

ADAPT Student Survey Report

Livingston

Introduction

The need for such a survey is clear. The “drug problem” and the context within which substance use and abuse occurs will not improve without intervention.

Like other local and national studies of drug use, this survey attempts to shed light on and more accurately describe the ever-changing use of illicit drugs by youth. With prevalence and trend data, public debate can be enhanced and resources and policymaking can be based on evidence, not misconceptions.² Information received through this survey has been very valuable in helping community organizations, coalitions, and schools develop needed research and evidence based prevention and intervention services throughout Essex County.

The 2014 Student Survey involved over 450 Livingston students from grades 8-12, with a focus on grades 8, 10 and 12. The survey was administered during the month of October 2014. The study describes recent trends in the use, perceived harm, parental and peer disapproval, availability, and access associated with a variety of drugs. Other contextual features (perceived safety, physical and emotional status, etc.) are also presented. This report is divided into 6 sections. First, we outline the **Study Design and Methods** used in the implementation of the study, including a description of the population of students involved in the study. This is followed by an **Executive Summary** of the 2014 survey. This section contains a brief discussion of the study. Based on the fact that no two substances are used, acquired, or perceived in the same ways—and that significant differences exist in the data between the drug classes—we provide **Specific Results for 30 Day Use, Perception of Risk of Harm, Perception of Parental Disapproval and Perception of Peer Disapproval**, which are the Core Measures tracked by the federal government for Alcohol, Tobacco and Marijuana. **Past Year Use** for all of the other drugs by combined grade level. Lastly, **Risk and Protective Factors** identified in the survey, school factors, activity levels and types, perceptions of safety, and **Where Youth Obtain Drugs and Alcohol. Demographic Tables** are provided at the end of the report.

Study Design and Methods

ADAPT contracted with Epiphany Community Services to deliver and analyze the biannual drug and alcohol survey, based on the Communities That Care Survey for a random sample of students in grades 8, 10 and 12. The survey was given during late November 2014. A total of 478 surveys were completed with rejection rate/ incompleteness rate of 5% (25 surveys) for a total 453 surveys being used.

Surveys were rejected when:

1. The student answered questions inconsistently, saying they did not use in the past year but did use in the last 30 days;
2. The student answered they took the “fake” drug;
3. The student answered they took all of the drugs all of the time at the highest level possible
4. Surveys were considered incomplete if less than 75% of the survey questions were answered.

Because of the size of the 2014 survey (n=478), representing a total population of 1,343 in grades 8, 10 and 12 or 35.6%, the margin of error for all respondents is estimated to be approximately 4.29% with a 95% confidence interval. Such a confidence interval means that for any particular statistic reported, there is a 95% probability that the true value falls in a range from -4.35 to + 4.35 around the value. For example, if 75% of respondents endorse a particular item, then the reader can interpret this to mean there is a 95% chance the true score falls in the range of 71.1% to 78.9%. The confidence interval decreases along and the margin of error increases as the grades are broken down. The grade and gender breakdown is depicted in the following table.

Grade	Total	Male	Female
8	163	76	87
10	176	91	84
12	131	75	55

Study Design and Methods

Limitations

It is important to note that survey results are based on the responses of students who were in attendance the day the survey was administered as well as the proportion of respondents to each individual question. Since some students were not present and some did not answer every question on the survey, not every question was based on the same number of respondents. It is also important to note that self reported is sometimes criticized for being inaccurate; especially when the target population is youth or the topic under question is illicit drug use behavior. Self reports can be influenced by a variety of factors, including lapses in memory, the desire to appear a certain way (either “better” or “worse than one’s actual behavior might indicate), and the ability to comprehend the question. Specific research procedures can be put in place to increase the chances of students reporting truthfully. It has been found that school based, self-administered surveys like the 2104 Student Survey “appear to yield higher prevalence than either telephone surveys or face to face interviews, but lower prevalence than biochemical indicators of substance use or methods that provide even greater anonymity. The most objective comparison data, and low self-reported use of a fictitious drug suggest that most self reported behaviors on school based surveys are likely valid but some underreporting may occur.” While self reports have their weaknesses, they are perhaps one of the best ways to determine many of the things we are seeking in this survey, like age of onset, perceptions of harm, and perceptions of availability. “Survey research can provide a more thorough profile of drug use and abuse among a broader cross section of the population, it can also provide a much greater range of information for use in designing intervention strategies.” Additional limitations include the likelihood of the sample by grade and gender being representative of the entire population as they are outside the accepted confidence interval and margin of error.

Format of the Report

The report is laid out in a graphical format depicting use for all grades, broken down by grade for core measures of substance using behavior. Breakdown by grade and gender were not provided due to described limitations.

Executive Summary

As a result of the survey completed within the Livingston School District, several items should be highlighted. These include:

- Among respondents, alcohol is the primary drug of choice followed by marijuana, then tobacco and Rx drugs.
- Among those who said they use prescriptions drugs without a prescription, stimulants were more likely to be used than any other type.
- Use goes up as respondents got older, except in the case of Rx drugs.
- Most respondents (59.9%) said there was no risk or only a slight risk in “trying marijuana.” In the 12th grade, 73.8% of respondents stated there to be no or slight risk in “trying marijuana.”
- Most respondents felt their parents would disapprove of their use of substances, with alcohol showing the lowest level of disapproval.
- Perception of peer disapproval of substance use decreases as age increases.
- Alcohol was used the most during the past year at 31.6%.
- Of the illicit drugs included in the survey (not including alcohol, tobacco, marijuana, prescription drugs), inhalants were the most likely to be used in the past year (1.3%)
- Most respondents feel it is very hard or hard to access substances, except alcohol.
- Of those respondents who drink, the primary source is either from the individual’s home or a friend’s home without permission.
- Of those respondents who use prescription drugs, the primary sources are at home with permission and home without permission.
- The respondents indicated strong engagement with their parents in relationship to rules, consequences and homework.
- The respondents showed a moderately strong indication that their school cares about them and seeks to be helpful to them.
- Most respondents have a positive view of school.
- 46% of respondents indicated their “best friends” have tried alcohol.
- Most respondents indicated their “best friends” have made a commitment to stay drug free, participate in activities, and like school.
- Most respondents feel the adults in their community model appropriate behavior with “being drunk or high” the negative behavior most commonly observed.
- Most respondents do not view risky behavior as cool such as drug use and carrying a handgun.

Conclusions

Generally speaking, the students who attend Livingston Schools, are not heavy users of alcohol and other drugs and have a positive view of the community, schools and parents. There are some areas of concerns that can be drawn from the data. Alcohol is the number one drug of choice in the last 30 days and in past year use. It has been reported as “very easy” or “sort of easy” to access, most commonly from homes without permission. While marijuana is not reported to be as highly used, the majority of students associate little risk with trying it once or twice. Most youth find their school and community a supportive place that has access to appropriate activities. While most kids have a positive relationship with the school and feel supported, there is an indication that the majority of respondents do not feel their school lets their parents know when they are doing a good job.

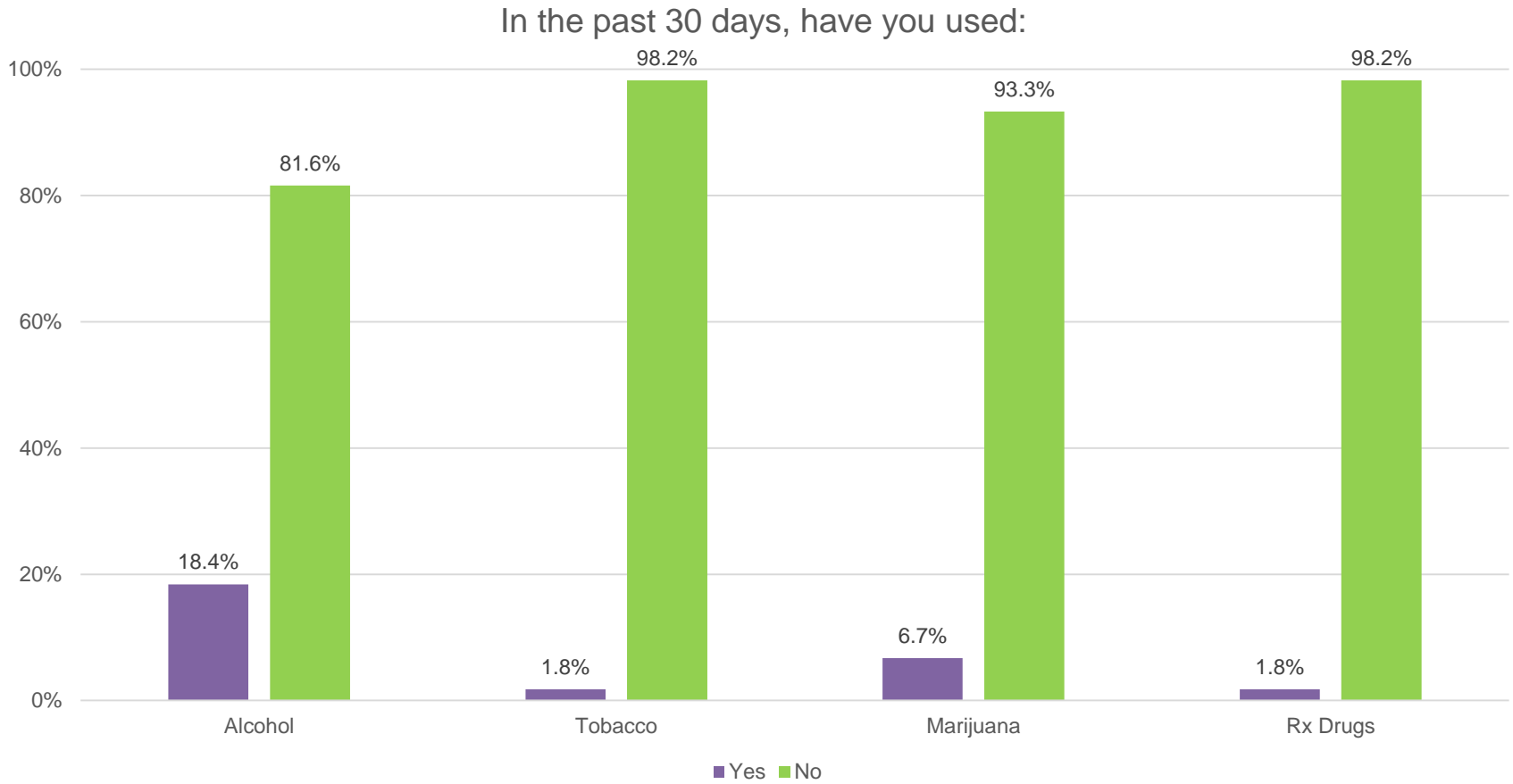
Recommendations

The use of data is key to understanding how kids behave and interact with their community. As such, the following recommendations provide a starting point for discussion and action.

1. Review the data with others in the community to relate content to the context in which the youth live.
2. Acknowledge the school is not solely responsible for addressing substance abuse, but that it is a community problem.
3. Bring focus to the danger of marijuana use and look at how this is reinforced in the community.
4. Seek to understand how parents are told of their youth’s progress in school to make sure the communication is appropriate and received.
5. Engage outside entities in bringing a focus on substance use and how to prevent it.

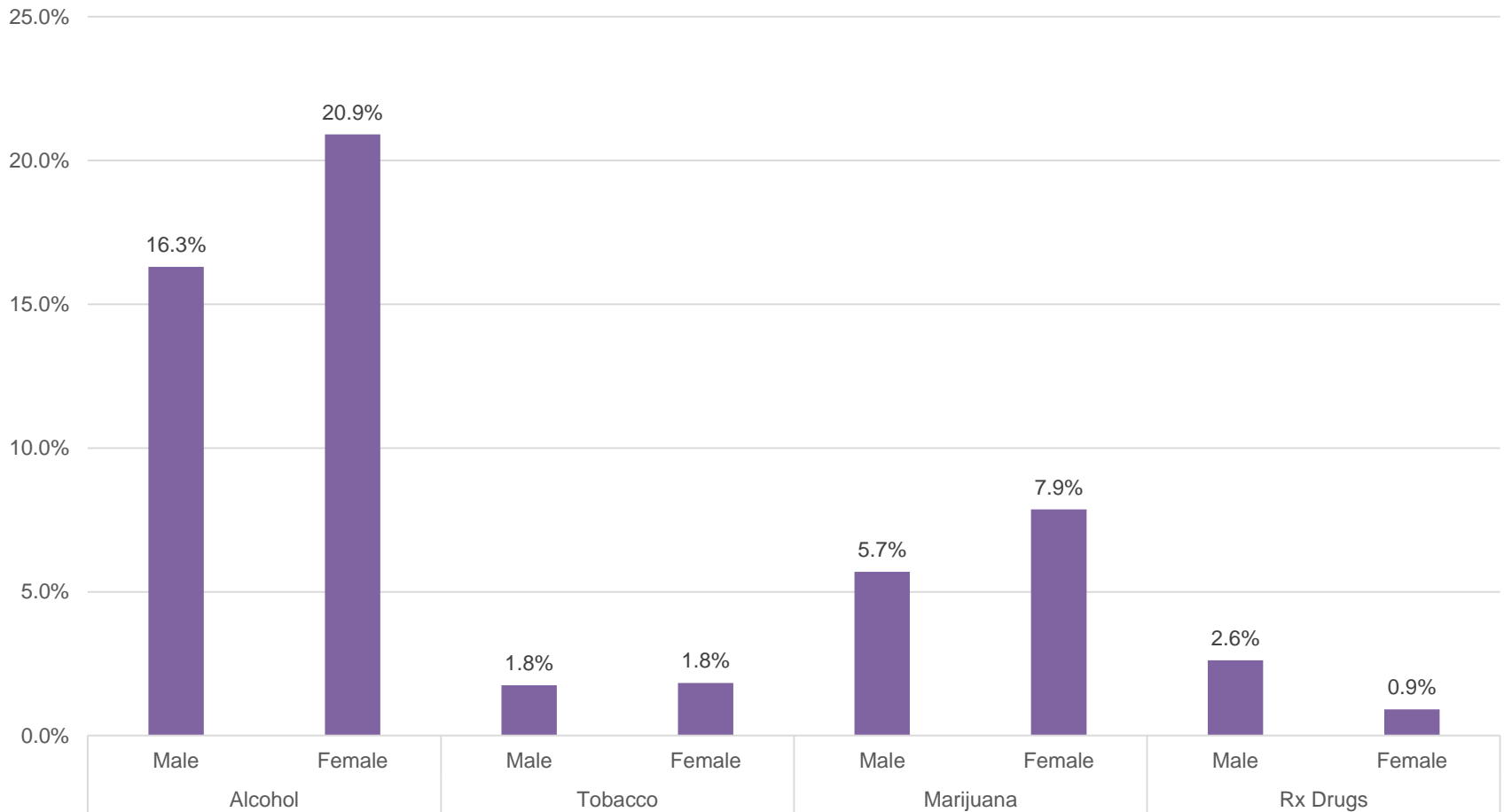
30 Day Use

30 day use of alcohol, tobacco, marijuana, and prescription drugs is representative of the number of youth who say they have used at least once in the last 30 days. This measure is indicative of regular use, as well as predictive of potential for future use.



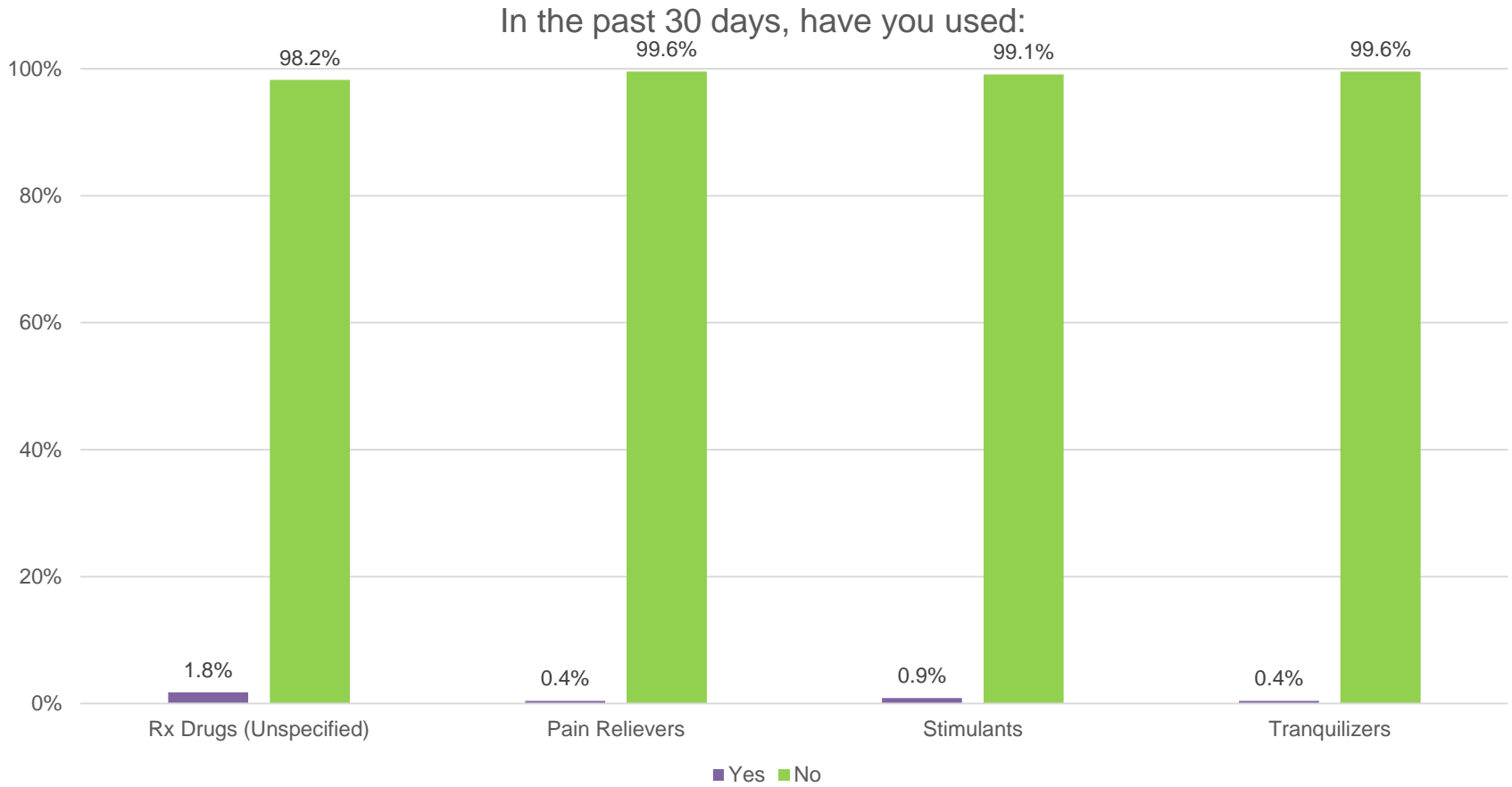
30 Day Use

30 Day Use by gender



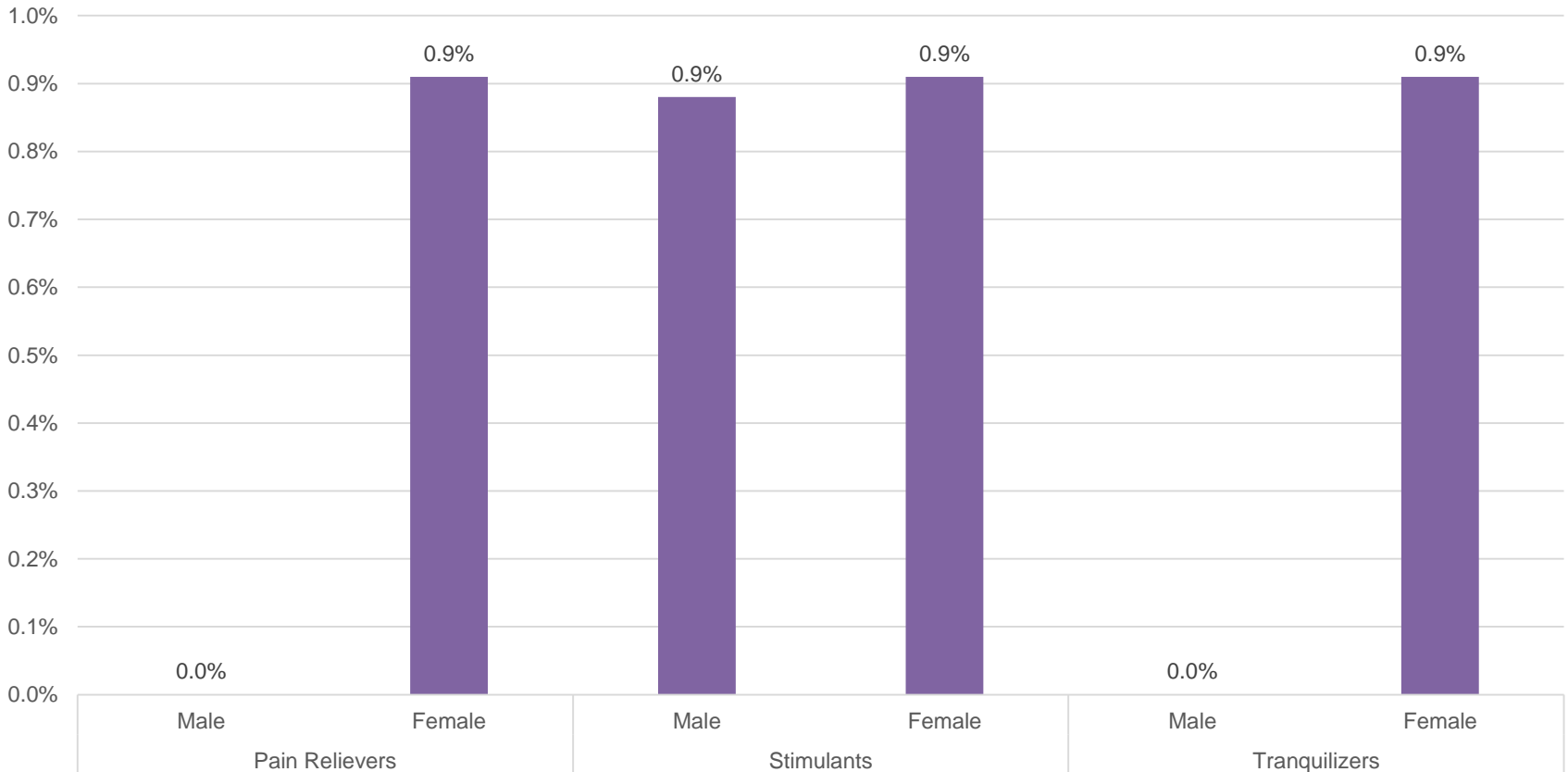
30 Day Prescription Drug Use

The following graph provides a more in-depth look at the past 30 day use of the most commonly misused and abused types of prescription medications.



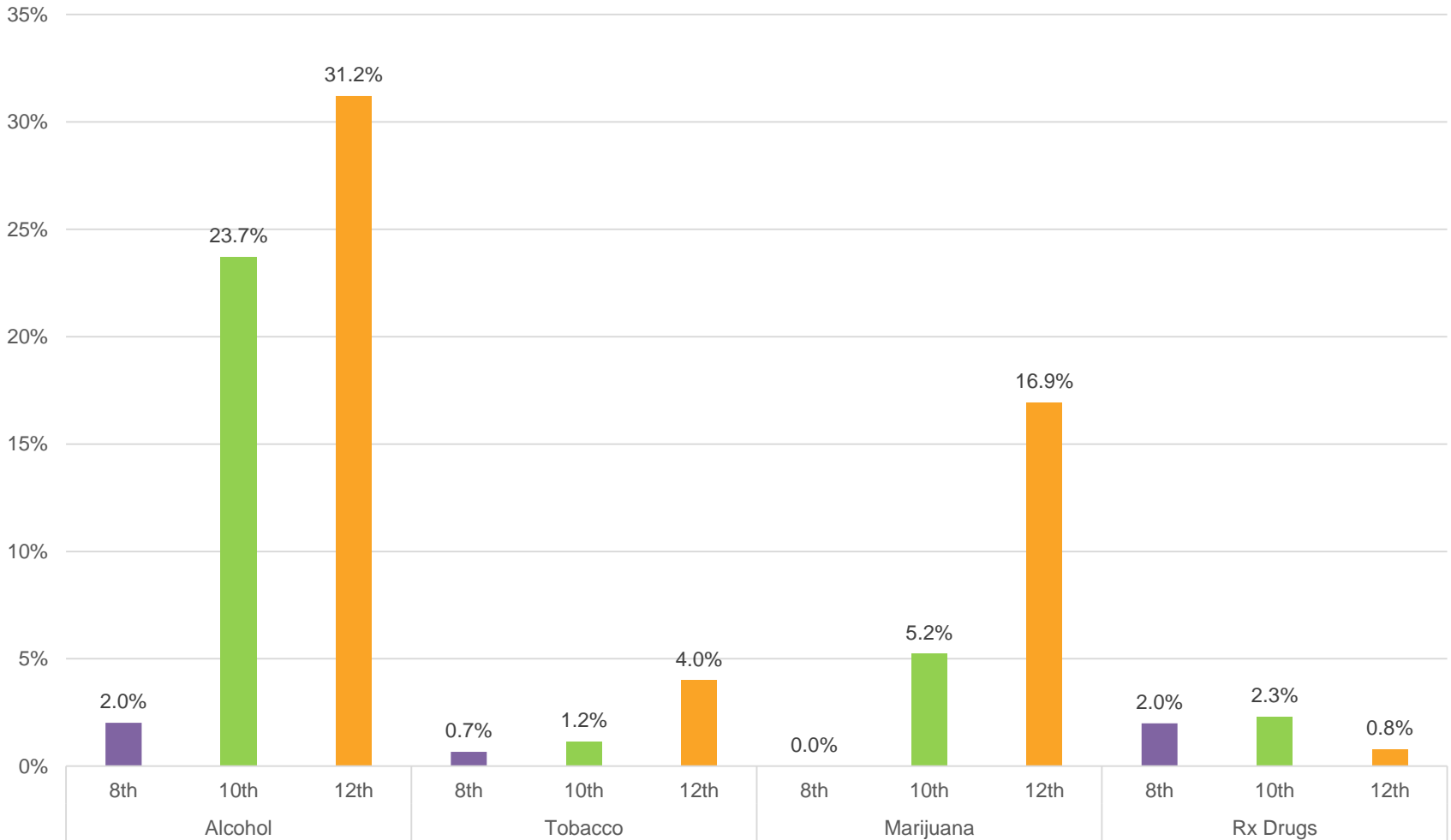
30 Day Prescription Drug Use

In the past 30 days, have you used:



*It is important to note that the scale of this graph ranges from only 0-1%. Very few respondents reported use of these substances within the past 30 days.

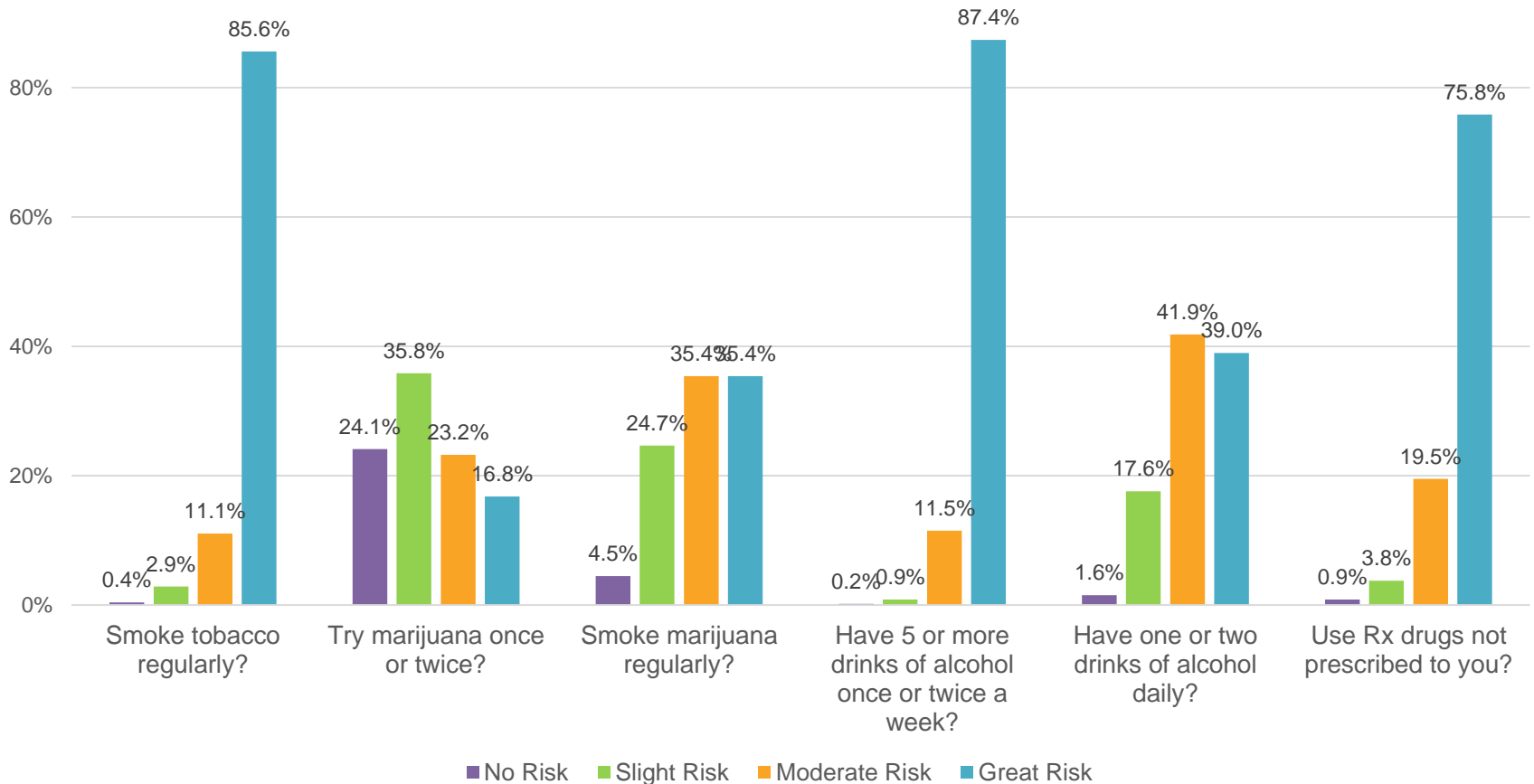
30 Day Use by Grade



Perception of Risk of Harm

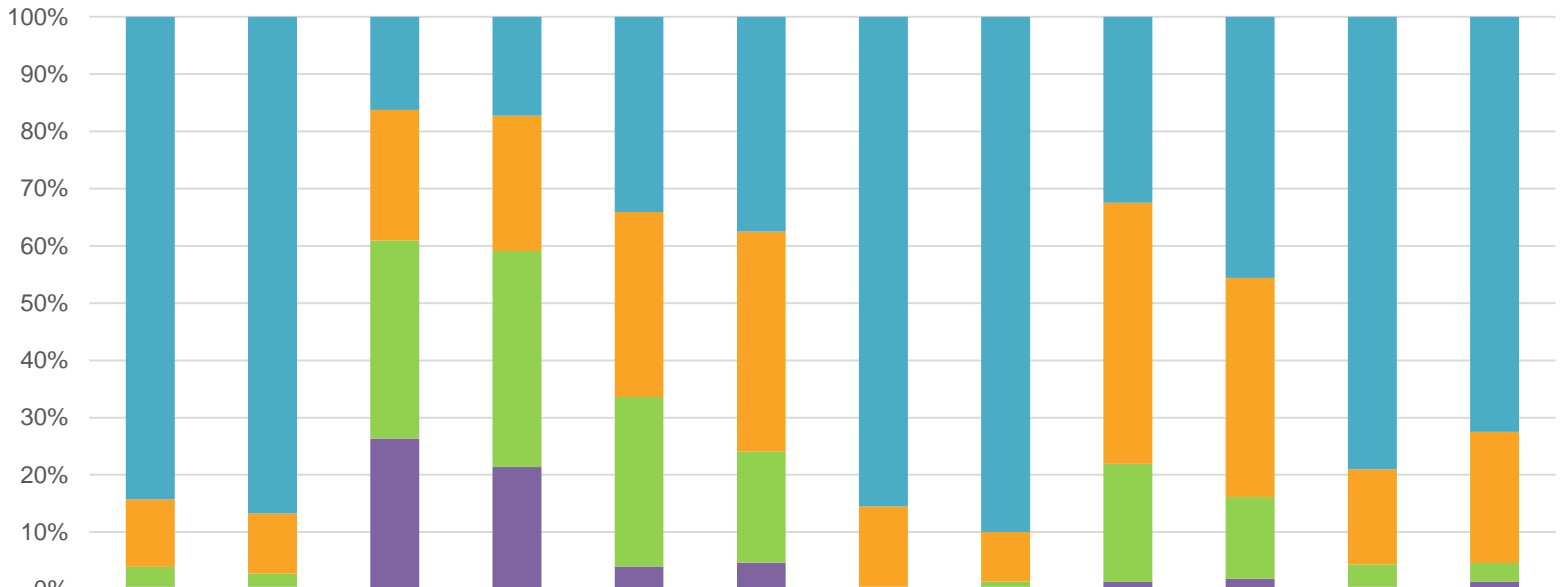
Perceived harm from nicotine (tobacco), drinking alcohol (beer, wine, or liquor), smoking marijuana, and misusing prescription medications are indicators of why youth use or do not use substances.

How much do you risk harming yourself if you:



Perception of Risk of Harm

How much do you risk harming yourself if you:

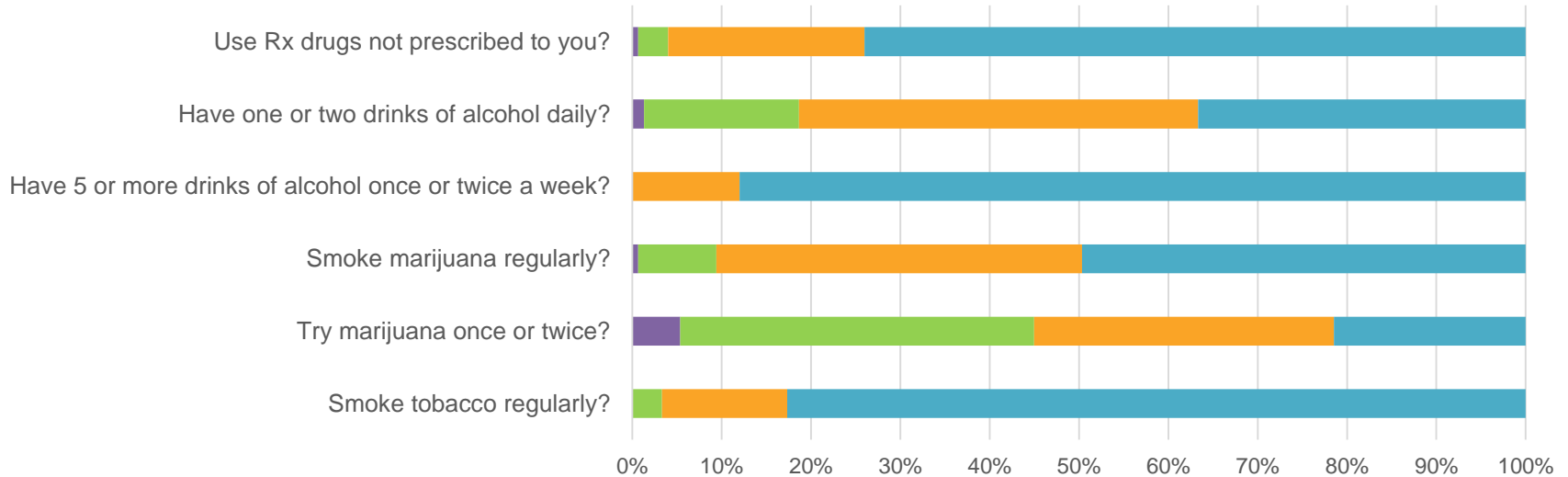


	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Smoke tobacco regularly?		Try marijuana once or twice?		Smoke marijuana regularly?		Have 5 or more drinks of alcohol nearly every day?		Have one or more drinks of alcohol nearly every day?		Use Rx drugs not prescribed to you?	
Great Risk	84.3%	86.8%	16.2%	17.3%	34.1%	37.5%	85.5%	90.0%	32.5%	45.6%	79.0%	72.5%
Moderate Risk	11.8%	10.5%	22.8%	23.6%	32.3%	38.4%	14.0%	8.6%	45.6%	38.3%	16.6%	22.9%
Slight Risk	3.5%	2.3%	34.7%	37.7%	29.7%	19.4%	0.4%	0.9%	20.6%	14.3%	3.9%	3.2%
No Risk	0.4%	0.5%	26.3%	21.4%	4.0%	4.6%	0.0%	0.5%	1.3%	1.8%	0.4%	1.4%

■ No Risk ■ Slight Risk ■ Moderate Risk ■ Great Risk

Perception of Risk

8th Grade Perception of Risk

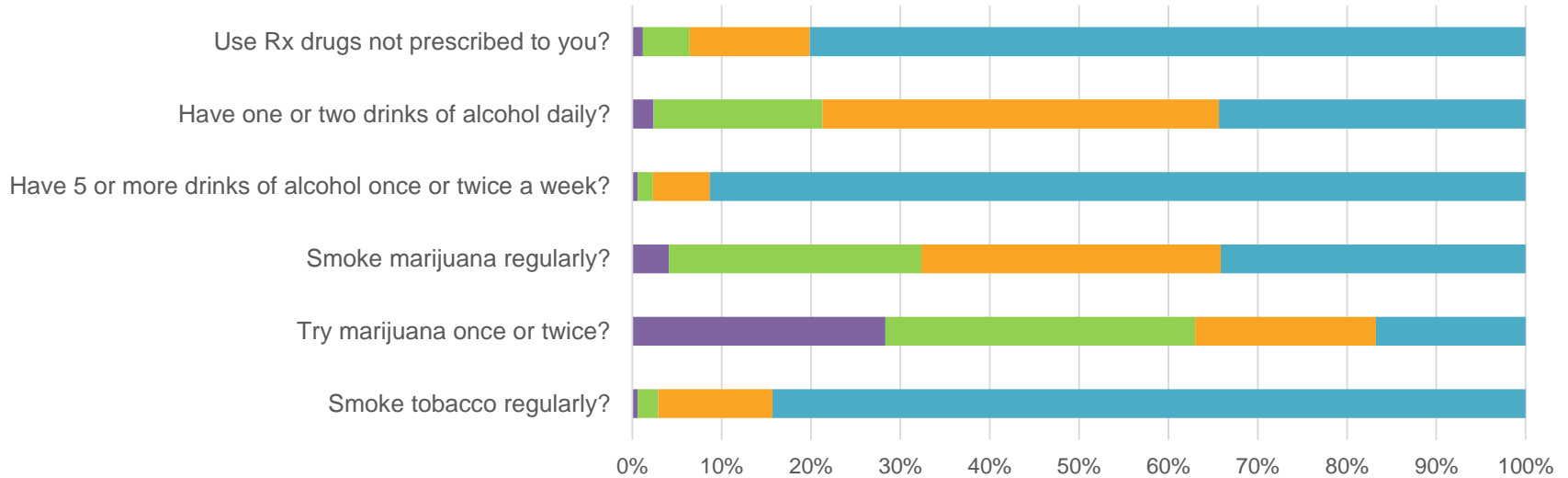


	Smoke tobacco regularly?	Try marijuana once or twice?	Smoke marijuana regularly?	Have 5 or more drinks of alcohol once or twice a week?	Have one or two drinks of alcohol daily?	Use Rx drugs not prescribed to you?
■ No Risk	0.0%	5.4%	0.7%	0.0%	1.3%	0.7%
■ Slight Risk	3.3%	39.6%	8.7%	0.0%	17.3%	3.3%
■ Moderate Risk	14.0%	33.6%	40.9%	12.0%	44.7%	22.0%
■ Great Risk	82.7%	21.5%	49.7%	88.0%	36.7%	74.0%

■ No Risk ■ Slight Risk ■ Moderate Risk ■ Great Risk

Perception of Risk

10th Grade Perception of Risk

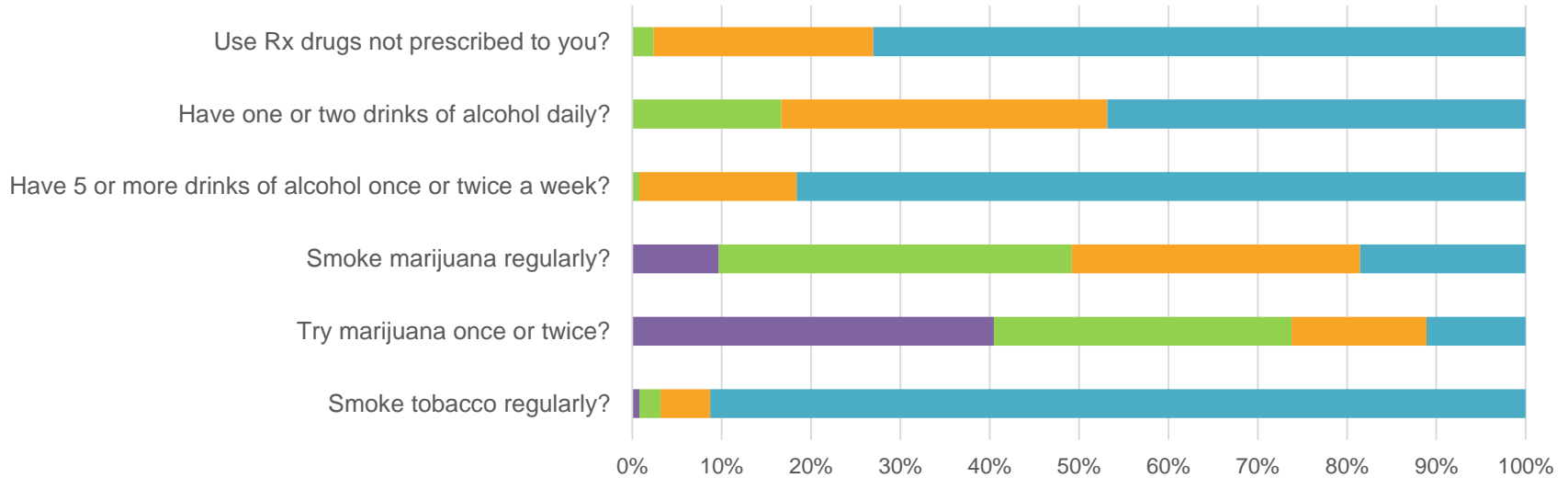


	Smoke tobacco regularly?	Try marijuana once or twice?	Smoke marijuana regularly?	Have 5 or more drinks of alcohol once or twice a week?	Have one or two drinks of alcohol daily?	Use Rx drugs not prescribed to you?
■ No Risk	0.6%	28.3%	4.1%	0.6%	2.4%	1.2%
■ Slight Risk	2.3%	34.7%	28.2%	1.7%	18.9%	5.3%
■ Moderate Risk	12.8%	20.2%	33.5%	6.4%	44.4%	13.5%
■ Great Risk	84.3%	16.8%	34.1%	91.3%	34.3%	80.1%

■ No Risk ■ Slight Risk ■ Moderate Risk ■ Great Risk

Perception of Risk

12th Grade Perception of Risk



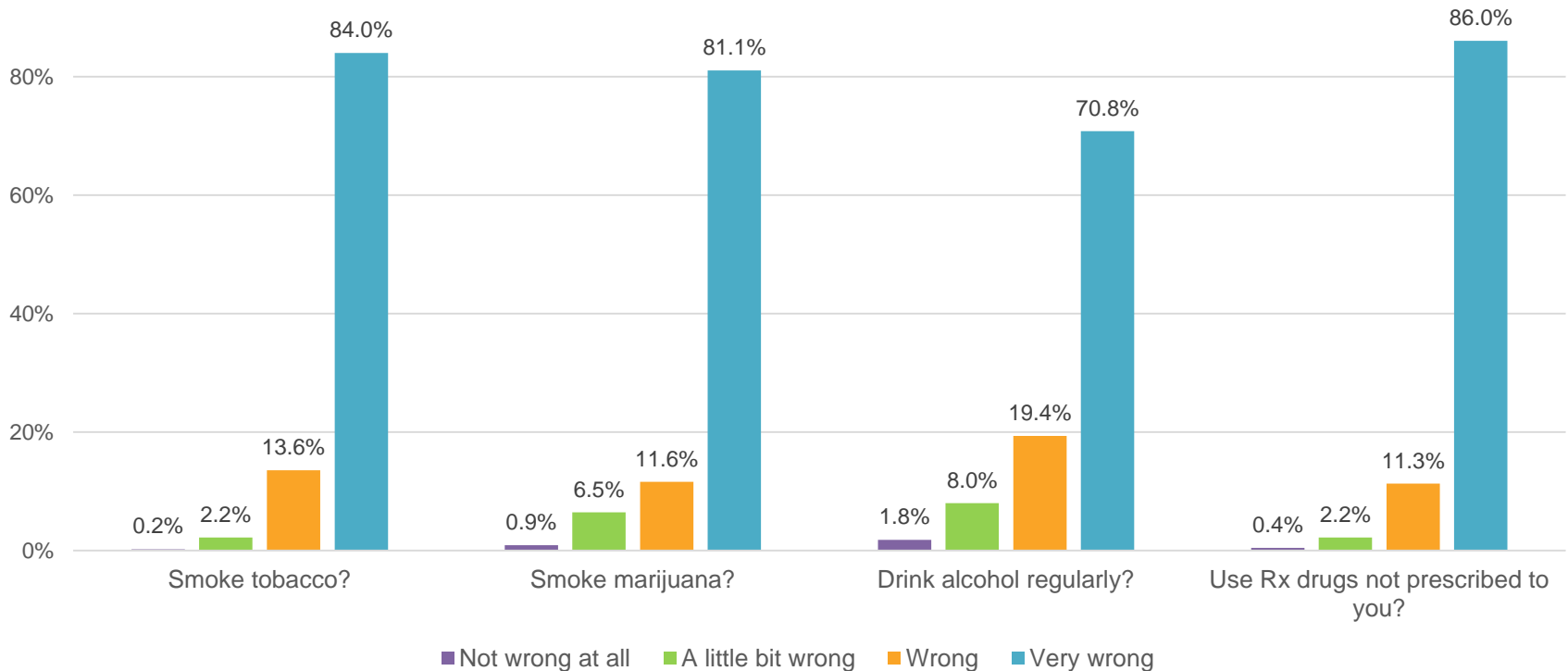
	Smoke tobacco regularly?	Try marijuana once or twice?	Smoke marijuana regularly?	Have 5 or more drinks of alcohol once or twice a week?	Have one or two drinks of alcohol daily?	Use Rx drugs not prescribed to you?
■ No Risk	0.8%	40.5%	9.7%	0.0%	0.0%	0.0%
■ Slight Risk	2.4%	33.3%	39.5%	0.8%	16.7%	2.4%
■ Moderate Risk	5.6%	15.1%	32.3%	17.6%	36.5%	24.6%
■ Great Risk	91.3%	11.1%	18.5%	81.6%	46.8%	73.0%

■ No Risk ■ Slight Risk ■ Moderate Risk ■ Great Risk

Perception of Parental Disapproval

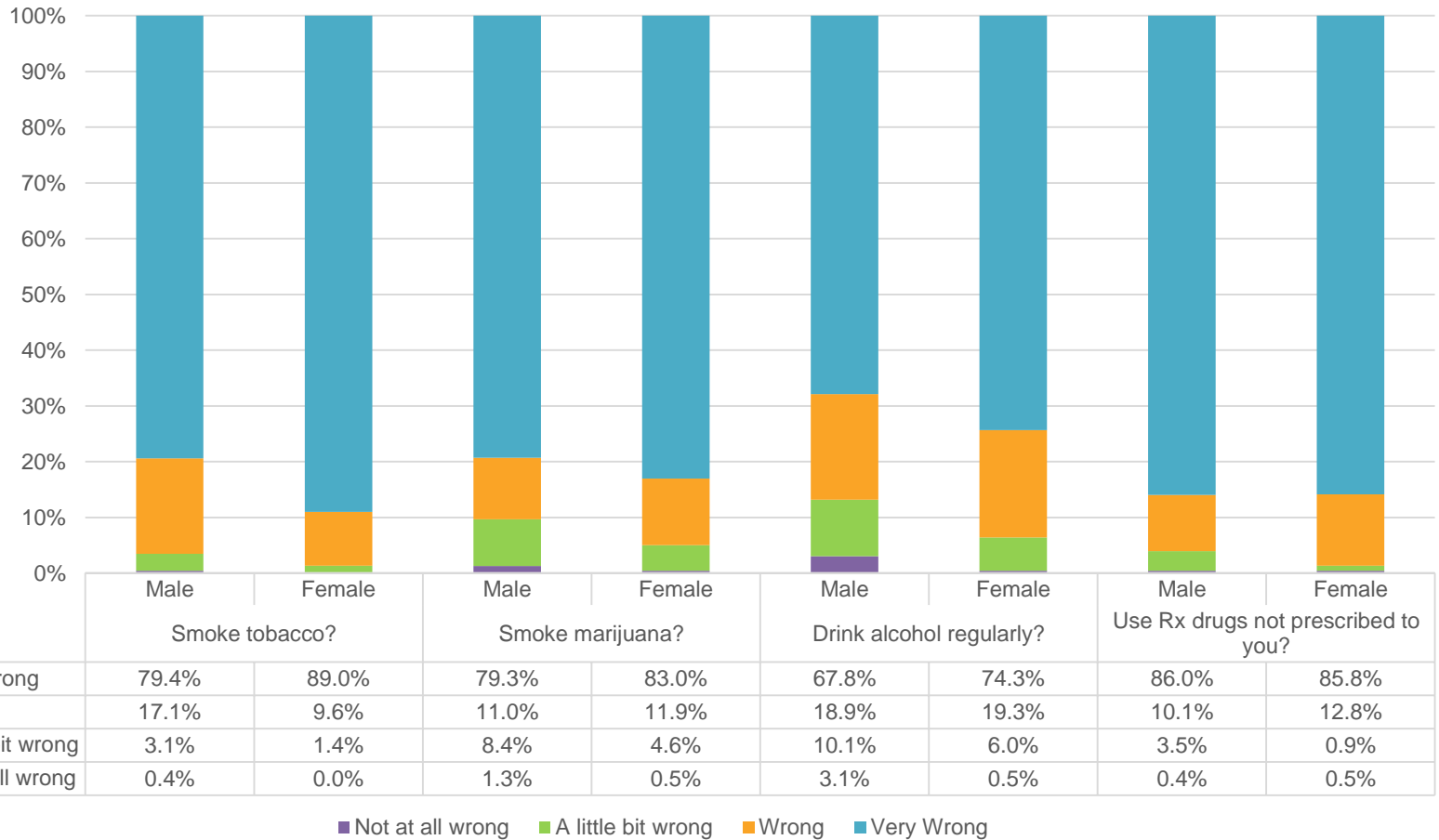
Perceived parental disapproval is an important factor in whether or not youth use substances. Research indicates that “youths who perceive that their parents disapprove of substance use and who report that their parents are involved in their day-to-day activities are less likely than those who do not to use alcohol, tobacco, or illicit drugs”.¹⁰ This research also indicates that perceived disapproval and parental involvement decreases as children age.

How wrong do your parents feel it would be for you to:



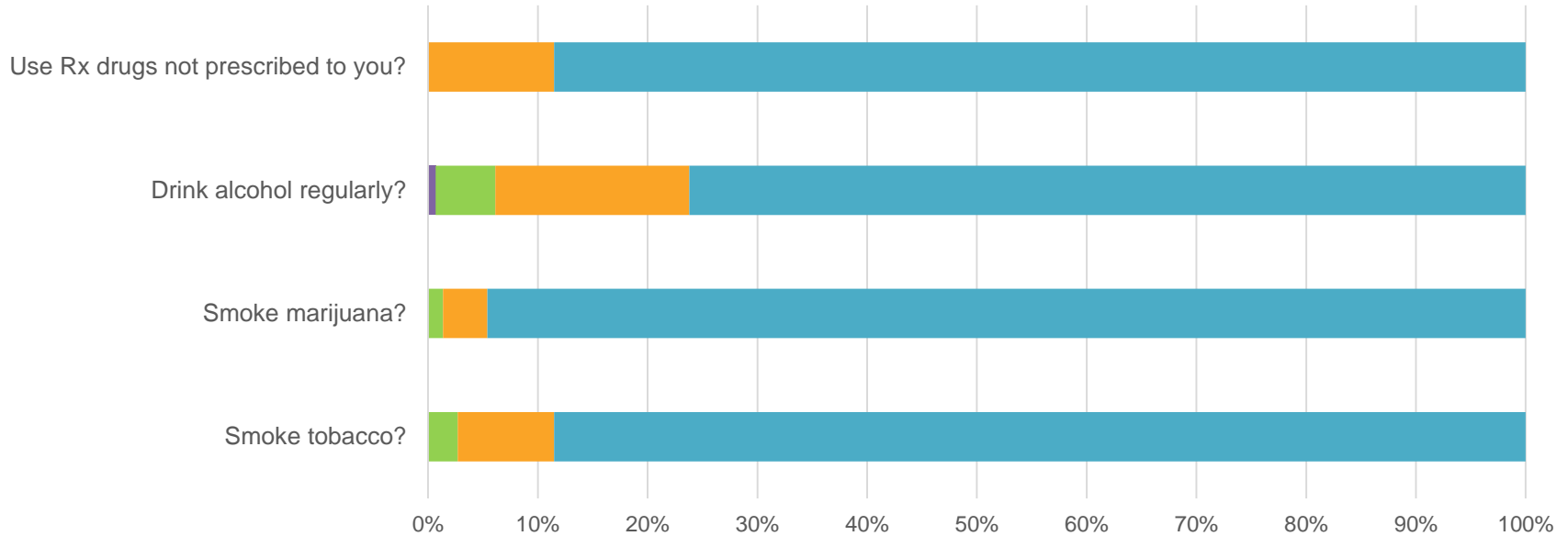
Perception of Parental Disapproval

How wrong do your parents feel it would be for you to:



Perception of Parental Disapproval

8th Grade Perception of Parental Disapproval

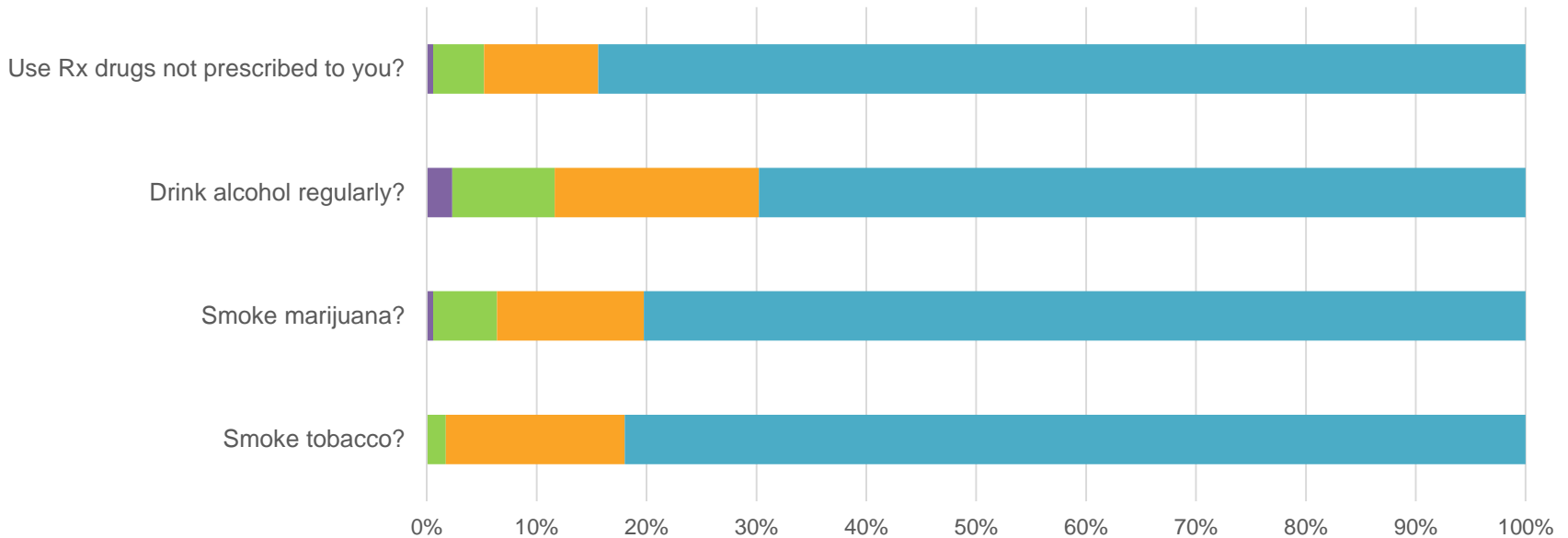


	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	0.0%	0.0%	0.7%	0.0%
■ A little bit wrong	2.7%	1.4%	5.4%	0.0%
■ Wrong	8.8%	4.1%	17.7%	11.5%
■ Very wrong	88.5%	94.6%	76.2%	88.5%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Perception of Parental Disapproval

10th Grade Perception of Parental Disapproval

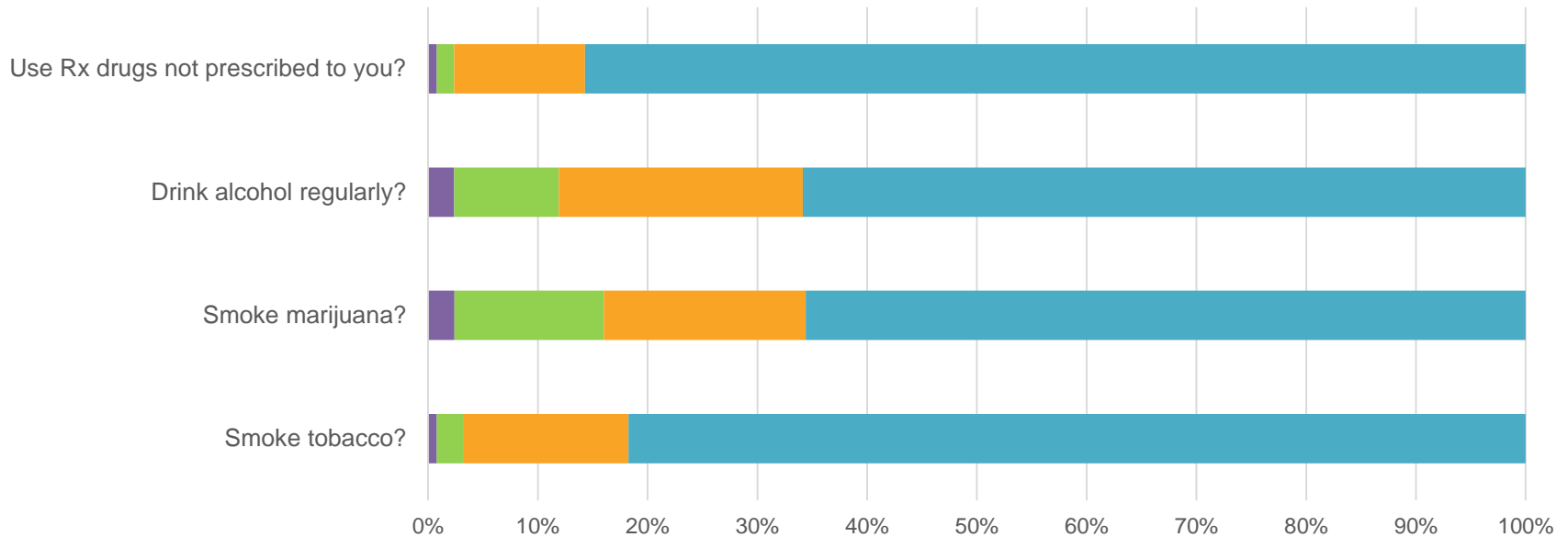


	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	0.0%	0.6%	2.3%	0.6%
■ A little bit wrong	1.7%	5.8%	9.3%	4.6%
■ Wrong	16.3%	13.4%	18.6%	10.4%
■ Very wrong	82.0%	80.2%	69.8%	84.4%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Perception of Parental Disapproval

12th Grade Perception of Parental Disapproval



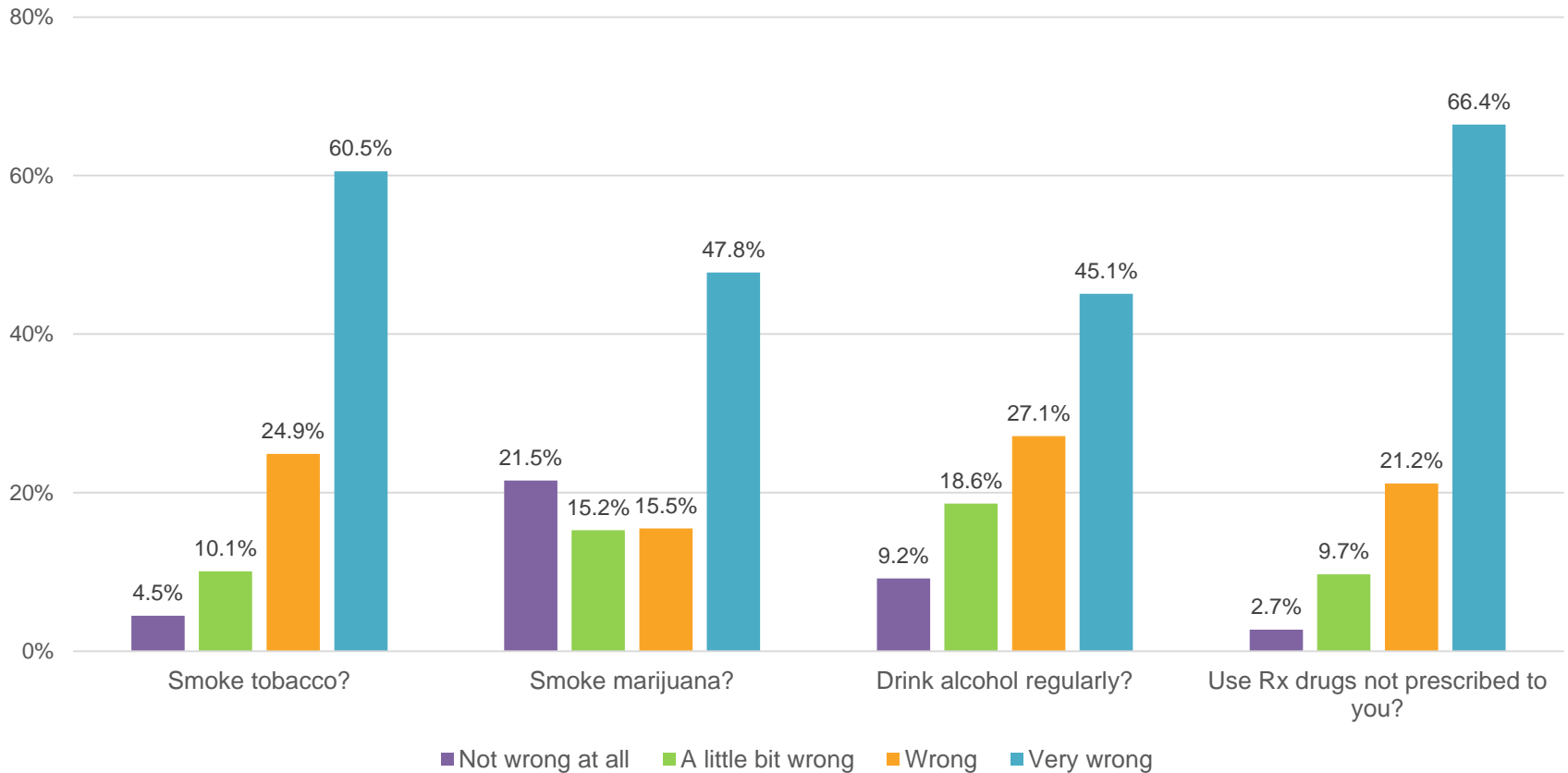
	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	0.8%	2.4%	2.4%	0.8%
■ A little bit wrong	2.4%	13.6%	9.5%	1.6%
■ Wrong	15.1%	18.4%	22.2%	11.9%
■ Very wrong	81.7%	65.6%	65.9%	85.7%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Perception of Peer Disapproval

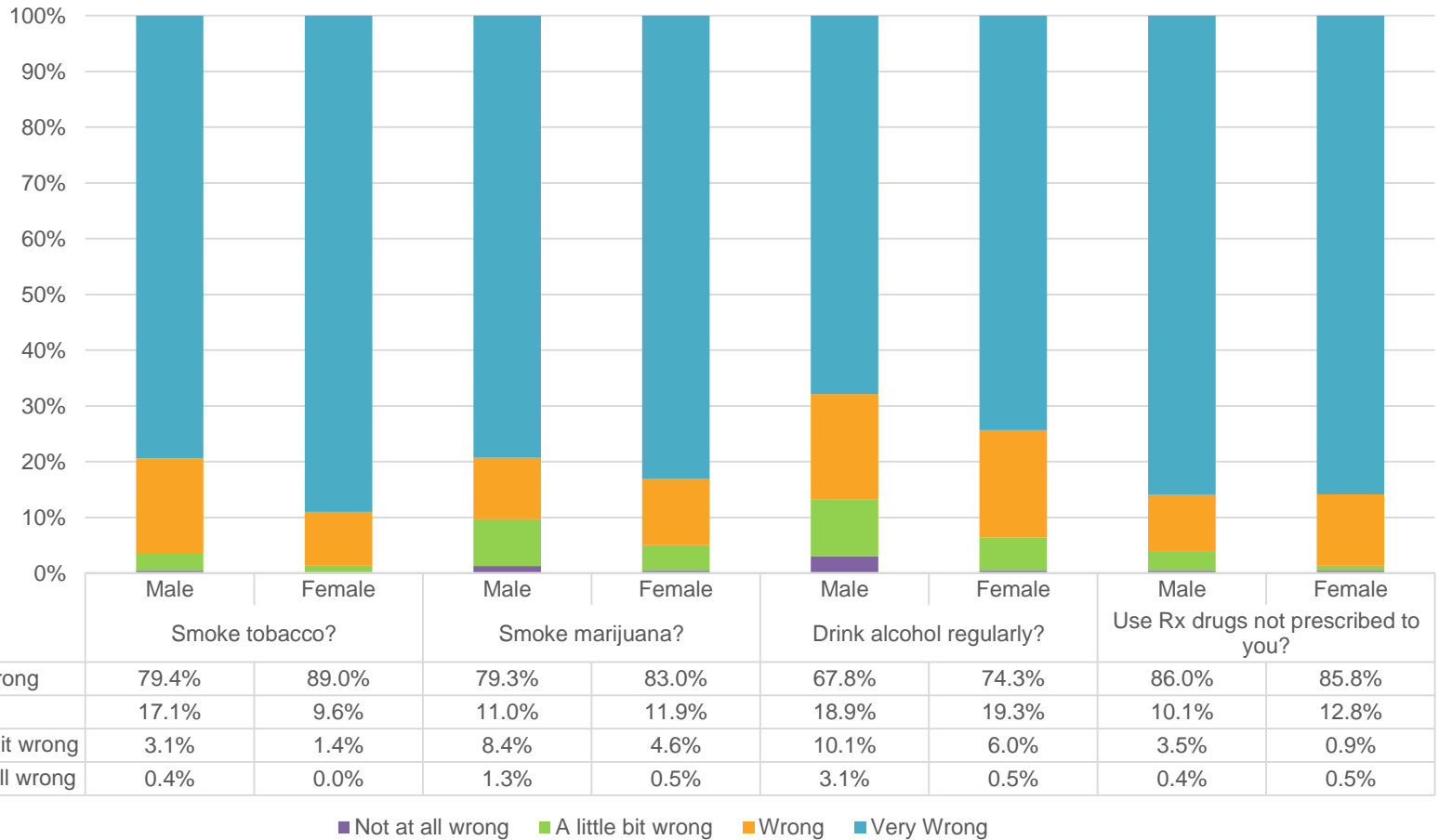
Peer disapproval is linked to the notion of 'peer pressure' to use substances. The higher the perception of approval, the more likely a youth will make the decision to use, regardless of actual use rates.

How wrong do your friends feel it would be for you to:



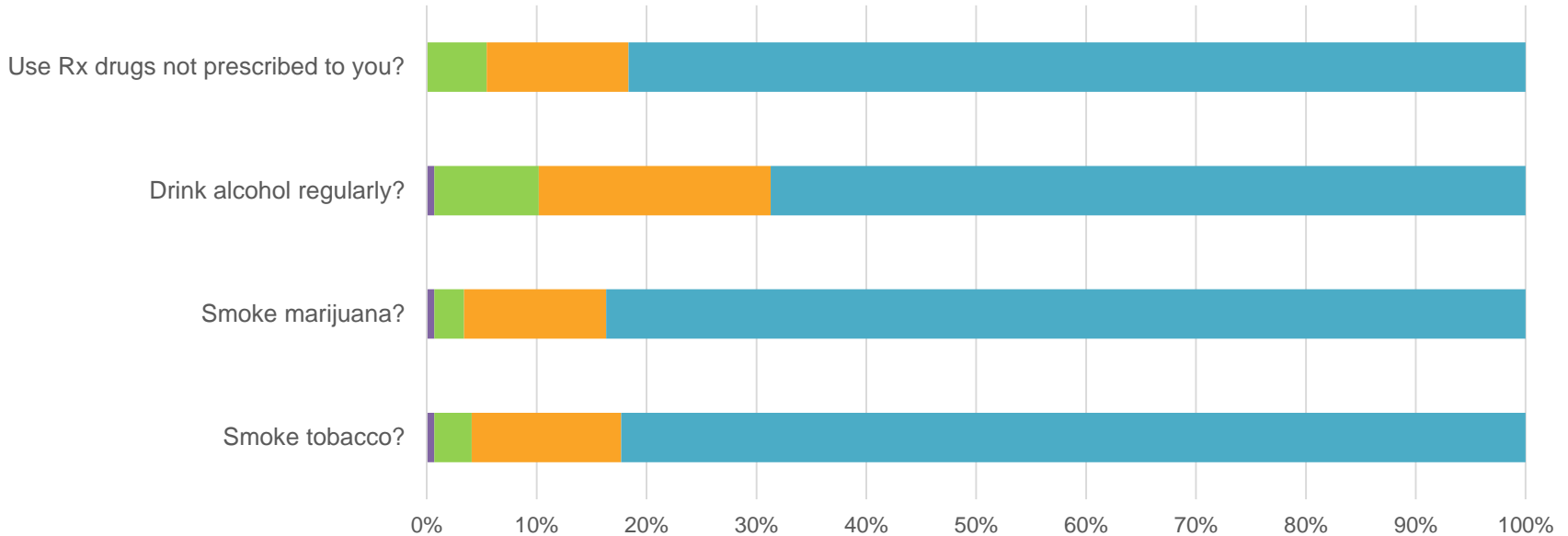
Perception of Peer Disapproval

How wrong do your friends feel it would be for you to:



Perception of Peer Disapproval

8th Grade Perception of Peer Disapproval

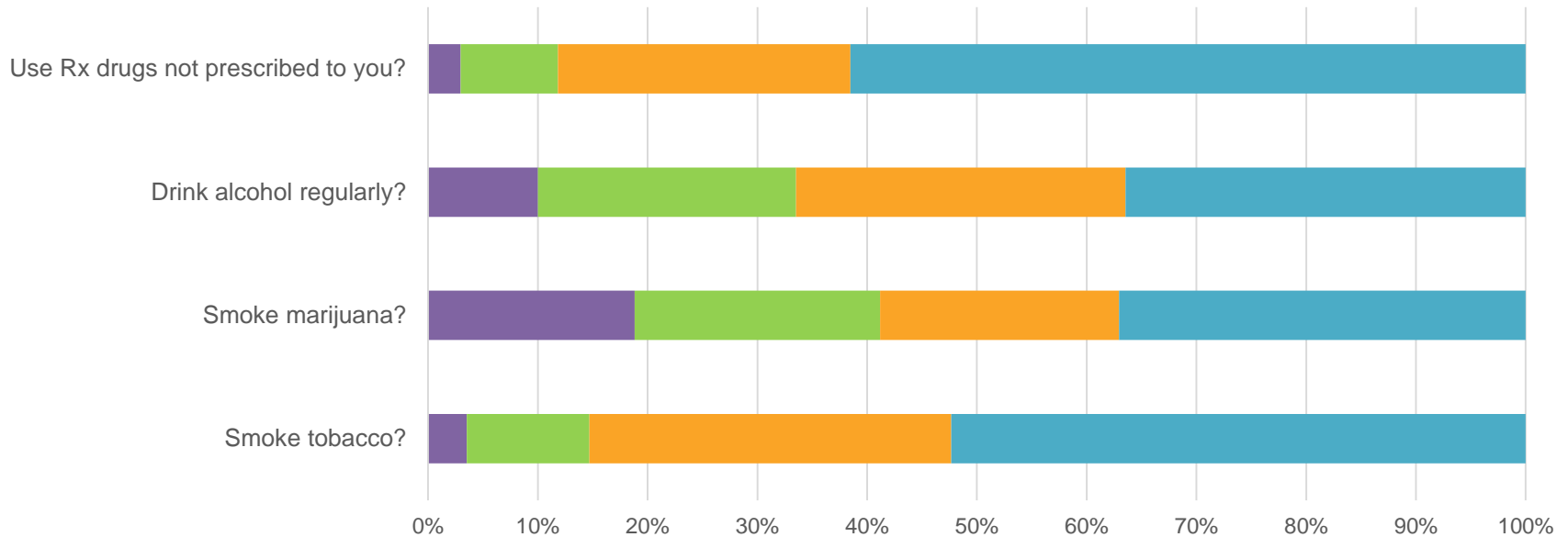


	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	0.7%	0.7%	0.7%	0.0%
■ A little bit wrong	3.4%	2.7%	9.5%	5.4%
■ Wrong	13.6%	12.9%	21.1%	12.9%
■ Very wrong	82.3%	83.7%	68.7%	81.6%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Perception of Peer Disapproval

10th Grade Perception of Peer Disapproval

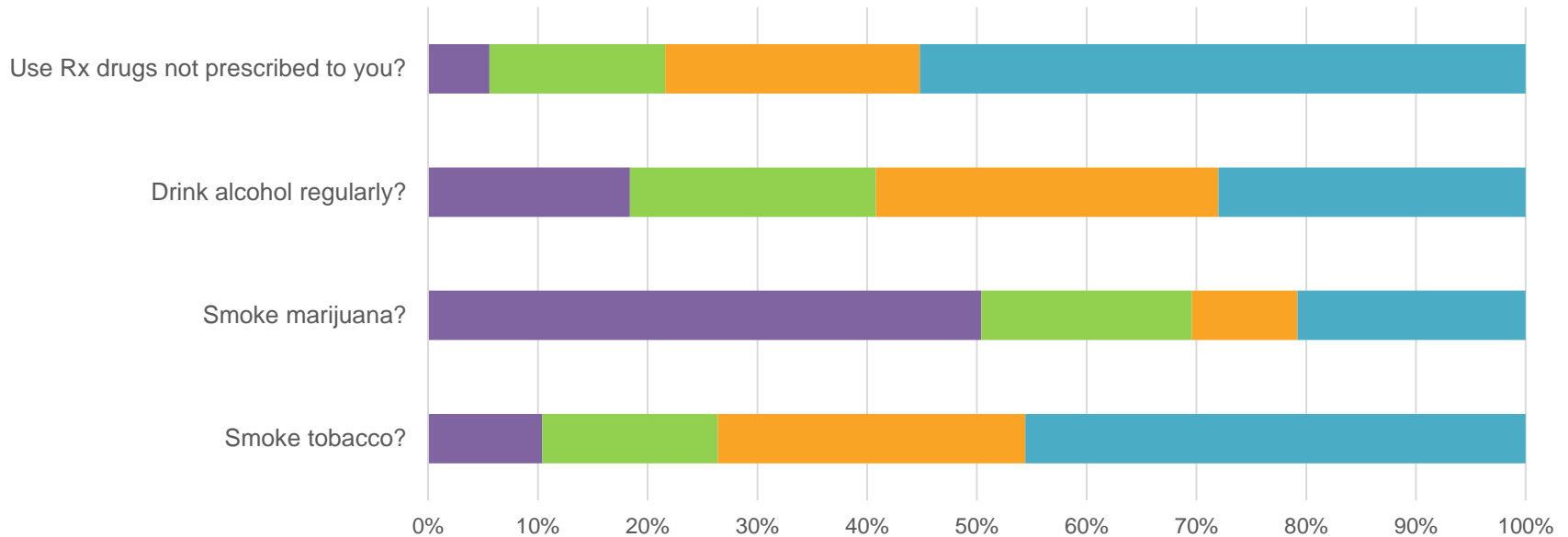


	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	3.5%	18.8%	10.0%	3.0%
■ A little bit wrong	11.2%	22.4%	23.5%	8.9%
■ Wrong	32.9%	21.8%	30.0%	26.6%
■ Very wrong	52.4%	37.1%	36.5%	61.5%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Perception of Peer Disapproval

12th Grade Perception of Peer Disapproval



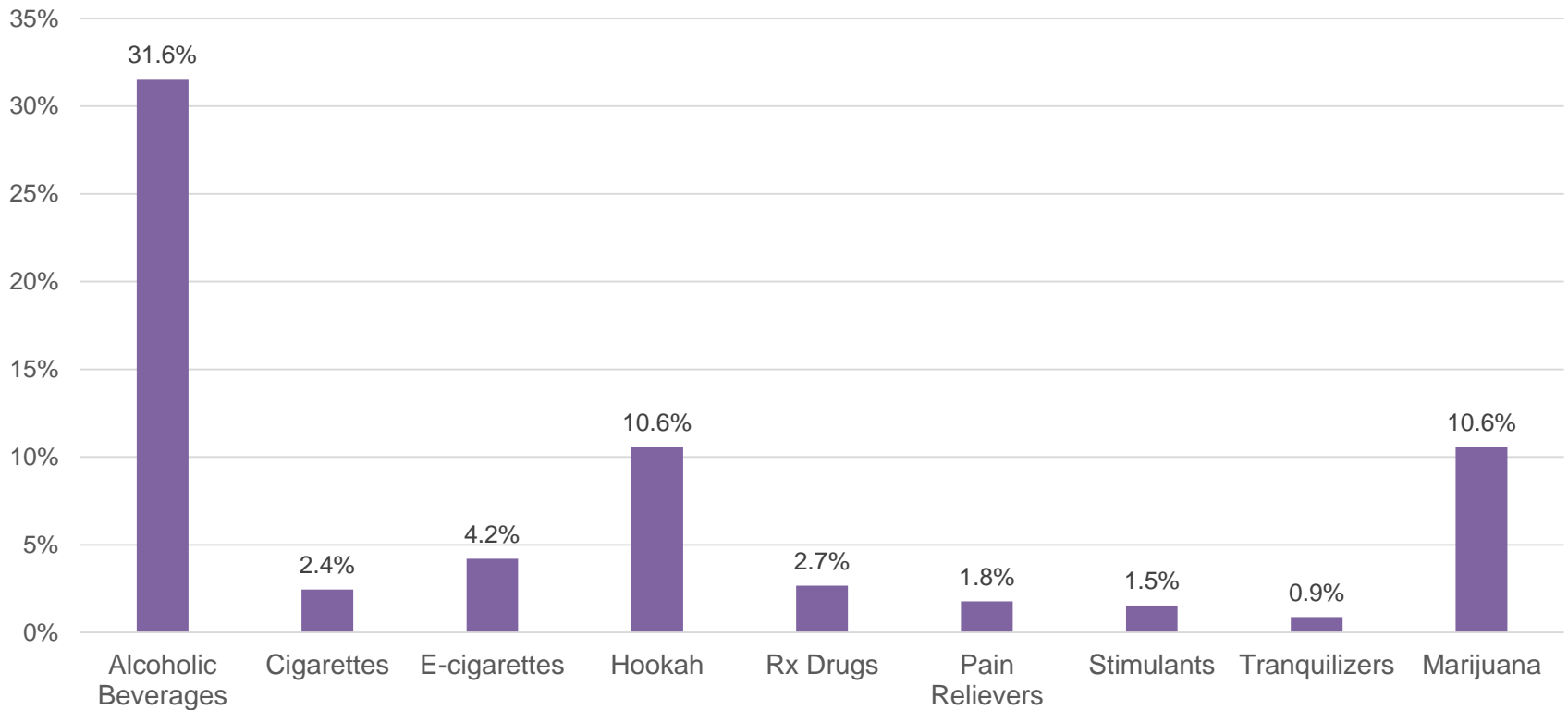
	Smoke tobacco?	Smoke marijuana?	Drink alcohol regularly?	Use Rx drugs not prescribed to you?
■ Not wrong at all	10.4%	50.4%	18.4%	5.6%
■ A little bit wrong	16.0%	19.2%	22.4%	16.0%
■ Wrong	28.0%	9.6%	31.2%	23.2%
■ Very wrong	45.6%	20.8%	28.0%	55.2%

■ Not wrong at all ■ A little bit wrong ■ Wrong ■ Very wrong

Past Year Use

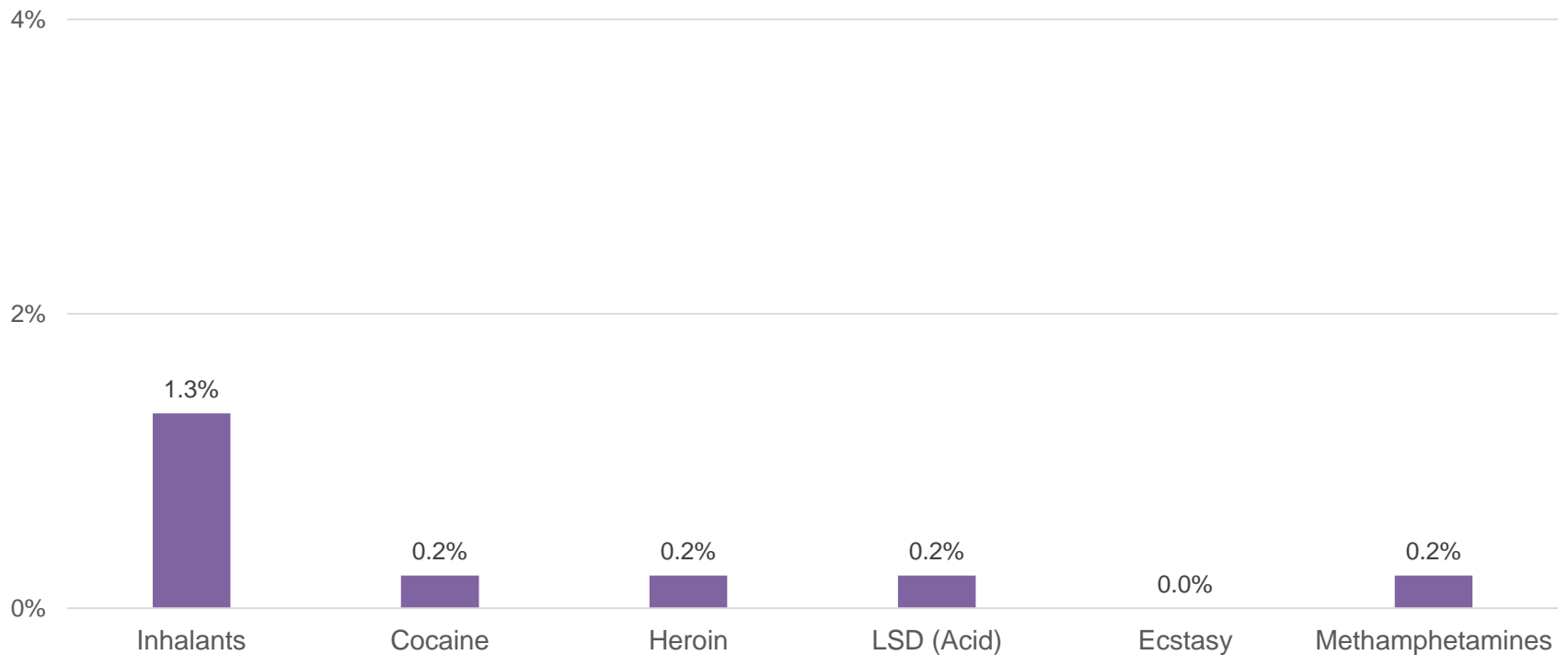
The following graphs provide information on the number of youth who have used each substance at least one time or have engaged in a substance-related activity over the past year. This type of information enables the reader to gauge the types and extent of various drug use.

In the past year, have you used:



Past Year Use

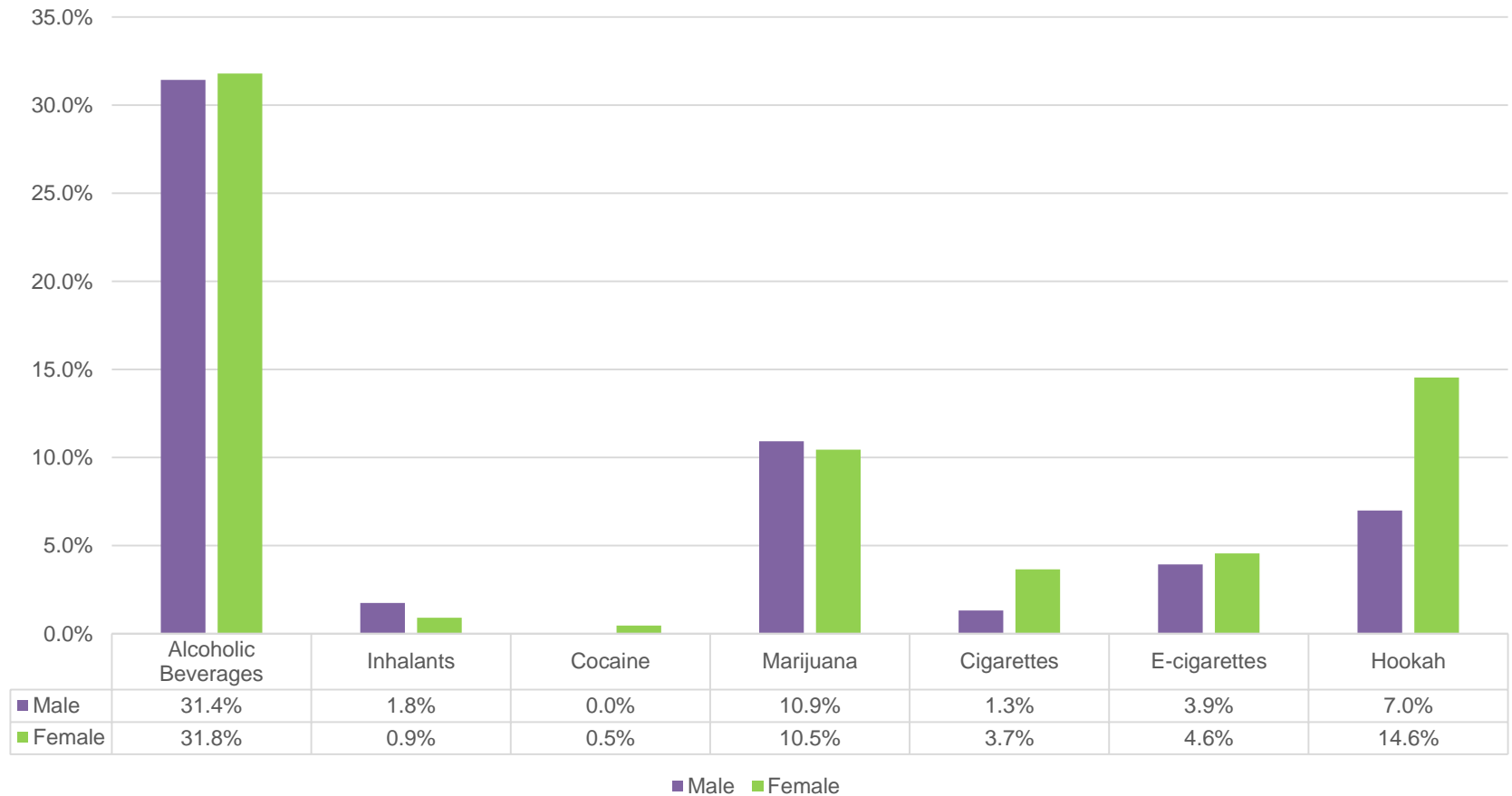
In the past year, have you used:



*It is important to note that the scale of this graph ranges from only 0-4%. Very few respondents reported use of these substances within the past year.

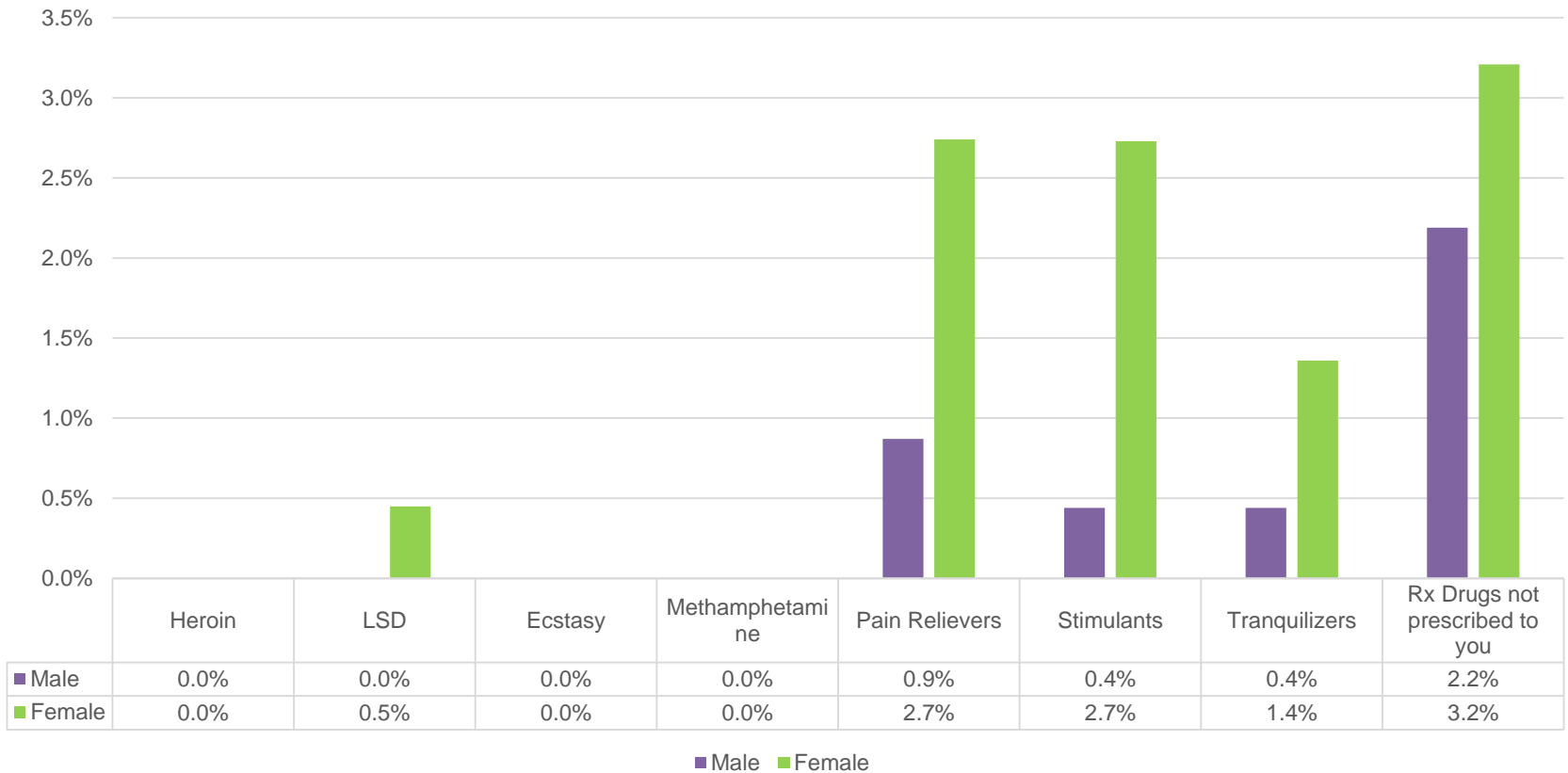
Past Year Use

In the past year, have you used:



Past Year Use

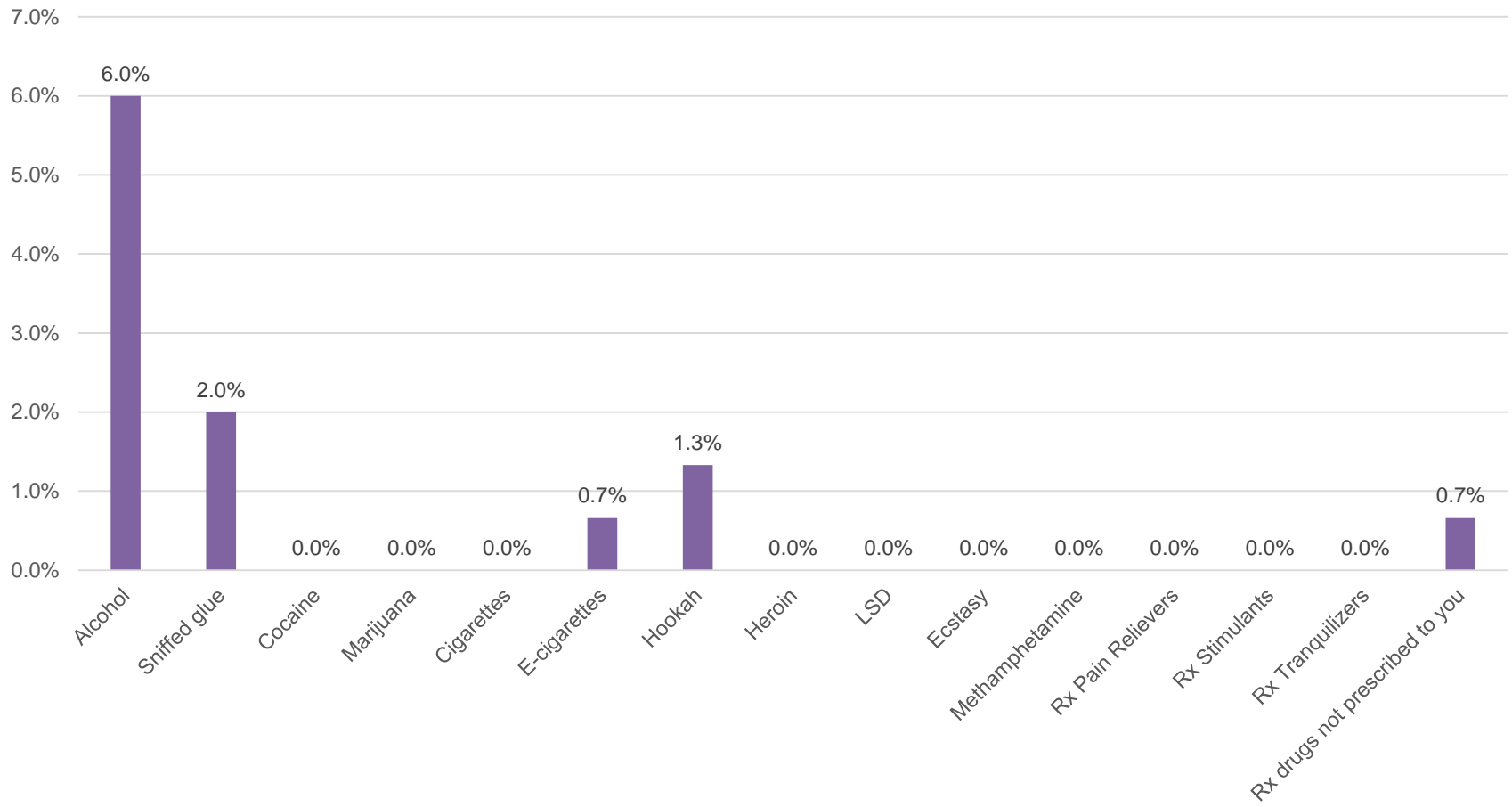
In the past year, have you used:



*It is important to note that the scale of this graph ranges from only 0-3.5%. Very few respondents reported use of these substances within the past year.

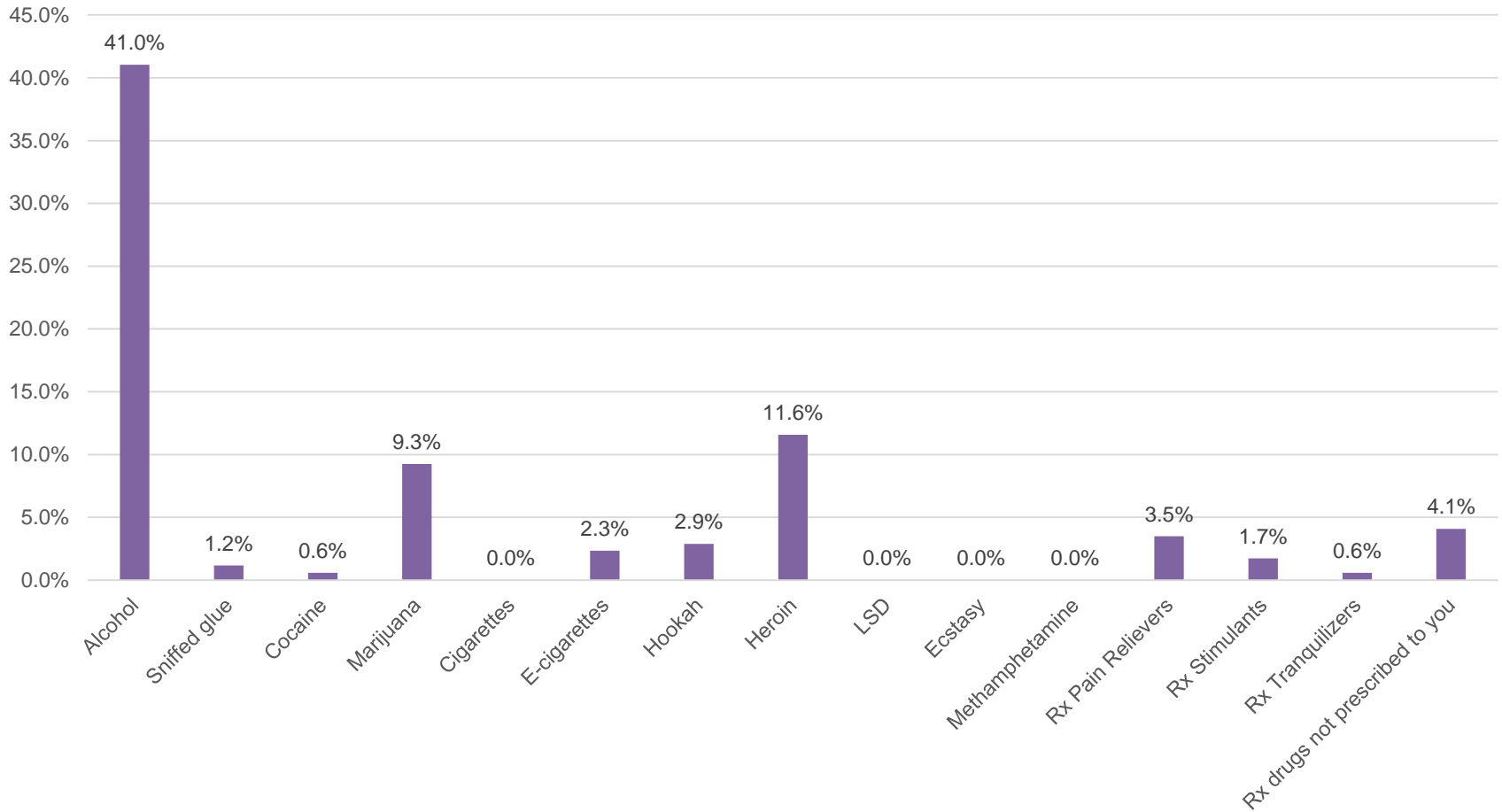
Past Year Use

8th grade past year use



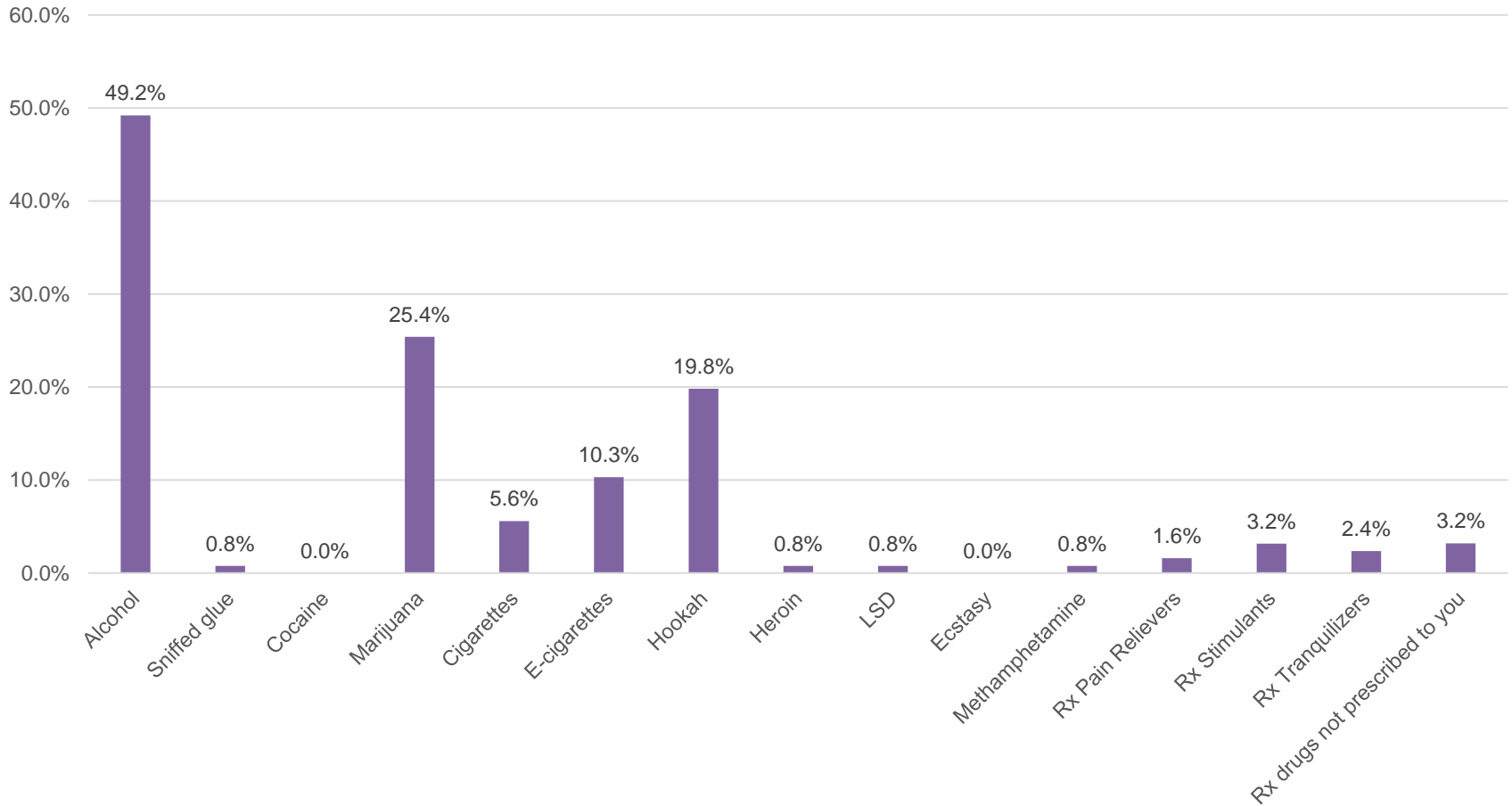
Past Year Use

10th grade, past year use



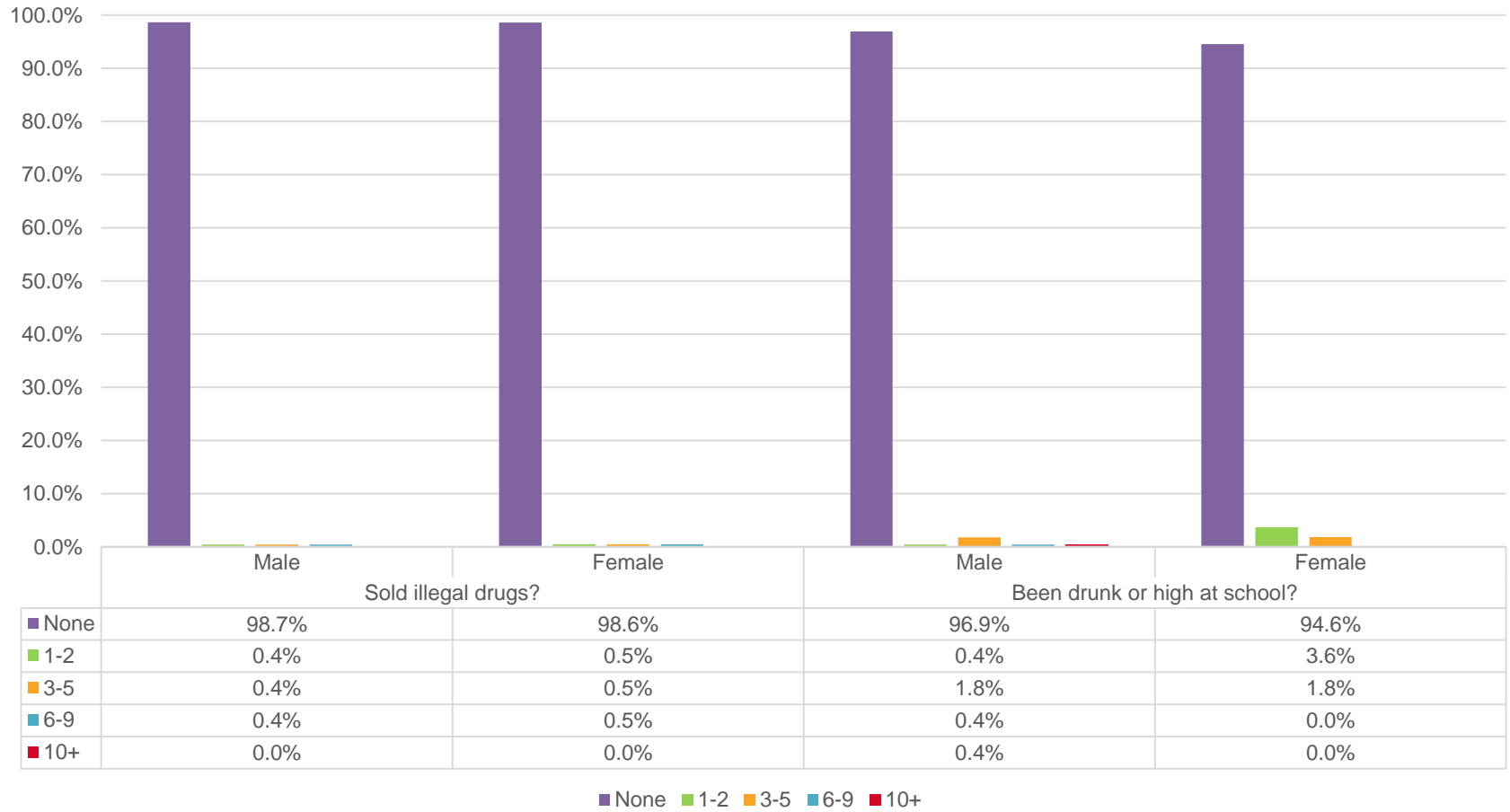
Past Year Use

12th grade, past year use

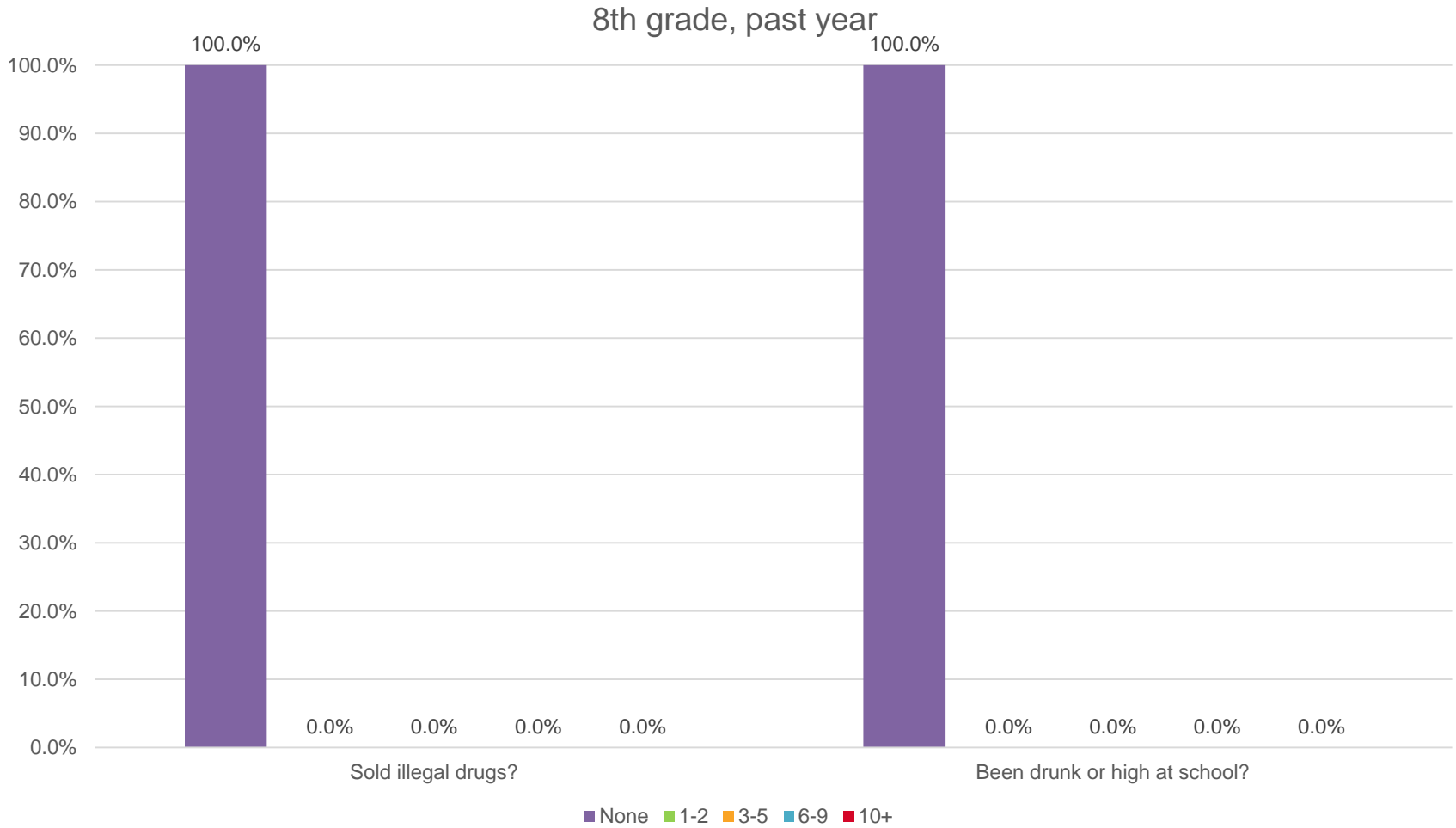


Past Year Activity

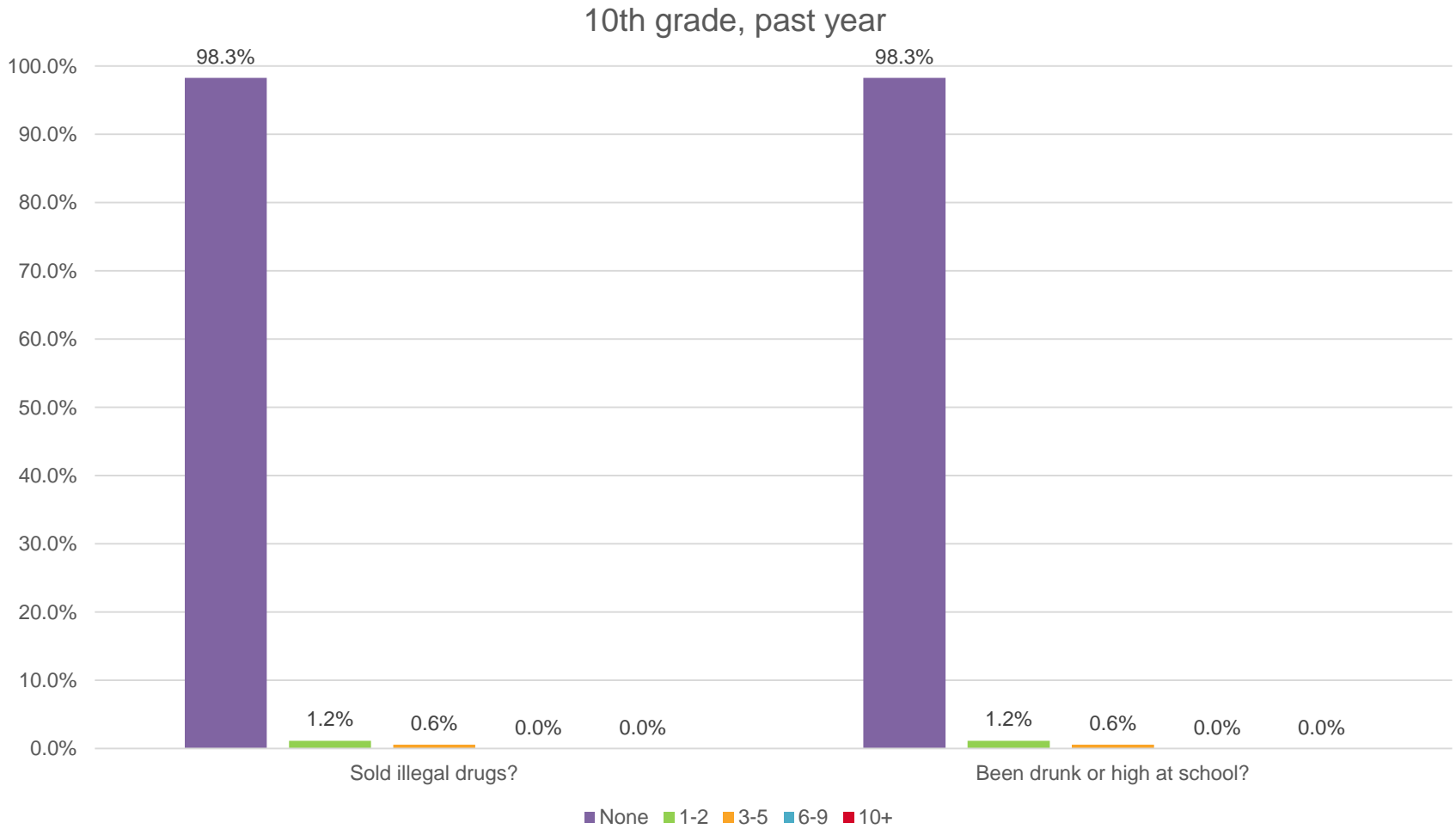
In the past year, how many times have you:



Past Year Activity

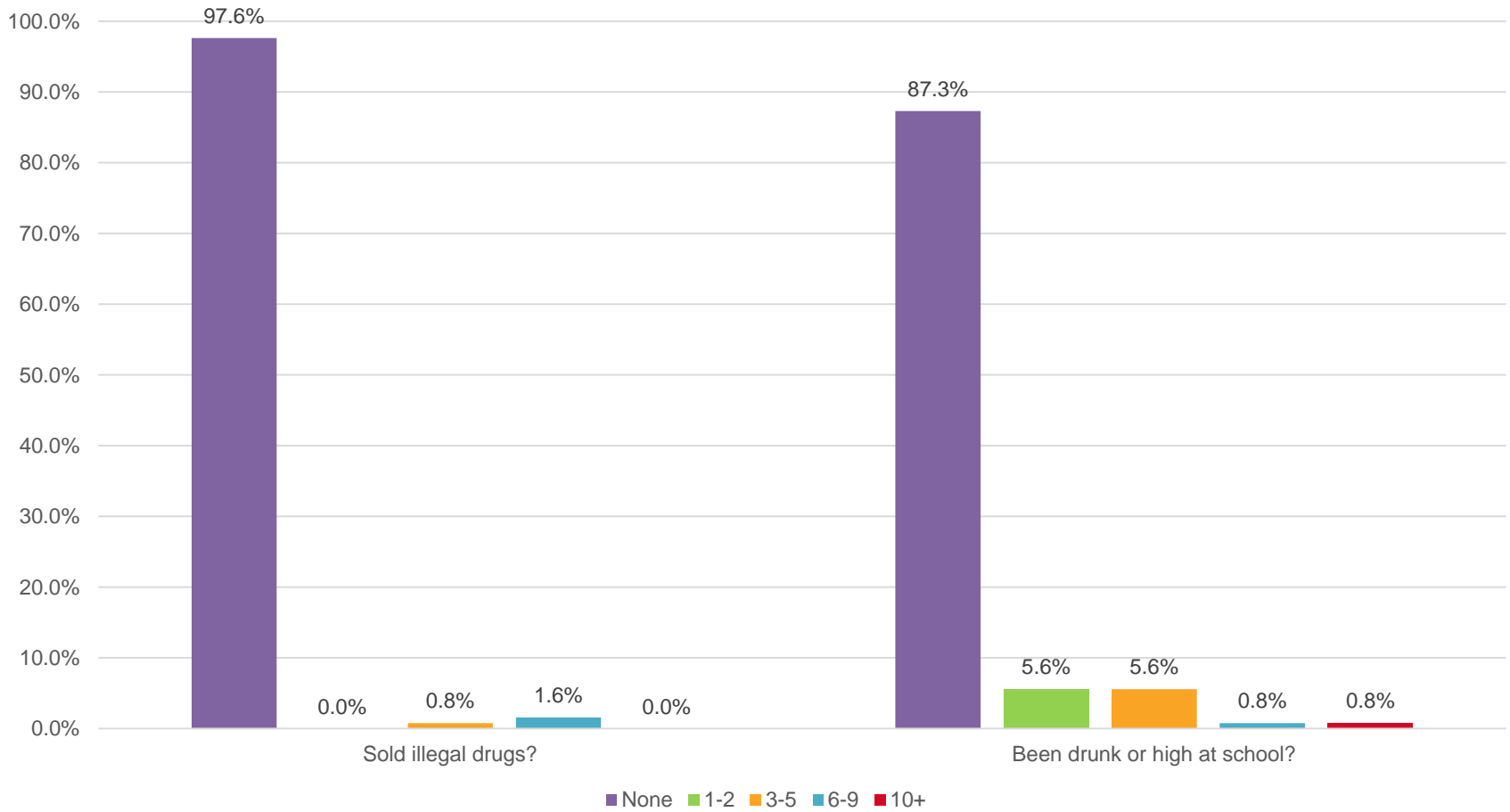


Past Year Activity



Past Year Activity

12th grade, past year



Risk and Protective Factors

The discipline of epidemiology (the study of factors impacting health in populations) has developed four constructs to help measure and describe drug use:

1. Host
2. Agent
3. Vector
4. Environment.

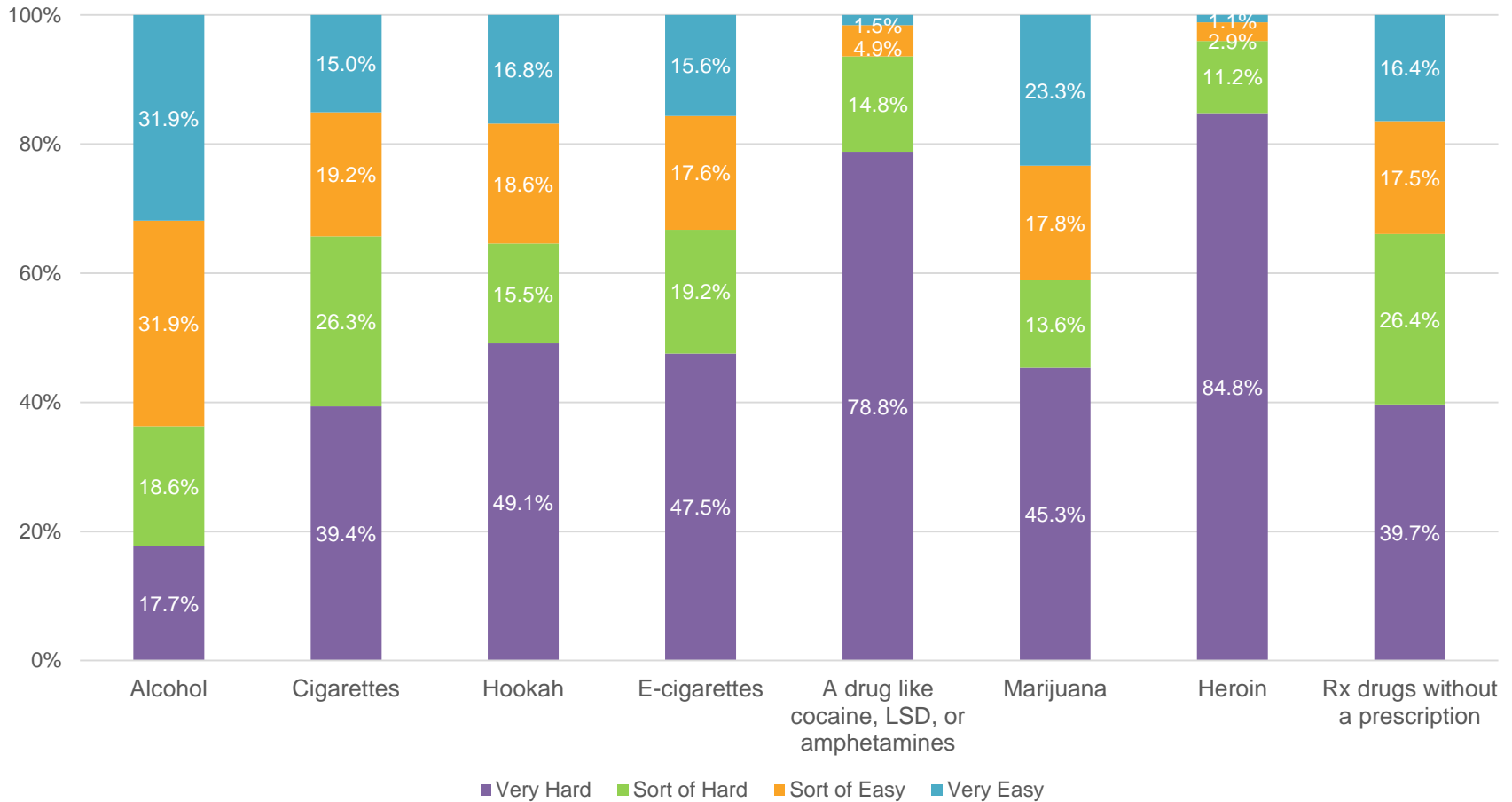
The host is the person or population using drugs. The agent is the drug. The vector is the mechanism by which agents are distributed. Lastly, the environment includes “familial, social, cultural, historical, economic, political, legal, and media factors” in which the agent, host, and vectors function.⁹¹ “Without accurate knowledge of the epidemiology, the development and implementation of prevention, treatment, and policy mechanisms to deal with drug abuse cannot succeed.”⁹² In this section, we will examine a number of these environmental factors, including school factors, activity levels and types, perceptions of safety, mental health factors, and sources of support.

Access to Substances

A risk factor in all communities is the access to substances that can be used to get drunk or high. If access can be eliminated, so can use. The analogy is that weapons are readily available on military bases, but they are not readily accessible, thus there is little danger of gun violence despite a high number of weapons. The following graphs depict the accessibility of substances in the community with special attention given to alcohol and prescription drugs.

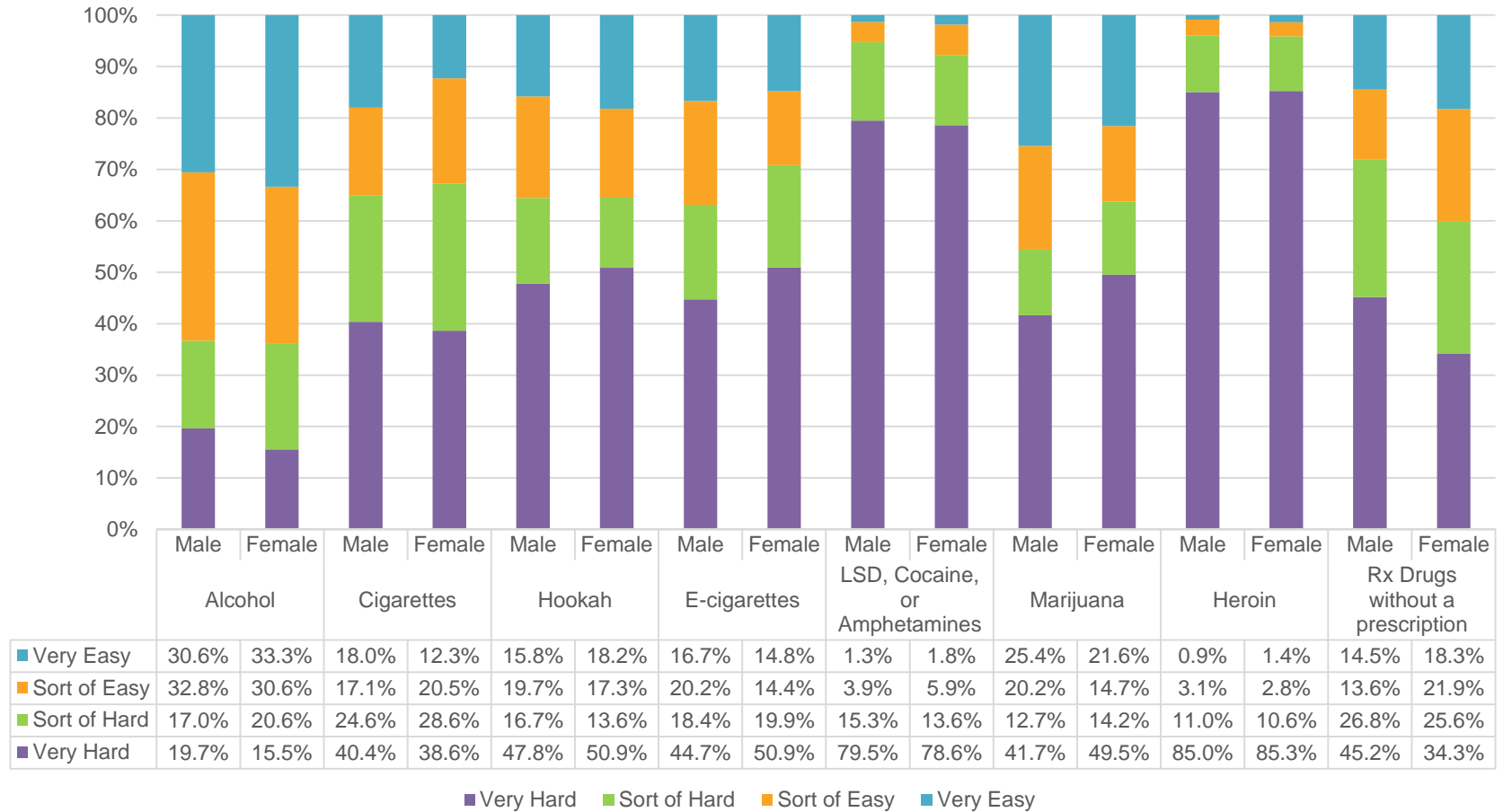
Ease of Access

How easy would it be for you to get:



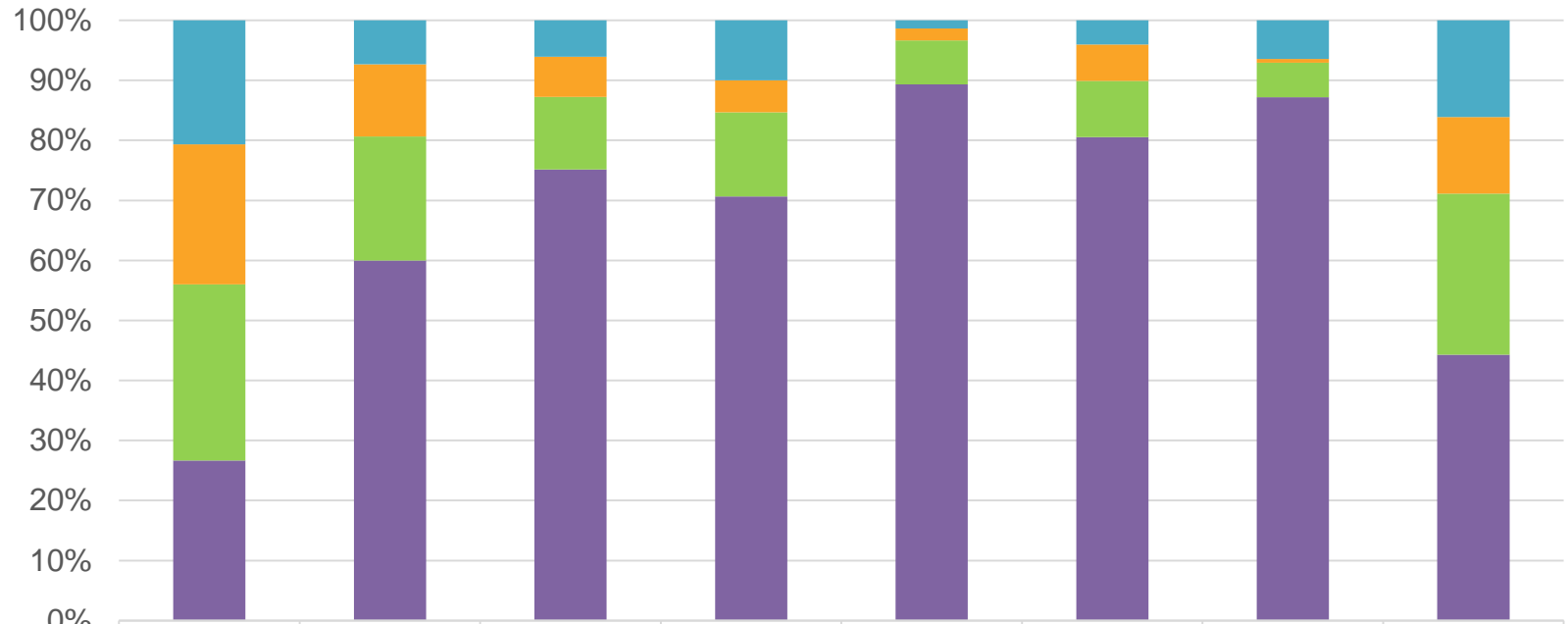
Ease of Access

How easy would it be for you to get:



Ease of Access

8th grade, ease of access

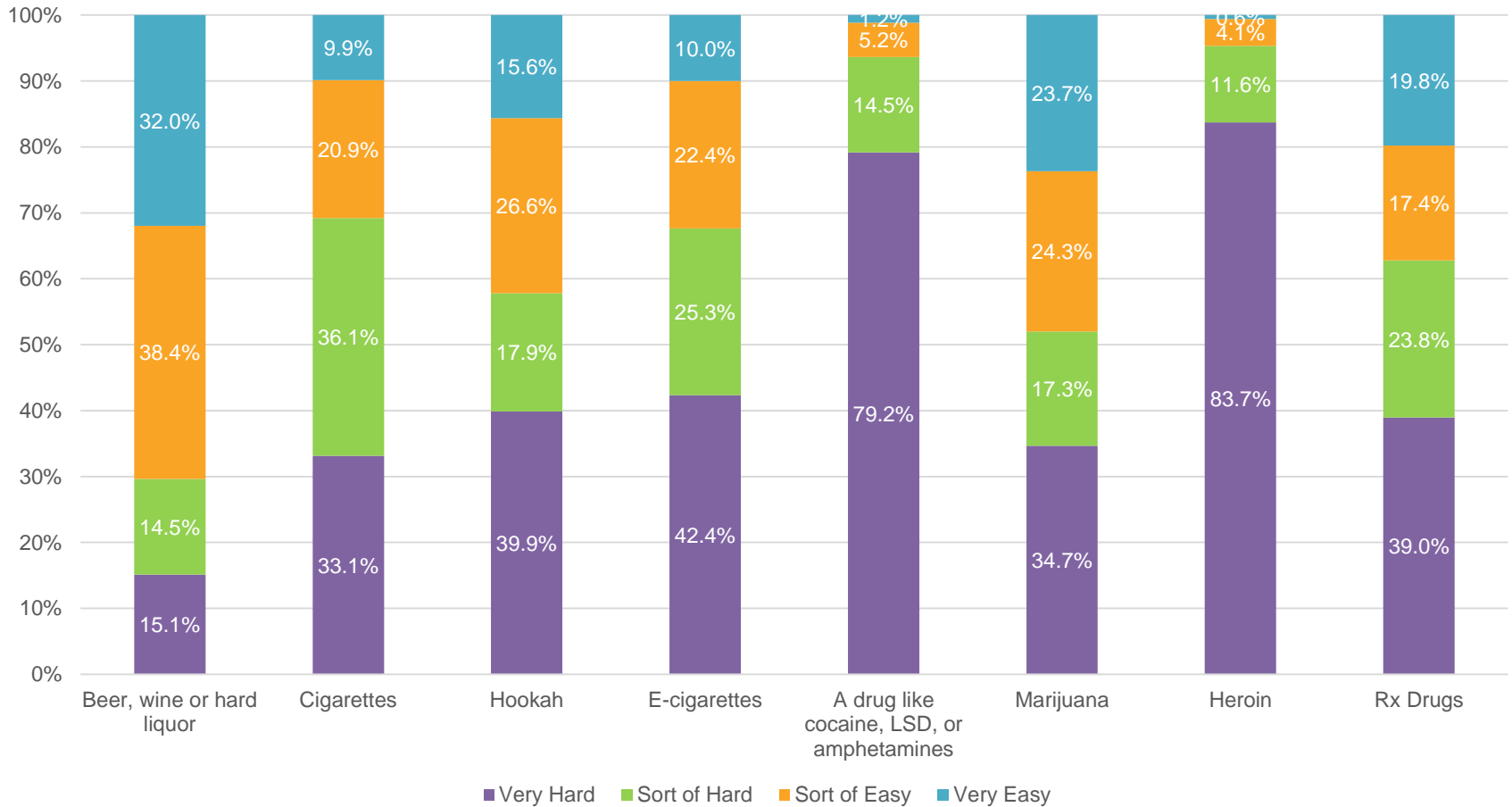


	Beer, wine, hard liquor	Cigarettes	Hookah	E-cigarettes	Cocaine, LSD	Marijuana	Heroin	Rx Drugs
Very Easy	20.7%	7.3%	6.0%	10.0%	1.3%	4.0%	6.8%	16.1%
Sort of Easy	23.3%	12.0%	6.7%	5.3%	2.0%	6.0%	0.7%	12.8%
Sort of Hard	29.3%	20.7%	12.1%	14.0%	7.3%	9.4%	6.1%	26.9%
Very Hard	26.7%	60.0%	75.2%	70.7%	89.3%	80.5%	92.5%	44.3%

Very Hard Sort of Hard Sort of Easy Very Easy

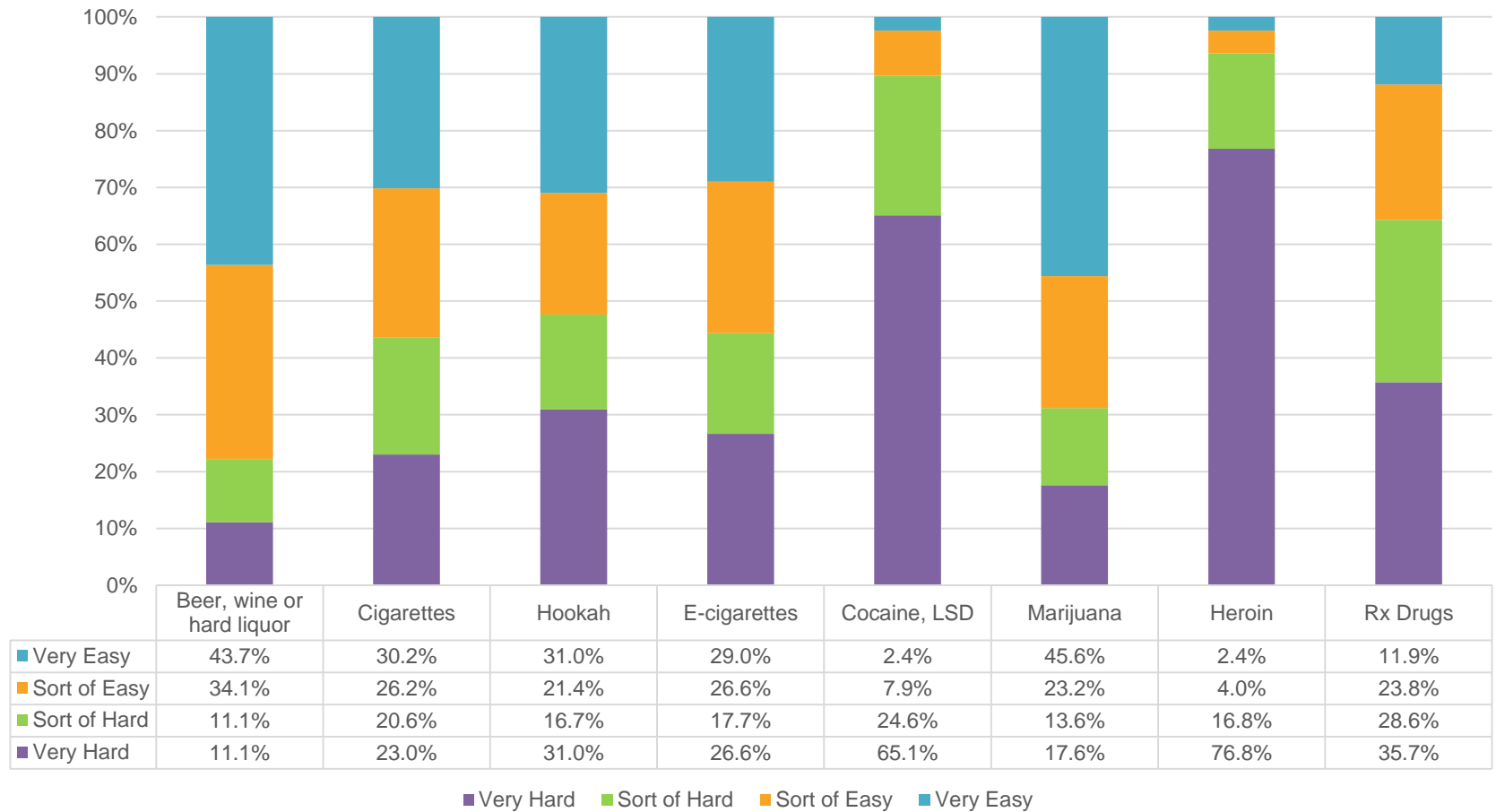
Ease of Access

10th grade, ease of access



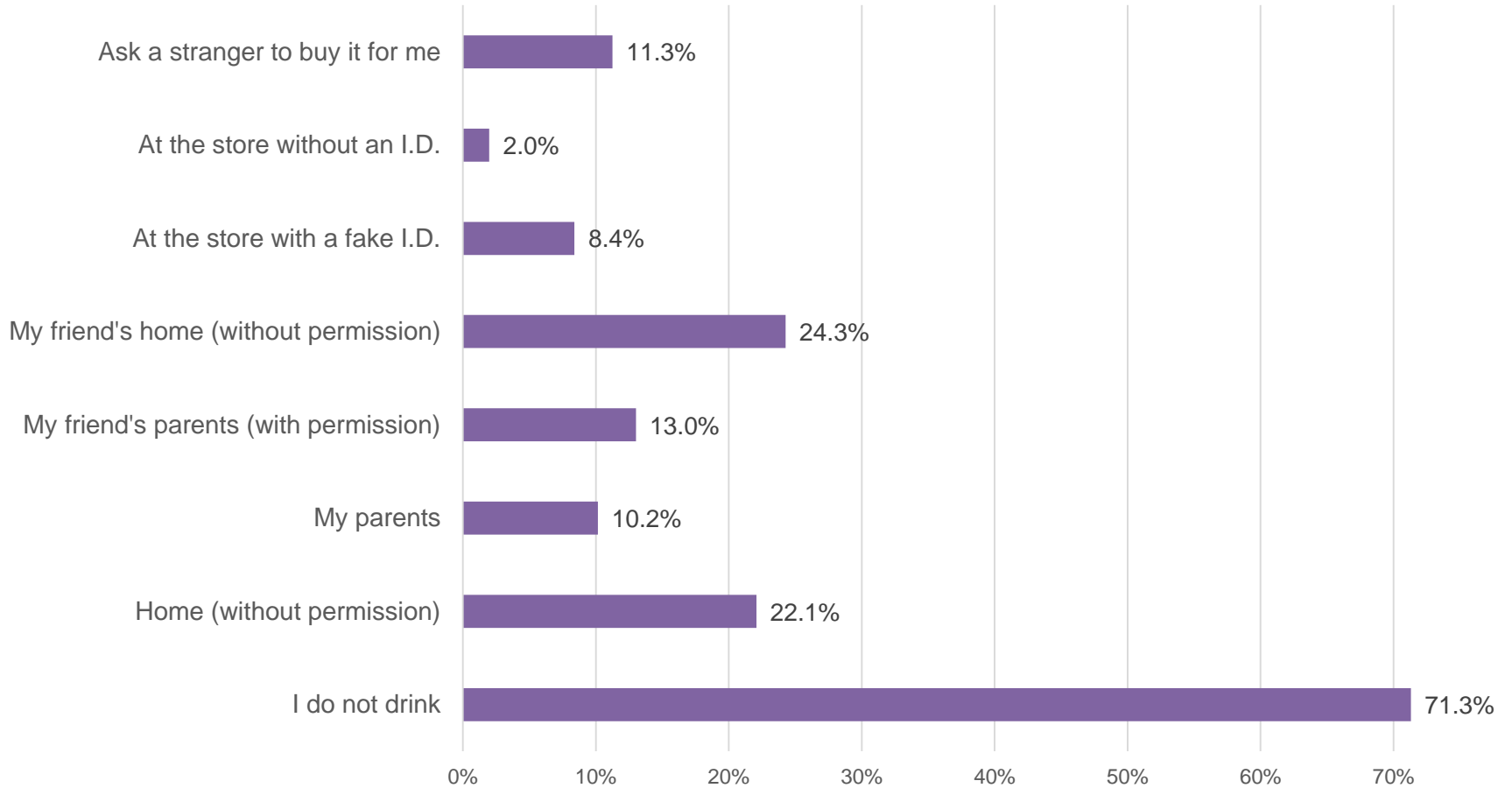
Ease of Access

12th grade, ease of access



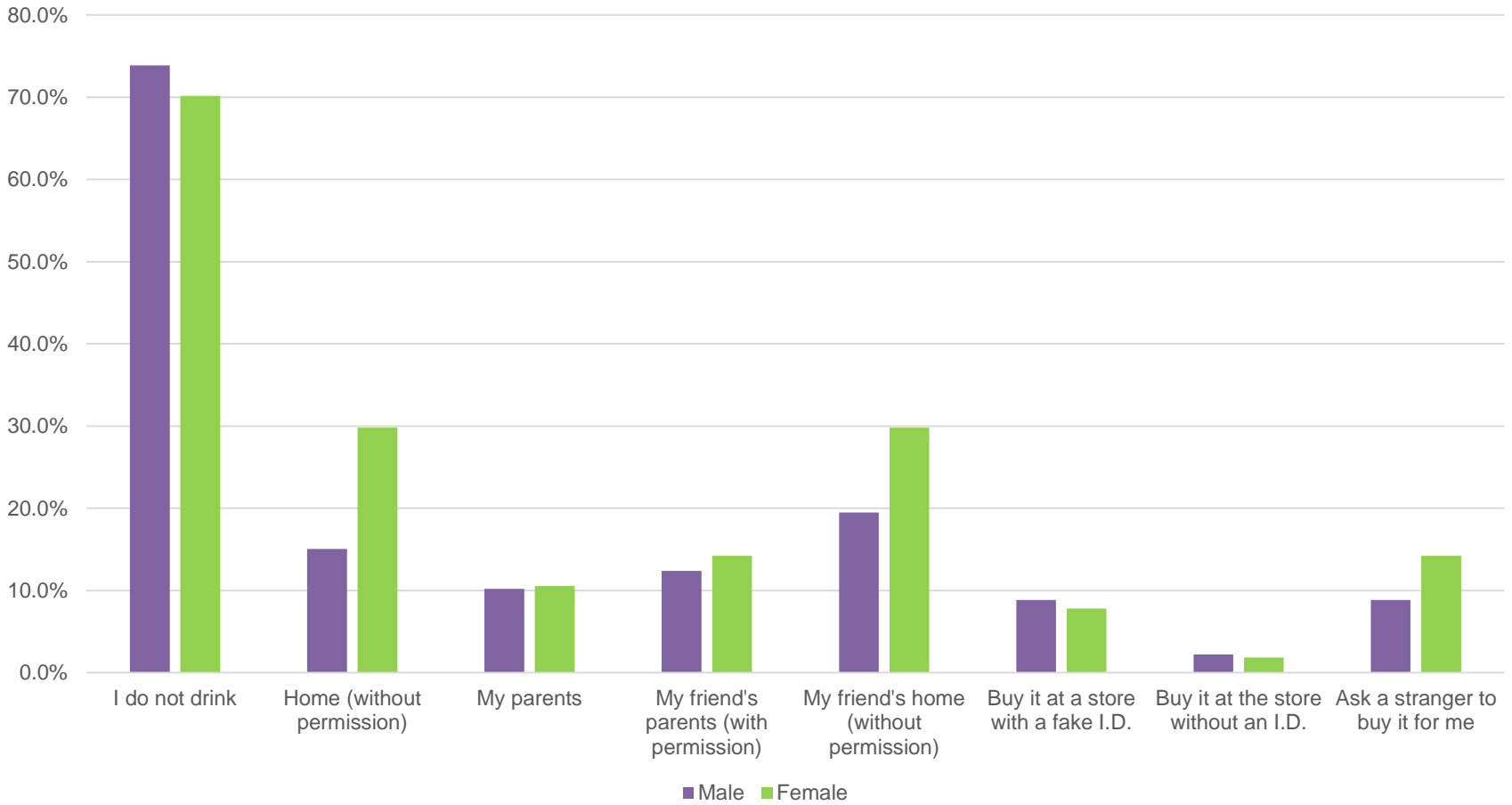
Access to Alcohol

Where would you get alcohol?



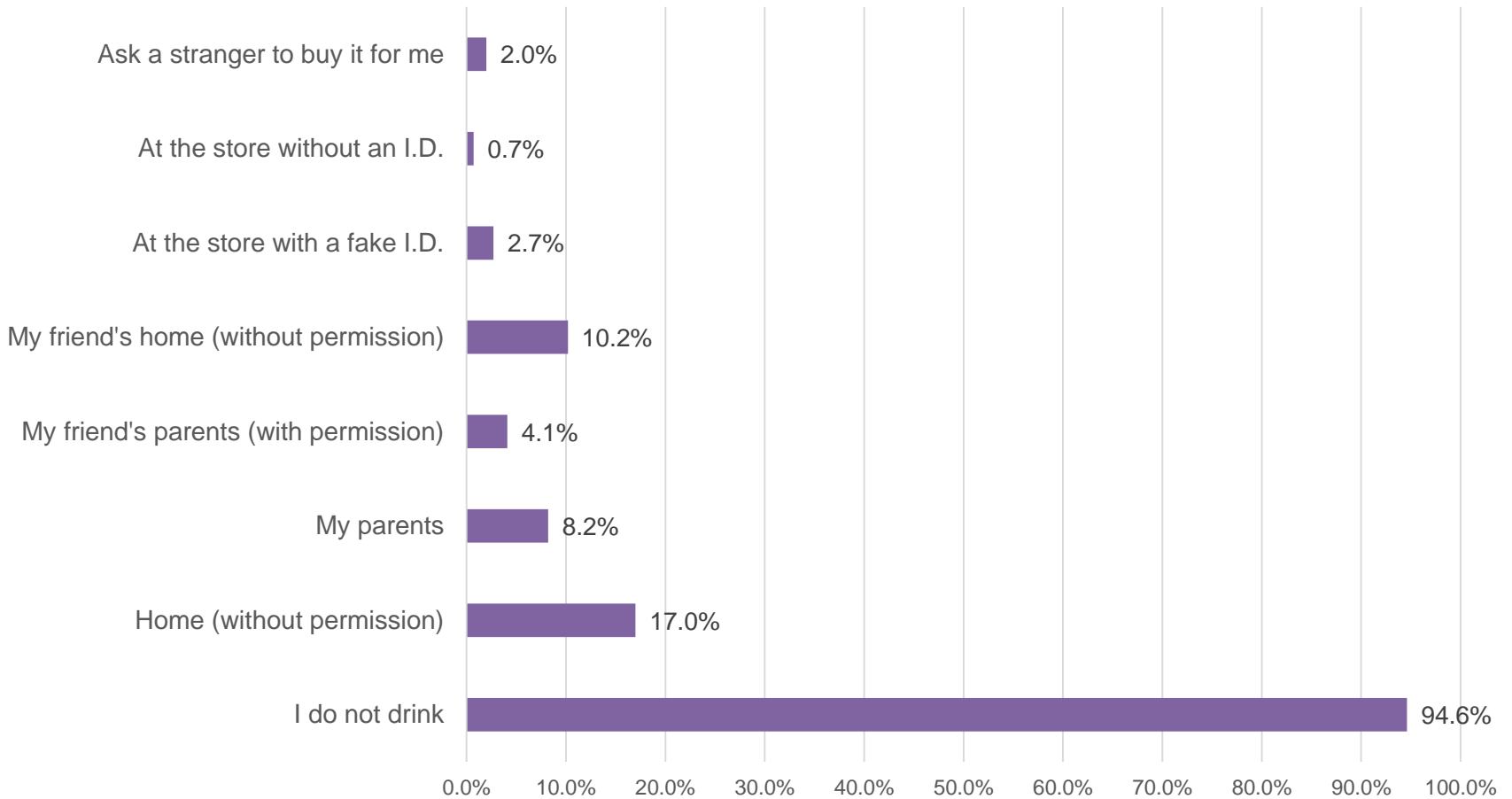
Access to Alcohol

Where would you get alcohol?



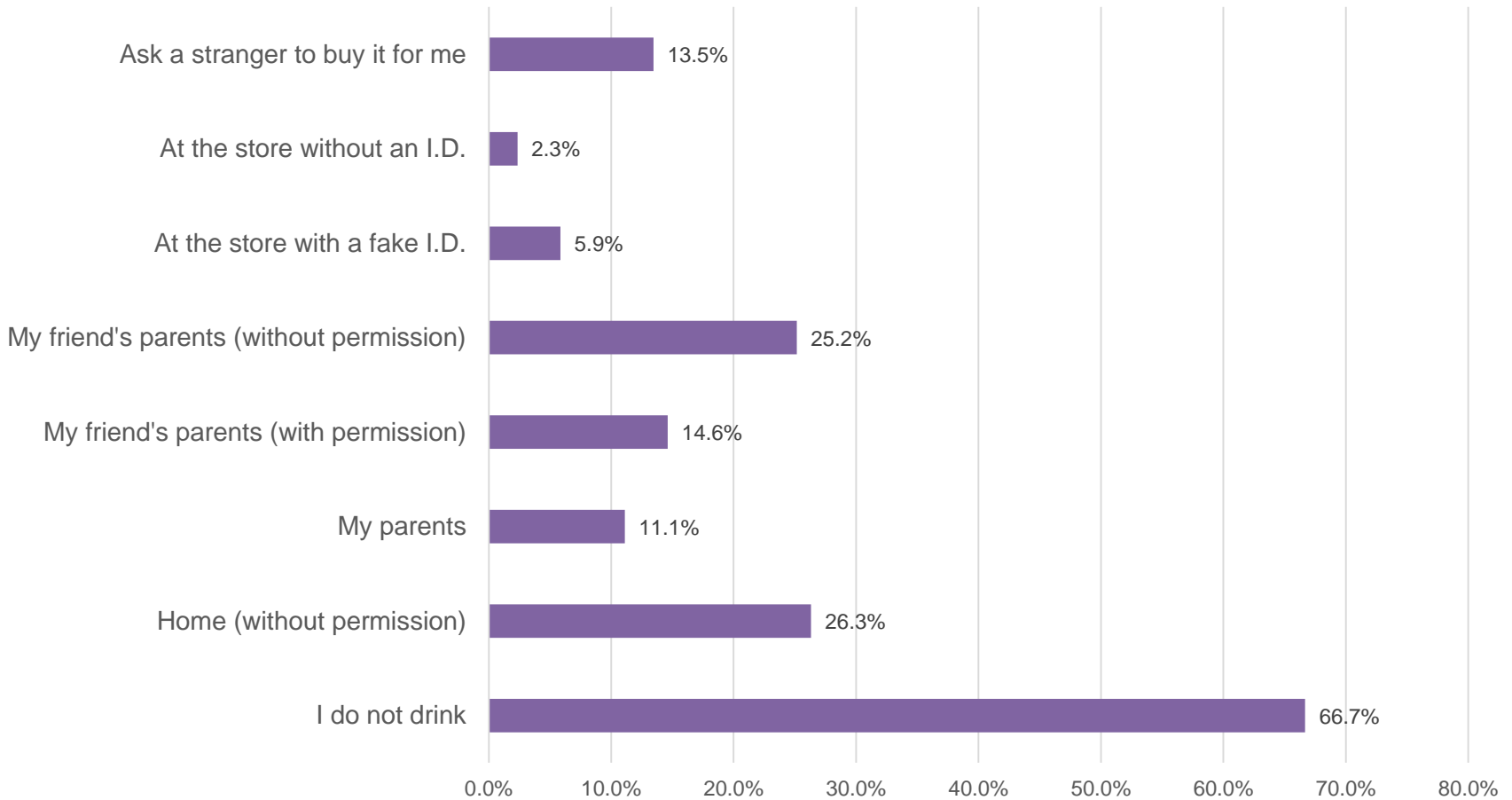
Access to Alcohol

8th grade, access to alcohol



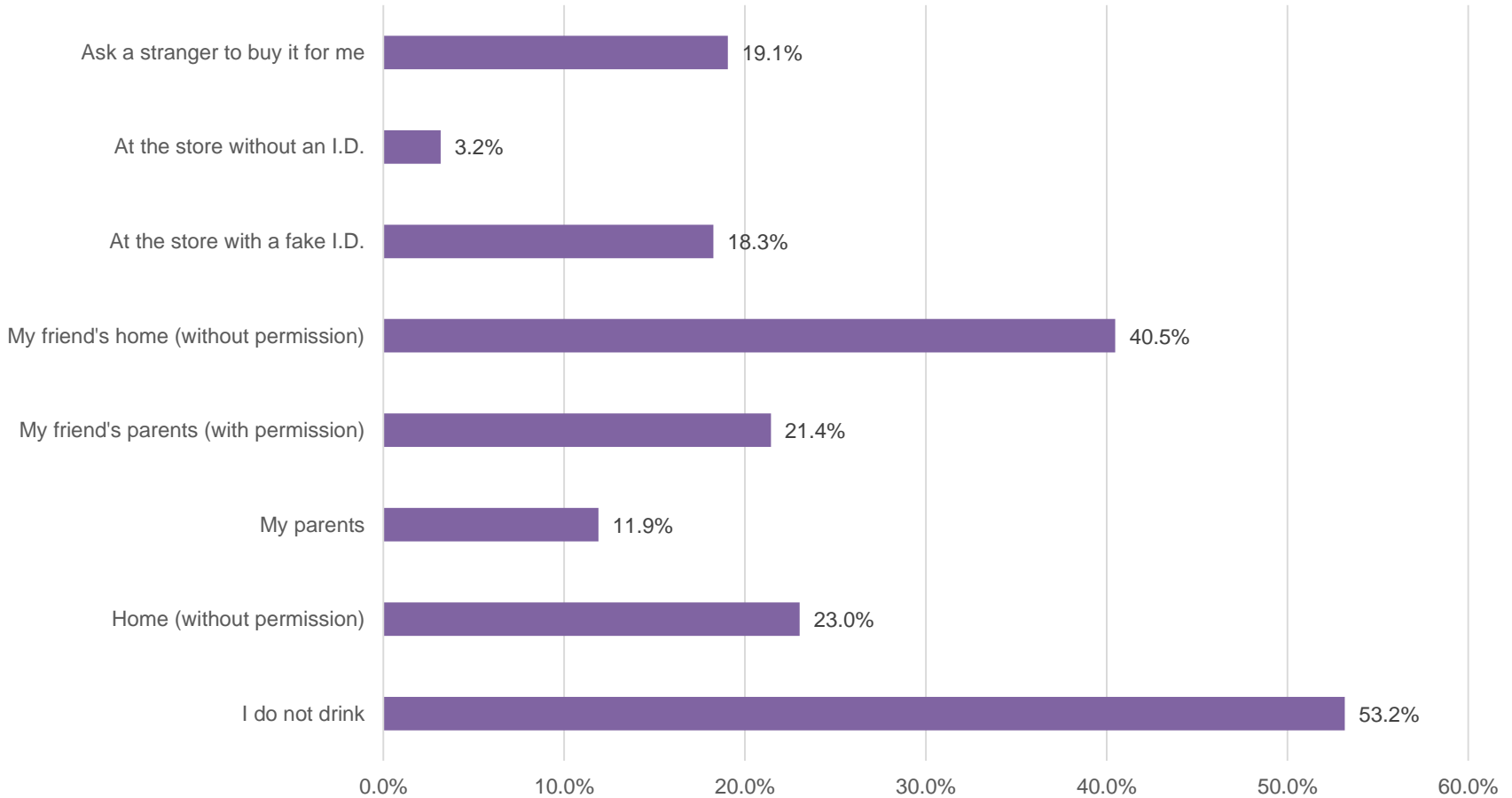
Access to Alcohol

10th grade, access to alcohol



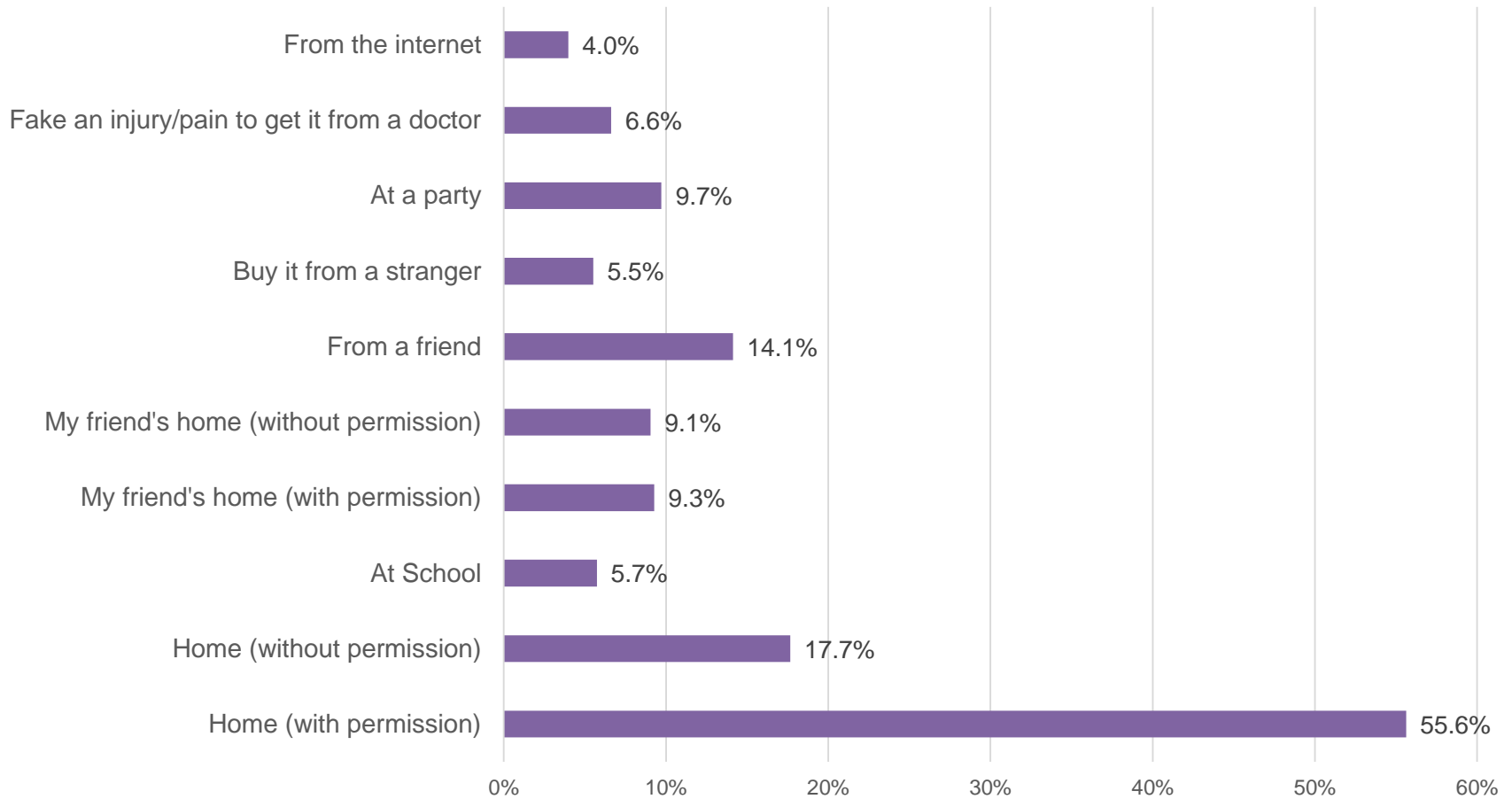
Access to Alcohol

12th grade, access to alcohol



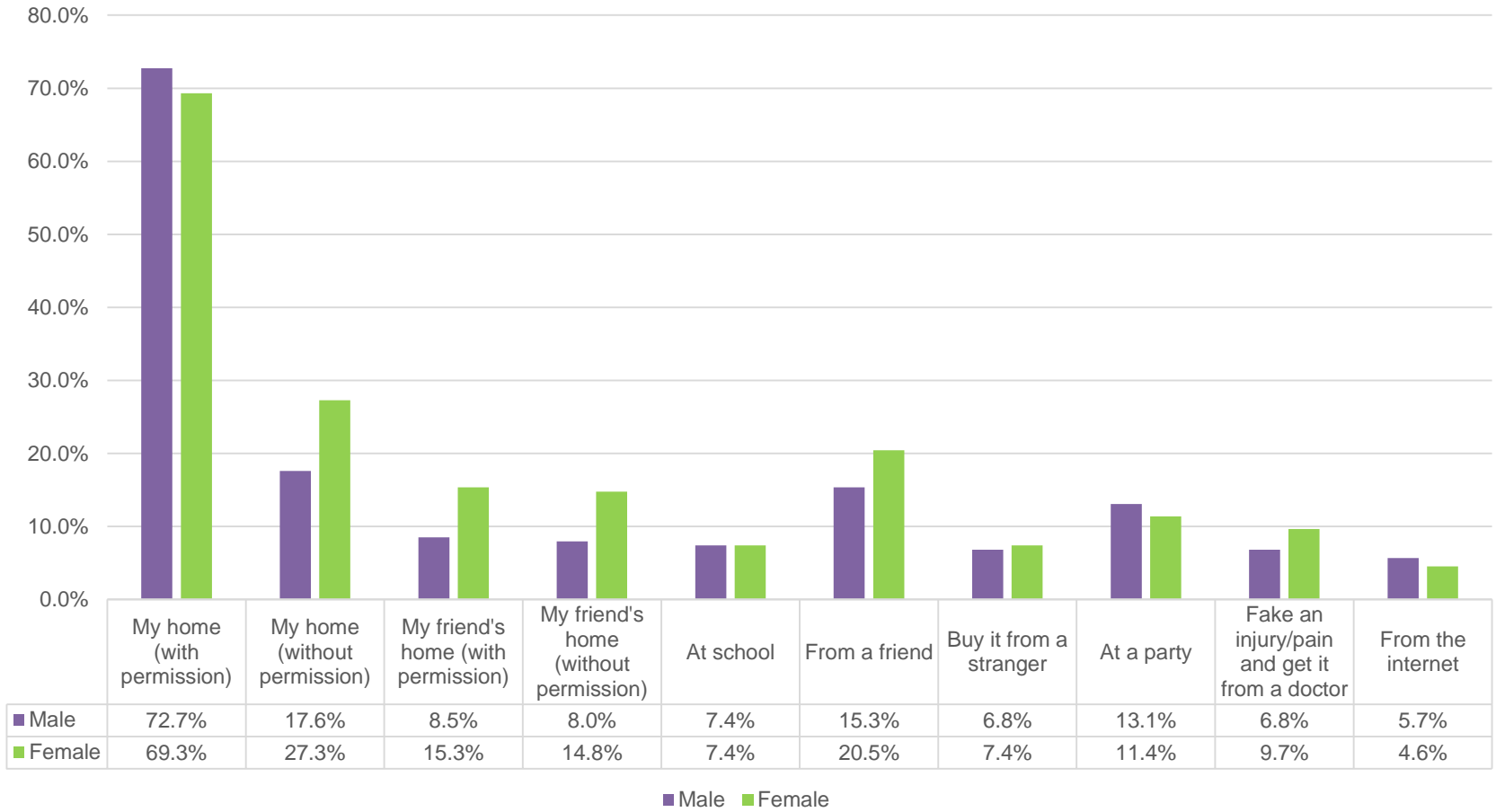
Access to Prescription Drugs

Where would you get prescription medications?



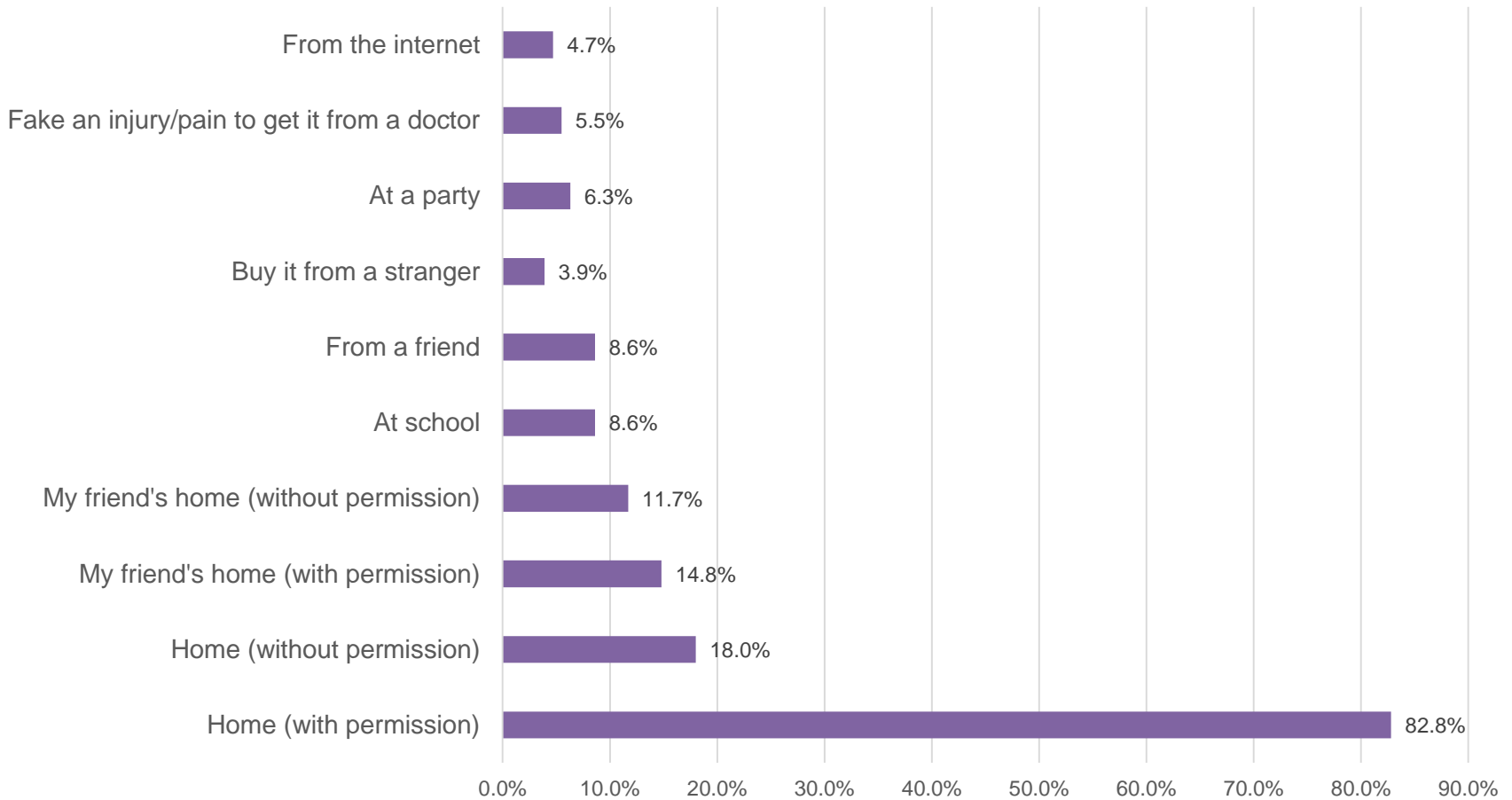
Access to Prescription Drugs

Where would you get prescription medications?



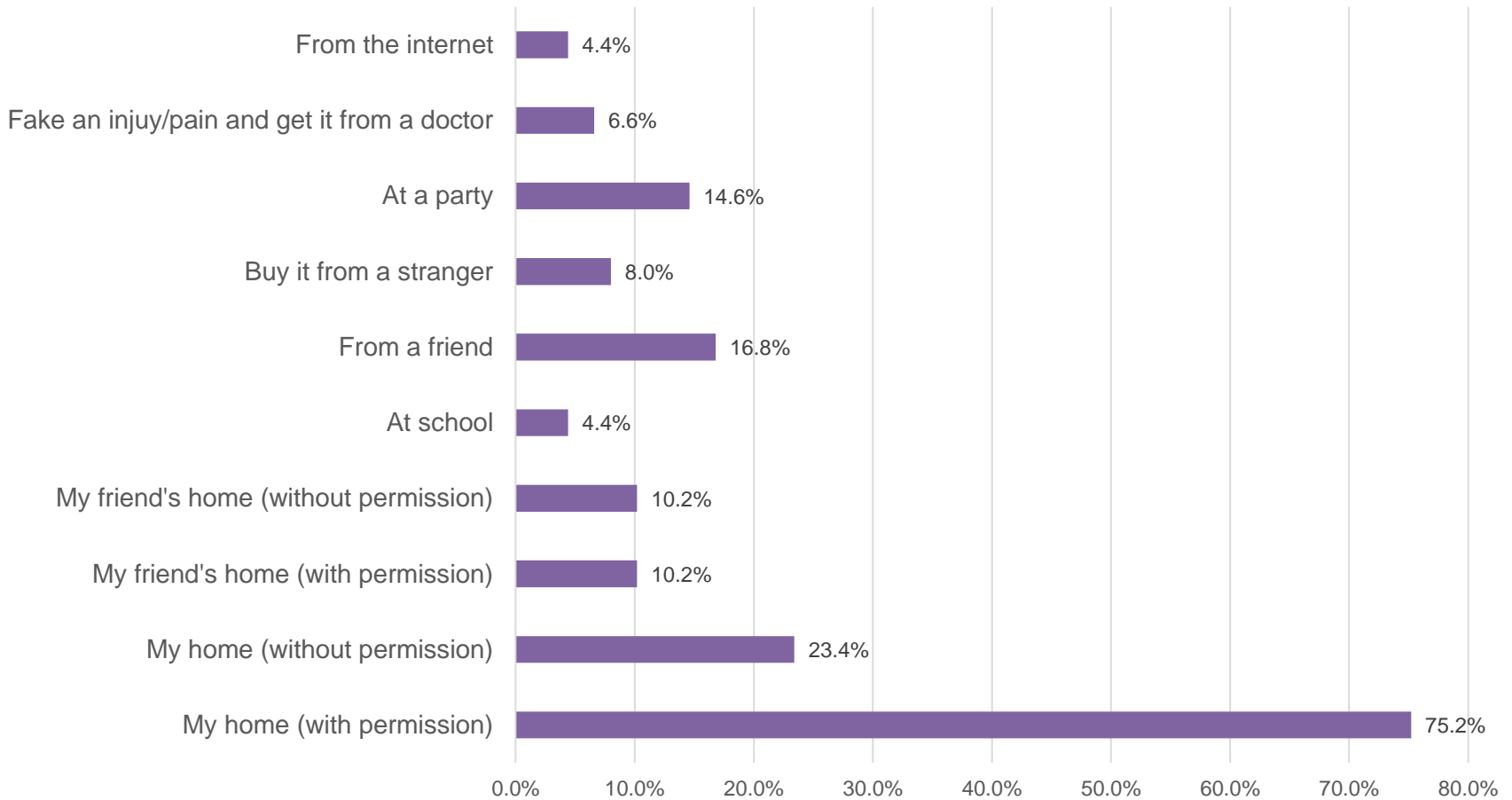
Access to Prescription Drugs

8th grade, prescription drug access



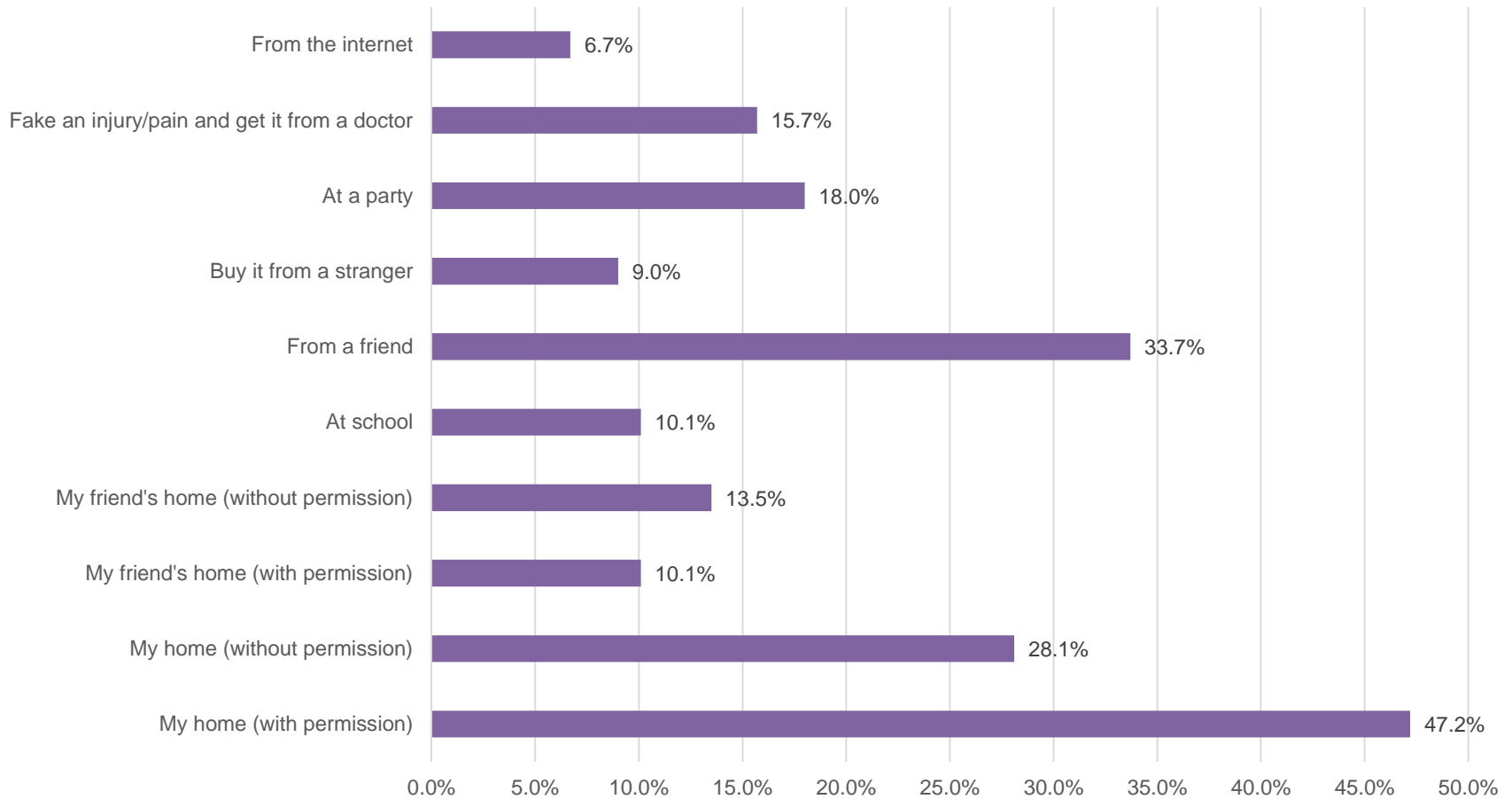
Access to Prescription Drugs

10th grade, prescription drug access



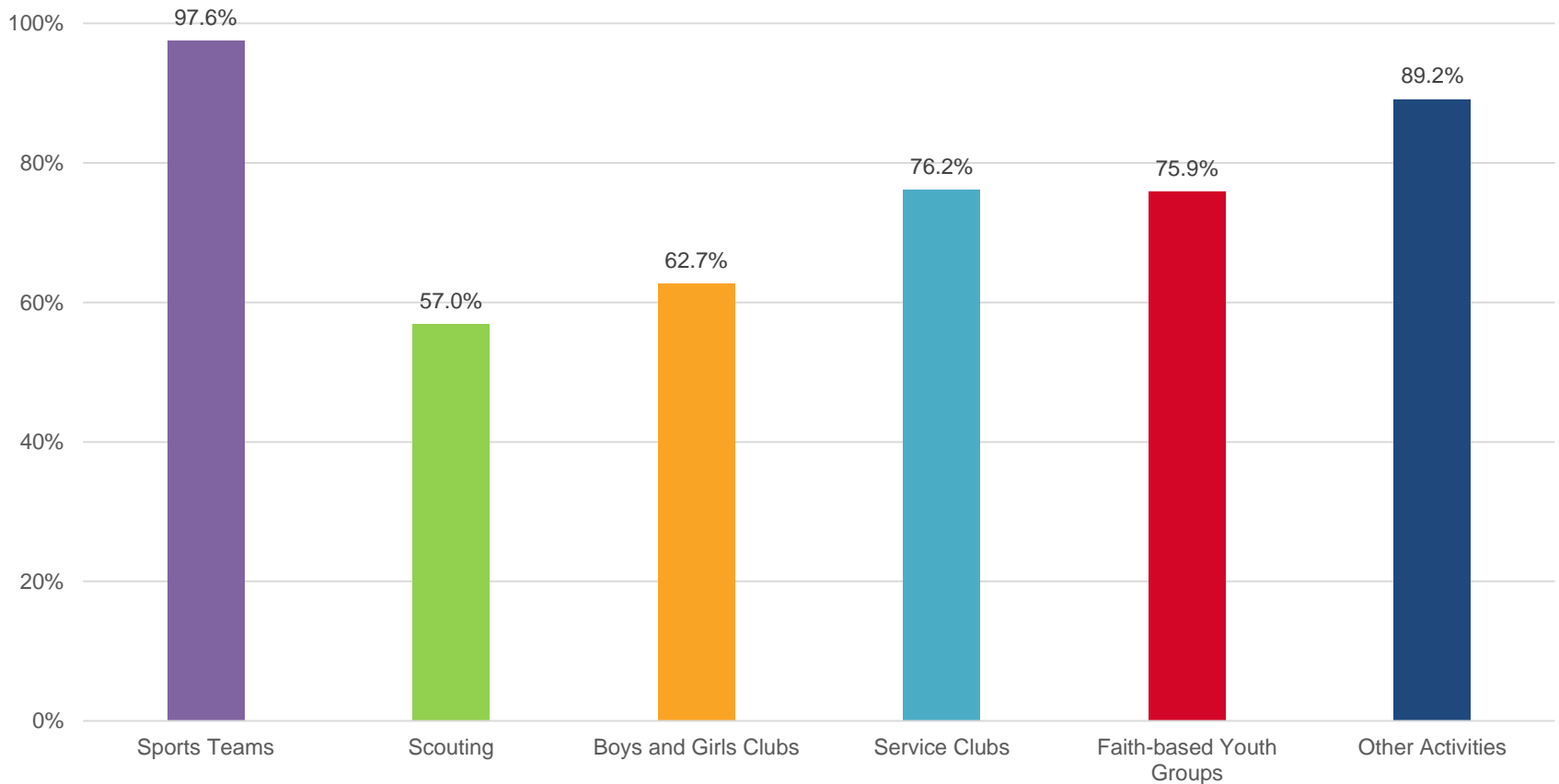
Access to Prescription Drugs

12th grade, prescription drug access



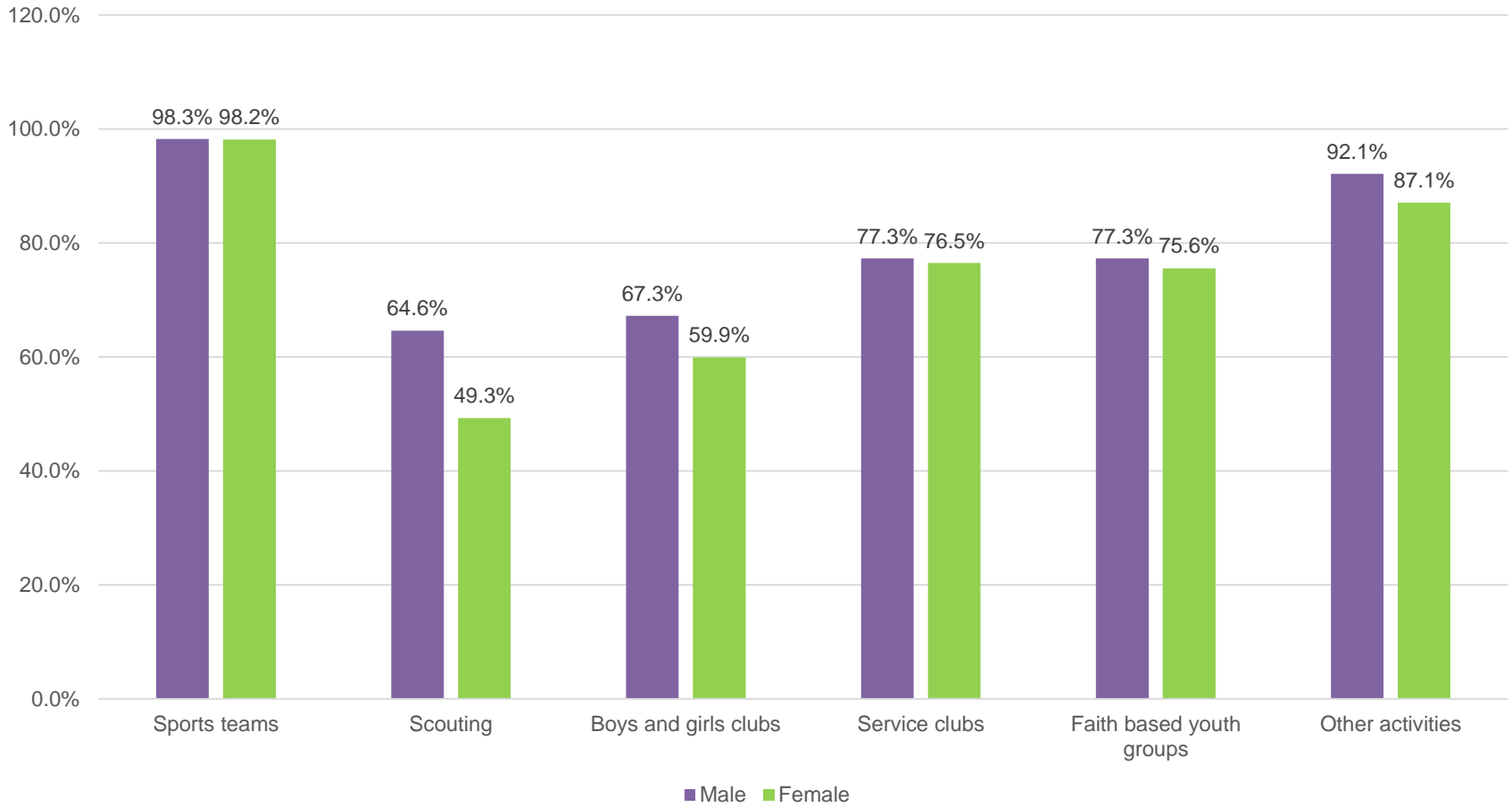
Availability of Activities

When youth are asked why they use substances, many times, the response is “there’s nothing else to do.” This results in a significant amount of time and monetary resources being used to keep kids busy. As a protective factor, alternative, constructive action acts as a preventative measure in the community. The following graph depicts the perception of respondents to the availability of a multitude of activities.



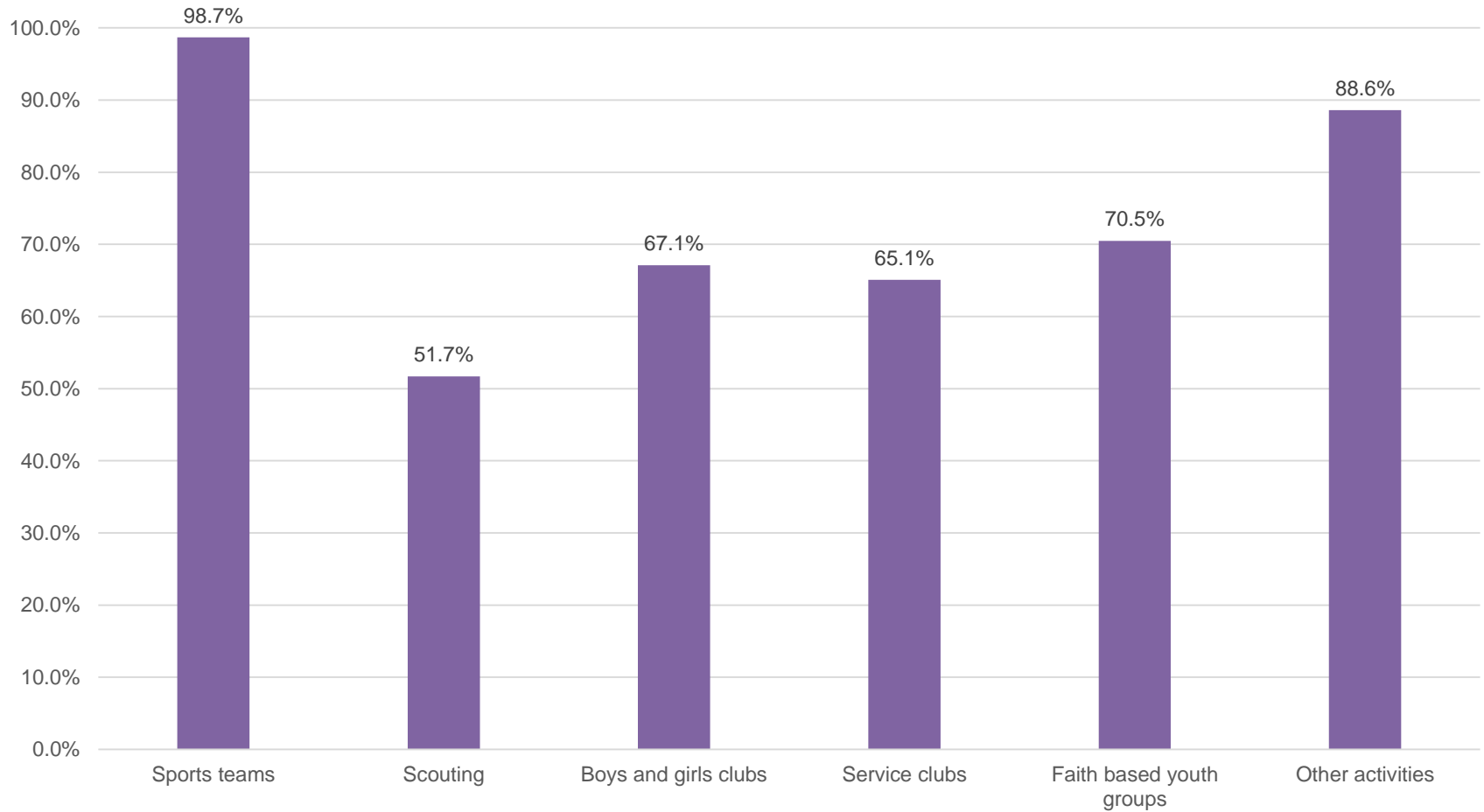
Availability of Activities

Activities available



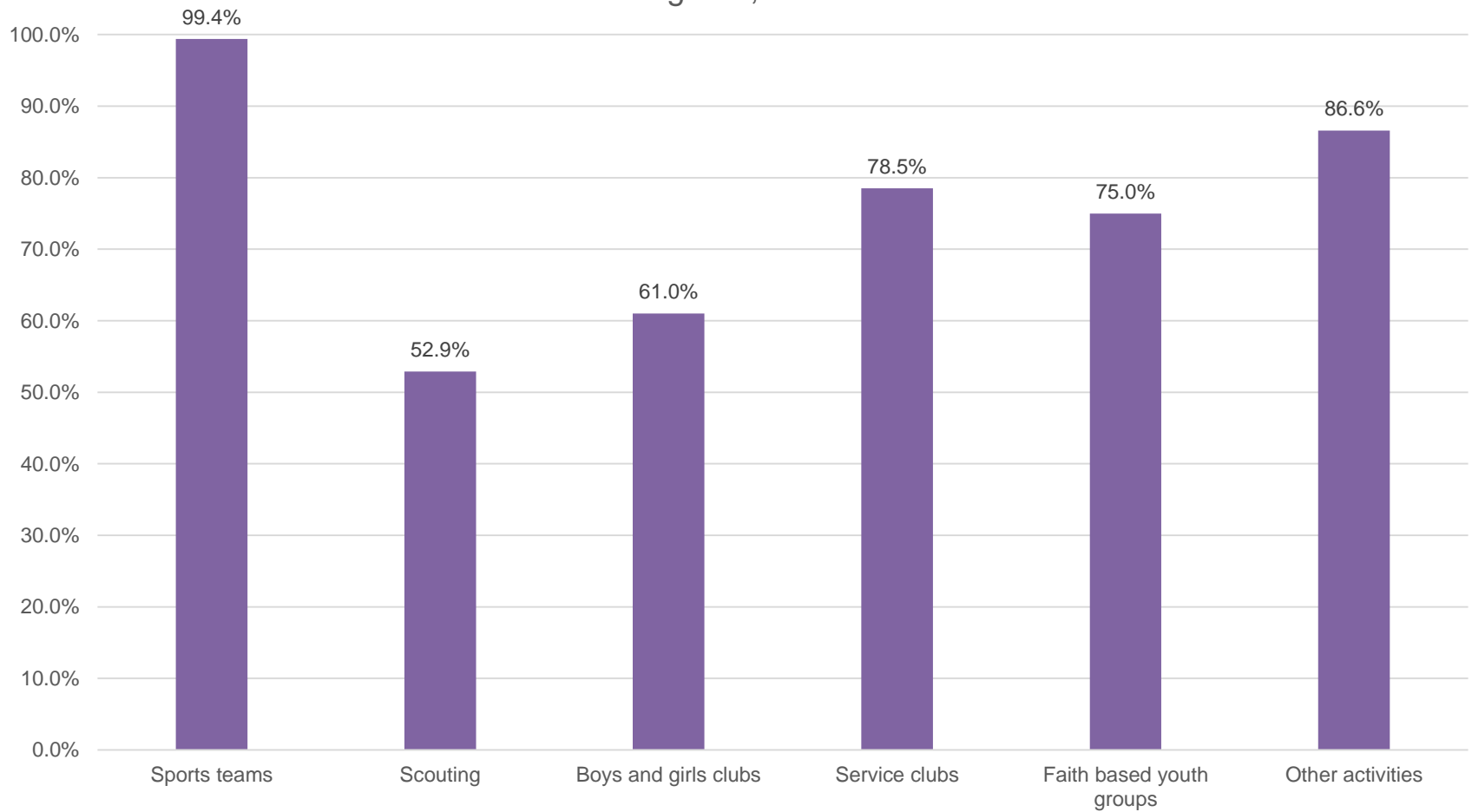
Availability of Activities

8th grade, activities



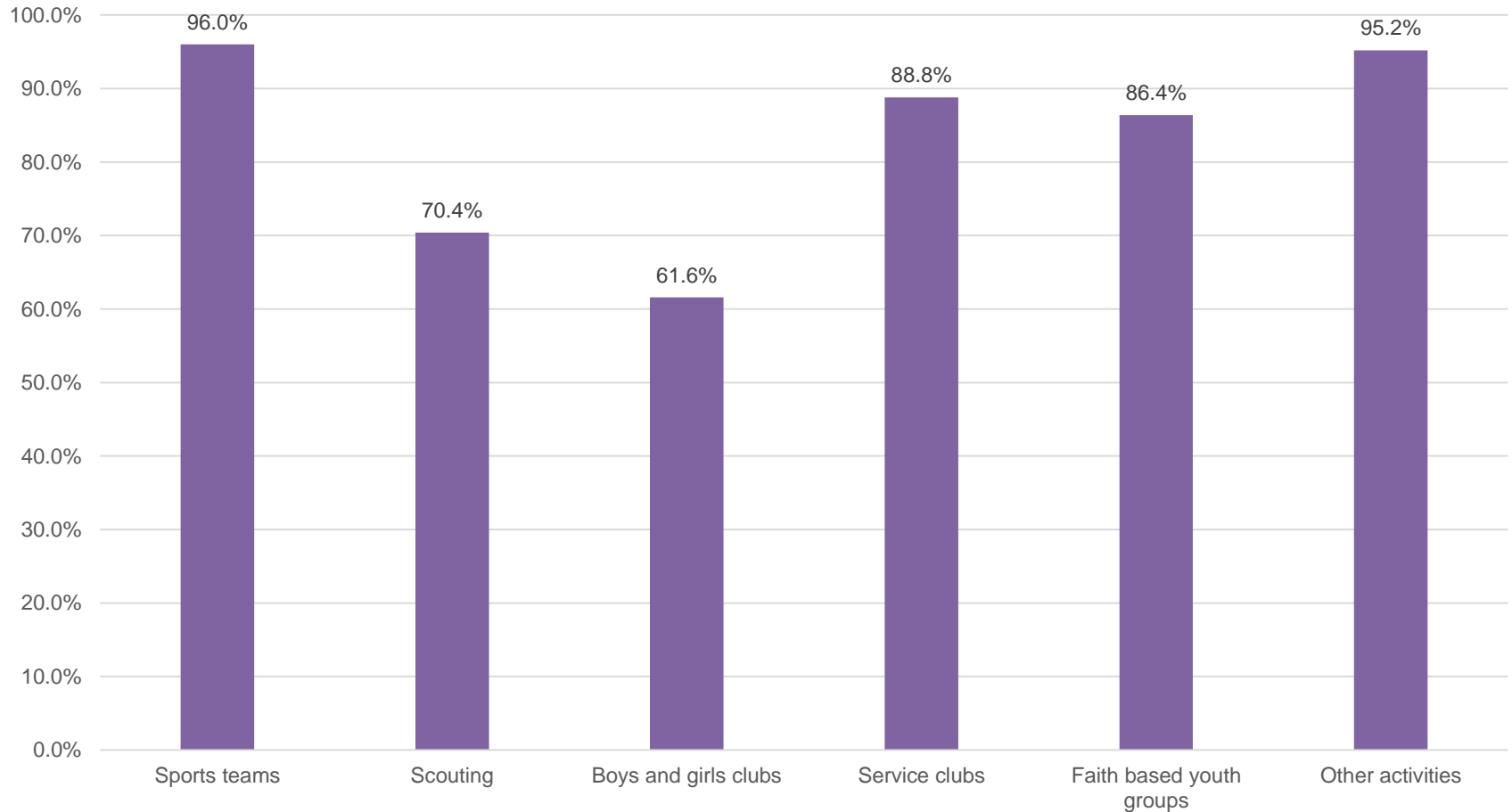
Availability of Activities

10th grade, activities



Availability of Activities

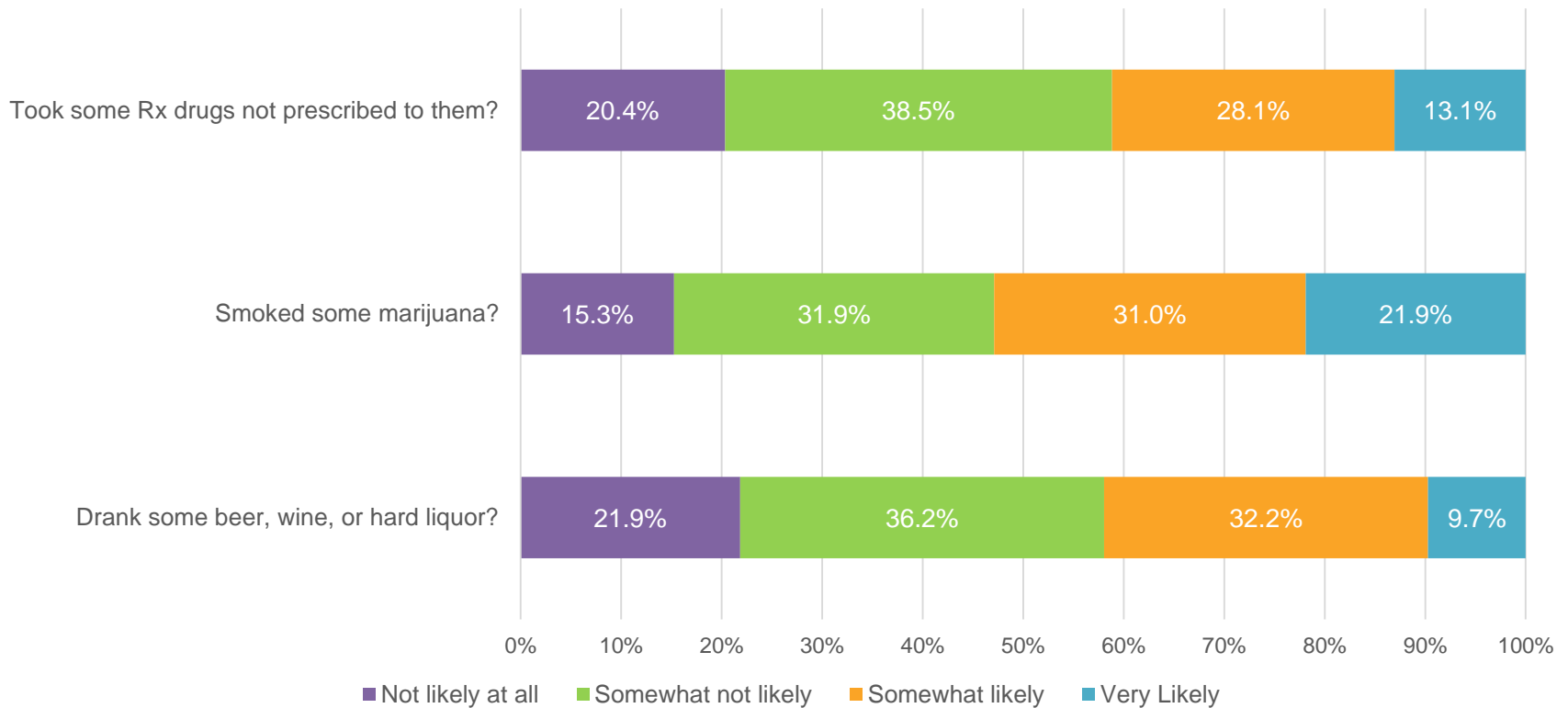
12th grade, activities



Consequences and Communication

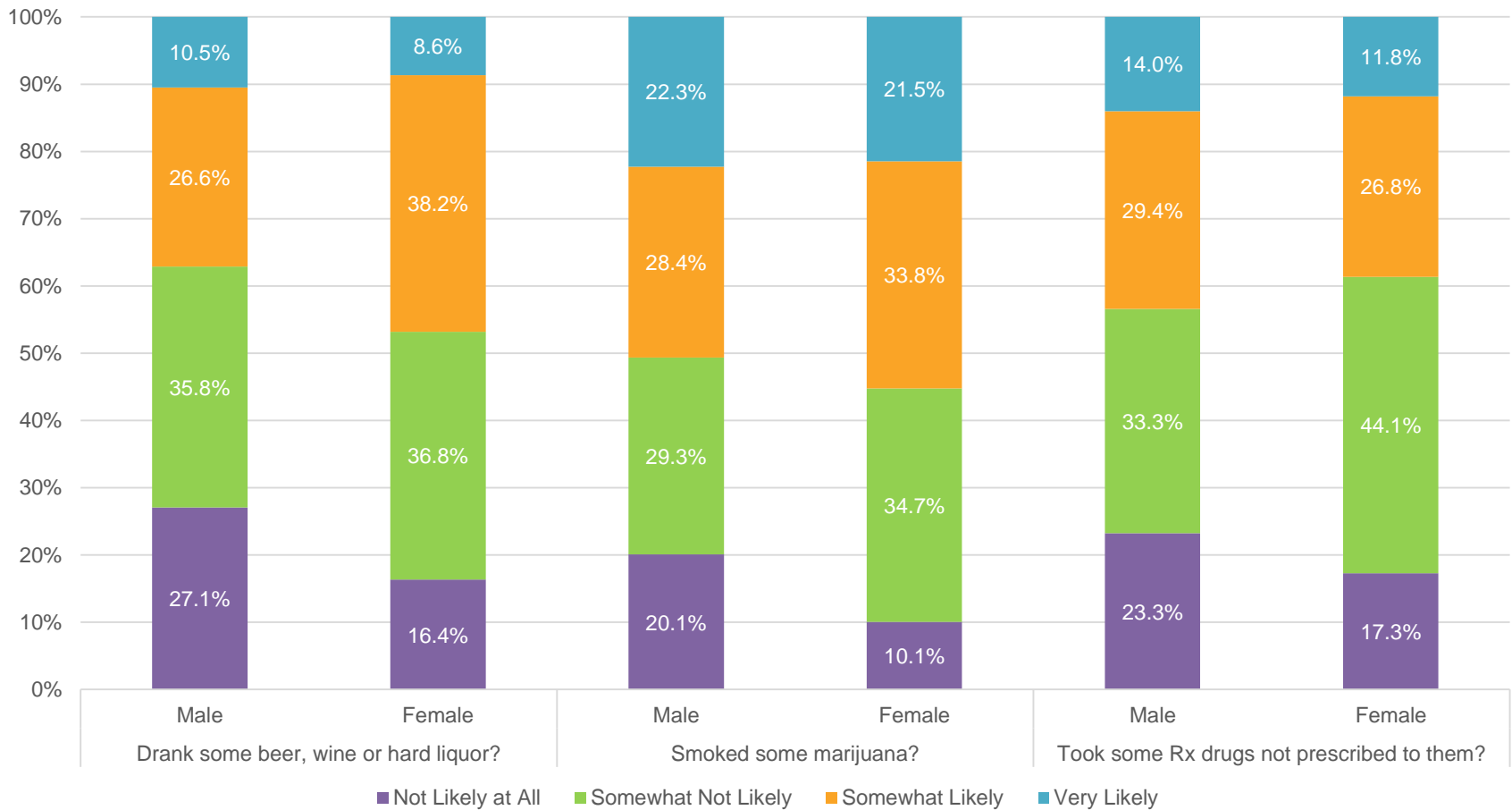
Potential consequences act as a deterrent to behavior. The belief of youth that they will be 'caught' when they do something wrong, or praised when they do something right, acts as a protective factor for a myriad of undesirable behaviors, including substance abuse. The following graphs detail the youth perceptions of family, school, and police actions (positive and negative).

How likely is it that a person will be caught by police if they:



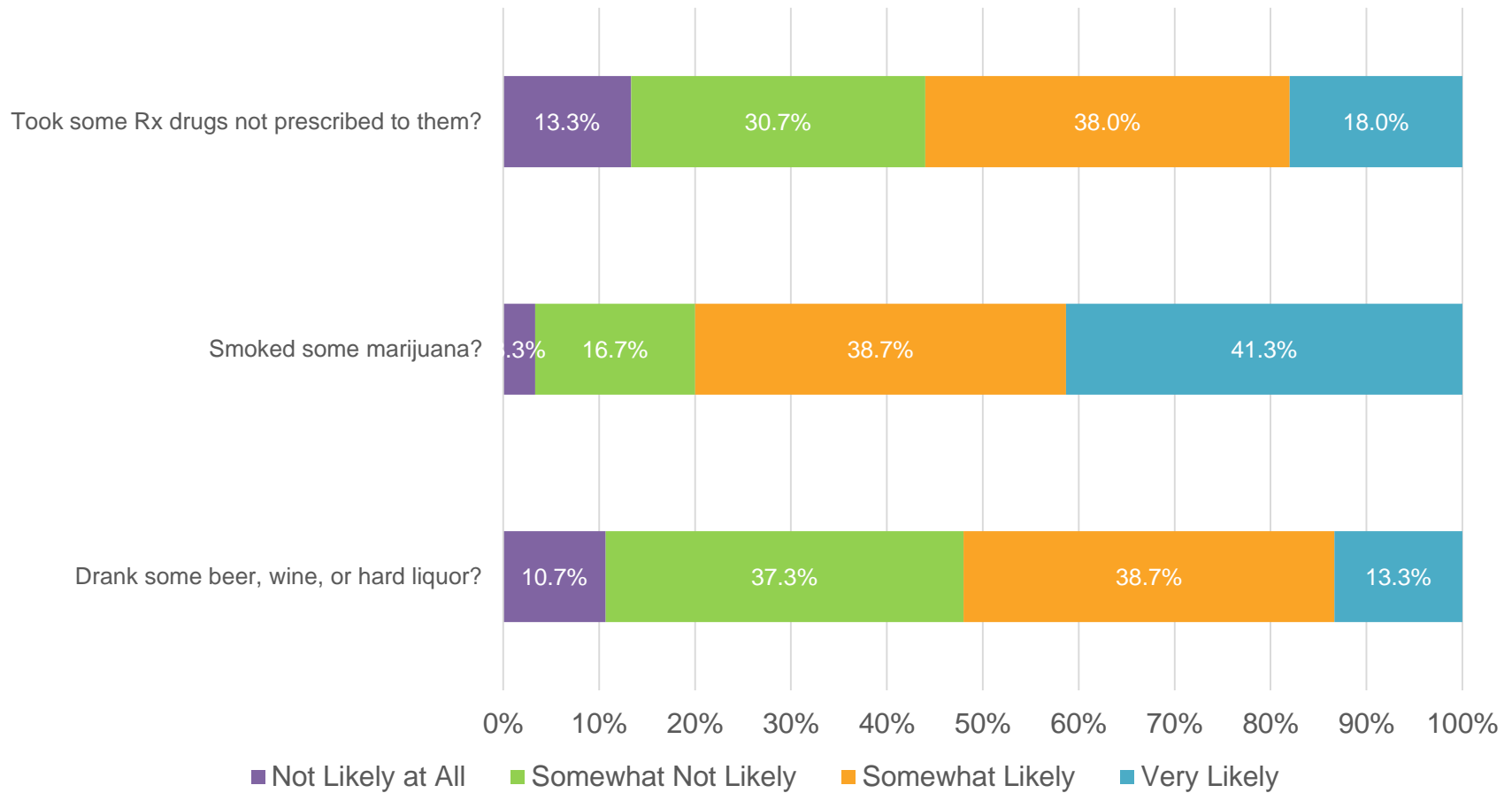
Consequences and Communication

How likely is it that a person will be caught by police if they:



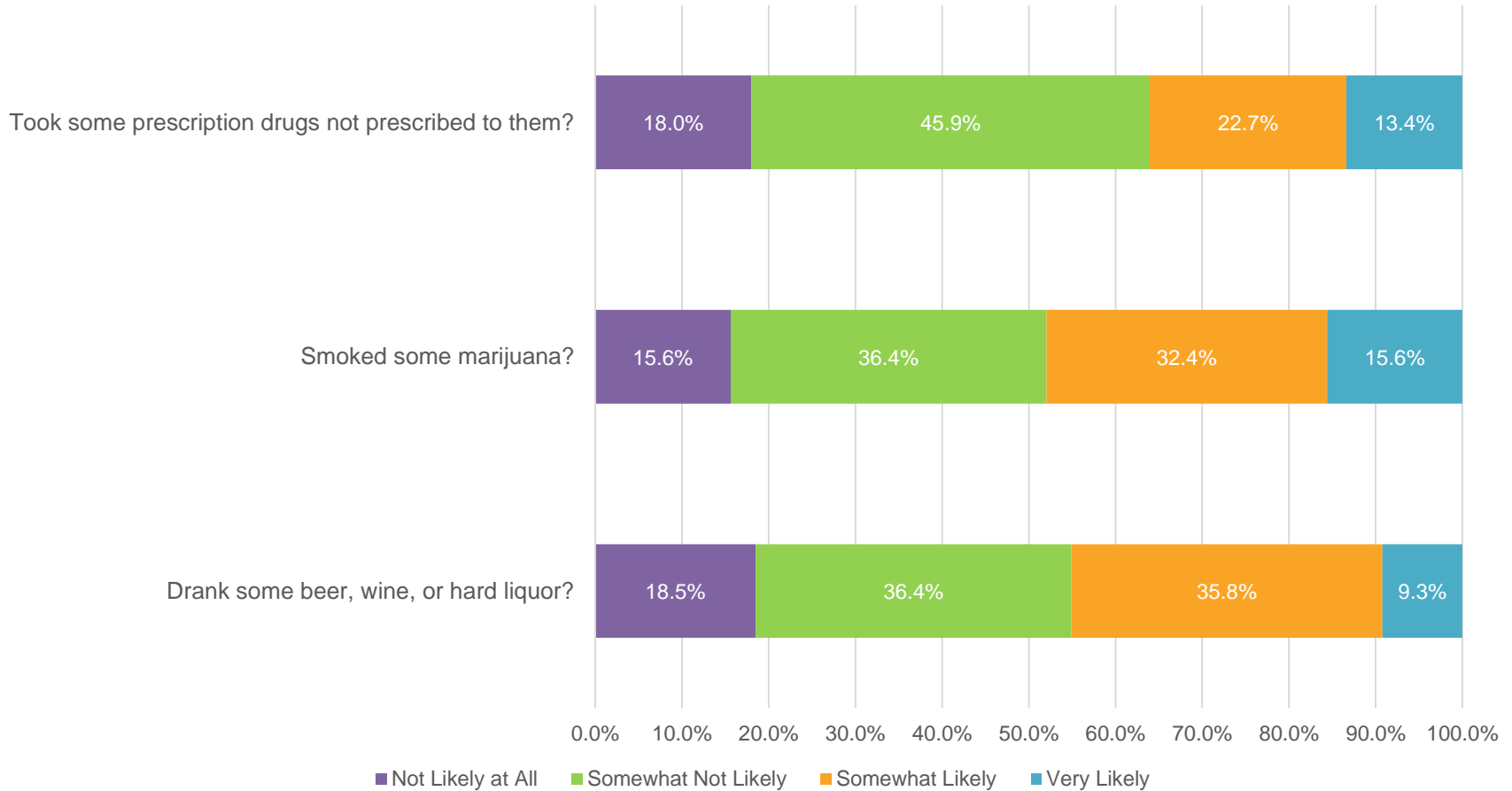
Consequences and Communication

8th grade, likely to get caught by the police



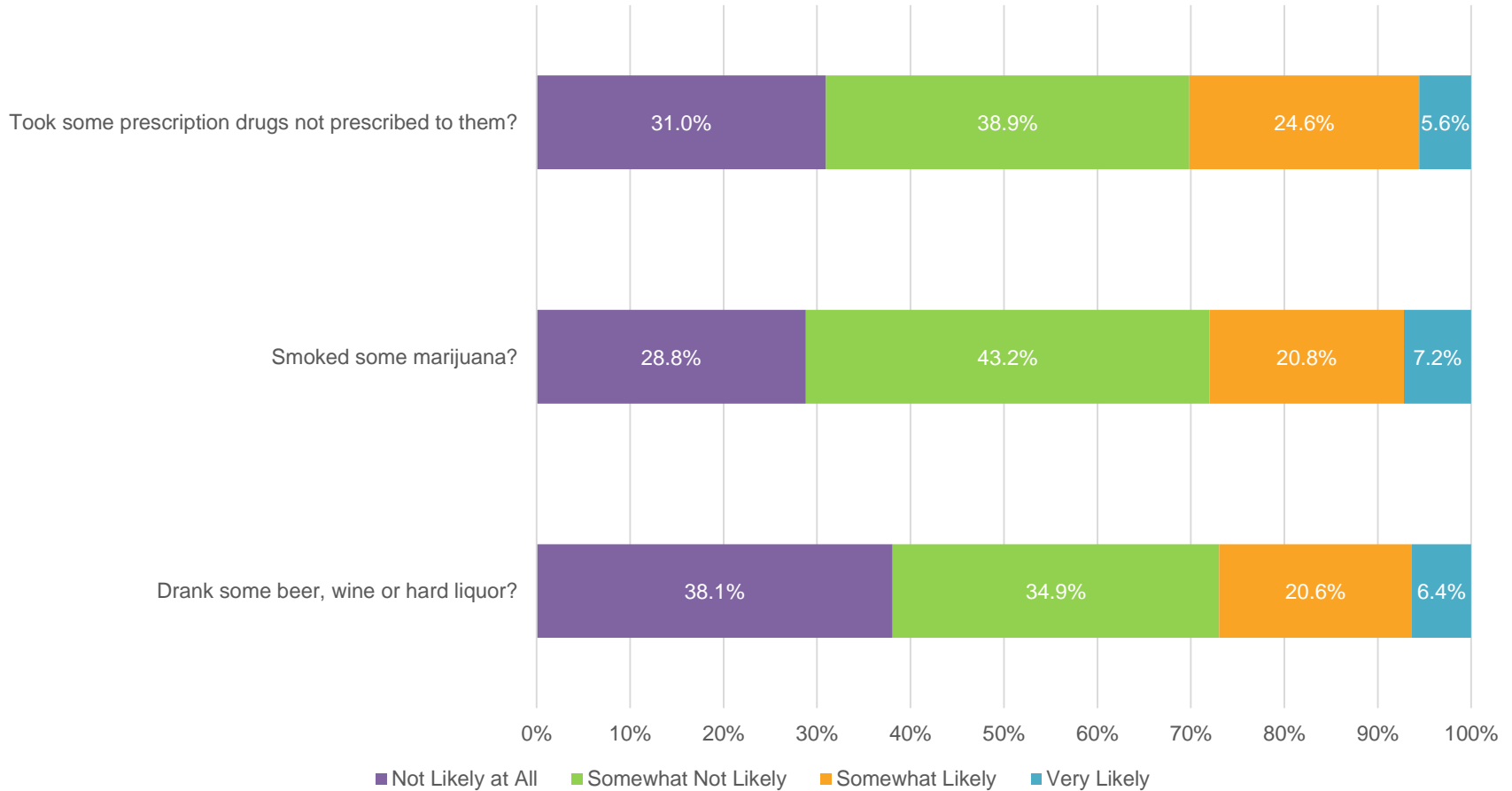
Consequences and Communication

10th grade, likely to get caught by the police

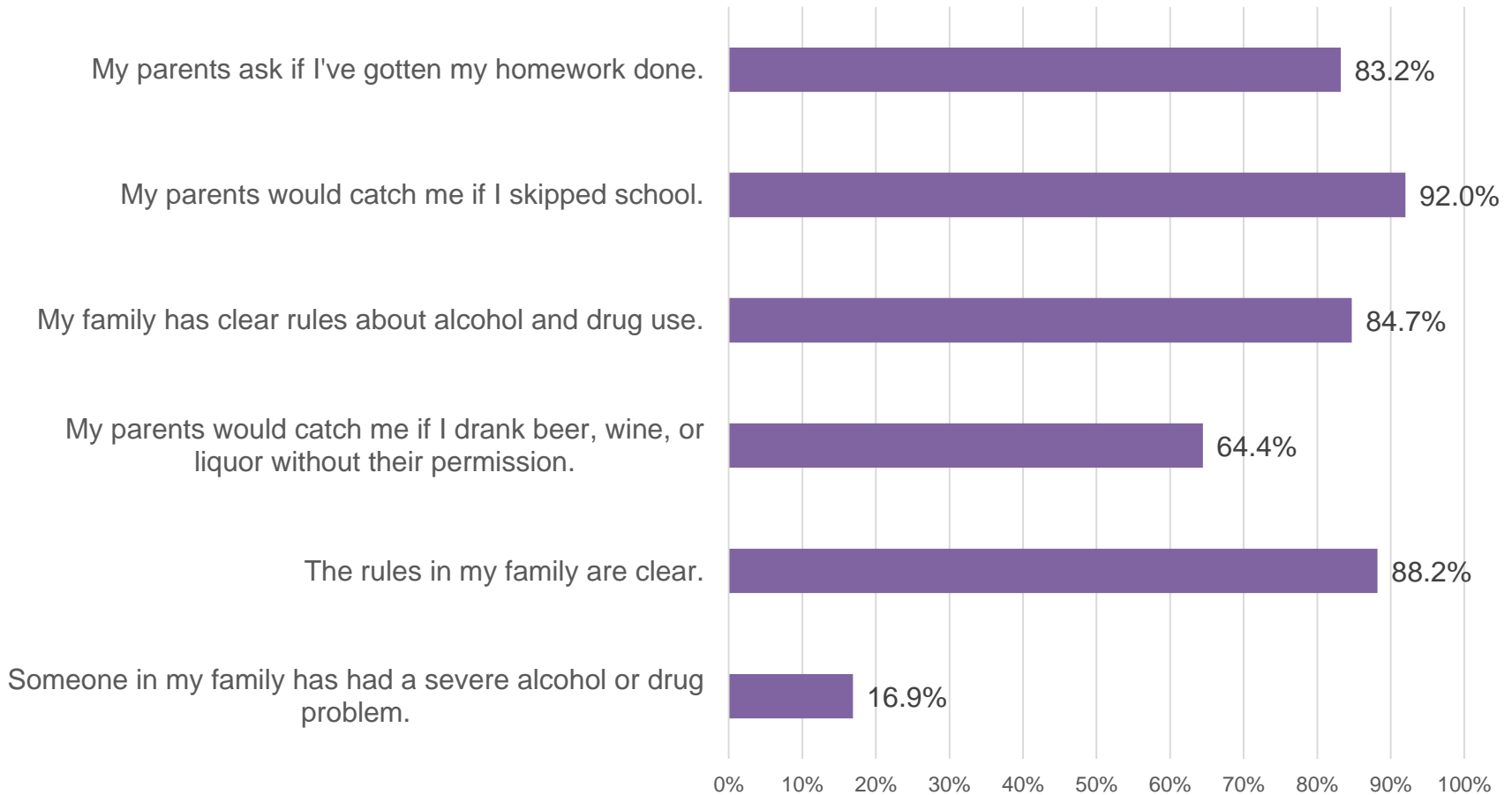


Consequences and Communication

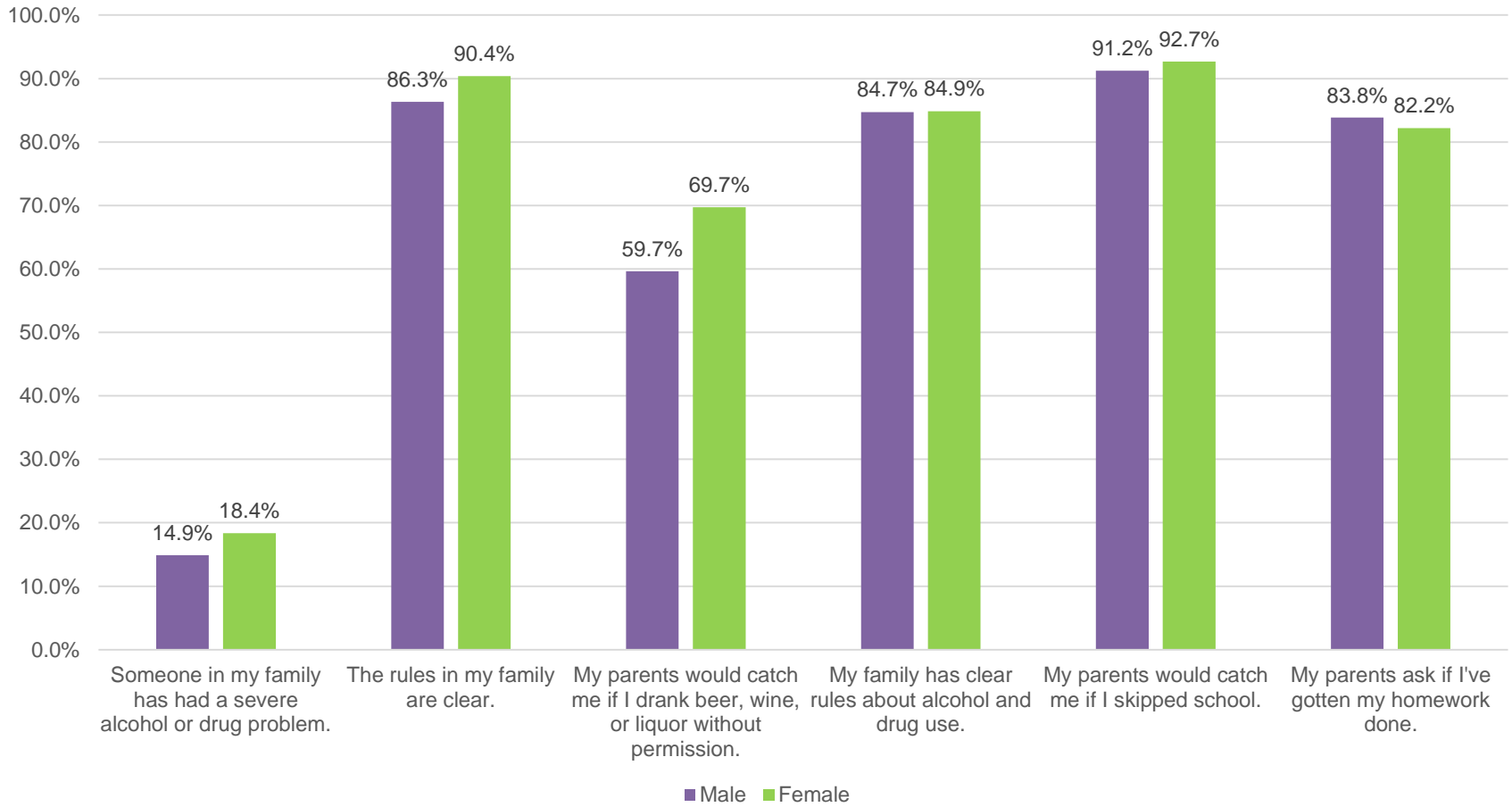
12th grade, likely to get caught by the police



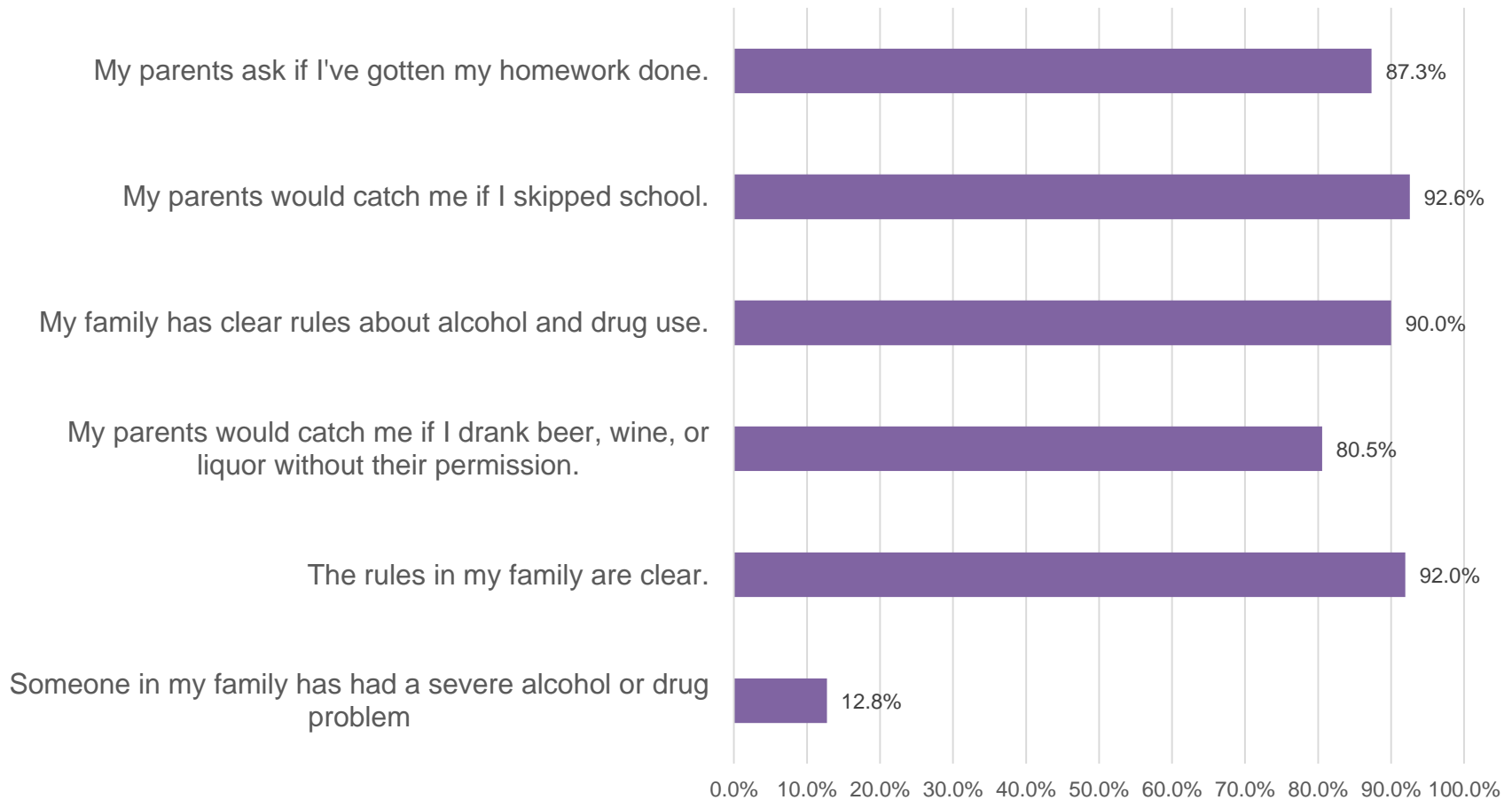
Parent Engagement



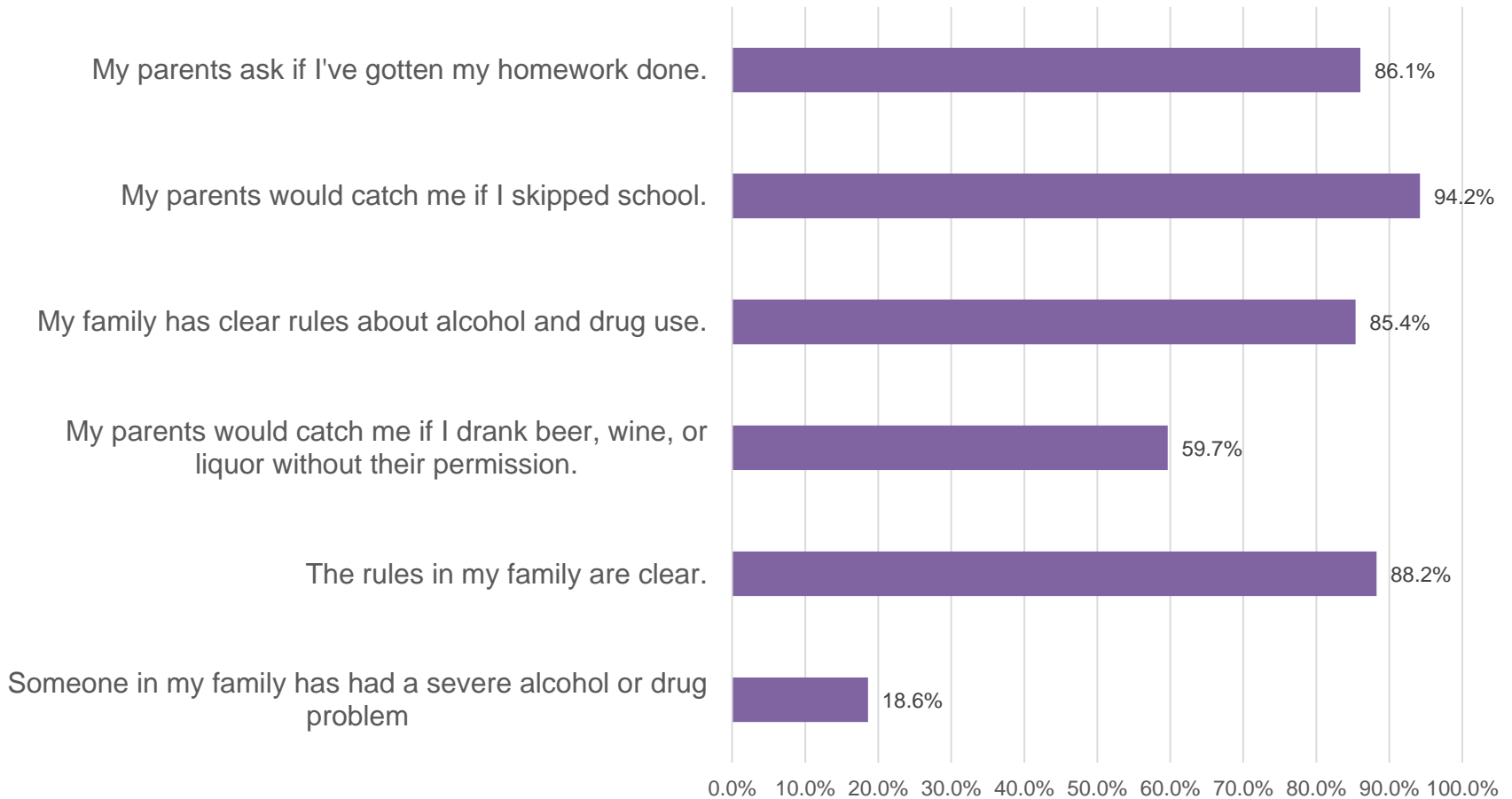
Parent Engagement



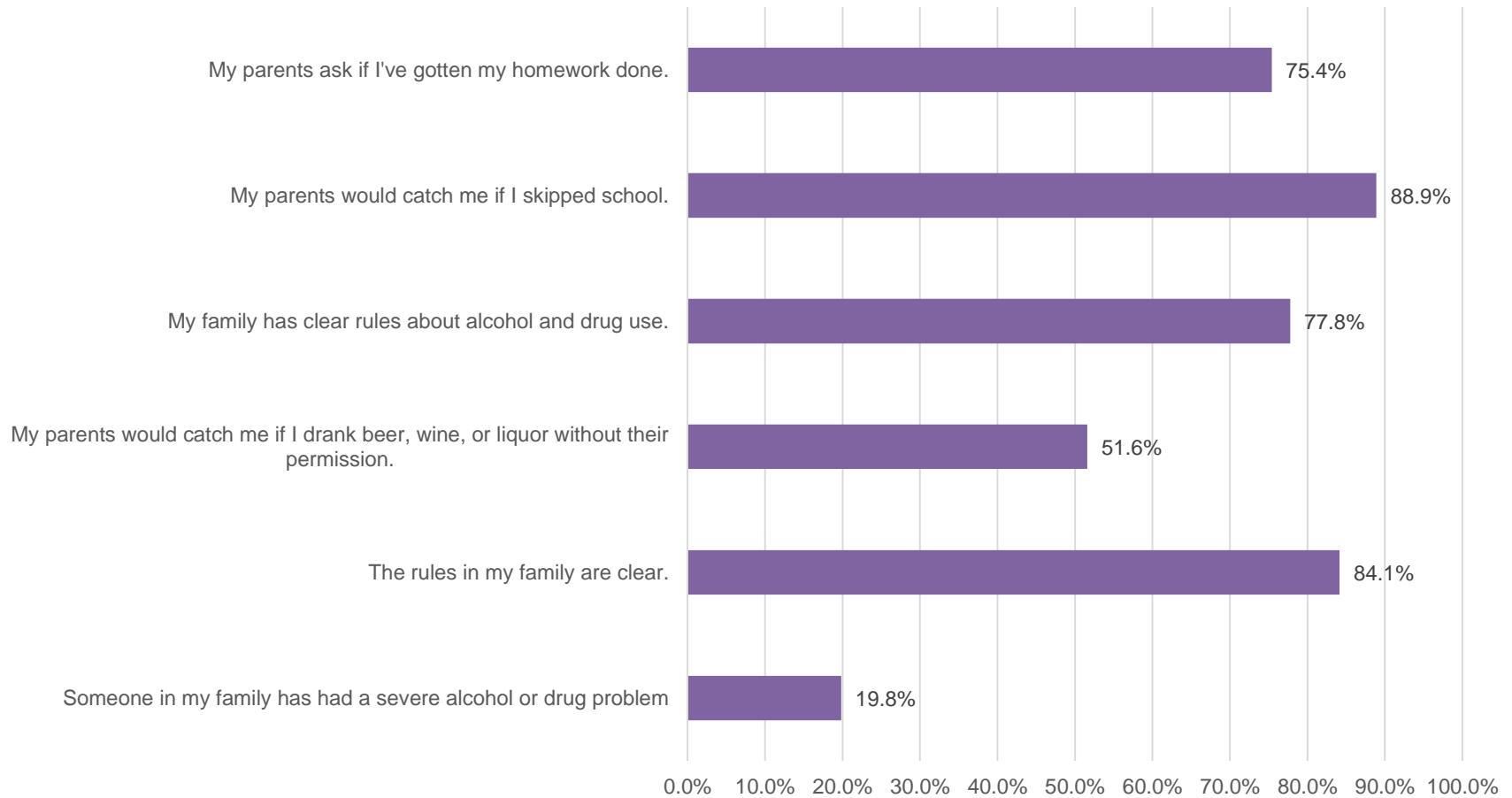
8th grade, parent engagement



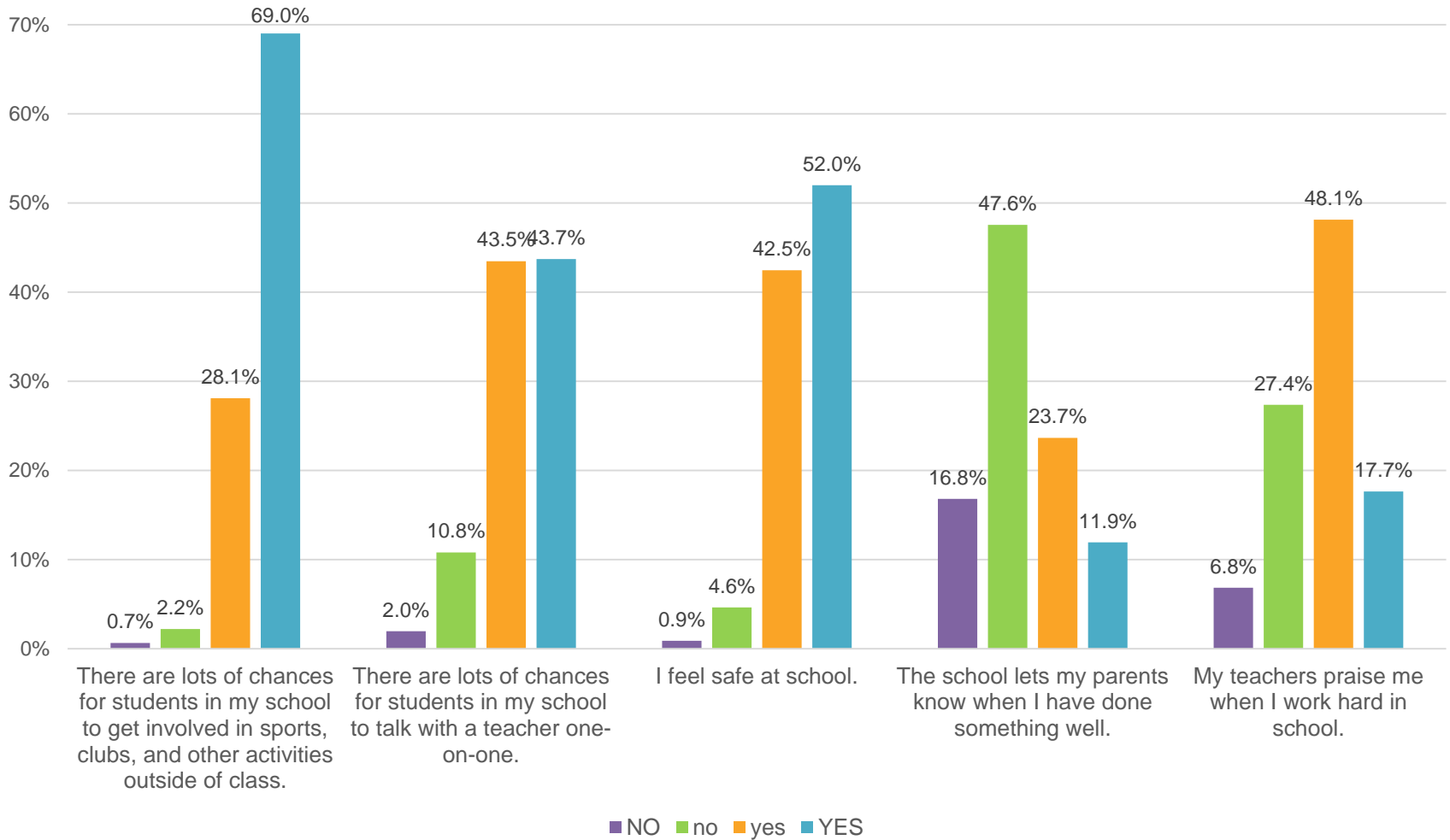
10th grade, parent engagement



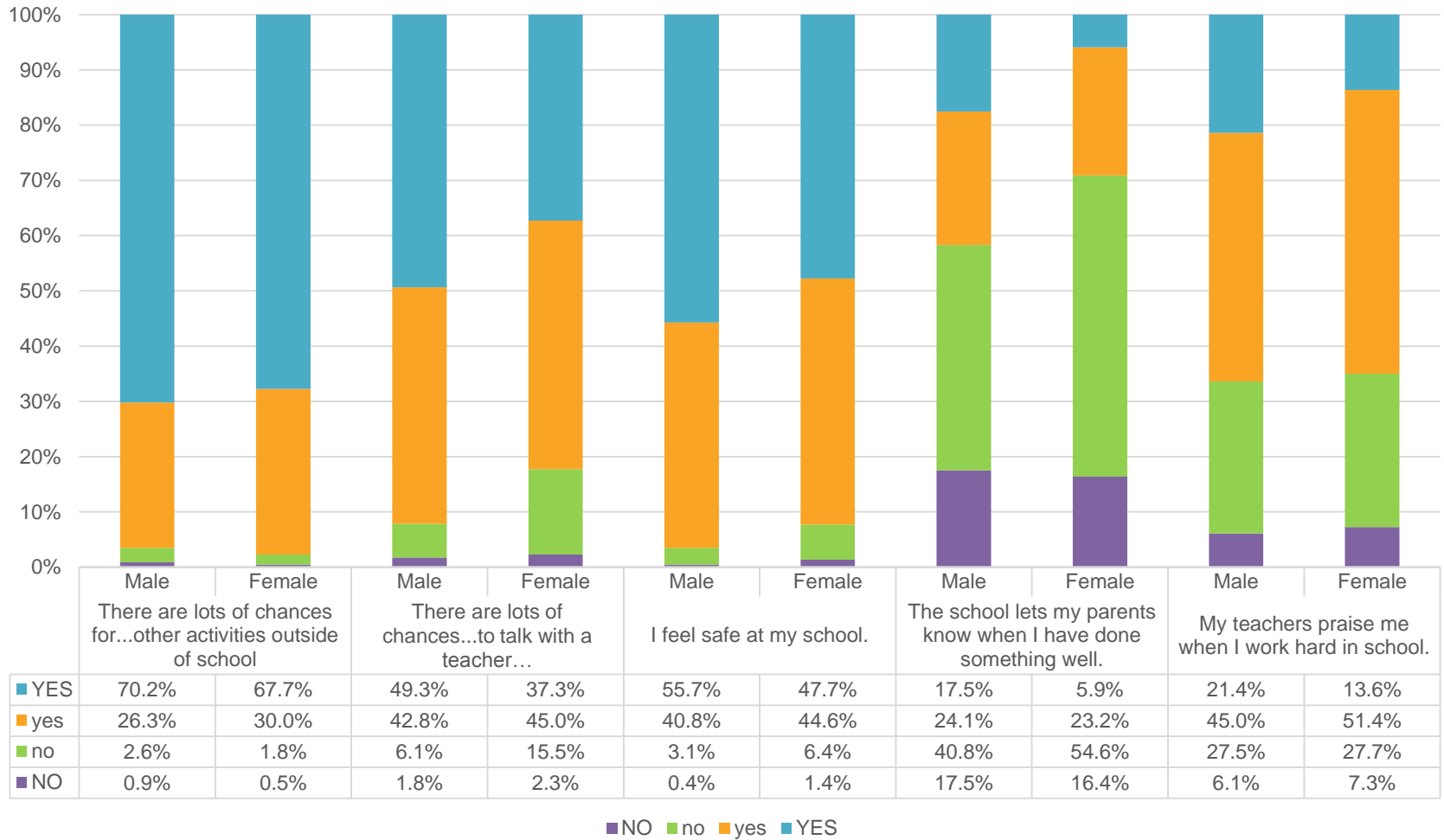
12th grade, parent engagement



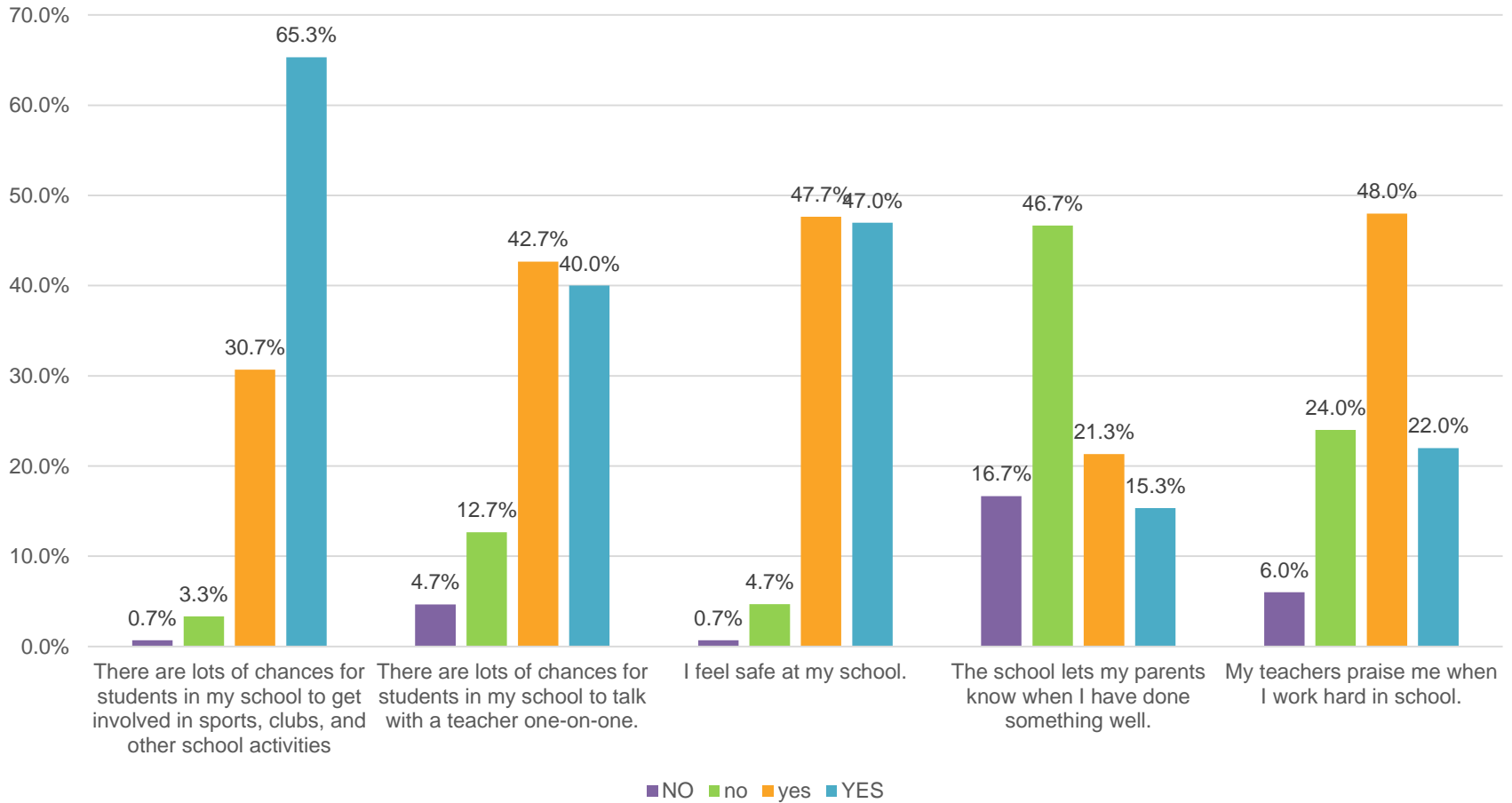
School



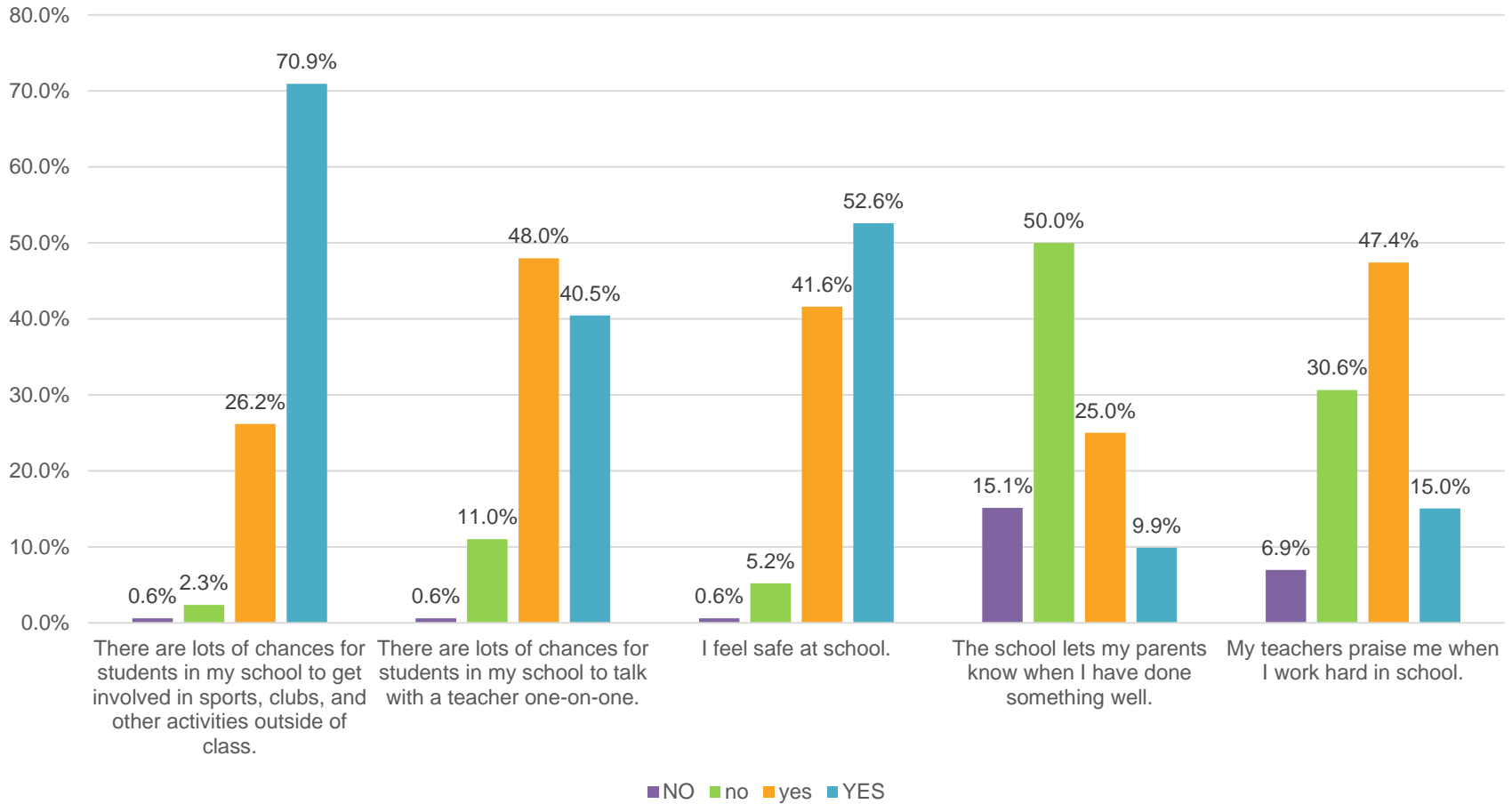
School



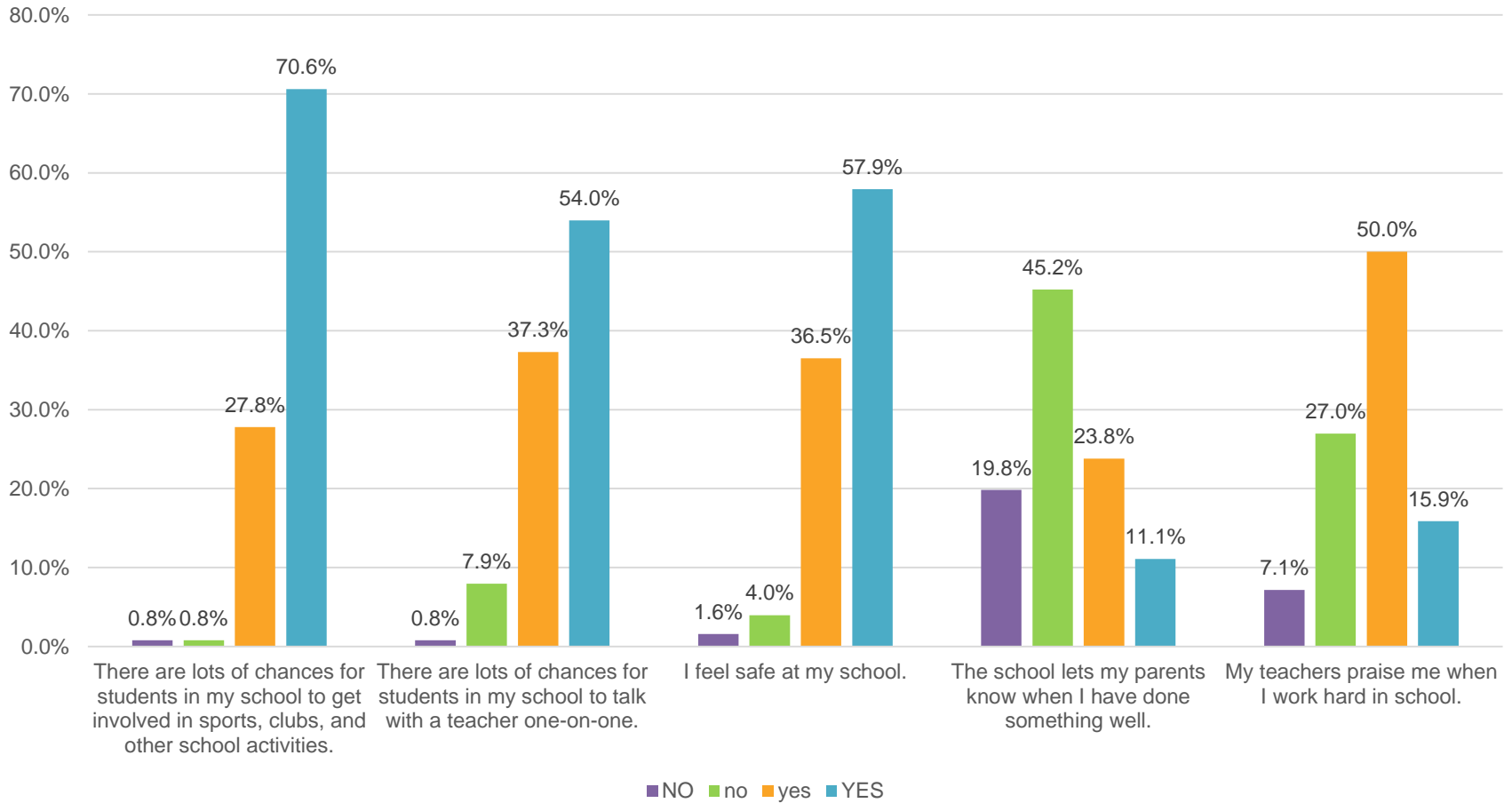
8th grade



10th grade

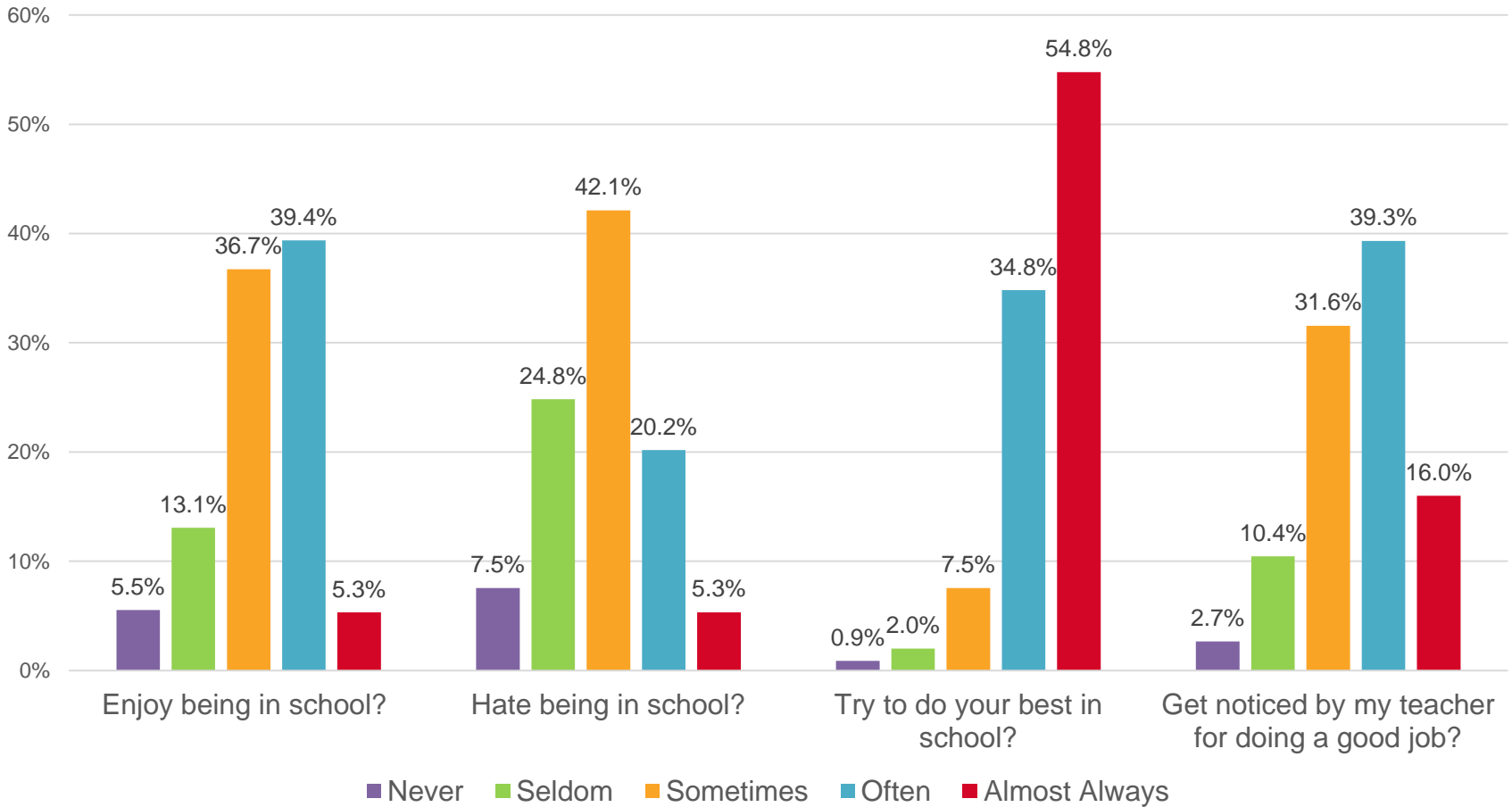


12th grade



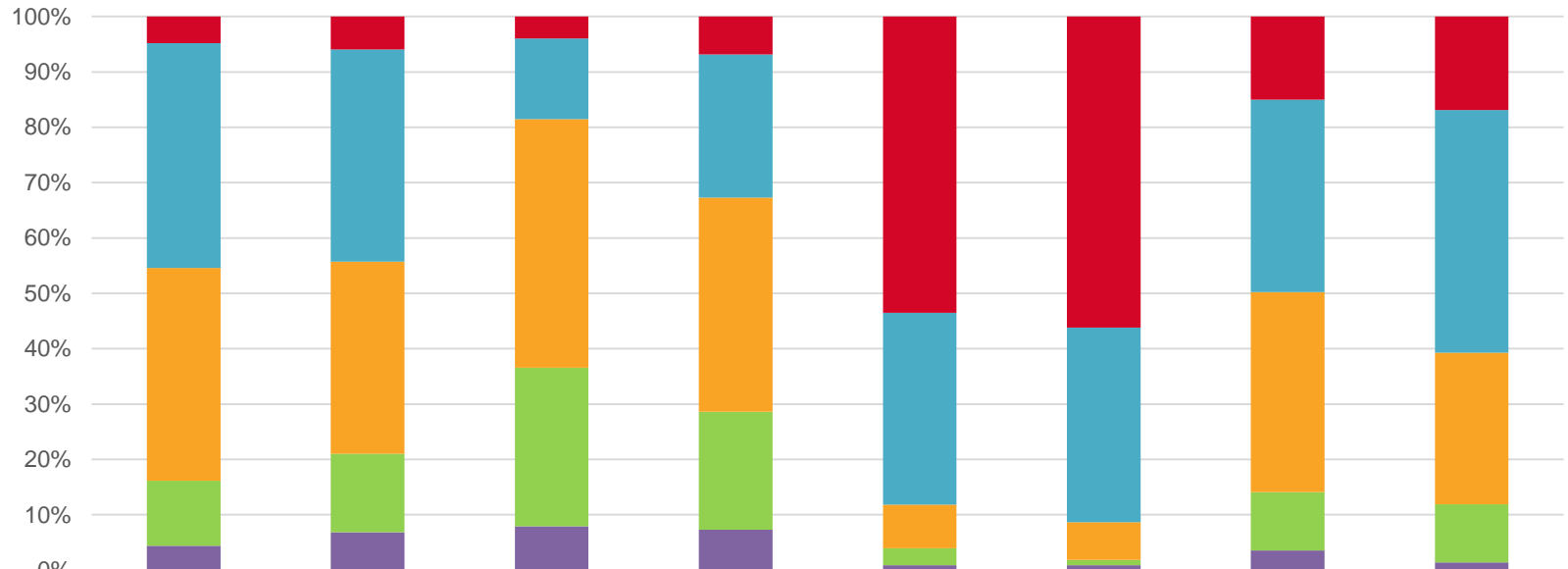
Attitude Towards School

In the past year, how often did you:



Attitude Towards School

In the past year, how often did you?

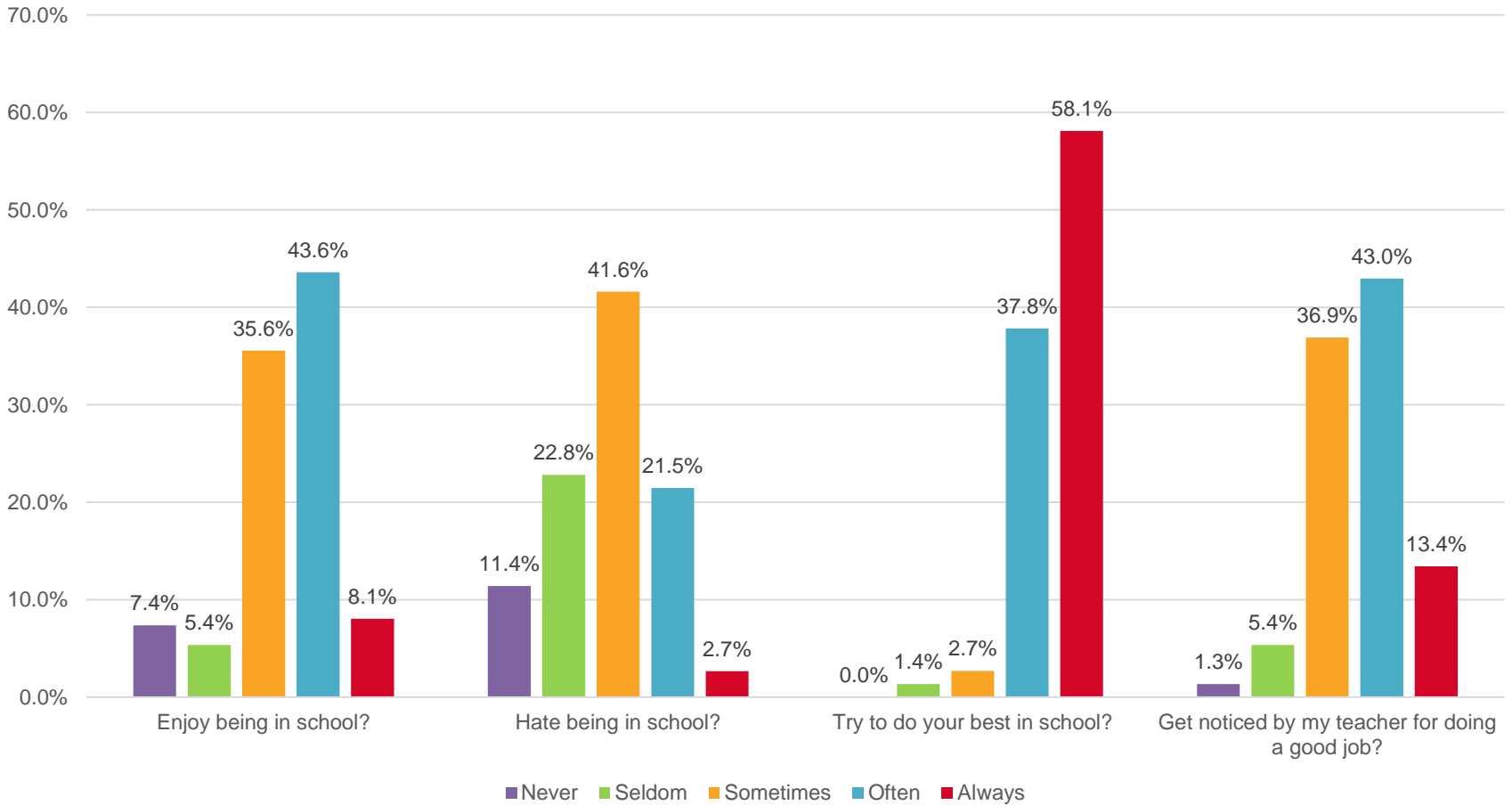


	Male	Female	Male	Female	Male	Female	Male	Female
	Enjoy being in school?		Hate being in school?		Try to do your best in school?		Get noticed by my teacher for doing a good job?	
Always	4.8%	5.9%	4.0%	6.8%	53.5%	56.2%	15.0%	16.9%
Often	40.6%	38.4%	14.5%	25.9%	34.7%	35.2%	34.8%	43.8%
Sometimes	38.4%	34.7%	44.9%	38.6%	7.9%	6.9%	36.1%	27.4%
Seldom	11.8%	14.2%	28.6%	21.4%	3.1%	0.9%	10.6%	10.5%
Never	4.4%	6.9%	7.9%	7.3%	0.9%	0.9%	3.5%	1.4%

Never Seldom Sometimes Often Always

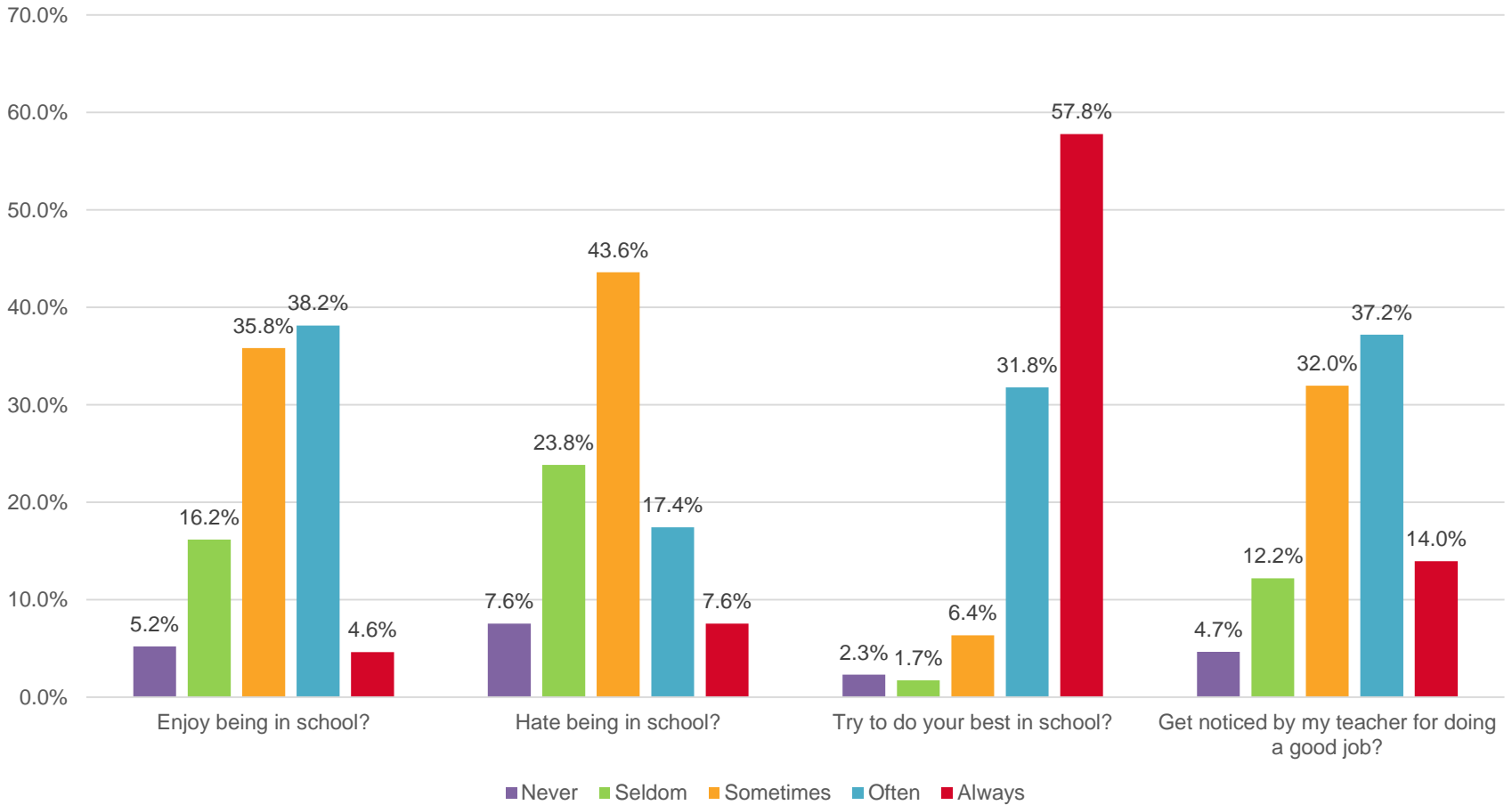
Attitude Towards School

8th grade, past year



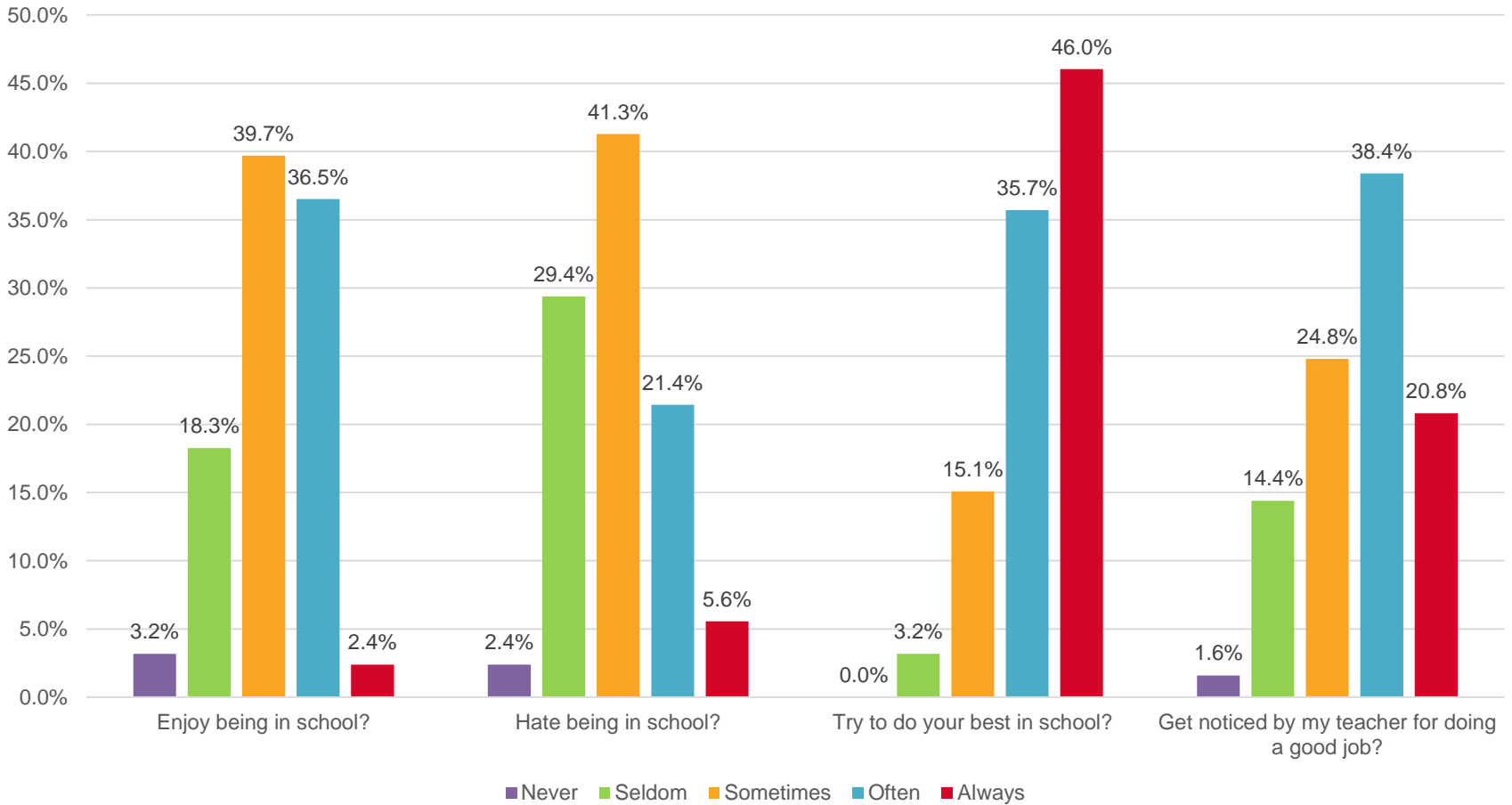
Attitude Towards School

10th grade, past year



Attitude Towards School

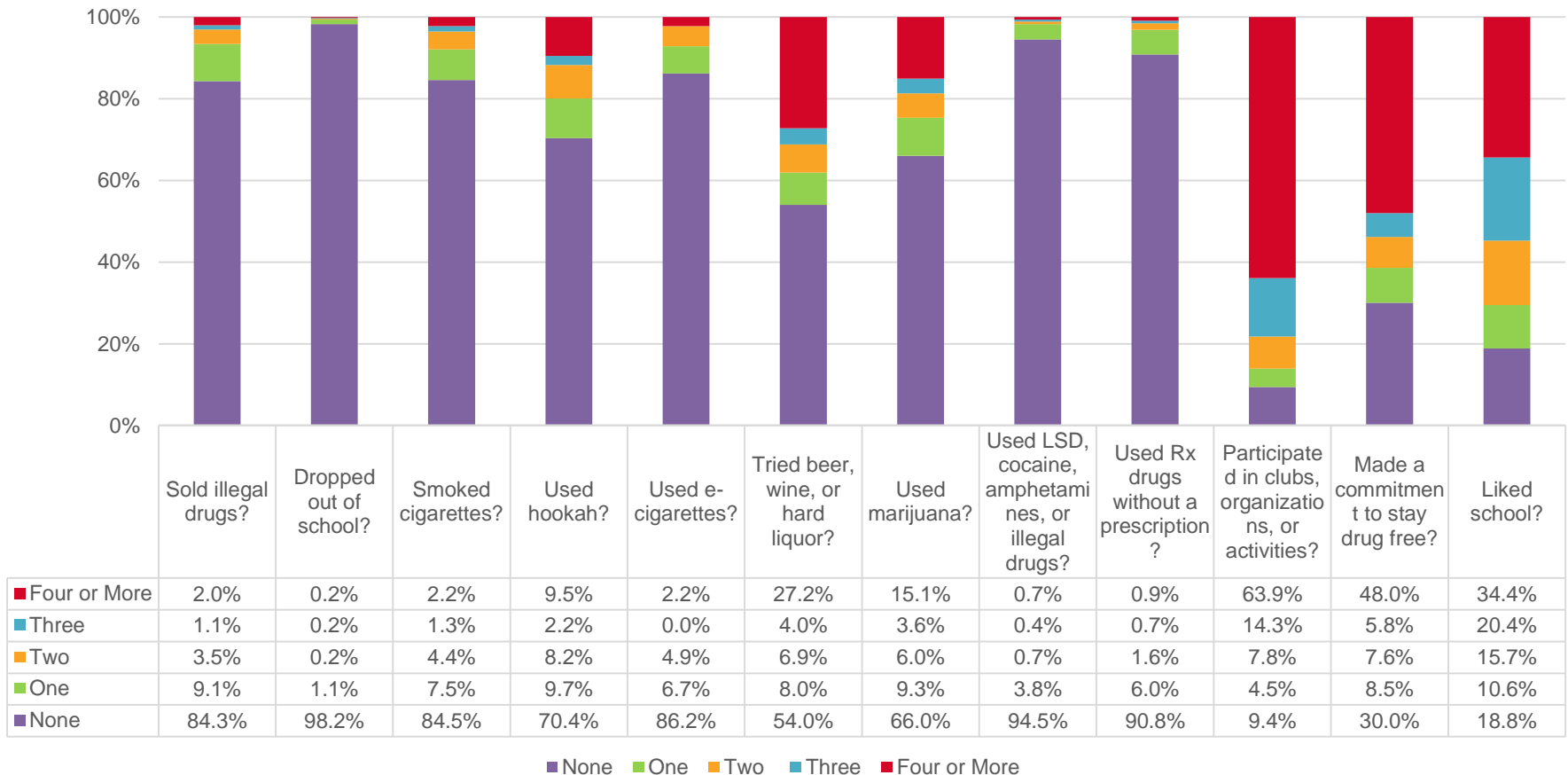
12th grade, past year



Role Modeling

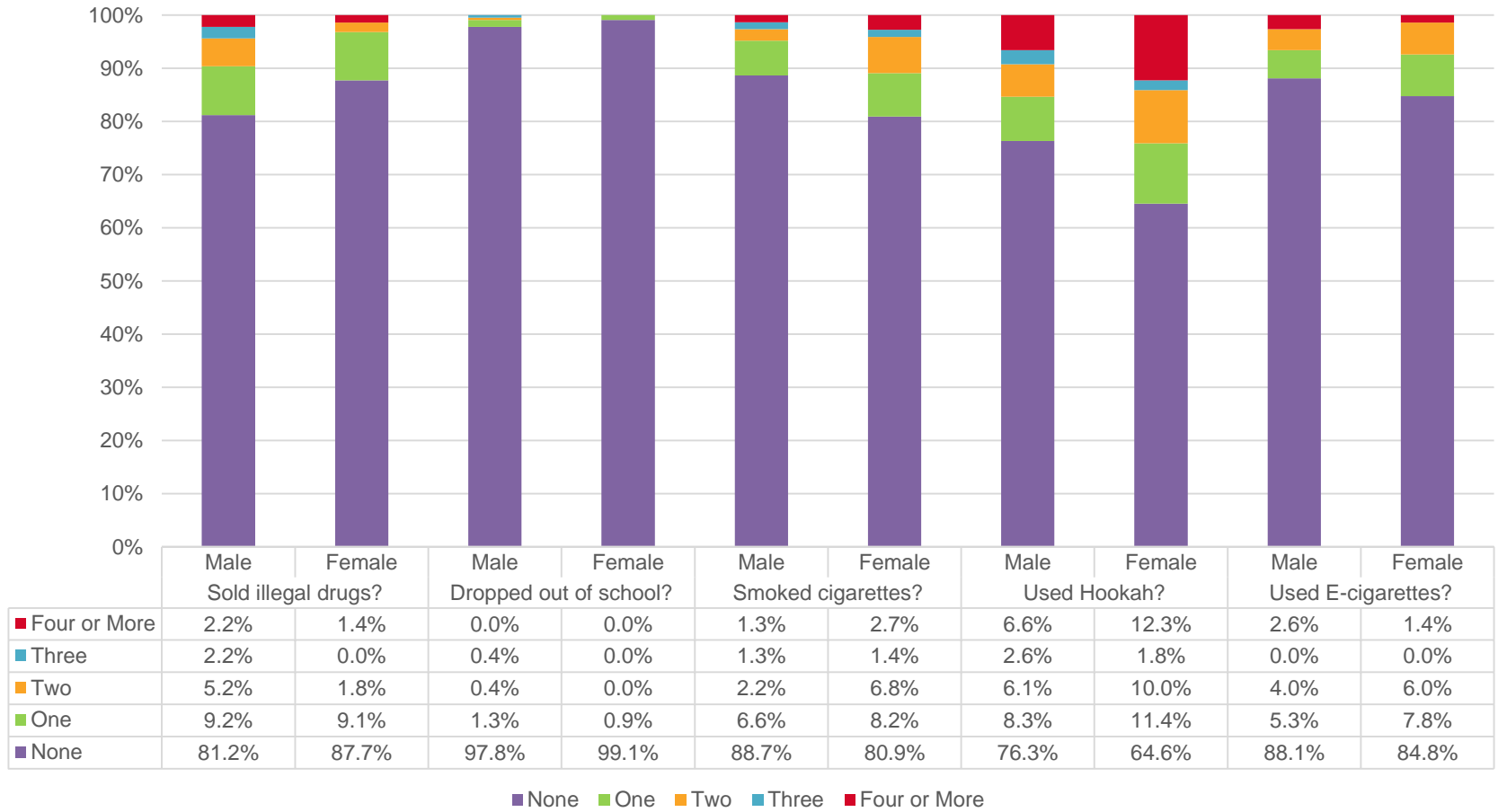
Many have heard the adage “do as I say, not as I do.” This is a reality for many youth in the community from adult, as well as peer influence. If there is an expectation that youth engage in positive behaviors and make good choices, then the adults and youths around them must be good role models. The following graphs provide insight into the example youths are seeing from the adults and peers in their lives.

In the past year, how many of your best friends have:



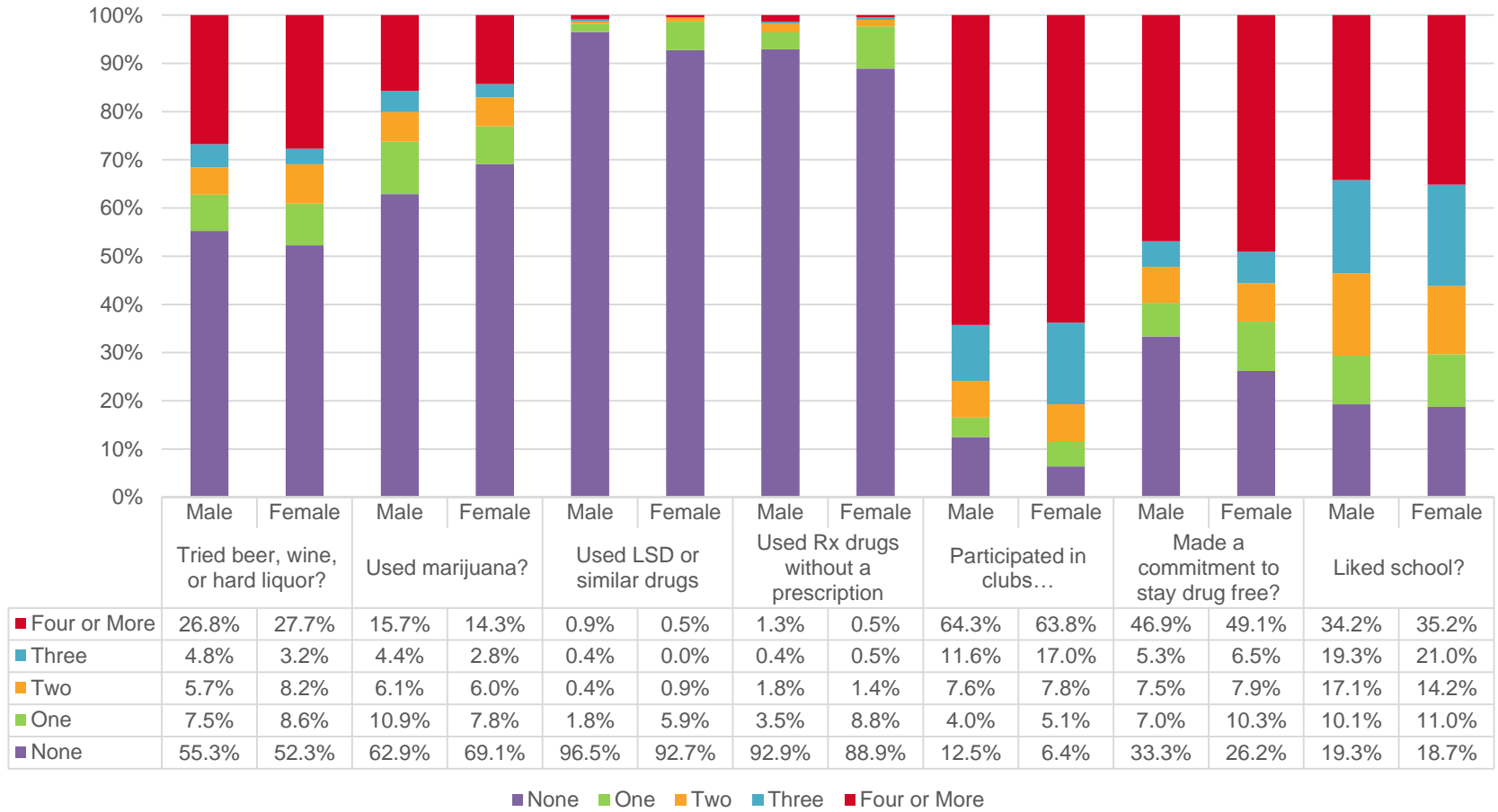
Role Modeling

In the past year, how many of your best friends have:



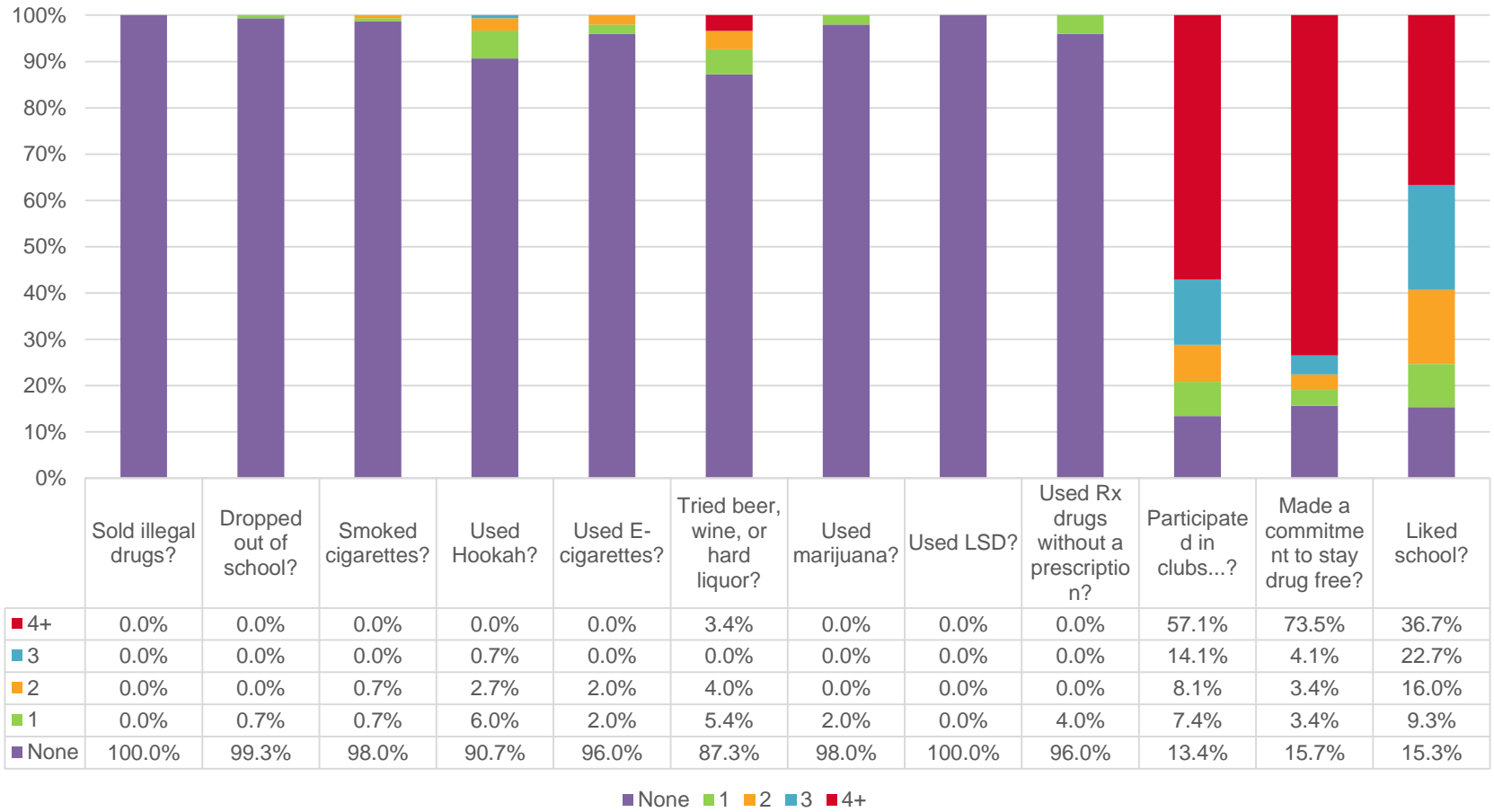
Role Modeling

In the past year, how many of your best friends have:



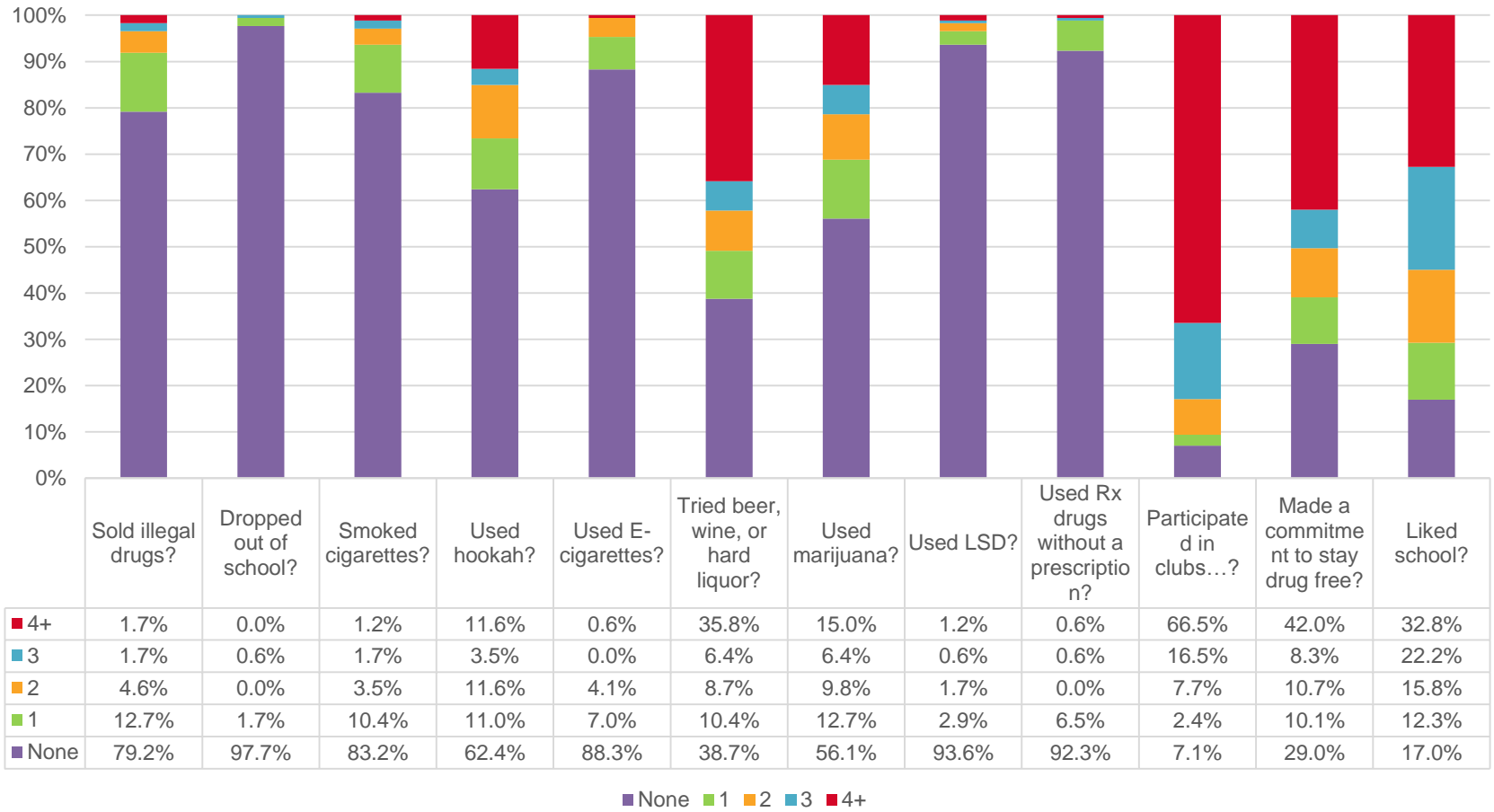
Role Modeling

8th grade, how many of your best friends have:



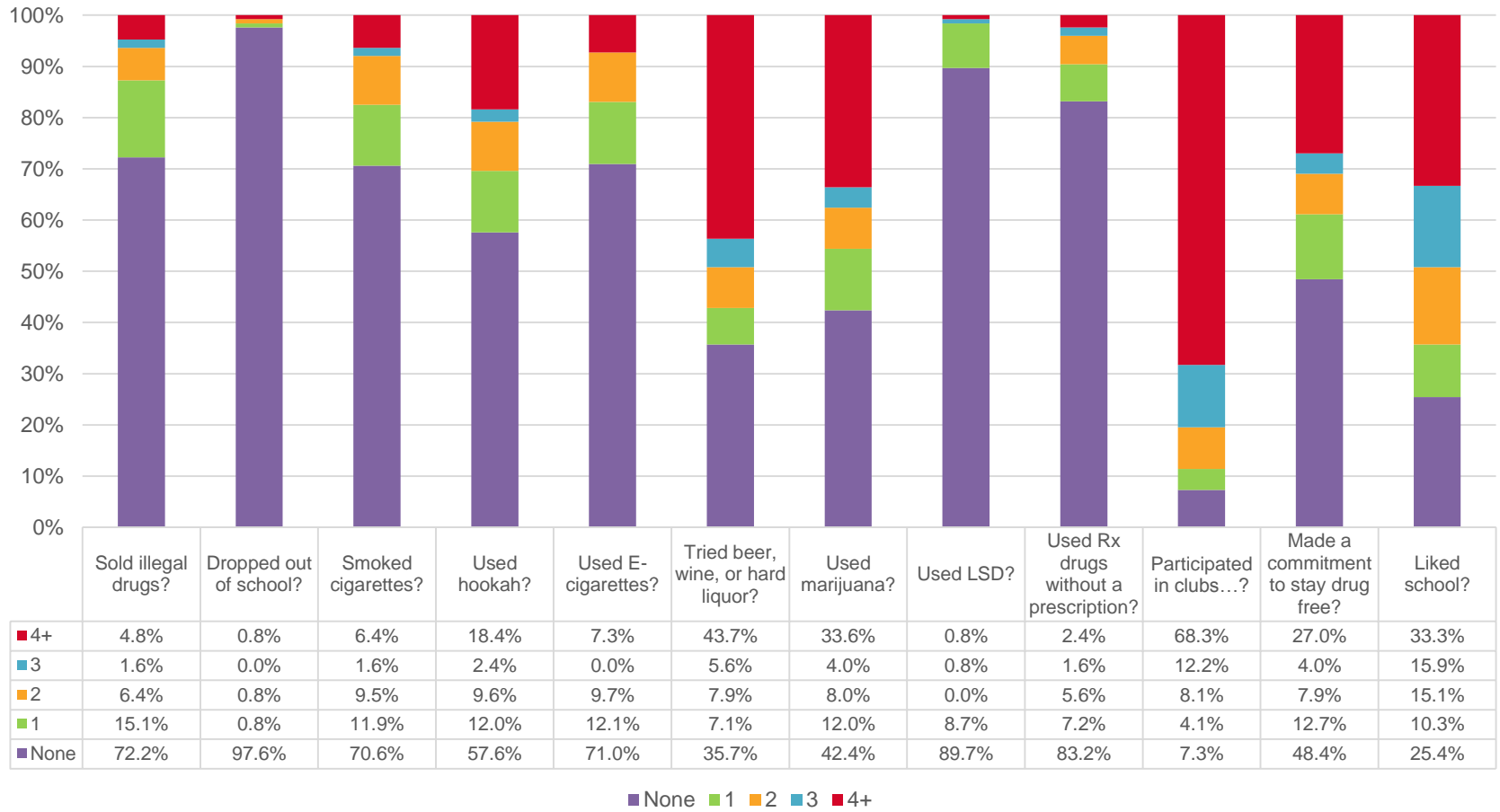
Role Modeling

10th grade, how many of your best friends have:



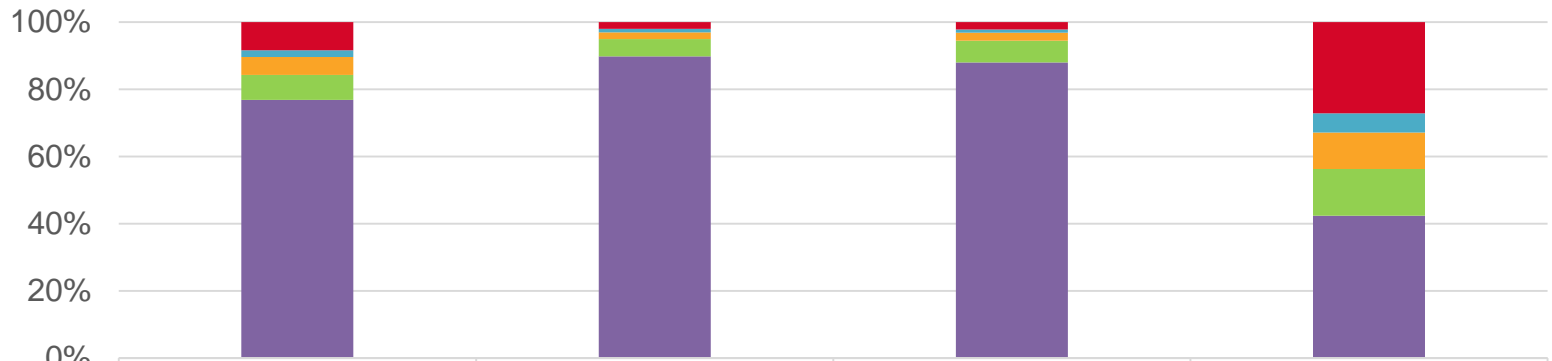
Role Modeling

12th grade, how many of your best friends



Adult Behavior

About how many adults have you known personally who in the past year have:

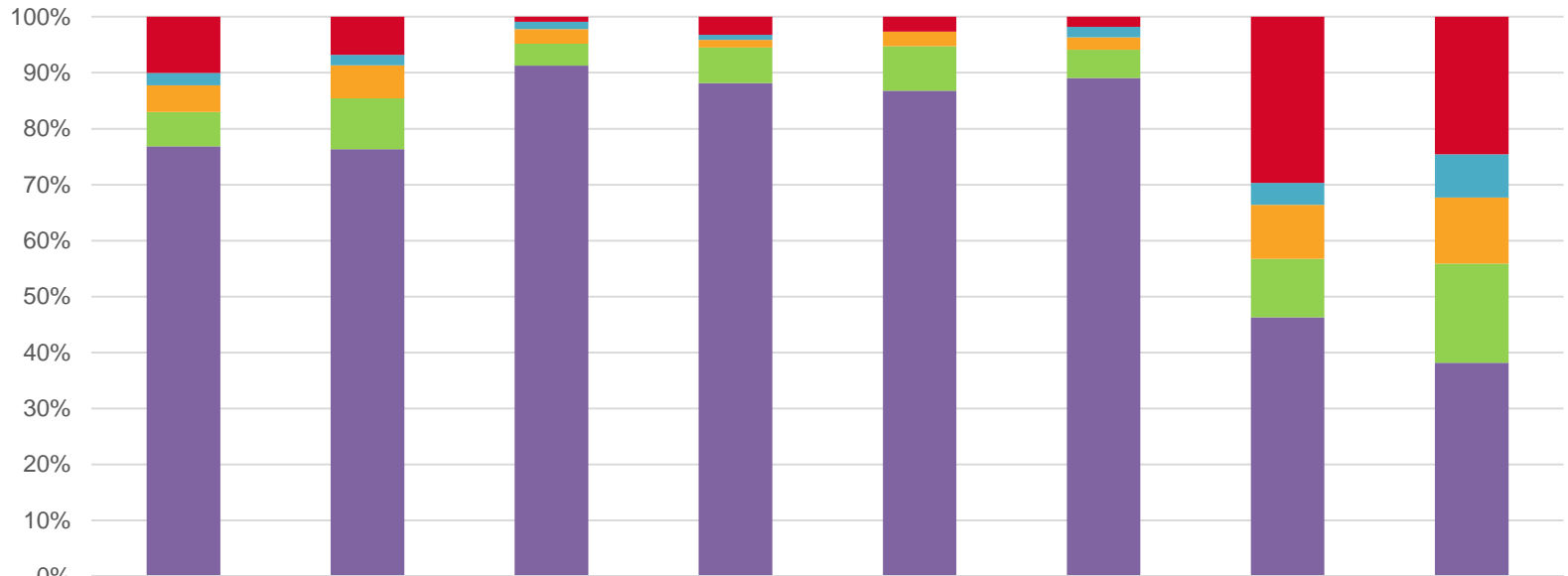


	Used marijuana, crack, cocaine, or other drugs?	Sold or dealt drugs?	Done other things that could get them in trouble with the police?	Gotten drunk or high?
■ Four or More	8.4%	2.0%	2.2%	27.2%
■ Three	2.0%	1.1%	0.9%	5.7%
■ Two	5.3%	2.0%	2.4%	10.8%
■ One	7.5%	5.1%	6.4%	13.9%
■ None	76.8%	89.8%	88.0%	42.4%

■ None ■ One ■ Two ■ Three ■ Four or More

Adult Behavior

About how many adults have you known personally who in the past year have:

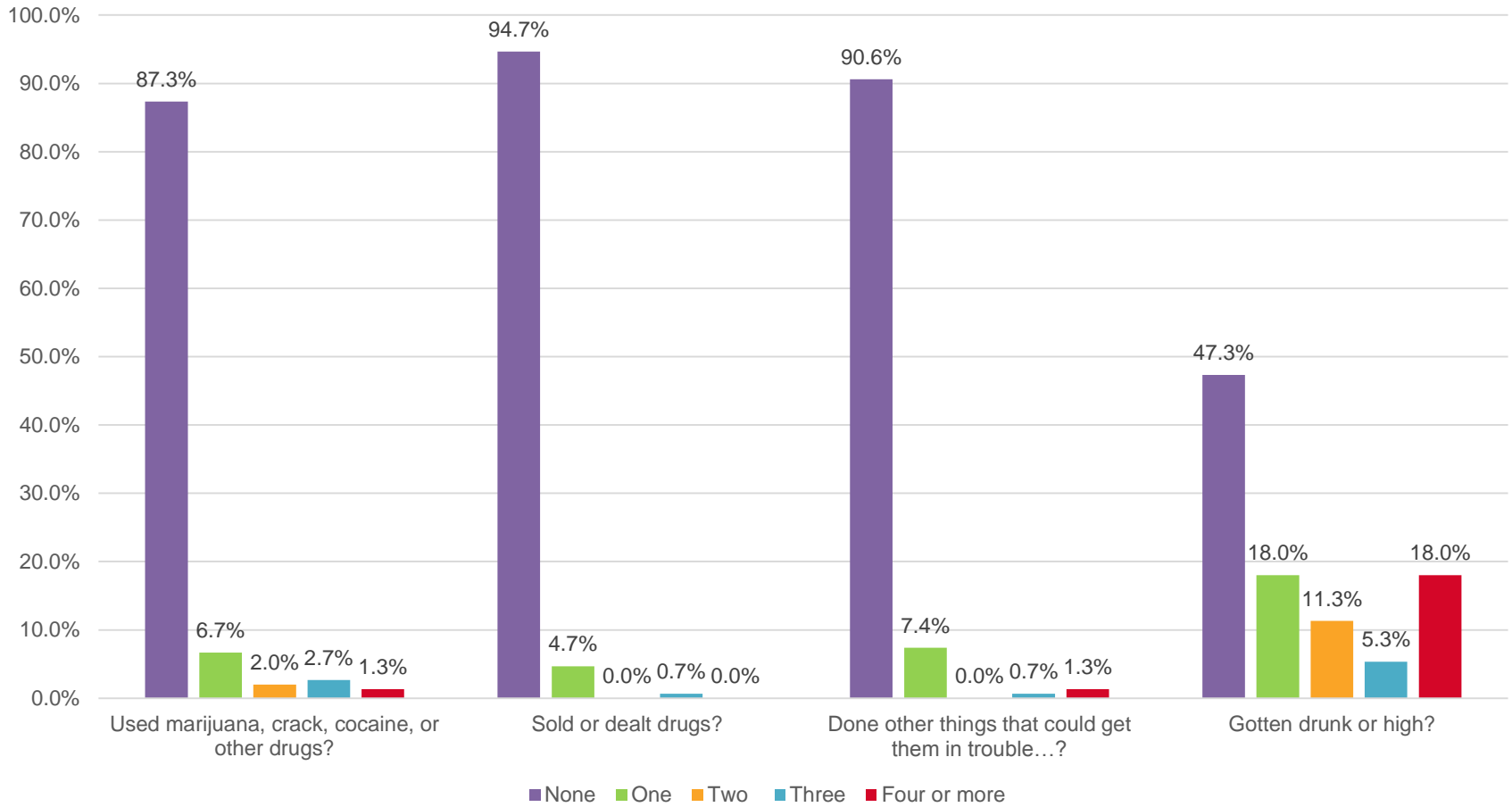


	Male	Female	Male	Female	Male	Female	Male	Female
Used marijuana, crack, cocaine, or other drugs?								
Sold or dealt drugs?								
Done other things that could get them in trouble...?								
Gotten drunk or high?								
Four or More	10.0%	6.8%	0.9%	3.2%	2.6%	1.8%	29.7%	24.6%
Three	2.2%	1.8%	1.3%	0.9%	0.0%	1.8%	3.9%	7.7%
Two	4.8%	5.9%	2.6%	1.4%	2.6%	2.3%	9.6%	11.8%
One	6.1%	9.1%	3.9%	6.4%	7.9%	5.0%	10.5%	17.7%
None	76.9%	76.4%	91.3%	88.1%	86.8%	89.1%	46.3%	38.2%

■ None ■ One ■ Two ■ Three ■ Four or More

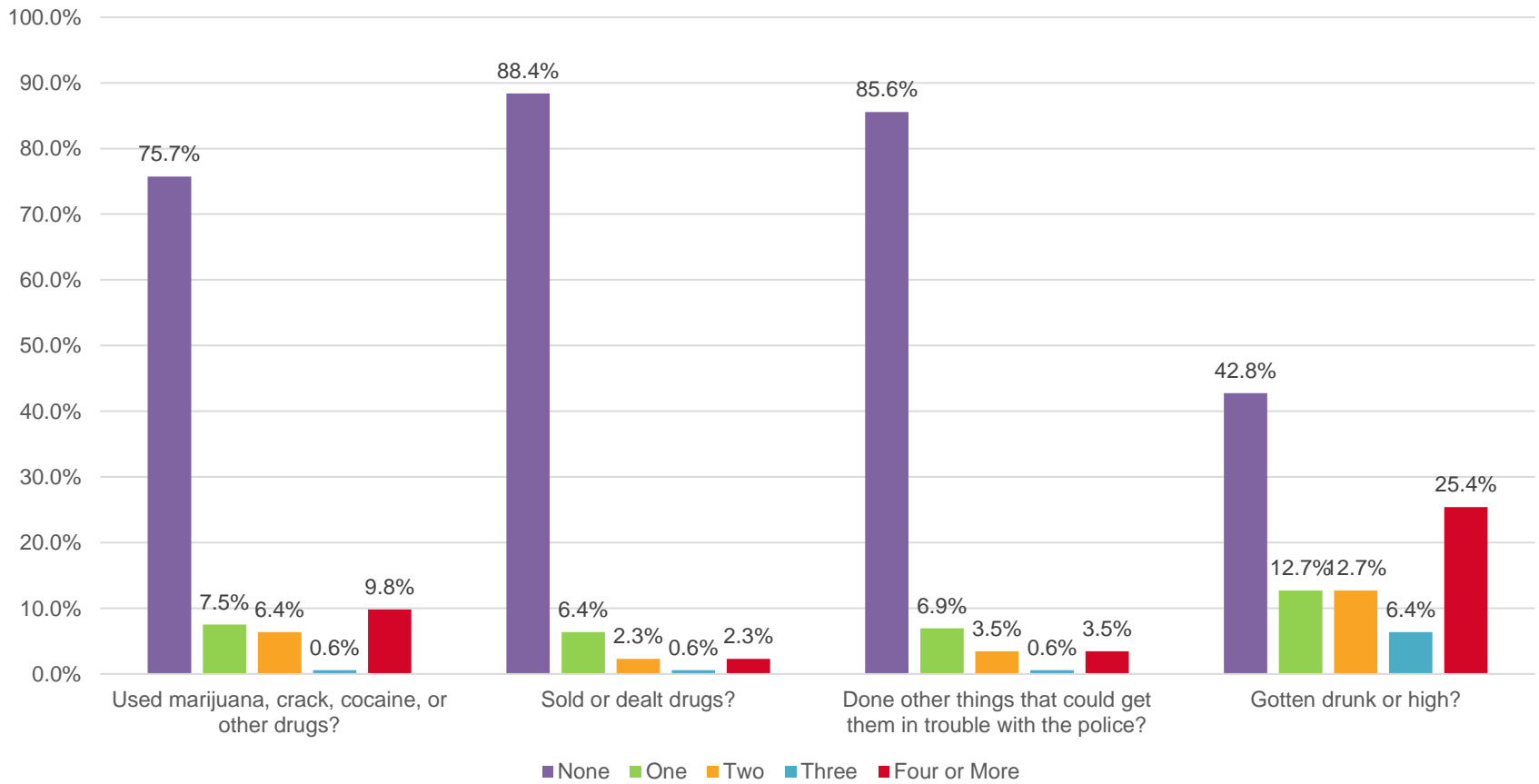
Adult Behavior

8th grade, how many adults have you known personally who in the past year have:



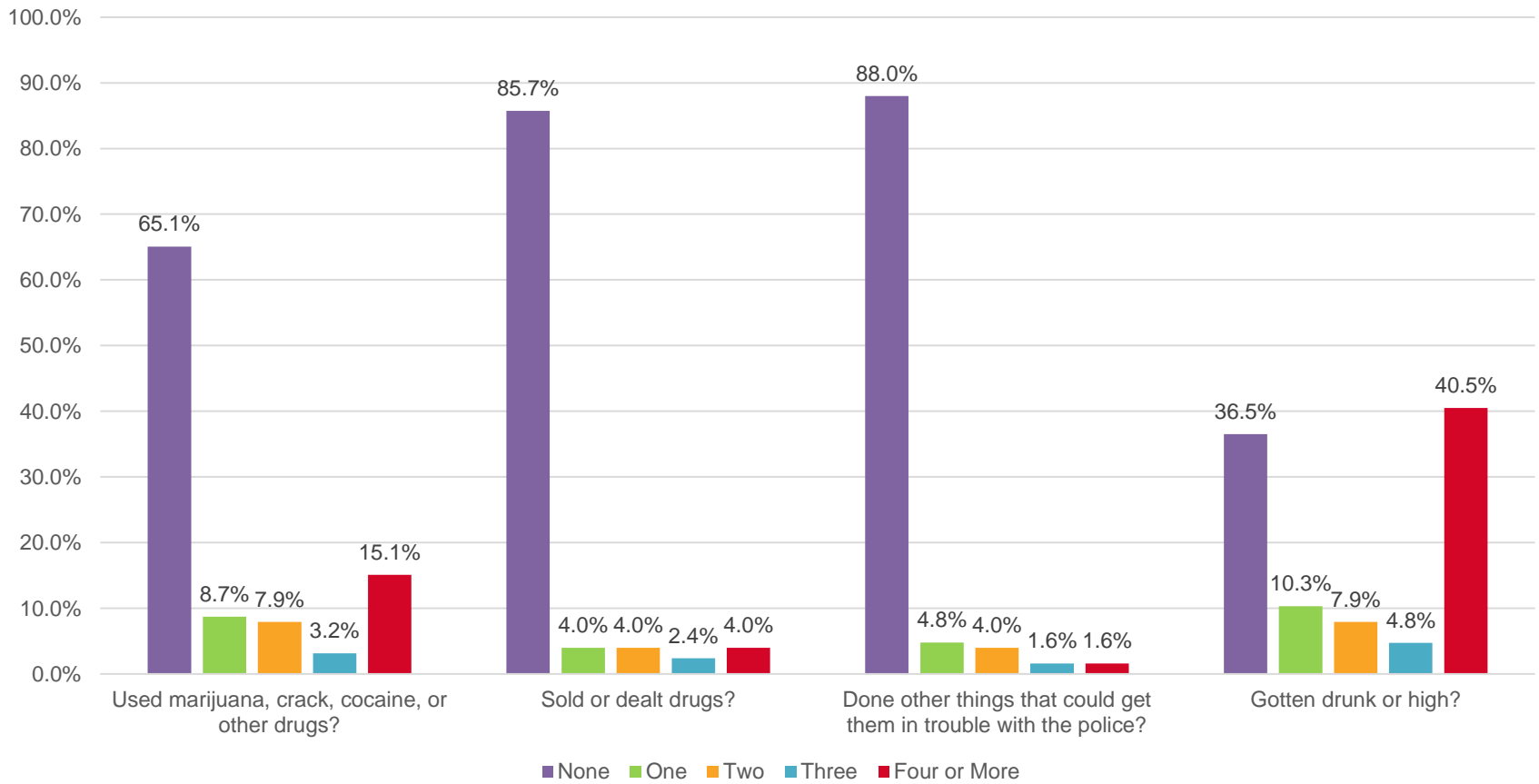
Adult Behavior

10th grade, how many adults have you known personally who in the past year have:



Adult Behavior

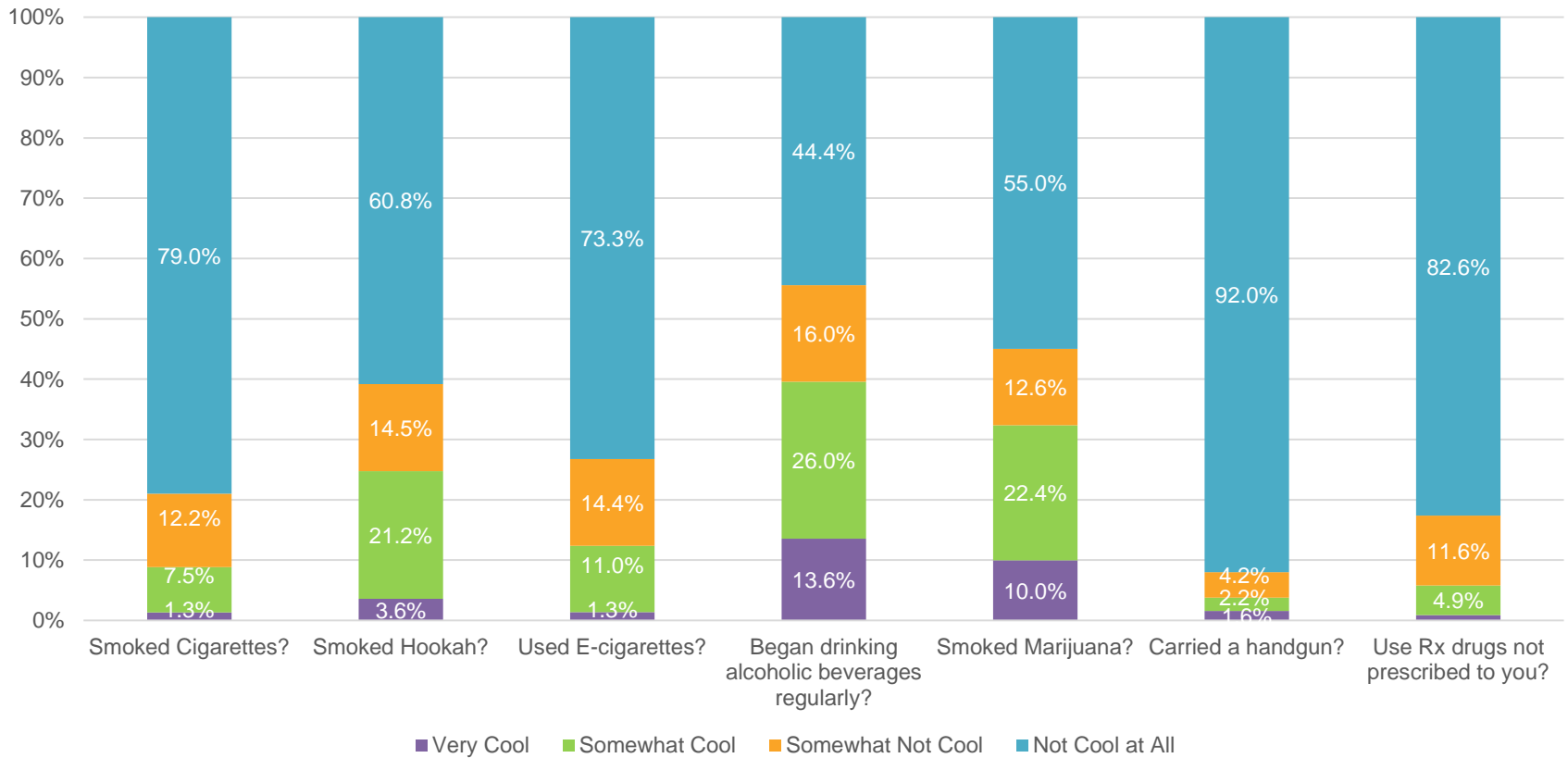
12th grade, how many adults have you known personally who in the past year have:



Views of “Cool”

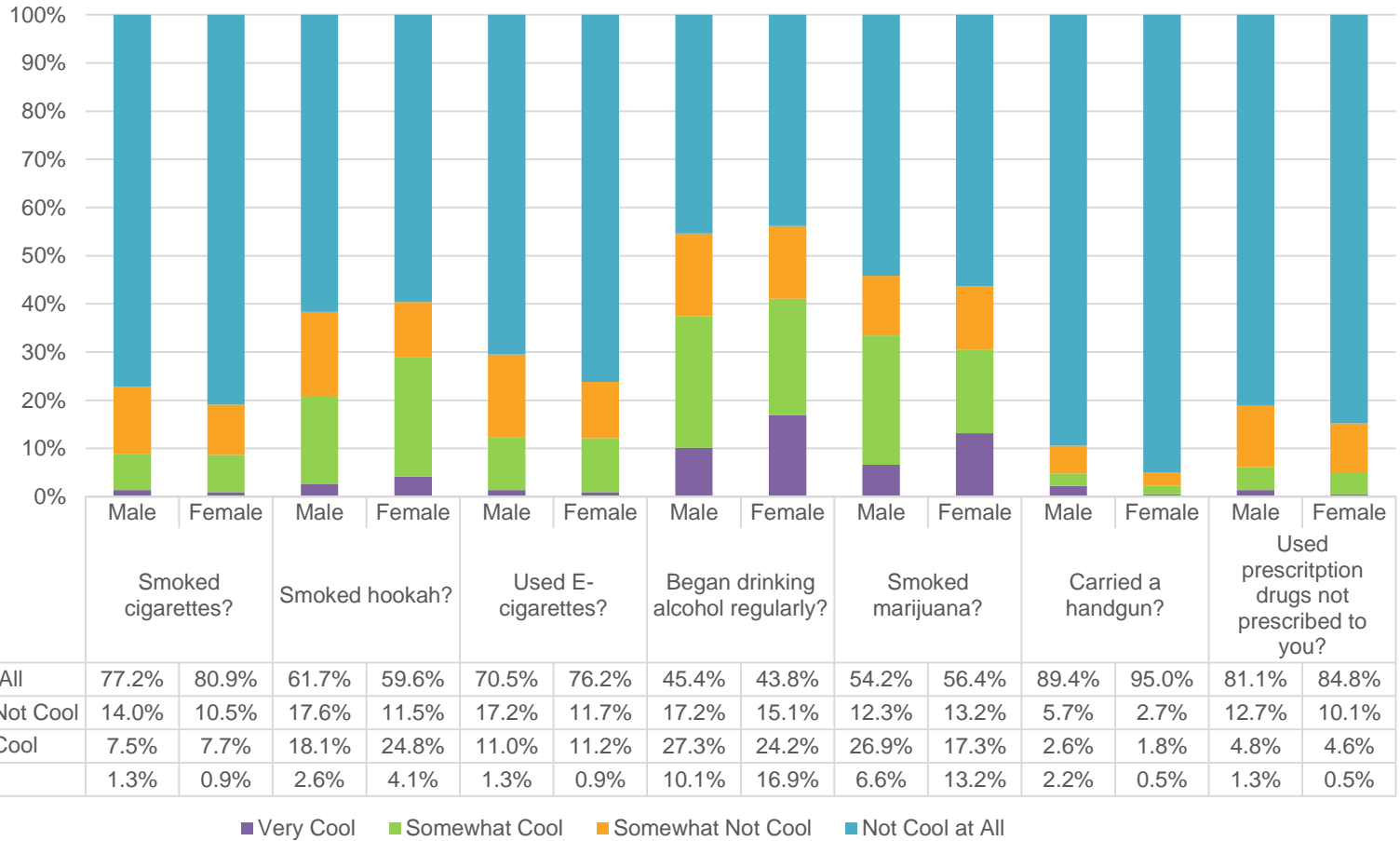
From access to communication to role models, the choices of an individual can come down to how they perceive they will look to their peers and others if they engage in a certain behavior or activity. The following graph provides detail on the views of respondents to certain high risk behaviors.

How cool would you be if you:



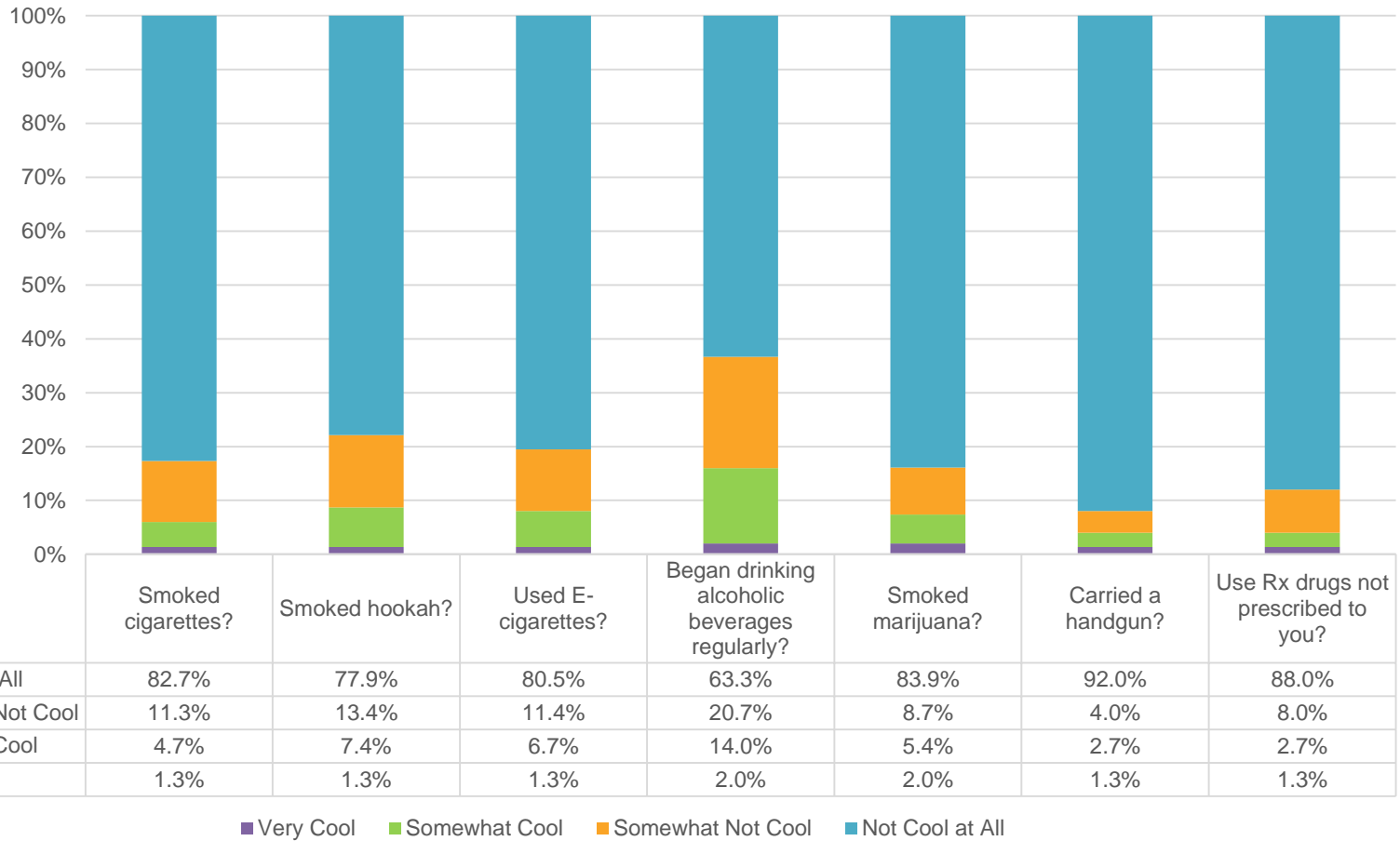
Views of “Cool”

How cool would you be if you:



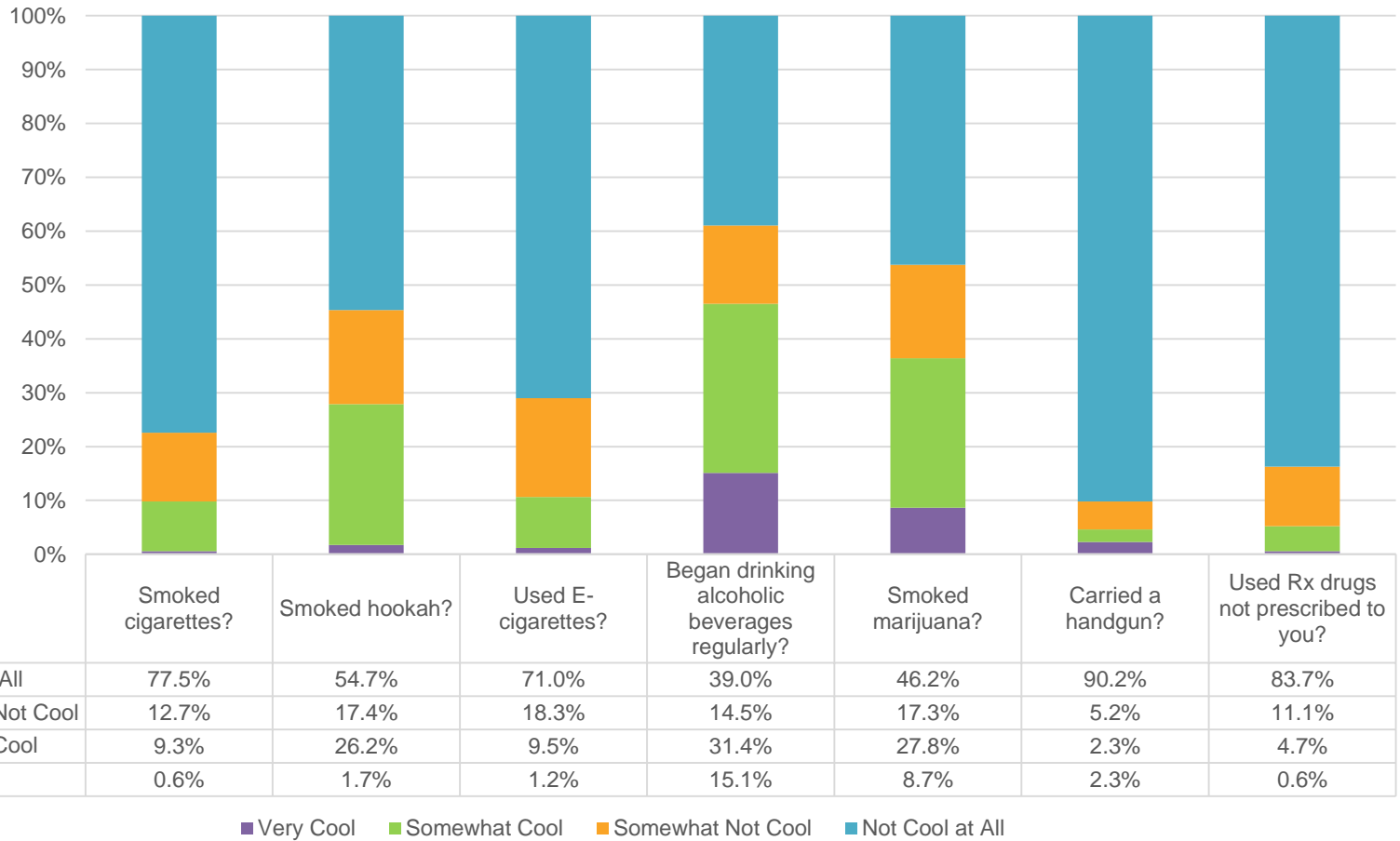
Views of “Cool”

8th grade, how cool would you be if you:



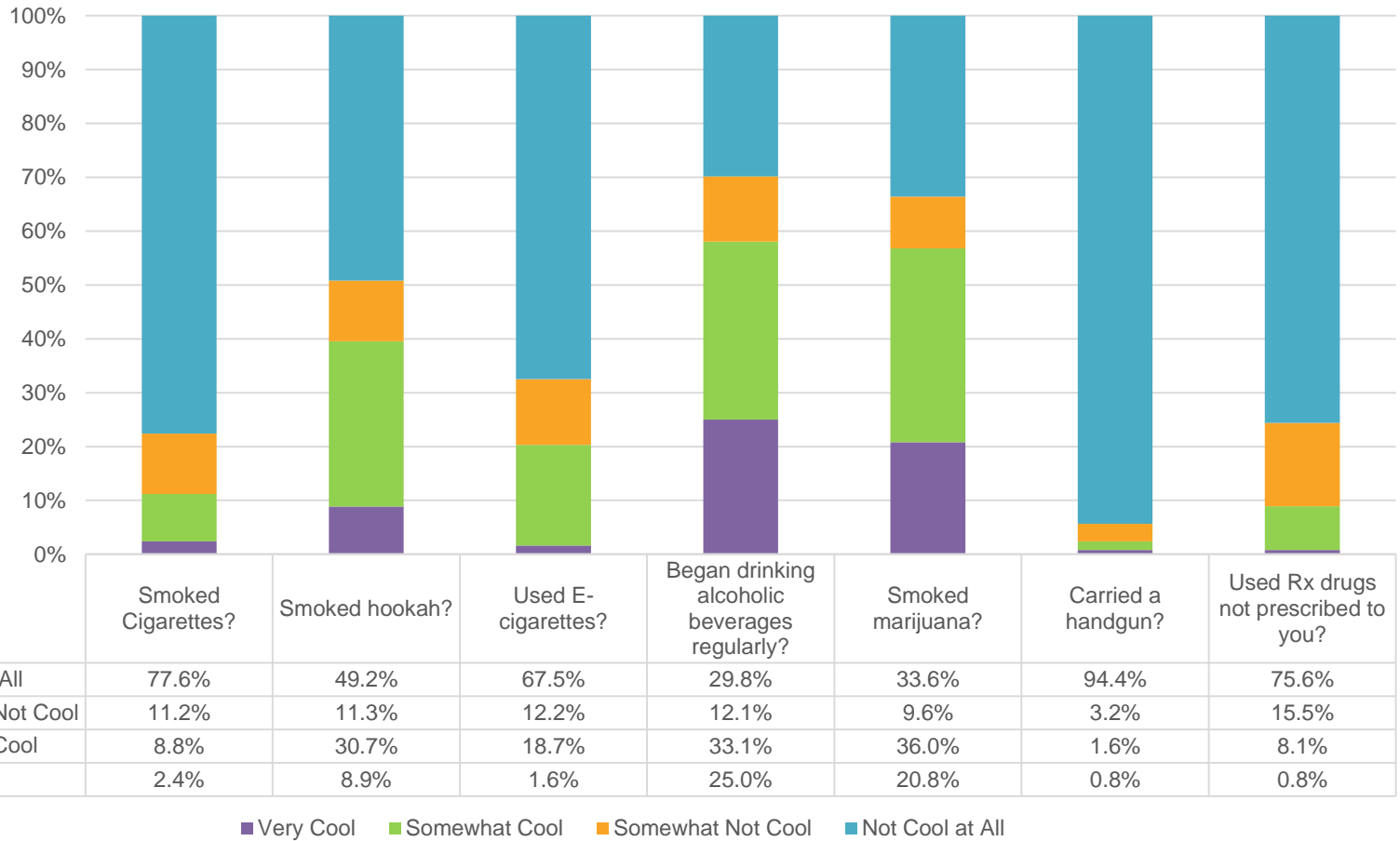
Views of “Cool”

10th grade, how cool would you be if you:



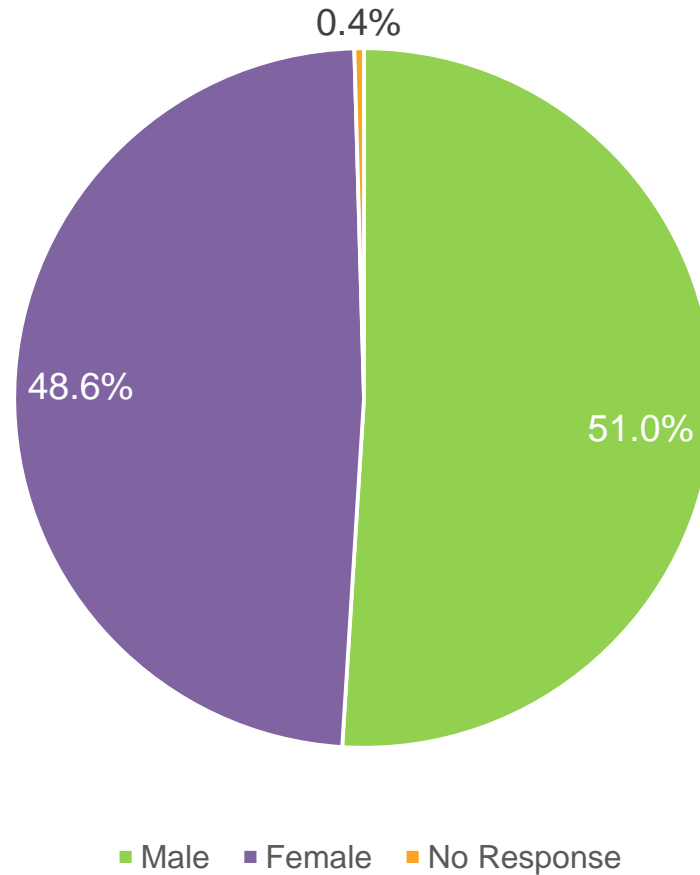
Views of “Cool”

12th grade, how cool would you be if you:

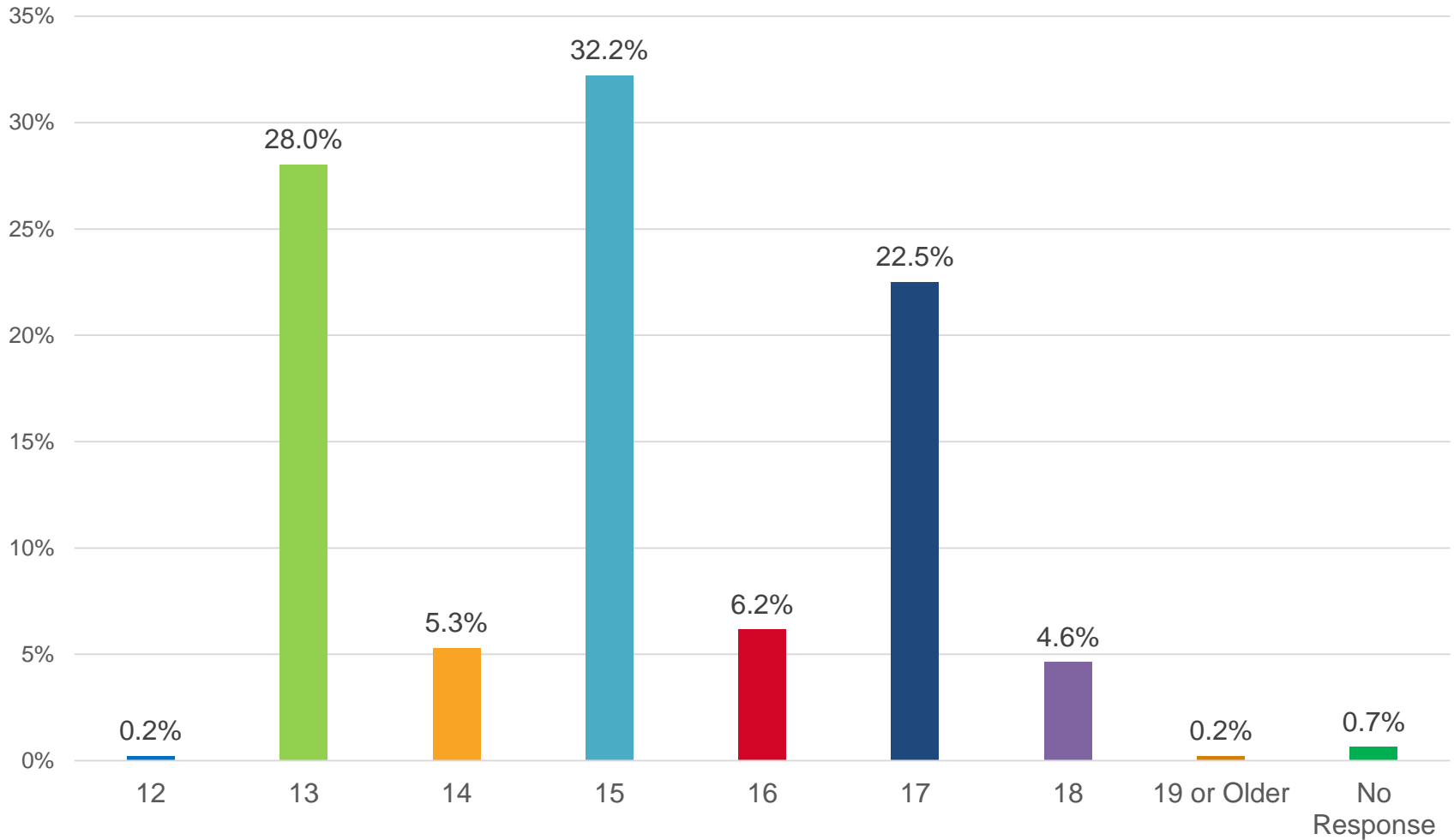


Respondent Demographics

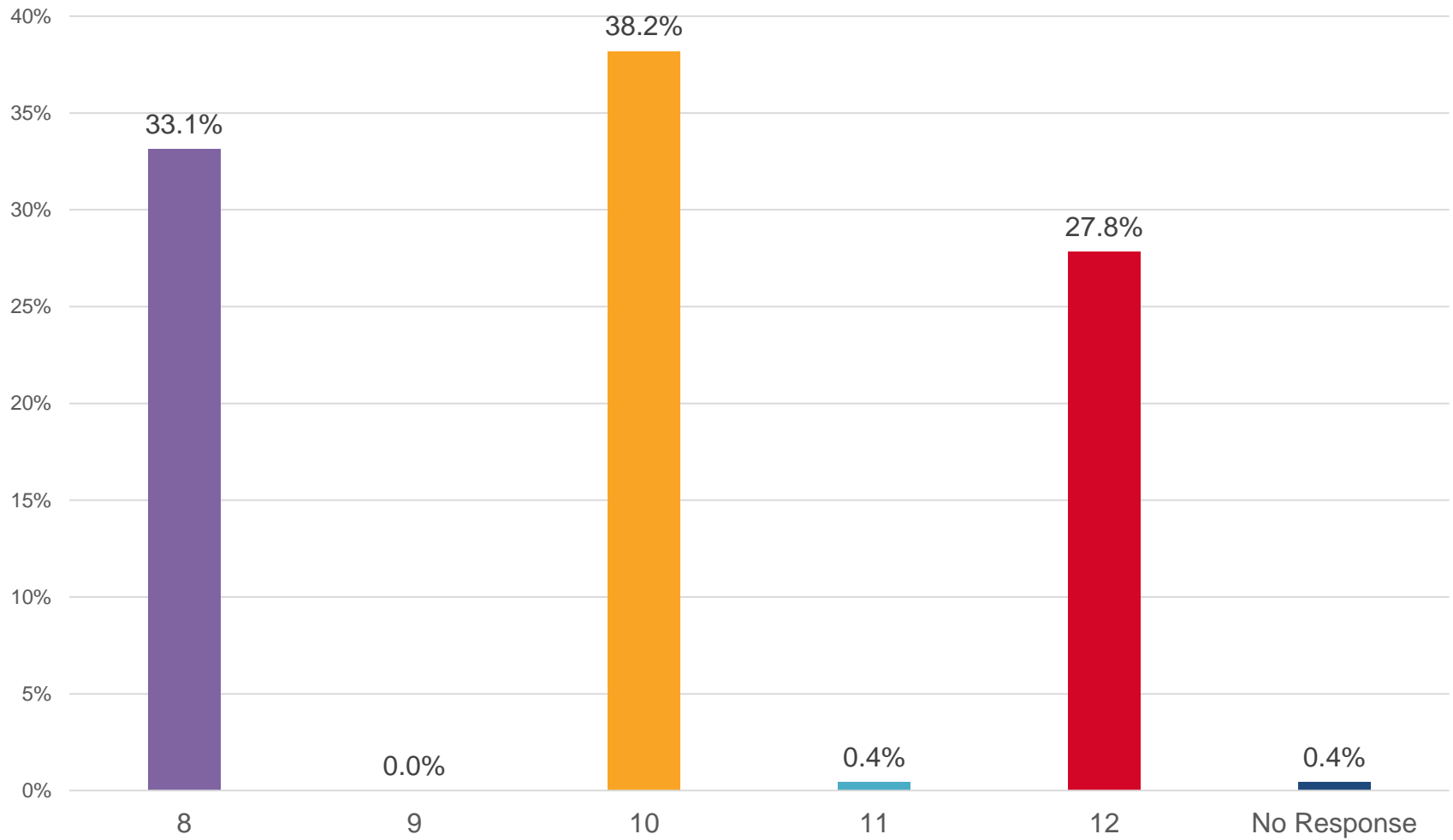
Gender of Respondents



Age of Respondents



Respondents by Grade



Ethnicity of Respondents

