

**Nebraska Risk and Protective Factor  
Student Survey Results for 2007**

**State of Nebraska  
Profile Report**



**Administered by the Nebraska Department  
of Health and Human Services and the  
Nebraska Department of Education for  
Nebraska Partners in Prevention**

# Introduction

## 2007 NRPFSS State of Nebraska Report

This report summarizes the findings from the 2007 Nebraska Risk and Protective Factor Student Survey, the third implementation of a biennial survey of students in grades 6, 8, 10, and 12. The survey was designed to assess adolescent substance use, antisocial behavior, and many of the risk and protective factors that predict adolescent problem behaviors. The Nebraska survey is adapted from a national, scientifically validated survey and contains information on the risk and protective factors that are 1) locally actionable, 2) can not be obtained through any other source, and 3) are more highly correlated with substance abuse. 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, as well as data from this survey.

Table 1 contains the characteristics of the students who completed the survey from your community or region (e.g.

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school, district, county, or multi-county area) as well as the overall state. When using the information in this report, please pay attention to the number and percentage of students who participated from your community. If 60% or more of the students 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.

Comparisons between the number of students completing the survey from Table 1 and the student enrollment in your community and the state are shown in Table 2. The total percentage of students completing the survey and the percentage from each grade are shown in the “Percent” columns.

**Table 2. Survey Completion Rate**

Grade	State 2007			State 2007		
	Number Surveyed	Number Enrolled	Percent	Number Surveyed	Number Enrolled	Percent
6	6511	23485	27.7	6511	23485	27.7
8	8186	23842	34.3	8186	23842	34.3
10	8731	25093	34.8	8731	25093	34.8
12	7616	24564	31.0	7616	24564	31.0
<b>Total</b>	<b>31044</b>	<b>96984</b>	<b>32.0</b>	<b>31044</b>	<b>96984</b>	<b>32.0</b>

**Table 1. Characteristics of Participants**

Total Students	State 2003		State 2005		State 2007	
	Number	Percent	Number	Percent	Number	Percent
	25408	100	27625	100	31044	100
<b>Grade</b>						
6	5951	23.4	5906	21.4	6511	21.0
8	7045	27.7	7044	25.5	8186	26.4
10	6520	25.7	8009	29.0	8731	28.1
12	5892	23.2	6666	24.1	7616	24.5
<b>Gender</b>						
Male	12674	55.7	13550	50.1	15350	50.1
Female	10095	44.3	13519	49.9	15281	49.9
<b>Ethnicity</b>						
Native American	1117	4.0	1065	3.5	1211	3.4
African American	468	1.7	505	1.6	652	1.8
Hispanic	2342	8.3	2993	9.8	3667	10.4
White	21823	77.5	23356	76.2	26394	74.6
Asian	335	1.2	286	0.9	469	1.3
Pacific Islander	130	0.5	101	0.3	138	0.4
Other	1961	7.0	2335	7.6	2855	8.1

Overall, 32% of the students in grades 6, 8, 10, and 12 in Nebraska completed the NRPFSS. While this completion rate is much lower than the 60% recommended above, the results from the 31,044 students who completed the survey provide useable estimates of substance use, antisocial behavior, risk, and protection of youth in Nebraska.

The survey was sponsored by Nebraska Partners in Prevention (NePiP), and was administered by the Nebraska Department of Health and Human Services, Division of Public Health and the Nebraska Department of Education, with assistance from Bach Harrison, L.L.C.

# How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and gambling, 3) risk factors, 4) protective factors, and 5) sources and places of alcohol and cigarette use. If your school or community participated in the 2003 and 2005 NRPFSS, then comparison data for those administrations will also be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

## Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

## Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with ten antisocial behaviors: Suspended from School, Drunk or High at School, Sold Illegal Drugs, Stolen a Vehicle, Been Arrested, Attacked Someone to Harm Them, Carried a Handgun, Taken a Handgun to School, Drinking and Driving, and Passenger with a Drinking Driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling: gambled at a casino; played the lottery; bet on team sports, played cards for money; bet money on horse races; played bingo for money or prizes; gambled on the internet; bet on dice games; bet on games of personal skill; gambled at school, church, or community event; as well as the percentage for any gambling behavior during the past year.

## Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at risk and with protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he or she will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 3. The factors are grouped into four domains: community, family, school, and peer/individual.

- **The Bars** on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the NRPFSS: 2003, 2005, and 2007. By looking at 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.

## Sources and Places of Alcohol and Cigarette Use Charts

The percentage of students who obtained alcohol and cigarettes from specific sources and the percentage who used alcohol and cigarettes in specific places in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol (for alcohol questions) or cigarettes (cigarette questions) in the past year. Also included in the charts is the percentage of students who reported that an adult was present when they last used alcohol or cigarettes.

## How to Read the Charts in this Report (continued)

### Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Nebraska who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative importance of levels of 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, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

### The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your community and a more national sample. The 8-State

Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State database and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 3 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

### Drug Free Communities Reports

Table 14 contains information that needs to be reported by communities with Drug Free Communities Grants such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

## Practical Implications of the Assessment

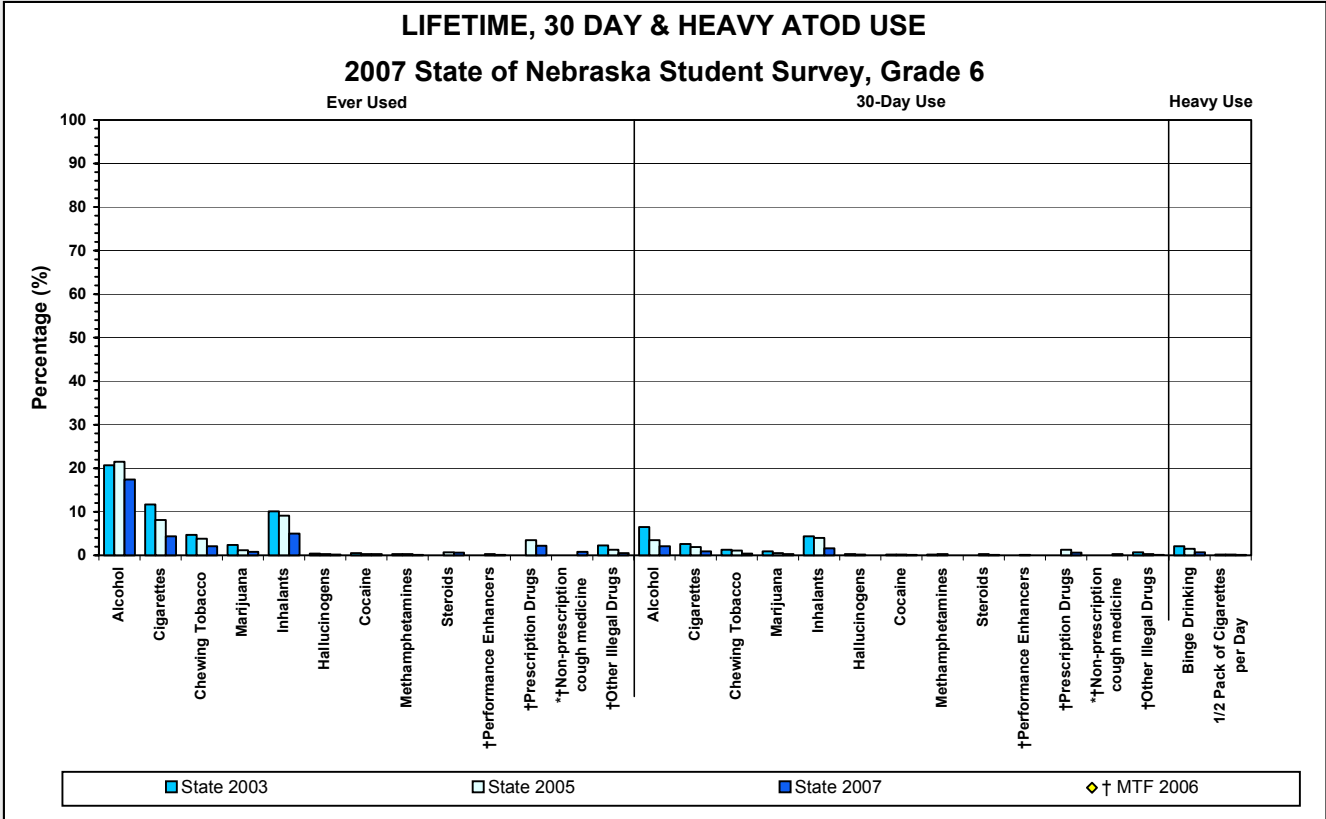
### No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

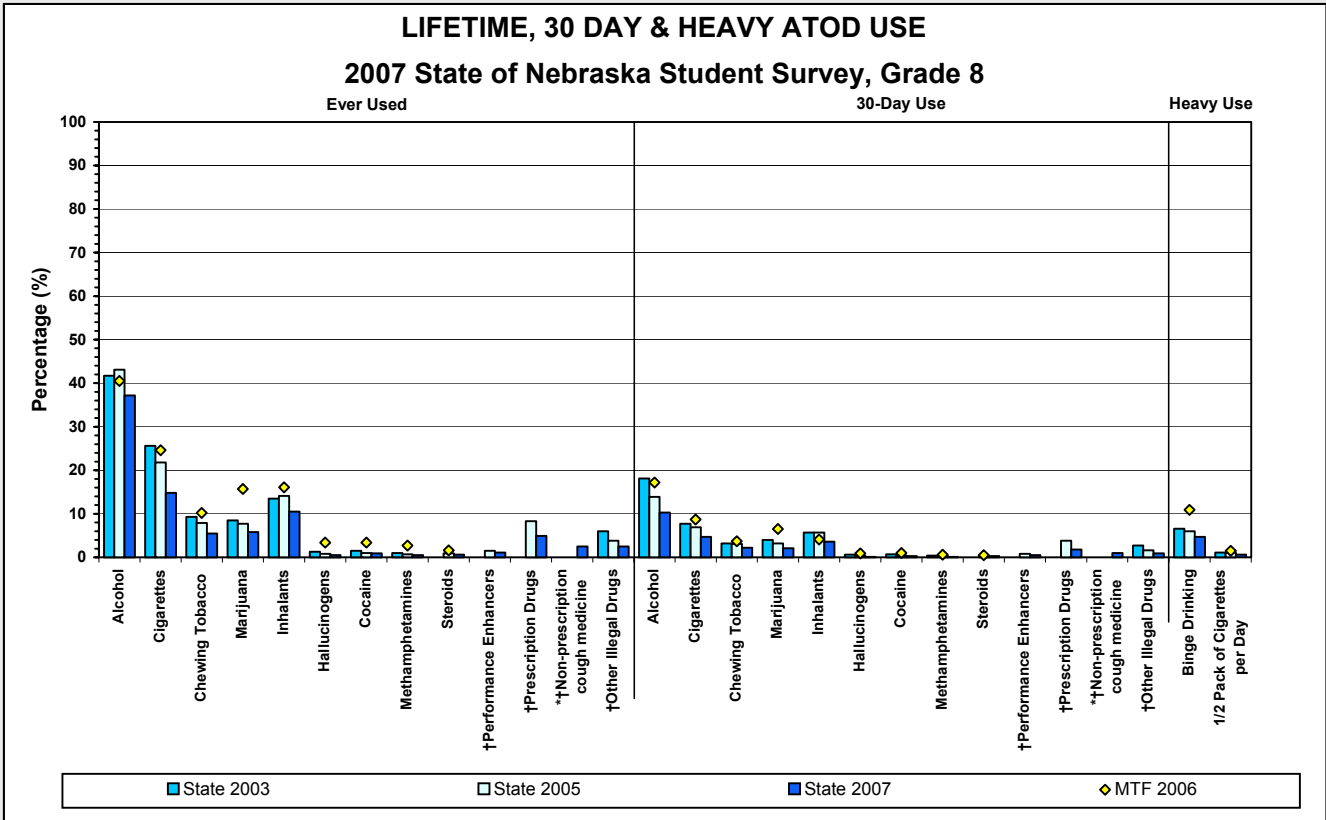
1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the NRPFS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

# Substance Use

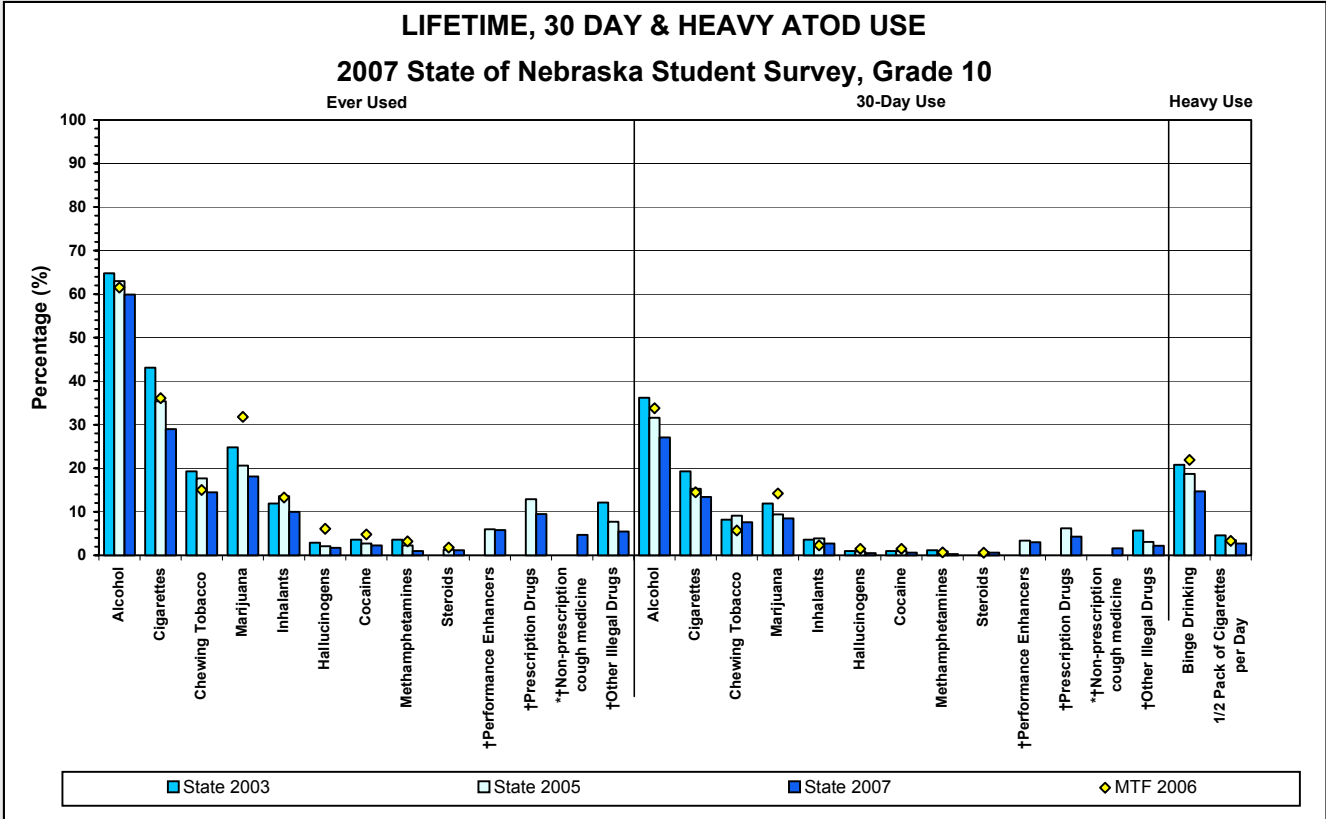


\* Substance categories that were not measured and reported prior to 2007.  
 † Monitoring the Future does not survey 6<sup>th</sup> grade students.

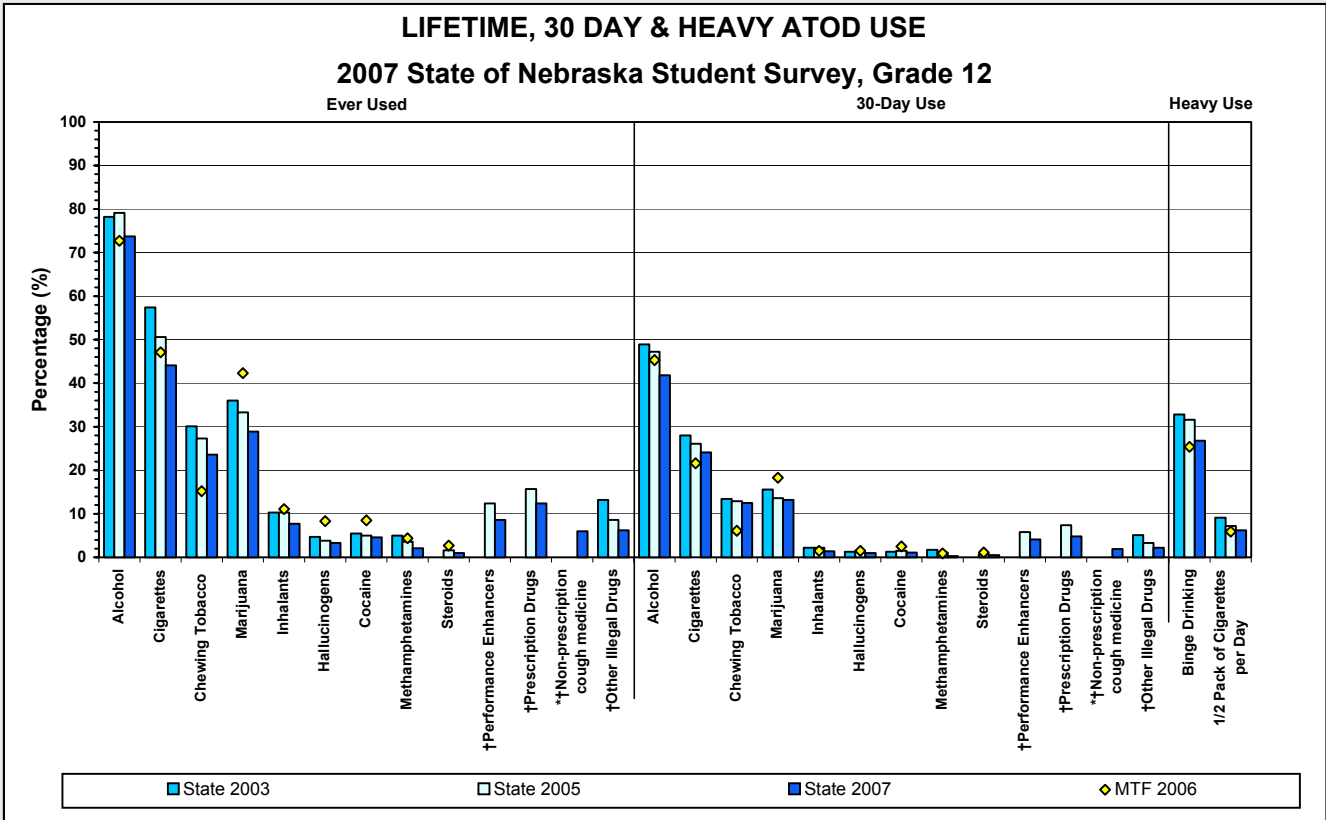


\* Substance categories that were not measured and reported prior to 2007.  
 † No equivalent category for these substances in the Monitoring the Future survey.

# Substance Use

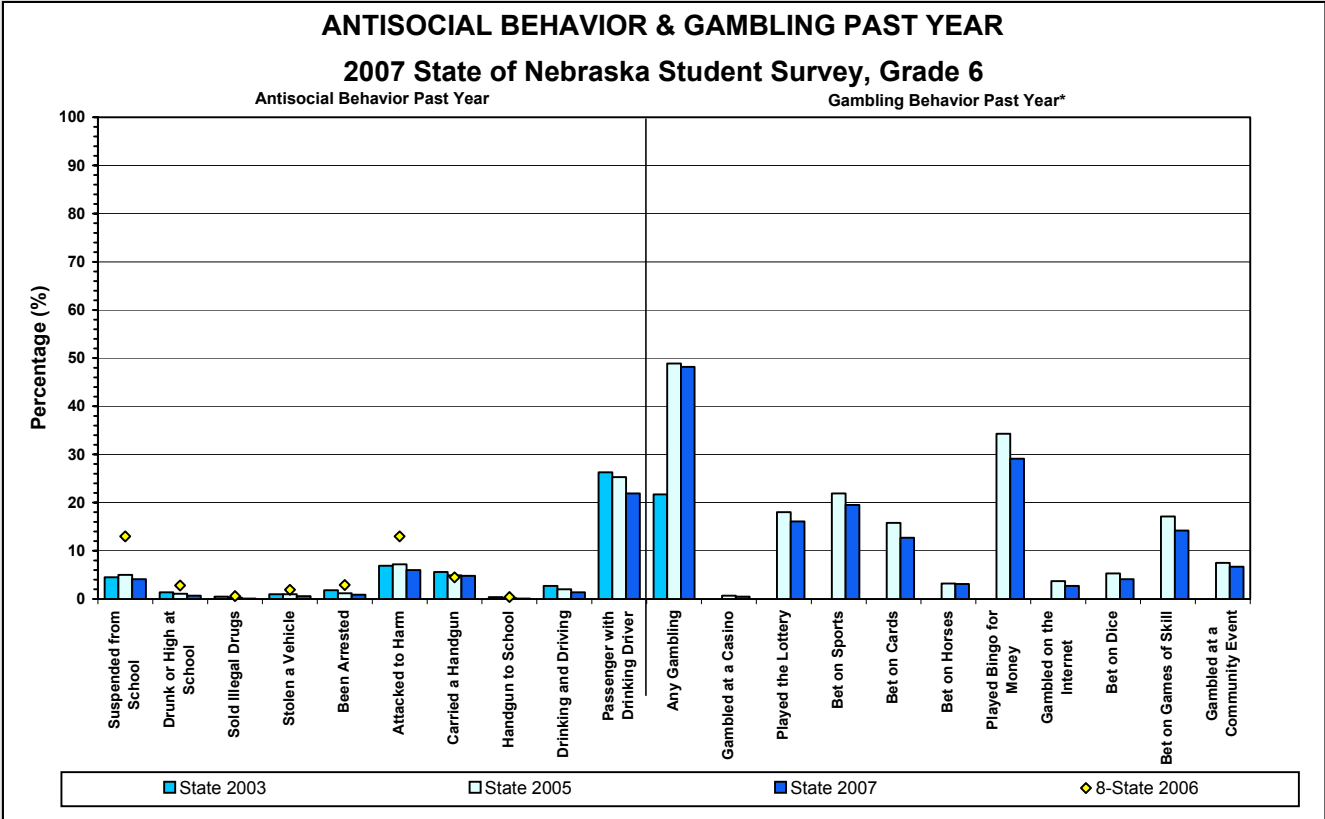


\* Substance categories that were not measured and reported prior to 2007.  
 † No equivalent category for these substances in the Monitoring the Future survey.

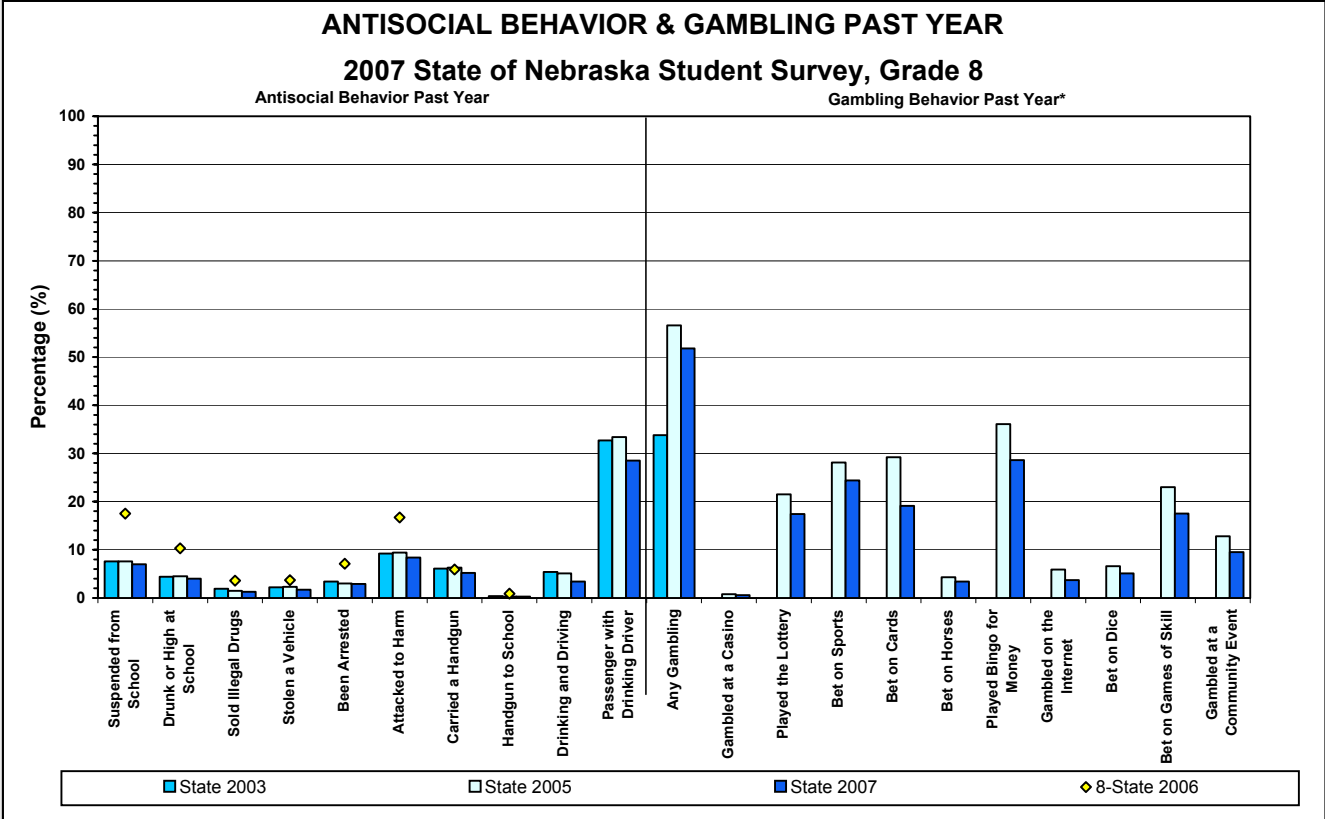


\* Substance categories that were not measured and reported prior to 2007.  
 † No equivalent category for these substances in the Monitoring the Future survey.

# Antisocial Behavior and Gambling

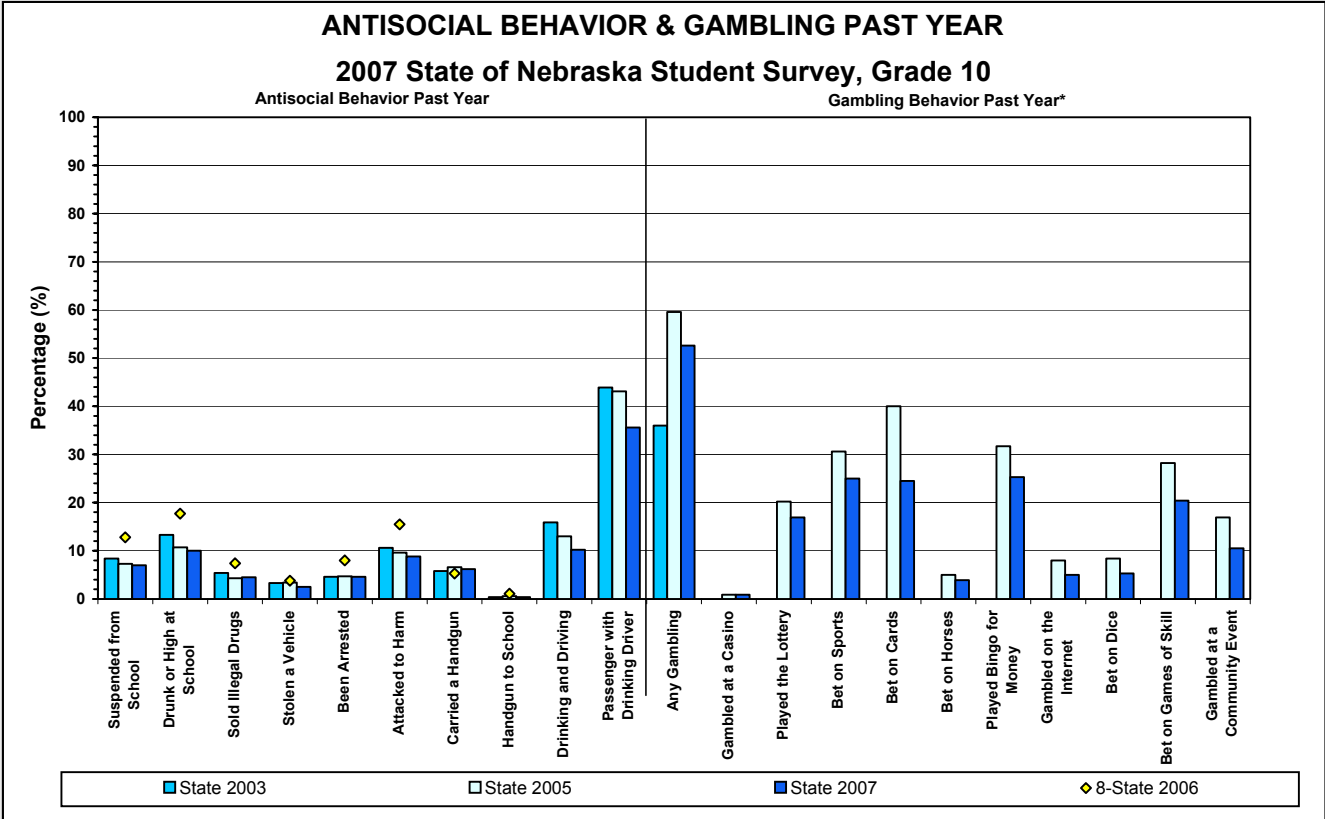


\* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2005.

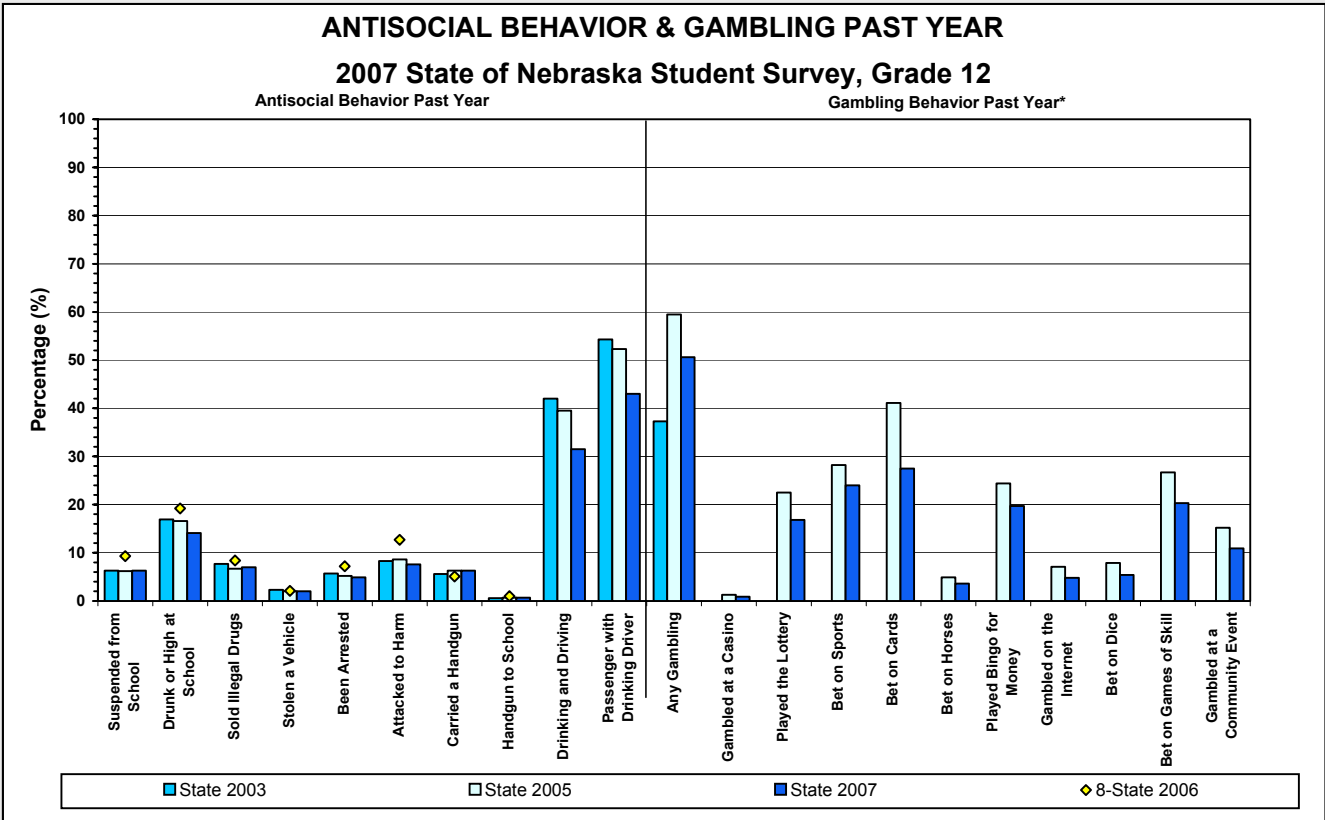


\* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2005.

# Antisocial Behavior and Gambling

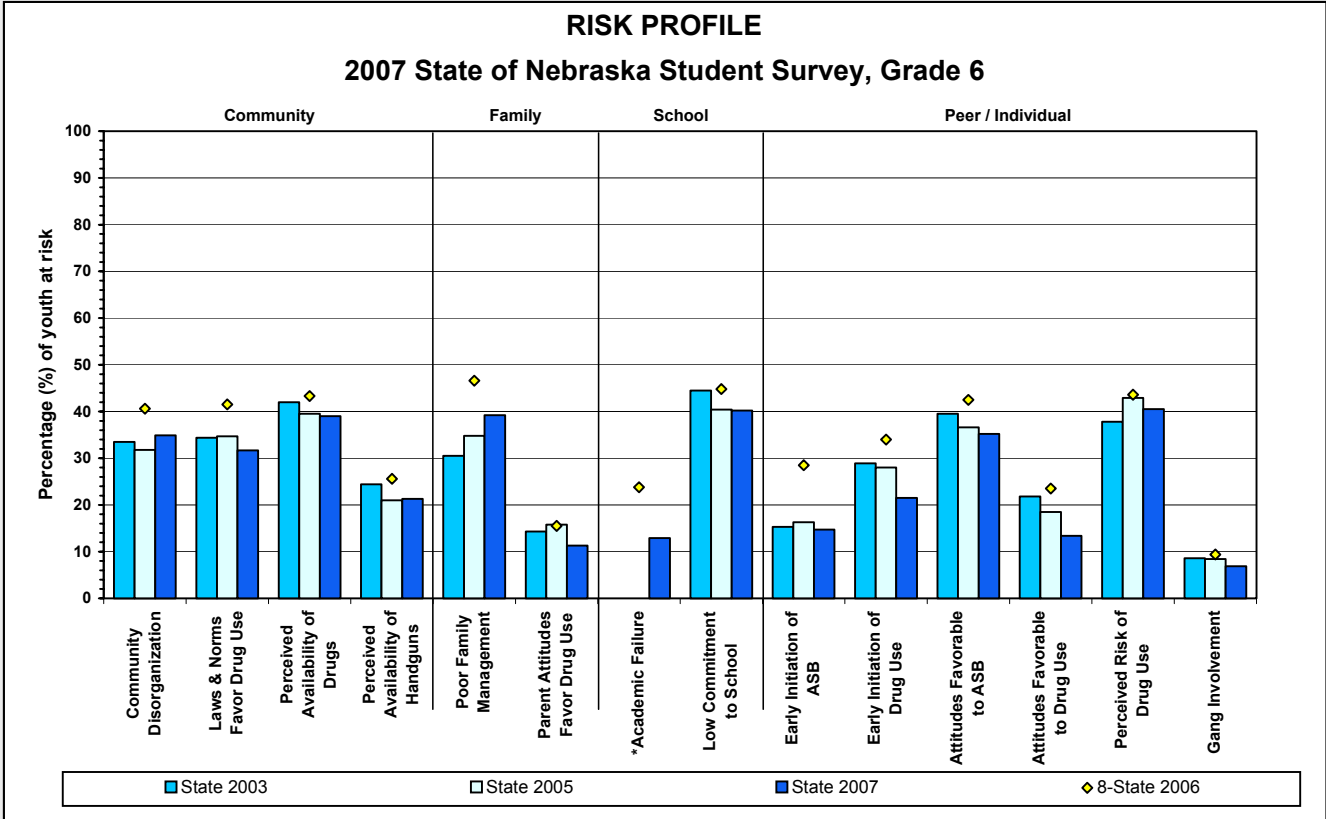


\* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2005.

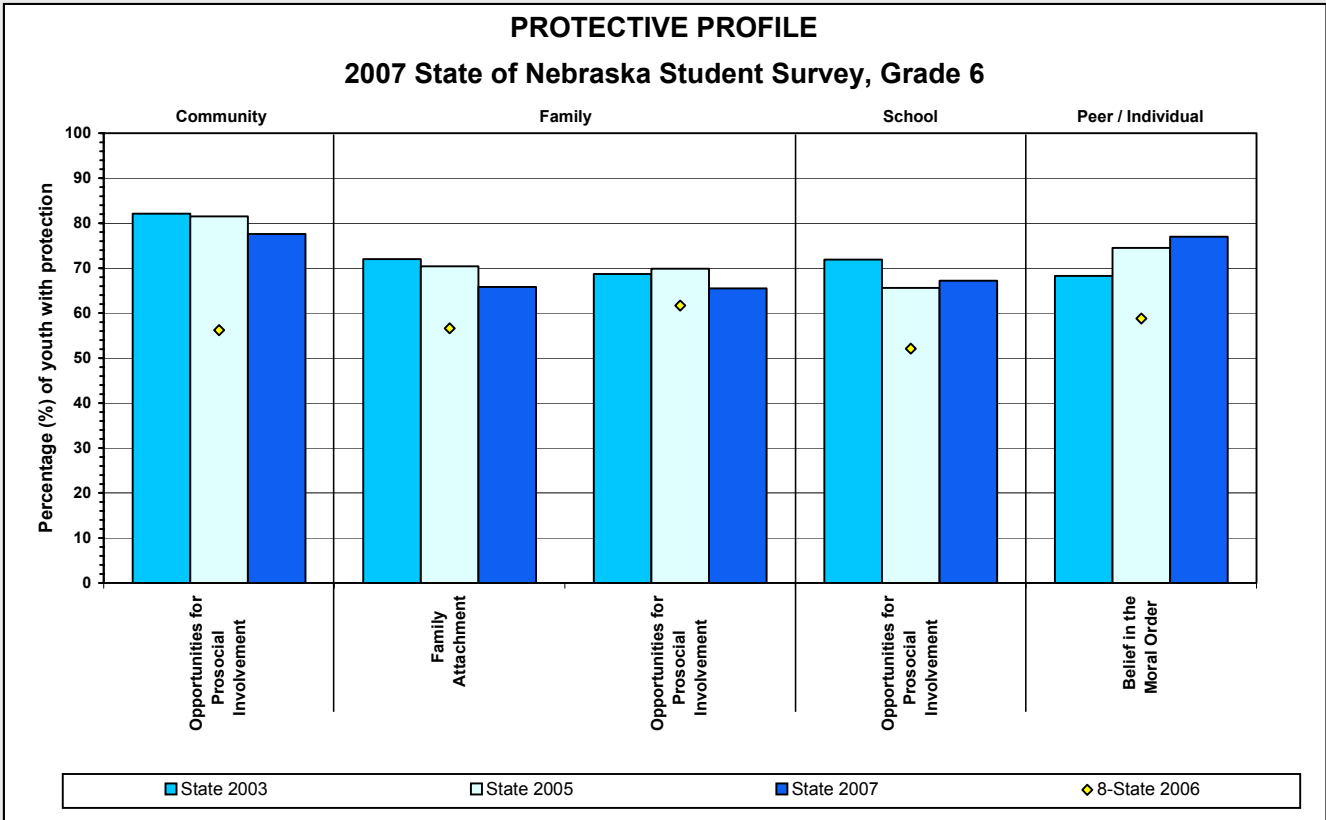


\* Since not all eight states ask gambling questions, no 8-State value is reported. Gambling data were not collected prior to 2005.

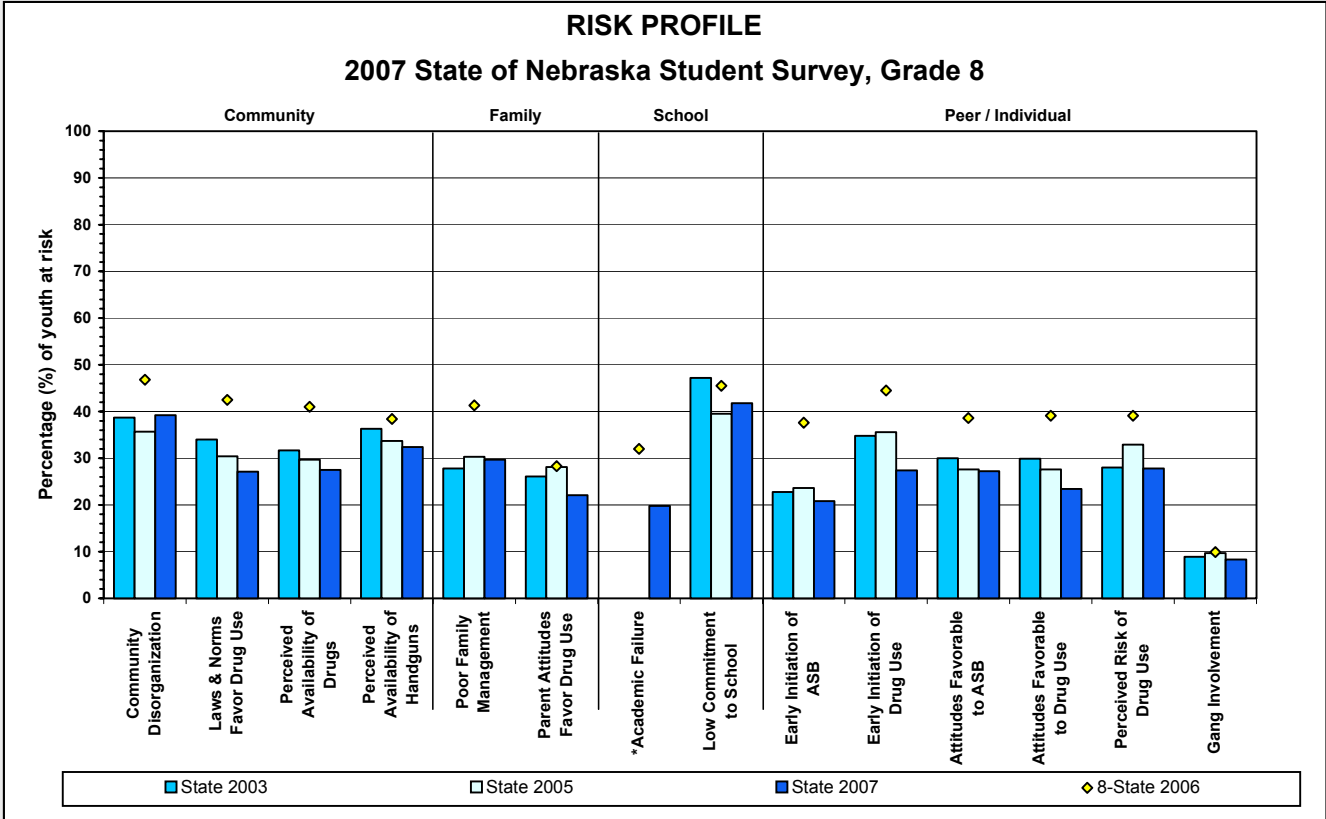
# Risk and Protective Factor Profiles



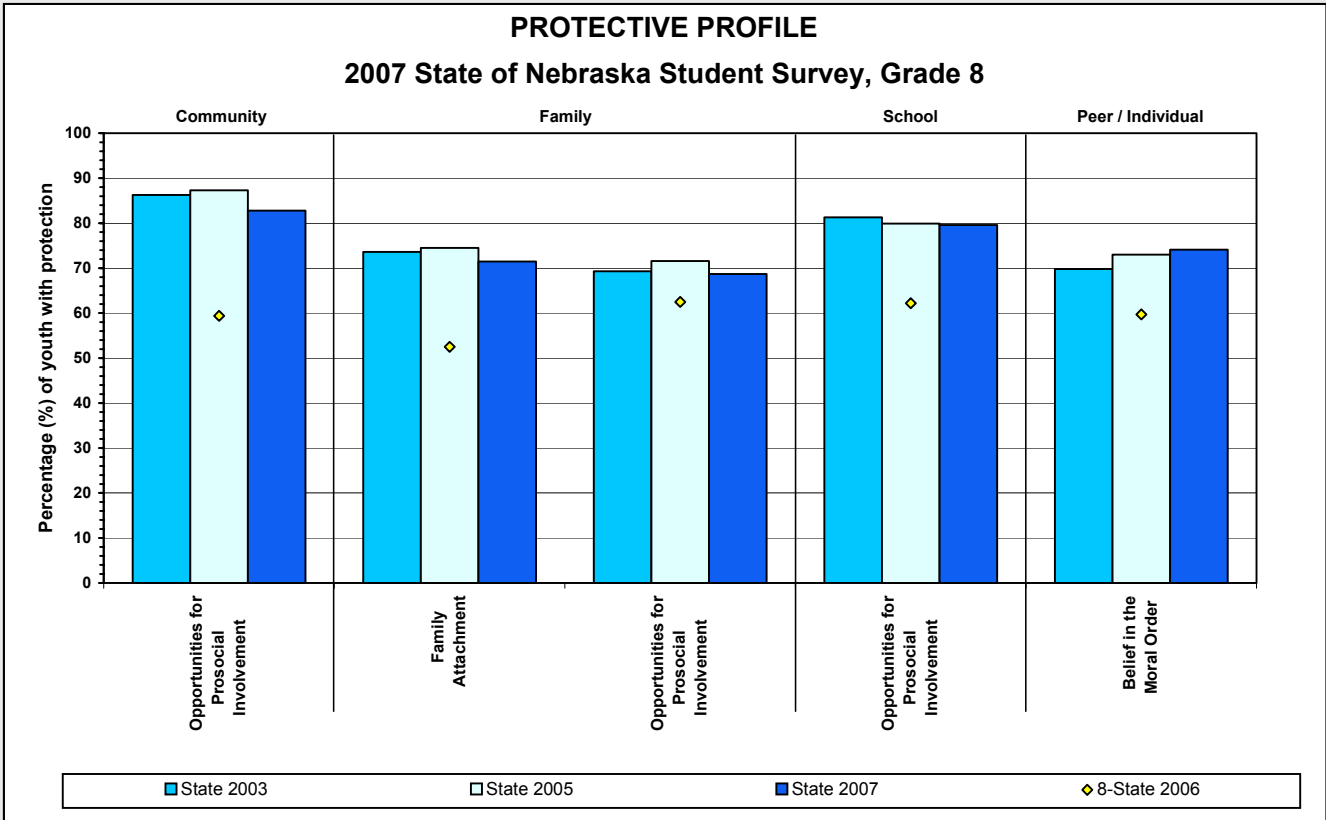
\* Academic Failure was not measured prior to 2007.



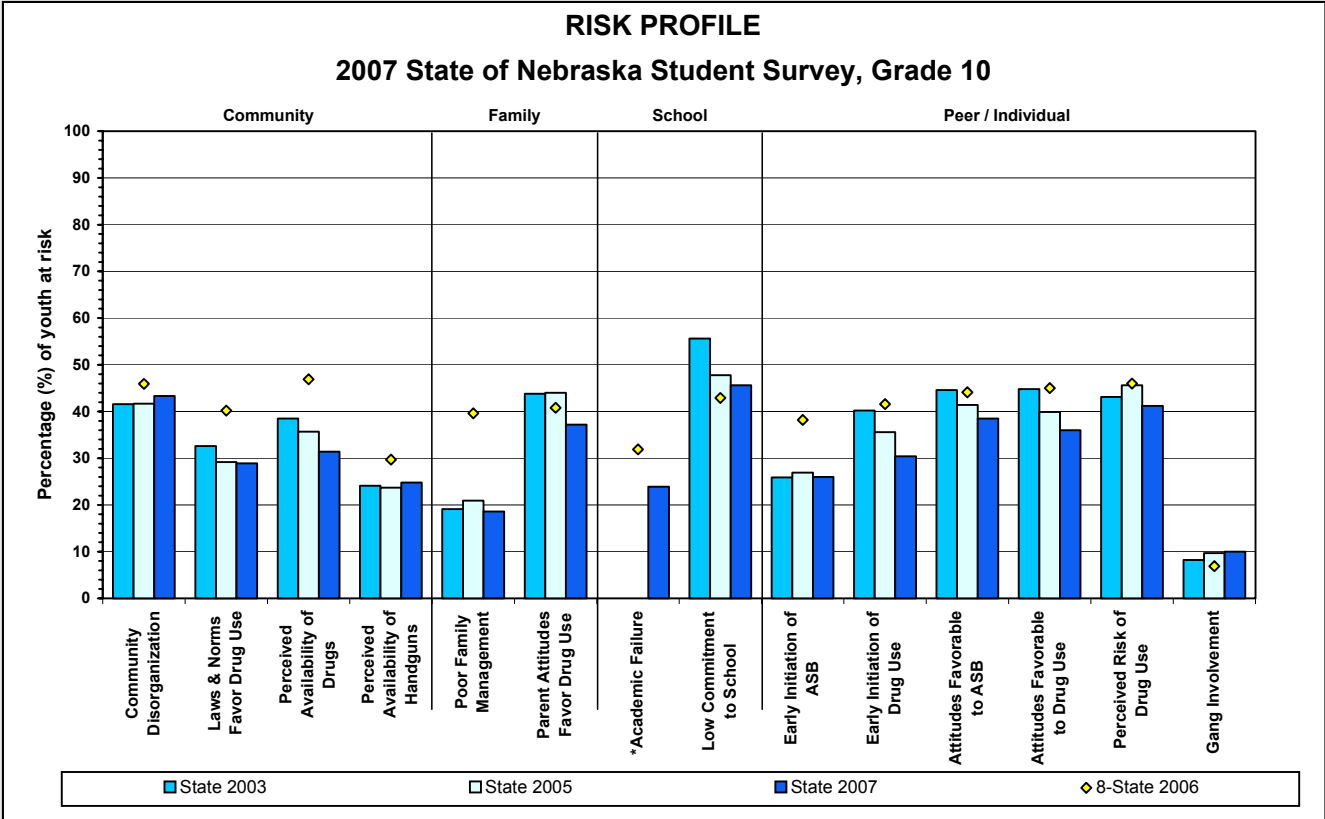
# Risk and Protective Factor Profiles



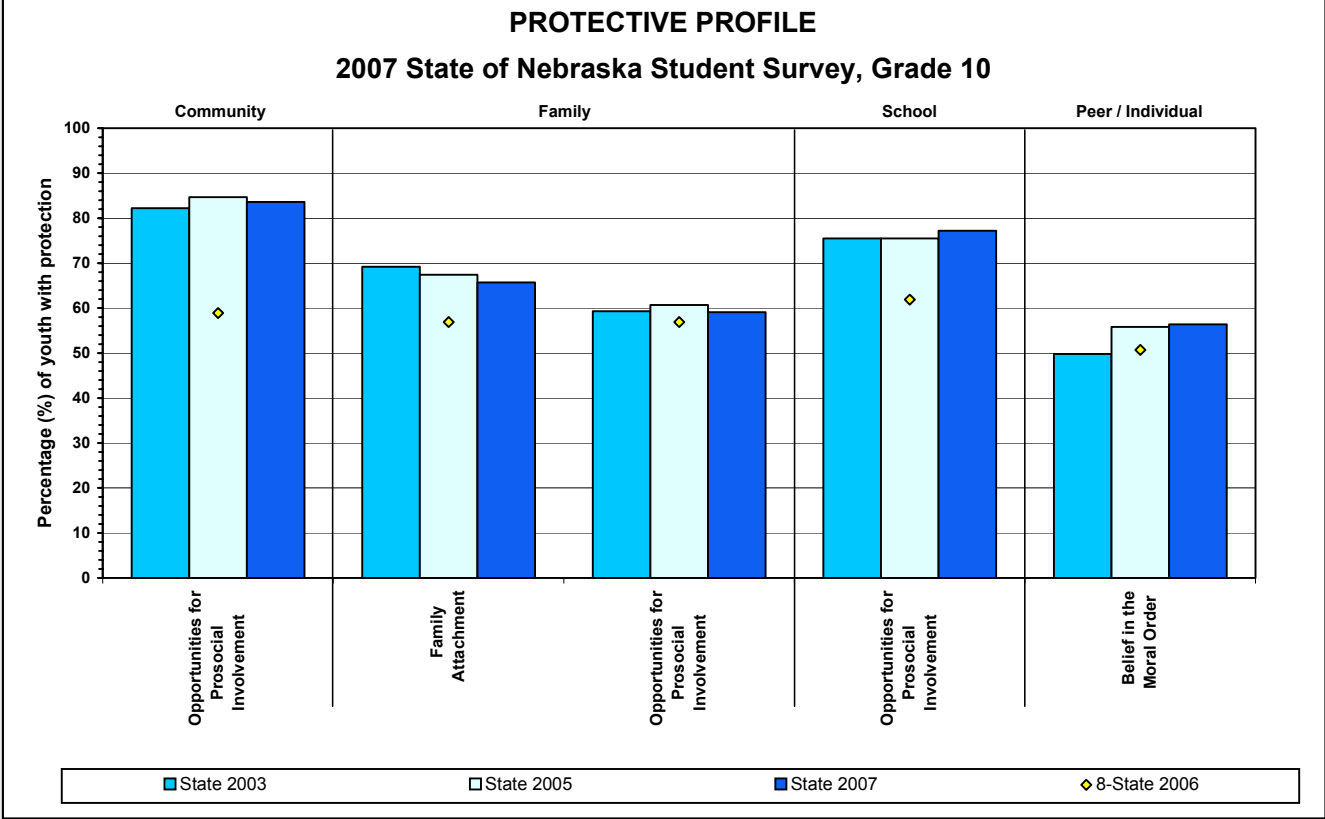
\* Academic Failure was not measured prior to 2007.



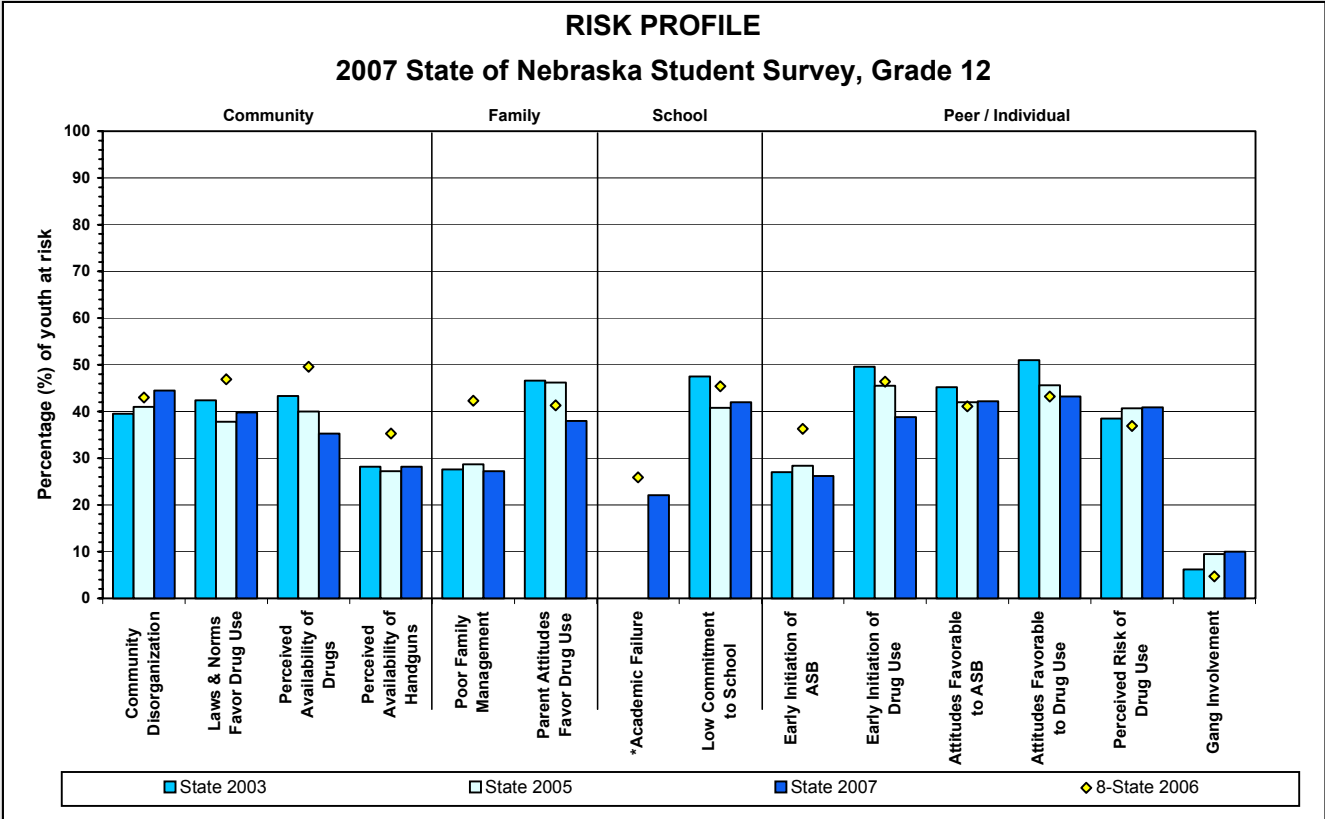
# Risk and Protective Factor Profiles



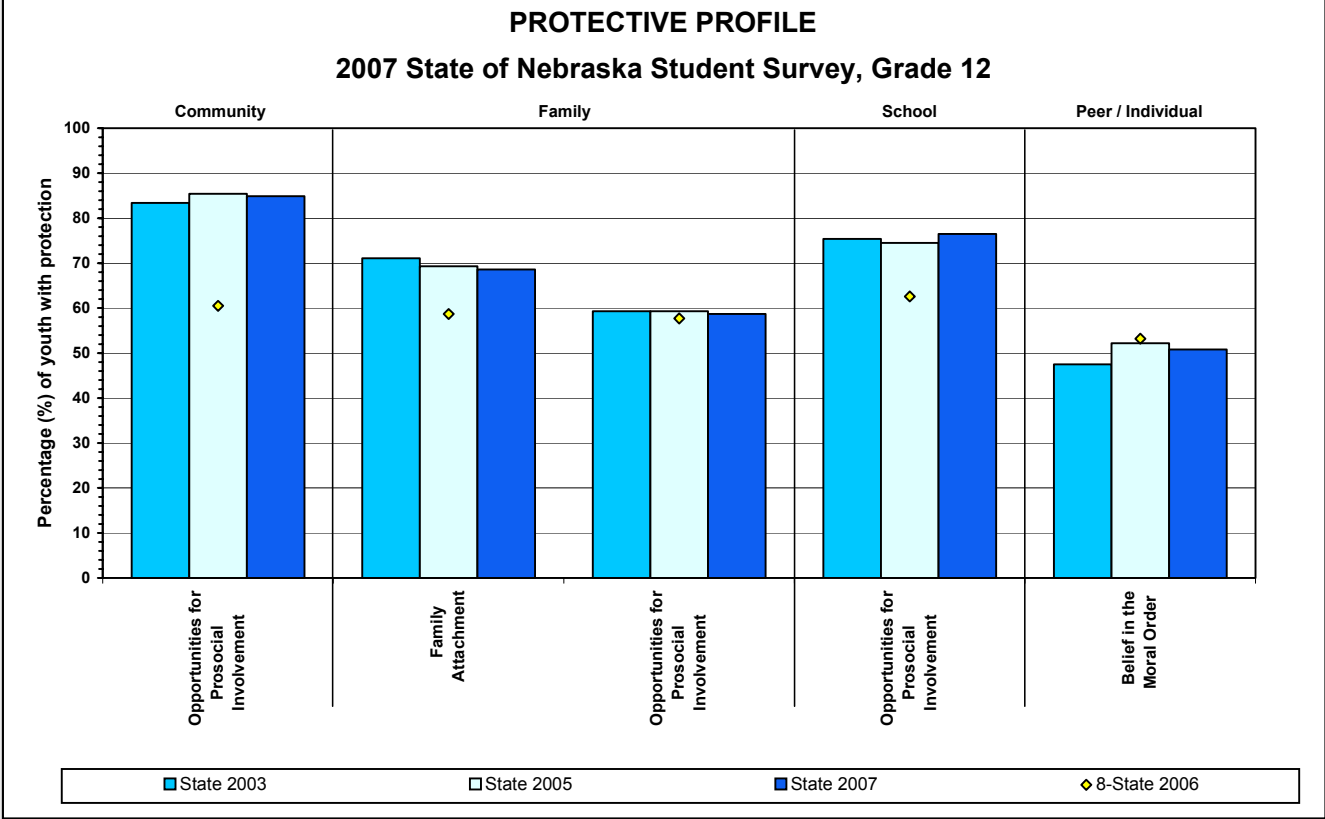
\* Academic Failure was not measured prior to 2007.



# Risk and Protective Factor Profiles



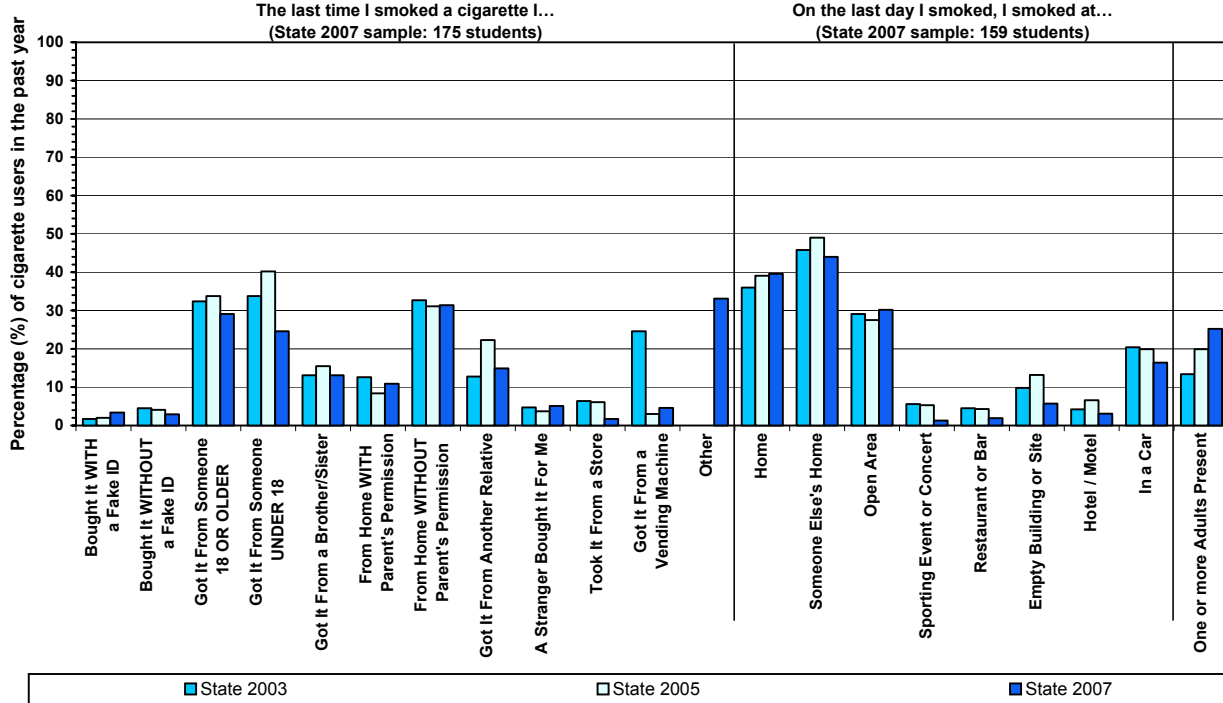
\* Academic Failure was not measured prior to 2007.



# Sources and Places of Use

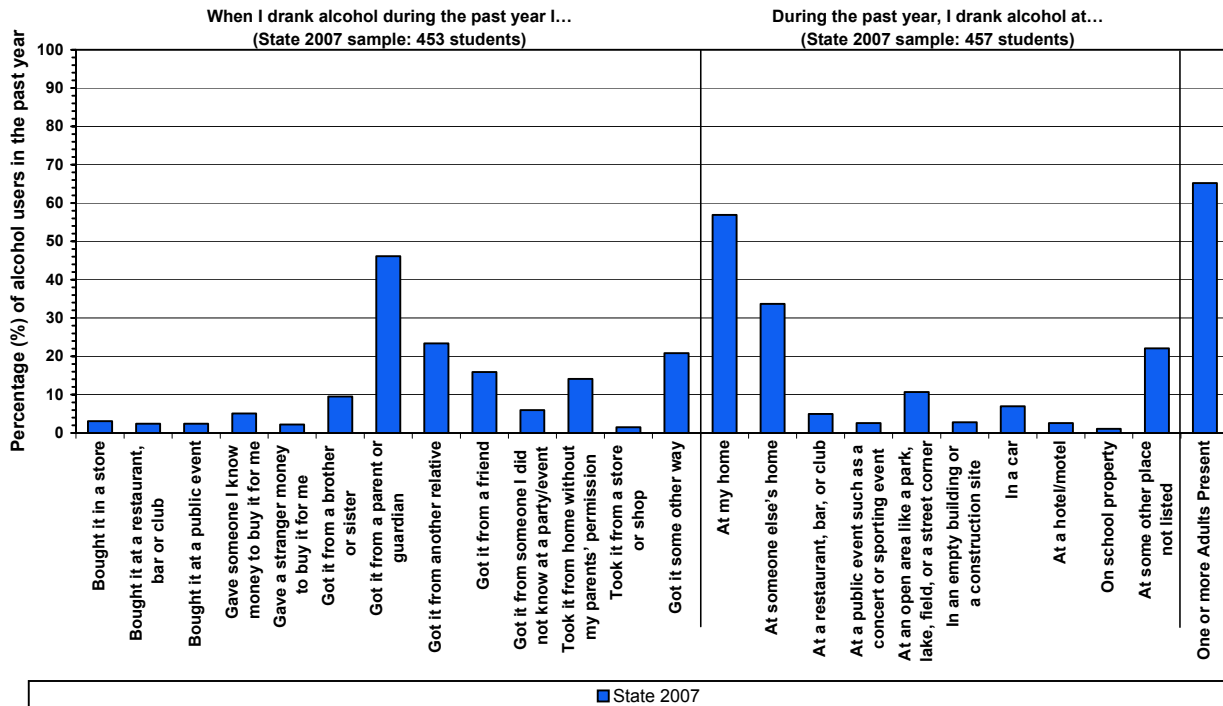
## SOURCES AND PLACES OF CIGARETTE USE

### 2007 State of Nebraska Student Survey, Grade 6



## SOURCES AND PLACES OF ALCOHOL USE\*

### 2007 State of Nebraska Student Survey, Grade 6

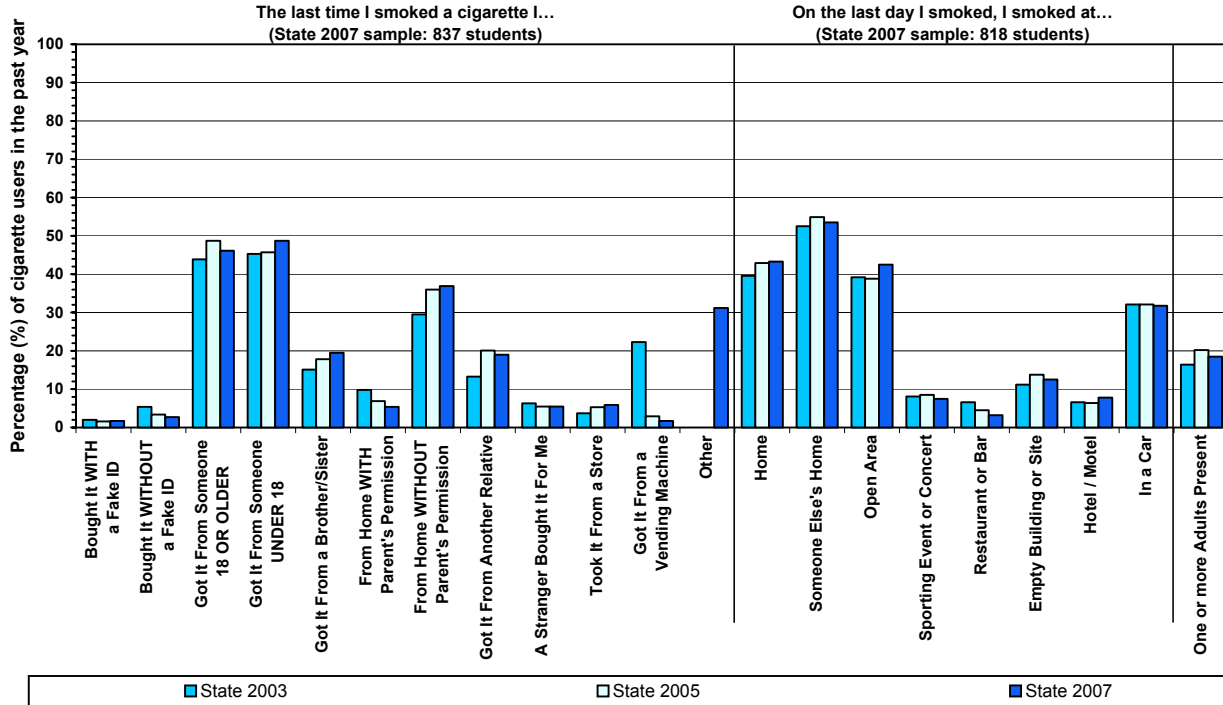


\* 2003/05 NRPFS measured alcohol sources/places data which were not comparable to 2007 data due to changes in the questionnaire.

# Sources and Places of Use

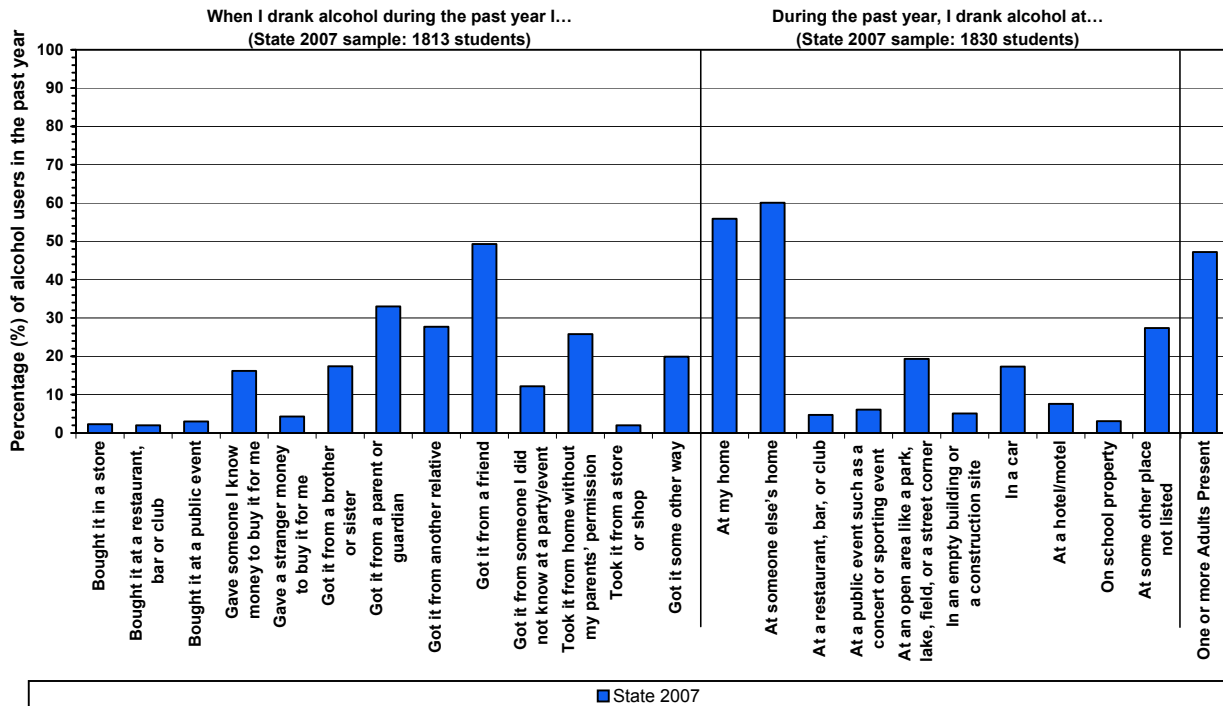
## SOURCES AND PLACES OF CIGARETTE USE

### 2007 State of Nebraska Student Survey, Grade 8



## SOURCES AND PLACES OF ALCOHOL USE\*

### 2007 State of Nebraska Student Survey, Grade 8

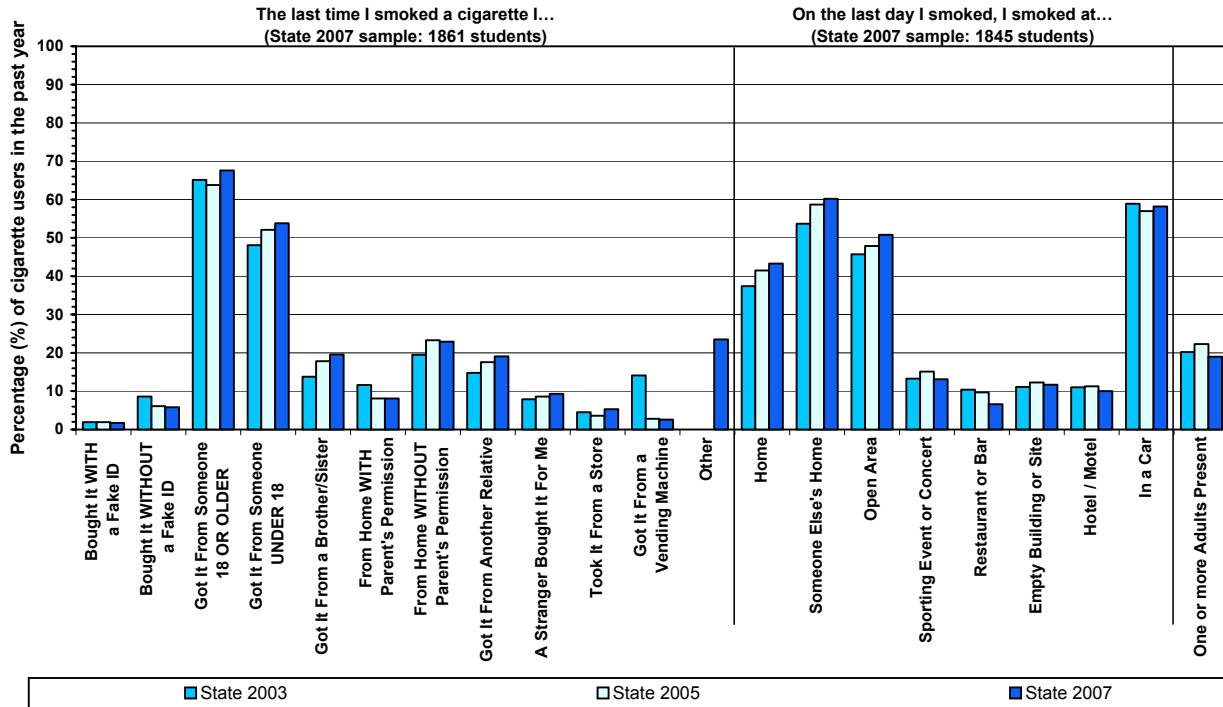


\* 2003/05 NRPFS measured alcohol sources/places data which were not comparable to 2007 data due to changes in the questionnaire.

# Sources and Places of Use

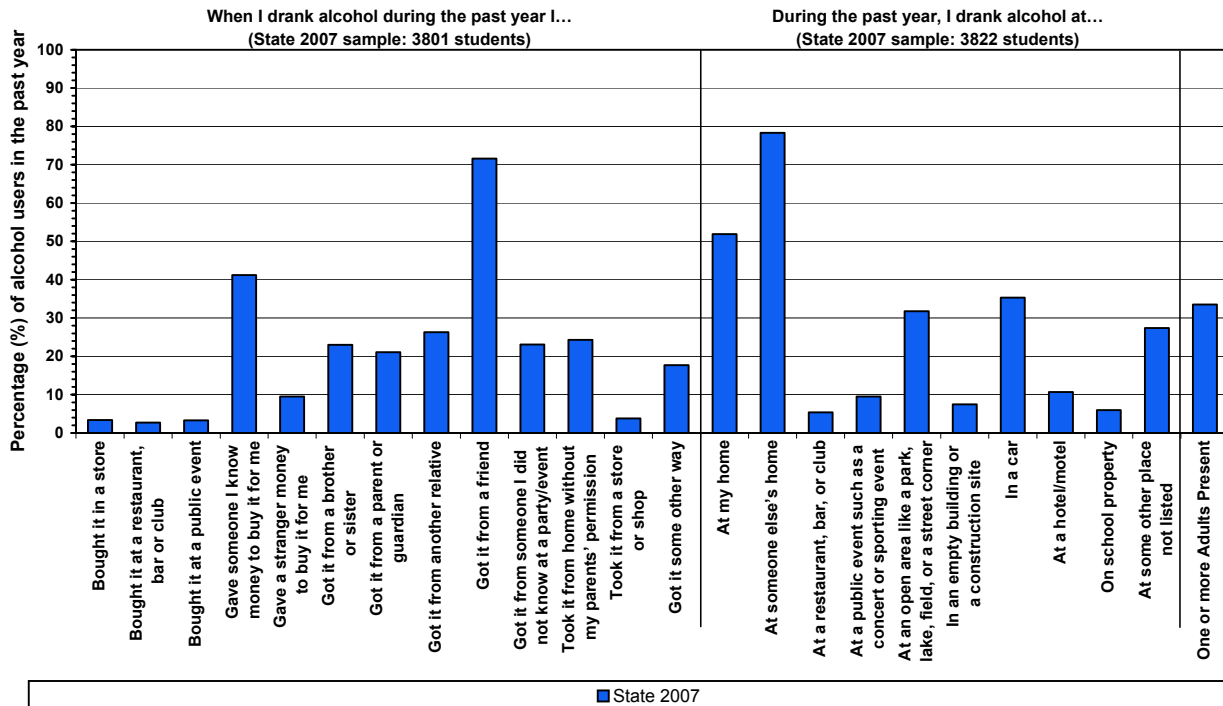
## SOURCES AND PLACES OF CIGARETTE USE

### 2007 State of Nebraska Student Survey, Grade 10



## SOURCES AND PLACES OF ALCOHOL USE\*

### 2007 State of Nebraska Student Survey, Grade 10

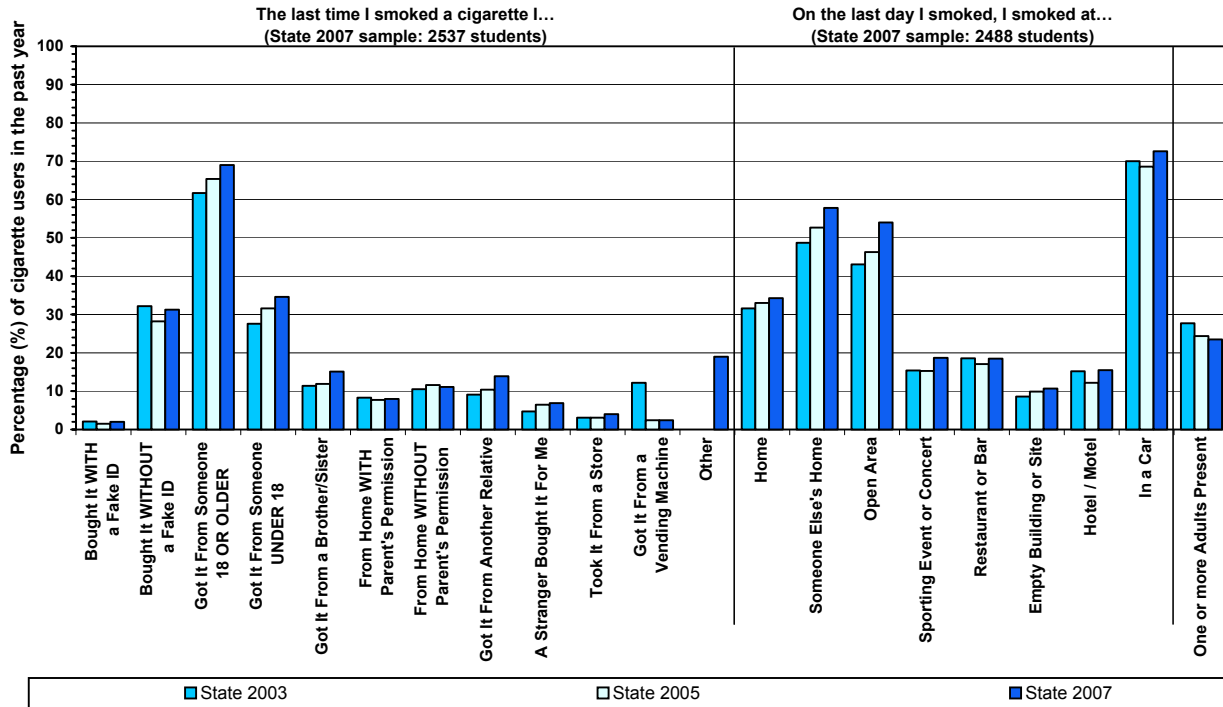


\* 2003/05 NRPFS measured alcohol sources/places data which were not comparable to 2007 data due to changes in the questionnaire.

# Sources and Places of Use

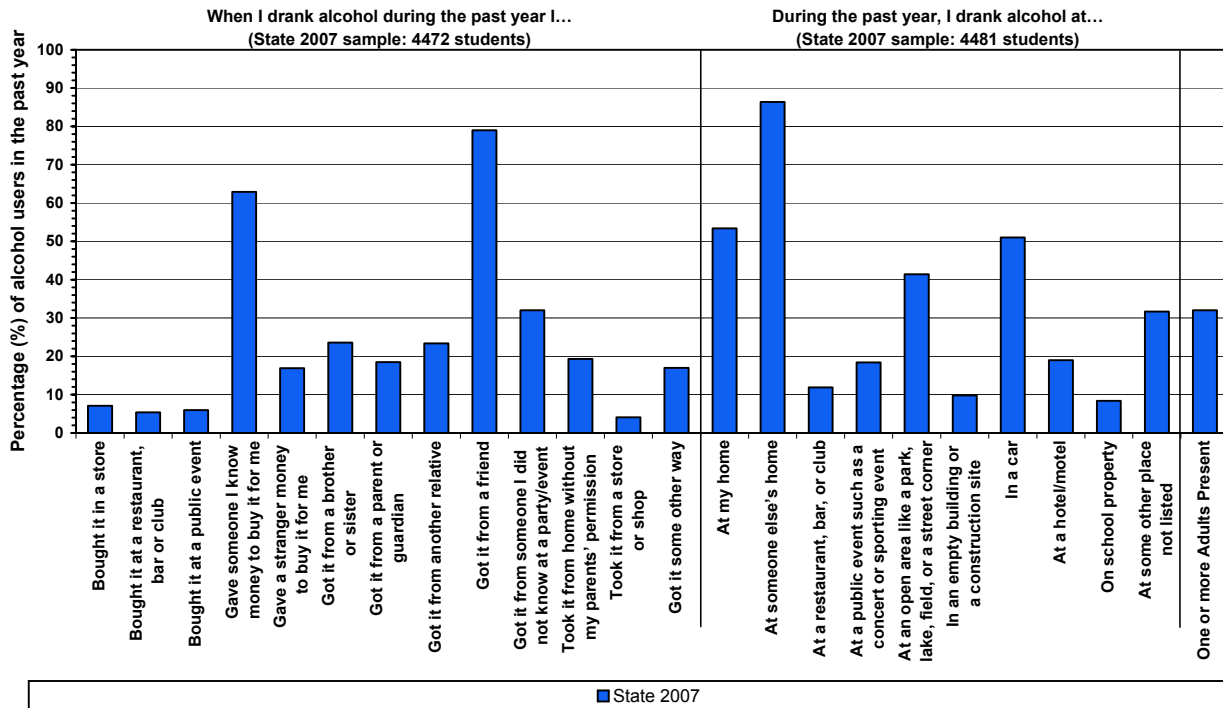
## SOURCES AND PLACES OF CIGARETTE USE

### 2007 State of Nebraska Student Survey, Grade 12



## SOURCES AND PLACES OF ALCOHOL USE\*

### 2007 State of Nebraska Student Survey, Grade 12



\* 2003/05 NRPFS measured alcohol sources/places data which were not comparable to 2007 data due to changes in the questionnaire.

# Risk and Protective Factors

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

Many states, school districts and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention 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, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include social bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a

community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Youth at Risk	Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
<b>Community</b>					
Availability of Drugs and Firearms	✓	✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
<b>Family</b>					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
<b>School</b>					
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓
<b>Peer / Individual</b>					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Use Drugs and Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward Drug Use and Other Problem Behaviors	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Constitutional Factors	✓	✓			✓

# Building a Strategic Prevention Framework

The Nebraska Risk and Protective Factor Student Survey is an important data source for guiding substance abuse prevention activities and it aligns nicely with the Strategic Prevention Framework (SPF). The SPF is a substance abuse prevention planning model created by the Substance Abuse and Mental Health Services Administration. The five-step SPF model was created to guide states and communities through the process of creating planned, data-driven, effective, and sustainable prevention programs. A summary of the five SPF steps are presented below.

**Step 1: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps:** The SPF begins with an assessment of the needs in the community that are based on data. The NRPFSS is an important data source for helping to accomplish this at the community level. While planning prevention activities, communities are urged to use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness.

- **Community Needs Assessment:** The NRPFSS results presented in this Profile Report will help you to identify needs for prevention activities. NRPFSS data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.
- **Community Resource Assessment:** It is likely that existing agencies and programs are already addressing some of the prioritized substance abuse problems and identified risk and protective factors. It is important to identify the assets and resources that already exist in the community and the gaps in services and capacity.
- **Community Readiness Assessment:** It is very important for states and communities to have the commitment and support of their members and ample resources to implement effective prevention efforts. Therefore, the readiness and capacity of communities and resources to act should also be assessed.

**Step 2: 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.

**Step 3: 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.

**Step 4: 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. The Western Center for the Application of Prevention Technology has developed an internet tool located at <http://casat.unr.edu/bestpractices/search.php> for identifying Best Practice Programs. Another resource for evidence-based prevention practices is SAMHSA's National Registry of Evidence-based Programs and Practices [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov).

**Step 5: 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 NRPFSS allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

# Tools for Assessment and Planning

## School and Community Improvement Using Survey Data

### Why Conduct the Risk and Protective Factor Survey?

Data from the Nebraska Risk and Protective Factor Student Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues. The risk and protective factor profiles provided by this survey reflect underlying conditions that can be addressed through specific types of interventions that have been proven to be effective in either reducing risk(s) or enhancing protection(s).

### What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community’s highest priority?
- Which levels of 30-day drug use are of greatest concern?
  - Which substances are your students using the most?
  - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
  - Which behaviors are your students exhibiting the most?
  - At which grades do you see unacceptable behavior levels?

### How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of 5% between local and other data are probably significant.
- **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.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.
- **The SPF planning model** – guides your prevention planning process. Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

<b>MEASURE</b>	<b>Unacceptable Rate #1</b>	<b>Unacceptable Rate #2</b>	<b>Unacceptable Rate #3</b>	<b>Unacceptable Rate #4</b>
Risk Factors				
Protective Factors				
Substance Use				
Antisocial Behaviors				

## Risk and Protective Scale Definitions

**Table 3. Scales that Measure the Risk and Protective Factors Shown in the Profiles**

<i>Community Domain Risk Factors</i>	
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Family Domain Risk Factors</i>	
<i>Parental Attitudes Favorable Toward Antisocial Behavior &amp; Drugs</i>	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.
<i>Poor Family Management</i>	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.
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	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.
<i>Opportunities for Positive Involvement</i>	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.

## Risk and Protective Scale Definitions

**Table 3. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)**

<i>School Domain Risk Factors</i>	
<b><i>Low Commitment to School</i></b>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers 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.
<i>School Domain Protective Factors</i>	
<b><i>Opportunities for Positive Involvement</i></b>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Peer-Individual Risk Factors</i>	
<b><i>Early Initiation of Antisocial Behavior and Drug Use</i></b>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<b><i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i></b>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<b><i>Perceived Risk of Drug Use</i></b>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<b><i>Gang Involvement</i></b>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<b><i>Social Skills</i></b>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<b><i>Belief in the Moral Order</i></b>	Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

# Data Tables

**Table 4. Number of Students Who Completed the Survey**

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
	5951	5906	6511	7045	7044	8186	6520	8009	8731	5892	6666	7616

**Table 5. Percentage of Students Who Used ATODs During Their Lifetime**

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
		Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	20.7	21.5	17.4	41.7	43.1	37.2	64.8	63.0	59.9	78.2
Cigarettes	smoked cigarettes?	11.7	8.1	4.4	25.6	21.8	14.8	43.1	35.4	29.0	57.4	50.6	44.1
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	4.7	3.8	2.1	9.3	7.9	5.5	19.3	17.7	14.5	30.1	27.3	23.6
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	2.4	1.2	0.8	8.5	7.7	5.8	24.8	20.6	18.1	36.0	33.3	28.9
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	10.1	9.1	5.0	13.5	14.1	10.5	11.9	13.6	10.0	10.3	10.3	7.7
Hallucinogens	used LSD or other hallucinogens?	0.4	0.3	0.2	1.3	0.8	0.5	2.9	2.1	1.7	4.7	3.8	3.3
Cocaine	used cocaine or crack?	0.5	0.3	0.3	1.5	1.0	0.9	3.6	2.7	2.3	5.5	5.0	4.6
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.3	0.3	0.1	1.0	0.7	0.5	3.6	2.3	1.0	5.0	3.6	2.1
Steroids	used steroids without a doctor telling you to take them?	n/a	0.7	0.6	n/a	0.9	0.6	n/a	1.3	1.2	n/a	1.6	1.0
Performance Enhancers	used performance enhancing drugs other than steroids (ephedrine, EPO, creatine, DHEA, or diuretics) without a doctor telling you to take them?	n/a	0.3	0.1	n/a	1.5	1.1	n/a	6.0	5.8	n/a	12.4	8.6
Prescription Drugs	used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, Oxycontin or sleeping pills) without a doctor telling you to take them?	n/a	3.5	2.2	n/a	8.3	4.9	n/a	12.9	9.5	n/a	15.7	12.4
Non-prescription cough medicine*	used a non-prescription cough or cold medicine (robos, DMX, etc.) to get high and not for medical reasons?	n/a	n/a	0.8	n/a	n/a	2.5	n/a	n/a	4.7	n/a	n/a	6.0
Other Illegal Drugs	used other illegal drugs?	2.3	1.3	0.5	6.0	3.8	2.5	12.1	7.7	5.5	13.2	8.6	6.2

\* Substance categories that were not measured and reported prior to 2007.

# Data Tables

**Table 6. Percentage of Students Who Used ATODs During the Past 30 Days**

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	6.5	3.5	2.1	18.1	13.9	10.3	36.2	31.6	27.1	48.9	47.2	41.8
Cigarettes	smoked cigarettes?	2.6	1.9	0.9	7.7	6.9	4.7	19.3	15.3	13.4	28.0	26.1	24.1
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.3	1.1	0.4	3.2	3.1	2.2	8.2	9.1	7.6	13.4	12.9	12.5
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.9	0.5	0.3	4.0	3.2	2.1	11.9	9.4	8.5	15.6	13.6	13.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.4	4.0	1.6	5.7	5.7	3.6	3.6	3.9	2.7	2.2	2.2	1.4
Hallucinogens	used LSD or other hallucinogens?	0.3	0.2	0.0	0.6	0.4	0.1	1.0	0.9	0.5	1.3	1.2	1.0
Cocaine	used cocaine or crack?	0.2	0.2	0.1	0.7	0.4	0.3	1.0	1.0	0.6	1.3	1.5	1.1
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.2	0.3	0.0	0.4	0.4	0.1	1.2	0.9	0.3	1.7	1.1	0.3
Steroids	used steroids without a doctor telling you to take them?	n/a	0.3	0.1	n/a	0.4	0.3	n/a	0.7	0.6	n/a	0.7	0.5
Performance Enhancers	used performance enhancing drugs other than steroids (ephedrine, EPO, creatine, DHEA, or diuretics) without a doctor telling you to take them?	n/a	0.1	0.0	n/a	0.8	0.5	n/a	3.4	3.0	n/a	5.8	4.1
Prescription Drugs	used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, Oxycontin or sleeping pills) without a doctor telling you to take them?	n/a	1.3	0.6	n/a	3.8	1.8	n/a	6.2	4.3	n/a	7.4	4.8
Non-prescription cough medicine*	used a non-prescription cough or cold medicine (robos, DMX, etc.) to get high and not for medical reasons?	n/a	n/a	0.3	n/a	n/a	1.0	n/a	n/a	1.6	n/a	n/a	1.9
Other Illegal Drugs	used other illegal drugs?	0.7	0.3	0.1	2.7	1.6	0.9	5.7	3.1	2.2	5.1	3.3	2.2

\* Substance categories that were not measured and reported prior to 2007.

# Data Tables

**Table 7. Percentage of Students With Heavy ATOD Use**

Heavy Use		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	2.1	1.5	0.7	6.6	6.0	4.7	20.8	18.7	14.7	32.8	31.6	26.8
One-Half Pack of Cigarettes/Day	During the past 30 days, have you smoked a half a pack of cigarettes a day or more?	0.2	0.2	0.1	1.1	1.1	0.6	4.6	3.5	2.7	9.1	7.2	6.2

**Table 8. Percentage of Students With Antisocial Behavior in the Past Year**

How many times in the past year (12 months) have you: (One or more times)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Been suspended from school		4.5	5.0	4.1	7.6	7.6	7.0	8.4	7.3	7.0	6.3	6.2	6.3
Been drunk or high at school		1.4	1.1	0.7	4.4	4.5	4.0	13.3	10.7	10.0	16.9	16.6	14.1
Sold illegal drugs		0.5	0.3	0.1	1.9	1.5	1.3	5.4	4.3	4.5	7.7	6.7	7.0
Stolen or tried to steal a motor vehicle		1.0	1.0	0.6	2.2	2.3	1.7	3.3	3.4	2.5	2.3	2.0	2.0
Been arrested		1.8	1.2	0.9	3.4	3.0	2.9	4.6	4.7	4.6	5.7	5.2	4.9
Attacked someone with the idea of seriously hurting them		6.9	7.2	6.0	9.2	9.4	8.4	10.6	9.6	8.8	8.3	8.6	7.6
Carried a handgun		5.6	4.9	4.8	6.1	6.3	5.2	5.8	6.6	6.2	5.6	6.3	6.3
Carried a handgun to school		0.4	0.2	0.1	0.4	0.3	0.3	0.4	0.6	0.4	0.6	0.7	0.7
Driven after drinking alcohol		2.7	2.0	1.4	5.4	5.1	3.4	15.9	13.0	10.2	42.0	39.5	31.5
Been a passenger with drinking driver		26.3	25.3	21.9	32.7	33.4	28.5	43.9	43.1	35.6	54.3	52.3	43.0

**Table 9. Percentage of Students Gambling in the Past Year\***

How many times in the past year (12 months) have you: ('A few times' or more)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Gambled in the past year		21.7	48.9	48.2	33.8	56.6	51.8	36.0	59.6	52.6	37.3	59.5	50.6
Gambled at a casino		n/a	0.7	0.5	n/a	0.8	0.6	n/a	0.9	0.9	n/a	1.3	0.9
Played the lottery		n/a	18.0	16.1	n/a	21.5	17.4	n/a	20.2	16.9	n/a	22.5	16.8
Bet on sports		n/a	21.9	19.5	n/a	28.1	24.4	n/a	30.6	25.0	n/a	28.2	24.0
Bet on cards		n/a	15.8	12.7	n/a	29.2	19.1	n/a	40.0	24.5	n/a	41.1	27.5
Bet on horses		n/a	3.2	3.1	n/a	4.3	3.4	n/a	5.0	3.9	n/a	4.9	3.6
Played bingo for money		n/a	34.3	29.1	n/a	36.1	28.6	n/a	31.7	25.3	n/a	24.4	19.7
Gambled on the internet		n/a	3.7	2.7	n/a	5.9	3.7	n/a	8.0	5.0	n/a	7.1	4.8
Bet on dice		n/a	5.3	4.1	n/a	6.6	5.1	n/a	8.4	5.3	n/a	7.9	5.4
Bet on games of skill		n/a	17.1	14.2	n/a	23.0	17.5	n/a	28.2	20.4	n/a	26.7	20.3
Gambled at a community event		n/a	7.5	6.7	n/a	12.8	9.5	n/a	16.9	10.5	n/a	15.2	10.9

\* Gambling data were not collected prior to 2005

# Data Tables

**Table 10. Percentage of Students Reporting Risk**

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
<b>Community Domain</b>												
Community Disorganization	33.5	31.8	34.9	38.7	35.7	39.2	41.6	41.7	43.3	39.5	41.0	44.5
Laws & Norms Favor Drug Use	34.4	34.7	31.7	34.0	30.4	27.1	32.6	29.2	28.9	42.4	37.8	39.8
Perceived Availability of Drugs	42.0	39.5	39.0	31.7	29.7	27.5	38.5	35.7	31.4	43.3	40.0	35.3
Perceived Availability of Handguns	24.4	21.0	21.3	36.3	33.7	32.4	24.1	23.7	24.8	28.2	27.2	28.2
<b>Family Domain</b>												
Poor Family Management	30.5	34.8	39.2	27.8	30.3	29.7	19.1	20.9	18.6	27.6	28.7	27.2
Parent Attitudes Favor Drug Use	14.3	15.8	11.3	26.1	28.1	22.1	43.8	44.0	37.2	46.6	46.2	38.0
<b>School Domain</b>												
Academic Failure*	n/a	n/a	12.9	n/a	n/a	19.8	n/a	n/a	23.9	n/a	n/a	22.1
Low Commitment to School	44.5	40.4	40.2	47.2	39.5	41.8	55.6	47.8	45.6	47.5	40.8	42.0
<b>Peer-Individual Domain</b>												
Early Initiation of ASB	15.3	16.3	14.7	22.8	23.6	20.8	25.9	26.9	26.0	27.0	28.4	26.2
Early Initiation of Drug Use	28.9	28.0	21.5	34.8	35.6	27.4	40.2	35.6	30.4	49.6	45.5	38.8
Attitudes Favorable to ASB	39.5	36.6	35.2	30.0	27.6	27.2	44.6	41.4	38.5	45.2	42.0	42.2
Attitudes Favorable to Drug Use	21.8	18.5	13.4	29.9	27.6	23.4	44.8	39.9	36.0	51.0	45.6	43.2
Low Perceived Risk of Drug Use	37.8	42.9	40.5	28.0	32.9	27.8	43.1	45.6	41.2	38.5	40.7	40.9
Gang Involvement	8.6	8.4	6.9	8.9	9.7	8.3	8.2	9.7	10.0	6.2	9.5	10.0

**Table 11. Percentage of Students Reporting Protection**

Protective Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
<b>Community Domain</b>												
Opportunities for Prosocial Involvement	82.1	81.5	77.6	86.3	87.3	82.8	82.2	84.7	83.6	83.4	85.4	84.9
<b>Family Domain</b>												
Family Attachment	72.0	70.4	65.8	73.6	74.5	71.5	69.2	67.4	65.7	71.1	69.3	68.6
Opportunities for Prosocial Involvement	68.7	69.9	65.5	69.3	71.6	68.7	59.3	60.7	59.1	59.3	59.3	58.7
<b>School Domain</b>												
Opportunities for Prosocial Involvement	71.9	65.6	67.2	81.3	79.9	79.6	75.5	75.5	77.2	75.4	74.5	76.5
<b>Peer-Individual Domain</b>												
Belief in the Moral Order	68.3	74.5	77.0	69.8	73.0	74.1	49.8	55.8	56.4	47.5	52.2	50.8

\* Academic Failure was not measured prior to 2007.

# Data Tables

**Table 12. Sources and Places of Student Cigarette Use**

The last time I smoked a cigarette I...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
<i>Sample size*</i>	358	296	175	1024	950	837	1904	1919	1861	2277	2336	2537
Bought it WITH a fake ID	1.7	2.0	3.4	2.0	1.6	1.7	1.9	1.9	1.7	2.1	1.5	2.0
Bought it WITHOUT a fake ID	4.5	4.1	2.9	5.4	3.4	2.7	8.6	6.1	5.8	32.2	28.2	31.3
Got it from someone 18 OR OLDER	32.4	33.8	29.1	43.9	48.7	46.1	65.1	63.8	67.6	61.7	65.4	69.0
Got it from someone UNDER 18	33.8	40.2	24.6	45.3	45.7	48.7	48.1	52.1	53.8	27.6	31.6	34.6
Got it from a brother/sister	13.1	15.5	13.1	15.1	17.8	19.5	13.8	17.8	19.6	11.4	11.9	15.1
From home WITH parent's permission	12.6	8.4	10.9	9.8	6.9	5.4	11.6	8.1	8.1	8.3	7.7	8.0
From home WITHOUT parent's permission	32.7	31.1	31.4	29.5	36.0	36.9	19.5	23.3	22.9	10.5	11.6	11.1
Got it from another relative	12.8	22.3	14.9	13.3	20.1	19.0	14.8	17.6	19.1	9.1	10.4	13.9
A stranger bought it for me	4.7	3.7	5.1	6.3	5.5	5.5	7.9	8.6	9.3	4.7	6.5	6.9
Took it from a store	6.4	6.1	1.7	3.7	5.3	5.9	4.5	3.6	5.3	3.1	3.1	4.0
Got It From a Vending Machine	24.6	3.0	4.6	22.3	2.9	1.7	14.1	2.8	2.6	12.2	2.4	2.4
Other	n/a	n/a	33.1	n/a	n/a	31.2	n/a	n/a	23.5	n/a	n/a	19.0
On the last day I smoked, I smoked at...	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
<i>Sample size*</i>	358	302	159	1067	957	818	1939	1918	1845	2318	2347	2488
Home	36.0	39.1	39.6	39.6	42.9	43.3	37.4	41.5	43.3	31.6	33.0	34.3
Someone else's home	45.8	49.0	44.0	52.5	54.9	53.5	53.7	58.7	60.2	48.7	52.7	57.8
Open area	29.1	27.5	30.2	39.2	38.8	42.5	45.7	47.9	50.8	43.1	46.3	54.0
Sporting event or concert	5.6	5.3	1.3	8.1	8.5	7.5	13.3	15.1	13.1	15.4	15.3	18.7
Restaurant or bar	4.5	4.3	1.9	6.6	4.5	3.2	10.4	9.7	6.6	18.6	17.1	18.5
Empty building or site	9.8	13.2	5.7	11.2	13.8	12.5	11.1	12.3	11.7	8.6	9.9	10.7
Hotel/motel	4.2	6.6	3.1	6.6	6.4	7.8	11.0	11.3	10.0	15.2	12.2	15.5
In a car	20.4	19.9	16.4	32.1	32.1	31.8	58.9	57.0	58.2	70.0	68.6	72.6
<b>One or more adults present at last day of cigarette use</b>	13.4	19.9	25.2	16.4	20.2	18.5	20.2	22.3	19.0	27.7	24.4	23.5

\* Sample size represents the number of youth who answered the question, not including students reporting no cigarette 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.

## Data Tables

**Table 13. Sources and Places of Student Alcohol Use\***

When I drank alcohol during the past year I...	Grade 6	Grade 8	Grade 10	Grade 12
	State 2007	State 2007	State 2007	State 2007
<i>Sample size**</i>	453	1813	3801	4472
Bought it in a store such as a liquor store, gas station, or grocery store	3.1	2.3	3.4	7.1
Bought it at a restaurant, bar or club	2.4	2.0	2.7	5.4
Bought it at a public event	2.4	3.0	3.3	6.0
Gave someone I know money to buy it for me	5.1	16.2	41.2	62.9
Gave a stranger money to buy it for me	2.2	4.3	9.5	16.9
Got it from a brother or sister	9.5	17.4	23.0	23.6
Got it from a parent or guardian	46.1	33.0	21.1	18.5
Got it from another relative	23.4	27.7	26.3	23.4
Got it from a friend	15.9	49.3	71.6	79.0
Got it from someone I did not know at a party or event	6.0	12.2	23.1	32.0
Took it from home without my parents' permission	14.1	25.8	24.3	19.3
Took it from a store or shop	1.5	2.0	3.8	4.1
Got it some other way	20.8	19.9	17.7	17.0
During the past year, I drank alcohol at...	Grade 6	Grade 8	Grade 10	Grade 12
	State 2007	State 2007	State 2007	State 2007
<i>Sample size**</i>	457	1830	3822	4481
At my home	56.9	55.9	51.9	53.4
At someone else's home	33.7	60.1	78.3	86.4
At a restaurant, bar, or club	5.0	4.7	5.4	11.9
At a public event such as a concert or sporting event	2.6	6.1	9.5	18.4
At an open area like a park, lake, field, or a street corner	10.7	19.3	31.8	41.4
In an empty building or a construction site	2.8	5.1	7.5	9.8
In a car	7.0	17.3	35.3	51.0
At a hotel/motel	2.6	7.6	10.7	19.0
On school property	1.1	3.1	6.0	8.4
At some other place not listed	22.1	27.4	27.4	31.7
<b>One or more adults present at last day of alcohol use</b>	7.0	17.3	35.3	51.0

\* 2003/05 NRPFFS measured alcohol sources/places data which were not comparable to 2007 data due to changes in the questionnaire.

\*\* Sample size represents the number of youth who answered the question. (Students reporting no drinking in the past year were directed to skip the question.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

# Data Tables

**Table 14. Drug Free Communities Report\***

Outcome	Definition	Substance	State 2007											
			Grade 6		Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
<b>Perception of Risk</b> <i>(People are at Moderate or Great Risk of harming themselves if they...)</i>	drink 1 or two drinks nearly every day	Alcohol	71.4	6229	71.9	7920	66.8	8457	62.5	7419	63.5	14770	72.6	14863
	smoke 1 or more packs of cigarettes per day	Cigarettes	86.9	6286	91.1	8007	91.0	8502	91.0	7445	89.2	14888	91.2	14958
	smoke marijuana regularly	Marijuana	88.7	6039	91.5	7699	84.9	8271	78.0	7262	83.9	14376	87.6	14519
<b>Perception of Parent Disapproval</b> <i>(Parents feel it would be Wrong or Very Wrong to...)</i>	drink beer, wine, or hard liquor regularly	Alcohol	98.0	6400	94.0	8076	89.1	8611	80.2	7513	89.5	15087	90.7	15121
	smoke cigarettes	Cigarettes	99.2	6440	97.3	8122	94.3	8651	86.1	7546	94.1	15176	94.1	15183
	smoke marijuana	Marijuana	99.8	6423	99.1	8113	97.0	8643	95.2	7541	97.5	15153	97.9	15169
<b>Perception of Peer Disapproval</b> <i>(I think it is Wrong or Very Wrong for someone my age to...)</i>	drink beer, wine, or hard liquor regularly	Alcohol	97.4	6447	88.0	8127	68.4	8653	53.6	7548	75.6	15188	76.5	15183
	smoke cigarettes	Cigarettes	98.1	6432	92.5	8122	79.8	8656	62.5	7558	82.8	15184	82.7	15183
	smoke marijuana	Marijuana	99.3	6421	95.7	8106	85.3	8637	77.1	7551	87.9	15154	90.1	15163
<b>Past 30-Day Use</b>	at least one use in the past 30 days	Alcohol	2.1	6364	10.3	8051	27.1	8517	41.8	7466	21.3	14972	20.8	15030
		Cigarettes	0.9	5882	4.7	7845	13.4	8238	24.1	7308	10.8	14375	11.5	14528
		Marijuana	0.3	6344	2.1	8034	8.5	8515	13.2	7466	6.8	14941	5.8	15025
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
<b>Average Age of Onset**</b> <i>(How old were you when you first...)</i>	had more than a sip or two of beer, wine or hard liquor?	Alcohol	19.9	6452	36.5	8118	58.0	8664	73.0	7572	49.1	15210	46.9	15201
		Average age:	10.4 years		11.7 years		13.2 years		14.3 years		12.8 years		13.3 years	
	smoked a cigarette, even just a puff?	Cigarettes	5.7	6444	17.7	8101	34.3	8654	49.9	7554	27.8	15176	27.5	15178
		Average age:	10.3 years		11.4 years		12.6 years		14 years		12.8 years		13 years	
	smoked marijuana?	Marijuana	0.7	6471	5.5	8140	18.7	8673	30.6	7568	14.8	15232	13.7	15220
		Average age:	10.7 years		12 years		13.6 years		14.8 years		13.9 years		14.2 years	

\* The "Sample" column represents the sample size (the number of youth who answered the question). The "Percent" column represents the percentage of youth in the sample answering the question as defined.

\*\* For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students who did not use). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

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