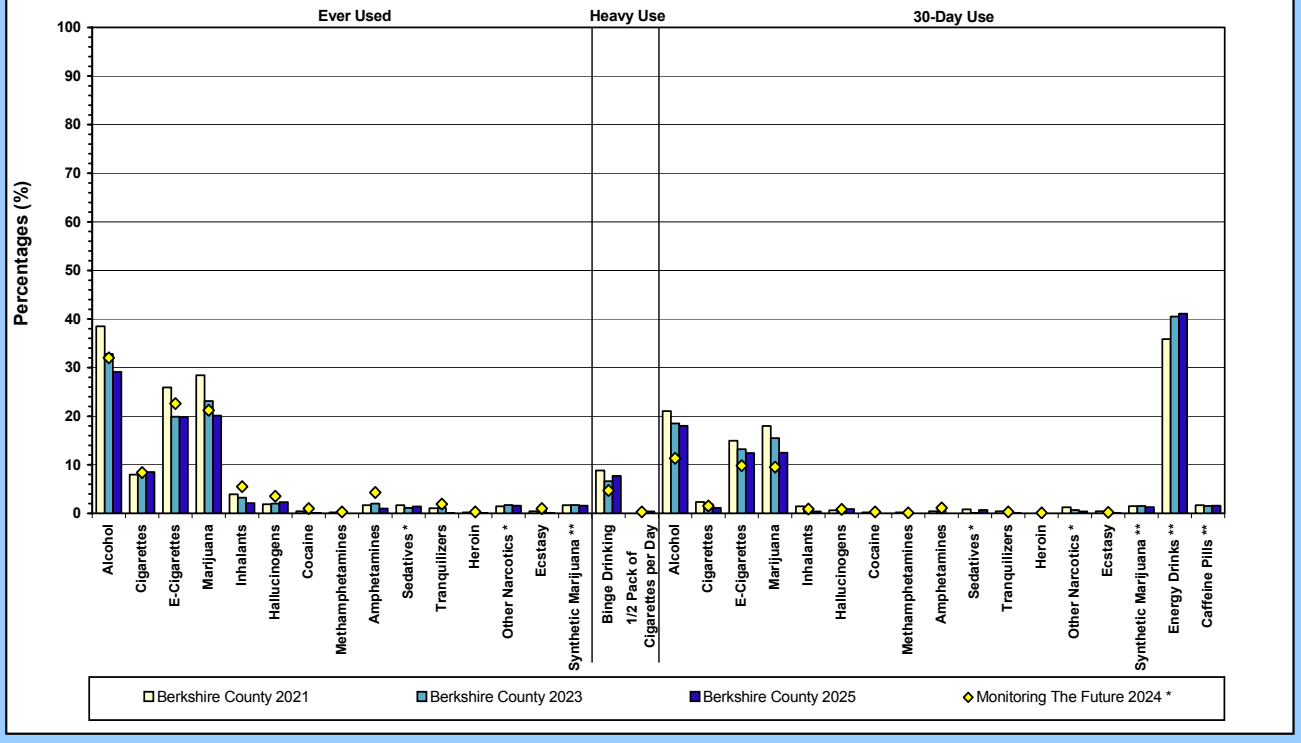
* MTF does not publish an 8th, 10th, or a combined grade value for lifetime "Sedatives" or "Other Narcotics".
** MTF does not collect data on those substances at the lifetime or 30-day level.

ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING
2025 Berkshire County Student Survey, Grade 8



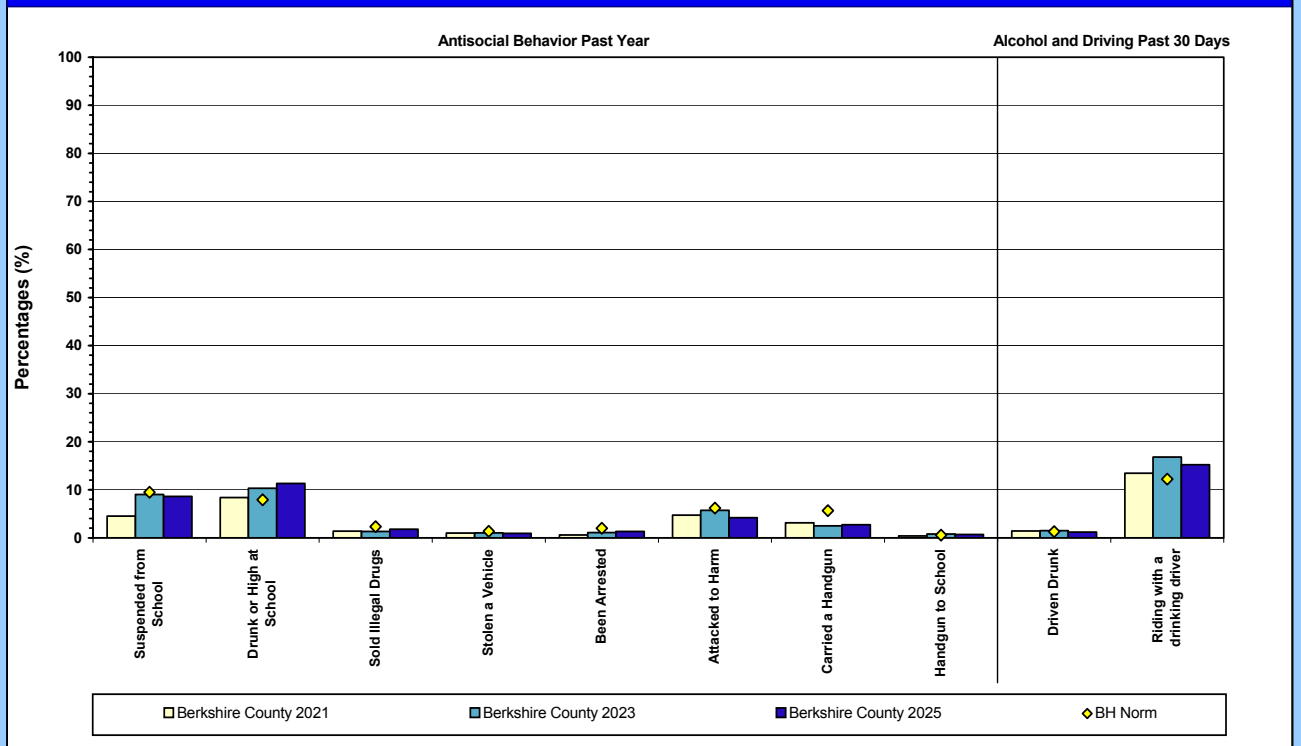
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2025 Berkshire County Student Survey, Grade 10



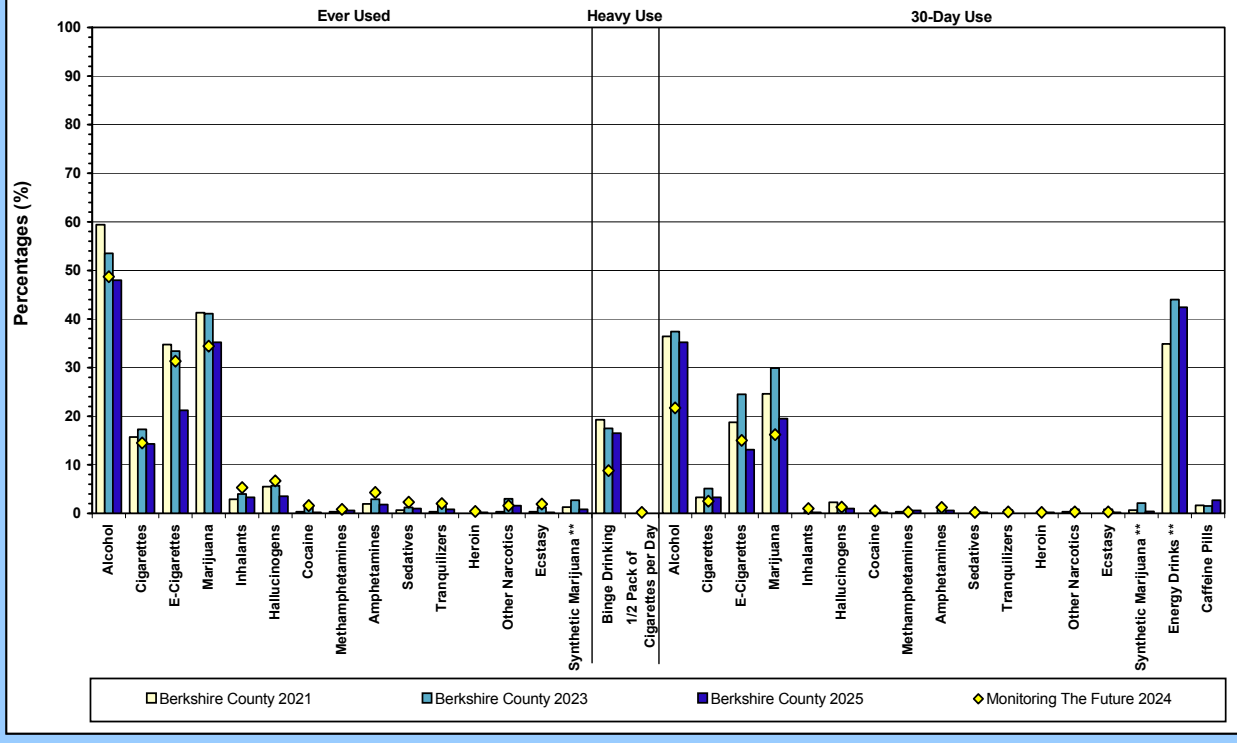
* MTF does not publish an 8th, 10th, or a combined grade value for lifetime "Sedatives" or "Other Narcotics".
** MTF does not collect data on those substances at the lifetime or 30-day level.

ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING
2025 Berkshire County Student Survey, Grade 10



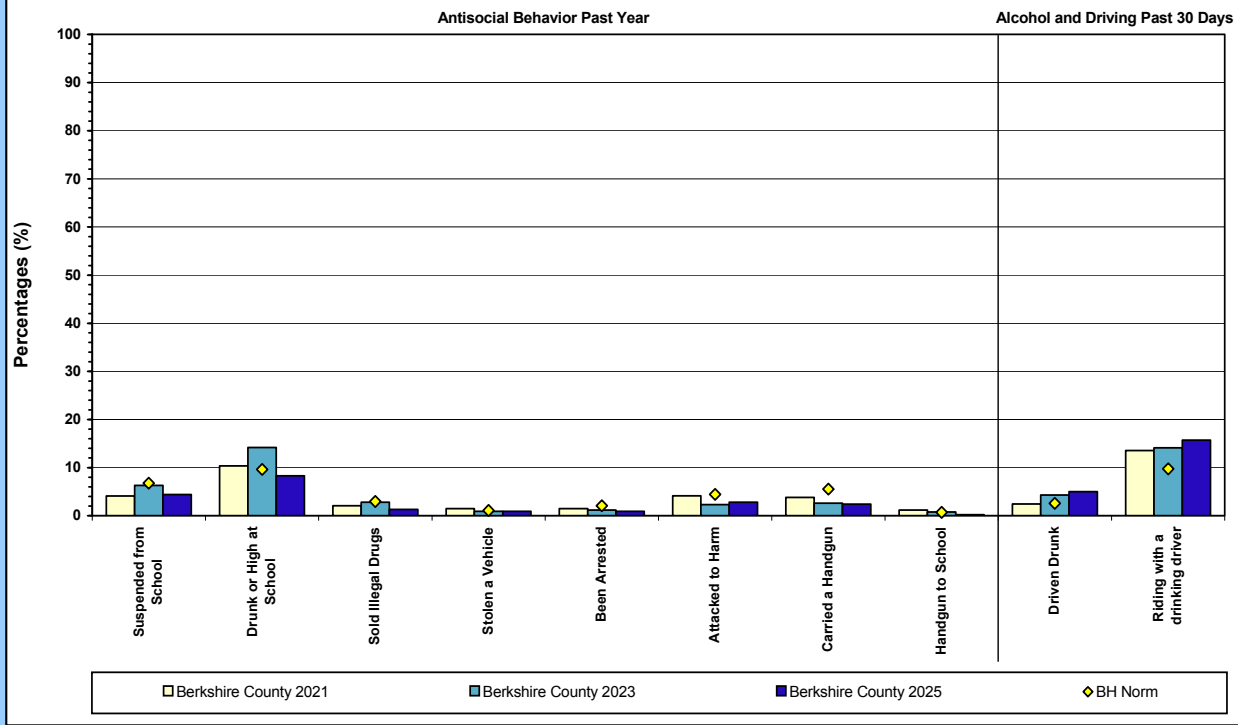
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2025 Berkshire County Student Survey, Grade 12



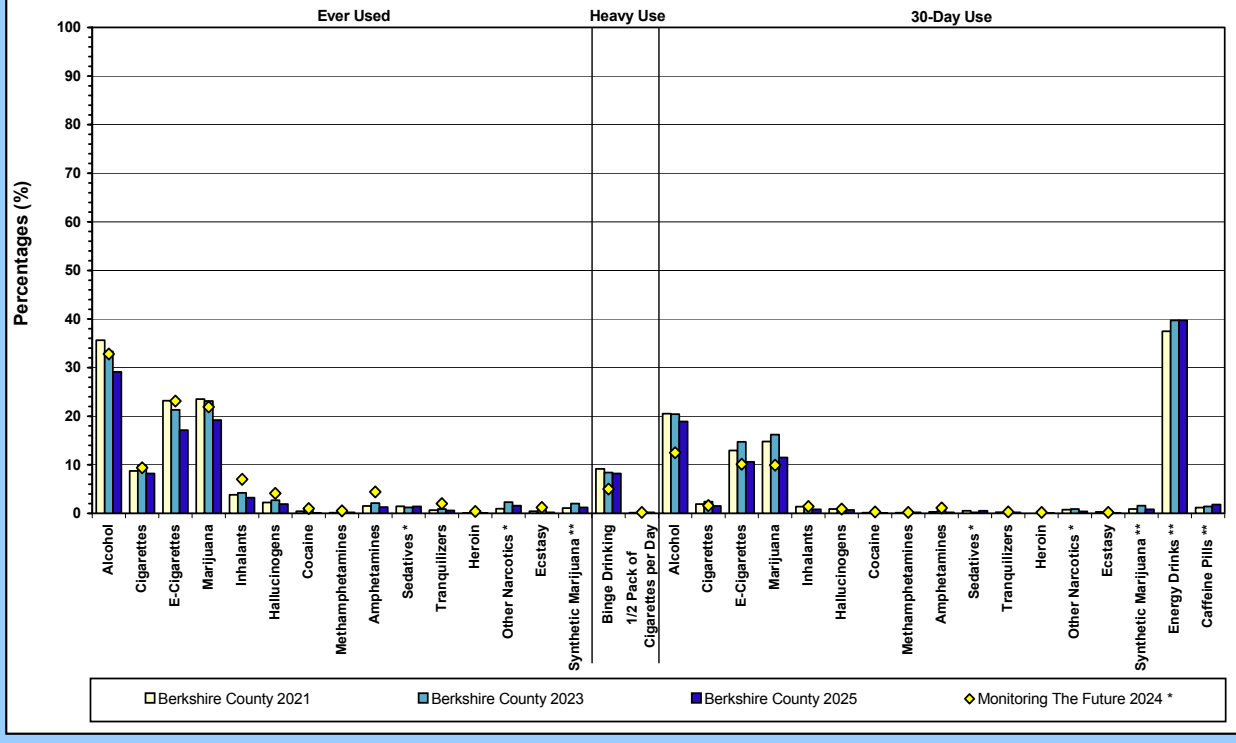
** MTF does not collect data on those substances at the lifetime or 30-day level.

ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING
2025 Berkshire County Student Survey, Grade 12



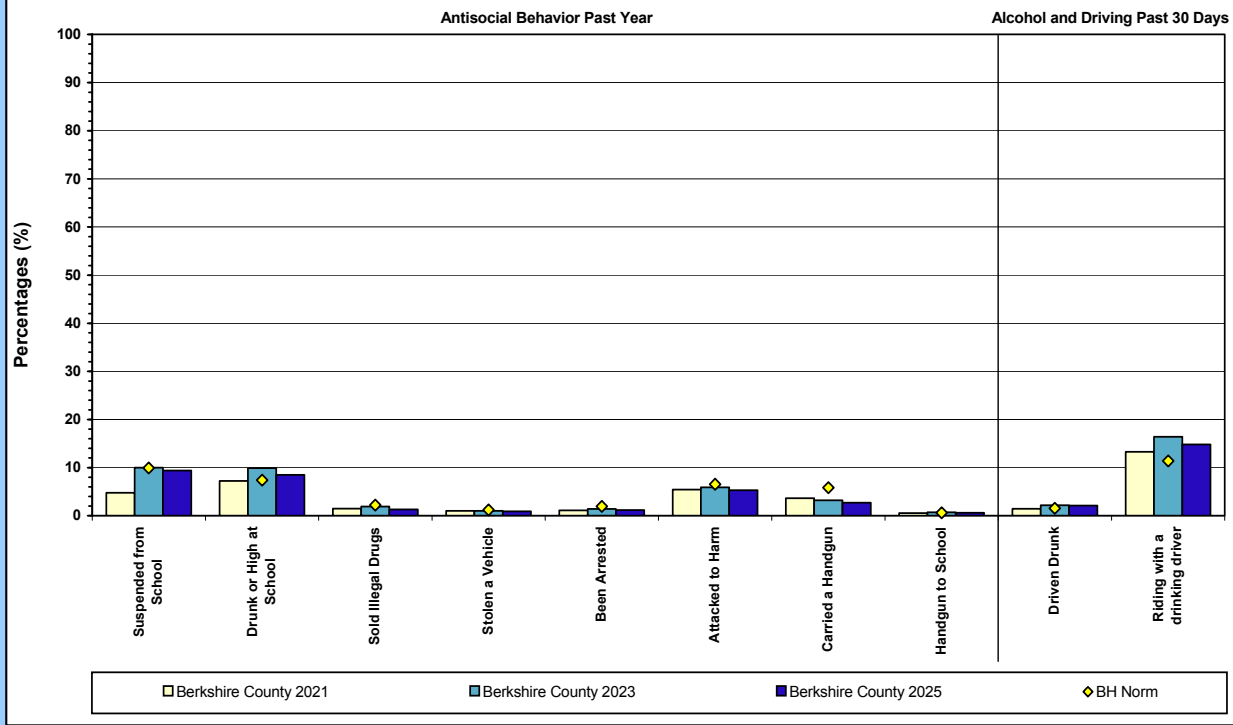
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2025 Berkshire County Student Survey, All Grades

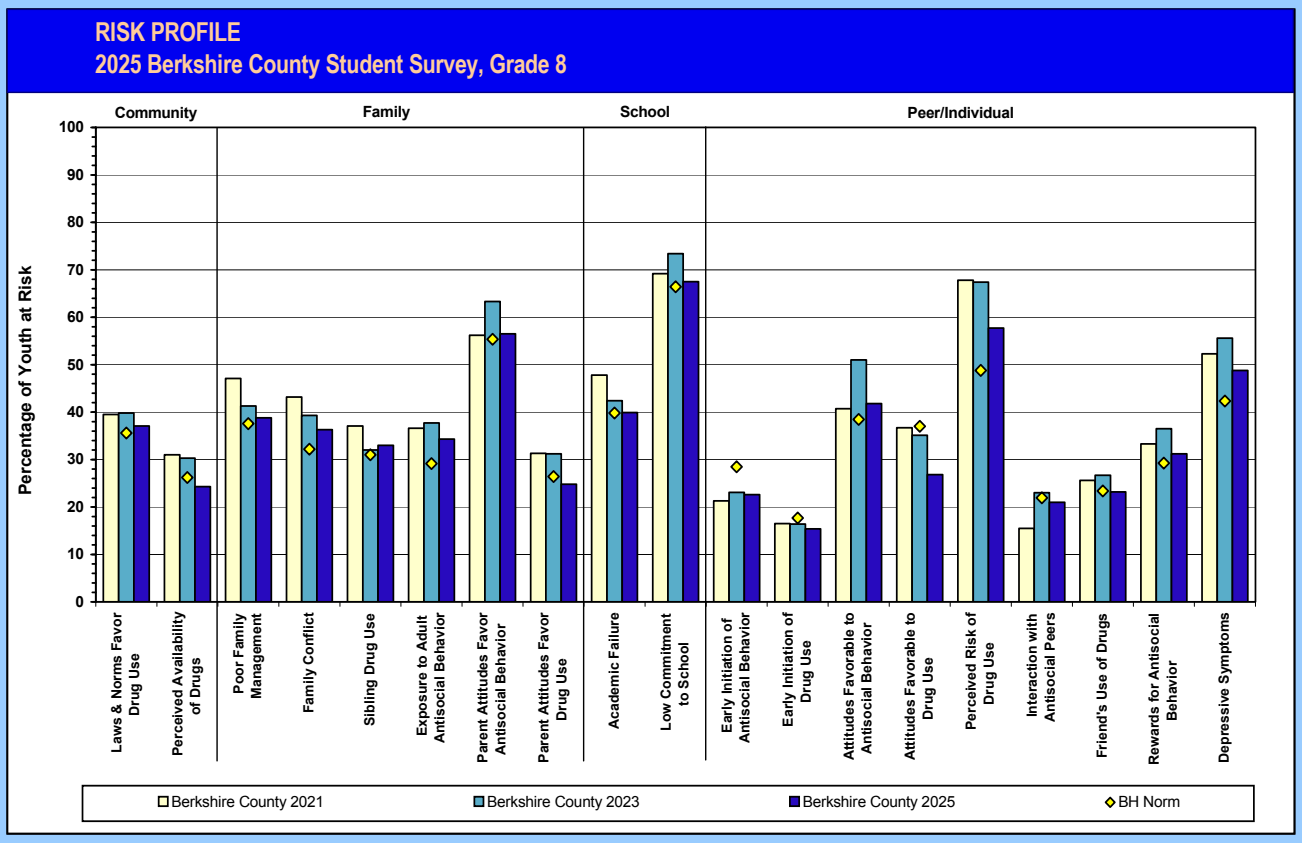


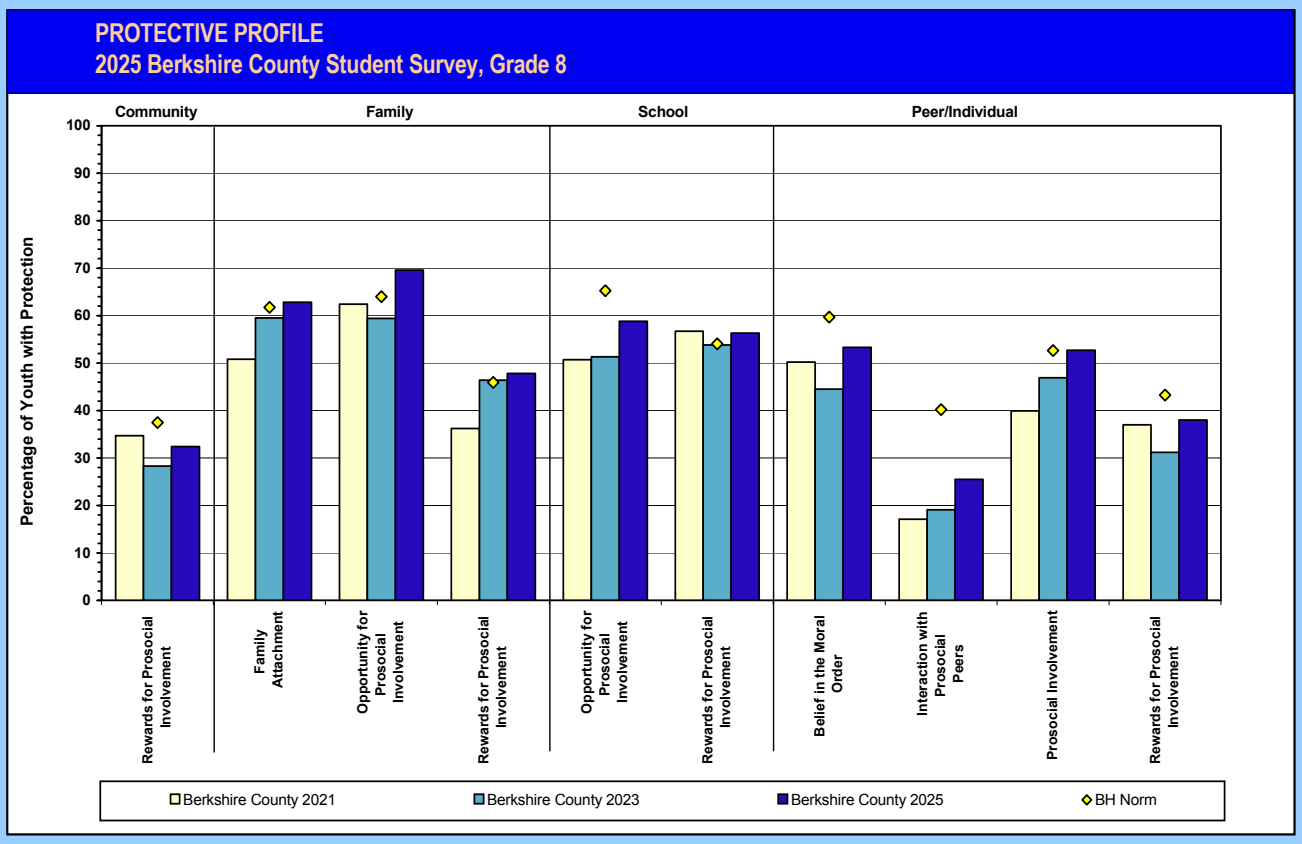
* MTF does not publish an 8th, 10th, or a combined grade value for lifetime "Sedatives" or "Other Narcotics".
** MTF does not collect data on those substances at the lifetime or 30-day level.

ANTISOCIAL BEHAVIOR & ALCOHOL AND DRIVING
2025 Berkshire County Student Survey, All Grades

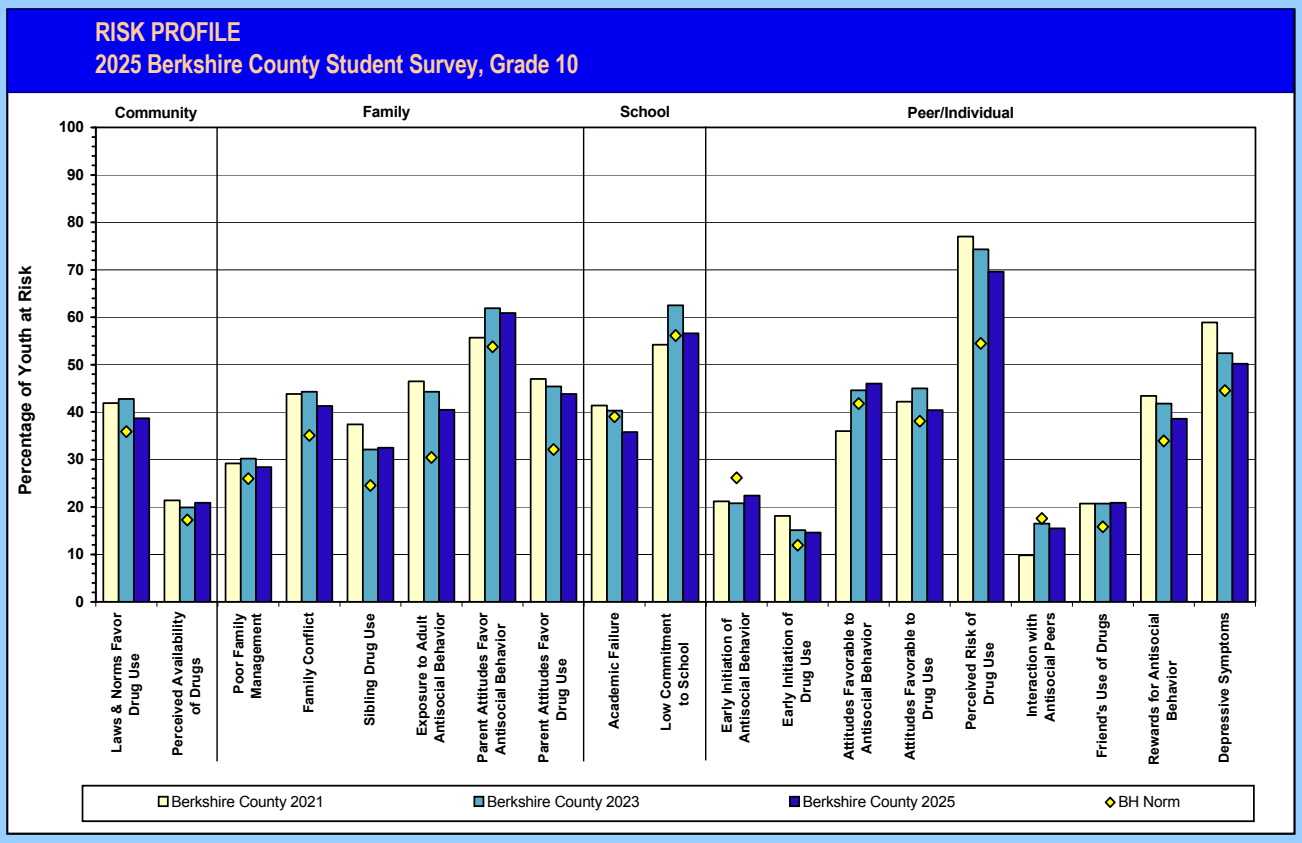


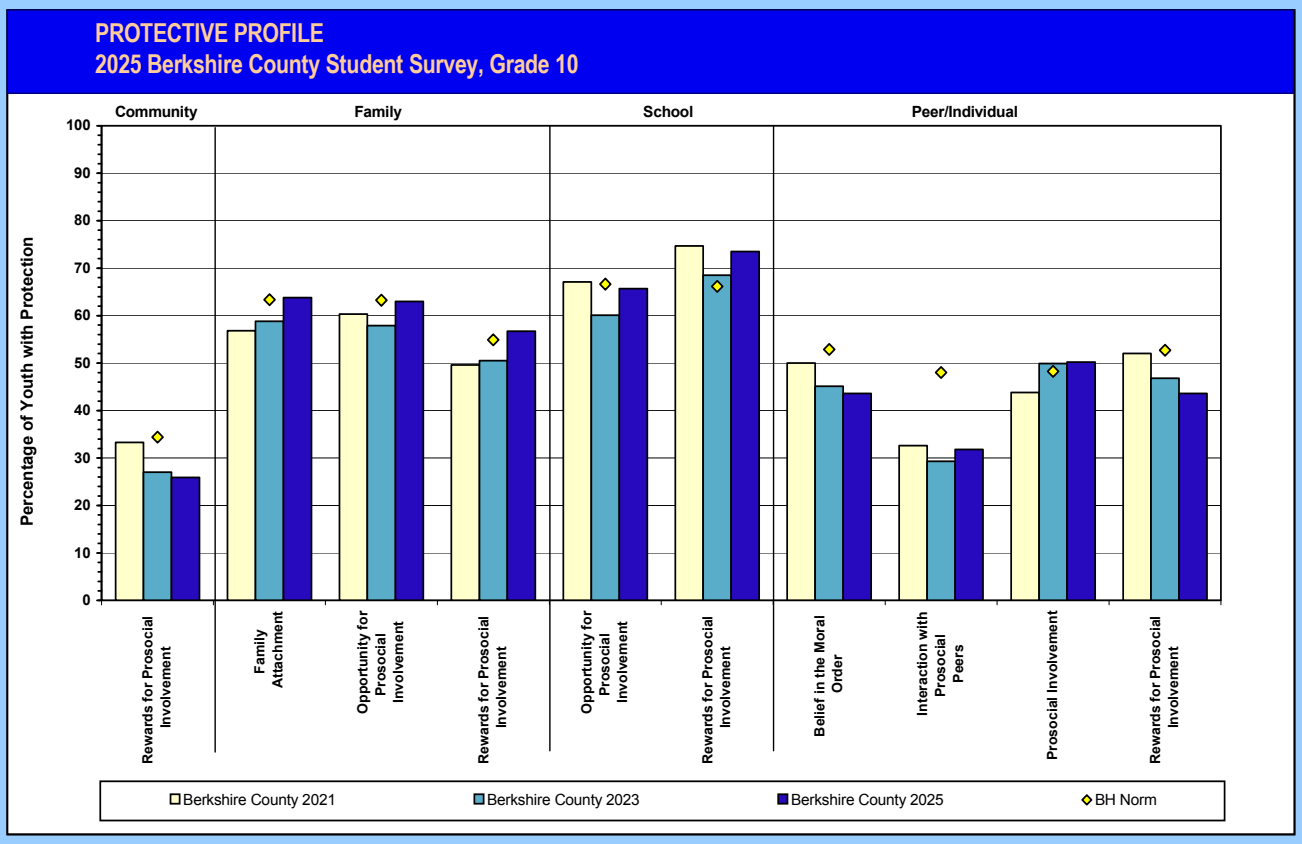
Risk and Protective Factor Profiles



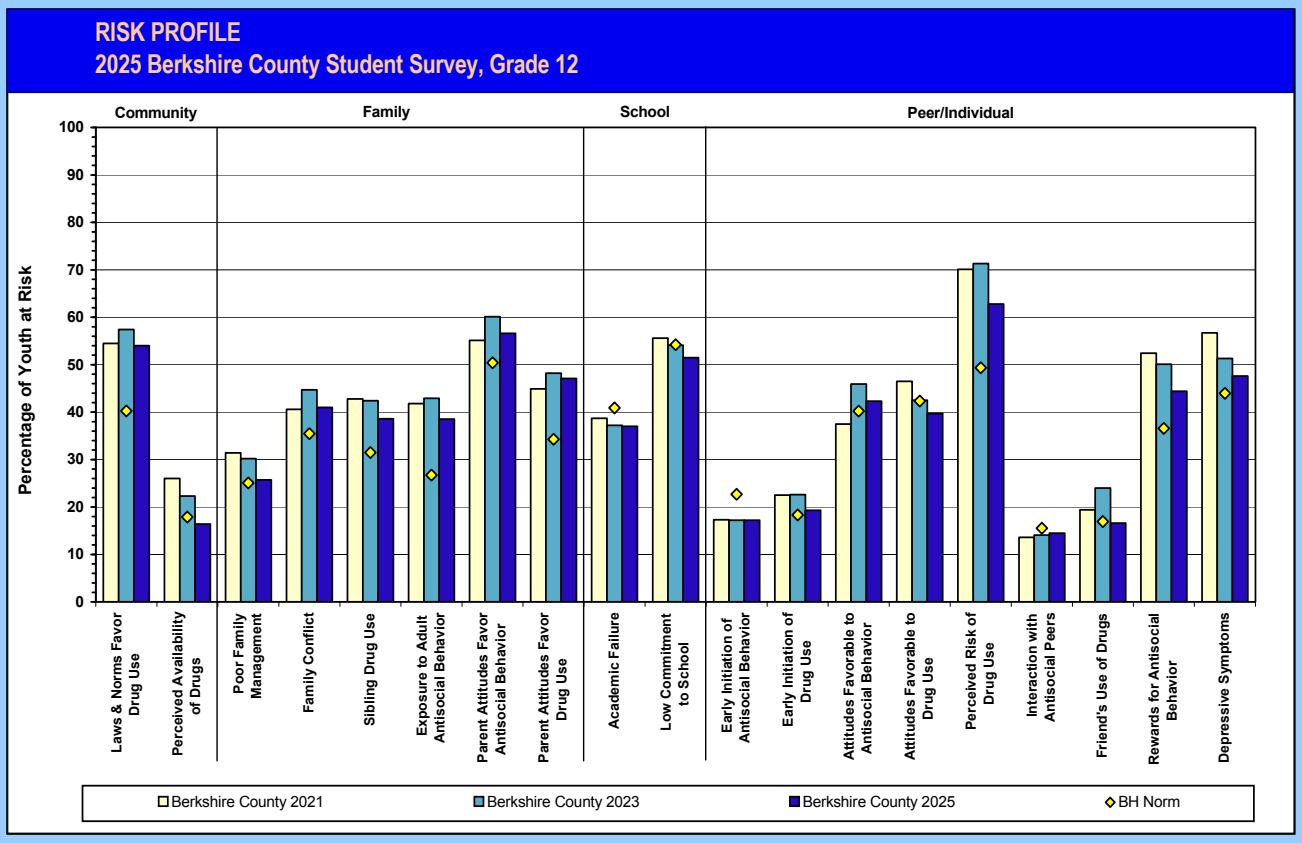


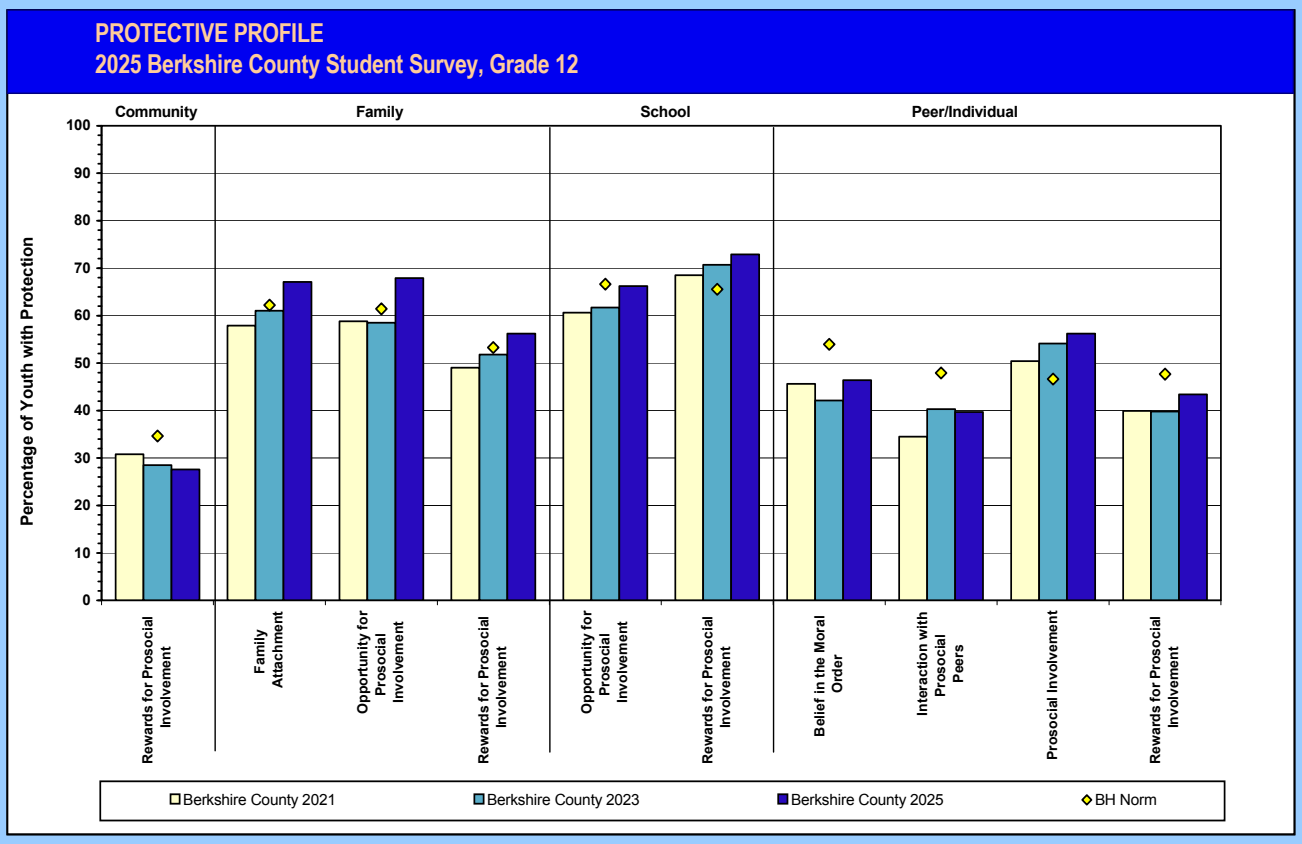
Risk and Protective Factor Profiles



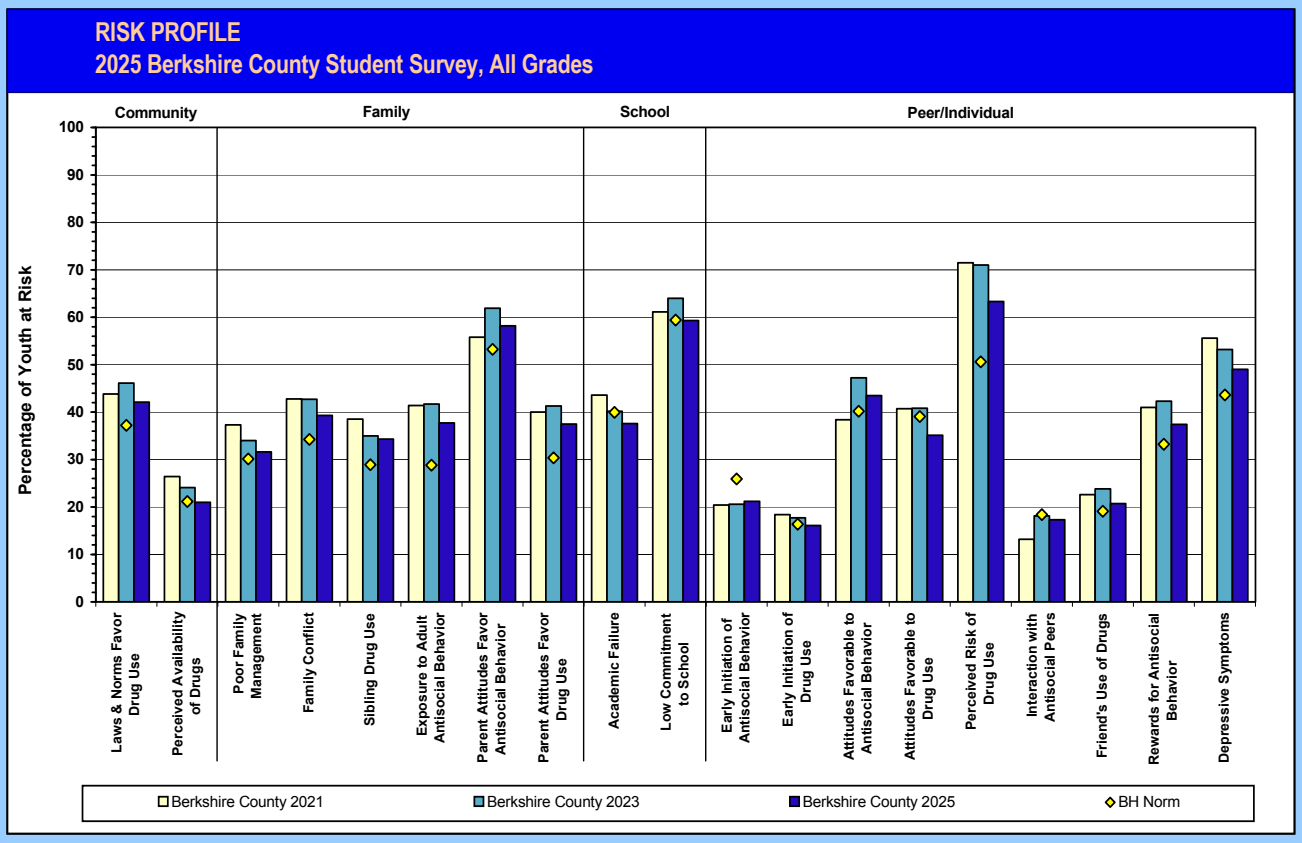


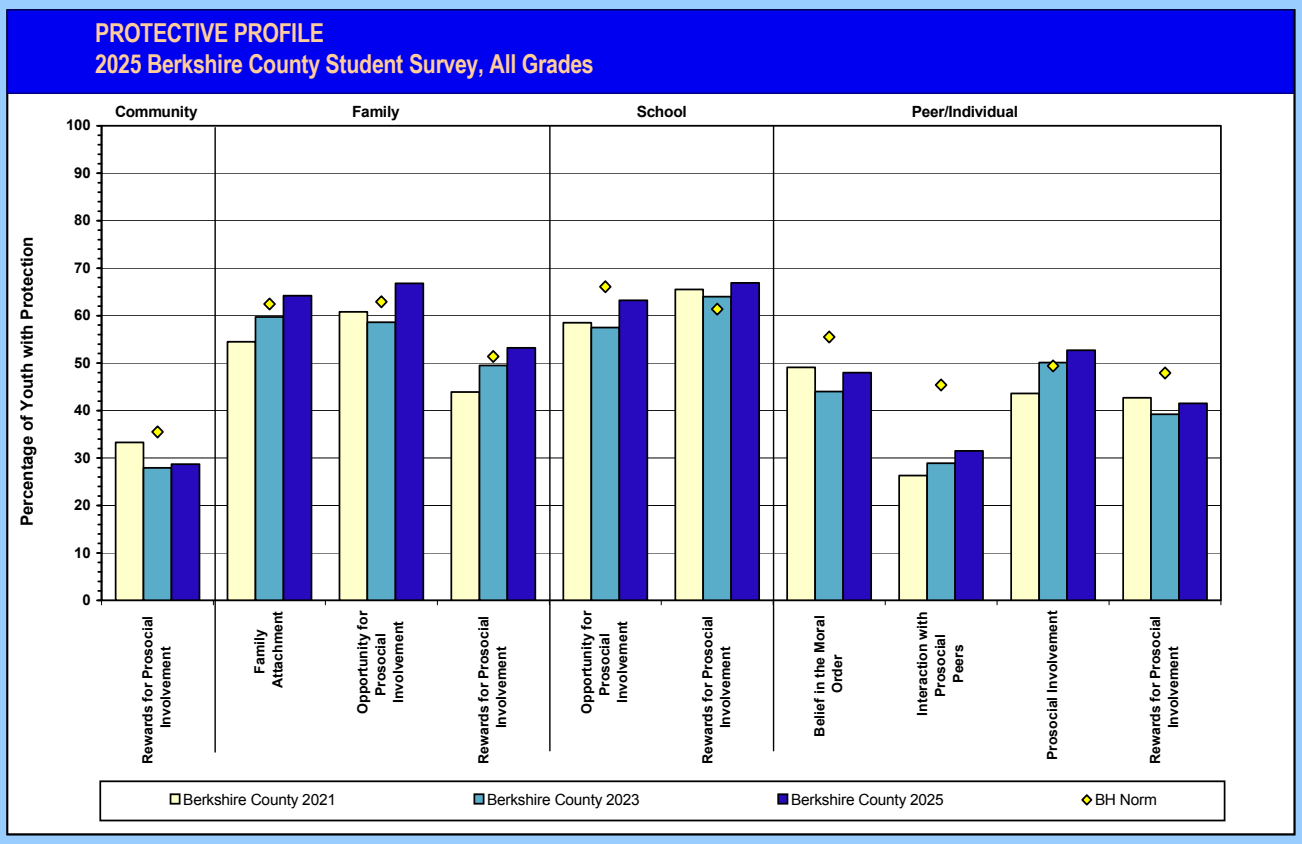
Risk and Protective Factor Profiles





Risk and Protective Factor Profiles





Risk and Protective Scale Definitions

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

Community Domain Risk Factors	
Laws and Norms Favorable Toward Drug Use	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.
Scale Questions for Laws and Norms Favorable Toward Drug Use	*If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey or gin) in your neighborhood would he or she be caught by the police?*
	If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?
	If a kid carried a handgun in your neighborhood, would he or she be caught by the police?
	How wrong would most adults (over 21) in your neighborhood think it is for kids your age to use marijuana?
	How wrong would most adults (over 21) in your neighborhood think it is for kids your age to drink alcohol?
	How wrong would most adults (over 21) in your neighborhood think it is for kids your age to smoke cigarettes?
Perceived Availability of Drugs	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents.
Scale Questions for Perceived Availability of Drugs	*If you wanted to get some cigarettes, how easy would it be for you to get some?*
	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?
	If you wanted to get some marijuana, how easy would it be for you to get some?
	If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?
Community Domain Protective Factors	
Rewards for Prosocial Involvement	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
Scale Questions for Rewards for Prosocial Involvement	*My neighbors notice when I am doing a good job and let me know about it.*
	There are people in my neighborhood who are proud of me when I do something well.
	There are people in my neighborhood who encourage me to do my best.
Family Domain Risk Factors	
Poor Family Management	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.
Scale Questions for Poor Family Management	*The rules in my family are clear.*
	When I am not at home, one of my parents knows where I am and who I am with.
	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?
	My family has clear rules about alcohol use.
	My family has clear rules about other drug use.
	If you carried a handgun without your parents' permission, would you be caught by your parents?
	If you skipped school, would you be caught by your parents?
	My parents ask if I've gotten my homework done.
	Would your parents know if you did not come home on time?

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

Family Domain Risk Factors (Continued)	
Family Conflict	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.
Scale Questions for Family Conflict	*People in my family often insult or yell at each other.*
	We argue about the same things in my family over and over.
	People in my family have serious arguments.
Sibling Drug Use and Exposure to Adult Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Scale Questions for Sibling Drug Use	*Have any of your brothers or sisters ever:*
	drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?
	smoked marijuana?
	smoked cigarettes?
Scale Questions for Exposure to Adult Antisocial Behavior	*About how many adults (over 21) have you known personally who in the past year have:*
	used marijuana, crack, cocaine, or other drugs?
	sold or dealt drugs?
	done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.?
	gotten drunk or high?
Parental Attitudes Favorable Toward Antisocial Behavior and Parental Attitudes Favorable Toward Drugs	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.
Scale Questions for Parental Attitudes Favorable Toward Antisocial Behavior	*How wrong do your parents feel it would be for YOU to steal something worth more than $5?*
	How wrong do your parents feel it would be for YOU to draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?
	How wrong do your parents feel it would be for YOU to pick a fight with someone?
Scale Questions for Parental Attitudes Favorable Toward Drug Use	*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?*
	How wrong do your parents feel it would be for YOU to smoke cigarettes?
	How wrong do your parents feel it would be for YOU to smoke marijuana?
Family Domain Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
Scale Questions for Family Attachment	*Do you feel very close to your mother?*
	Do you share your thoughts and feelings with your mother?
	Do you share your thoughts and feelings with your father?
	Do you feel very close to your father?

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

Family Domain Protective Factors (Continued)	
Opportunities for Prosocial Involvement	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.
Scale Questions for Opportunities for Prosocial Involvement	*If I had a personal problem, I could ask my mom or dad for help.*
	My parents give me lots of chances to do fun things with them.
	My parents ask me what I think before most family decisions affecting me are made
Rewards for Prosocial Involvement	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.
Scale Questions for Rewards for Prosocial Involvement	*My parents notice when I am doing a good job and let me know about it.*
	How often do your parents tell you they're proud of you for something you've done?
	Do you enjoy spending time with your mother?
	Do you enjoy spending time with your father?
School Domain Risk Factors	
Academic Failure	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.
Scale Questions for Academic Failure	*Putting them all together, what were your grades like last year?*
	Are your school grades better than the grades of most students in your class?
Low Commitment to School	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.
Scale Questions for Low Commitment to School	*During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?*
	How often do you feel that the school work you are assigned is meaningful and important?
	How interesting are most of your courses to you?
	How important do you think the things you are learning in school are going to be for your later life?
	Now, thinking back over the past year in school, how often did you enjoy being in school?
	Now, thinking back over the past year in school, how often did you hate being in school?
	Now, thinking back over the past year in school, how often did you try to do your best work in school?
School Domain Protective Factors	
Opportunities for Prosocial Involvement	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.
Scale Questions for Opportunities for Prosocial Involvement	*In my school, students have lots of chances to help decide things like class activities and rules.*
	There are lots of chances for students in my school to get involved in sports, clubs, or other school activities outside of class.
	There are lots of chances for students in my school to talk with a teacher one-on-one.
	I have lots of chances to be part of class discussions or activities.

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

School Domain Protective Factors (Continued)	
Rewards for Prosocial Involvement	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.
Scale Questions for Rewards for Prosocial Involvement	*My teachers notice when I am doing a good job and lets me know about it.*
	The school lets my parents know when I have done something well.
	My teachers praise me when I work hard in school.
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Early Initiation of Drug Use	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.
Scale Questions for Early Initiation of Antisocial Behavior	*How old were you when you first...*
	got suspended from school?
	got arrested?
	carried a handgun?
	attacked someone with the idea of seriously hurting them?
Scale Questions for Early Initiation of Drug Use	*How old were you when you first...*
	smoked a cigarette, even just a puff?
	had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey or gin)?
	began drinking alcoholic beverages regularly, that is, at least once or twice a month?
	smoked marijuana?
Attitudes Favorable Toward Antisocial Behavior and Attitudes Favorable Toward Drug Use	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.
Scale Questions for Attitudes Favorable Toward Antisocial Behavior	*How wrong do you think it is for someone your age to...*
	take a handgun to school?
	steal anything worth more than $5?
	pick a fight with someone?
	attack someone with the idea of seriously hurting them?
	stay away from school all day when their parents think they are at school?
Scale Questions for Attitudes Favorable Toward Drug Use	*How wrong do you think it is for someone your age to...*
	drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
	smoke cigarettes?
	smoke marijuana?
	use LSD, cocaine, amphetamines or another illegal drug?

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

Peer-Individual Risk Factors (Continued)	
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Scale Questions for Perceived Risk of Drug Use	*How much do you think people risk harming themselves (physically or in other ways) if they:*
	smoke one or more packs of cigarettes per day?
	try marijuana once or twice?
	smoke marijuana regularly?
	take one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Scale Questions for Interaction with Antisocial Peers	*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:*
	been suspended from school?
	carried a handgun?
	sold illegal drugs?
	stolen or tried to steal a motor vehicle such as a car or motorcycle?
	been arrested?
	dropped out of school?
Friends' Use of Drugs	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.
Scale Questions for Friends' Use of Drugs	*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:*
	smoked cigarettes?
	tried beer, wine or hard liquor (for example, vodka, whiskey or gin) when their parents didn't know about it?
	used marijuana?
	used LSD, cocaine, amphetamines, or other illegal drugs?
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Scale Questions for Rewards for Antisocial Behavior	*What are the chances you would be seen as cool if you:*
	smoked cigarettes?
	began drinking alcoholic beverages regularly, that is, at least once or twice a month?
	smoked marijuana?
Depressive Symptoms	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.
Scale Questions for Depressive Symptoms	*Sometimes I think that life is not worth it.*
	At times I think I am no good at all.
	All in all, I am inclined to think that I am a failure.
	In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?

Risk and Protective Scale Definitions

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

Peer-Individual Protective Factors	
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Scale Questions for Belief in the Moral Order	*It is all right to beat up people if they start the fight.*
	It is important to be honest with your parents, even if they become upset or you get punished.
	I think it is okay to take something without asking if you can get away with it.
	I think sometimes it's okay to cheat at school.
Interaction with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
Scale Questions for Interaction with Antisocial Peers	*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:*
	participated in clubs, organizations or activities at school?
	made a commitment to stay drug-free?
	tried to do well in school?
	liked school?
	regularly attended religious services?
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Scale Questions for Prosocial Involvement	*How many times in the past year (12 months) have you:*
	participated in clubs, organizations or activities at school?
	done extra work on your own for school?
	volunteered to do community service?
Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.
Scale Questions for Rewards for Prosocial Involvement	*What are the chances you would be seen as cool if you:*
	worked hard at school?
	defended someone who was being verbally abused at school?
	regularly volunteered to do community service?

Risk and Protective Factor Tables

Table 3. Percentage of Students Reporting Protection

Protective Factors	Grade 8				Grade 10				Grade 12				Total			
	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm
Community Domain																
Rewards for Prosocial Involvement	34.7	28.3	32.4	37.5	33.3	27.0	25.9	34.4	30.8	28.5	27.6	34.7	33.3	27.9	28.7	35.5
Family Domain																
Family Attachment	50.8	59.5	62.8	61.7	56.8	58.8	63.8	63.3	57.9	61.0	67.1	62.2	54.5	59.7	64.2	62.4
Opportunity for Prosocial Involvement	62.4	59.4	69.6	64.0	60.3	57.9	63.0	63.2	58.8	58.5	67.9	61.4	60.8	58.6	66.8	62.9
Rewards for Prosocial Involvement	36.2	46.4	47.8	45.9	49.6	50.5	56.7	54.9	49.0	51.8	56.2	53.3	43.9	49.5	53.2	51.4
School Domain																
Opportunity for Prosocial Involvement	50.7	51.3	58.8	65.2	67.1	60.1	65.7	66.6	60.6	61.7	66.2	66.6	58.5	57.5	63.2	66.1
Rewards for Prosocial Involvement	56.7	53.8	56.3	54.0	74.7	68.5	73.5	66.1	68.5	70.7	72.9	65.5	65.5	64.0	66.9	61.4
Peer-Individual Domain																
Belief in the Moral Order	50.2	44.5	53.3	59.7	50.0	45.1	43.6	52.9	45.6	42.1	46.4	54.0	49.1	44.0	48.0	55.5
Interaction with Prosocial Peers	17.1	19.1	25.5	40.2	32.6	29.3	31.8	48.0	34.5	40.3	39.7	47.9	26.3	28.9	31.5	45.4
Prosocial Involvement	39.9	46.9	52.7	52.6	43.8	49.9	50.2	48.3	50.4	54.1	56.2	46.6	43.6	50.1	52.7	49.4
Rewards for Prosocial Involvement	37.0	31.2	38.0	43.3	52.0	46.8	43.6	52.7	39.9	39.8	43.4	47.7	42.7	39.2	41.5	47.9

Risk and Protective Factor Tables

Table 4. Percentage of Students Reporting Risk

Risk Factors	Grade 8				Grade 10				Grade 12				Total			
	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm
Community Domain																
Laws & Norms Favor Drug Use	39.5	39.8	37.1	35.6	41.9	42.8	38.7	35.9	54.5	57.4	54.0	40.3	43.8	46.1	42.1	37.2
Perceived Availability of Drugs	31.0	30.3	24.3	26.2	21.4	19.9	20.9	17.3	26.0	22.3	16.4	17.9	26.4	24.1	21.0	21.2
Family Domain																
Poor Family Management	47.1	41.3	38.8	37.6	29.2	30.2	28.4	26.0	31.4	30.2	25.7	25.1	37.3	34.0	31.6	30.2
Family Conflict	43.2	39.3	36.3	32.2	43.8	44.3	41.3	35.1	40.6	44.7	41.0	35.5	42.8	42.7	39.3	34.2
Sibling Drug Use	37.1	32.0	33.0	31.0	37.4	32.1	32.5	24.5	42.8	42.4	38.6	31.5	38.5	35.0	34.3	28.9
Exposure to Adult Antisocial Behavior	36.6	37.7	34.3	29.2	46.5	44.3	40.5	30.4	41.8	42.9	38.5	26.7	41.4	41.7	37.7	28.8
Parent Attitudes Favor Antisocial Behavior	56.2	63.3	56.5	55.3	55.7	61.9	60.9	53.8	55.1	60.1	56.6	50.4	55.8	61.9	58.2	53.2
Parent Attitudes Favor Drug Use	31.3	31.2	24.8	26.4	47.0	45.4	43.8	32.1	44.9	48.2	47.1	34.3	40.0	41.3	37.5	30.4
School Domain																
Academic Failure	47.8	42.4	39.9	39.8	41.4	40.3	35.8	39.0	38.7	37.2	37.0	40.9	43.6	40.2	37.6	39.9
Low Commitment to School	69.2	73.4	67.5	66.4	54.2	62.5	56.6	56.2	55.6	54.1	51.5	54.2	61.1	64.0	59.3	59.4
Peer-Individual Domain																
Early Initiation of Antisocial Behavior	21.3	23.1	22.6	28.5	21.2	20.8	22.4	26.2	17.3	17.2	17.2	22.7	20.4	20.6	21.2	25.9
Early Initiation of Drug Use	16.5	16.4	15.4	17.7	18.1	15.1	14.6	11.9	22.5	22.6	19.3	18.3	18.4	17.7	16.1	16.4
Attitudes Favorable to Antisocial Behavior	40.7	51.0	41.8	38.5	36.0	44.6	46.0	41.8	37.5	45.9	42.3	40.2	38.4	47.2	43.5	40.2
Attitudes Favorable to Drug Use	36.7	35.1	26.8	37.0	42.2	45.0	40.4	38.1	46.5	42.5	39.7	42.3	40.7	40.8	35.1	39.1
Perceived Risk of Drug Use	67.8	67.4	57.7	48.8	77.0	74.3	69.6	54.5	70.1	71.3	62.8	49.4	71.5	71.0	63.3	50.6
Interaction with Antisocial Peers	15.5	23.0	21.0	22.0	9.8	16.5	15.5	17.6	13.6	14.1	14.5	15.5	13.2	18.1	17.3	18.4
Friend's Use of Drugs	25.6	26.7	23.2	23.4	20.7	20.7	20.9	15.8	19.4	24.0	16.6	16.9	22.6	23.8	20.7	19.1
Rewards for Antisocial Behavior	33.3	36.5	31.2	29.2	43.4	41.8	38.6	33.9	52.4	50.1	44.4	36.6	41.0	42.3	37.4	33.2
Depressive Symptoms	52.3	55.6	48.8	42.3	58.9	52.4	50.2	44.6	56.7	51.3	47.6	44.0	55.6	53.2	49.0	43.6

High Prevalence/Early Initiation Drugs

Alcohol, tobacco (cigarettes, smokeless, and vaporized), marijuana, and inhalants are the drugs first and most commonly abused 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) (29.1% of all students in this survey indicating lifetime use), cigarettes (8.2% indicating lifetime use), electronic cigarettes, e-cigarettes, vape pens, or e-hookahs (17.1% indicating lifetime use), and marijuana (grass, pot) or hashish (hash, hash oil) (19.2 % 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 abused 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 (1.3% of students indicating lifetime use), prescription sedatives including barbiturates or sleeping pills (1.4% indicating lifetime use), prescription tranquilizers (0.6% indicating lifetime use), and prescription pain relievers (1.6% 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) (1.9% of students indicating lifetime use), cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form) (0.1% of students indicating lifetime use), and "synthetic marijuana" ("K2", "Spice") (1.2% of students indicating lifetime use).

ATOD Tables

Table 5. Number of Students Who Completed the Survey

Number of Youth	Grade 8				Grade 10				Grade 12				Total			
	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †
	706	880	872	†	546	873	854	†	375	707	649	†	1627	2460	2375	†

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

Substance	Grade 8				Grade 10				Grade 12				Total			
	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †
Alcohol	20.6	17.2	16.8	18.5	38.5	32.8	29.1	32.0	59.4	53.5	48.0	48.7	35.6	33.3	29.1	32.8
Cigarettes	5.7	5.4	3.6	5.4	8.0	8.0	8.5	8.4	15.7	17.3	14.3	14.5	8.7	9.8	8.2	9.4
E-Cigarettes	14.9	12.8	11.8	15.6	25.9	19.9	19.8	22.6	34.7	33.4	21.2	31.3	23.2	21.3	17.1	23.1
Marijuana	10.2	8.3	8.0	10.6	28.4	23.1	20.1	21.2	41.3	41.1	35.2	34.4	23.5	23.1	19.2	21.9
Inhalants	4.2	5.4	4.1	10.2	3.9	3.2	2.1	5.5	2.9	4.0	3.3	5.3	3.8	4.2	3.2	7.0
Hallucinogens	0.8	1.0	0.5	2.1	1.9	2.0	2.3	3.5	5.5	5.7	3.5	6.7	2.2	2.7	1.9	4.1
Cocaine	0.5	0.6	0.0	0.6	0.4	0.1	0.1	1.0	0.3	1.8	0.2	1.6	0.4	0.8	0.1	1.0
Methamphetamines	0.0	0.4	0.1	0.4	0.2	0.1	0.0	0.3	0.3	0.3	0.6	0.8	0.1	0.3	0.2	0.5
Amphetamines	1.2	1.5	1.3	4.5	1.7	2.0	1.0	4.3	1.9	2.9	1.8	4.3	1.5	2.1	1.3	4.4
Sedatives *	1.7	1.4	1.7	n/a	1.7	1.1	1.4	n/a	0.6	1.2	1.0	2.3	1.5	1.2	1.4	n/a
Tranquilizers	0.5	0.1	0.9	2.0	1.0	1.1	0.1	1.9	0.3	1.5	0.8	2.0	0.7	0.9	0.6	2.0
Heroin	0.0	0.3	0.0	0.4	0.2	0.5	0.1	0.3	0.0	0.3	0.2	0.4	0.1	0.4	0.1	0.4
Other Narcotics *	0.9	2.3	1.7	n/a	1.5	1.7	1.6	n/a	0.3	3.0	1.6	1.6	0.9	2.3	1.6	n/a
Ecstasy	0.5	0.1	0.1	0.6	0.4	0.8	0.1	1.0	0.3	1.2	0.2	1.9	0.4	0.7	0.2	1.2
Synthetic Marijuana **	0.5	1.7	1.2	n/a	1.7	1.7	1.6	n/a	1.3	2.7	0.8	n/a	1.1	2.0	1.2	n/a

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org). MTF only surveys grades 8, 10 and 12.
* MTF does not publish 8th, 10th, or combined grade values for "Sedatives" or "Other Narcotics".
** MTF does not collect data on that substance at the lifetime or 30-day level.

ATOD Tables

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

Substance	Grade 8				Grade 10				Grade 12				Total			
	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †
Alcohol	11.5	8.3	9.0	4.9	21.0	18.5	18.0	11.3	36.4	37.4	35.2	21.7	20.5	20.4	18.9	12.5
Cigarettes	0.9	0.7	0.5	0.6	2.3	1.9	1.1	1.5	3.3	5.1	3.3	2.5	1.9	2.4	1.5	1.6
E-Cigarettes	8.2	8.1	7.3	5.7	15.0	13.2	12.4	9.8	18.8	24.5	13.1	15.0	12.9	14.7	10.6	10.1
Marijuana	6.9	5.7	5.2	4.3	18.0	15.5	12.5	9.5	24.6	29.9	19.5	16.2	14.8	16.2	11.5	9.9
Inhalants	2.1	1.9	1.5	2.1	1.5	0.8	0.4	0.9	0.0	0.3	0.2	1.0	1.4	1.1	0.8	1.4
Hallucinogens	0.3	0.4	0.4	0.5	0.6	0.4	0.9	0.8	2.3	1.2	1.0	1.3	0.9	0.6	0.7	0.9
Cocaine	0.2	0.4	0.0	0.2	0.2	0.0	0.0	0.3	0.0	0.2	0.2	0.5	0.1	0.2	0.1	0.3
Methamphetamines	0.0	0.3	0.0	0.1	0.2	0.1	0.0	0.1	0.3	0.0	0.6	0.3	0.1	0.1	0.2	0.2
Amphetamines	0.3	0.4	0.1	1.0	0.4	0.5	0.0	1.1	0.0	0.7	0.6	1.2	0.3	0.5	0.2	1.1
Sedatives *	0.5	0.4	0.4	n/a	0.8	0.1	0.7	n/a	0.0	0.2	0.2	0.2	0.5	0.2	0.5	n/a
Tranquilizers	0.2	0.0	0.4	0.4	0.4	0.4	0.1	0.3	0.0	0.7	0.0	0.3	0.2	0.3	0.2	0.3
Heroin	0.0	0.3	0.0	0.2	0.0	0.3	0.0	0.1	0.0	0.0	0.2	0.2	0.0	0.2	0.1	0.2
Other Narcotics *	0.5	1.3	0.5	n/a	1.3	0.7	0.4	n/a	0.3	0.8	0.0	0.3	0.7	0.9	0.4	n/a
Ecstasy	0.3	0.1	0.0	0.1	0.4	0.3	0.1	0.2	0.0	0.8	0.2	0.3	0.3	0.4	0.1	0.2
Synthetic Marijuana **	0.5	1.3	0.6	n/a	1.5	1.5	1.3	n/a	0.7	2.1	0.4	n/a	0.9	1.6	0.8	n/a
Energy Drinks **	40.2	35.3	36.6	n/a	35.8	40.5	41.1	n/a	34.9	44.0	42.4	n/a	37.5	39.7	39.7	n/a
Caffeine Pills **	0.5	1.1	1.4	n/a	1.7	1.5	1.6	n/a	1.6	1.5	2.7	0.0	1.2	1.4	1.8	n/a

Table 8. Percentage of Students With Problem ATOD Use

Problem Use	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †	2021	2023	2025	MTF 2024 †
Binge Drinking (past 2 weeks)	4.1	2.7	3.0	1.7	8.8	6.6	7.7	4.7	19.3	17.5	16.5	8.8	9.2	8.4	8.2	5.0
1/2 Pack of Cigarettes per Day	0.3	0.1	0.0	0.1	0.0	0.4	0.4	0.3	0.0	0.5	0.0	0.2	0.1	0.3	0.2	0.2
Alcohol and Driving in the Past 30 Days	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm
Drinking and Driving	0.9	1.3	1.0	0.8	1.4	1.5	1.2	1.3	2.5	4.3	5.0	2.6	1.4	2.2	2.1	1.5
Riding with a Drinking Driver	13.0	17.7	13.7	12.2	13.5	16.8	15.2	12.2	13.5	14.1	15.7	9.7	13.3	16.4	14.8	11.4

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org). MTF only surveys grades 8, 10 and 12.
* MTF does not publish 8th, 10th, or combined grade values for "Sedatives" or "Other Narcotics".
** MTF does not collect data on that substance at the lifetime or 30-day level.

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	used electronic cigarettes, e-cigarettes, vape pens, or e-hookahs in your lifetime (or during the past 30 days)?
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil) 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 (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin) in your lifetime (or during the past 30 days)?
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form) in your lifetime (or during the past 30 days)?
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth) in your lifetime (or during the past 30 days)?
Amphetamines	used prescription stimulants or amphetamines (such as Ritalin, Adderall, or Dexedrine) not prescribed to you in your lifetime (or during the past 30 days)?
Sedatives	used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) not prescribed to you in your lifetime (or during the past 30 days)?
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) not prescribed to you 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, methadone, morphine, codeine, Demerol, Vicodin, or Percocet) not prescribed to you in your lifetime (or during the past 30 days)?
Ecstasy	used MDMA (X,E, or ecstasy) in your lifetime (or during the past 30 days)?
Synthetic Marijuana	used "synthetic marijuana" ("K2", "Spice") to get high in your lifetime (or during the past 30 days)?
Energy Drinks	drank energy drinks with caffeine (like Red Bull, Monster, Rockstar, or 5-Hour-Energy) during the past 30 days?
Caffeine Pills	used caffeine pills (No-Doz, Vivarin, Dexatrim) 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 9.4% of students, having "been drunk or high at school?", reported by 8.5% of students having "attacked someone with the idea of seriously hurting them?", reported by 5.3% of students, and having "carried a handgun?", reported by 2.7% 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 8				Grade 10				Grade 12				Total			
	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm	2021	2023	2025	BH Norm
Been Suspended from School	5.3	14.0	13.6	13.4	4.5	9.0	8.6	9.5	4.1	6.3	4.4	6.8	4.8	10.0	9.4	9.9
Been Drunk or High at School	4.7	6.0	6.0	4.8	8.4	10.3	11.3	7.9	10.4	14.2	8.3	9.6	7.2	9.9	8.5	7.4
Sold Illegal Drugs	1.2	1.9	0.7	1.4	1.4	1.3	1.8	2.3	2.1	2.8	1.3	3.0	1.5	1.9	1.3	2.2
Stolen or Tried to Steal a Motor Vehicle	0.8	1.0	0.7	1.2	1.0	1.0	0.9	1.4	1.5	0.9	0.9	1.1	1.0	1.0	0.9	1.2
Been Arrested	1.4	1.8	1.2	1.8	0.6	1.1	1.3	2.0	1.5	1.2	0.9	2.1	1.1	1.4	1.2	2.0
Attacked Someone with the Idea of Seriously Hurting Them	6.7	9.1	8.1	8.9	4.7	5.7	4.2	6.2	4.1	2.3	2.8	4.5	5.4	5.9	5.3	6.6
Carried a Handgun	3.9	4.3	2.7	6.3	3.1	2.5	2.7	5.7	3.8	2.6	2.4	5.5	3.6	3.2	2.7	5.8
Carried a Handgun to School	0.3	0.5	0.8	0.6	0.4	0.8	0.7	0.6	1.2	0.8	0.2	0.7	0.5	0.7	0.6	0.6

Access to Alcohol and Marijuana

Questions about how and where ATODs were obtained help suggest new approaches for preventing substance use.

Sources of alcohol include individuals such as a parent, brother or sister, relative, or friend, and other methods such as from a party, work, or the internet. Places of using alcohol include at your or a friend's home (with or without parent permission), open areas such as parks or back roads, and at school, both during the day and at after-school events, such as a dance or sports game.

Because the questions are multiple choice, the total percentages can add to more than 100%.

The most frequent sources/methods of obtaining the alcohol used by students taking this survey were "I got it at a party." with 35.4% of students indicating this method, "I got it from someone I know age 21 or older." with 28.1% of students indicating this method, "I got it from home with my parents' permission." with 25.1% of students indicating this method, and "I got it in another way." with 32.1% of students indicating this method.

The most frequent places of using alcohol reported by students taking this survey were "At my home or someone else's home without any parent permission." with 38.8% of students choosing this answer, "At my home with my parent's permission." with 36.2% of students, "At someone else's home with their parent's permission." with 25.2% of students, and "In another place." with 30.5% of students.

The most frequent sources/methods of obtaining the marijuana used by students taking this survey were "I bought it myself from a store." with 6.6%, "I got it at a party." with 19.7% of students indicating this method, "I got it from someone I know age 21 or older." with 21.8% of students indicating this method, "I got if from someone I know under age 21." with 31.5% of students indicating this method, "I got it from home with my parents' permission." with 13.1% of students indicating this method, and "I got it in another way." with 40.2% of students indicating this method.

The most frequent places of using marijuana reported by students taking this survey were "At my home or someone else's home without any parent permission." with 39.8% of students choosing this answer, "At my home with my parent's permission." with 20.1% of students, "At an open area like a park, beach, or back road." with 29.4% of students, "In a car.", with 24.1%, and "In another place." with 37.1% of students.

Sources and Places of Alcohol Use Tables

Table 10. Sources and Places of Student Alcohol Use

If you drank alcohol (not just a sip or taste) in the past year (12 months), how did you get it?	Grade 8			Grade 10			Grade 12			Total		
	2021	2023	2025	2021	2023	2025	2021	2023	2025	2021	2023	2025
Sample size *	**154**	**162**	**180**	**192**	**250**	**232**	**188**	**300**	**258**	**534**	**712**	**670**
I bought it myself from a store.	1.9	1.2	2.8	4.2	9.2	4.7	6.9	14.3	10.9	4.5	9.6	6.6
I got it at a party.	17.5	17.3	11.7	29.2	39.2	27.2	39.9	66.7	59.3	29.6	45.8	35.4
I gave someone else money to buy it for me.	7.8	5.6	6.7	16.1	16.8	9.9	30.9	31.7	29.1	18.9	20.5	16.4
I got it from someone I know age 21 or older.	21.4	15.4	16.1	35.4	29.2	24.6	45.7	51.7	39.5	35.0	35.5	28.1
I got if from someone I know under age 21.	13.6	10.5	10.0	18.2	21.6	19.4	20.7	38.7	26.7	17.8	26.3	19.7
I got it from a family member or relative other than my parents.	18.8	18.5	12.2	20.8	22.8	19.0	26.1	23.7	19.0	22.1	22.2	17.2
I got it from home with my parents' permission.	26.6	22.2	18.3	30.7	29.2	22.8	39.4	30.3	31.8	32.6	28.1	25.1
I got it from home without my parents' permission.	29.9	17.3	15.6	26.0	20.0	22.4	16.0	22.7	19.4	23.6	20.5	19.4
I got it at work.	1.3	0.6	1.1	1.6	4.8	1.7	3.2	4.7	4.7	2.1	3.8	2.7
I bought it over the internet.	1.9	1.2	2.8	0.5	3.6	0.9	0.0	2.7	3.1	0.7	2.7	2.2
I got it in another way.	38.3	46.9	55.6	20.8	22.8	31.9	10.1	11.3	15.9	22.1	23.5	32.1

During the past year (12 months) did you drink alcohol at any of the following places?	Grade 8			Grade 10			Grade 12			Total		
	2021	2023	2025	2021	2023	2025	2021	2023	2025	2021	2023	2025
Sample size *	**150**	**168**	**177**	**187**	**238**	**229**	**188**	**289**	**249**	**525**	**695**	**655**
At my home or someone else's home without any parent permission.	36.7	26.8	24.9	42.2	45.0	39.7	50.5	54.0	47.8	43.6	44.3	38.8
At my home with my parent's permission.	40.0	36.9	28.8	43.3	38.7	33.6	54.8	48.1	43.8	46.5	42.2	36.2
At someone else's home with their parent's permission.	12.7	11.9	9.6	20.3	26.5	17.5	35.6	50.5	43.4	23.6	32.9	25.2
At an open area like a park, beach, or back road.	11.3	3.6	6.8	10.2	12.6	14.0	11.7	23.2	20.9	11.0	14.8	14.7
At public events such as a sporting event, festival, or concert.	4.7	3.6	4.0	7.0	10.5	9.2	6.9	19.4	19.7	6.3	12.5	11.8
At a restaurant, bar, or a nightclub.	2.7	6.0	5.6	4.3	9.7	3.9	7.4	14.9	12.0	5.0	10.9	7.5
In a car.	5.3	7.1	6.2	9.1	11.3	7.9	10.6	24.2	18.1	8.6	15.7	11.3
At a school dance, a game, or other event.	2.7	3.6	2.8	3.7	5.9	4.8	2.7	13.8	9.2	3.0	8.6	6.0
At school during the day.	4.0	2.4	1.7	1.1	4.2	3.5	2.1	3.5	2.8	2.3	3.5	2.7
Near school.	1.3	3.6	3.4	3.7	4.2	3.1	1.6	6.6	3.2	2.3	5.0	3.2
In another place.	31.3	39.9	47.5	22.5	25.2	27.9	15.4	14.2	20.9	22.5	24.2	30.5

* Sample size represents the number of youth who answered the question, not including students reporting no use in the past year. In the case of smaller sample sizes, caution should be exercised before generalizing results and yearly trends to the entire community.

Sources and Places of Marijuana Use Tables

Table 11. Sources and Places of Student Marijuana Use

If you used marijuana in the past year (12 months), how did you get it?	Grade 8			Grade 10			Grade 12			Total		
	2021	2023	2025	2021	2023	2025	2021	2023	2025	2021	2023	2025
Sample size *	**n/a**	**134**	**145**	**n/a**	**195**	**192**	**n/a**	**247**	**181**	**n/a**	**576**	**518**
I bought it myself from a store.	n/a	3.7	4.8	n/a	10.3	6.3	n/a	8.5	8.3	n/a	8.0	6.6
I got it at a party.	n/a	10.4	7.6	n/a	26.2	16.1	n/a	47.8	33.1	n/a	31.8	19.7
I gave someone else money to buy it for me.	n/a	14.2	7.6	n/a	22.6	19.3	n/a	29.6	23.8	n/a	23.6	17.6
I got it from someone I know age 21 or older.	n/a	9.0	13.1	n/a	29.2	20.3	n/a	43.3	30.4	n/a	30.6	21.8
I got if from someone I know under age 21.	n/a	22.4	15.2	n/a	38.5	34.9	n/a	53.0	40.9	n/a	41.0	31.5
I got it from a family member or relative other than my parents.	n/a	9.7	7.6	n/a	17.9	8.3	n/a	21.9	16.0	n/a	17.7	10.8
I got it from home with my parents' permission.	n/a	6.7	6.9	n/a	16.4	12.5	n/a	18.6	18.8	n/a	15.1	13.1
I got it from home without my parents' permission.	n/a	9.7	6.9	n/a	13.3	8.3	n/a	9.7	5.0	n/a	10.9	6.8
I got it at work.	n/a	0.0	0.7	n/a	3.6	2.1	n/a	6.1	3.3	n/a	3.8	2.1
I bought it over the internet.	n/a	5.2	4.1	n/a	6.2	6.3	n/a	5.7	3.9	n/a	5.7	4.8
I got it in another way.	n/a	58.2	57.9	n/a	28.7	41.7	n/a	13.4	24.3	n/a	29.0	40.2

During the past year (12 months) did you use marijuana at any of the following places?	Grade 8			Grade 10			Grade 12			Total		
	2021	2023	2025	2021	2023	2025	2021	2023	2025	2021	2023	2025
Sample size *	**n/a**	**128**	**130**	**n/a**	**183**	**185**	**n/a**	**239**	**178**	**n/a**	**550**	**493**
At my home or someone else's home without any parent permission.	n/a	31.3	26.2	n/a	47.0	43.2	n/a	59.8	46.1	n/a	48.9	39.8
At my home with my parent's permission.	n/a	9.4	10.8	n/a	21.3	17.3	n/a	34.3	29.8	n/a	24.2	20.1
At someone else's home with their parent's permission.	n/a	16.4	12.3	n/a	29.5	20.0	n/a	40.6	33.7	n/a	31.3	22.9
At an open area like a park, beach, or back road.	n/a	17.2	17.7	n/a	33.9	33.0	n/a	52.3	34.3	n/a	38.0	29.4
At public events such as a sporting event, festival, or concert.	n/a	7.8	9.2	n/a	15.8	17.8	n/a	30.5	19.7	n/a	20.4	16.2
At a restaurant, bar, or a nightclub.	n/a	7.8	3.8	n/a	9.3	10.8	n/a	20.5	13.5	n/a	13.8	9.9
In a car.	n/a	14.8	11.5	n/a	30.1	27.0	n/a	54.4	30.3	n/a	37.1	24.1
At a school dance, a game, or other event.	n/a	7.8	7.7	n/a	16.4	16.2	n/a	25.1	12.9	n/a	18.2	12.8
At school during the day.	n/a	15.6	13.8	n/a	28.4	20.5	n/a	25.9	14.0	n/a	24.4	16.4
Near school.	n/a	7.8	8.5	n/a	14.2	9.2	n/a	24.7	9.6	n/a	17.3	9.1
In another place.	n/a	52.3	57.7	n/a	29.5	34.6	n/a	15.5	24.7	n/a	28.7	37.1

* Sample size represents the number of youth who answered the question, not including students reporting no use in the past year. In the case of smaller sample sizes, caution should be exercised before generalizing results and yearly trends to the entire community.

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 and Youth Perception Tables

Table 12. Drug Free Communities Report *

Outcomes	Definition	Grade 8		Grade 10		Grade 12		Total		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day? †	Neither Approve nor Disapprove	14.8	116	18.7	139	23.0	123	18.3	378	20.6	217	16.2	152
	Somewhat Disapprove	9.8	77	13.1	97	13.7	73	12.0	247	10.2	107	14.7	138
	Strongly Disapprove	63.7	501	56.5	419	51.3	274	57.9	1194	58.4	616	56.8	532
	Don't know or can't say	11.7	92	11.7	87	12.0	64	11.8	243	10.8	114	12.3	115
How much do you think people risk harming themselves (physically or in other ways) if they: *(Moderate risk or Great Risk)*	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	70.3	754	70.8	720	70.4	506	70.5	1980	67.5	1015	73.2	899
	have five or more drinks of an alcoholic beverage once or twice a week?	76.7	744	71.7	714	66.6	497	72.3	1955	69.1	1005	75.1	884
	smoke 1 or more packs of cigarettes per day.	75.6	758	78.6	724	81.8	506	78.3	1988	76.8	1017	79.8	904
	use electronic cigarettes, e-cigarettes, vape pens, or e-hookahs?	71.7	753	69.3	721	70.1	502	70.4	1976	67.7	1011	72.9	898
	smoke marijuana once or twice a week?	57.2	752	39.7	718	37.8	500	45.9	1970	43.9	1013	47.8	890
	use prescription drugs that are not prescribed to them?	78.1	750	82.5	716	84.1	503	81.3	1969	80.6	1009	82.1	893
How wrong do your parents feel it would be for YOU to: *(Wrong or Very Wrong)*	have one or two drinks of an alcoholic beverage nearly every day?	97.6	665	96.7	660	94.1	461	96.4	1786	95.1	909	97.8	815
	smoke cigarettes	98.2	668	97.9	665	94.1	461	97.0	1794	96.6	911	97.7	820
	use electronic cigarettes, e-cigarettes, vape pens, or e-hookahs?	96.1	666	95.2	664	92.0	461	94.7	1791	94.9	910	94.5	818
	smoke marijuana	94.8	667	85.5	662	76.7	459	86.7	1788	87.3	907	85.9	818
	use prescription drugs that are not prescribed to them?	98.0	666	97.6	663	96.1	460	97.4	1789	97.0	908	97.8	819

† 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 12. (Continued) Drug Free Communities Report *

Outcomes	Definition	Grade 8		Grade 10		Grade 12		Total		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
How wrong do your friends feel it would be for you to: (*Wrong or Very Wrong*)	have one or two drinks of an alcoholic beverage nearly every day?	92.1	777	84.8	739	80.6	515	86.6	2031	84.6	1038	89.2	924
	smoke cigarettes	93.9	775	87.8	740	83.8	511	89.1	2026	88.8	1038	89.9	920
	use electronic cigarettes, e-cigarettes, vape pens, or e-hookahs?	84.2	774	75.6	731	70.9	512	77.7	2017	81.1	1029	74.7	920
	smoke marijuana	86.8	774	70.7	737	60.2	512	74.2	2023	75.0	1034	73.5	921
	use prescription drugs that are not prescribed to them?	94.1	774	93.5	734	92.4	512	93.4	2020	92.8	1034	94.3	918
Past 30 day use of (at least one use in the Past 30 Days):	Alcohol	9.0	745	18.0	707	35.2	489	18.9	1941	17.5	993	21.3	881
	Cigarettes	0.5	743	1.1	719	3.3	512	1.5	1974	1.9	1008	1.1	896
	E-cigarettes	7.3	717	12.4	685	13.1	475	10.6	1877	8.3	955	13.4	857
	Marijuana	5.2	744	12.5	703	19.5	486	11.5	1933	9.5	990	14.2	876
	Any Prescription Drug	0.8	742	1.3	703	0.6	486	0.9	1931	0.8	987	0.9	877
		Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.
Average Age of Onset **	Alcohol	11.6	149	13.4	230	14.8	248	13.5	627	13.5	299	13.5	313
	Cigarettes	11.9	37	12.8	74	14.4	77	13.3	188	13.7	102	12.8	83
	E-cigarettes	12.1	95	13.0	149	14.6	114	13.3	358	13.6	142	13.0	208
	Marijuana	12.2	70	13.3	161	14.9	184	13.8	415	14.0	173	13.7	232
	Prescription Pain Relievers	12.3	23	12.5	24	13.9	12	12.7	59	12.9	30	12.5	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."

Drug Free Communities and Youth Perception Tables

Table 13. Youth Perceptions of Substance Use

Now think about all the students in your grade at school. How many of them do you think:	Substance	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
a. smoke one or more cigarettes a day?	None (0%)	460	55.6	344	42.9	216	37.0	1020	46.1
	Few (1-10%)	187	22.6	259	32.3	223	38.2	669	30.2
	Some (11-30%)	106	12.8	106	13.2	74	12.7	286	12.9
	Half or less (31-50%)	32	3.9	52	6.5	32	5.5	116	5.2
	Half or more (51-70%)	24	2.9	21	2.6	17	2.9	62	2.8
	Most (71-90%)	6	0.7	14	1.7	12	2.1	32	1.4
	Almost All (91-100%)	12	1.5	5	0.6	10	1.7	27	1.2
b. drank alcohol sometime in the past month?	None (0%)	338	41.0	221	27.7	111	19.0	670	30.4
	Few (1-10%)	211	25.6	99	12.4	58	9.9	368	16.7
	Some (11-30%)	136	16.5	155	19.4	102	17.5	393	17.8
	Half or less (31-50%)	84	10.2	130	16.3	102	17.5	316	14.3
	Half or more (51-70%)	28	3.4	103	12.9	101	17.3	232	10.5
	Most (71-90%)	19	2.3	72	9.0	82	14.1	173	7.8
	Almost All (91-100%)	9	1.1	17	2.1	27	4.6	53	2.4
c. used marijuana sometime in the past month?	None (0%)	348	42.2	215	27.1	120	20.7	683	31.1
	Few (1-10%)	161	19.5	80	10.1	60	10.3	301	13.7
	Some (11-30%)	133	16.1	122	15.4	81	14.0	336	15.3
	Half or less (31-50%)	82	9.9	131	16.5	91	15.7	304	13.8
	Half or more (51-70%)	54	6.5	120	15.1	102	17.6	276	12.6
	Most (71-90%)	20	2.4	100	12.6	88	15.2	208	9.5
	Almost All (91-100%)	27	3.3	26	3.3	38	6.6	91	4.1
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	483	58.6	343	43.3	221	38.2	1047	47.7
	Few (1-10%)	189	22.9	229	28.9	196	33.9	614	28.0
	Some (11-30%)	75	9.1	104	13.1	80	13.8	259	11.8
	Half or less (31-50%)	39	4.7	62	7.8	36	6.2	137	6.2
	Half or more (51-70%)	16	1.9	29	3.7	22	3.8	67	3.1
	Most (71-90%)	9	1.1	19	2.4	13	2.2	41	1.9
	Almost All (91-100%)	13	1.6	7	0.9	11	1.9	31	1.4
e. used electronic cigarettes, e-cigarettes, vape pens, or e-hookahs in the past month?	None (0%)	246	29.9	202	25.3	110	18.9	558	25.3
	Few (1-10%)	101	12.3	37	4.6	31	5.3	169	7.7
	Some (11-30%)	140	17.0	84	10.5	75	12.9	299	13.6
	Half or less (31-50%)	123	15.0	107	13.4	98	16.8	328	14.9
	Half or more (51-70%)	92	11.2	142	17.8	82	14.1	316	14.3
	Most (71-90%)	74	9.0	147	18.4	120	20.6	341	15.5
	Almost All (91-100%)	46	5.6	81	10.1	66	11.3	193	8.8

Additional Data Tables

Table 14. Additional items

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
For the following for questions, during the past 12 months, have you talked with at least one of your parents (by parents, we mean either your biological parents, adoptive parents, stepparents, foster parents, or other adult caregivers whether or not they live with you) about :									
The dangers of underage drinking?	Yes	356	53.2	337	50.4	251	54.9	944	52.6
	No	313	46.8	331	49.6	206	45.1	850	47.4
The dangers of tobacco use?	Yes	341	51.1	322	48.6	227	49.9	890	49.9
	No	326	48.9	341	51.4	228	50.1	895	50.1
The dangers of drug abuse?	Yes	388	58.4	388	58.4	282	62.0	1058	59.3
	No	276	41.6	276	41.6	173	38.0	725	40.7
For the following for questions, during the past 30 days, how often did you:									
Feel nervous?	Never	79	11.0	93	13.4	69	14.4	241	12.8
	Once	123	17.1	138	19.9	98	20.5	359	19.0
	Twice	240	33.4	190	27.5	148	30.9	578	30.6
	Three or four times	185	25.7	164	23.7	101	21.1	450	23.8
	Five or more times	92	12.8	107	15.5	63	13.2	262	13.9
Feel hopeless?	Never	45	6.3	50	7.3	39	8.2	134	7.1
	Once	66	9.2	67	9.7	37	7.8	170	9.1
	Twice	108	15.1	144	20.9	83	17.5	335	17.8
	Three or four times	176	24.6	134	19.5	114	24.0	424	22.6
	Five or more times	320	44.8	293	42.6	202	42.5	815	43.4
Feel restless or fidgety?	Never	112	15.7	119	17.3	70	14.7	301	16.0
	Once	150	21.0	146	21.2	100	21.1	396	21.1
	Twice	161	22.5	161	23.4	115	24.2	437	23.3
	Three or four times	146	20.4	122	17.7	101	21.3	369	19.6
	Five or more times	146	20.4	141	20.5	89	18.7	376	20.0
Feel so depressed that nothing could cheer you up?	Never	46	6.5	46	6.7	33	6.9	125	6.7
	Once	39	5.5	55	8.0	21	4.4	115	6.1
	Twice	93	13.2	105	15.2	74	15.5	272	14.5
	Three or four times	140	19.8	121	17.5	103	21.6	364	19.4
	Five or more times	389	55.0	363	52.6	246	51.6	998	53.3

Additional Data Tables

Table 14. (Continued) Additional items

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
For the following for questions, during the past 12 months, how many times has each of the following things happened?									
Feel that everything was an effort?	Never	61	8.6	84	12.3	46	9.7	191	10.3
	Once	85	12.0	94	13.7	66	14.0	245	13.2
	Twice	182	25.8	163	23.8	126	26.7	471	25.3
	Three or four times	162	22.9	155	22.7	102	21.6	419	22.5
	Five or more times	216	30.6	188	27.5	132	28.0	536	28.8
Feel worthless?	Never	57	8.0	53	7.7	37	7.9	147	7.9
	Once	61	8.6	65	9.5	39	8.3	165	8.8
	Twice	97	13.6	107	15.6	58	12.3	262	14.0
	Three or four times	90	12.7	113	16.5	80	17.0	283	15.2
	Five or more times	406	57.1	346	50.6	257	54.6	1009	54.1
For the following for questions, if you used a vape product such as e-cigarettes, vape pens or mods in the past 12 months, what did you put in it?									
I did not use a vape product in the past 12 months	Yes	464	84.5	388	73.1	286	72.0	1138	77.0
	No	85	15.5	143	26.9	111	28.0	339	23.0
E-juice with zero nicotine	Yes	9	1.6	8	1.5	8	2.0	25	1.7
	No	540	98.4	523	98.5	389	98.0	1452	98.3
E-juice with nicotine	Yes	34	6.2	71	13.4	53	13.4	158	10.7
	No	515	93.8	460	86.6	344	86.6	1319	89.3
Marijuana	Yes	28	5.1	60	11.3	47	11.8	135	9.1
	No	521	94.9	471	88.7	350	88.2	1342	90.9
Other	Yes	6	1.1	6	1.1	7	1.8	19	1.3
	No	543	98.9	525	98.9	390	98.2	1458	98.7
Not sure	Yes	38	6.9	56	10.5	30	7.6	124	8.4
	No	511	93.1	475	89.5	367	92.4	1353	91.6

Additional Data Tables

Table 14. (Continued) Additional items

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
During the past 12 months, did you ever seriously consider attempting suicide?	No	648	84.9	621	86.4	444	87.9	1713	86.2
	Yes	115	15.1	98	13.6	61	12.1	274	13.8
During the past 12 months, did you make a plan about how you would attempt suicide?	No	676	89.2	639	88.8	462	91.5	1777	89.6
	Yes	82	10.8	81	11.3	43	8.5	206	10.4
During the past 12 months, how many times did you actually attempt suicide?	0 times	705	92.2	681	94.5	487	96.4	1873	94.1
	1 time	31	4.1	22	3.1	12	2.4	65	3.3
	2 to 3 times	21	2.7	15	2.1	3	0.6	39	2.0
	4 to 5 times	5	0.7	2	0.3	2	0.4	9	0.5
	6 or more times	3	0.4	1	0.1	1	0.2	5	0.3
On an average school day, how many hours do you use an electronic device for something that is not school work? (Count time spent on things such as Xbox, PlayStation, texting, YouTube, Instagram, TikTok, or other social media.)	Less than 1 hour per day	61	8.7	80	11.7	62	13.0	203	10.9
	1 hour per day	46	6.6	41	6.0	24	5.0	111	6.0
	2 hours per day	101	14.4	83	12.1	62	13.0	246	13.2
	3 hours per day	157	22.4	122	17.8	95	19.9	374	20.1
	4 hours per day	92	13.1	107	15.6	87	18.2	286	15.4
	5 or more hours per day	244	34.8	251	36.7	147	30.8	642	34.5
In the past 12 months, how often have you been threatened or harassed over the internet, by e-mail, or by someone using a cell phone?	Never	485	74.4	492	75.6	360	78.9	1337	76.0
	Once	78	12.0	56	8.6	35	7.7	169	9.6
	Twice	45	6.9	53	8.1	33	7.2	131	7.4
	Three or four times	14	2.1	14	2.2	11	2.4	39	2.2
	Five or more times	30	4.6	36	5.5	17	3.7	83	4.7

Extra Questions

Table 15. Extra Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
What is your gender identity?	Genderqueer/Nonbinary	15	2.3	23	3.5	12	2.7	50	2.9
	Man/Boy	303	47.0	330	50.8	207	45.8	840	48.1
	Trans man/Trans boy	8	1.2	11	1.7	11	2.4	30	1.7
	Trans woman/Trans girl	4	0.6	4	0.6	3	0.7	11	0.6
	Woman/Girl	295	45.8	264	40.6	202	44.7	761	43.6
	Other/Not listed	5	0.8	7	1.1	3	0.7	15	0.9
	I prefer not to reply	14	2.2	11	1.7	14	3.1	39	2.2
In the past year, I have been teased, bullied, or made to feel uncomfortable by other students because of: (Mark ALL that apply)									
I have not been teased, bullied, or made to feel uncomfortable in the past year	Yes	374	64.9	373	63.5	312	74.6	1059	67.0
	No	202	35.1	214	36.5	106	25.4	522	33.0
My race	Yes	42	20.8	45	21.0	15	14.2	102	19.5
	No	160	79.2	169	79.0	91	85.8	420	80.5
My gender or gender expression	Yes	28	13.9	40	18.7	15	14.2	83	15.9
	No	174	86.1	174	81.3	91	85.8	439	84.1
My religion	Yes	14	6.9	14	6.5	13	12.3	41	7.9
	No	188	93.1	200	93.5	93	87.7	481	92.1
A physical or mental disability	Yes	33	16.3	40	18.7	32	30.2	105	20.1
	No	169	83.7	174	81.3	74	69.8	417	79.9
My weight	Yes	111	55.0	116	54.2	54	50.9	281	53.8
	No	91	45.0	98	45.8	52	49.1	241	46.2
My clothing, hairstyle, tattoos or piercings	Yes	115	56.9	102	47.7	43	40.6	260	49.8
	No	87	43.1	112	52.3	63	59.4	262	50.2
My sexual orientation	Yes	34	16.8	56	26.2	26	24.5	116	22.2
	No	168	83.2	158	73.8	80	75.5	406	77.8
My family's financial status	Yes	39	19.3	35	16.4	17	16.0	91	17.4
	No	163	80.7	179	83.6	89	84.0	431	82.6
In the past year, I have been teased, bullied, or made to feel uncomfortable by adults because of: (Mark ALL that apply)									
I have not been teased, bullied, or made to feel uncomfortable in the past year	Yes	468	83.6	450	79.1	342	83.4	1260	81.9
	No	92	16.4	119	20.9	68	16.6	279	18.1
My race	Yes	16	17.4	12	10.1	9	13.2	37	13.3
	No	76	82.6	107	89.9	59	86.8	242	86.7
My gender or gender expression	Yes	12	13.0	24	20.2	14	20.6	50	17.9
	No	80	87.0	95	79.8	54	79.4	229	82.1
My religion	Yes	7	7.6	9	7.6	7	10.3	23	8.2
	No	85	92.4	110	92.4	61	89.7	256	91.8
A physical or mental disability	Yes	16	17.4	31	26.1	18	26.5	65	23.3
	No	76	82.6	88	73.9	50	73.5	214	76.7
My weight	Yes	46	50.0	69	58.0	30	44.1	145	52.0
	No	46	50.0	50	42.0	38	55.9	134	48.0
My clothing, hairstyle, tattoos or piercings	Yes	47	51.1	48	40.3	30	44.1	125	44.8
	No	45	48.9	71	59.7	38	55.9	154	55.2
My sexual orientation	Yes	14	15.2	24	20.2	14	20.6	52	18.6
	No	78	84.8	95	79.8	54	79.4	227	81.4
My family's financial status	Yes	15	16.3	9	7.6	10	14.7	34	12.2
	No	77	83.7	110	92.4	58	85.3	245	87.8

Extra Questions

Table 15. (Continued) Extra Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
If you were bullied in school in the last 12 months, what form(s) did the bullying take? (Mark ALL that apply)									
I was not bullied in school in the last 12 months	Yes	366	63.0	389	65.9	325	78.7	1080	68.2
	No	215	37.0	201	34.1	88	21.3	504	31.8
Physical (such as hitting, pushing, shoving, etc)	Yes	47	21.9	26	12.9	12	13.6	85	16.9
	No	168	78.1	175	87.1	76	86.4	419	83.1
Verbal (such as teasing, name calling, put downs)	Yes	180	83.7	172	85.6	74	84.1	426	84.5
	No	35	16.3	29	14.4	14	15.9	78	15.5
Emotional (such as isolation, exclusion, gossip, rumors, mean laughter, etc)	Yes	129	60.0	118	58.7	53	60.2	300	59.5
	No	86	40.0	83	41.3	35	39.8	204	40.5
Sexual (gender-based jokes, snapping a bra, inappropriate touching)	Yes	25	11.6	19	9.5	13	14.8	57	11.3
	No	190	88.4	182	90.5	75	85.2	447	88.7
Cyber bullying (mean, embarrassing, or rude language or images sent/posted on ANY social media device)	Yes	67	31.2	59	29.4	29	33.0	155	30.8
	No	148	68.8	142	70.6	59	67.0	349	69.2
If you were bullied, did you report the incident? (Mark ALL that apply)									
I was not bullied	Yes	368	61.8	397	65.7	330	78.8	1095	67.7
	No	227	38.2	207	34.3	89	21.2	523	32.3
No, I did not report the incident	Yes	123	54.2	111	53.6	56	62.9	290	55.4
	No	104	45.8	96	46.4	33	37.1	233	44.6
Yes, I reported it to a teacher or other school official	Yes	60	57.7	51	53.1	15	45.5	126	54.1
	No	44	42.3	45	46.9	18	54.5	107	45.9
Yes, I reported it to another adult at school	Yes	38	36.5	25	26.0	11	33.3	74	31.8
	No	66	63.5	71	74.0	22	66.7	159	68.2
Yes, I reported it to a family member	Yes	58	55.8	57	59.4	13	39.4	128	54.9
	No	46	44.2	39	40.6	20	60.6	105	45.1
Yes, I reported it to a friend	Yes	49	47.1	48	50.0	16	48.5	113	48.5
	No	55	52.9	48	50.0	17	51.5	120	51.5
Yes, I reported it to someone else	Yes	11	10.6	12	12.5	5	15.2	28	12.0
	No	93	89.4	84	87.5	28	84.8	205	88.0
Yes, I reported it anonymously	Yes	11	10.6	13	13.5	4	12.1	28	12.0
	No	93	89.4	83	86.5	29	87.9	205	88.0
Do adults at your school stop bullying when they see/hear it or when a student tells them about it?	NO!	75	12.1	81	12.9	39	8.8	195	11.5
	No	153	24.6	162	25.8	112	25.4	427	25.2
	Yes	286	46.0	302	48.0	229	51.9	817	48.3
	YES!	108	17.4	84	13.4	61	13.8	253	15.0
How often do you worry or feel stressed about:									
School issues (like grades, homework, or tests)?	Never	75	11.9	81	12.7	47	10.6	203	11.9
	Rarely	71	11.3	59	9.3	48	10.8	178	10.4
	Sometimes	135	21.4	137	21.5	93	20.9	365	21.3
	Often	196	31.1	175	27.5	122	27.5	493	28.8
	Very often	154	24.4	184	28.9	134	30.2	472	27.6

Extra Questions

Table 15. (Continued) Extra Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
How often do you worry or feel stressed about:									
Social issues (like friendships, dating, or teasing)?	Never	113	17.9	107	16.9	72	16.3	292	17.1
	Rarely	130	20.6	119	18.8	89	20.2	338	19.8
	Sometimes	148	23.5	162	25.6	117	26.5	427	25.1
	Often	126	20.0	123	19.5	89	20.2	338	19.8
	Very often	113	17.9	121	19.1	74	16.8	308	18.1
Family issues (like your relationship with your parent(s), your family's financial situation, or family health concerns)?	Never	186	29.9	179	28.4	102	23.2	467	27.6
	Rarely	154	24.7	147	23.3	109	24.8	410	24.2
	Sometimes	110	17.7	114	18.1	107	24.3	331	19.6
	Often	77	12.4	92	14.6	63	14.3	232	13.7
	Very often	96	15.4	98	15.6	59	13.4	253	14.9
Appearance issues (like your weight or how you look)?	Never	126	20.1	125	19.7	85	19.3	336	19.8
	Rarely	113	18.0	105	16.6	95	21.6	313	18.4
	Sometimes	139	22.2	113	17.8	85	19.3	337	19.8
	Often	87	13.9	99	15.6	67	15.2	253	14.9
	Very often	162	25.8	192	30.3	108	24.5	462	27.2
Do you have a trusted adult in your life whom you would go to if you felt stressed or anxious?	Yes	526	84.2	537	84.7	376	85.1	1439	84.6
	No	99	15.8	97	15.3	66	14.9	262	15.4
Have you ever received a mental health service (such as counseling, group/family therapy, peer support, etc.) through a mental health professional?	No	408	65.2	378	60.2	266	60.6	1052	62.1
	Yes, I was referred by someone else (e.g., school counselor, parent, etc.)	183	29.2	194	30.9	129	29.4	506	29.9
	Yes, I referred myself	35	5.6	56	8.9	44	10.0	135	8.0
If you had a boyfriend, girlfriend, or partner during the past 12 months, did they ever punch, push, slap, or physically hurt you?	I did not have a boyfriend, girlfriend, or parner in the past 12 months	293	47.0	266	42.1	158	35.7	717	42.2
	Yes	36	5.8	44	7.0	32	7.2	112	6.6
	No	294	47.2	322	50.9	253	57.1	869	51.2
If you have had sexual intercourse, how old were you the first time?	I have never had sexual intercourse	597	95.2	496	78.5	233	52.8	1326	78.0
	18 years old or older	2	0.3	0	0.0	8	1.8	10	0.6
	17 years old	0	0.0	0	0.0	50	11.3	50	2.9
	16 years old	0	0.0	6	0.9	62	14.1	68	4.0
	15 years old	0	0.0	55	8.7	40	9.1	95	5.6
	14 years old	5	0.8	43	6.8	25	5.7	73	4.3
	13 years old	10	1.6	16	2.5	9	2.0	35	2.1
	12 years old	7	1.1	4	0.6	6	1.4	17	1.0
	11 years old or younger	6	1.0	12	1.9	8	1.8	26	1.5

Extra Questions

Table 15. (Continued) Extra Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
If you had sexual intercourse, what method(s) of birth control did you or your partner use the last time you had sexual intercourse? (Mark ALL that apply)									
I have never had sexual intercourse	Yes	565	95.0	470	77.7	216	51.4	1251	77.2
	No	30	5.0	135	22.3	204	48.6	369	22.8
No method	Yes	10	33.3	29	21.5	35	17.2	74	20.1
	No	20	66.7	106	78.5	169	82.8	295	79.9
Condom	Yes	14	70.0	84	79.2	116	68.6	214	72.5
	No	6	30.0	22	20.8	53	31.4	81	27.5
The pill	Yes	5	25.0	30	28.3	77	45.6	112	38.0
	No	15	75.0	76	71.7	92	54.4	183	62.0
The patch	Yes	0	0.0	3	2.8	5	3.0	8	2.7
	No	20	100.0	103	97.2	164	97.0	287	97.3
The shot	Yes	1	5.0	6	5.7	14	8.3	21	7.1
	No	19	95.0	100	94.3	155	91.7	274	92.9
IUD	Yes	0	0.0	1	0.9	29	17.2	30	10.2
	No	20	100.0	105	99.1	140	82.8	265	89.8
Implant	Yes	1	5.0	11	10.4	15	8.9	27	9.2
	No	19	95.0	95	89.6	154	91.1	268	90.8
Other	Yes	3	15.0	7	6.6	11	6.5	21	7.1
	No	17	85.0	99	93.4	158	93.5	274	92.9
Have you ever been pregnant?	Yes	15	2.4	26	4.1	14	3.2	55	3.2
	No	610	97.6	607	95.9	425	96.8	1642	96.8
Have you ever been forced or pressured to engage in sexual activity when you did not want to?	Yes	41	6.6	87	13.9	53	12.2	181	10.8
	No	577	93.4	538	86.1	383	87.8	1498	89.2
Have you ever experienced consequences for vaping in school? (Loss of vape tool, suspension, etc)	I have never vaped/ I have never vaped at school	512	81.4	439	69.7	285	65.1	1236	72.8
	Yes	24	3.8	42	6.7	24	5.5	90	5.3
	No	93	14.8	149	23.7	129	29.5	371	21.9
If you have ever used vape products, have you ever tried to stop vaping or decrease the frequency of using these products?	Yes, I have stopped vaping completely	43	6.9	75	12.0	46	10.5	164	9.7
	Yes, I have decreased my frequency of vaping	22	3.5	37	5.9	41	9.3	100	5.9
	No, I have not changed my frequency of vaping	16	2.6	31	5.0	27	6.1	74	4.4
	I have never used a vape product	544	87.0	480	77.0	326	74.1	1350	80.0
Have you ever used a nicotine pouch such as Zyn, on!, or Velo?	Yes	15	2.4	59	9.3	57	12.9	131	7.7
	No	617	97.6	574	90.7	384	87.1	1575	92.3

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
www.samhsa.gov
(From this website, 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
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/

988 Suicide & Crisis Lifeline

STATE RESOURCES

Massachusetts Department of Public Health
Bureau of Substance Abuse Services
250 Washington Street #3
Boston, MA 02108
http://www.mass.gov/eohhs/gov/departments/dph/programs/substance-abuse/

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