



2004
MARYLAND ADOLESCENT SURVEY

Maryland State Department of Education

Division of Student and School Services

200 West Baltimore Street

Baltimore, Maryland 21201

October 2005

The 2004 Maryland Adolescent Survey is sponsored by the Maryland State Department of Education, the Maryland Department of Health and Mental Hygiene, Alcohol and Drug Abuse Administration & the Maryland Highway Safety Office.

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Robert L. Ehrlich, Jr., Governor


FOREWORD

We are pleased to publish the results of the 2004 Maryland Adolescent Survey (MAS). Every other year, the Maryland State Department of Education (MSDE) conducts the MAS to collect information about a variety of topics related to adolescent drinking, other drug use, and peer and parent influence on the lives of adolescents.

We are pleased to report that in the majority of instances, the overall trends for alcohol, tobacco, and other drug (ATOD) use by our adolescents have continued the decline that began in 1998. Local school systems (LSSs) continue to support programs to prevent violence in and around schools, prevent the illegal use of alcohol and other drugs by young people, and foster safe and drug-free learning environments that support academic achievement.

The 2004 MAS provides critical and timely data necessary for planning and implementing the drug and violence prevention initiatives currently underway throughout Maryland's public schools and communities. LSSs are required to include comprehensive strategies for drug and violence prevention in their Bridge To Excellence (BTE) Master Plans and Annual Updates using MAS data to measure levels of substance abuse as reported by adolescents in middle and high school. As a result of the BTE Master Plan requirements, the No Child Left Behind Act of 2001, and the Visionary Panel for Better Schools, a powerful framework has been created to help Maryland schools sustain the decline in drug use that started in 1998.

While the decline in drug use by Maryland's adolescents is consistent with trends in national reports, let there be no doubt that we know that we still have work to do. Schools play a powerful role in establishing and sustaining the "no use" message for our children and consistent with several national reports, our data highlights the importance of the role that parents and families play in the lives of their children. Additionally, as other national surveys articulate linkages between substance use and lower reading and math scores, we cannot overemphasize the importance of our continued diligence in implementing and monitoring our ATOD prevention programs. The MSDE and our 24 LSSs will continue to do everything possible to create and maintain safe, disciplined, and drug-free schools for all students and staff. We cannot afford to rest on our successes. We must use the information from the 2004 MAS to improve our ATOD prevention and intervention programs and continue our collaborative efforts to ensure that Maryland's adolescents are provided with the information and skills they need to stay drug free.


Nancy S. Grasmick
State Superintendent of Schools

EXECUTIVE SUMMARY

Every two years, Maryland's sixth, eighth, tenth, and twelfth graders are surveyed to determine the nature, extent, and trend of alcohol, tobacco, and other drug (ATOD) use among adolescents. The *2004 Maryland Adolescent Survey (MAS)* presents the latest findings about the nature, extent, and trend of ATOD use among Maryland's adolescents. The *2004 MAS* also compares State and local findings with national findings and trends as well as provide data about: protective factors; adolescents' knowledge about the consequences of ATOD use; parenting and peer influences; impaired driving among twelfth graders; and reveals how safe sixth, eighth, tenth, and twelfth graders feel at school, going to or from school, and in their neighborhoods. The information contained in the *2004 MAS* will help State and local prevention professionals to plan and evaluate Maryland's ATOD prevention efforts.

Participants were drawn from the sixth, eighth, tenth, and twelfth grades in Maryland's public middle and high schools, using a multi-stage, stratified cluster sampling procedure. This method allows the generalization of results for each grade at both the local school system and State levels. The survey was completed by 34,529 adolescents, which represents 13 to 15 percent of the State's enrollment at each of the surveyed grade levels and an 84 percent overall response rate.

The MAS data show long-term successes and remaining challenges in reducing the use of ATOD by adolescents. Over the last decade, data indicate an almost 50% decline in the percentage of students using alcohol (Last 30 Days), a 72% and 58% decline respectively in eighth and tenth grade smokers, and a 56% and 51% decline respectively in marijuana use among sixth and eighth graders.

While significant progress has been made over the last decade, there are some concerns with the 2004 MAS results when compared with the 2002 MAS. Data on sixth graders show a slight increase in the use of alcohol, cigarettes, marijuana, and inhalants and eighth graders report slight increases in the use of inhalants, methamphetamines, LSD, crack, and other lesser-used but extremely dangerous substances.

Findings on school safety indicate that while approximately 80% of our students feel safe at school, on their way to/from school, and in their neighborhoods, a significant percentage do not. Current survey results show that about 20% of students in sixth, eighth, tenth, and twelfth grades say they feel unsafe at least some days while at school or on their way to/from school.

Although substance use rates by Maryland's adolescents are consistent with national ATOD trends, findings from the 2004 MAS indicate that we still have areas of concern which policies and prevention programs must continue to address and that we must continue to work diligently to achieve Maryland's goal to create safe and drug-free schools that are conducive to learning.

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

The health and well-being of Maryland's young people has been a primary concern of the multiple State agencies and organizations charged with planning and delivering programs to youth, particularly as it relates to the prevention and treatment of substance abuse. In order to provide prevention planning information on the extent of alcohol, tobacco, and other drug use in the high school population, the Maryland Drug Abuse Administration conducted the first adolescent survey of public school youth in 1973. Since 1992, the *Maryland Adolescent Survey* (MAS) has been a primary method of obtaining information about students' use of and attitudes toward use of illegal substances. Conducted by the Maryland State Department of Education (MSDE), with support from the Maryland Highway Safety Office, the survey provides an important resource for policymakers, program planners, and school staff.

Over the years, the survey has expanded the age and grade ranges of respondents while maintaining its focus on substance use by young people. The initial survey examined use patterns only among tenth graders. The present study includes students in grades six, eight, ten, and twelve. The content of the survey has also expanded over time. The 2004 survey investigates current use patterns and information and attitudes that are believed to be associated with substance use. It also queried students about their perceptions on safety, including whether they feel unsafe at school, going to or from school, and in their neighborhood, which provides critical and timely information necessary for planning, implementing, and evaluating violence prevention initiatives in Maryland's schools.

In this report, information on the nature, extent, and trends in alcohol, tobacco, and other drug use in Maryland is presented within a national context. The MAS is designed to parallel the annual national survey, *Monitoring the Future*, conducted by the U.S. Department of Health and Human Services' National Institute on Drug Abuse. The chapter on *Trends in Substance Use* (Chapter IV) presents information about substance use among Maryland's twelfth graders and compares Maryland statistics to national data. Previous comparisons have shown Maryland usage patterns to be similar to those of the nation.

The results of the 2004 MAS are intended to assist in program planning efforts, including determining priorities and resource allocations, identifying specific objectives, and developing effective prevention strategies by government agencies and communities. In particular, the survey findings will help support MSDE's school safety programs and initiatives. For example, survey findings may be used by program planners in their formulation of answers to fundamental policy questions such as "Where are we now in relation to where we want to go?" or "Where have programs made a difference?" In addition, survey data may be used to identify specific substance abuse problems including emerging or changing trends; safety issues among particular student populations; or opportunities for improving prevention education.

Changes in the content of the questionnaire, sampling methods, and target population over the past 25 years require that trend statistics be interpreted carefully within the unique parameters of each survey. To assist in this interpretation, each survey report contains a detailed

description of administration procedures. Each school system may also examine use trends of specific substances within its own population over the 1994 and 2004 MAS administrations.

The sampling strategy used for the 1994, 1996, 1998, 2001, 2002 and 2004 surveys permits generalizations about usage patterns at the local school system level as well as the state level. Each school system may also examine use trends of specific substances within its own population over the 1994 and 2004 MAS administrations. Survey data, however, can only be generalized to youth in *public* schools and cannot be generalized to adolescents of a comparable age who do not attend *public* school.

This report is divided into two main sections. The first section describes the research methodology, including the sampling design, characteristics of the population studied, and structure of the questionnaire. The remaining chapters of the report present the survey results from each section of the questionnaire. The report also includes appendices that contain relevant supporting materials to the survey. Included in the appendices are a list of schools not included in the sample frame, the survey questionnaire, administration instructions, and tabular results on substance use for each participating school system. In addition, each local school system receives a copy of the frequency distribution tables that will allow more detailed local analysis.

CHAPTER II
METHODOLOGY

CHAPTER II

METHODOLOGY

POPULATION

The 2004 Maryland Adolescent Survey was administered to samples of sixth, eighth, tenth, and twelfth graders in public elementary, middle and high schools in every school system in Maryland. Certain special schools, such as home and hospital schools and evening schools, were not included in the study nor were schools with less than 10 students in the sampled grades. The schools excluded from this sampling frame are listed in Appendix A.

SAMPLING PLAN

To ensure a statistically generalizable result and comparability with previous MAS data collections, for each grade at the school system level, the study used a multistage stratified cluster sample. First, the required sample size for each local school system (LSS) was determined based on the system enrollments in each grade and the desired level of measurement precision (i.e., 95% confidence interval of +/- 5%). This sample size was adjusted based on the desirability of selecting two classes from most schools, an average class size of 25, and the assumed absentee and refusal rate. The former led to allocations that were multiples of 50 (e.g., if 537 were needed the number was rounded to 550) and the latter led to an inflation of the sample size. Finally, the number of schools required in the sample was dictated by the number of classes to be studied. The sample was designed to ensure an equal probability of selection for every student at each grade level in each LSS.

Selection of Schools

Schools were selected differently for small, medium and large counties¹. For small counties the schools were assigned a number of classes based on their size. A random procedure was used to round the number of classes. Every school was represented, except that very small schools could be allocated 0 classes (this happened a previous year, but not this one). This procedure guaranteed that within an LSS each student would have the same probability of selection.

For medium size counties the schools were selected separately for each grade level, with probabilities proportional to size. In these school systems, stratification was unnecessary because the majority of schools were included in the sample. A procedure known as Pareto sampling with Permanent Random Numbers was used to maximize overlap of the samples. We allowed a school to be selected more than once if it is very large, the effect of which is that more

¹Large school systems were: Anne Arundel, Baltimore City, Baltimore, Montgomery and Prince George's. Medium school systems were: Allegany, Carroll, Cecil, Charles, Frederick, Harford, Howard, Washington, and Wicomico. Small school systems were: Calvert, Caroline, Dorchester, Garrett, Kent, Queen Anne's, St. Mary's, Somerset, Talbot, and Worcester.

than two classes from the school might be selected per grade. This was necessary to guarantee an equal probability of selection at every grade level.

For larger counties the need to stratify by socio-economic status (SES, defined by percent of minority enrollment and percent of students receiving free and reduced cost meals) as required by the plan created some difficulties. The SES measure had different medians for different grade levels. Implicit stratification at each grade level seemed desirable (this is done by sorting the schools by SES and selecting the sample using a sampling interval) but that precludes Pareto sampling. The method used in previous years, which is to combine the tenth and twelfth grades, was precluded by the fact that there were a number of schools, particularly in Baltimore City, which had one or the other of these grades, but not both. The decision was made to focus on SES distribution and not on overlap. As a result the number of schools sampled was larger for large counties than it had been in previous years.

Selection of Classes

Classes were designated as eligible for selection according to the criteria that students in the school within the survey grades were enrolled in them and that no student could be enrolled in more than one class. In grades six and eight, these were most often classes such as English or Language Arts. In grades ten and twelve, some were English classes and the remaining sampled classes were drawn from specified time blocks. Each school provided a list of classes within the specific time block (e.g., Period 2 or between 1:15 p.m. and 2:00 p.m.) during which all survey-eligible students were enrolled in one class or another. The classes sampled were drawn from the lists of classes within the designated time block.

Within each selected class, every survey-eligible sixth, eighth, tenth, and twelfth grade student was asked to complete a survey form. Other enrollees were excused from participation (i.e., seventh, ninth, and eleventh graders). Table 2.1 indicates that between 15% and 19% of enrolled students in each of the grades were in the initial statewide sample and between 13% and 15% were in the final sample.

Table 2.1: ELIGIBLE POPULATION, INITIAL SAMPLE, AND FINAL SAMPLE

Grade	Total Enrolled Population in Maryland ¹	Initial Sample (Surveys sent to schools)		Final Sample (Completed surveys returned from schools)	
	N	N	%	N	%
6th	68,701	10,009	15%	8,654	13%
8th	68,967	10,338	15%	8,805	13%
10th	66,269	10,452	16%	8,441	13%
12th	55,897	10,504	19%	8,629	15%

¹ SOURCE: Maryland Public School Enrollment by Race/Ethnicity, Gender and Number of Schools September 30, 2003; MSDE

Weighting of Responses

In accordance with the sampling procedures, each school system was selected as a stratum. Within each school system, schools were selected for participation; within each school,

classes were designated; and within each class, all eligible students were requested to participate. Survey administrators were instructed to assure students of the voluntary nature of their participation and the confidentiality of their responses. This approach led to equal probabilities of selection for each student at each grade level. However, in order to control for differential participation rates, responses were weighted to account for the race/ethnicity and gender totals in each school system. Thus, the weights were adjusted so as to add up to each total.

For students with missing race/ethnicity or gender, the missing category was imputed using a hotdeck approach. Using the hotdeck approach, a student from the same school, class, and grade was randomly selected and the ethnicity or gender category of the randomly selected student was assigned to the student with a missing value, for weighting purposes only.

Initial weights were obtained by calculating the probability of selection of each respondent in the survey. Initial weights were calculated by multiplying the probability of selection of the school (which will be 1.0 for schools in the small school system) times the probability of selection of the student given that the school was selected. This last probability takes into account the fact that in some LSSs the addition of classes beyond two may be assigned using a random factor. The multiplicative inverse of this initial probability constitutes an initial weight. Initial weights were then adjusted to account for missing and refusing students (at the classroom or school level).

The next step was the trimming of the weights. This is a procedure used to reduce extreme weights. The sampling procedure is designed to obtain equal weights for all students in the same LSS. However, low response rates in a school or a discrepancy between frame information and the number of students enrolled can lead to weights that are too large and this will increase variances. Weights were trimmed while preserving the sum of the weights in each LSS, using a procedure known as the *NAEP* method due to its use in the National Assessment of Educational Progress. Finally, the weights were adjusted so they added up to the LSS's calculation of the number of students of each ethnicity for each grade.

Survey Return Rates

A total of 41,303 forms were sent to schools for completion by the designated sample of their students. Of these, 34,529 were returned and analyzed. Table 2.2 shows the initial sample and percent of forms returned for each participating school system. At the LSS level, return rates varied from a high of 92% in Montgomery County to a low of 69% in Baltimore City.

Table 2.2: SURVEY RETURN RATES FOR 2004 MAS BY SCHOOL SYSTEM¹

School System	Grade								Total	
	6th		8th		10th		12th			
	Initial Sample	Percent Returned	Initial Sample	Percent Returned	Initial Sample	Percent Returned	Initial Sample	Percent Returned	Initial Sample	Percent Returned
Allegany	394	84%	380	89%	407	87%	416	75%	1,597	83%
Anne Arundel	706	86%	666	86%	622	87%	680	87%	2,674	86%
Baltimore City	791	85%	830	64%	774	59%	816	68%	3,211	69%
Baltimore	567	87%	569	91%	618	84%	624	89%	2,378	88%
Calvert	377	95%	427	85%	380	89%	449	85%	1,633	88%
Caroline	252	87%	280	89%	258	85%	252	93%	1,042	89%
Carroll	508	85%	499	89%	438	91%	448	91%	1,893	89%
Cecil	406	92%	418	78%	353	85%	365	64%	1,542	80%
Charles	479	90%	459	96%	543	82%	572	89%	2,053	89%
Dorchester	279	84%	305	85%	297	75%	178	72%	1,059	80%
Frederick	456	92%	556	97%	491	79%	509	72%	2,012	85%
Garrett	261	92%	252	91%	252	90%	256	80%	1,021	88%
Harford	520	89%	531	86%	478	90%	555	82%	2,084	86%
Howard	526	88%	499	87%	650	88%	645	90%	2,320	88%
Kent	190	64%	174	94%	196	78%	133	71%	693	77%
Montgomery	550	91%	572	93%	622	89%	611	94%	2,355	92%
Prince George's	585	82%	650	86%	710	69%	783	82%	2,728	80%
Queen Anne's	320	84%	372	82%	303	72%	263	84%	1,258	81%
St. Mary's	332	86%	409	93%	407	79%	401	76%	1,549	84%
Somerset	172	80%	207	75%	194	70%	172	70%	745	74%
Talbot	345	86%	226	81%	320	66%	192	73%	1,083	77%
Washington	391	79%	396	76%	406	83%	438	82%	1,631	80%
Wicomico	343	85%	406	80%	416	85%	397	89%	1,562	85%
Worcester	259	88%	255	79%	317	80%	349	88%	1,180	84%
Total	10,009	86%	10,338	85%	10,452	81%	10,504	82%	41,303	84%

¹Unusable responses not included.

SAMPLE CHARACTERISTICS

As indicated in Table 2.3 below, the proportions of males and females that participated in the study from each of the four grades surveyed reflect those enrolled in these grades in the state as a whole. The proportions of respondents from each of the categories of race/ethnicity on which data were collected (Table 2.4) also reflect the proportion of the students enrolled in each of the grades studied. Table 2.4, however, suggests a small degree of over-sampling of White students and a corresponding under representation of African American students. This slight imbalance is rectified in the data analysis when responses are weighted.

Table 2.3: COMPARISON OF SCHOOL ENROLLMENT¹ AND NUMBER OF RESPONDENTS BY GENDER

Gender	Grade								Total	
	6th		8th		10th		12th			
	State	MAS	State	MAS	State	MAS	State	MAS	State	MAS ²
Males	51.6%	50.6%	51.0%	49.3%	50.4%	48.1%	49.1%	49.1%	50.6%	49.3%
	35,626	4,314	35,165	4,330	33,412	4,080	27,458	4,147	131,661	16,871
Females	48.4%	49.4%	49.0%	50.7%	49.6%	51.9%	50.9%	50.9%	49.4%	50.7%
	33,381	4,212	33,802	4,456	32,857	4,407	28,439	4,294	128,479	17,369
Total	69,007	8,526	68,967	8,786	66,269	8,487	55,897	8,441	260,140	34,240

¹ SOURCE: Maryland Public School Enrollment By Race/Ethnicity, Gender and Number of Schools, September 30, 2003; MSDE

² 289 respondents did not provide information on gender

Table 2.4: COMPARISON OF SCHOOL ENROLLMENT¹ AND NUMBER OF RESPONDENTS BY RACE/ETHNICITY

Race/Ethnicity	Grade								Total	
	6th		8th		10th		12th			
	State	MAS	State	MAS	State	MAS	State	MAS	State	MAS ²
African American	39.7%	27.2%	36.9%	28.0%	36.0%	25.5%	33.6%	26.2%	36.7%	26.7%
	27,399	2,249	25,460	2,396	23,841	2,097	18,805	2,144	95,505	8,886
Asian/Pacific Islander	4.5%	3.4%	4.6%	3.5%	5.2%	3.9%	5.4%	4.9%	4.9%	3.9%
	3,138	281	3,156	300	3,458	325	2,993	398	12,745	1,304
Hispanic	6.0%	3.8%	5.8%	4.0%	5.5%	3.5%	4.5%	3.4%	5.5%	3.7%
	4,115	318	4,005	343	3,626	285	2,500	278	14,246	1,224
White	49.4%	62.7%	52.3%	62.7%	53.0%	66.0%	56.3%	64.5%	52.6%	64.0%
	34,123	5,189	36,101	5,357	35,125	5,437	31,448	5,286	136,797	21,269
American Indian	0.3%	*	0.4%	*	0.3%	*	0.3%	*	0.3%	*
	232	*	245	*	219	*	151	*	847	*
Total	69,007	8,282	68,967	8,543	66,269	8,233	55,897	8,190	260,140	32,683

¹ SOURCE: Maryland Public School Enrollment By Race/Ethnicity, Gender and Number of Schools, September 30, 2003; MSDE

² 1846 respondents either did not respond to race/ethnicity or provided multiple responses; they are excluded from the table

* Data obtained for students reporting American Indian ethnicity were not reliable

QUESTIONNAIRE FORMS

The survey consisted of three questionnaire forms. Form One was designed for administration to sixth graders, Form Two for eighth and tenth graders, and Form Three for twelfth graders. All three forms included sections on students' background characteristics; drug knowledge, attitudes, and use patterns; family relationships; drug availability; and perceived safety. In addition, students completing Forms Two and Three were asked about any negative effects they had experienced from substance use; parental and peer approval of substance use; and estimates of degrees of risk associated with substance use. Twelfth graders completing Form Three were asked additional questions about alcohol, drugs, and driving. Form Three is included in Appendix B.

The questions comprising the 2004 MAS were identical to the 2002 and 2001 MAS. Unlike the 1998 MAS, the 2001, 2002 and 2004 MAS were printed on scannable sheets to facilitate the transmission of data from the paper-and-pencil instrument into an electronic format for analysis.

ADMINISTRATION PROCEDURES

In each participating school, forms were administered in the classes that were identified by sampling procedures. The 2004 MAS administration date was December 14, 2004. The MAS is usually conducted in December, but it should be noted that in the 2000-2001 school year the survey was administered in April.

Survey packets were distributed to each participating school point of contact with instructions as to which classes were selected for the survey. The school point of contact distributed the materials, which contained forms, pencils, administration instructions, and return Federal Express envelopes to the designated survey administrator (teachers or others) for each class. The 2004 MAS materials are located in Appendix C.

In most cases, teachers administered the forms although in a few instances other school personnel administered them. Survey administrators were responsible for requesting student participation, distributing forms, delivering instructions, and returning the completed forms to the school point of contact. In addition, they were instructed to assure students of the voluntary nature of their participation and the confidentiality of their responses.

In each classroom, the forms were collected from the students and returned to the school's point of contact. School points of contact were instructed to return all survey forms (completed and blank) via Federal Express to a designated survey repository site.

GENERALIZING THE SURVEY RESULTS

As described earlier in this chapter, the survey sampling methodology allows generalization of responses at the school system level. Johnston, O'Malley, and Bachman

(2003)², in their report of the national survey results on drug use from the *Monitoring the Future Study*, found that survey results, such as those from the MAS, represent an accurate estimate of drug use, despite the fact that the estimates rely on self-reported measures of drug use. They believe there is a high level of validity in the measures obtained.

Johnston, O'Malley, and Bachman (1999)³ also discuss whether the twelfth grade findings can be generalized to "dropouts" (students who do not finish high school). While many have hypothesized that dropouts use drugs more than students who stay in school, these researchers for the *Monitoring the Future* study found that the increased use by dropouts theory does not always hold true. They conclude, however, that until such time as good trend data are gathered directly from dropouts, estimates on incidence and prevalence of drug use among the school aged population are limited to students who are in school and who were eligible to participate in the survey. The MAS results, therefore, are only generalizable to those students who are in school.

² Johnston, L.D., P.N. O'Malley, and J.G. Bachman. 2003. *Monitoring the Future national results on adolescent drug use: Overview of key findings, 2002*. (NIH Publication No. 03-5374). Bethesda, MD: National Institute on Drug Abuse.

³ Johnston, L.D., P.N. O'Malley, and J.G. Bachman. 1999. *National survey results on drug use from the Monitoring the Future Study, 1975-1998: Volume 1, secondary school students*. Washington, D.C.: National Institute on Drug Abuse, U.S. Department of Health and Human Services.

CHAPTER III
ALCOHOL, TOBACCO, AND OTHER ILLICIT DRUG
USE BY MARYLAND YOUTH

CHAPTER III

ALCOHOL, TOBACCO, AND OTHER ILLICIT DRUG USE BY MARYLAND YOUTH

The most essential aspect of the MAS for program providers and planners is the information it provides on rates of substance use by Maryland's young people. Table 3.1 presents the 2004 findings on the extent of alcohol, tobacco, and other drug use by the State's sixth, eighth, tenth, and twelfth graders. Adolescents at these grade levels were asked to indicate if they had ever used each of twenty-two substances and, if so, how often they had used those substances over the last year and in the last thirty days. These statistics are also reported for each local school system in Appendix D.

As in previous administrations of the MAS, substance use patterns reported by students provide insight into societal values and mores. Parents and other care-giving adults serve as role models and arbiters of right and wrong. Not surprisingly, the substance use behavior of young people is much like that of the adult population. For example, alcoholic beverages are legally manufactured, advertised, sold, and consumed by the adult population. They are a part of many important social occasions and are widely associated with pleasures, good times, and happiness. Family members at parties or special celebrations expose most young people to alcohol in their early years. It is not unusual for restaurants or families to serve young people imitation alcoholic drinks. However, as an age restricted privilege, unsupervised drinking can function as a status symbol of maturity. As a recipe for successful socializing, alcohol is a common ingredient of young people's parties and celebrations. The 2004 survey data clearly show the results of this anticipatory socialization. By the twelfth grade, 69.7% of Maryland's youth have drunk alcohol outside their homes. Almost as many (63%) say they have used some form of alcohol in the last year. National statistics reported in the National Institute on Drug Abuse's *Monitoring the Future* (2004) study show that 48% of high school seniors in 2004 said they used alcohol in the past thirty days. In Maryland, only 44.1% of the seniors in the class of 2005 did so.

Smoking is also an acceptable adult behavior widely emulated by young people. Current survey findings show cigarettes have been used by 38.6% of the twelfth graders in the sample. About one-fifth (19.8%) said that they smoked sometime in the past month, somewhat less the national 30 day usage rate for twelfth graders — 25%.

Marijuana is an illicit drug with a long history of use both as an intoxicant and as a medicinal substance. Today, American attitudes toward this substance are ambivalent, as many States have legalized marijuana as a prescription drug, while many of those in the public spotlight admit to experimentation or recreational use. Data from the *Monitoring the Future* (2004) study show that 19.9% of the 2004 high school seniors said they used marijuana in the past 30 days. In Maryland, a slightly higher percentage (21.9%) of the current senior class reported doing so.

Table 3.1 presents usage percentages for sixth, eighth, tenth, and twelfth grade students for twenty-two substances. Students were asked to report if they used each substance in the last 30 days and the last 12 months. For illicit drugs other than alcohol and tobacco, twelfth graders

were most likely to have tried amphetamines (diet pills, uppers, bennies, 9.7%); hallucinogens such as mescaline and ‘shrooms (8.3%); and narcotics (codeine, morphine, methadone, and percodan, 7.9%). The last 30 day usage rates for these substances as reported by twelfth graders are 4.6%, 3.3% and 4.2% respectively.

This chapter presents an analysis of substance users in terms of frequency of use, race and ethnicity, gender, and age at students’ first substance experience. These analyses are designed to provide policy makers, program planners, and practitioners with information that will help target their prevention/education messages and programs to assure the greatest impact.

State Totals
Table 3.1: PERCENT OF STUDENTS REPORTING SUBSTANCE USE BY GRADE LEVEL AND TIME PERIOD

Substance	Grade											
	6th			8th			10 th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	5.5	1.5	2.7	15.9	5.9	10.3	26.1	11.2	17.3	38.6	19.8	26.8
Smokeless tobacco (chewing tobacco, snuff)	1.2	0.4	0.6	2.8	1.2	1.8	4.3	2.4	3.3	7.8	3.7	6.0
Beer, wine (other than for religious use), or wine coolers	11.9	4.7	7.9	29.5	14.2	24.2	47.9	26.3	41.6	64.5	38.5	56.4
Liquor (such as rum, vodka, or whiskey)	5.4	2.4	3.8	19.1	9.8	16.1	43.2	24.6	39.0	61.0	36.1	54.0
Five or more servings of alcohol on the same occasion	3.5	1.4	2.4	12.3	6.6	10.4	30.0	17.4	26.4	48.1	29.0	43.0
Marijuana (pot, grass, hashish)	1.9	0.8	1.2	11.7	6.4	10.2	28.2	15.6	24.5	43.0	21.9	34.9
Inhalants	4.4	2.2	3.2	6.4	3.3	5.2	5.2	2.3	3.7	4.6	2.0	3.1
Amyl or Butyl nitrates (locker room, rush)	0.6	0.2	0.4	1.1	0.8	1.0	1.2	0.9	1.1	1.7	1.1	1.4
Crack (rock)	0.7	0.3	0.5	2.1	1.4	1.8	2.3	1.5	2.0	3.5	2.3	3.0
Other forms of cocaine	0.7	0.3	0.4	1.7	1.2	1.5	3.0	1.7	2.7	5.8	2.9	4.7
LSD (acid, stickers)	0.6	0.3	0.5	1.5	1.0	1.3	2.9	1.7	2.5	5.1	2.1	3.8
PCP (angel dust, love boat, green)	0.6	0.3	0.4	2.6	1.4	2.1	3.8	2.0	3.0	4.1	2.0	3.2
Other hallucinogens (mescaline, 'shrooms)	0.4	0.1	0.2	1.8	1.2	1.6	4.7	2.6	4.3	8.3	3.3	7.0
Steroids for body building	0.9	0.4	0.6	1.5	0.9	1.2	1.9	1.2	1.6	1.9	1.2	1.6
Methamphetamines (meth, speed, crank, ice)	0.6	0.3	0.5	2.2	1.3	1.9	3.0	1.8	2.6	4.0	1.9	3.2
Designer drugs (MDMA, ecstasy)	0.6	0.3	0.4	2.1	1.2	1.8	4.1	1.9	3.6	7.1	2.7	5.4
Heroin (smack, stuff)	0.4	0.2	0.3	1.3	0.8	1.1	1.5	1.1	1.3	2.0	1.5	1.7
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.2	0.3	1.0	0.7	0.9	1.2	0.9	1.1	1.6	1.0	1.2
Amphetamines (uppers, bennies, speed, dexies)	1.0	0.4	0.7	3.1	1.7	2.6	6.0	3.3	5.3	9.7	4.6	8.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.1	0.2	1.3	0.7	1.2	3.4	1.8	3.1	6.1	3.1	5.2
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.5	0.2	0.3	1.6	1.0	1.3	4.7	2.6	4.3	7.9	4.2	6.9
Ritalin	0.9	0.3	0.5	2.4	1.1	1.8	3.8	1.8	3.1	4.7	2.1	3.4
Any form of alcohol	13.3	5.4	9.0	32.4	16.2	27.0	53.1	31.4	47.7	69.7	44.1	63.0
Any drug other than alcohol or tobacco	8.0	4.2	5.8	19.5	11.3	16.5	33.5	19.6	29.2	46.8	26.0	39.4

Source: 2004 Maryland Adolescent Survey

Overview of Alcohol Use

Extent of Use:

- Alcohol is the illegal substance used most by Maryland adolescents.
 - 69.7% of twelfth graders have tried some form of alcohol
 - 44.1% of twelfth graders drank during the last 30 days
 - 29.0% of twelfth graders had five or more servings of alcohol on the same occasion within the last 30 days
- Beer/Wine/Wine Coolers is the most frequently used category of alcoholic beverage.
 - 38.5% of twelfth graders report drinking beer/wine/wine coolers in the last 30 days
 - 16.1% of twelfth graders report drinking beer/wine/wine coolers 3 to 5 times in the last 30 days

Characteristics of Drinkers:

Gender

- Females outnumber males as occasional drinkers of beer/wine and liquor
- Males outnumber females as frequent users of beer/wine and liquor
- Male and female students are equally as likely to be binge drinkers

Age at First Use

- 18.8% of twelfth graders who ever used alcohol, started drinking beer/wine/wine coolers at age 12 or younger
- 40.6% of twelfth graders who ever used alcohol, started drinking beer/wine/wine coolers at age 15-16
- 47.5% of twelfth graders who ever used alcohol, started drinking liquor at age 15-16

Race/Ethnicity

- White and Hispanic twelfth grade students are more likely to be frequent beer drinkers than their African American and Asian peers
- White twelfth graders were more likely to be occasional users of liquor than their African American, Asian, and Hispanic peers

Definitions:

Occasional Drinking:

Drank alcohol on 1 or 2 occasions in the last 30 days

Frequent Drinking:

Drank alcohol on 3 to 5 occasions in the last 30 days

Heavy Drinking:

Drank alcohol on 6 or more occasions in the last 30 days

Binge Drinking

Drank 5 or more servings of alcohol on the same occasion

Asian/Pacific Islanders:

This group is collectively referred to as “Asian” in the remainder of this chapter and document.

ALCOHOL

Extent of Use

Alcohol remains the most widely used of the substances surveyed (Table 3.1). Over two-thirds (69.7%) of twelfth grade students reported having at least tried an alcoholic beverage.¹ Sixty-three percent reported they drank sometime during the past year while nearly half (44.1%) said they drank during the past month. While a relatively small percentage of the sixth grade students (13.3%) indicated they had tried alcohol, 32.4% of eighth graders and 53.1% of tenth graders have done so. These data show that it is not only the seniors who have consumed alcohol in the past 30 days. A considerable number of the eighth and tenth graders report use of some type of alcoholic beverage during the last 30 days as well (16.2% and 31.4%, respectively).

Many Maryland young people report fairly heavy alcohol consumption, especially high school seniors and tenth graders. More than a quarter of seniors (29.0%) and one fifth (17.4%) of the tenth grade students say they drank five or more servings on the same occasion (i.e., binge drinking) at least one time in the last 30 days (Table 3.1).

Students were asked to indicate the extent of their use of two categories of alcoholic drinks. *Beer/wine/wine coolers* made up one group and *any type of liquor* made up the other. Youth were slightly more likely to consume alcohol in the beer category² than in the liquor category. Among the twelfth grade students, 36.1% reported they drank liquor in the last 30 days while 38.5% reported they drank beer. A similar choice pattern can be seen in the sixth, eighth, and tenth grade populations: 4.7% beer vs. 2.4% liquor for sixth graders; 14.2% beer vs. 9.8% liquor for eighth graders; and 26.3% beer vs. 24.6% liquor for tenth graders (Table 3.1).

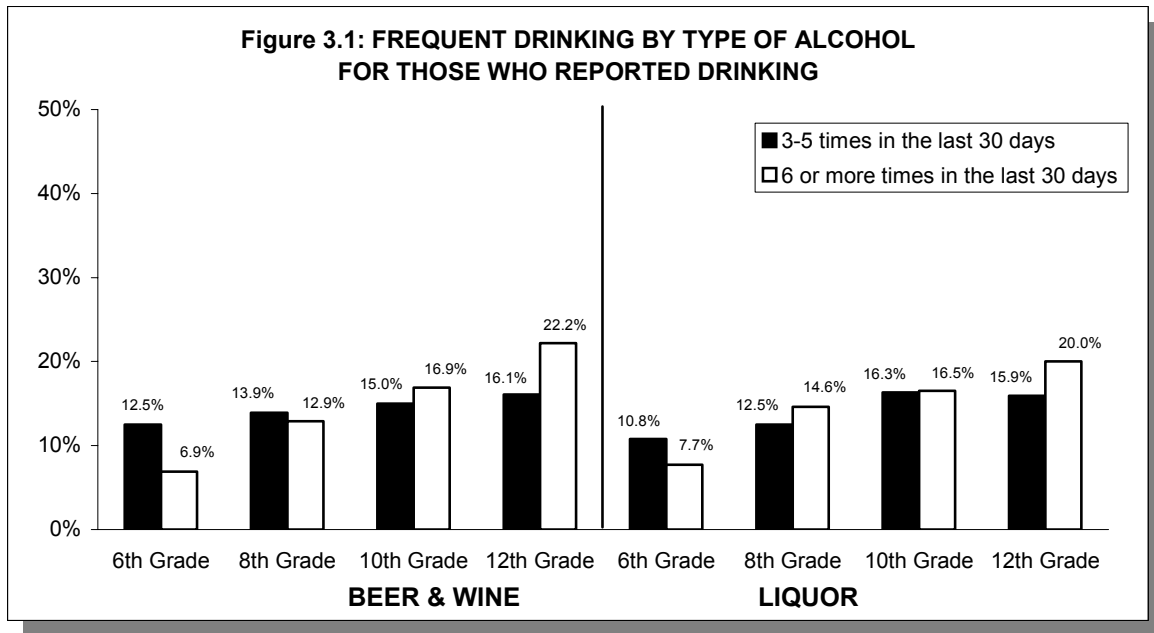
Among those who had tried beer at least once in their lives, 16.1% of seniors, 15.0% of tenth graders, 13.9% of eighth graders, and 12.5% of sixth graders report drinking it three to five times in the last 30 days (Figure 3.1). A substantial number also report drinking beer on at least six or more occasions in the last 30 days. A fifth of the twelfth graders (22.2%), 16.9% of tenth graders, 12.9% of eighth graders, and 6.9% of sixth graders say that they drank beer this often.

The use of liquor, such as whisky, rum, or vodka, follows a similar pattern. Of those who drank, 10.8% of sixth grade students, 12.5% of eighth graders, 16.3% of tenth graders, and 15.9% of twelfth graders report drinking liquor on three to five occasions in the last 30 days (Figure 3.1).

Maryland students also reported heavy drinking of liquor. Among students who had some type of liquor on six or more occasions in the last 30 days (Figure 3.1), 7.7% were sixth graders, 14.6% were eighth graders, 16.5% were tenth graders, and 20% were twelfth graders.

¹ Outside of religious use or a sip from an adult's drink.

² Beer/wine/wine coolers are represented by the single term *beer* or *beer/wine* in the text.



Characteristics of Twelfth Graders Who Have Used Alcohol

Gender

Survey findings show that among those who have ever used and occasional users, males and females choose to consume either beer/wine/wine coolers and liquor at approximately the same rate. For those reporting frequent use, males are more likely to report using beer and liquor than females. Table 3.2 presents the proportion of twelfth grade males and females who have ever used beer/wine/ wine coolers or liquor and the proportion that are occasional and frequent users.

Table 3.2: ALCOHOL USE BY GENDER AMONG TWELFTH GRADERS

Substance	Ever Used		Occasional Use		Frequent Use	
	Males	Females	Males	Females	Males	Females
Liquor	49.0%	51.0%	45.0%	55.0%	54.5%	45.5%
Beer/Wine/ Wine Coolers	48.6%	51.4%	43.1%	56.9%	54.9%	45.1%

The percentage of females who are occasional users of beer or liquor exceeds the percentage of males (beer: 56.9% female vs. 43.1% male; liquor: 55% female vs. 45% male). A slightly higher percentage of females (51% liquor and 51.4% beer and wine) than males (49% liquor and 48.6% beer) have ever used beer or liquor. Males outnumber females as frequent

drinkers of beer/wine and liquor (beer/wine: 54.9% male vs. 45.1% female; and liquor: 54.5% male vs. 45.5% female).

Another indicator of heavy alcohol consumption is binge drinking, where an individual has 5 or more servings of alcohol on the same occasion. The 2004 MAS reveals that male and female twelfth grade students are almost equally as likely to report binge drinking, as 49.8% of males and 50.2% of females reported ever engaging in this behavior.

Race/Ethnicity

Even though the 2004 survey findings indicate widespread use of alcohol among twelfth graders, there are racial/ethnic differences in the proportions that have tried alcoholic beverages. The highest percentage of those who had tried some type of alcohol at least once were White (76.0%) followed by Hispanic (70.9%), African American (61.2%), and Asian students (55.9%).

There are also some differences across racial/ethnic lines among students who are categorized as occasional drinkers (drinking one to two times in the last 30 days) of beer/wine and liquor (Table 3.3). White students were most likely (28.7%) to report occasional use of liquor while African American students were least likely (23.1%) to report occasional use of liquor. Among occasional users of beer, Hispanic twelfth graders were the most likely (31.2%) to report this type of use, followed by Asian students (26.6%), White students (26.1%) and African American students (22.5%).

Table 3.3: ALCOHOL USE BY RACE/ETHNICITY AMONG TWELFTH GRADERS FOR THOSE WHO DRINK

Frequency of Drinking	Asian		African American		White		Hispanic	
	Beer	Liquor	Beer	Liquor	Beer	Liquor	Beer	Liquor
Occasional	26.6%	26.3%	22.5%	23.1%	26.1%	28.7%	31.2%	26.5%
Frequent	30.0%	31.9%	29.2%	31.3%	43.2%	38.3%	32.0%	30.6%

For frequent use of alcohol, consumption of alcohol at least three or more times in the last 30 day, the patterns among ethnic groups also varied slightly across beer/wine and liquor. White twelfth grade drinkers represented the largest group of frequent drinkers of beer (Table 3.3). Over 40% of White students who drank were frequent beer drinkers, followed by Hispanic students (32%), Asian students (30%), and African American students (29.2%). For liquor, 38.3% of White students who drank were frequent liquor drinkers, followed by Asian (31.9%), African American (31.3%), and Hispanic (30.6%) twelfth grade students.

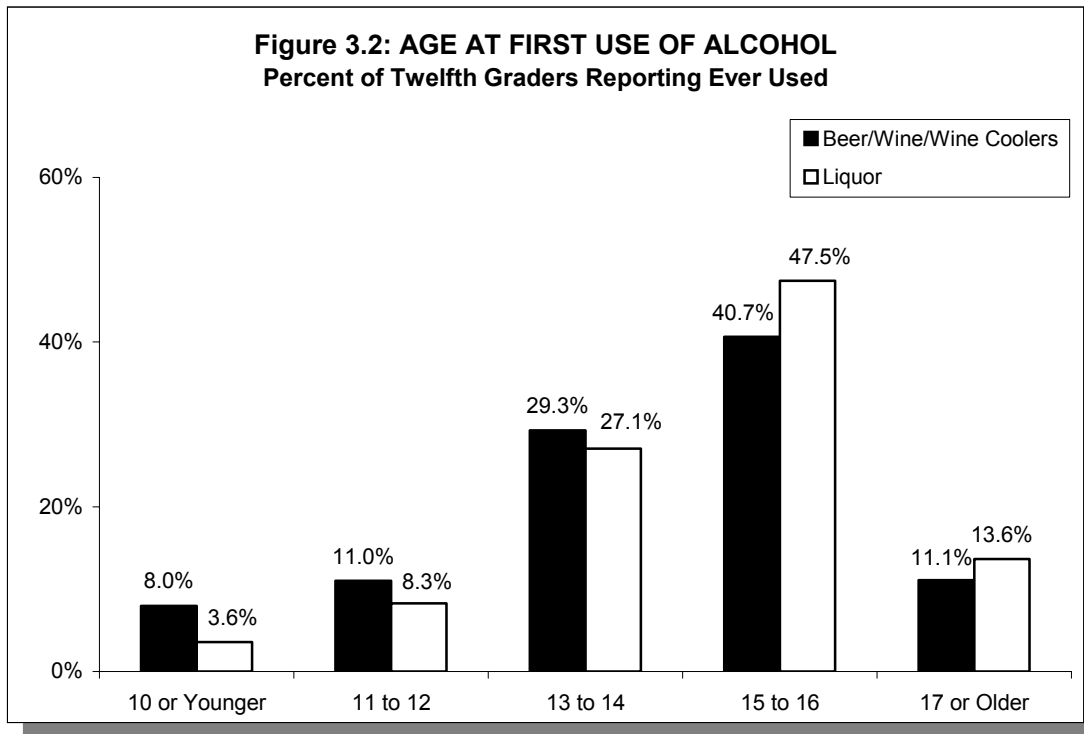
Age at First Use

The survey findings indicate that first use of alcohol occurs between 13 and 16 years of age, when most young people who tried alcohol did so for the first time. Among the twelfth grade students reporting that they tried beer/wine/wine coolers, 29.3% say they first drank it when they were 13 to 14, and 40.7% say that they first tried beer between the ages of 15 and 16. Only a small percentage of students indicate that they had their first drink of beer before age 10

(8%) or after age 17 (11.1%). As with beer/wine, most students had their first liquor drink between the ages of 13 and 16. However, more of them (61.1%) said that their first liquor experience was later, at 15 or older, and fewer (3.6%) report that their first experience was at or before age 10 (Figure 3.2).

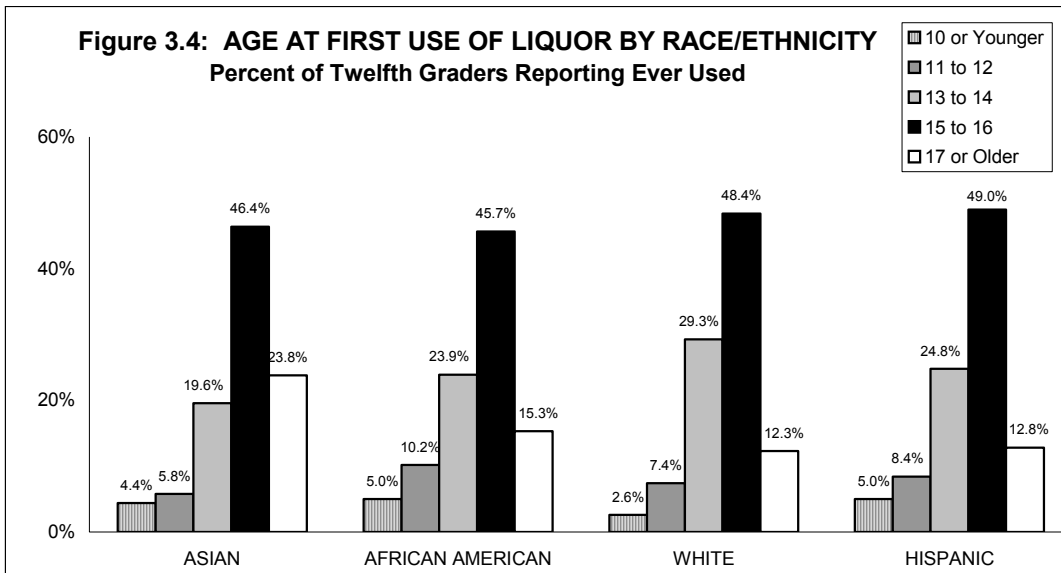
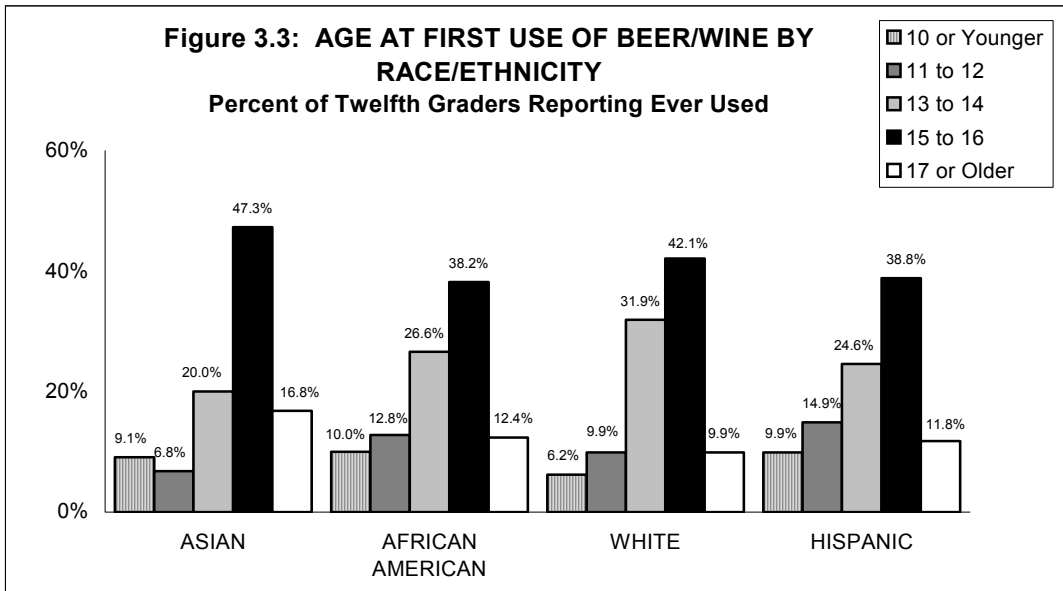
There are some gender differences for age at first use of alcohol for students as well. Among twelfth grade beer/wine users, more males (11.4%) report first trying beer/wine at the age of 10 or younger compared to females (4.7%). Between the ages of 13 to 16, females are more likely to report first use at this time (74.4% female versus 65.1% male).

Among twelfth grade liquor users, more males (5.8%) report first trying beer/wine at the age of 10 or younger compared to females (1.5%). At the ages of 13 to 16, females are more likely to report first use at this time (78.6% female versus 70.2% male).



As indicated in Figures 3.3 and 3.4, which display data for all racial/ethnic groups, most first experiences with alcoholic beverages were between the ages of 13 and 16. However, these data show some differences in age at first use between racial/ethnic groups. African American and Hispanic students comprised the largest group of twelfth graders who indicated they had their first experience with beer/wine at age 10 or younger. Across all racial/ethnic groups, a large number of twelfth graders first used beer/wine or liquor between the ages of 15 and 16. White twelfth graders, however, were more likely to first use beer/wine at ages 13-14 (31.9%) than their peers. Sixteen point eight percent of Asian twelfth graders and 12.4% of African American twelfth graders began drinking beer at age 17 or older. For liquor, 23.8% of Asian twelfth graders and 15.3% of African American twelfth graders began drinking at age 17 or

older. This indicates that a larger proportion of Asian and African American students wait and start drinking at an older age than their White and Hispanic peers.



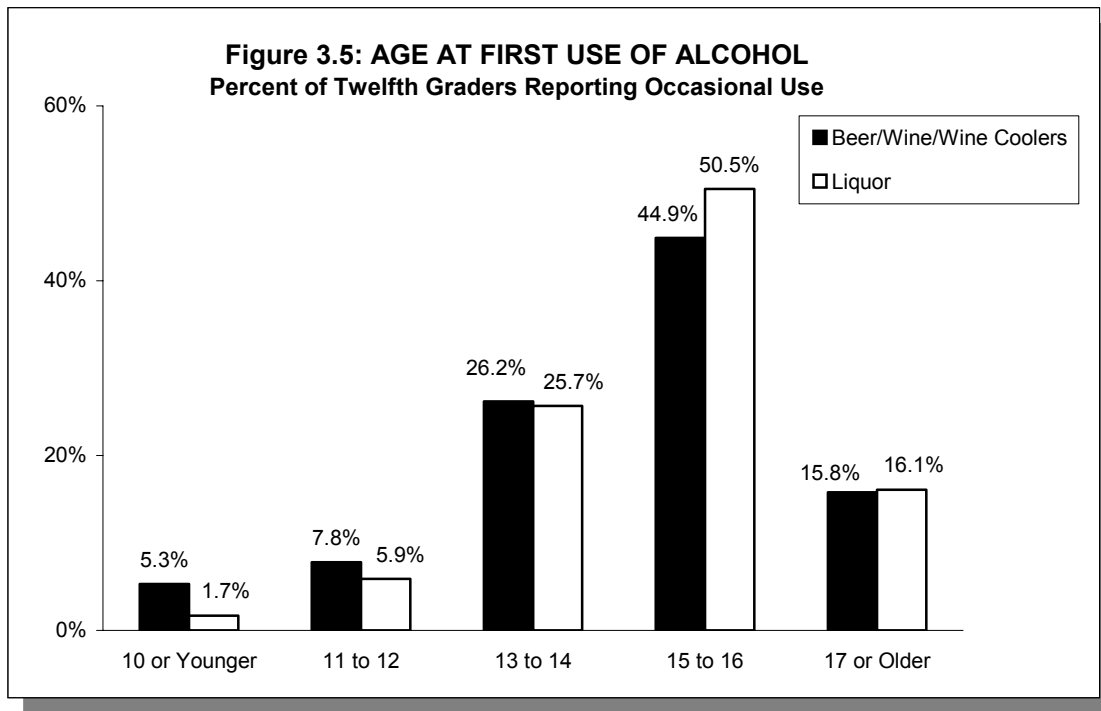
Comparison of Occasional and Frequent Drinkers

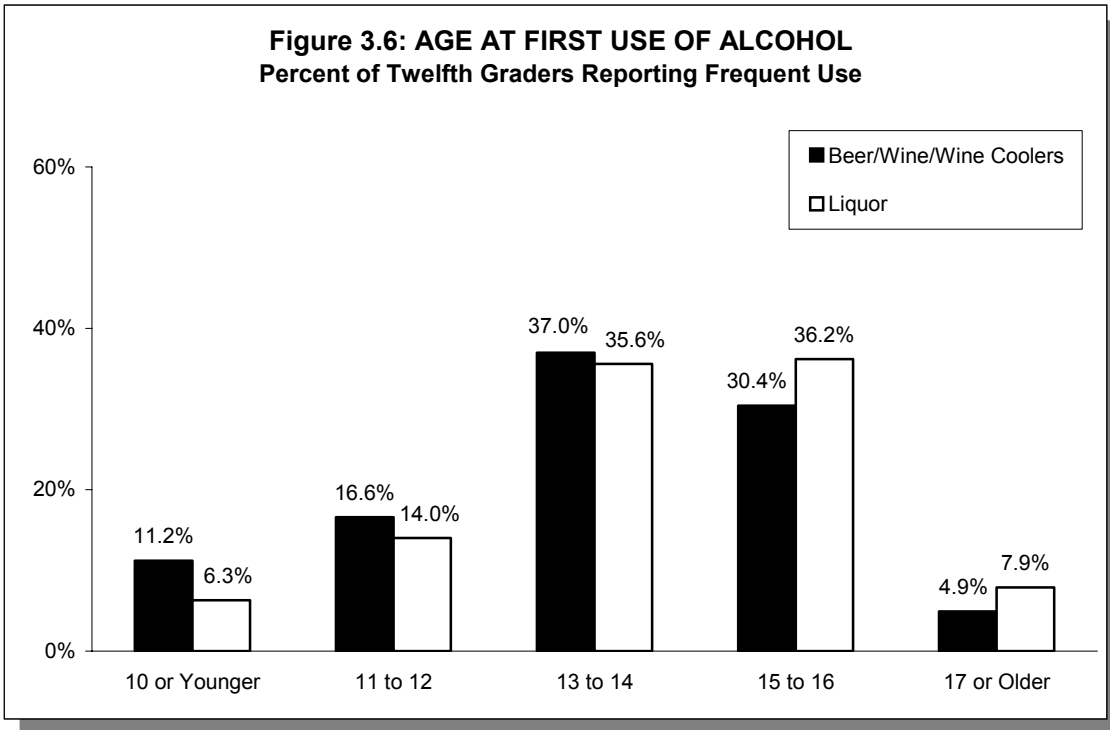
As indicated in Table 3.2, there are some gender differences for occasional and frequent users of beer/wine and liquor. Females are more likely to report occasional use of beer/wine and liquor relative to males. Males, on the other hand, are more likely to report frequent use of these substances relative to their female peers.

When occasional and frequent drinkers are compared by race/ethnicity (Table 3.3), differences do emerge. Hispanic and Asian students are most likely to report being occasional users of beer (31.2% and 26.6%, respectively), while White students are much more likely than their peers to

report frequent use of beer/wine. African American and Asian students are less likely to be occasional users of liquor, while White and Asian students are more likely to report frequent use of liquor. Hispanic and White twelfth graders are more likely to report being frequent users of beer/wine than Asian or African American students.

When comparing occasional and frequent drinkers by age at first use of alcohol (Figures 3.5 and 3.6), youth who are classified as frequent drinkers are more likely to have started drinking at a younger age. Among twelfth grade frequent drinkers who used beer, 27.8% began drinking at or before age 12. For twelfth graders who used liquor, 20.3% of frequent drinkers began drinking at or before the age of 12. Comparatively, fewer occasional drinkers began using beer (13.1%) or liquor (7.6%) before the age of 12, substantially less than the frequent drinker rate. The data presented in these two figures also indicate that a large portion of twelfth grade frequent drinkers began drinking before the age of 15 (beer 64.8%; liquor 55.9%). The percentage of youth that began drinking before age 15 is substantially less for occasional drinkers (beer 39.3%; liquor 33.3%).





Comparison to 2002 Survey Data

Alcohol use of any form of alcohol by sixth graders in the last 30 days increased from 2002, from 5.0 in 2002 to 5.4% in 2004 and decreased for tenth graders from 35.0% to 31.4%. However, usage rates of any form of alcohol by eighth graders, tenth graders, and twelfth graders remained extremely similar to percentages for 2002 (comparison of Table 3.1 across 2002 and 2004).

While the consumption rate for any type of alcohol in the last 30 days for twelfth graders remained similar to the 2002 finding (44.3 in 2002 compared to 44.1 in 2004) there was a slight decrease in the amount of alcohol twelfth graders reported consuming in 2004. In 2002, 16.9% of twelfth graders report drinking beer/wine/wine coolers 3 to 5 times in the last 30 days, while in 2004 16.1% report drinking beer/wine/wine coolers 3 to 5 times in the last 30 days. As in 2002, beer/wine was the form of alcohol most frequently selected by students in any grade level for consumption. Slightly higher percentages of sixth and eighth graders report ever having tried beer/wine/wine coolers in 2004 compared to 2002, while slightly fewer tenth and twelfth graders report ever having tried beer. In 2004, 11.9% of sixth graders, 29.5% of eighth graders, 47.9% of tenth graders, and 64.5% of twelfth graders report ever having used beer/wine/wine coolers, compared to 10.2% of sixth graders, 29.3% of eighth graders, 52.2% of tenth graders, and 66.2% of twelfth graders reported ever having tried beer in 2002.

As in 2002, for those reporting frequent use, males are more likely to report using beer and liquor than females. When examining alcohol use preferences by race/ethnicity, differences emerge compared to 2002 data among those students who are categorized as occasional drinkers (drinking alcohol one to two times in the last 30 days) of beer/wine and liquor or frequent drinkers (drinking alcohol on 3 to 5 occasions in the last 30 days, Table 3.3). In 2002, Asian

students were most likely (32.8%) to report occasional use of liquor while Hispanic students were least likely (19.8%) to report occasional use of liquor. In 2004, White students were most likely (28.7%) to report occasional use of liquor while African American students were least likely (23.1%) to report occasional use of liquor. When looking at beer/wine/wine cooler consumption, in 2002 Hispanic twelfth graders were the most likely (30.5%) to report occasional use of beer, and the findings are similar for 2004 where (31.2%) report occasional use of beer. However, in 2004, African American twelfth graders were least likely to report occasional use of beer/wine/wine coolers (22.5%), while in 2002, White students reported the lowest percentage in this category (26.0%).

Occasional use of liquor decreased, but frequent use of liquor increased among Asian twelfth graders compared to 2002 data. African American occasional and frequent use percentages for liquor and beer dropped slightly, while occasional and frequent use rates increased for consumption of beer and liquor among Hispanic twelfth grade students. Among white twelfth graders reporting alcohol consumption, there was an increase in the percentage reported for frequent use of beer (41.9% in 2002 to 43.2% in 2004) and liquor (34.7% in 2002 to 38.3% in 2004).

When examining age of first use, a slightly higher percentage of students in 2004 report having their first drink of liquor at a later age —15 or older compared to 2002 (61.1% in 2004: 59.7% in 2002). Similar percentages of twelfth grade students reporting that they tried beer/wine/wine coolers, say they did so between ages 13 and 14 in 2002 and 2004 (30.6% and 29.3% respectively).

Overview of Cigarette Use

Extent of Use:

Cigarettes are the third most used substance by Maryland adolescents.

38.6% of twelfth graders have tried smoking cigarettes

19.8% of twelfth graders smoked cigarettes during the last 30 days

32.3% of twelfth graders are regular smokers

55% of twelfth graders who are regular smokers have tried to quit smoking but couldn't

Characteristics of Smokers:

Gender

Slightly more twelfth grade females than males have tried smoking at least once

Slightly more twelfth grade females are likely to be *casual* smokers than males

Males outnumber females as *regular* smokers

Age at First Use

31.3% of twelfth graders who ever smoked cigarettes started smoking cigarettes at age 12 or younger

Race/Ethnicity

Asian and African American twelfth graders are less likely to have tried cigarettes than their White and Hispanic peers

A higher percentage of Asian and Hispanic twelfth graders are casual smokers than White or African American students

White twelfth graders represent the largest group of regular smokers

Definitions:

Casual smokers:

1-5 cigarettes daily in the past 30 days

Regular smokers:

One half pack to one pack of cigarettes daily in the past 30 days

Heavy smokers:

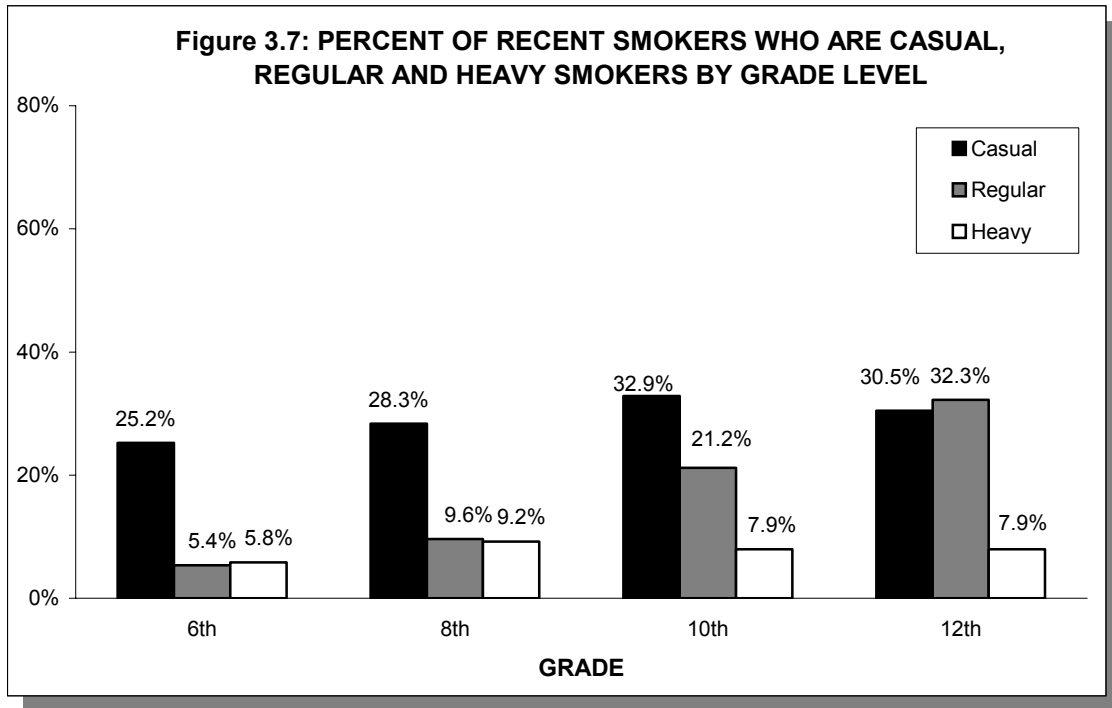
More than one pack of cigarettes daily in the past 30 days

CIGARETTES

Extent of Use

Cigarettes are the third most used substance by Maryland’s youth, as indicated by Table 3.1. By twelfth grade, 38.6% of the survey students have tried cigarettes, with most young people first trying them between eleven and sixteen years old. By eighth grade, 15.9% of students report having tried cigarettes and this percentage rises to 26.1% by tenth grade. Survey findings reveal that the percentage of students who appear to be current smokers increases by grade level. About 1.5% of sixth graders, 5.9% of the eighth graders, 11.2% of tenth graders, and 19.8% of twelfth graders say they smoked cigarettes in the last 30 days.

With the exception of twelfth graders, most recent smokers (those that smoked in the past 30 days) are *casual* smokers, smoking five or fewer cigarettes daily in the past 30 days (Figure 3.7). Of those who smoke, 25.2% of the sixth graders, 28.3% of eighth graders, 32.9% of tenth graders, and 30.5% of twelfth graders report casual smoking.



Survey students who were recent smokers were also classified as *regular* smokers, those who consume between one-half pack and one pack daily in the past 30 days. Regular smoking was reported by 5.4% of the sixth graders, 9.6% of the eighth graders, 21.2% of the tenth graders, and 32.3% of the twelfth graders.

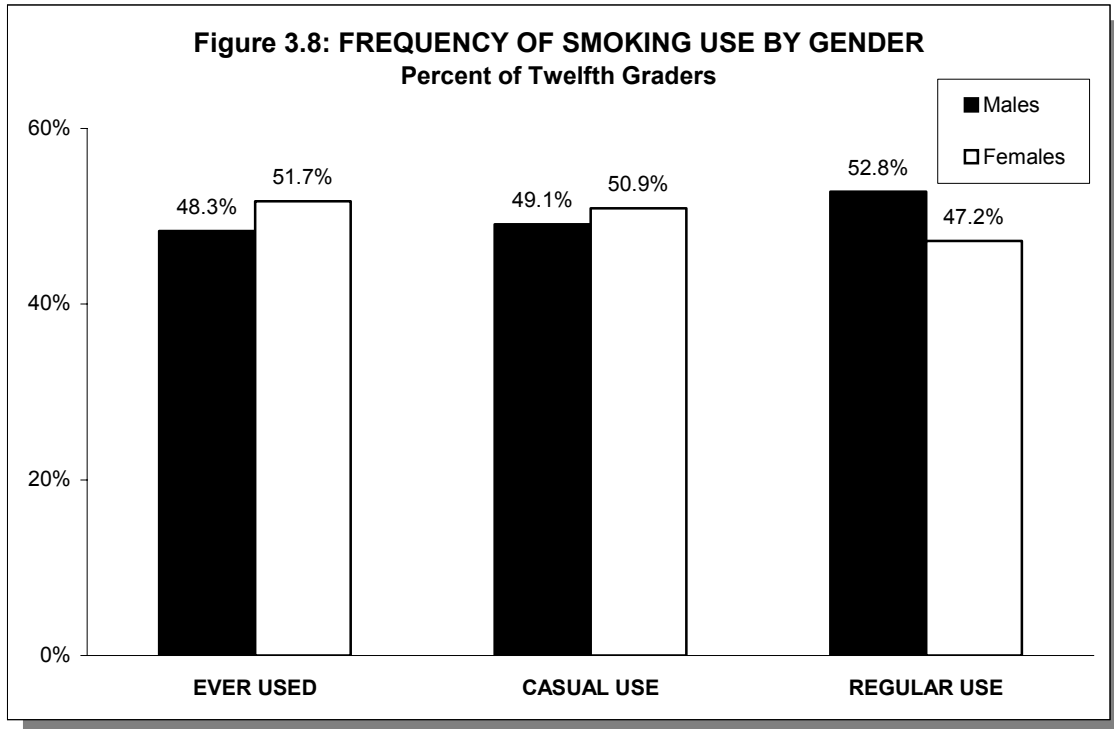
A small number of students indicated that they smoke more than one package of cigarettes daily. Of those who smoke, 5.8% of the sixth graders, 9.2% of the eighth graders, 7.9% of tenth and 7.9% of twelfth graders reported heavy smoking.

Cigarette smoking is highly addictive and therefore a difficult habit to break. The responses of regular smokers in the survey who were asked if they had attempted to quit smoking provide evidence of the difficulty in achieving smoking cessation. Within this population, 59.7% of sixth graders, 43% of the eighth graders, 48.4% of the tenth graders, and 55% of the twelfth graders say that they tried to quit smoking but couldn't.

Characteristics of Twelfth Graders Who Have Ever Smoked Cigarettes

Gender

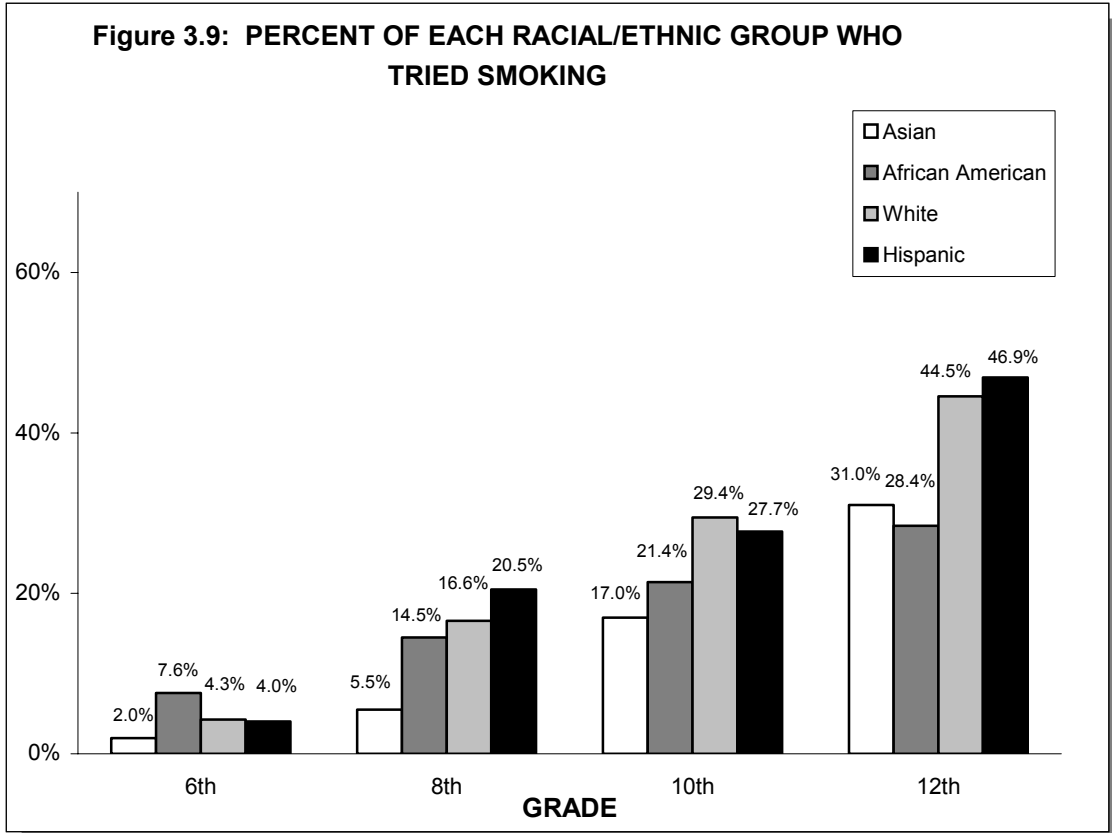
Figure 3.8 shows that of twelfth graders, who have ever used cigarettes, half are females (51.7%) and slightly less than half are males (48.3%). Similar percentages characterize the casual smokers as well: 49.1% for males and 50.9% for females. The percentage difference reverses for regular smokers, where 52.8% are males and 47.2% are females.



Race/Ethnicity

The percentage of each racial/ethnic group who say that they have at least experimented with smoking varies considerably (Figure 3.9). Hispanic and White students comprise the largest percentages of students who have tried smoking in the eighth, tenth, and twelfth grades. In the eighth grade, 20.5% of Hispanic students report having tried smoking compared to 16.6% of White students. By tenth grade, 27.7% of Hispanic students report having tried smoking, compared to 29.4% of White students. By twelfth grade, Hispanic students are still more likely to report that they have tried smoking more often (Hispanic: 46.9% versus White: 44.5%).

Asian students represented the lowest overall percentages of cigarette experimenters at the sixth (2.0%), eighth (5.5%), and tenth (17.0%) grade levels. African American students represented the lowest percentage of cigarette experimenters at the twelfth grade level (28.4%).



First Use of Cigarettes

Age at First Use

Table 3.4: AGE AT FIRST USE OF CIGARETTES BY GENDER*
Twelfth Graders Reporting Ever Used

Age	All	Males	Females
10 or Younger	12.0%	15.1%	9.1%
11 to 12	19.3%	18.7%	19.9%
13 to 14	28.6%	27.4%	29.8%
15 to 16	30.4%	28.4%	32.2%
17 or Older	9.7%	10.4%	9.0%

* Columns do not always add up to 100% due to rounding

Most young people who try cigarettes do so in their mid teens (Table 3.4). Few twelfth graders (9.7%) report they had their first cigarette when they were 17 or older. In the twelfth grade sample of those who say they tried cigarettes, more than half (59.0%) began their experimentation between the ages of 13 and 16. Almost a third (31.3%), however, had their first smoking experience before they were 13 years of age, and 12% reported first smoking at age 10 or younger.

Gender

As indicated in Table 3.4, with few exceptions, males and females are very similar in their pattern of age at first use of cigarettes. Survey results show that for age at first use, 15.1% of males and 9.1% of females first smoked at age 10 or younger, while 28.4% of males and 32.2% of females first smoked in the 15-16 age group. Similarly, 19.9% of females and 18.7% of males report their first use at the ages of 11 or 12.

Race/Ethnicity

African American and Asian students display a similar pattern of first use of cigarettes. Many of these students, about one-fourth, first use cigarettes at the ages of 13 or 14. Twice as many African American and Asian students than White and Hispanic students reported first trying a cigarette at age 10 or younger, as Table 3.5 depicts. However, higher percentages of White and Hispanic students report first use between ages 13 and 16 (61.6% and 66.5% respectively) when compared to African American and Asian twelfth grade students. Asian students are also more likely than their non-Asian peers to report first cigarette use at 17 years of age or older.

Table 3.5: AGE AT FIRST USE OF CIGARETTES BY RACE/ETHNICITY*
Twelfth Graders Reporting Ever Used

Age	Asian	African American	White	Hispanic
10 or Younger	18.0%	16.3%	9.5%	8.4%
11 to 12	16.5%	21.2%	18.7%	19.6%
13 to 14	22.5%	25.3%	29.6%	36.3%
15 to 16	29.1%	28.1%	32.0%	30.2%
17 or Older	13.9%	9.2%	10.3%	5.5%

* Columns may not add up to 100% due to rounding

Comparison of Regular, Casual, and Nonsmokers

Gender

As indicated in Figure 3.8 on page 24, males outnumber females in their report of regular cigarette use, while females slightly outnumber males for casual use. Table 3.6 depicts that while roughly equal percentages of male and female casual smokers began smoking at age 12 or younger, (24.2% females versus 25.5% males), a higher percentage of male regular smokers began smoking at age 12 or younger (51.9% males versus 40.7% females). Notably, half of the males who are regular smokers began smoking at this age. A higher percentage of females indicate that age 13 to 14 was their age of first use compared to males (37.2% versus 22.8% males). This trend is similar for casual smokers, where 34.2% of females first smoked at this age compared to 26.8% of males.

Table 3.6: AGE AT FIRST USE OF CIGARETTES BY GENDER*
Twelfth Graders Reporting Casual or Regular Use

Age	Casual Users		Regular Users	
	Males	Females	Males	Females
10 or Younger	9.3%	6.0%	29.8%	15.9%
11 to 12	16.2%	18.2%	22.1%	24.8%
13 to 14	26.8%	34.2%	22.8%	37.2%
15 to 16	36.4%	32.9%	21.6%	19.2%
17 or Older	11.4%	8.6%	3.7%	2.9%

* Columns may not add up to 100% due to rounding

Race/Ethnicity

Among those twelfth graders who say that they used cigarettes (Table 3.7), Hispanic twelfth graders have the highest percentage of casual smokers (46.8%) followed by Asian (36.9%), African American (34.7%) and White (27.9%) twelfth graders. For regular smokers, the racial/ethnic distribution is dissimilar to that of casual smokers. The group with the highest percentage of regular smokers is White twelfth graders (43.5%), followed by African American twelfth graders (34.4%). Smaller percentages of Hispanic (22.1%) and Asian (24.9%) twelfth graders say they smoke at least one half pack of cigarettes daily.

**Table 3.7: CIGARETTE USE BY RACE/ETHNICITY
Twelfth Graders Reporting Casual or Regular Use**

Frequency of Use	Asian	African American	White	Hispanic
Casual Smoker	36.9%	34.7%	27.9%	46.8%
Regular Smoker	24.9%	34.4%	43.5%	22.1%

Purchase Behavior

The survey also included questions about cigarette purchase. One question asked how young smokers acquire cigarettes. Of all twelfth graders who had smoked, 19.8% (Table 3.1 on page 12) did so in the past month. Of this group, 42.1% say they most often obtain their cigarettes by purchasing them in convenience stores or supermarkets (Table 3.8). Interestingly almost equal percentages of regular and casual smokers indicate they obtain cigarettes by buying them in a store (50.9% casual smokers versus 49.9% regular smokers).

The second most noted way of obtaining cigarettes across all categories of smokers was someone else buying them, as 26.0% of regular smokers and 25.5% of casual smokers indicated this was how they obtained cigarettes. However, casual smokers were more likely to have borrowed a cigarette from someone else (13.2%) than regular smokers (2.2%). Perhaps not surprisingly, regular smokers were more likely to report they had stolen cigarettes (10.4%) compared to casual smokers (1.5%).

**Table 3.8: CIGARETTE ACQUISITION METHOD*
Twelfth Graders**

Method	All**	Casual	Regular
Store	42.1%	50.9%	49.9%
Vending machine	1.3%	0.7%	1.2%
Someone else bought for me	22.2%	25.5%	26.0%
Borrowed from someone else	17.5%	13.2%	2.2%
Stole them	4.9%	1.5%	10.4%
Other way	8.3%	6.4%	9.1%

* Column percentages may not add up to 100 due to rounding and deletion of multiple responses

** This category also includes students who smoke less than 1 cigarette a day

A second purchase behavior question asked whether students were ever required to show proof of age when buying cigarettes during the last 30 days (Table 3.9). Almost a third (31.7%) of all smokers said that they were asked to show proof of age; however 34.2% of these students were not. Again, data reveal there is a difference between casual and regular smokers' experiences obtaining cigarettes. Regular smokers were more likely than casual smokers to be asked to show proof of age (40.1% vs. 34.3%). This may reflect the larger number of purchases made by those who were regular smokers. Casual smokers were more likely (26.2%) than regular smokers (16.9%) to not buy their cigarettes in a store.

Table 3.9: ASKED TO SHOW PROOF OF AGE*
Percent of Twelfth Graders Reporting Casual or Regular Use

	All**	Casual Smokers	Regular Smokers
Did not buy in store	29.5%	26.2%	16.9%
Yes, was asked	31.7%	34.3%	40.1%
No, was not asked	34.2%	37.5%	41.2%

* Column percentages may not add up to 100 due to rounding and deletion of multiple responses

** This category also includes students who smoke less than 1 cigarette a day

Comparison to 2002 Survey Data

Compared to 2002 data, there was a notable decrease in the percentage of sixth graders who reported being casual smokers, from 32.3% in 2002 to 25.2% in 2004. A smaller decrease in casual use rates can be observed in comparing eighth and twelfth grade findings to 2002 data. For example, in 2002, 33.6% of recent eighth grade smokers reported being casual smokers, while 28.3% did so in 2004. The percentage of recent student smokers who are regular smokers also decreased among sixth and eighth graders. In 2002 the percentages were 10% and 13.8% for sixth and eighth grade smokers, respectively. In 2004, 5.4% of sixth grade recent smokers and 9.6% of eighth grade recent smokers are regular smokers. As in 2002, all categories of smokers are more like to obtain cigarettes from a store than from anywhere else.

The difference in percentage points of those who are male and female among those reporting that they have ever smoked decreased slightly compared to 2002, as 48.3% of males and 51.7% of females reporting ever having used cigarettes (compared to 49.3% of males and 50.75 of females in 2002). There was a change in casual use rates by gender, as more females than males reported casual use in 2004 than in 2002 (47.5% females in 2002 vs. 50.9% females in 2004). The percentage of females reporting casual use of cigarettes increased by 3.4 percentage points.

Higher percentages of Asian and African American twelfth grade students report using cigarettes at age 10 or younger compared to 2002. For example, 16.3% of African Americans and 18.0 of Asians report use at this age in 2004 compared to 12.7% of African Americans and 11.2% of Asians in 2002. As was the case in 2002, higher percentages of White and Hispanic students report first use between ages 13 and 16 (61.6% and 66.5% respectively) when compared to African American and Asian twelfth grade students in 2004.

Asian students represented the lowest overall percentages of cigarette experimenters at the sixth (2.0%), eighth (5.5%), and tenth (17.0%) grade levels. African American students represented the lowest percentage of cigarette experimenters at the twelfth grade level (28.4%), a change from 2002 data, when Asian students also had the lowest percent of experimenters at this grade level. However, there was almost a three percentage point increase in the percentage of African American sixth graders who reported ever trying cigarettes in 2004, and a similar increase among eighth grade African American students. For example, 4.8% of African American sixth graders reported trying cigarettes in 2002 compared to 7.6% in 2004.

In 2004, the percentages of casual and regular smokers who report obtaining cigarettes at a store were evenly divided: in 2002, a higher percentage 57.5% of regular smokers indicated they purchased cigarettes from a store. As in 2002, almost a third of all smokers said that they were asked to show proof of age; however slightly over one-third were not. 2004 students who were regular smokers were still more likely than casual smokers to be asked to show proof of age.

Overview of Marijuana Use

Extent of Use:

- Marijuana is the second most used substance by Maryland students in eighth, tenth, and twelfth grades
 - 43.0% of twelfth graders have tried some form of marijuana
 - 21.9% of twelfth graders used marijuana during the last 30 days
 - For those reporting that they used marijuana, 30% of twelfth graders used marijuana six or more times within the last 30 days

Characteristics of Marijuana Users:

Gender

- Twelfth grade females outnumber males as occasional users of marijuana
- Twelfth grade males outnumber females as frequent users of marijuana

Age at First Use

- 14.8% of twelfth grade marijuana users started using marijuana at age 12 or younger
- 31.3% of twelfth grade marijuana users started using marijuana at age 13-14

Race/Ethnicity

- White twelfth graders are more likely to have tried marijuana than their African American, Hispanic and Asian peers
- Asian and African American twelfth graders had the greatest percentage of frequent marijuana users when compared to their White and Hispanic peers

Definitions:

Occasional Use: Smoked marijuana on one or two occasions in the last 30 days

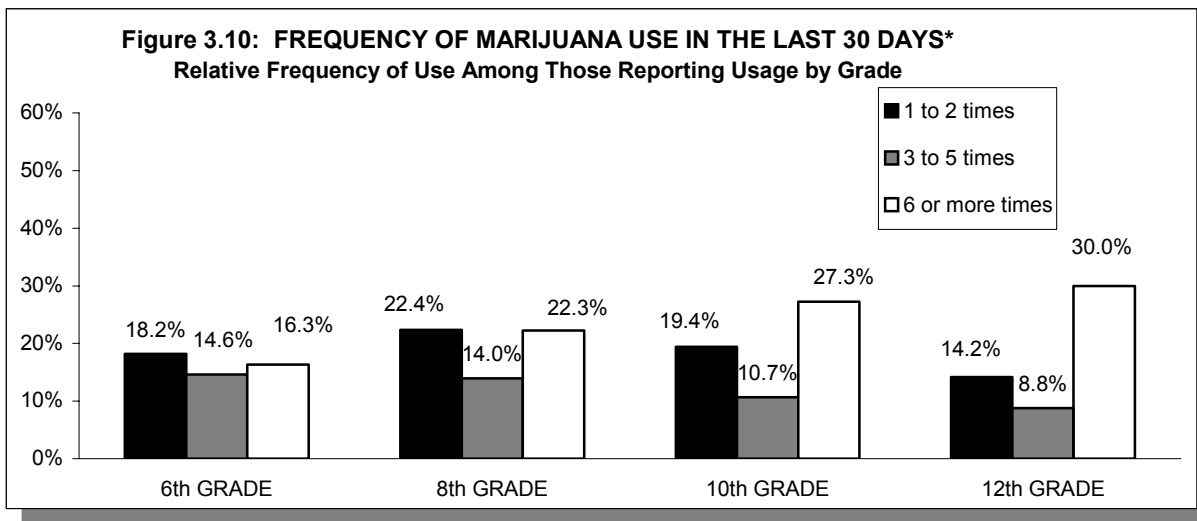
Frequent Use: Smoked marijuana on three or more occasions in the last 30 days

MARIJUANA

Extent of Use

Marijuana ranks as the second most used substance for eighth, tenth, and twelfth graders surveyed in the 2004 MAS (Table 3.1). Forty-three percent of twelfth grade students report they had tried marijuana or hashish at some point and almost a quarter (21.9%) report they had used marijuana or hashish in the last 30 days. Although few sixth graders indicated they had ever tried marijuana (1.9%), 11.7% eighth graders have and 6.4% of surveyed eighth graders report they had used it in the last 30 days. Use rates then climb for tenth graders, with nearly one-third (28.2%) trying the drug and 15.6% using it in the last 30 days.

Survey data also show that older last 30 days users more frequently use marijuana 6 or more times. As shown in Figure 3.10, among tenth and twelfth graders, the largest percentage of students who have used marijuana in the last 30 days used the drug 6 or more times during that period. In contrast, of those sixth graders who have used marijuana 18.2% report using 1 or 2 times in the last 30 days.

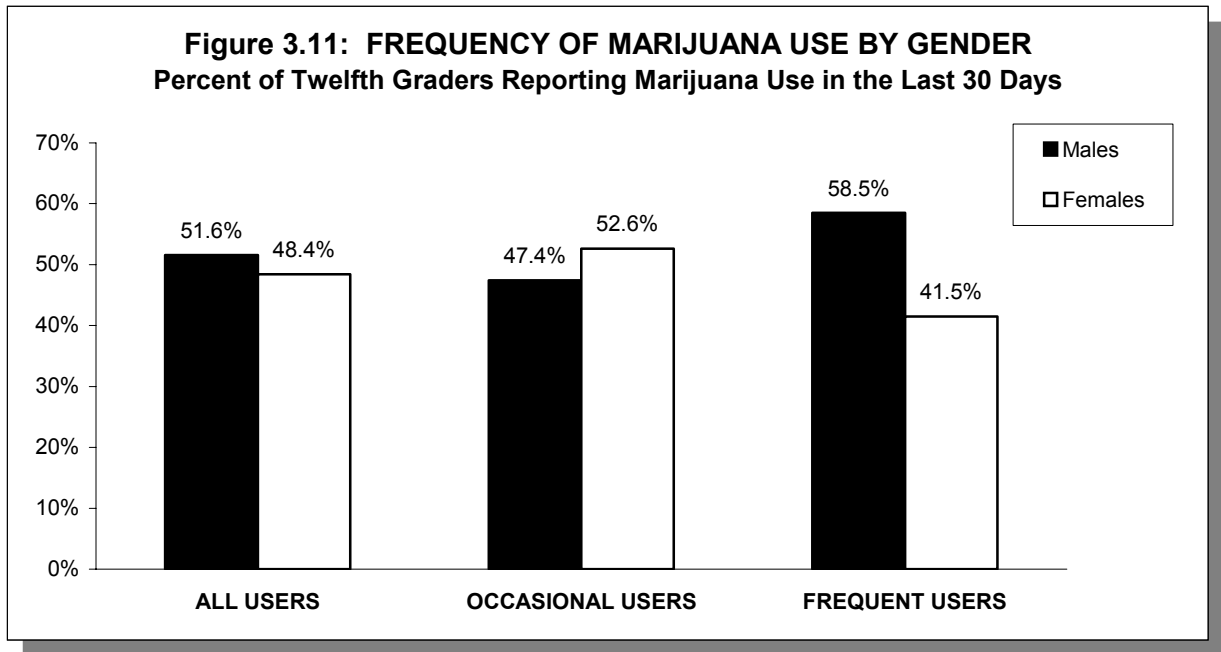


*Percents do not total 100% because table does not include data for those who never used marijuana.

Characteristics of Twelfth Graders Who Have Used Marijuana

Gender

Of those twelfth graders who have used marijuana in the last 30 days, males slightly outnumber females (51.6% male vs. 48.4% female, Figure 3.11). A higher percentage of females (52.6%) report occasional use of marijuana compared to males (47.4%). However, males are more likely to be frequent users of marijuana (58.5%) than females (41.5%).



Race/Ethnicity

Table 3.10 indicates that there are differences in the number of twelfth grade students who have ever tried marijuana when these data are examined by the self-reported race/ethnicity of the surveyed students. White and African American students are most likely to have ever used marijuana (46.2% and 40.3% respectively) while Asian students are the least likely (25.2%).

Table 3.10: PERCENT OF EACH RACIAL/ETHNIC GROUP THAT HAVE EVER USED AND NEVER USED MARIJUANA* Twelfth Graders

Frequency of Marijuana Use	Asian	African American	White	Hispanic
Ever Used	25.2%	40.3%	46.2%	39.5%
Never Used	74.8%	57.6%	53.1%	59.0%

* Due to missing data, column percentages may not add to 100%.

Of those who have ever used marijuana (Table 3.11), the ethnic groups with highest percentage of occasional users are Hispanics (17.3%) and Asians (15.4%). Asians and African American students comprise the largest groups of twelfth grade frequent users (42.9% and 41.1%, respectively) while Hispanic students are the smallest group of frequent users (34.2%). African American students are the lowest proportion of occasional users (13.1%).

**Table 3.11: MARIJUANA USE BY RACE/ETHNICITY
Twelfth Graders Reporting Ever Used**

Frequency of Marijuana Use	Asian	African American	White	Hispanic
Occasional	15.4%	13.1%	13.9%	17.3%
Frequent	42.9%	41.1%	37.2%	34.2%

* Due to missing data, column percentages may not add to 100%.

Age at First Use

The data presented in Table 3.12 indicate that most twelfth graders who have tried marijuana do so between the ages of 13 to 16 (73.9%). Among all twelfth graders reporting that they had tried marijuana, 31.3% say they were 13 to 14 years of age and 42.6% were between ages 15 and 16 when they first tried the drug. Few students (4.6%) indicated they first used marijuana when either 10 years old or younger or when age 17 or older (11.3%).

There are some differences in age at first use when examined by gender. More males than females first used marijuana at 12 years of age or younger (12.5% males compared to 7.7% females) while slightly more females than males first used marijuana between the ages of 13 and 16 (79.0% females compared to 69.1% males).

**Table 3.12: AGE AT FIRST USE OF MARIJUANA BY GENDER
Twelfth Graders Reporting Ever Used**

Age	All	Males	Females
10 or Younger	4.6%	7.0%	2.0%
11 to 12	10.2%	12.5%	7.7%
13 to 14	31.3%	30.5%	32.1%
15 to 16	42.6%	38.6%	46.9%
17 or Older	11.3%	11.3%	11.3%

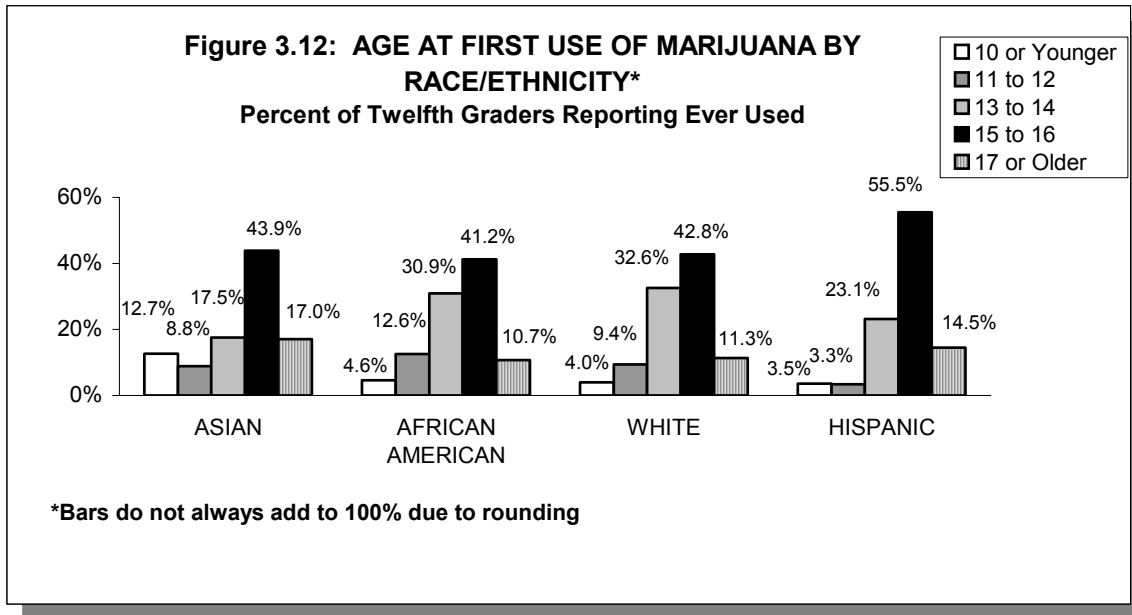
Data also show gender differences in the age at first use for occasional and frequent users (Table 3.13). Very few males (5.5%) and females (1.8%) who were occasional users first used marijuana at age 10 or younger. Among frequent users, 11.8% of males and 3.7% of females first used marijuana at age 10 or younger. Among frequent users, 11.8% of males and 3.7% of females first used marijuana at age 10 or younger. Among occasional users, a similar number of females and males between the ages of 13 to 16 began using marijuana. At the ages of 13 to 14, 24% of females and 27.7% of males report their age at first use. At the 15 to 16-age range, the percentage increases substantially for both males and females (52.2% females vs. 45.4% males). Slightly more females who are occasional marijuana users began using the drug at age 17 or older (18.3) than males (15.5%). Among frequent users, higher percentages of females (75.5%) than males (62.1%) began using marijuana at between 13 to 16 years of age.

Table 3.13: AGE AT FIRST USE OF MARIJUANA BY GENDER*
Twelfth Graders Reporting Occasional or Frequent Use

Age	Occasional Users		Frequent Users	
	Males	Females	Males	Females
10 or Younger	5.5%	1.8%	11.8%	3.7%
11 to 12	5.9%	3.8%	18.3%	14.0%
13 to 14	27.7%	24.0%	33.9%	40.8%
15 to 16	45.4%	52.2%	28.2%	34.7%
17 or Older	15.5%	18.3%	7.8%	6.8%

* Columns may not add to 100% due to rounding and some students declined to supply their age at first use.

When age of first use is examined by race/ethnicity (Figure 3.12), it can be determined that for most racial groups, students were most likely to have first used marijuana between the ages of 15 and 16. White (4.0%) and Hispanic (3.5%) students were least likely to begin using marijuana at age 10 or younger.



Comparison of Occasional and Frequent Users of Marijuana

Males slightly outnumber females in the twelfth grade sample of those who have ever tried marijuana (51.6% male vs. 48.4% female, Figure 3.11). However, among frequent users, there is a substantially higher percentage of males than females. This reverses among occasional users, although the differences are less pronounced.

For occasional users of marijuana, more males than females first used marijuana at 12 years of age or younger (11.4% males compared to 5.6% females) while more females than males first used marijuana between the ages of 13 and 16 (76.2% females compared to 73.1% males). Very few males (5.5%) and females (1.8%) who were occasional users first used marijuana at age 10 or younger. Among frequent users, 11.8% of males and 3.7% of females first used marijuana at age 10 or younger.

For race/ethnicity differences by frequent and occasional users, African American twelfth graders are the least likely to report occasional use when compared to other groups (13.1%). Across all racial/ethnic groups, Asian twelfth graders have the largest percentage of frequent marijuana users (42.9%).

Comparison to 2002 Survey Data

Maryland's sixth, eighth, tenth, and twelfth grade students report little or no change in their relative frequency of marijuana use in the last 30 days (Figure 3.10) from 2002 to 2004.

A slightly higher percentage of African American twelfth grade students 40.3% reported ever using marijuana compared to 2002 (37.9%). Additionally, a lower percentage of Hispanic students 39.5% report ever having used marijuana compared to 2002 data, where 43.5% did so. As in 2002, the highest percentage of students reporting that they have never used marijuana identify themselves as Asian.

In examining frequency of use, there was a notable decrease in the percentage of eighth graders reporting that they had used marijuana six or more times in 2004 compared to 2002. While 44% of eighth graders used marijuana 6 or more times in 2002, 22.3% reported this usage pattern in 2004.

When considering marijuana use and gender (Figure 3.11), the 2002 and 2004 patterns are very similar. More male students report being frequent users of marijuana while more female students report being occasional users. Overall, most of the relative percentages of students in each category changed little from 2002 to 2004, with the exception of percentages reported for frequent use.

When age of first use is examined by race/ethnicity (Figure 3.12), it was determined that for most racial groups, students were most likely to have first used marijuana between the ages of 15 and 16, as was the case in 2002. As was the case in 2002, White and Hispanic students were least likely to begin using marijuana at age 10 or younger. However, there was a decline in the percentage of Hispanic students reporting first use at 13 to 14 years of age between 2002 and 2004, from 40.7% to 23.1%. Subsequently there was a dramatic increase in the percentage of Hispanic students reporting age of first use to be 15 or 16 (55.5% compared to 39.1% in 2002).

USE OF MORE THAN ONE SUBSTANCE

Table 3.14: PERCENT EVER USING MORE THAN ONE SUBSTANCE

Combination	Grade			
	6th	8th	10th	12th
Cigarettes & Alcohol	3.4%	12.9%	23.9%	36.3%
Cigarettes & Marijuana	1.1%	7.8%	18.2%	29.3%
Marijuana & Alcohol	1.5%	10.2%	26.0%	41.2%
All Three Substances	1.0%	7.2%	17.6%	28.7%

Experimentation or use of one substance also often leads to experimentation or use of other substances in various combinations. An investigation of the extent of the use of alcohol, cigarettes, and marijuana in combination by MAS students confirms this. Table 3.14 presents the percentage of sixth, eighth, tenth, and twelfth graders who say they have tried two or three substances, either at the same or at different times. These data show that regardless of the particular substances tried, the number trying more than one substance increases with grade level. Nearly one fifth (17.6%) of tenth graders in the sample and almost one-third (28.7%) of all twelfth graders say that they have tried tobacco, alcohol, and marijuana. The study findings also show that the most frequently used combinations among sixth and eighth graders are cigarettes and alcohol, 3.4% and 12.9% respectively. However, among older students marijuana and alcohol is the combination of choice. Additionally, (though not reflected in Table 3.14) 26.0% of tenth graders and 41.2% of twelfth graders indicate that they have used these two substances on the same occasion.

As indicated in Table 3.15, males generally outnumber females in their use of more than one substance for the sixth and eighth grades. In tenth and twelfth grades, female students are more likely than male students to report using combinations of substances, with the exception of the marijuana and alcohol combination. Across all grade levels, males are more likely to report use of marijuana and alcohol compared to female students. With the exception of tenth and twelfth graders, when 50.5% of females report using all three substances, higher percentages of males report using all three substances at the same time.

Table 3.15: PERCENTAGE REPORTING EVER USING MORE THAN ONE SUBSTANCE BY GENDER

Combination	Grade							
	6th		8th		10th		12th	
	Males	Females	Males	Females	Males	Females	Males	Females
Cigarettes & Alcohol	57.4%	42.6%	48.0%	52.0%	47.3%	52.7%	47.3%	52.7%
Cigarettes & Marijuana	70.7%	29.3%	53.8%	46.2%	49.9%	50.1%	49.9%	50.1%
Marijuana & Alcohol	73.4%	26.6%	54.8%	45.2%	51.3%	48.7%	51.3%	48.7%
All Three Substances	67.9%	32.1%	52.7%	47.3%	49.5%	50.5%	49.5%	50.5%

Table 3.16: PERCENT OF STUDENTS WHO USED MORE THAN ONE SUBSTANCE IN THE LAST 30 DAYS

Substances Used in Last 30 Days	Grade			
	6th	8th	10th	12th
Cigarettes & Alcohol	0.8%	4.5%	9.1%	16.2%
Cigarettes & Marijuana	0.3%	2.9%	6.7%	11.4%
Marijuana & Alcohol	0.5%	4.9%	12.1%	18.4%
Used All Three Substances in Last 30 Days	0.3%	2.6%	6.1%	10.1%

The analysis of survey responses for use of more than one substance in the last 30 days (Table 3.16) shows that the use of substance combinations increases as grade increases. The most commonly reported substance combinations are marijuana and alcohol followed by cigarettes and alcohol. Tenth grade students report that 9.1% have used cigarettes and alcohol in the last 30 days and this percentage increases in twelfth grade to 16.2%. Roughly twelve percent of tenth grade students and 18.4% of twelfth grade students report marijuana and alcohol use in the last 30 days. Sixth grade students report very little use of these combinations in the last 30 days.

An examination of the populations of adolescents who smoked, drank, or used marijuana in the last 30 days (Table 3.17) reveals that, generally, users of combinations of these substances increase by grade level. Overall, smokers were most likely to have also consumed alcohol in the last 30 days. About one-half (48.5%) of all sixth graders who smoked also drank, and more than four-fifths (81.9%) of all twelfth graders who smoked also drank in the last 30 days. While relatively few sixth graders (9.7%) who drank in the last 30 days also used marijuana, almost half of the twelfth graders who drank also used marijuana in the last 30 days (41.8%). From 66.6% to 84.2% of surveyed students who used marijuana at all grade levels indicated they also drank in the last 30 days.

Table 3.17: PERCENT OF LAST 30 DAY USERS WHO USED MORE THAN ONE SUBSTANCE IN THE LAST 30 DAYS

Substance Used in Last 30 Days	Grade			
	6th	8th	10th	12th
Smoked in the last 30 days and:				
also drank in the last 30 days	48.5%	76.3%	81.6%	81.9%
also used marijuana in the last 30 days	22.5%	49.5%	60.3%	57.8%
Drank in the last 30 days and:				
also smoked in the last 30 days	13.8%	27.6%	29.0%	36.7%
also used marijuana in the last 30 days	9.7%	29.9%	38.6%	41.8%
Used marijuana in the last 30 days:				
also smoked in the last 30 days	44.1%	45.5%	43.3%	52.2%
also drank in the last 30 days	66.6%	76.0%	78.0%	84.2%

Finally, students were asked if they had used alcohol and marijuana on the same occasion. From the data in Table 3.18, it becomes apparent that using both types of substances at one time is not uncommon and increases with grade level. Table 3.18 shows that students who had ever used marijuana are more likely to use alcohol concurrently than the reverse (alcohol users using marijuana concurrently). Among marijuana users, 51.2% or more had concurrently used alcohol across grade levels. At the twelfth grade level, nearly three-quarters (72.8%) of responding students had used alcohol when using marijuana. Fewer numbers of students who had ever used alcohol report using marijuana while they were drinking. For example, 45.3% of twelfth graders who used alcohol also used marijuana while drinking.

Table 3.18: PERCENT OF STUDENTS USING ALCOHOL AND/OR MARIJUANA WHO USED THESE SUBSTANCES ON THE SAME OCCASION

Based on Students Who Are	Grade		
	8th	10th	12th
Alcohol Users	19.7%	33.5%	45.3%
Marijuana Users	51.2%	61.5%	72.8%

CHAPTER IV
TRENDS IN SUBSTANCE USE IN MARYLAND
1994 – 2004

CHAPTER IV

TRENDS IN SUBSTANCE USE IN MARYLAND

1994 – 2004

To monitor substance use by Maryland adolescents over time, trend data from 1994 to 2004 are examined at all grade levels. Table 4.1 provides percentages of sixth, eighth, tenth, and twelfth graders who used any of 18 substances in the 30 days before they were surveyed. It is noteworthy that since 2002, alcohol use has declined substantially among tenth grade students, while among eighth grade students it is slightly down and the percentage of sixth grade students who reported using alcohol in the last 30 days is slightly up. These data show the proportions of tenth and twelfth grade students using most substances decreasing.

In 2004 compared to 2002, sixth grade students report increased 30-day usage rates for alcohol (5.0% in 2002 vs. 5.4% in 2004) and inhalants (1.9% in 2002 vs. 2.2% in 2004). Cigarette usage shows a 0.2 percentage point increase, while all other substance use shows little or no change from 2002 to 2004.

Eighth grade students report small increases in the use of 12 of the 18 substances, with 5 of the 12 substances showing around a 0.3 percentage point increase (smokeless tobacco, methamphetamines, amyl or butyl nitrates, crack and other forms of cocaine). In contrast, the reported use of cigarettes declined from 2002 to 2004 (6.6% in 2002 vs. 5.9% in 2004), as did the reported use of marijuana (6.9% in 2002 vs. 6.4% in 2004). For 6 of the 18 substances, little or no change was reported between 2002 and 2004.

Tenth grade students in Maryland report a decline or remained the same in 30-day usage rates of all substances except smokeless tobacco, which showed a small increase of .3 percentage points from 2002 to 2004. Thirty-day alcohol use in tenth grade students declined 3.6 percentage points while 30-day use of cigarettes declined 1.5 percentage points. Also worth noting is a decrease in the reported use of marijuana (16.7% in 2002 vs. 15.6% in 2004), designer drugs, such as ecstasy (3.1% in 2002 vs. 1.9% in 2004) and amphetamines (4.2% in 2002 vs. 3.3% in 2004). With a few minor exceptions, the reported 30-day usage of substances by tenth grade students shows a general decline across all substances from 1994 to 2004.

Twelfth grade 30-day substance users also report a decline for three substances. These substances include amphetamines (a drop of 1.2 percentage points), ecstasy (a drop of 1.1 percentage points), and LSD (a drop of 0.6 percentage points). An important increase in the 30-day usage occurred in the reported use of marijuana (21.0% in 2002 vs. 21.9% in 2004) for twelfth graders.

**Percent Reporting Use
in the Last 30 Days by Grade Level**
Table 4.1: Trends In Substance Use By Maryland Adolescents
Grade

Substance	6th						8th						10th						12th					
	1994	1996	1998	2001	2002	2004	1994	1996	1998	2001	2002	2004	1994	1996	1998	2001	2002	2004	1994	1996	1998	2001	2002	2004
Cigarettes	5.4	4.6	4.2	2.5	1.3	1.5	20.8	17.0	14.8	10.6	6.6	5.9	26.7	25.1	23.9	16.6	12.7	11.2	29.9	32.0	28.6	25.5	19.8	19.8
Smokeless tobacco (chewing tobacco, snuff)	1.6	1.5	1.3	0.7	0.4	0.4	5.1	2.7	3.2	1.9	0.9	1.2	5.7	4.4	4.0	2.3	2.1	2.4	7.0	5.1	4.2	3.0	3.4	3.7
Any form of alcohol	10.4	7.9	9.1	6.3	5.0	5.4	31.0	27.1	26.6	22.8	16.4	16.2	45.0	43.7	42.9	35.9	35.0	31.4	53.3	52.4	48.4	47.5	44.3	44.1
Marijuana (pot, grass, hashish)	1.8	1.8	1.8	1.2	0.8	0.8	13.0	11.6	10.0	10.6	6.9	6.4	22.8	22.4	22.7	19.8	16.7	15.6	25.3	27.4	24.2	22.7	21.0	21.9
Amphetamines (uppers, bennies, diet pills, dexies)	0.8	0.6	0.8	0.7	0.4	0.4	3.4	3.6	3.0	2.4	1.8	1.7	4.4	5.5	4.6	5.1	4.2	3.3	5.2	5.3	4.3	5.5	5.8	4.6
Methamphetamines (meth, speed, crank, ice)	0.9	0.6	0.7	0.5	0.4	0.3	3.1	2.3	1.9	1.3	1.0	1.3	3.1	2.5	3.4	2.2	2.2	1.8	3.5	3.0	1.8	1.8	2.1	1.9
LSD (acid, stickers)	0.7	0.8	0.8	0.6	0.4	0.3	4.2	2.9	2.6	2.2	0.8	1.0	7.5	5.8	5.0	3.7	2.4	1.7	6.9	5.6	4.8	3.7	2.7	2.1
PCP (angel dust, love boat, green)	0.7	0.5	0.8	0.5	0.5	0.3	2.7	1.8	2.3	2.0	1.3	1.4	3.7	2.6	3.1	2.1	2.1	2.0	2.9	2.1	1.7	1.6	2.0	2.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.5	0.4	0.3	0.2	0.2	2.1	1.6	1.7	1.0	0.9	1.0	3.3	3.0	3.3	3.4	3.1	2.6	3.9	3.9	3.1	3.6	4.4	4.2
Barbiturates and/or tranquilizers (downers, ritalin, reds, Valium)	0.6	0.2	0.4	0.3	0.1	0.1	2.2	1.4	1.4	0.8	0.7	0.7	3.0	2.6	2.9	2.3	2.3	1.8	3.0	3.5	2.6	3.1	3.2	3.1
Inhalants (paint thinner, sprays, aerosols, gasoline)	3.6	*	2.4	2.2	1.9	2.2	10.8	*	4.4	3.0	3.1	3.3	6.2	*	3.1	2.7	2.7	2.3	4.7	*	2.1	1.6	2.2	2.0
Amyl or butyl nitrates (locker room, Rush)	0.7	0.3	0.6	0.3	0.3	0.2	1.2	1.4	1.0	0.9	0.4	0.8	1.4	2.2	1.9	1.2	1.1	0.9	1.0	2.8	1.2	0.9	1.3	1.1
Crack (rock)	0.6	0.5	0.8	0.6	0.4	0.3	2.4	2.0	2.3	1.5	1.1	1.4	1.7	1.8	3.3	1.8	1.8	1.5	1.9	2.0	1.9	1.3	2.1	2.3
Other forms of cocaine	0.4	0.5	0.7	0.5	0.2	0.3	1.9	1.6	1.9	1.2	0.9	1.2	1.7	2.3	3.2	2.0	2.1	1.7	2.9	3.1	2.9	2.0	3.1	2.9
Steroids for body building	0.7	0.4	0.6	0.6	0.5	0.4	1.0	0.8	1.6	1.1	0.8	0.9	1.2	1.1	1.7	1.6	1.2	1.2	1.2	1.1	1.0	1.6	1.3	1.2
Designer drugs (MDMA, ecstasy)	0.6	0.4	0.6	0.4	0.4	0.3	1.6	1.9	1.3	2.4	1.4	1.2	2.2	2.9	3.6	4.8	3.1	1.9	2.7	2.7	3.1	4.8	3.6	2.7
Heroin (smack, stuff)	0.6	0.4	0.7	0.3	0.3	0.2	2.0	1.6	1.8	1.1	0.7	0.8	1.0	1.5	2.2	1.1	1.1	1.1	1.3	1.6	1.1	0.9	1.4	1.5
Needle to inject cocaine, heroin, or other illegal drug	0.7	0.4	0.5	0.3	0.2	0.2	1.6	1.0	1.1	0.7	0.5	0.7	0.9	1.0	1.4	1.0	1.0	0.9	0.9	1.0	0.7	0.7	1.2	1.0
Any drug other than alcohol and tobacco	5.9	4.0	5.2	4.5	3.7	4.2	21.4	16.3	15.0	15.2	11.4	11.3	27.4	26.4	26.6	24.3	21.3	19.6	29.9	31.2	28.1	28.2	26.2	26.0

* Data not available

Source: 2004 Maryland Adolescent Survey, Maryland State Department of Education

Figure 4.1 graphically depicts the trends in sixth graders' use of cigarettes, alcohol, and marijuana. From this figure it can be seen that 30-day alcohol use declined between 1994 and 1996, rose in 1998, declined again through 2002, and then increased slightly between 2002 and 2004. Marijuana use among sixth graders remains largely unchanged, with a very slight decline beginning in 2001 which continued through 2004. Cigarette use among sixth graders also declined between 1994 and 2004 with a small increase shown in 1998 before the downward trend continued through 2001 and 2002. A very slight increase in cigarette use between 2002 and 2004 is shown.

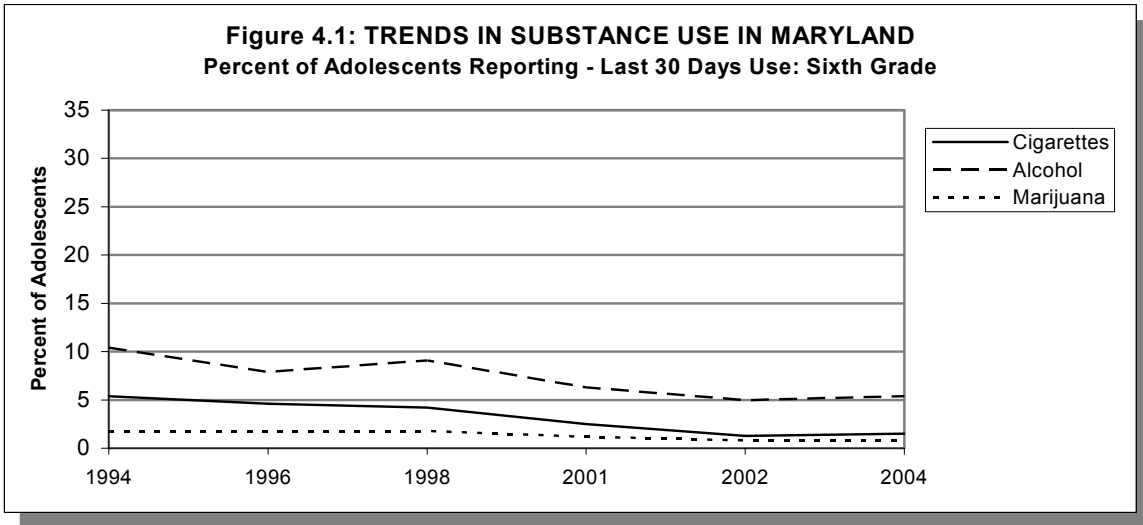
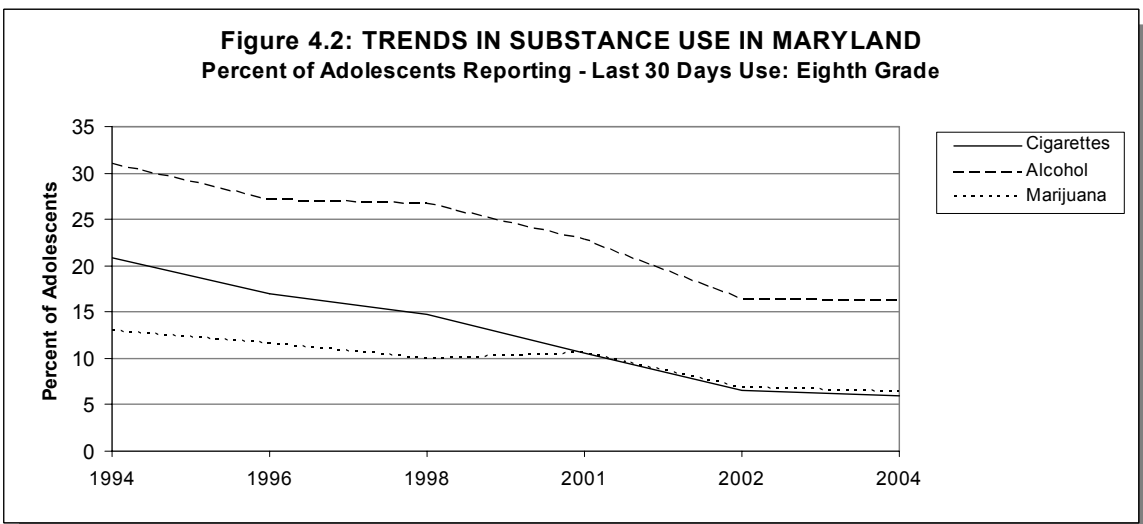
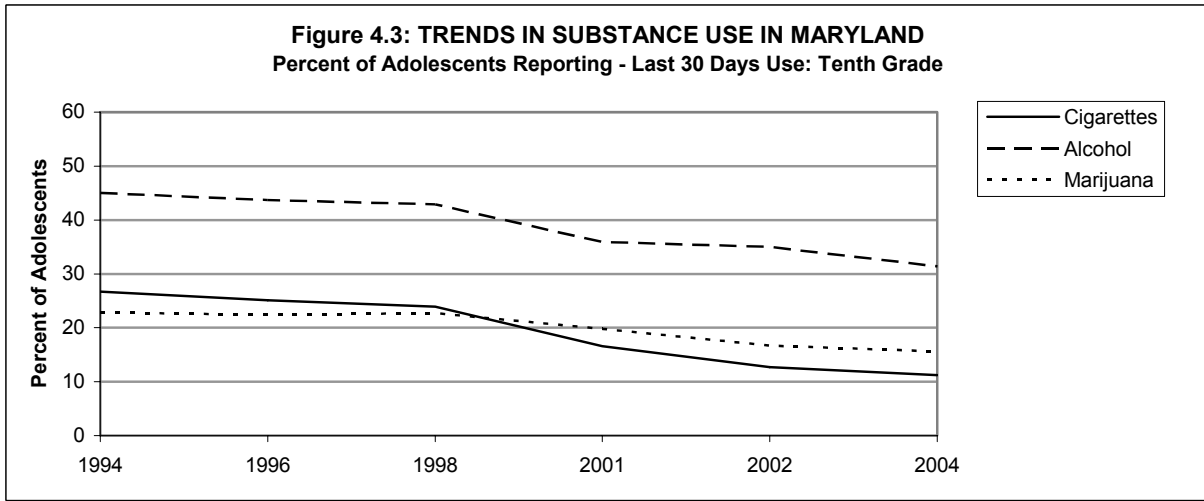


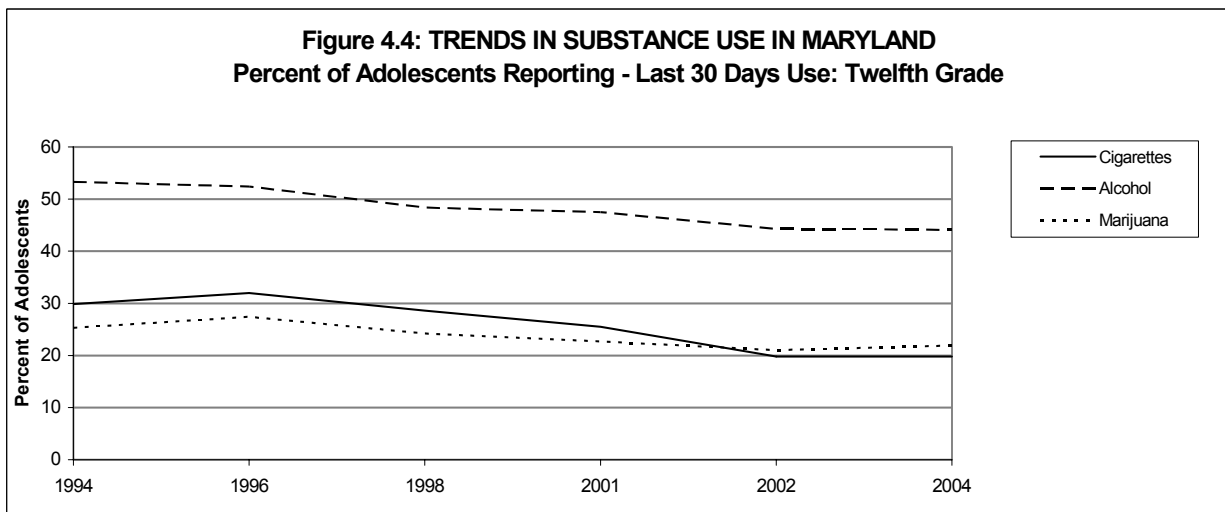
Figure 4.2 illustrates the trends in eighth graders' use of cigarettes, alcohol, and marijuana from 1994 to 2004. From this figure it can be seen that use of all three substances decreases steadily from 1994 through 2004 with small percentage point decreases between 2002 and 2004. Alcohol use has declined 14.8 percentage points between 1994 and 2004, while cigarette use has declined 14.9 percentage points, and marijuana use has declined 6.6 percentage points over the same period of time.



As depicted in Figure 4.3, fewer tenth grade students in 2004 report using cigarettes, alcohol, and marijuana compared to Maryland tenth graders in 2002. The trend toward reduced use of all three substances is a continuation of the trend that began in 1994, with the exception of a small increase reported in marijuana use (0.3 percentage points) between 1996 and 1998. Since 2001, the decline in use of all three substances has continued, though the percentage differences in alcohol and cigarette use between 2001 and 2004 is less striking than between 1998 and 2001.



As Figure 4.4 illustrates, twelfth grade students report a slight decrease (0.2 percentage points) in the use of alcohol and an increase (0.9 percentage points) in the use of marijuana from 2002 to 2004. The reported use of cigarettes remained the same (19.8%) from 2002 to 2004 after a reported decline in use from 1996 to 2002.



AGE AT FIRST USE FOR SUBSTANCE USERS

Age at first use is an important measure in examining trends over time. In this section, changes between 2002 and 2004 are highlighted for each of three substances -- alcohol, cigarettes, and marijuana. The following statistics relate to those adolescents who report using the various substances.

Based on Figure 3.2 presented in chapter 3, twelfth grade students in 2004 report starting to use alcoholic beverages at an older age than twelfth grade students did in 2002. With the exception of a very slight (0.2 percentage points) increase in the first use of beer, wine, or wine coolers by 15 or 16 year olds, the report of first use for liquor and beer, wine, and wine coolers decreased or stayed the same in the categories of 10 years old or younger through 15 to 16 year olds. The report of first use of beer, wine, or wine coolers at age 13 or 14 declined by 1.3 percentage points, and at age 11 to 12 by 1.1 percentage points. The report of first use of liquor at age 15 to 16 declined by 1.2 percentage points between 2002 and 2004. For those reporting first use at 17 years or older, first use of beer, wine, or wine coolers increased 2.2 percentage points, and the first use of liquor increased 2.6 percentage points between 2002 and 2004.

In both 2002 and 2004, twelfth grade students of all self-reported races and ethnicities were most likely to report that they first drank beer, wine, or wine coolers at the ages of 15 or 16 (Figure 3.3), with an increase in Asian, White, and Hispanic students reporting this age as their age of first use (8.6 percentage point increase for Asian students, 1.0 percentage point for White students, and a 6.2 percentage point increase for Hispanic students). Both Asian and African American students reported an increase in the percent of students who began at age 11 to 12 (5.2 percentage point increase for Asian students, with a 1.7 percentage point increase for African Americans), and White and Hispanic students reported a decrease among those who first drank beer, wine, or wine coolers at age 11 to 12 (2.0 percentage points decrease for White students and a 2.8 percentage point decrease for Hispanic students). Age at first use of liquor for all self-reported racial groups follows the same pattern as that for beer and wine (Figure 3.4). By far, the most common response among twelfth graders is that they used liquor for the first time at the ages of 15 to 16. As with beer and wine consumption, first time liquor consumption grows steadily up to the age of 15 to 16 and drops steeply in later years.

Table 3.5 summarizes the age of first cigarette use by self-reported race/ethnicity category for twelfth graders who had ever used cigarettes. African American and Asian students in 2004 report an increase in earlier first use of cigarettes (12 or younger) than did African American and Asian students in 2002 (a 3.6 percentage point increase for African American students and a 6.8 percentage point increase for Asian students). From 2002 to 2004, Hispanic students report an increase in first time use in both the 13 to 14 year-old age group (a 4.9 percentage point increase) and the 15 to 16 year-old group (a 2.0 percentage point increase). White students report a decrease in the first use of cigarettes in the younger age categories, and show an increase of 4.8 percentage points in both the 15 or 16 year-old and 17 or older age groups.

Age at first use of marijuana varies by gender (Table 3.12). In 2002 and in 2004, girls were more likely to wait until they were older to try marijuana than boys. In both 2002 and 2004 for both males and females, the age at which first marijuana use most often occurred was in the

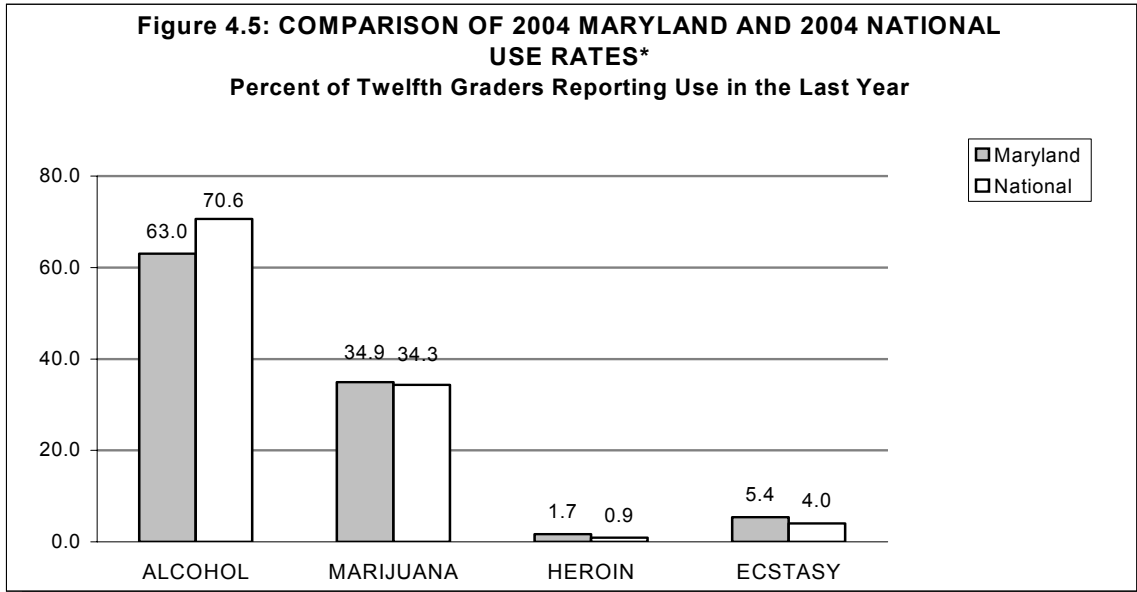
15 to 16 year-old category (41.3% of males and 46.6% of females in 2002 and 38.6% of males and 46.9% of females in 2004). In 2004, both males and females were slightly more likely to use marijuana for the first time at age 10 or younger as compared to 2002 (a 0.3 percentage point increase for girls and a 0.6 percentage increase for boys). Both males and females show a slight increase in first use of marijuana in the 17 or older age group (a 1.3 percentage point increase for males and a 0.6 percentage point increase for females) from 2002 to 2004.

In 2002 Asian, African American, and White students reported that they were most likely to first use marijuana at the ages of 15 or 16, while Hispanic students reported that they were most likely to first use marijuana at the ages of 13 or 14. However in 2004, all four ethnic groups reported that they were most likely to first use marijuana at the ages of 15 or 16 (Figure 3.12). In 2002 all ethnic groups reported the smallest percentage of students was likely to try marijuana for the first time at age 10 or younger. In 2004 Asian students reported a marked increase in those who reported trying marijuana for the first time at age 10 or younger (4.7% in 2002 vs. 12.7% in 2004), making the 11 to 12 year old age group the least likely age group in which Asian students tried marijuana for the first time in 2004. However, there is a relatively small population of Asian students who ever tried marijuana, so these percentage changes actually relate to very few additional students who have ever tried marijuana for the first time at age 10 or younger. For White, African American and Hispanic students, age 10 and under remains the least likely age group in which students tried marijuana for the first time.

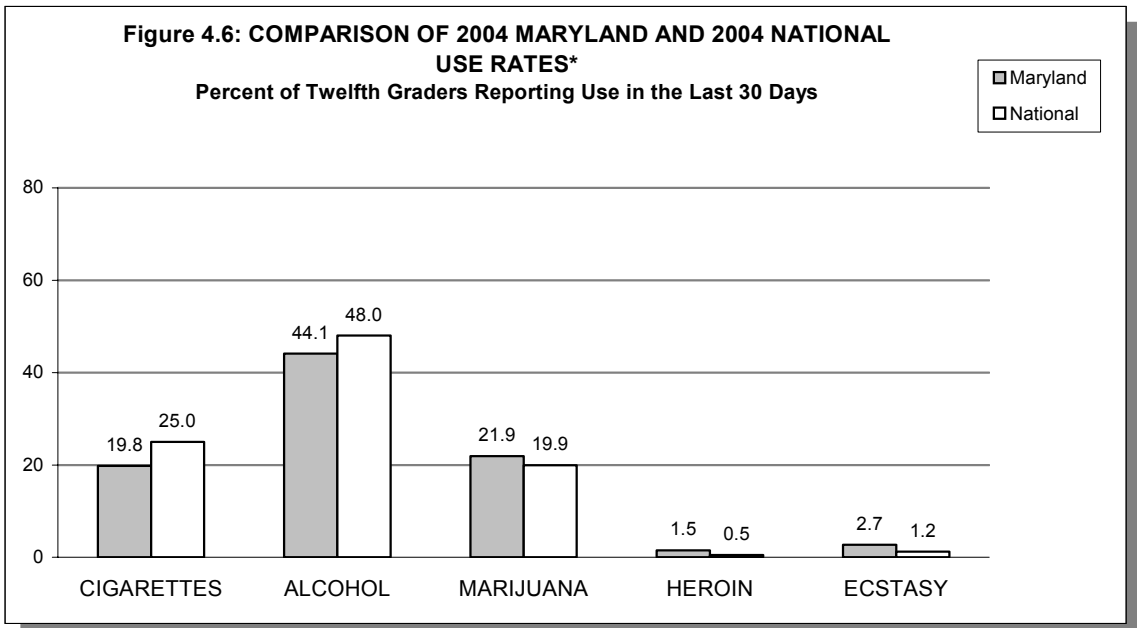
COMPARISON OF MARYLAND DATA TO NATIONAL RATES OF SUBSTANCE USE

The National Institute on Drug Abuse conducts an annual survey, *Monitoring the Future*, which addresses substance use by youth across the country. Data from the survey provide long-term trend information as well as current use rates for alcohol, tobacco, and other drugs at the national level. The MAS is modeled on the *Monitoring the Future* survey as a way of determining how closely Maryland youth match their national peers in use of various types of drugs. Figures 4.5 and 4.6 present comparisons between Maryland and the nation on the most frequently used substances by twelfth graders.

Figure 4.5 demonstrates that Maryland twelfth graders used alcohol less than their peers nationally (63.0% vs. 70.6%) did in the last year. Maryland twelfth graders report using marijuana, heroin and ecstasy more than their national counterparts. In the case of ecstasy, 5.4% of Maryland twelfth graders report using this substance in the last year compared to 4.0% twelfth graders nationally.



*Maryland students were surveyed in December 2004
 National responses represent students surveyed in the spring of 2004



*Maryland students were surveyed in December 2004
 National responses represent students surveyed in the spring of 2004

When use within the last 30 days is considered, Maryland twelfth graders are less likely to report using alcohol and cigarettes than twelfth graders nationally (Figure 4.6). Maryland twelfth graders are more likely to have used heroin or ecstasy than their peers were nationally in the last 30 days. Table 4.2 indicates that across grade levels, fewer Maryland youth at the eighth, tenth, and twelfth grade levels used cigarettes and alcohol in the last 30 days than their peers did nationally. A higher percentage of Maryland adolescents used heroin and ecstasy in the last 30 days than their national peers.

**Table 4.2: MARYLAND AND NATIONAL SUBSTANCE USE BY GRADE
Use in the last 30 Days**

Substance	Maryland			National ¹		
	Grade			Grade		
	8th	10th	12th	8th	10th	12th
Cigarettes	5.9%	11.2%	19.8%	9.2%	16.0%	25.0%
Alcohol	16.2%	31.4%	44.1%	18.6%	35.2%	48.0%
Marijuana	6.4%	15.6%	21.9%	6.4%	15.9%	19.9%
Heroin	0.8%	1.1%	1.5%	0.5%	0.5%	0.5%
Ecstasy	1.2%	1.9%	2.7%	0.8%	0.8%	1.2%

¹ Source: Overview of Key Findings from Monitoring the Future Study, 2004.

Rockville, MD: National Institute on Drug Abuse

Note: Monitoring the Future Does Not survey 6th grade students.

CHAPTER V
REPORTED CONSEQUENCES OF
SUBSTANCE USE

CHAPTER V

REPORTED CONSEQUENCES OF SUBSTANCE USE

Even the moderate use of alcohol and other drugs by young people is grounded in supportive subcultures and countercultures. Drinking and drug use behaviors, anchored in reference group norms, are resistant to suppression, modification, or extinction by outside influences. As a result, young people often find themselves in conflict with the prevailing societal norms regulating acceptable behavior for adolescents.

This survey assessed the degree to which eighth, tenth, and twelfth graders who have ever tried alcohol and/or other drugs experienced interpersonal, health, legal, and educational problems directly attributable to their substance use. Sixth graders were not asked to respond to these items. Table 5.1 presents the percentages of surveyed students who report ever using alcohol who responded that they experienced problems because of their alcohol use.

Table 5.1: PERCENT OF RESPONDENTS* REPORTING ALCOHOL-RELATED PROBLEMS

Problem	Grade		
	8th	10th	12th
Absent from School	3.4%	6.3%	11.8%
Health Problems	2.3%	3.5%	5.9%
Been Drunk at School	3.6%	8.3%	12.8%
Family Problems	2.9%	5.4%	8.2%
Arrested	1.8%	2.7%	3.8%
Poor School Performance	3.3%	4.1%	5.6%
Unsuccessfully Tried to Stop Drinking	3.0%	4.3%	5.2%
Drove Under the Influence	2.8%	4.3%	17.3%
Been a Passenger with a Drinking Driver	20.0%	28.3%	35.2%

*Students who have ever tried alcohol

These data show that by far, the most frequently experienced alcohol-related problem of eighth graders who had tried alcohol was riding in cars with drinking drivers (20.0%). Only a small percentage of eighth graders indicate they had any of the other problems listed in the survey. The number who report riding with drinking drivers increases for tenth graders (28.3%) and increases further for seniors (35.2%). The number of tenth grade students who say they were drunk at school (8.3%) or were absent from school (6.3%) was higher than what was found for eighth graders, and again, this numbers increased for seniors. For eighth, tenth and twelfth graders, the problem that was experienced the least was being arrested due to alcohol use (1.8% for eighth graders, 2.7% for tenth graders, and 3.8% for twelfth graders).

Among those who had tried drinking at least once, seniors report the highest percentages of alcohol-related problems. In all categories, the number of students who report alcohol

problems increases as students age. Of the senior respondents who report ever using alcohol, 17.3% indicate they had driven while under the influence of alcohol. About an eighth of twelfth graders (12.8%) say they were drunk while attending school, while some seniors (11.8%) report they missed school because of their drinking. When asked if drinking caused family problems, 8.2% of seniors respond affirmatively while a lesser number of tenth graders (5.4%) report this result. Still fewer students in eighth grade (2.9%) report family problems as a result of drinking.

Respondents were asked if they had tried to stop drinking but were unsuccessful in their efforts to do so. Twelfth graders were most likely to report they had tried, but could not stop drinking (5.2%). The percentage was somewhat lower at the tenth grade level (4.3%) and also lower for eighth graders (3.0%).

Table 5.2: PERCENT OF RESPONDENTS* REPORTING DRUG-RELATED PROBLEMS

Problem	Grade		
	8th	10th	12th
Absent from School	3.4%	6.3%	11.4%
Health Problems	2.3%	4.2%	6.0%
Been <i>High</i> at School	5.2%	11.8%	18.4%
Family Problems	2.8%	5.0%	8.4%
Arrested	1.9%	3.3%	4.7%
Poor School Performance	3.2%	5.7%	8.8%
Unsuccessfully Tried to Stop Using Drugs	3.0%	4.1%	6.1%
Drove Under the Influence	2.0%	4.7%	16.8%
Been a Passenger with a Drug Using Driver	8.3%	18.3%	30.6%
Two or More Drugs	4.4%	9.3%	15.4%

*Students who have ever tried other drugs

Similar to the patterns associated with alcohol use, older students who report that they had tried drugs experienced more problems. Among the surveyed eighth graders who had used drugs, the situation they report most frequently was riding with a driver who was using drugs (8.3%). Slightly more than 5% report that they were *high* at school. When asked if they had used two or more drugs on one occasion, 4.4% of eighth grade students respond that they had. Similar percentages of eighth graders report they were absent from school (3.4%), or indicate they felt their school performance suffered (3.2%) as a result of drug use.

Among tenth graders who had used drugs, 18.3% report that they rode in cars with drug-using drivers while 11.8% report they came to school *high*. In response to being asked if they had used two or more drugs on one occasion, 9.3% of tenth graders respond that they had. Tenth graders also indicate their use of drugs contributed to school absences (6.3%), driving under the influence (4.7%), poor school performance (5.7%), and family problems (5.0%).

Like eighth and tenth graders, the most likely problem situation that seniors report was riding as a passenger with a drug-using driver (30.6%). Seniors also report being *high* at school (18.4%) and driving under the influence (16.8%). When asked if they had used two or more

drugs on the same occasion, 15.4% of seniors report this behavior. Some seniors who used drugs report being absent from school as a result of their drug use (11.4%). Respondents were also asked if they had attempted to stop using drugs but found that they could not. The data in Table 5.2 indicate this was somewhat more problematic for twelfth graders (6.1%) than for tenth graders (4.1%) and eighth graders (3.0%).

Data trends indicate that the number of students experiencing problems due to alcohol or other drug use increases with grade level. The most notable increase between grades occurs in relationship to driving under the influence of drugs (2.0% for eighth graders, 4.7% for tenth graders, and 16.8% for twelfth graders), and riding as a passenger with a driver who was under the influence of drugs (8.3% for eighth graders, 18.3% for tenth graders, and 30.6% for twelfth graders). Other notable increases with grade level are being *high* at school (5.2% for eighth graders, 11.8% for tenth graders, and 18.4% for twelfth graders) and using more than one drug on a single occasion (4.4% for eighth graders, 9.3% for tenth graders, and 15.4% for twelfth graders).

Comparison to 2002 Survey Data

Overall, slightly fewer students in the 2004 MAS experienced problems related to drug or alcohol use than did students surveyed in 2002. This represents a continuation of trends identified between 1998 and 2002, where the percentage of youth in each grade who had experienced a specific problem associated with their alcohol or other drug use declined between survey administrations (Tables 5.1 and 5.2). For example in 1998, 58% of seniors reported having been a passenger with a drug-using driver. In 2001 that percentage fell to 32.7%; in 2002 it declined to 31.3%, and in 2004 it declined still further to 30.6%. There are exceptions to this overall trend, though the differences are small. For example in 2004, 11.4% of seniors report that drug related problems caused absence from school as compared to 10.2% in 2002. Similarly there was a slight increase in this category for eighth graders (3.2% in 2002 vs. 3.4% in 2004).

For students who report alcohol related problems, the most noteworthy change was a drop in the percent of seniors who report that they had been a passenger with a drinking driver from 37.1% in 2002 to 35.2% in 2004. In the eighth and tenth grades, those who had been a passenger with a drinking driver increased very slightly (for 8th graders, 19.4% in 2002 vs. 20.0% in 2004 and for 10th graders, 27.3% in 2002 vs. 28.3% in 2004). For students who report ever using alcohol, results range from a low of no change (eighth graders who report being drunk at school) to a high of 1.9 percentage points (twelfth graders who were a passenger in a vehicle with a drinking driver).

In 2004, students who report using drugs at least once also report declines in the number of problems that they encounter compared to 2002 reports. The smaller percentage of reported problems ranged from a low of no change (both eighth and tenth graders who reported no health problems because of drug use) to a high of a 1.4% for seniors and a 1.1% change reported for sophomores who used two or more drugs on the same occasion. These results represent a decline in problems experienced compared to 2002 results. The decline in the use of 2 or more drugs on the same occasion in the tenth and twelfth grade respondents continues a trend that began in 1998, though the downward trend remains modest after the large decline from 1998 to 2001. For twelfth grade respondents from 1998 to 2001, a 16.4 percentage point drop was

reported, followed by a .9 percentage point drop from 2001 to 2002 and a 1.4 percentage point drop from 2002 to 2004. Likewise, for respondents in tenth grade, a 15 percentage point drop was reported between 1998 and 2001, a 2.1 percentage point drop between 2001 and 2002, and a 1.1 percentage point drop between 2002 and 2004. However, after a steady decline among eighth grade respondents (17.4 percentage point drop from 1998 to 2001, and a 2.1 percentage point drop from 2001 to 2002), the percent of eighth grade respondents who reported using two or more drugs on one occasion in 2002 and 2004 remained virtually the same.

Though the increase in problematic behavior related to drug use was small in any category, the largest increase in problematic behavior related to drug use from 2002 to 2004 was a 1.2% increase for seniors who had been absent from school due to drug use.

CHAPTER VI
AVAILABILITY OF SUBSTANCES

CHAPTER VI

AVAILABILITY OF SUBSTANCES

In Section VI of the MAS survey form, respondents were asked to indicate *Yes* or *No* to three questions pertaining to their access to alcohol, tobacco, and other drugs. Each question was asked separately for each substance. The questions were:

- *In school or on school grounds, since the beginning of the school year, has someone offered to give you, buy for you, or sell you _____?*
- *Outside of school, since the beginning of the school year, has someone offered to give you, buy for you, or sell you _____?*
- *Have you ever been asked to sell drugs?*

Table 6.1 provides the percentages of users and non-users who have access to substances in school. A user of a substance was defined as a student who had ever tried the substance. A non-user was defined as a student who reported never using the substance. Results show that, at all grade levels, the percentages for users who have access to alcohol, tobacco, and other substances are appreciably higher than for non-users. In eighth, tenth, and twelfth grade, substances in the other drugs category are the substances most often offered to both users and non-users at school. Among sixth grader users, cigarettes are the most commonly offered substance, with other drugs following closely as the second most offered substance. Across all grade levels, for both users and non-users, alcohol is the drug least likely to be offered to students on school property.

Table 6.1: AVAILABILITY OF SUBSTANCES ON SCHOOL PROPERTY

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	16.7%	2.2%	31.2%	5.2%	48.2%	15.3%	43.2%	17.2%
Alcohol	8.2%	1.7%	16.8%	2.9%	32.8%	9.6%	32.3%	12.5%
Other Drugs	16.0%	3.2%	35.1%	6.8%	56.7%	20.6%	52.6%	19.1%

The percentage of respondents offered alcohol, cigarettes, and other substances increases from sixth to tenth grade. For example, the percentage for users of cigarettes increases from 16.7% in the sixth grade to 48.2% in the tenth grade, and the percentage of non-users from 2.2% in sixth grade to 15.3% in tenth grade. The percentage of respondents offered alcohol and other

drugs also follows this pattern, increasing for both users and non-users at each increased grade level through tenth grade.

When comparing users in the tenth and twelfth grades, a consistent pattern emerges. Cigarette users in twelfth grade are less likely to be offered cigarettes on school property than their tenth grade counterparts (48.2% tenth grade vs. 43.2% twelfth grade). Twelfth grade other drug users are also less likely to be offered these drugs than tenth grade users (56.7% for tenth graders vs. 52.6% for twelfth graders).

Non-users display a similar, yet slightly less consistent, trend. The availability of both alcohol and cigarettes on school property increases from tenth grade to twelfth grade (for cigarettes, 15.3% for tenth graders vs. 17.2% for twelfth graders, for alcohol, 9.6% for tenth graders vs. 12.5% for twelfth graders). However, the availability of other drugs decreases slightly from 20.6% of tenth graders to 19.1% of twelfth graders.

Table 6.2 demonstrates that across all grade levels and substances, for both users and non-users, availability of cigarettes, alcohol, and other drugs outside school property increases from sixth to twelfth grade. For users of alcohol, the availability of alcohol outside of school property increases from 21.3% for sixth graders to 72.3% for twelfth graders, an increase of 51.0 percentage points. This pattern of increased availability as grade level increases is true for non-users of all substances (for cigarettes, an increase of 20.9 percentage points, for alcohol, an increase of 23.5 percentage points, and for other drugs, an increase of 20.8 percentage points from sixth to twelfth grade). The greatest increase in availability for users of all substances between adjacent age groups occurs between the sixth and eighth grades (for cigarettes, 26.5% in sixth grade vs. 50.8% in eighth grade; for alcohol, 21.3% in sixth grade vs. 42.6% in eighth grade; and for other drugs, 26.0% in sixth grade vs. 52.5% in eighth grade).

Table 6.2: AVAILABILITY OF SUBSTANCES OUTSIDE SCHOOL PROPERTY

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	26.5%	4.6%	50.8%	9.4%	63.8%	20.0%	66.6%	25.5%
Alcohol	21.3%	3.7%	42.6%	8.5%	63.7%	19.0%	72.3%	27.2%
Other Drugs	26.0%	4.2%	52.5%	10.0%	70.4%	22.3%	73.9%	25.0%

Table 6.3 presents the percentage of survey respondents who were ever asked to sell drugs. Data in the table show that the percentage of users asked to sell drugs at each grade level is appreciably higher than that of non-users and increases as the grade level gets higher. For users, the percentages range from 22.8% (sixth grade) to 40.6% (twelfth grade). There is a substantial increase from sixth grade users to eighth grade users, a jump of 9.6 percentage points, followed by more gradual increases from eighth through twelfth grades. For non-users, the percentages are quite low, ranging from 3.1% (sixth grade) to 9.3% (twelfth grade). These

percentages indicate that non-users are much less likely to be asked to sell drugs than their using peers are.

Table 6.3: PERCENT OF ADOLESCENTS ASKED TO SELL DRUGS

Grade							
6th		8th		10th		12th	
User	Non-user	User	Non-user	User	Non-user	User	Non-user
22.8%	3.1%	32.4%	3.9%	37.9%	7.7%	40.6%	9.3%

Comparison to 2002 Survey Data

Among both users and non-users, the percentage of students asked to sell drugs increased for almost all grades. However, tenth grade non-users reported a very slight decrease of .5 percentage points. The most marked increase, when comparing 2002 and 2004, was among sixth grade users who were asked to sell drugs (16.9% in 2002 vs. 22.8% in 2004, an increase of 5.9 percentage points).

Substances were slightly more available in all grades on school property in 2004 than they were in 2002. The most pronounced increased is in the report of availability of cigarettes at school for all grades. The largest increases were for sixth grade cigarettes users (14.2% in 2002 vs. 16.7% in 2004) and twelfth grade cigarette non-users (14.3% in 2002 vs. 17.2% in 2004). Though a slightly smaller increase, eighth grade cigarette users reported an increased percentage (29.2% in 2002 vs. 31.2% in 2004) with tenth grade users also reporting a slight increase (47.1% in 2002 vs. 48.2% in 2004). Twelfth grade respondents who did not use cigarettes also reported an increased availability of cigarettes on school property of 2.9 percentage points. Other substances were also slightly more available on school grounds, with users of alcohol in twelfth grade reporting a 1.3 percentage point increase in the availability of alcohol and sixth grade alcohol users reporting a 1 percentage point increase. Though small, an increase in the availability of other drugs was also reported among users and non-users in all grade levels, with the largest increase reported by twelfth grade non-users (17.5% in 2002 vs. 19.1% in 2004) and eighth grade other drug users (33.9% in 2002 vs. 35.1% in 2004).

When comparing the availability of substances outside of school property between the 2002 study and the 2004 studies, results were mixed. Eighth grade users reported a slight decrease in the availability of all substances between 2002 and 2004 with the largest change in the availability of alcohol (46.1% in 2002 vs. 42.6% in 2004, a decrease of 3.5 percentage points). Sixth and eighth grade users of cigarettes also reported a slight decrease in the availability of cigarettes outside of school property (about a 1.5 percentage point decrease for both sixth graders and eighth graders between 2002 and 2004). A slight increase in the availability of cigarettes was reported by tenth grade users of cigarettes (62.3% in 2002 vs. 63.8% in 2004). Twelfth grade users of cigarettes and alcohol reported a slight increase in availability between 2002 and 2004 (1.4 percentage point increase for cigarettes, 1.6 percentage point increase for alcohol).

Conclusions

Based on the findings presented above, several conclusions can be drawn. First, young people who ever used substances tend to have more opportunities of being offered substances and being asked to sell drugs than non-users, both in school and outside of school. Second, students at all grade levels have more access to substances while they are outside of school property than when they are on school property. Third, when on school property, cigarettes and other drugs are more frequently offered to Maryland students than alcohol. However, off of school property, the gap between alcohol and cigarettes and other drugs narrows. Twelfth grade non-users actually report that they are offered alcohol more often outside school property than other substances, though the difference is slight. Fourth, as would be expected, high school students are approached more often to sell drugs than are sixth and eighth grade students. Finally, the extent to which students are offered substances on school property has increased slightly for both users and non-users between 2002 and 2004.

CHAPTER VII
PROTECTIVE FACTORS

CHAPTER VII

PROTECTIVE FACTORS

SUBSTANCE ABUSE KNOWLEDGE

One of the main prevention strategies used by Maryland schools is the presentation of factual information to students in kindergarten through grade 12 that details the potential harmful effects of alcohol, tobacco, and other drug use. Students in grades 6, 8, 10, and 12 were asked to respond to 18 multiple choice items designed to assess their knowledge of alcohol, tobacco, and a number of other drugs. These items were used in the previous administrations of the MAS and thus provide an opportunity to examine trends in students' information mastery over time.

Table 7.1 provides a comparison by grade of 2004 performance with previous responses to these questions. Analysis of the number of items correctly answered by at least 75% of the students shows no change over all grades. As the table demonstrates, this is because students scored remarkably well on these knowledge questions in 2001 and did so again in 2002 and 2004. Values in this table could range from 0 (answering no questions correctly) to 18 (answering all questions correctly). At least 75% of twelfth graders in 2001, 2002, and 2004 answered two additional questions correctly compared to 1998 while sixth, eighth, and tenth graders in these same years more than doubled their scores relative to 1998.

Table 7.1: NUMBER OF KNOWLEDGE QUESTIONS ANSWERED CORRECTLY BY AT LEAST 75 PERCENT OF STUDENTS

Grade	1994	1996	1998	2001	2002	2004
6th	4	6	6	13	13	13
8th	7	7	7	15	15	15
10th	11	11	8	17	17	17
12th	18	16	15	17	17	17

Table 7.2 presents the mean knowledge scores by grade for MAS administrations from 1994 to 2004. On average, sixth grade students answered about 10 questions correctly out of 18 while eighth grade students answered approximately 12 questions correctly out of 18. For tenth grade students their average score over the 1998 to 2004 administrations was between 13 and 14 questions correctly answered and for twelfth graders their average score was between 14 and 15. As in previous years, these data demonstrate that students mean knowledge scores increase as grade increases.

Table 7.2: MEAN KNOWLEDGE SCORES BY GRADE (Weighted)

Grade	1994	1996	1998	2001	2002	2004
6th	10.7	11.0	10.6	10.5	9.9	10.0
8th	12.6	13.0	12.5	12.2	11.7	11.9
10th	14.6	14.4	13.5	13.5	13.3	13.6
12th	15.4	15.4	14.9	14.5	14.4	14.3

Table 7.3 shows the percent of correct responses to each of the 18 knowledge questions for each grade. For all questions, the percentage of students who gave a correct response to each question increased as grade level increased.

Two of the knowledge questions posed challenges for students across all grade levels. The item that asked students to *identify the drugs that slow down all body organs, including the heart*, was answered incorrectly by 71.6% of sixth graders, 55.9% of eighth graders, 36.8% of tenth graders, and 29.2% of twelfth graders. Similarly, the question that asked students to select the *most abused drug* was answered incorrectly by 62.9% of sixth graders, 57.1% of eighth graders, 43.8% of tenth graders, and 34.4% of twelfth graders. For sixth graders, another question often answered incorrectly asked students to define psychological dependence as *a desire to continue taking a drug because of emotional reasons*. Only 36.2% of sixth graders answered this question correctly.

Table 7.3: PERCENT OF STUDENTS WITH CORRECT RESPONSES TO EACH KNOWLEDGE QUESTION BY GRADE

Question	6th Grade	8th Grade	10th Grade	12th Grade
A desire to continue taking a drug because of emotional reasons is called: (1) psychological dependence	36.2%	53.8%	74.3%	80.9%
If someone you know has taken an overdose of downers, you should: (4) call emergency number 911 and keep the person awake	90.6%	93.7%	94.9%	95.4%
Barbiturates and alcohol taken together may: (3) cause coma or death	79.0%	81.1%	86.7%	89.1%
You are at a party and a friend drinks and decides to drive home. What should you do? (1) Take your friend's keys	80.3%	90.4%	93.6%	95.4%
One of the effects of long-term marijuana use is that it: (1) slows down social growth and learning	80.0%	84.9%	87.4%	90.2%
First offense for possession of marijuana in Maryland for a person 18 or older can lead to: (1) a fine and jail sentence	60.3%	65.9%	72.1%	77.4%
People taking LSD, PCP, or other hallucinogens will: (3) see or hear things differently	57.3%	66.8%	78.4%	83.0%
People react differently to drugs: (4) all of the above	43.3%	54.0%	71.0%	80.8%
Use of steroids for body building can: (4) all of the above	48.6%	62.8%	76.8%	84.3%
Use of inhalants (paint thinner, sprays, aerosol, gasoline) can: (1) cause brain damage or death	72.5%	77.5%	79.3%	80.6%
Use of crack cocaine can: (2) cause dependence after first use	43.6%	58.8%	76.1%	82.9%

Question	6th Grade	8th Grade	10th Grade	12th Grade
The tobacco product that has been proven to cause cancer is: (4) all of the above.	64.9%	70.0%	78.9%	84.8%
The most abused drug is: (4) alcohol	37.1%	42.9%	56.2%	65.6%
Prescription drugs: (1) should be used according to label directions	76.6%	86.5%	91.6%	93.4%
Drugs that slow down all body organs, including the heart, are called: (2) depressants.	28.4%	44.1%	63.2%	70.8%
What effect does smoking have on the body's system? (4) all of the above.	61.7%	72.8%	83.0%	88.2%
Carol offered Debbie a cigarette and told her all of her friends smoked and if Debbie wants to be with them, she has to smoke too. What is this called? (3) peer pressure	83.4%	91.7%	93.6%	94.0%
The body system that is <u>MOST</u> interfered with when drinking alcohol is: (1) the brain and nervous system	67.3%	73.2%	80.9%	83.5%

Source: 2004 Maryland Adolescent Survey, Maryland State Department of Education

Comparison to 2002 Survey Data

Students' mean knowledge scores remained essentially the same from 2002 to 2004. The largest decrease in correct answers for a specific knowledge question was seen in sixth graders' correct responses to the possible consequences of using inhalants (5.0 percentage point decrease from 77.5% in 2002 to 72.5% in 2004). A large increase occurred for sixth grade students who knew what tobacco products are associated with cancer (4.1 percentage point change from 60.8% in 2002 to 64.9% in 2004). Both eighth and twelfth grade respondents were less likely to know that alcohol is the most abused drug in 2004 than in 2002 (eighth grade 46.8% in 2002 and 42.9% in 2004; twelfth grade 69.9% in 2002 and 65.6% in 2004).

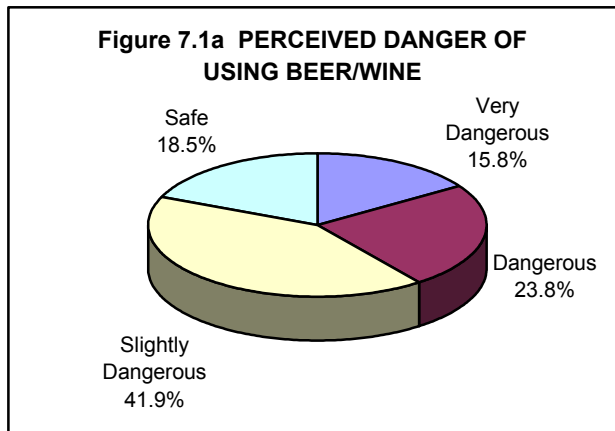
PERCEIVED RISKS OF SUBSTANCES

Prevention education, in part, is based on the findings of previous research that has shown an inverse relationship between perceptions of the dangerousness of substances and their use. The MAS solicited respondents' perceptions of the dangerousness of using eight different substances. These substances included: cigarettes, smokeless tobacco, beer/wine, liquor, marijuana, crack, inhalants, and injections of illegal substances. Respondents were asked to indicate whether they considered each substance to be *very dangerous*, *dangerous*, *slightly dangerous*, or *safe*. Sixth grade students were not asked this series of questions.

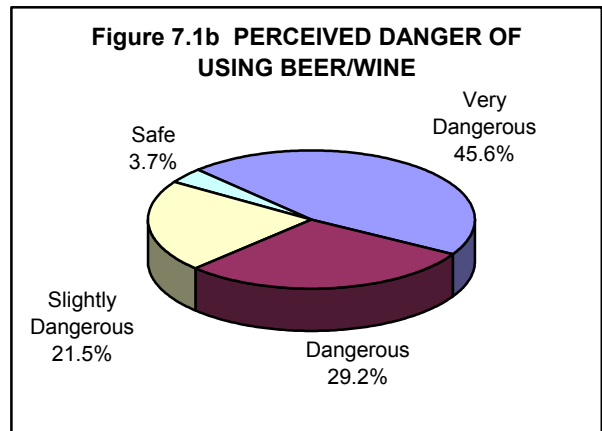
Eighth, tenth, and twelfth grade students all report that injections of illegal substances, inhalants, and crack are the most dangerous of all the substances. Tenth and twelfth graders indicate that the least dangerous substances are beer/wine and liquor. Eighth graders, on the other hand, indicate that cigarettes and beer/wine are the least dangerous.

Comparison of Users and Non-users

Data were analyzed for both user and non-user populations. A user of a substance was defined as a student who had ever tried the substance. A non-user was defined as a student who never reported using the substance. Not surprisingly, non-users are more likely to perceive substances as *dangerous* and *very dangerous* than their substance-using peers. This trend holds for eighth, tenth, and twelfth graders. In addition as students get older, their perception of the danger inherent in these substances also decreases. Figures 7.1a and 7.1b show that among eighth grade students who had tried beer/wine, 15.8% found them *very dangerous* compared to 45.6% who had not tried them. On the other end of the scale, 18.5% of users thought them *safe* to drink while only 3.7% of non-users thought them *safe* to drink. Tenth and twelfth grade non-users reported that beer/wine is *very dangerous* less of the time than eighth grade students did. Thirty-seven percent of tenth grade non-users and 38.6% of twelfth grade non-users reported that beer/wine is *very dangerous*.

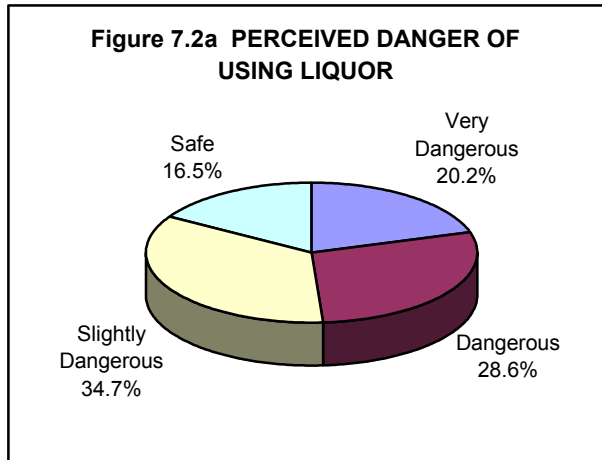


Eighth Grade Beer/Wine Users

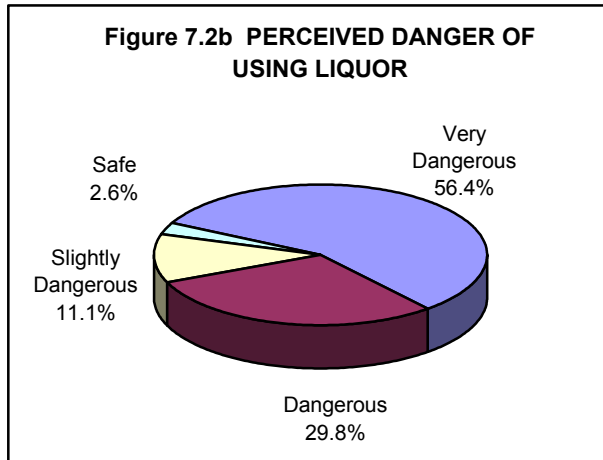


Eighth Grade Beer/Wine Non-users

Similar differences are seen between eighth grade users and non-users of liquor (Figures 7.2a and 7.2b). Only 20.2% of liquor users found liquor *very dangerous* while over half (56.4%) of non-users found using liquor to be *very dangerous*. Sixteen point five percent of eighth grade users of liquor report that liquor is *safe* compared to only 2.6% of their non-using peers. Tenth and twelfth grade non-users report that liquor is *very dangerous* less of the time than eighth grade students did. Forty-eight point one percent of tenth grade non-users and 46.7% of twelfth grade non-users report that liquor is *very dangerous*. About 14% percent of tenth and twelfth grade users report that liquor is *very dangerous*.

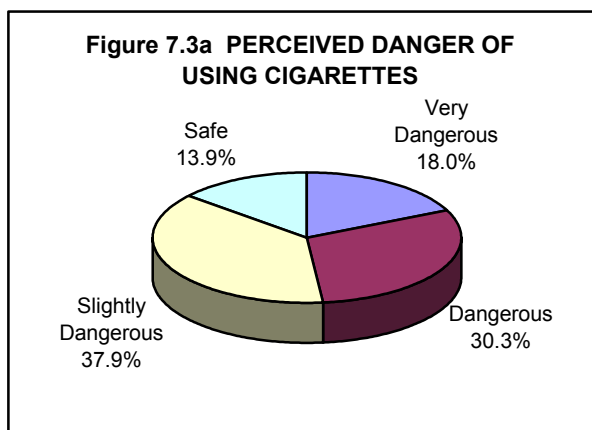


Eighth Grade Liquor Users

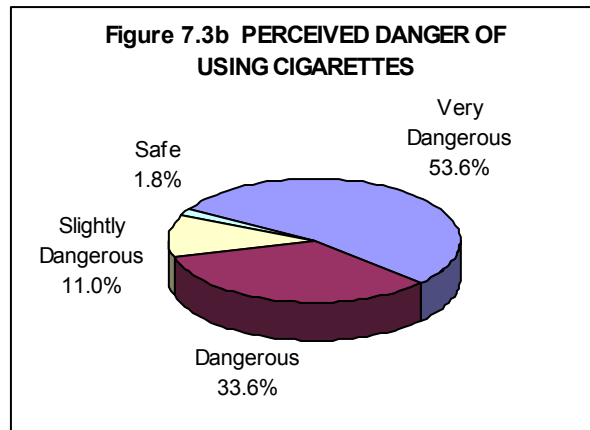


Eighth Grade Liquor Non-users

Figures 7.3a and 7.3b present the perceived danger of using cigarettes by eighth grade users and non-users. These figures show that 18.0% of cigarette users reported cigarettes to be *very dangerous* while 53.6% of non-users indicated they were *very dangerous*. About 18% of tenth and twelfth grade cigarette users report that cigarettes are *very dangerous*, while about 12% of them indicate that they are *safe*.

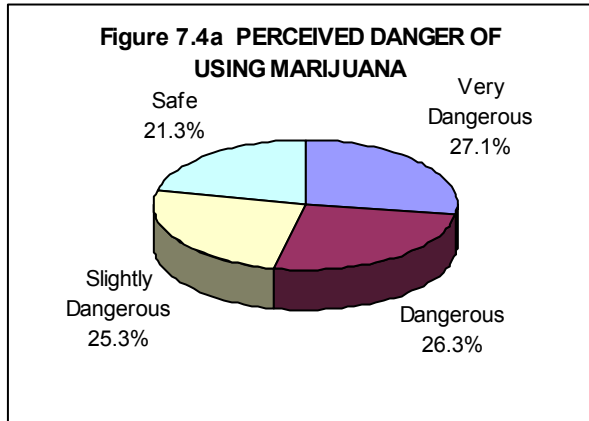


Eighth Grade Cigarette Users

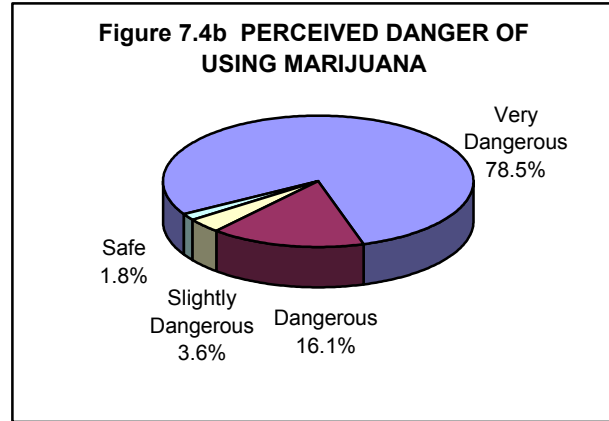


Eighth Grade Cigarette Non-users

Figures 7.4a and 7.4b summarize the perceived danger of using marijuana for eighth grade students. It is interesting to note that more than three-fourths (78.5%) of non-users of marijuana perceive the drug to be *very dangerous* while in contrast, only slightly more than one-quarter of users (27.1%) perceive marijuana to be *very dangerous*. Students report a substantial drop in their perception of whether marijuana is *very dangerous* as grade increased. Among tenth grade non-users, 63.1% report that marijuana is *very dangerous* while 57.1% of twelfth grader non-users indicate the same. This represents a 21 percentage point decline in the degree to which marijuana is perceived as *very dangerous* when comparing non-using eighth and twelfth grade students.



Eighth Grade Marijuana Users



Eighth Grade Marijuana Non-users

Comparison to 2002 Survey Data

When the perceived danger of alcohol, cigarettes, and marijuana are compared to 2002 survey data, the percentage of eighth grade students who perceive drugs as being *very dangerous*, *slightly dangerous*, *dangerous*, or *safe* remained fairly constant for both users and non-users across all substances. This trend also holds true for tenth and twelfth grade students.

PARENTING PRACTICES

Parents provide the earliest formative influences on children’s values, personal standards, and behavior. Even when teenage peer groups become significant forces in the lives of young people, the potential for parental influence remains strong. The 2004 MAS assesses differences in parental behavior reported by sixth, eighth, tenth, and twelfth graders who do and do not use alcohol, tobacco, and other drugs. Eleven items regarding parental behavior, drawn from the following four content domains, were included in the 2004 questionnaire and are presented in the following sections: Parental Responsibility, Parental Limits and Consequences, Communication, and Family Activities.

Parental Responsibility

Parental Responsibility: Parents Make Sure That Student is Awake in Time for School.

Across all grade levels and substances, non-users are more likely to report an adult *always* makes sure they wake up for school than users of alcohol, tobacco, or other drugs (Table 7.4). As the grade level increased from sixth to twelfth grade, this table shows that there is an associated decrease in the percentage of students who report that an adult *always* makes sure they wake up for school. The widest margin between users and non-users reporting on this item is for eighth grade students. Sixty-two point one percent of eighth grade cigarette users report that an adult *always* makes sure they wake up for school in comparison to 72.6% of eighth grade cigarette non-users. Similarly, 63.7% of eighth grade alcohol users report that an adult *always* makes sure they wake up in comparison to 74.7% of eighth grade alcohol non-users. Eighth grade non-users of other drugs also are more likely to report that an adult wakes them up (73.3%) compared to 62.4% of eighth grade other drug users. Each of these eighth grade user/non-user comparisons represents an approximate difference in 11 percentage points. Another slightly smaller difference can be noted for sixth grade users and non-users of other drugs. Seventy-two percent of sixth grade other drug users and 80.3% of sixth grade other drug non-users report that an adult *always* makes sure they wake up for school.

Table 7.4: PERCENT OF ADOLESCENTS FOR WHOM AN ADULT ALWAYS MAKES SURE THEY WAKE UP FOR SCHOOL

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	77.3%	79.7%	62.1%	72.6%	55.6%	61.3%	46.9%	51.0%
Alcohol	74.0%	80.5%	63.7%	74.7%	57.1%	62.9%	47.8%	53.1%
Other Drugs	72.1%	80.3%	62.4%	73.3%	57.4%	61.2%	47.8%	50.8%

Parental Responsibility: Adult Would Worry if Late from School. In each grade, non-users report more frequently that an adult would *always* worry if they were late from school or if the adult did not know where they were (Table 7.5). This relationship was consistent across grades and substances. As students progressed from the eighth through the twelfth grades, the proportion of adults/parents who worried (late from school or did not know where student was) decreased. For instance, 47.4% of eighth grade cigarette users indicate their parents would always worry if they were late from school compared to 68.0% of non-users. By twelfth grade, 40.3% of cigarette users indicate their parents would worry if they were late from school compared to 54.0% of non-users. In general there was a 20 percentage point difference between eighth grade users and non-users of cigarettes, alcohol, and other drugs. For tenth and twelfth graders, the margin between users and non-users decreased to about 15 percentage points, while there was a 10 percentage point decrease for sixth graders.

Table 7.5: PERCENT OF ADOLESCENTS WHOSE PARENTS WOULD ALWAYS WORRY IF LATE FROM SCHOOL

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	65.7%	76.2%	47.4%	68.0%	46.3%	61.0%	40.3%	54.0%
Alcohol	66.9%	76.9%	51.9%	70.8%	50.3%	64.8%	44.9%	57.7%
Other Drugs	64.2%	76.6%	48.8%	68.5%	46.3%	62.6%	40.5%	56.0%

Parental Responsibility: Adult Would Worry if They Didn't Know Where the Student Was. Table 7.6 presents information by grade for users and non-users who reported that an adult would *always* worry if they did not know where the student was. The higher the students' grade level, the less they perceive that someone would *always* worry if they did not know where they were. Fewer users than non-users report that someone at home would worry in this situation. The largest user/non-user differences were reported by eighth grade students. There was a 15-18 percentage point difference between eighth grade users and non-users of cigarettes, alcohol, and other drugs in their reporting on this item.

Table 7.6: PERCENT OF ADOLESCENTS WHO SAY SOMEONE AT HOME WOULD ALWAYS WORRY ABOUT THEM IF THEY DIDN'T KNOW WHERE THEY WERE

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	77.5%	88.9%	66.2%	82.5%	66.4%	78.1%	63.5%	73.5%
Alcohol	77.7%	89.7%	69.8%	84.5%	70.1%	80.5%	66.9%	75.8%
Other Drugs	76.7%	89.2%	65.6%	83.2%	65.2%	80.1%	63.0%	75.5%

Parental Limits and Consequences

The survey included three questions focused on the limits parents set for their children. Two items asked respondents if they could change the minds of adults who wished to impose restrictions on their behavior. The third item asked youths if their parents have rules regarding with whom they may associate.

Parental Limits and Consequences: Family Can Be Talked Out of Punishment. Table 7.7 illustrates that users at all grade levels report that they can *always* talk their family out of punishment more than non-users.

Table 7.7: PERCENT OF ADOLESCENTS WHO SAY THEY CAN ALWAYS TALK FAMILY OUT OF PUNISHMENT

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	14.9%	9.5%	13.0%	7.5%	12.4%	8.4%	16.1%	11.3%
Alcohol	13.6%	9.2%	12.0%	6.8%	10.2%	8.3%	14.2%	11.0%
Other Drugs	14.7%	9.1%	14.2%	7.2%	12.0%	7.9%	16.0%	10.8%

Parental Limits and Consequences: Adult’s Mind Can Be Changed. Users of cigarettes, alcohol, and other drugs were asked if *they could change the mind of an adult who says “no”* (Table 7.8). More substance users than non-users across all surveyed grade levels indicate that they can *always* change the mind of an adult. Interestingly, sixth grade users of cigarettes, alcohol, and other drugs report that they can *always* change the mind of an adult more than the older students.

Table 7.8: PERCENT OF ADOLESCENTS WHO SAY THEY CAN ALWAYS CHANGE THE MIND OF AN ADULT TO GET THEIR WAY

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	16.5%	7.5%	15.5%	7.4%	11.3%	6.4%	11.7%	7.0%
Alcohol	15.0%	7.1%	13.6%	6.2%	9.4%	5.8%	9.6%	7.2%
Other Drugs	17.9%	7.0%	15.3%	7.1%	11.3%	5.9%	11.6%	6.5%

Parental Limits and Consequences: Parents Have Rules about People They Can Be With. More non-users than users in each grade and substance group report that their *parents have rules about the people they can be with* (Table 7.9). When these data are examined across substances, it can be seen that non-users of alcohol are somewhat more likely to have parents with rules about people they can be with than non-users of other substances (other drugs or cigarettes); this finding is particularly true for tenth and twelfth grade non-users. Not surprisingly, the percentage of users who indicate their parents have rules about the people they can be with decreases as grade level increases; the smallest percentage of respondents indicating their parents have rules is for twelfth grade user respondents. Across all grade levels, sixth grade nonusers of any substance are more likely to report that a parent has rules about people they can be with, with the highest percentage of non-users of alcohol (51.2%) reporting this. In keeping with the trend of the highest percentage of nonusers of alcohol reporting that they have rules about who they can be with, 33.8% of eighth grade non-users of alcohol report likewise,

compared to 32.2% of non-users of other drugs and 31.9 of non-users of cigarettes at this grade level.

Table 7.9: PERCENT OF ADOLESCENTS WHO SAY THEIR PARENTS HAVE RULES ABOUT PEOPLE THEY CAN BE WITH

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	35.5%	50.0%	18.0%	31.9%	16.6%	22.8%	13.1%	18.6%
Alcohol	36.2%	51.2%	20.8%	33.8%	16.6%	26.2%	13.4%	23.7%
Other Drugs	40.9%	49.8%	19.0%	32.2%	15.5%	24.0%	12.9%	20.0%

Communication

Three survey items focused on communication with adults. Two pertained to communicating with adults regarding personal problems while the third dealt with an adult at home telling respondents not to use alcohol and drugs. Table 7.10 displays this information about users and non-users of alcohol and 7.11 displays this information about users and non-users of drugs.

Table 7.10: PERCENT OF USERS AND NON-USERS OF ALCOHOL REPORTING COMMUNICATION WITH ADULTS ABOUT PROBLEMS OR DRUGS

Grade	Adult <i>Always</i> Talk About Not Using Alcohol and Drugs		<i>Always</i> Can Talk About My Problems with an Adult		Adult <i>Always</i> Listens When I Have a Problem	
	User	Non-user	User	Non-user	User	Non-user
6th	40.2%	55.0%	40.3%	60.4%	55.0%	73.7%
8th	25.3%	43.8%	32.8%	49.7%	43.8%	62.1%
10th	20.7%	34.2%	28.4%	39.8%	40.8%	54.3%
12th	19.2%	31.6%	32.2%	41.6%	44.1%	52.3%

Table 7.11: PERCENT OF USERS AND NON-USERS OF OTHER DRUGS REPORTING COMMUNICATION WITH ADULTS ABOUT PROBLEMS OR DRUGS

Grade	Adult <i>Always</i> Talk About Not Using Alcohol and Drugs		<i>Always</i> Can Talk About My Problems with an Adult		Adult <i>Always</i> Listens When I Have a Problem	
	User	Non-user	User	Non-user	User	Non-user
6th	40.6%	54.3%	42.9%	59.0%	52.9%	72.9%
8th	24.4%	41.0%	30.0%	47.6%	38.6%	60.8%
10th	19.1%	31.1%	25.6%	37.9%	35.8%	52.9%
12th	18.6%	26.7%	31.2%	38.5%	42.3%	50.6%

Communication about Not Using Alcohol and Drugs. Across all grades, non-user students were more likely to indicate an adult *always* talked about not using alcohol and drugs than users. The proportion of students who indicated an adult *always* talked about not using alcohol or other drugs generally decreased from sixth to eighth grade and from eighth to tenth grade. With the exception of eighth grade students, the difference between users and non-users of alcohol and drugs decreases as grade level increases. It is interesting to note that, at best, about 55% of sixth grade non-users of both substances receive a “no use” message from an adult at home. The reporting of a “no use” message drops to near 19% for twelfth grade users of both substances. Most of Maryland’s youth are not receiving a clear “no use” message from their families.

Communication about Problems. Tables 7.10 and 7.11 also display information regarding the communication users and non-users of alcohol and users and non-users of other drugs report having with their family about a problem. For sixth through tenth graders, the younger the student, the more likely they are to report that they can *always* talk to an adult about their problems and that there is *always* an adult available to listen to them. In fact there is generally a 20 percentage point drop in responses for both questions from sixth to twelfth grade. The students most likely to report that they can communicate with an adult are non-using sixth grade students (73.7% for non-users of alcohol; 72.9% of non-users of drugs). Across all grades more students report that an adult is available to listen to them than they report that they can talk to an adult about their problems.

Family Activities

Two items on the 2004 MAS questionnaire asked students about the frequency of activities that involve all family members. Respondents were asked how often the family ate together and how often they engaged in a weekly activity such as watching a movie together.

Family Eats Together Daily. As with other similar items in the 2004 MAS, more non-users at all grade levels responded that their families always eat at least one meal together each day (Table 7.12). The number of respondents indicating their families did this remained fairly constant across substances in both the user and non-user groups. The proportion of students who indicated their family ate together at least once a day generally declined as grade level increased across all substances for users and non-users.

Table 7.12: PERCENT OF ADOLESCENTS WHO SAY THEIR FAMILY EATS TOGETHER DAILY

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	39.6%	47.2%	27.2%	41.0%	25.8%	31.7%	20.7%	25.4%
Alcohol	35.4%	48.1%	28.5%	43.7%	25.4%	35.4%	20.9%	29.7%
Other Drugs	34.1%	47.6%	27.8%	41.5%	24.5%	32.9%	18.9%	27.7%

Family Shares at Least One Weekly Activity. More non-users than users say their families shared at least one weekly activity (Table 7.13) and the number of respondents indicating their families shared at least one weekly activity remained fairly constant across substances in both user and non-user groups. Over all substances and for users and non-users, the percentage of students who indicated their families did one activity together declined as grade level increased.

Table 7.13: PERCENT OF ADOLESCENTS WHO SAY THEIR FAMILY DOES ONE ACTIVITY TOGETHER WEEKLY

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	33.4%	43.1%	19.7%	32.0%	14.7%	24.1%	13.3%	19.0%
Alcohol	32.2%	44.1%	19.8%	34.8%	16.2%	27.7%	14.9%	20.8%
Other Drugs	30.7%	43.5%	20.6%	32.4%	15.2%	24.7%	13.0%	20.1%

Comparison to 2002 Survey Data

Parental Responsibility

Comparing 2004 to 2002 data, most user and non-user students reported similar responses when asked if *an adult always makes sure they wake you up for school*. In a few notable instances, however, eighth and twelfth grade students decreased their *always* response by 2 to 4 percentage points. For example, twelfth grade users of all three substances decreased the degree to which they reported that *an adult always makes sure they wake up in time for school*. In addition, twelfth grade non-users of cigarettes and other drugs also declined by 1 to 3 percentage points. The eighth grade users of cigarettes likewise decreased their response from 65.6% in 2002 to 62.1% in 2004.

Most user and non-user students reported similar responses when asked if *an adult would always worry if they were late from school* in 2004 compared to 2002. In a handful of instances, tenth grade students increased the degree to which they said this was the case by 2 to 4 percentage points. This was true for tenth grade non-users of all substances and users of other drugs. The largest changes occurred for tenth grade non-users of cigarettes (57.5% in 2002 vs. 61.0% in 2004) and non-users of alcohol (60.8% in 2002 vs. 64.8% in 2004). Two groups of students were less likely to report that *an adult would always worry if they were late from school* in 2004 compared to 2002. Eighth grade users of cigarettes reported this less often (a 5 percentage point decrease) as did twelfth grade non-users of alcohol (a 3 percentage point decrease).

As with the other parental responsibility questions, in 2004 and 2002, most user and non-user students report similar responses when asked if *someone at home would always worry about them if they didn't know where they were*. In four instances, the percentage of students who report this increased from 2002 to 2004. Sixth grade users of cigarettes and other drugs increased their response by about 2-3 percentage points. Additionally, tenth grade users of other drugs and tenth grade non-users of cigarettes also increased by 2-3 percentage points.

Parental Limits and Consequences

For the most part, students' responses in 2004 and 2002 were similar for students who reported that *they can always talk family out of punishment*. In four instances, students' responses to this question decreased by 3 percentage points. These student groups were tenth grade users of all three substances (i.e., cigarettes, alcohol, and other drugs) and sixth grade users of cigarettes. In the related question that asked if students could *always change the mind of an adult to get their way*, for all grades and user/non-user groups there was little or no change from 2002 to 2004.

In the last question regarding parental limits, students' responses in 2004 and 2002 were similar for students who reported that *their parents have rules about people they can be with*. Sixth grade users of other drugs are a notable exception, however. In 2002, 32.7% reported that *their parents have rules about people they can be with* compared with 40.9% in 2004. The comparison of these responses represents an 8.2 percentage point increase. Sixth grade non-

users of alcohol reported a 3 percentage point increase and eighth grade users of cigarettes reported a 3 percentage point decrease from 2002 to 2004.

Communication

The responses of sixth, eighth, tenth, and twelfth grade students regarding their communication with adults largely remained the same from 2002 to 2004 for alcohol users and non-users. One increase from 2002 to 2004 was reported by twelfth grade non-users of alcohol who said *an adult at home talks to me about not using alcohol and drugs* (28.1% in 2002 vs. 31.4% in 2004). Eighth grade users of alcohol also increased the degree to which they reported that an adult always listens when they have a problem (40.9% in 2002 vs. 43.8% in 2004).

There was somewhat more variation in the responses of users and non-users of other drugs. A 7 percentage point increase was reported by sixth grade other drug users in 2004 compared to 2002 regarding their ability to *always talk about their problems with an adult*. In 2002 this value was 36.2% compared to 42.9% in 2004. Tenth grade other drug users in 2004 decreased their report to this same question by 3 percentage points. Tenth grade other drug users decreased the degree to which they claimed that an adult always listens when they have a problem (38.8% in 2002 vs. 35.8% in 2004) while tenth grade other drug non-users increased 3 percentage points on this item. Twelfth grade other drug non-users increased by 3 percentage points the degree to which they say that an adult always talks to them about not using alcohol and other drugs.

Family Activities

In both 2002 and 2004, Maryland students generally reported that they spend less time eating as a family as their grade level increases. For some sixth and eighth grade substance users, they reported a decrease in the percent who say their family eats together each day. For example, for sixth grade users of alcohol in 2002, 40.4% reported that their family eats together each day compared to 35.4% in 2004. Similarly, for sixth grade users of other drugs in 2002, 38.4% reported that their family eats together each day compared to 34.1% in 2004. All eighth grade user groups declined in their response to this item by 3-4 percentage points from 2002 to 2004. The most dramatic decline from 2002 to 2004 was for twelfth grade non-users of cigarettes. In 2002, 35.1% of twelfth grade users of cigarettes reported that their family eats together each day compared to 25.4% in 2004. This decrease represents a change of approximately 10 percentage points for this twelfth grade group.

Eighth, tenth, and twelfth grade user and non-user groups provided similar responses in 2002 and 2004 when asked if their family does one activity together at least once per week. Two sixth grade user groups did decrease their responses to this question. In 2002, 38.3% of sixth grade users of cigarettes reported that their family does one activity together at least once per week compared to 33.4% in 2004. This represents a 5 percentage point decline. Sixth grade users of other drugs reported an even greater decline on this question, a 7 percentage point decrease. In 2002, 37.6% of sixth grade users of other drugs reported that their family does one activity together at least once per week compared to 30.7% in 2004.

INFLUENCE OF PARENTS AND FRIENDS ON SUBSTANCE USERS AND NON-USERS

Although the older teen years are a time when independence from family begins to be established, peer groups provide a transition from family dependence to independence. During this time of rapid maturation, peer groups often supplant parents as dominant influences over teen behavior. Previous years of the MAS document this transition through an examination of respondents' perceptions of support and approval for use of a variety of substances. Eighth, tenth, and twelfth graders were asked to respond to a number of items regarding their perception of their families' and friends' approval or disapproval of substance use.

Table 7.14 shows that substance users believe their friends and parents are more approving of substance use than non-users. For instance, 85.8% of surveyed twelfth graders users' friends indicate it was okay for them to use beer, while only 37.5% of these same students report that their parents approved of using beer.

For non-users, 87% or more of twelfth graders indicate that their parents did not approve of them using any type of substance; very few twelfth grade non-users respond their parents approved of a substance. Based on these data, it appears the parental influence on non-users is quite strong. Beer was the substance reported by the largest group of twelfth grade non-users as a substance their parents would approve of using (12.2%). At least half of non-user twelfth graders indicated their friends did not support the use of any substance. These students report that at least 93% of their friends did not approve of using crack, inhalants or needles to inject drugs (93.5%, 94.0%, and 94.8% respectively). It is interesting to note that non-user twelfth graders report that their friends were more evenly divided on whether beer was okay to use than for the other substances; 46.0% of twelfth graders indicate that their friends would approve of the use of beer while 54.0% would not approve of the use of beer.

**Table 7.14: PERCEPTIONS OF PARENTS AND FRIENDS APPROVAL/DISAPPROVAL OF SUBSTANCE USE
Twelfth Grade Users and Non-users of Selected Substances**

Substance	Users				Non-users			
	Parents		Friends		Parents		Friends	
	OK	Not OK	OK	Not OK	OK	Not OK	OK	Not OK
Cigarettes	22.2%	77.8%	73.5%	26.5%	4.8%	95.2%	31.6%	68.4%
Smokeless Tobacco	27.9%	72.1%	71.8%	28.2%	5.1%	94.9%	27.0%	73.0%
Beer	37.5%	62.5%	85.8%	14.2%	12.2%	87.8%	46.0%	54.0%
Liquor	26.6%	73.4%	84.8%	15.2%	6.4%	93.6%	37.5%	62.5%
Marijuana	14.7%	85.3%	77.9%	22.0%	2.7%	97.3%	29.5%	70.5%
Crack	33.2%	66.8%	57.9%	42.1%	1.5%	98.5%	6.5%	93.5%
Inhalants	20.0%	80.0%	40.8%	59.2%	1.6%	98.4%	6.0%	94.0%
Needle	48.3%	51.7%	63.8%	36.2%	1.8%	98.2%	5.2%	94.8%

* Data does not sum to 100% due to the presence of invalid responses.

Comparison to 2002 Survey Data

In 2002, substance using students reported that beer and needles to inject drugs received the highest approval from their parents while beer and liquor received the highest approval from their friends. In 2004, most students reported that beer and liquor received the highest approval from parents and friends. One dramatic change occurred in the perception of crack usage from 2002 to 2004. In 2002, 24.9% of twelfth grade users of crack reported that their parents would approve of using this substance compared to 33.2% in 2004. This change reflects an 8.6 percentage point increase in perceived parental approval.

RESISTANCE TO PERSUASION

Young people are often subjected to strong social pressures to use alcohol, tobacco, and other drugs. In order to help them in resisting the pressure from friends and peers, the State has implemented educational programs in grades K through 12 in all school systems. These programs provide advice on the steps that may be taken to effectively avoid being pressured into using substances such as alcohol, tobacco, and other drugs. The 2004 MAS included several items designed to examine the extent to which adolescents are aware of the avoidance strategies, and whether they would feel comfortable using them. The MAS also asked whether students have used these strategies and whether they planned to use them in the future. Survey responses were analyzed for the populations of smokers, drinkers, and other drug users by grade level. Tables 7.15 through 7.17 present the results from these survey items.

Students Taught Steps to Resist Social Pressure. In general, the number of users and non-users who acknowledge they were taught the steps to say “no” is substantial (at least 67%) and similar across grade levels and substances (within 13 percentage points). Non-users were more likely than users to say they had been taught steps to resist social pressure, regardless of grade level or substance category. Among twelfth graders, for example, 76.1% of smokers, 74.3% of drinkers, and 78.3% of drug users reported they were given this training, while 81.6% of non-smokers, 77.9% of non-drinkers, and 82.8% of non-drug users said that they had been taught resistance steps.

Table 7.15: PERCENT OF RESPONDENTS* WHO SAY THEY KNOW HOW TO RESIST SOCIAL PRESSURE WHEN ASKED BY FRIENDS TO SMOKE

Questionnaire Item	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Taught Steps	72.2%	83.0%	75.8%	85.4%	76.3%	83.5%	76.1%	81.6%
Comfortable Saying No	53.0%	77.8%	52.1%	76.9%	67.8%	85.4%	75.3%	86.6%
Used Steps	49.3%	51.2%	38.8%	45.9%	46.6%	54.1%	50.6%	62.6%
Plan to Resist	46.6%	73.2%	44.1%	78.2%	53.6%	84.4%	53.7%	86.3%

* Who ever used cigarettes

Table 7.16: PERCENT OF RESPONDENTS* WHO SAY THEY KNOW HOW TO RESIST SOCIAL PRESSURE WHEN ASKED BY FRIENDS TO DRINK ALCOHOL

Questionnaire Item	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Taught Steps	67.0%	80.1%	70.3%	82.2%	72.3%	79.1%	74.3%	77.9%
Comfortable Saying No	56.4%	77.2%	51.2%	78.1%	62.0%	81.7%	71.4%	83.6%
Used Steps	47.0%	50.5%	38.5%	46.3%	41.8%	52.9%	51.6%	65.0%
Plan to Resist	50.0%	71.4%	45.6%	77.1%	43.4%	78.3%	47.3%	80.6%

* who ever used alcohol

Table 7.17: PERCENT OF RESPONDENTS* WHO SAY THEY KNOW HOW TO RESIST SOCIAL PRESSURE WHEN ASKED BY FRIENDS TO USE OTHER DRUGS

Questionnaire Item	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Taught Steps	68.2%	80.3%	71.9%	83.4%	74.6%	83.6%	78.3%	82.8%
Comfortable Saying No	62.7%	79.0%	58.3%	81.6%	69.5%	87.3%	77.6%	88.2%
Used Steps	53.8%	49.7%	43.9%	48.6%	53.3%	57.0%	62.0%	68.7%
Plan to Resist	57.1%	74.0%	50.9%	81.1%	56.0%	85.5%	61.7%	87.7%

* who ever used other drugs

Students are Comfortable Saying No to Social Pressure. At least half of all users and non-users of cigarettes, alcohol, and other drugs indicated they were comfortable saying no to social pressure to engage in substance use. In most instances, the percentages of user and non-user students who are comfortable saying no increases with grade level. However, when comparing sixth and eighth grade users of all substances, there is a reported decline in their comfort in saying no to social pressure. This change represents a 0.9 percentage point decline for users of cigarettes, an 5.2 percentage point decline for users of alcohol, and 4.4 percentage point decline for users of other drugs.

Have Used Steps to Resist Social Pressure. For all students, the use of the resistance strategy appears to increase from eighth to tenth grades and again from tenth to twelfth grades. This, however, is not true for the comparison of sixth to eighth grade users and sixth to eighth grade non-users. In both groups of students, they report a decline in their use of steps to resist social pressure. The most pronounced declines were for users of cigarettes and users of other drugs. Forty-nine point three percent of sixth grade cigarette users reported that they had used steps compared to 38.8% of eighth grade cigarettes users (a 10.5 percentage point decline).

Fifty-three point eight percent of sixth grade other drug users reported that they had used steps compared to 43.9% of eighth grade other drug users (a 9.9 percentage point decline).

Plan to Resist Social Pressure. Across substances, most eighth, tenth, and twelfth grade students report increased plans to resist social pressure as their grade increases. One exception to this was reported by users of alcohol. Forty-five point six percent of eighth grade users compared to 43.4% of tenth grade users reported that they plan to resist social pressure. As with the other resistance to persuasion questions, sixth grade users of all substances reported that they plan to resist social pressure more than their eighth grade using peers. The largest change of this type is a 6.2 percentage point decrease in plans to resist pressure for users of other drugs.

When survey results from users are compared to non-users, it becomes clear that across resistance to persuasion survey items, percentages are generally lower for substance users. This means that fewer substance users in each grade realize they have been taught the resistance strategies, fewer say they would be comfortable using them, and fewer say they have used them or plan to do so. This general trend was not realized, however, for sixth grade users and non-users of other drugs. For sixth grade users of other drugs, 53.8% of other drug users reported they had used steps compared to 49.7% of sixth grade other drug non-users. In this instance, the sixth grade users are reporting that they have used resistance steps more often than their non-using peers.

Comparison to 2002 Survey Data

In 2004 relative to 2002, fewer students report that they had been taught steps to resist social pressure. Sixth grade users and non-users of alcohol and other drugs had the largest decreases. In 2002, 77.9% of sixth grade users of alcohol reported they had been taught steps compared to 67.0% in 2004 (a 10.9 percentage point decline). Similarly, in 2002, 88.4% sixth grade non-users of alcohol reported they had been taught steps compared to 80.1% in 2004 (an 8.3 percentage point decline). For sixth grade non-users of other drugs, in 2002, 88.5% reported they had been taught steps compared to 80.3% in 2004.

In 2004, students report being less *comfortable saying no* to drug use than did students in 2002. The largest decline is for twelfth grade users of other drugs. In 2002, 86.1% indicated that they were *comfortable saying no* compared to 77.6% in 2004 (a difference of 8.5 percentage points).

Most student groups reported that they used steps less often in 2004 than in 2002 to resist social pressure. Many of these decreases were in the 2-3 percentage point range. In four instances, however, students report an increased use of steps to resist social pressure. These include sixth grade users and non-users of cigarettes, twelfth grade non-users of alcohol and twelfth grade non-users of other drugs.

All students groups reported decreased plans to resist social pressure to smoke, drink alcohol, or do other drugs. The largest declines were for sixth grade non-users of alcohol (a 7.8 percentage point decline) and eighth grade users of other drugs (a 7.1 percentage point decline).

CHAPTER VIII
IMPAIRED DRIVING

CHAPTER VIII

IMPAIRED DRIVING

Impaired driving is a serious concern for adolescents, their parents, schools, and local communities. The devastation caused by impaired driving is often equally felt by users and non-users, families, friends, and even innocent bystanders. Among adolescents, alcohol, a leading cause for impaired driving, is one of the most abused and, therefore, dangerous substances. The effects of alcohol, particularly when it is combined with the relative inexperience of adolescent drivers, make it one of the most dangerous substances consumed by today's adolescents, and often the most lethal one. Information presented earlier in Chapter 3, reveals that adolescents begin to use alcohol early in their teens. Almost 13.3% of sixth graders report that they have tried alcohol in some form. The number of drinkers increases rapidly with age, with 69.6% of twelfth graders reporting they have tried alcohol. Forty eight percent of twelfth graders indicated that they had consumed five or more servings of alcohol on the same occasion.

The survey administered to twelfth graders (i.e., MAS Form Three) contained questions about alcohol and other drugs that can impair driving. Survey results indicate that 68.5% of all twelfth grade respondents say they possess a driver's license and 27.3% of licensed twelfth graders have driven at least once after consuming one to four drinks. Among licensed respondents, 14.1% also report having driven on at least one occasion after having had as many as five or more drinks. Of the entire twelfth grade sample (those with and without licenses), 21.6% drove at least once after having one to four drinks; 11.7% did so after five or more drinks.

Alcohol use is not the only source of impaired driving among adolescents. The survey asked respondents to also indicate whether their marijuana use coincided with operating a vehicle. Among licensed drivers, 11.3% say they have driven under the influence of marijuana once or twice, while 13.5% had driven a car under the influence of marijuana on three or more occasions. Of all twelfth graders in the sample (those with and without licenses), 10.2% say they drove under the influence of marijuana once or twice, and 12.0% did so on three or more occasions. Slightly fewer (10.4%) licensed twelfth graders indicate they drove while using a drug other than marijuana.¹ Among licensed and unlicensed twelfth graders, almost ten percent (9.5%) reported that they had driven a vehicle while using a drug other than marijuana.

Whether the source of impairment is alcohol or marijuana use, impaired drivers put others at risk as well as themselves, most often other adolescents. Twelfth graders were asked if in the past year they had made the choice to accept a ride from a driver they knew had consumed alcohol or had taken drugs (Table 8.1). While a majority of students (59.8%) report that they never had to make this choice, one fourth (25.6 %) indicate that they had made this choice once or twice, while 14.6% of students report that they had accepted a ride from an impaired driver three or more times.

¹The question did not exclude alcohol as an "other" drug; thus student responses to the question may or may not include alcohol as an "other drug."

Table 8.1: PERCENT OF TWELFTH GRADERS WHO REPORTED THAT WITHIN THE PAST YEAR THEY HAD TO CHOOSE WHETHER OR NOT TO RIDE WITH A DRIVER WHO HAD BEEN DRINKING ALCOHOL OR TAKING OTHER DRUGS*

Frequency	Had to Choose Whether to Accept a Ride
Never	59.8%
1 to 2	25.6%
3 or more	14.6%

*Columns do not always add to 100% due to rounding.

Twelfth grade students were also asked how many times in the past year they had to refuse to ride with a driver who had been drinking alcohol or taking drugs (Table 8.2). Approximately one-fourth (24.7%) of the students respond that they had refused to ride with an impaired driver once or twice during the past year, while 12.2% of twelfth graders say that they had to refuse to ride with an impaired student driver on three or more occasions. The majority (63.0%) report that they never had to refuse a ride.

Table 8.2: PERCENT OF TWELFTH GRADERS WHO REPORTED THAT WITHIN THE PAST YEAR THEY HAD TO REFUSE TO RIDE WITH A DRIVER WHO HAD BEEN DRINKING ALCOHOL OR TAKING OTHER DRUGS*

Frequency	Had to Refuse to Ride
Never	63.0%
1 to 2	24.7%
3 or more	12.2%

*Columns do not always add to 100% due to rounding

Student awareness of the effects of substance use on driving behavior was also measured by the survey. Table 8.3 presents the percentage of twelfth graders who are aware of the dangers of driving within one hour of using various drugs, including alcohol and tobacco. Overall, the table depicts that students believe that consumption of cocaine, extreme amounts of alcohol, and marijuana pose the most danger overall within one hour of driving. Interestingly, approximately 84 percent of students believe cocaine consumption was *very dangerous*, followed by consumption of five or more drinks (78.7%). Less than one-half of surveyed students feel that using tobacco would constitute a driving danger, the lowest percentage reported for any of the substances.

With the exception of alcohol consumption of one drink or two drinks, there is a difference of at least 21 percentage points between the percent of students rating the remaining substances as *very dangerous* versus *dangerous* to consume prior to operating a vehicle, with most substances receiving higher percentages of students viewing them as *very dangerous*.

When comparing the percent of students rating a substance as *dangerous* or *very dangerous*, there is only a difference of 8.2 percentage points between those students who believed that consumption of two drinks was *dangerous* versus *very dangerous*, and a 9 percentage point difference between the responses provided for consumption of one drink. Additionally, the perception of risk with alcohol consumption increases with the amount consumed. For example, 48.6% of students perceived one drink to be *dangerous* or *very dangerous*, while 87.6% believe that three to four drinks are *dangerous* or *very dangerous*, and 94.5% believe that consuming five drinks or more one hour prior to driving is *dangerous* or *very dangerous*.

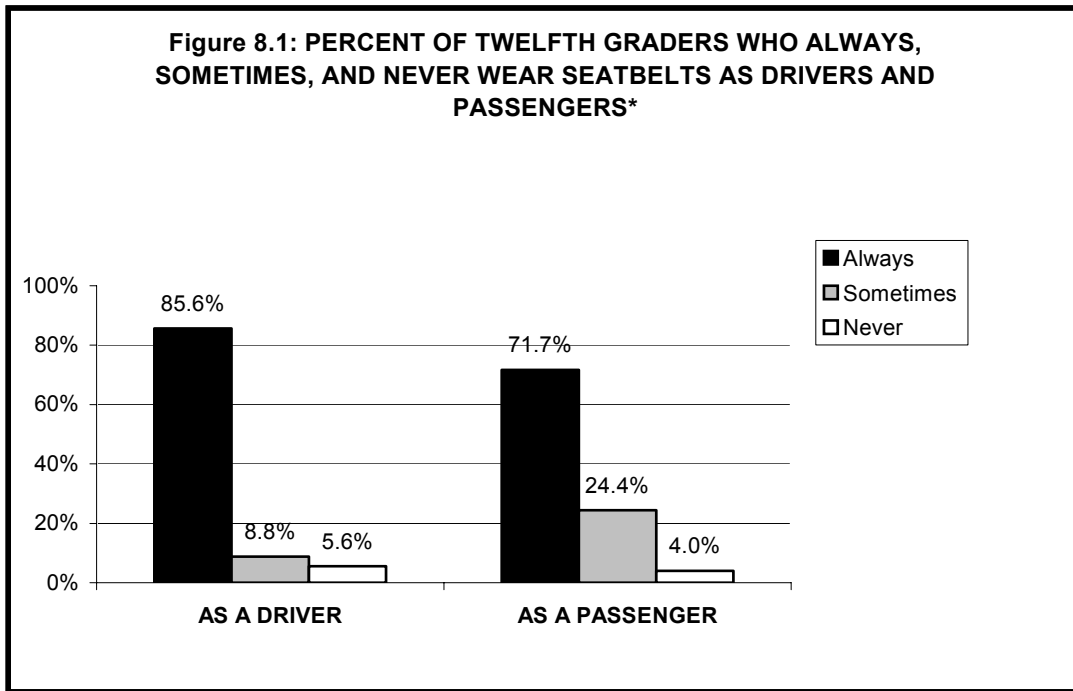
Table 8.3: PERCENT OF TWELFTH GRADERS AWARE OF THE DANGERS OF USING VARIOUS DRUGS*

Perceived Danger	1 Drink	2 Drinks	3 - 4 Drinks	5+ Drinks	Tobacco	Marijuana	Cocaine
Very Dangerous	28.8%	36.9%	57.4%	78.7%	30.5%	50.9%	83.9%
Dangerous	19.8%	28.7%	30.2%	15.8%	9.0%	26.1%	11.0%
Total	48.6%	65.6%	87.6%	94.5%	39.5%	77.0%	94.9%

* Columns do not add up to 100% because categories *slightly dangerous* and *safe* are not included.

Twelfth graders were also asked about the consequences of driving under the influence and legal limits for alcohol consumption in Maryland. The vast majority (89.1%) knew that driving with a blood alcohol level of .02 could cost them their driver’s license. Most twelfth graders (69.6%) knew their blood alcohol would exceed .02 after one drink.

As drivers, most of the twelfth grade respondents indicated they were aware of the importance of wearing seat belts for their safety (Figure 8.1). More than four fifths (85.6%) of drivers say they always wear seatbelts. As passengers, however, somewhat less use their seatbelts with the same degree of consistency (71.7%). Less than ten percent of twelfth grade respondents indicated they never used their seat belt as either a driver (5.6%) or a passenger (4.0%).



*Bars do not always add to 100% due to rounding and missing responses.

Comparison to 2002 Survey Data

As in 2002, twelfth graders reported that cocaine, consumption of five or more drinks, and consumption of three to four drinks were the most dangerous one hour prior to driving. There were slight increases in the percentages reported for these substances in 2004 compared to 2002. For example in 2004, 94.9% rated cocaine as the most dangerous, while 94.7% did in 2002. Consumption of three to four drinks was reported as dangerous by 86.7% of the students in 2002 and 87.6% in 2004. As in 2002, tobacco is perceived to be the least dangerous to use prior to driving. The perceived danger associated with marijuana use increased the most from 2002 to 2004. In 2002, 71.7% of students rated marijuana as dangerous to use before driving, while in 2004, 77.0% of the students did, an increase of 5.3 percentage points. There was a slight decrease in the perceived danger of consuming one drink prior to driving in 2004 (48.6%), when compared to 2002 (48.8%).

Slightly fewer twelfth grade students in 2004 reported that they *never* had to refuse a ride due to the drug or alcohol use of the driver than in 2002. In 2004, 63.0% of the students supplied this response, while in 2002, 64.9% did, a decrease of 1.9 percentage points. Conversely, there was an increase in 2004 of those students who indicated that they had refused to ride with a driver who had been using drugs or alcohol. In 2002, 23.9% of students indicated that they had made this choice one or two times, while in 2004, 24.7% of twelfth graders did so.

When examining safety behavior in a vehicle, there was little change in the percentage of twelfth graders who always wear their seatbelts, either while driving or riding in a car as a

passenger. The reported percentages remained roughly equivalent between 2002 and 2004. For example, between 2002 and 2004 there was less than a one percentage point change for drivers who report *always* wearing their seat belt (84.9% in 2002 vs. 85.6% in 2004). There was no difference between 2002 and 2004 for the percent of twelfth graders who indicated they always wore seat belts when they were passengers (71.7% for both years).

CHAPTER IX
SAFETY

CHAPTER IX

SAFETY

One of the tenets of Maryland's school reform is that all children have the right to attend schools in which they can achieve. That means high quality instruction, but it also means providing a safe, healthy climate for learning. There is an inextricable link between a child's physical, emotional, and mental health and his or her academic success. In April 2002, the Maryland General Assembly enacted the Bridge to Excellence in Public Schools Act, which along with the No Child Left Behind Act of 2001 and the recommendations of the Visionary Panel For Better Schools provides a powerful framework for the MSDE Strategic Plan. As a result of these efforts, a clear message is reverberating throughout our State. The message requires public school systems to ensure that each student receives a high quality, meaningful education. The standard for successful implementation of this law is the acceleration of academic achievement for all students and the elimination of achievement gaps among children. Goal 4 of the MSDE's Strategic Plan states: "All schools will be safe, drug-free, and conducive to learning."

Since 1998, we have included questions about perceptions of safety in and around schools in the MAS as a means of assessing the degree to which students feel they are in a school environment that is safe, drug-free, and conducive to learning. The survey questionnaire, finalized in 1997, resulted in a series of six questions about students' safety. These questions were asked of eighth, tenth, and twelfth grade students. Beginning in 2001, this same series was also posed to sixth grade students. The discussion below presents the findings for students participating in the 2004 MAS. In order to understand the discussion and accompanying tables, it is important to note that for the analysis, a user of a substance was defined as a student who had ever tried the substance. A non-user was defined as a student who reported never using the substance.

Safety at School and in Adolescents' Neighborhoods

The first questions that students responded to focused on safety at school and in adolescents' neighborhoods. Across all grade levels, the majority of students report feeling safe, regardless of their location. Table 9.1 illustrates that, a majority of students of all grades report never or rarely feeling unsafe in their neighborhoods, followed by going to or from school, and the least safe at school. Interestingly, a slightly higher percentage of sixth graders *never* or *rarely* felt unsafe at school (78.5%), compared to in their neighborhood, (77.1%) followed by going to or from school (76.5%).

With some slight exceptions, perceptions of safety generally increase with grade level. When asked if they felt safe going to or from school, 51.4% of sixth grade students, 53.9% of eighth grade students, 54.5% of tenth graders, and 56.1% of twelfth graders indicate that they *never* felt unsafe traveling between school and home. A similar increase in perceived safety is observed for sixth through twelfth graders when asked if they felt safe in their neighborhoods. Half of all sixth graders, 53% of eighth grade students, 56.2% of tenth grade students, and 58.1% of twelfth grade students report *never* feeling unsafe in their neighborhoods. However, 45.6% of

tenth graders and 47.1% of eighth graders report that they *never* felt unsafe at school, compared with a high of 51.1% among sixth graders and 50.4% of twelfth graders. Thus, the trend in perception of safety at school as students' age increases is not as clear.

Table 9.1: PERCENT OF RESPONDENTS WHO FELT UNSAFE BY GRADE*

Felt Unsafe	Grade			
	6th	8th	10 th	12th
At school				
Never	51.1%	47.1%	45.6%	50.4%
Rarely	27.4%	30.5%	33.6%	30.6%
Some days	15.0%	15.3%	13.6%	11.6%
Most days/Every day	6.6%	7.1%	7.2%	7.4%
Going to or from school				
Never	51.4%	53.9%	54.5%	56.1%
Rarely	25.1%	26.1%	27.9%	27.2%
Some days	14.3%	12.6%	11.0%	10.6%
Most days/Every day	9.2%	7.4%	6.7%	6.1%
In their neighborhood				
Never	50.3%	53.0%	56.2%	58.1%
Rarely	26.8%	27.6%	28.0%	26.0%
Some days	13.8%	12.2%	10.2%	10.0%
Most days/Every day	9.1%	7.2%	5.7%	6.0%
Absent during the last four weeks**				
0 days	92.1%	92.6%	94.3%	93.5%
1 day	3.7%	3.2%	1.9%	2.5%
2 or 3 days	2.4%	2.4%	1.6%	1.7%
4 or more days	1.9%	1.8%	2.2%	2.3%

*Columns may not always add to 100% due to rounding.

**Because respondent felt unsafe.

Across all grade levels, the majority of surveyed students (92% or more) at each grade level indicated they were not absent from school during the last four weeks because they felt unsafe. Of those who did feel unsafe, approximately 2% of students missed 4 or more days of school because they felt unsafe.

Table 9.2 presents how students perceived their degree of safety by gender. Across all locations (at school, going to and from school, and in their neighborhood), male students are more likely than their female peers to report that they *never* feel unsafe. Across all grade levels, the largest disparity between male and female perceptions of safety occurred when going to or from school. The percentage differences among males and females reporting that they never feel unsafe going to and from school ranged from 8.6 percentage points among sixth grade males and females, to a high of a 13.4 percentage point difference between tenth and twelfth grade males and females. Looking at the findings within grade levels reveals that the largest disparity between male and female perceptions of security occurred among tenth grade males and females

reporting on their safety in their neighborhood, as 63.3% of males and only 49.4% of females report that they never felt unsafe in their neighborhood, a difference of about 14 percentage points. Among students in the tenth and twelfth graders, regardless of gender, the overall trends in safety were consistent, as both males and females feel more safe in their own neighborhoods, followed by going to and from school and then at school. However, there were some interesting differences in the trends among male and female sixth and eighth graders concerning the locations where students reported never feeling unsafe. For example, among eighth graders, female students felt more safe in their own neighborhoods, followed by going to or from school, and then at school, while males felt more safe going to or from school, followed by their neighborhood and then at school. Among sixth graders, females feel more safe at school (49.2% reporting that they *never* felt unsafe) while among males, the location is going to and from school (55.8%). Interestingly, tenth and twelfth grade males are also more likely to report that they feel unsafe *most days or every day* across locations compared to their female peers.

Table 9.2: PERCENT OF RESPONDENTS WHO FELT UNSAFE BY GRADE AND GENDER*

Felt Unsafe	6th		8th		10th		12th	
	Male	Female	Male	Female	Male	Female	Male	Female
At school								
Never	52.8%	49.2%	49.1%	45.2%	49.8%	41.8%	55.3%	45.7%
Rarely	26.4%	28.4%	29.1%	32.0%	30.3%	36.8%	27.1%	34.0%
Some days	13.3%	16.7%	13.5%	16.9%	11.5%	15.7%	8.9%	14.1%
Most days/Every day	7.6%	5.7%	8.3%	6.0%	8.4%	5.7%	8.7%	6.1%
Going to or from school								
Never	55.8%	47.2%	60.5%	47.6%	61.4%	48.1%	63.0%	49.6%
Rarely	23.7%	26.5%	23.3%	28.6%	24.7%	30.7%	23.4%	30.6%
Some days	11.6%	16.7%	10.0%	15.3%	6.7%	15.1%	7.1%	14.1%
Most days/Every day	8.9%	9.6%	6.3%	8.4%	7.2%	6.1%	6.5%	5.7%
In their neighborhood								
Never	54.4%	46.2%	57.5%	48.5%	63.3%	49.4%	65.4%	51.1%
Rarely	25.1%	28.6%	25.5%	29.8%	23.2%	32.6%	20.9%	30.7%
Some days	12.2%	15.3%	10.1%	14.3%	7.4%	12.8%	7.1%	12.8%
Most days/Every day	8.3%	9.9%	6.9%	7.4%	6.2%	5.2%	6.6%	5.4%
Absent during the last four weeks**								
0 days	92.6%	91.6%	92.8%	92.7%	93.4%	95.2%	92.5%	94.6%
1 day	2.9%	4.4%	2.9%	3.3%	1.9%	1.9%	2.4%	2.5%
2 or 3 days	2.5%	2.1%	2.4%	2.3%	2.0%	1.2%	1.9%	1.4%
4 or more days	1.9%	1.8%	1.9%	1.7%	2.8%	1.7%	3.2%	1.5%

*Columns may not always add to 100% due to rounding.

**Because respondent felt unsafe.

The lower portion of Table 9.2 indicates that approximately 8% of sixth grade students report being absent from school within the last four weeks before completing the MAS because they felt unsafe. For sixth, eighth, tenth, and twelfth graders, males were more likely than female students to report being absent from school four or more days, and this gender gap widens with age. By grade twelve, the gap between males and females grows to 1.7 percentage points.

Perceived Safety of Substance Users and Non-users

Tables 9.3 through 9.6 present data on students' perceptions of their safety at school, going to and from school, and in their neighborhood by user status.

Perceived Safety at School. Across grades, user status, and type of substance, perceptions of the student safety at school did not vary greatly. Overall, as Table 9.3 illustrates, the majority of users and non-users, regardless of substance or grade level, reported that they *never* feel unsafe at school. These percentages ranged from a low of 43.1% for sixth grade users of other drugs, to a high of 54.2% for twelfth grade users of other drugs. The second most common response was that students *rarely* feel unsafe at school, followed by those who feel unsafe on *some days* and those who report that they feel unsafe *most days or everyday*.

When comparing the percentages of users and non-users who report that they *never* feel unsafe at school, slightly higher percentages of sixth grade non-users feel safe at school. This is in contrast to the trends for students in the eighth, tenth, and twelfth grade, where for the most part, users of substances are more likely to report that they *never* feel unsafe at school. Overall, twelfth grade users, regardless of substance, were the most likely to report that they *never* feel unsafe at school, with a high of 54.2% of users of other drugs reporting in this manner, to a low of 51.6 % for alcohol users in this grade level.

For each grade, users and non-users were compared based upon the percentage who reported that they feel unsafe some days, most days, or everyday at school. Sixth, eighth, and tenth grade students who use cigarettes, alcohol and other drugs are more likely to indicate that they feel unsafe some days, most days, or every day, than their non-using peers. While a small percentage of students at each grade level indicated that they feel unsafe *most or every day*, there are some interesting differences between users and non-users in the sixth and tenth grade. For example, regardless of the substance, the percentage of sixth grade users indicating that they feel unsafe at school *most days or every day* was approximately double that of non-users. A similar trend exists for tenth grade users when compared to non-users. In this grade level, the largest difference between users and non-users is for users of other drugs, where there is a difference of 4.6 percentage points, followed by differences for cigarette users — 4.5 percentage points, and alcohol users, where the difference between users and non-users reporting that they always feel unsafe was 1.8 percentage points.

Table 9.3: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO FELT UNSAFE AT SCHOOL*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
Never	46.7%	51.3%	50.3%	46.5%	45.9%	45.1%	52.4%	49.2%
Rarely	20.4%	28.0%	25.0%	31.6%	28.2%	35.9%	27.9%	32.3%
Some days	18.9%	14.6%	15.8%	15.3%	15.5%	13.1%	11.1%	11.9%
Most days/Every day	14.2%	6.1%	8.9%	6.7%	10.4%	5.9%	8.6%	6.6%
Alcohol								
Never	46.4%	51.7%	47.4%	46.8%	47.4%	43.4%	51.6%	47.7%
Rarely	22.1%	28.4%	26.9%	32.3%	31.5%	36.3%	29.6%	33.1%
Some days	21.0%	14.1%	16.6%	14.9%	13.2%	14.2%	11.5%	11.8%
Most days/Every day	10.6%	5.9%	9.2%	6.0%	8.0%	6.2%	7.4%	7.3%
Other Drugs								
Never	43.1%	51.5%	46.1%	47.1%	47.2%	44.5%	54.2%	47.3%
Rarely	22.1%	28.0%	25.7%	32.0%	27.8%	36.9%	27.3%	33.7%
Some days	20.6%	14.6%	17.4%	14.7%	14.9%	13.1%	10.6%	12.2%
Most days/Every day	14.1%	5.9%	10.8%	6.2%	10.1%	5.5%	8.0%	6.8%

*Columns may not add to 100% due to rounding.

Perceived Safety Going to or from School. Table 9.4 presents ratings of perceived safety when going to or from school for Maryland students by grade and user/non-user status of cigarettes, alcohol, and other drugs. No less than 42.2% of sixth, eighth, tenth, and twelfth grade students report *never* feeling unsafe going to or from school. In addition, reported perceptions of safety generally increase from the eighth to twelfth grades for substance users.

Among students in the sixth and eighth grades, non-users of substances feel slightly safer than users, as higher percentages of non-using students reported *never* feeling unsafe going to or from school. For example, 15.8% of sixth grade cigarette users compared to 8.7% of sixth grade cigarette non-users report feeling unsafe *most days or every day*. Similarly, 10.8% of eighth grade other drug users indicate that they feel unsafe *most days or everyday*, compared to 6.6% of their non-using peers. However, this trend did not hold when examining the findings for tenth and twelfth grade students, where slightly higher percentages of users of substances report *never* feeling unsafe going to and from school. For example, 59.7% of twelfth grade users of other drugs report *never* feeling unsafe going to and from school, compared to 53.3% of non-users in this grade. As with the findings for perceptions of safety at school, twice as many sixth grade

users of all substances indicate that they feel unsafe traveling to and from school *most or every day* when compared to sixth grade non-users. For example, 17.4% of sixth grade users of other drugs report that they feel unsafe *most days or everyday* going to and from school, compared to 8.5% of their non-using peers.

Table 9.4: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO FELT UNSAFE GOING TO OR FROM SCHOOL*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
Never	44.3%	51.8%	52.3%	54.0%	55.7%	54.1%	57.8%	55.1%
Rarely	21.4%	25.3%	24.6%	26.6%	23.8%	29.2%	25.0%	28.4%
Some days	18.5%	14.2%	12.2%	12.7%	11.3%	11.1%	10.1%	10.9%
Most days/Every day	15.8%	8.7%	10.9%	6.7%	9.2%	5.7%	7.1%	5.5%
Alcohol								
Never	47.3%	52.0%	51.7%	54.8%	56.0%	52.9%	57.8%	52.4%
Rarely	21.1%	25.7%	24.3%	27.0%	25.5%	30.4%	26.0%	29.8%
Some days	16.4%	14.2%	14.6%	11.8%	11.2%	10.9%	10.2%	11.3%
Most days/Every day	15.2%	8.2%	9.4%	6.5%	7.4%	5.9%	6.0%	6.5%
Other Drugs								
Never	42.2%	52.0%	52.0%	54.3%	55.0%	54.0%	59.7%	53.3%
Rarely	22.7%	25.6%	22.2%	27.2%	23.7%	30.0%	24.0%	29.8%
Some days	17.6%	13.9%	15.0%	11.9%	11.3%	11.0%	9.6%	11.3%
Most days/Every day	17.4%	8.5%	10.8%	6.6%	9.9%	5.0%	6.7%	5.6%

*Columns may not add to 100% due to rounding.

Perceived Safety in the Neighborhood. Table 9.5 summarizes Maryland students’ reports of their perceived safety in their neighborhoods. Across all grades, and for both users and non-users, no less than 43.8% of students report *never* feeling unsafe in their neighborhoods compared to sixth and eighth grade users. For eighth grade students, at least 51% indicate that they *never* feel unsafe; this number rises to a high of 55.6% by the twelfth grade. The table indicates that there are not dramatic differences by substance between non-users and users reporting that they *never* feel unsafe in their neighborhood.

Higher percentages of sixth and eighth grade non-users, regardless of the substance, indicate that they *never* felt unsafe in their neighborhoods. For example, 51% of sixth grade non-users of other drugs indicated that they never felt unsafe, compared to 44.4% of sixth grade users. Among tenth and twelfth graders, slightly higher percentages of users of substances indicated that they *never* felt unsafe in their neighborhood, when compared to non-users.

Table 9.5 indicates that sixth grade users of other drugs feel unsafe in their neighborhoods most often, as 36.5% indicated they felt unsafe *some days or most days*. Overall, higher percentages of sixth grade users of substances were more likely to report feeling unsafe *some, most, or every day* when compared to the responses provided by eighth, tenth and twelfth grade users and non-users.

Table 9.5: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO FELT UNSAFE IN THEIR NEIGHBORHOODS*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
Never	44.9%	50.7%	51.6%	53.2%	57.4%	55.6%	59.7%	57.4%
Rarely	23.6%	26.9%	27.1%	27.8%	23.2%	29.8%	23.2%	27.5%
Some days	15.4%	13.8%	12.8%	12.1%	11.0%	10.0%	9.9%	9.9%
Most days/Every day	16.1%	8.6%	8.5%	6.8%	8.4%	4.7%	7.1%	5.2%
Alcohol								
Never	43.8%	51.3%	52.5%	53.0%	56.4%	55.9%	59.3%	55.6%
Rarely	25.5%	26.9%	24.5%	29.2%	26.1%	30.1%	24.5%	29.3%
Some days	15.2%	13.6%	13.8%	11.6%	10.9%	9.3%	10.2%	9.7%
Most days/Every day	15.4%	8.1%	9.2%	6.1%	6.6%	4.6%	6.1%	5.4%
Other Drugs								
Never	44.4%	51.0%	51.0%	53.7%	57.8%	55.0%	60.3%	56.6%
Rarely	19.2%	27.6%	25.7%	28.0%	23.6%	30.4%	22.3%	29.3%
Some days	18.0%	13.2%	13.4%	11.9%	10.3%	10.3%	10.3%	9.5%
Most days/Every day	18.5%	8.3%	9.9%	6.4%	8.3%	4.3%	7.1%	4.6%

*Columns may not add to 100% due to rounding.

Table 9.6 shows the percentage of students who were absent from school during the previous four week period because they felt unsafe by user status. Overall, non-users of cigarettes, alcohol, and other drugs are more likely than users of these substances to have no school absences because the respondents feel unsafe. Among users of substances, the highest percentage reported for zero absences, 93.2%, is among twelfth grade alcohol users, while the lowest, 84.4% is among sixth grade users of other drugs. Users in sixth and eighth grades are more likely than users in tenth and twelfth grades to have safety-related school absences. For instance, 15.6% of sixth grade users of other drugs, and 13.8% of other drug using eighth graders, report being absent more days from school because of a safety-related issue compared to 10% of other drug using tenth graders and 8.0% of other drug using twelfth graders.

As grade level increases from sixth to tenth grades, so does the percentage of users of cigarettes and other drugs who report being absent four or more days. For example, 1.9% of

sixth grade users of other drugs report being absent for four or more days, compared to 3.9% of eighth grade users, 4.3% of tenth grade users or other drugs, with a decrease to 3.0% among twelfth grade users of other drugs.

Table 9.6: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO WERE ABSENT WITHIN THE LAST FOUR WEEKS BECAUSE RESPONDENT FELT UNSAFE*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
0 days	85.5%	92.5%	86.8%	93.8%	89.6%	96.0%	91.8%	94.7%
1 day	7.2%	3.6%	5.8%	2.6%	3.1%	1.5%	2.8%	2.1%
2 or 3 days	3.9%	2.2%	3.7%	2.1%	3.2%	0.9%	1.8%	1.6%
4 or more days	3.5%	1.7%	3.7%	1.5%	4.1%	1.6%	3.6%	1.6%
Alcohol								
0 days	87.4%	92.8%	88.6%	94.6%	92.9%	96.0%	93.2%	94.6%
1 day	5.1%	3.5%	4.9%	2.4%	2.2%	1.6%	2.7%	1.8%
2 or 3 days	4.7%	2.0%	3.5%	1.7%	2.0%	1.1%	1.8%	1.4%
4 or more days	2.8%	1.7%	3.0%	1.3%	2.9%	1.3%	2.4%	2.2%
Other Drugs								
0 days	84.4%	92.7%	86.21 %	94.2%	90.0%	96.6%	92.0%	95.1%
1 day	8.1%	3.3%	5.6%	2.6%	3.2%	1.3%	2.9%	2.0%
2 or 3 days	5.6%	2.1%	4.3%	1.8%	2.5%	1.0%	2.1%	1.2%
4 or more days	1.9%	1.9%	3.9%	1.3%	4.3%	1.1%	3.0%	1.7%

*Columns may not always add to 100% due to rounding.

Availability of an Adult to Talk To

A noted resiliency factor associated with safety is whether or not a youth has an adult available to talk to them when they have a problem or concern. The 2004 MAS asked students if there was an adult available to talk with them, either at home or at school, when they faced a problem or concern. Across all grade levels, students were more likely to have an adult they could always talk to at home than at school (Table 9.7).

The largest group of students (75.4%) indicating that they *always* had an adult at home that they could talk to were sixth graders. Eighth (66.9%), tenth (61.3%), and twelfth graders (62.5%) most frequently indicated that they, too, *always* had an adult at home who was available to talk with them. A somewhat different pattern was found when examining whether students believed they *always* had an adult to talk to while at school—sixth graders represented the largest group providing this response (68.8%), followed by eighth graders (58.8%), twelfth

graders (52.7%), and then tenth graders (49.2%). Students were more likely to indicate they *never* had an adult to talk to at school than at home, and larger percentages of older students provided this response. For example, 15.1% of tenth graders indicated that they *never* had an adult to talk to at school, while only 9.5% of sixth graders provided this response.

Table 9.7: PERCENT OF RESPONDENTS WHO HAVE AN ADULT TO TALK TO BY GRADE*

Adult to Talk To	Grade			
	6th	8th	10th	12th
At school				
Always	68.8%	58.8%	49.2%	52.7%
Often	12.4%	14.9%	17.1%	17.4%
Sometimes	9.2%	14.2%	18.6%	18.1%
Never	9.5%	12.1%	15.1%	11.9%
At home				
Always	75.4%	66.9%	61.3%	62.5%
Often	12.2%	15.5%	16.7%	16.6%
Sometimes	7.1%	11.0%	14.3%	13.7%
Never	5.3%	6.5%	7.7%	7.2%

*Columns do not always add to 100% due to rounding

When examining the results by gender for students indicating whether they have an adult to talk to at school (Table 9.8), female and male responses are generally within 4 percentage points for those reporting that they *always* have an adult to talk to at school. However, among sixth graders, higher percentages of female respondents (71.5%) indicate that they *always* have an adult to talk to at school compared to males (66.3%). Across all grade levels, slightly higher percentages of male respondents indicate that they *never* have an adult to talk to at school when compared to females. For example, 11.5% of sixth grade males provided the *never* response, compared to 7.3% of females, while 17.4% of tenth grade males indicated that there is *never* an adult at school that they can talk to, compared to 12.8% of tenth grade females.

Table 9.8: PERCENT OF RESPONDENTS WHO HAVE AN ADULT TO TALK TO BY GENDER*

Adult to talk to	6th		8th		10th		12th	
	Male	Female	Male	Female	Male	Female	Male	Female
At school								
Always	66.3%	71.5%	58.5%	59.4%	49.6%	48.8%	51.8%	53.5%
Often	12.6%	12.2%	14.5%	15.1%	17.1%	17.1%	17.3%	17.6%
Sometimes	9.6%	9.0%	13.3%	15.2%	15.8%	21.2%	16.6%	19.4%
Never	11.5%	7.3%	13.6%	10.3%	17.4%	12.8%	14.3%	9.6%
At home								
Always	74.6%	76.2%	68.5%	65.6%	62.1%	60.7%	62.6%	62.5%
Often	12.1%	12.5%	15.8%	15.1%	17.2%	16.1%	17.7%	15.6%
Sometimes	7.3%	6.8%	8.9%	13.1%	12.1%	16.3%	11.9%	15.3%
Never	6.1%	4.5%	6.9%	6.1%	8.6%	6.9%	7.8%	6.6%

*Columns do not always add to 100% due to rounding

These results were also examined by the user status of the students. Table 9.9 shows the percentage of users and non-users of cigarettes, alcohol, and other drugs who had an adult to talk to at school. Across grades and types of substances, non-users were more likely than users to indicate they *always* had an adult available to talk to them at school, but there were some notable differences in the percentage of users and non-users indicating this response among sixth and eighth graders. Sixth grade non-users of cigarettes, other drugs, and alcohol were much more likely to indicate that they *always* have an adult to talk to at school than sixth grade substance users. For example, among sixth grade students, there was a dramatic 17.5 percentage point difference between the percentage of non-users of cigarettes indicating that they *always* had an adult to talk to at school compared to users. Additionally, 70.5% of sixth grade non-users of other drugs indicate that they *always* have an adult to talk to compared to only 53.2% of users of other drugs in this grade level. Among non-substance using and substance using eighth graders, the greatest percent point difference in *always* responses was between non-users of other drugs, 61.8% of whom indicate that they *always* have an adult at school to talk to, and users of other drugs, where only 47.8% indicate the *always* response. It is important to note that for all substances, the gap between users and non-users reporting that they *always* have an adult to talk to at school narrows as grade level increases.

Users across all grade levels and substances were more likely than non-using adolescents to indicate that they *never* had an adult available to talk to them at school. Notably, twice as many sixth and eighth grade users of other drugs indicate a *never* response than did non-users of other drugs. For example, 16.8% of sixth grade users of other drugs indicate that they *never* had an adult to talk to at school, while only 8.7% of non-users of other drugs provided this response.

Table 9.9: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO HAD AN ADULT TO TALK TO AT SCHOOL BY GRADE*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
Always	52.7%	70.2%	51.6%	60.2%	45.8%	50.7%	51.2%	53.7%
Often	13.6%	12.2%	13.6%	15.2%	15.1%	17.8%	17.4%	17.4%
Sometimes	17.2%	8.8%	15.6%	14.0%	19.5%	18.3%	18.0%	18.0%
Never	16.5%	8.8%	19.2%	10.6%	19.6%	13.2%	13.4%	10.9%
Alcohol								
Always	56.8%	71.0%	50.9%	62.5%	47.0%	52.1%	52.3%	53.4%
Often	13.5%	12.2%	16.0%	14.5%	15.9%	18.7%	17.5%	17.1%
Sometimes	13.4%	8.6%	16.9%	12.9%	20.3%	16.4%	17.6%	19.3%
Never	16.3%	8.3%	16.2%	10.0%	16.8%	12.8%	12.6%	10.2%
Other Drugs								
Always	53.2%	70.5%	47.8%	61.8%	45.4%	51.5%	51.6%	53.9%
Often	15.4%	12.0%	14.5%	15.1%	15.5%	18.0%	16.8%	17.9%
Sometimes	14.6%	8.8%	16.3%	13.5%	19.4%	18.0%	18.2%	17.8%
Never	16.8%	8.7%	21.5%	9.7%	19.7%	12.5%	13.5%	10.4%

*Columns may not always add to 100% due to rounding.

Table 9.10 presents the percentage of students, by grade and user status, who report having an adult to talk to at home. These data show that non-users, across grade levels and substances, were more likely than users to indicate they *always* had an adult to talk to at home. As grade level increases, the percentage point differences between non-user and users responses decreases. For example, there is a 14.1 percentage point difference between tenth grade users and non-users of cigarettes, but only a 6.5 percentage point difference between twelfth grade users and non-users of alcohol. As the table indicates, the largest differences among users and non-users who had an adult to talk to at home, for any substance are for sixth and eighth graders. For example, 71.5% of eighth grade non-users of other drugs indicate that they *always* had a person to talk to at home, while only 48.4% of users of other drugs respond in this fashion. Additionally, 14.4% of eighth grade users of other drugs and 14.3% of eighth grade cigarette users report they *never* have an adult to talk to at home. In contrast, sixth grade non-users of all substances (cigarettes: 76.7%, alcohol: 78.2%, and other drugs: 77.1%) were the most likely to indicate they *always* have an adult to talk to at home.

Table 9.10: PERCENT OF USERS AND NON-USERS OF CIGARETTES, ALCOHOL AND OTHER DRUGS WHO HAD AN ADULT TO TALK TO AT HOME BY GRADE*

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
Always	57.7%	76.7%	48.6%	70.4%	50.8%	64.9%	57.3%	65.7%
Often	19.3%	11.9%	18.7%	14.9%	17.0%	16.6%	16.6%	16.7%
Sometimes	13.3%	6.5%	18.4%	9.7%	19.6%	12.6%	16.5%	11.9%
Never	9.7%	4.9%	14.3%	4.9%	12.6%	5.8%	9.5%	5.7%
Alcohol								
Always	58.7%	78.2%	54.3%	72.8%	55.2%	68.2%	60.5%	67.0%
Often	18.2%	11.3%	17.9%	14.5%	17.9%	15.4%	16.6%	16.8%
Sometimes	13.4%	6.0%	17.5%	8.1%	17.2%	11.1%	15.0%	10.7%
Never	9.7%	4.5%	10.3%	4.6%	9.7%	5.3%	7.8%	5.5%
Other Drugs								
Always	59.8%	77.1%	48.4%	71.5%	52.6%	65.4%	58.9%	65.8%
Often	15.7%	11.8%	18.1%	15.1%	16.9%	16.7%	15.7%	17.5%
Sometimes	14.6%	6.3%	19.1%	8.9%	19.1%	12.1%	16.7%	11.0%
Never	9.9%	4.8%	14.4%	4.6%	11.4%	5.7%	8.8%	5.6%

*Columns may not always add to 100% due to rounding.

Comparison to 2002 Survey Data

Overall, the vast majority of Maryland students report feeling safe at school, going to or from school, or in their neighborhoods. Substance use in the sixth and eighth grades seems to have more of an effect on perceptions of safety than substance use among high school sophomores and seniors. A majority of students report that they have an adult that they can confide in at home. In the following discussion, comparisons between the findings for 2002 and 2004 are made.

As was the case in 2002, the majority of students in 2004 reported feeling safe, regardless of their location or grade level. In 2002, across all locations, perceptions of safety generally increase with grade level. For example, when asked if they feel safe going to or from school, 49.9% of sixth grade students, 52.1% of eighth grade students, 53.8% of tenth graders, and 53.9% of twelfth graders indicated that they *never* feel unsafe traveling between school and home. These trends continued in 2004 with some slight increases in percentages, where, 51.4%

of sixth grade students, 53.9% of eighth grade students, 54.5% of tenth graders and 56.1% of twelfth graders indicated that they *never* feel unsafe traveling between school and home. In 2002, the majority of surveyed students (91% or more) at each grade level indicated they were not absent from school during the last four weeks because they feel unsafe. Of those who did feel unsafe, approximately 2% of students missed 4 or more days of school because they felt unsafe. In 2004, the results in this area were extremely similar as 92% or more at each grade level indicated they were not absent from school during the last four weeks because they felt unsafe.

As with 2002, it is still a trend for the majority of users and non-users, regardless of substance, to indicate that they are *never* absent from school due to safety concerns across all grade levels. Non-users, regardless of the substance, were more likely to indicate that they had not missed any school due to a lack of personal safety, as was the case in 2002. However, there was a slight decrease across all substances and grade levels for the percentage of students reporting zero absences due to a lack of safety when compared to results for 2002. The most notable differences in findings between 2002 and 2004 occurred among sixth graders. For example, there was an increase of one percentage point of cigarette users who reported that they were absent 2 or more days due to feeling unsafe, with a similar increase in the percentage of alcohol users reporting more frequent absences (a difference of 1.6 percentage points between 2002 and 2004). However, there was a decrease of 1.6 percentage points in the percent of sixth grade users of other drugs reporting 2 or more absences due to feeling unsafe in 2004 compared to 2002.

Compared to data reported in 2002, results from the 2004 MAS are remarkably similar when examining whether students believe they have an adult that they can talk to at home or at school, even when comparing responses by gender. As in 2002, higher percentages of students across all grade levels indicated that they *always* have an adult to talk to at home versus school. When comparing 2002 data to 2004 data, the percentages remained quite similar. For example, in 2002, 74.9% of sixth graders indicated that they *always* had an adult to talk to at home, while 75.4% reported this in 2004. When examining the results for whether or not there is an adult at school, the comparison between 2002 and 2004 also reveals similar percentages of students indicating that they *always* have an adult in which to confide. For example, in 2002, 58.9% of eighth graders indicated that they *always* have an adult to talk at school, while in 2004, 58.8% reported this response. As in 2002, tenth graders were least likely to indicate they *always* had an adult to talk to at school; in 2002 the percentage reporting this response was 49.5% and in 2004 it was 49.2%.

Very similar percentages were also given in 2002 and 2004 when examining the percent of respondents who have an adult to talk to by gender. As in 2002, higher percentages of sixth grade and twelfth grade females than males indicated that the *always* have someone to talk to either at school or at home. As in 2002, males and females were less similar when comparing those who reported that they *never* have an adult to talk to at school. For example, among 2002 sixth grade respondents, 10.6% of males compared to 6.6% of females reported that they *never* have an adult to talk to at school, while in 2004, 11.5% of males and 7.3% of females supplied this response.

CHAPTER X
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CHAPTER X

IMPLICATIONS FOR PROGRAM PLANNING AND POLICY

SUMMARY OF FINDINGS

Ten-Year Trends in Substance Use Rates

Adolescent substance abuse remains a significant concern of educators as well as families and community institutions. The MAS serves as an essential component of policy and program development by providing long term trend and recent usage patterns to those tasked with safeguarding the health and well being of Maryland's youth. Long term trend data show that efforts toward prevention over the last ten-years have met with varying levels of success. As documented in Chapter IV of this report (Table 4.1):

The ten-year trend of current users¹ of alcohol shows a:

	1994 – 2004 Change
decline from 53.3% to 44.1% by twelfth graders	9.2%
decline from 45.0% to 31.4% by tenth graders	13.6%
decline from 31.0% to 16.2% by eighth graders	14.8%
decline from 10.4% to 5.4% by sixth graders	5.0%

The ten-year trend of current users of cigarettes shows a:

	1994 – 2004 Change
decline from 29.9% to 19.8% by twelfth graders	10.1%
decline from 26.7% to 11.2% by tenth graders	15.5%
decline from 20.8% to 5.9% by eighth graders	14.9%
decline from 5.4% to 1.5% by sixth graders	3.9%

The ten-year trend of current users of marijuana shows a:

	1994 – 2004 Change
decline from 25.3% to 21.9% by twelfth graders	3.4%
decline from 22.8% to 15.6% by tenth graders	7.2%
decline from 13.0% to 6.4% by eighth graders	6.6%
decline from 1.8% to 0.8% by sixth graders	1.0%

¹ Last 30 days use rate.

The ten-year trend of current users of inhalants shows a:

	1994 – 2004 Change
decline from 4.7% to 2.0% by twelfth graders	2.7%
decline from 6.2% to 2.3% by tenth graders	3.9%
decline from 10.8% to 3.3% by eighth graders	7.5%
decline from 3.6% to 2.2% by sixth graders	1.4%

Alcohol

These data reveal real successes in the prevention efforts of school systems in alcohol use, especially for sixth and eighth graders where data indicate an almost 50% improvement in the percentage of current drinkers over the past ten-years. That is, in percentage terms, there are only half as many drinkers in 2004 as there were in 1994.

Smoking

Similarly, data on current smokers show major improvements in rates by sixth, eighth, and tenth graders. Eighth and sixth graders show a 72% decline and tenth graders a 58% decline among current smokers.

Marijuana

Data show substantial long term improvement in the percentage of sixth and eighth grade school children using marijuana. Usage rates declined by 56% among sixth graders and 51% among eighth graders.

Inhalants

Long term decline in use of inhalants has been one of the greatest successes of prevention efforts in Maryland. Data show a 69% decline in use by eighth graders, a 63% decline in use by tenth graders and a 57% decline by twelfth graders in the past ten-years.

Ten-year trend data for lesser used illegal drugs² show positive results for LSD, PCP, amphetamine, and methamphetamine use rates across grade levels. Ten-year trend data are not all positive however. Use of several substances has remained unaffected by prevention efforts or even increased. Table 4.1 (in Chapter IV) reveals virtually no change in usage rates in twelfth grade last 30 day users of barbiturates, amyl/butyl nitrate, other forms of cocaine, steroids, designer drugs or injection of illegal drugs with needles. No changes in last 30 day use rates were noted for tenth graders for other forms of cocaine, steroids, heroin, or injection of illegal drugs with needles. There also was no change in use rates of steroids by eighth graders or other forms of cocaine by sixth graders. While last 30 day use rates of these substances are small, these are among the most physically and mentally detrimental of all illegal substances.

Data show small increases in last 30 day use rates by twelfth graders for prescription narcotics (i.e., codeine, morphine, methadone, and percodan), crack, and heroin. There were no usage rate increases in sixth, eighth, or tenth graders.

² Any substance other than alcohol, tobacco, marijuana, and inhalants.

Recent Changes in Substance Use Rates

Data in Table 4.1 show the impact of Maryland’s most recent prevention programs and policies. Comparison of last 30 day usage rates from 2002 to 2004 show relatively small changes from the last to the current survey, with some grade populations evidencing small improvements while others experienced small use rate increases in areas of persistent concern such as alcohol, cigarettes, marijuana, and inhalants.

The two year trend of current users of alcohol shows a:

	2002-2004 Change
decline from 44.3% to 44.1% by twelfth graders	0.2%
decline from 35.0% to 31.4% by tenth graders	3.6%
decline from 16.4% to 16.2% by eighth graders	0.2%

The two year trend of current users of cigarettes shows a:

	2002-2004 Change
decline from 12.7% to 11.2% by tenth graders	1.5%
decline from 6.6% to 5.9% by eighth graders	0.7%

The two year trend of current users of marijuana shows a:

	2002-2004 Change
decline from 16.7% to 15.6% by tenth graders	1.1%
decline from 6.9% to 6.4% by eighth graders	0.5%

The two year trend of current users of inhalants shows a:

	2002-2004 Change
decline from 2.2% to 2.0% by twelfth graders	0.2%
decline from 2.7% to 2.3% by tenth graders	0.4%

Alcohol

In spite of the broad success of prevention programs across grades in the past ten-years, data on recent changes in use rates show limited improvement among eighth and twelfth graders and somewhat more improvement (10.3%) in tenth grade use rates. However, the sixth grade data show a small increase in drinking over the past two years. Five percent of the sixth graders report using alcohol in 2002 compared to 5.4% in 2004. This represents an 8% increase in drinkers among this very young population.

Smoking

Overall, the 2004 survey shows modest gains by prevention programs for tobacco use in the eighth and tenth grade populations. Data show that there are 11.8% fewer tenth grade smokers and 10.6% fewer eighth grade smokers in 2004 compared to 2002. However, there was no change at all in the percentage of twelfth grade smokers over the past two years and sixth graders actually had a greater percentage of smokers (1.3% vs. 1.5% - a 15.4% increase).

Marijuana

Marijuana continues to be a little used substance by sixth graders. Data show no change in the use rates over the past two years in this group. Data also reveal small declines in use by eighth and tenth graders. However, the twelfth graders' use rate increased by 4.3% (21% to 21.9%).

Inhalants

Use of inhalants by tenth and twelfth graders, while small, has continued to decline since the last survey. Data indicate that there are 9.1% fewer twelfth grade inhalant users (2.2% vs. 2.0%) and 14.8% fewer tenth grade inhalant users (2.7% vs. 2.3%) in 2004 than in 2002. Counter to the long term trend, usage rates by sixth and eighth graders appear to have increased during this time period, however. The percentage of eighth graders who reported using inhalants grew from 3.1% to 3.3% and the percentage of sixth graders who reported using inhalants increased from 1.9% to 2.2%. However, since the actual numbers of users in 2004 represented by these percentages are relatively small (1,511 students in grade 6; 2,276 students in grade 8), these increases represent 189 additional sixth grade students and 168 additional eighth grade students who are current inhalant users over 2002.

Changes in Lesser Used Substance Rates

An examination of the changes over the last two years in the use rates of lesser used drugs reveals decreased numbers of twelfth grade users of amyl/butyl nitrates (1.3% -1.1%), other forms of cocaine (3.1% - 2.9%), designer drugs (3.6% - 2.7%), prescription narcotics (4.4% - 4.2%), LSD (2.7% -2.1%), methamphetamine (2.1% - 1.9%), amphetamine (5.8% - 4.6%) and injection of illegal drugs with needles (1.2% - 1.0%).

Fewer tenth graders report using barbiturates (2.3% - 1.8%), amyl/butyl nitrates (1.1% - 0.9%), other forms of cocaine (2.1% - 1.7%), and designer drugs (3.1% - 1.9%), amphetamines (4.2% - 3.3%), methamphetamines (2.2% - 1.8%), LSD (2.4% - 1.7%), prescription narcotics (3.1% - 2.6%), and crack (1.8% - 1.5%). Use rates of eighth graders declined for only one illegal substance in this category: designer drugs (1.4% - 1.2%). Sixth grade use rates in this category of substances are uniformly low and have not changed appreciably since the previous survey.

Data show instances of increased rates of substance abuse as well. Within the twelfth grade population there was a small increase in the percentage of crack cocaine users (2.1% - 2.3%). There were no instances of increased use rates of the less used substances within the sixth or tenth grade populations. Use rates within the eighth grade population, however, increased for methamphetamines, LSD, amyl/butyl nitrates, crack, other forms of cocaine, and use of needles for drug injections. Increases in use rates among eighth graders for all these

substances were 0.4 percentage points or less on already very small use rates, the largest of which was only 1.1%.

Overall Implications of MAS Results

Data in Table 10.1 reveals many long term successes in Maryland’s prevention policies and programs. Over the past decade there have been declines in substance abuse in the major problem areas of drinking, smoking, and marijuana as well as for almost all other illegal substances. However, use of prescription drugs, crack, cocaine and heroin have all increased during this time period, posing serious challenges to our programs and policies designed to eliminate the use of these dangerous drugs by school children. Data on the last two year changes in use of crack cocaine continues the long term trend of increased use in the twelfth grade population.

Table 10.1: SUMMARY OF LONG-TERM USAGE TRENDS*

Substance	Grade			
	6th	8th	10th	12th
Alcohol	√	√	√	√
Cigarettes	√	√	√	√
Marijuana	√	√	√	√
Inhalants	√	√	√	√
Amphetamines	√	√	√	√
Methamphetamines	√	√	√	√
LSD	√	√	√	√
PCP	√	√	√	√
Prescription Narcotics	√	√	√	X
Barbiturates	√	√	√	--
Amyl/butyl nitrates	√	√	√	--
Crack	√	√	√	X
Other cocaine	--	√	--	--
Steroids	√	--	--	--
Designer drugs	√	√	√	--
Heroin	√	√	--	X
Needles	√	√	--	--

*Legend:

- Positive Change (decrease in use) = √
- Negative Change (increase in use) = X
- No Change(no change in use) = --

Table 10.2 presents data on more recent changes in use rates. With only a few exceptions, data in table 10.2 confirm the long term improvement trend in substance abuse for tenth and twelfth graders. However, substance use by sixth and eighth graders does not evidence a similar program and policy success. The current survey shows that more sixth graders are drinking, smoking, using marijuana, and inhalants now than two years ago. Further, there have been virtually no declines in substance abuse in this group for almost all assessed substances. While data on eighth graders show positive results for smoking, drinking, designer drugs and marijuana, use of almost all other types of substances have increased slightly or remained unchanged.

Table 10.2: SUMMARY OF LAST TWO YEAR USAGE TRENDS (2002-2004)^{1*}

Substance	Grade			
	6th	8th	10th	12th
Alcohol	X	√	√	√
Cigarettes	X	√	√	√
Marijuana	X	√	√	X
Inhalants	X	X	√	√
Amphetamines	--	--	√	√
Methamphetamines	--	X	√	√
LSD	--	X	√	√
PCP	√	--	--	--
Prescription Narcotics	--	--	√	√
Barbiturates	--	--	√	--
Amyl/butyl nitrates	--	X	√	√
Crack	--	X	√	X
Other cocaine	--	X	√	√
Steroids	--	--	--	--
Designer drugs	--	√	√	√
Heroin	--	--	--	--
Needles	--	X	--	√

¹Data from the Monitoring the Future Survey (2002-2004) show increased use of inhalants by eighth graders and decreased use of methamphetamines, LSD, and crack. The data on "other cocaine" and needle use remained unchanged. No data was reported on eighth grade use of amyl/butyl nitrates or on sixth grade substance use.

*Legend:

- Positive Change (decrease in use) = √
- Negative Change (increase in use) = X
- No Change(no change in use) = --

Summary of Trends in School Safety

In addition to surveying substance use rates, the MAS included a number of items on school safety. Findings on school safety indicate that while the majority of our students feel safe at school and on their way to and from school, and in their neighborhoods a significant percentage do not. Current survey results show that about twenty percent of students in sixth, eighth, tenth, and twelfth grades say they feel unsafe at least some days while at school or on

their way to/from school. Trend data from 1998 to 2004³ reveal that there were slightly fewer students feeling unsafe at school in 2004 than 2001 (Table 10.3) across all grades. However, these data also show a higher percentage of twelfth graders felt less safe on their way to school in 2004 compared to 2001 and less safe in 2001 compared to 1998. Current survey data also show that a slightly higher percentage of sixth graders feel less safe on the way to school than they did in 2001.

Table 10.3: PERCENT OF STUDENTS FEELING UNSAFE AT LEAST SOME DAYS AT SCHOOL AND GOING TO AND FROM SCHOOL

Felt Unsafe	Grade			
	6th	8th	10th	12th
At school				
1998	-	20.9%	19.9%	14.7%
2001	24.6%	26.7%	26.8%	21.4%
2004	21.6%	22.4%	20.8%	19.0%
Going to or from school				
1998	-	19.3%	16.2%	14.2%
2001	22.5%	21.2%	18.6%	14.9%
2004	23.5%	20.0%	17.7%	16.8%

These findings suggest the importance of continuing and strengthening current prevention and school safety efforts in our schools. Long term substance use data indicate that program and policy efforts were generally successful and should be maintained for all grades and substances. However, policies and programs targeting the twelfth grade population’s use of prescription narcotics, crack cocaine, and heroin have not met with success. Examination of recent change data reveals that current prevention strategies targeting the sixth and eighth graders need to be improved.

Data on school safety for 80.0% of the students validate school policies and programs designed to make schools a safe environment for children to learn. However, these programs and policies, by themselves, have not made at least one fifth of the school population feel safe at school or on their way to and from school. Further, the trend data imply that for sixth and twelfth graders the trip to school is perceived as more dangerous currently than in the past. Policies and programs that focus on improving the safety of students must be expanded and new research based programs implemented in order to address this important concern.

CURRENT POLICY AND PROGRAM INITIATIVES

The Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act* in 2002. This legislation along with the *No Child Left Behind Act* of 2001, provides a powerful framework for Maryland’s 24 local school systems (LSS) to address academic and school safety concerns. Under this legislation, school systems have a wide range of discretion in determining how to use federal funds allocated to support programs to prevent violence in and around schools, prevent the illegal use of alcohol, tobacco, and other drugs (ATOD) by young people

³ School safety items were added to the MAS in 1998. In 1998, these questions were not asked of sixth graders.

and foster a safe and drug-free learning environment that supports academic achievement. The MAS provides essential information enabling all 24 local school systems to assess the effectiveness of strategies selected for the creation and maintenance of safe and drug free schools.

For example, one school system used information from the MAS to identify the need to target tobacco and alcohol prevention in eighth, tenth, and twelfth grades. The LSS employed a Tobacco Specialist, and also implemented Project Alert, a researched based, U.S. Department of Education exemplary drug prevention program for middle-grade students that focuses on cigarettes and alcohol, as well as marijuana and inhalant prevention. The results were a reduction in reported drug usage from 2002 to 2004 across all three grade levels.

The Maryland State Department of Education (MSDE) also employs the MAS to target increased rates of substance abuse with policies and programs. The 2000/2001 MAS data showed increased usage rates of ecstasy. In 2001 MSDE, in partnership with the University of Maryland, developed a video⁴ designed to reduce ecstasy use among Maryland students. This video combined with efforts by LSS implementing associated lesson plans contributed to reducing rates of eighth grade ecstasy use from 2.4% in 2000 to 1.4% in 2002 and 1.2% in 2004.

Recent initiatives in substance abuse prevention include the partnership of MSDE, the Office of the First Lady of Maryland, and the Maryland Teen Advisory Council (TAC-MD). The mission statement developed by TAC is:

To be a substance free community sharing a realistic teen perspective to students and the general public to help prevent destructive decisions by their peers and coordinate alternative activities for teens, including motivating students to advocate for safe and inviting community centers and teen activities.

This mission statement provides a clear message that together we can all make a difference in Maryland. This focus on peers helping peers not to use ATOD is a statewide partnership committed to ensuring Maryland's youth are not devastated by academic failure or dropping out of school because of ATOD use.

TAC-MD, MSDE, and the Office of the First Lady of Maryland kicked off the 2005-2006 school year with an "I Want To Know/Live Clean" campaign, a new statewide initiative to encourage parents and students to talk more openly with each other about underage drinking and substance abuse. By signing a substance abuse pledge, parents are collectively stating, "I WANT TO KNOW everything about my child and how I can help my son or daughter make good decisions about these very important issues." MSDE has also distributed "A Parent's Guide for the Prevention of Alcohol, Tobacco, and Other Drug Use." Maryland's leadership is committed to supporting students and parents, bringing greater exposure to the ATOD issue.

In the fall of 2005, MSDE will be participating with other Maryland representatives and the Governor's Office of Crime Control and Prevention in the National Meeting of States on Underage Drinking sponsored by the U. S. Department of Health and Human Services and the

⁴ Stolen Dreams: The Reality of Ecstasy

Federal Interagency Coordinating Committee on the Prevention of Underage Drinking. Participants at this conference will work on developing strategies for prevention and reduction of underage drinking in the United States.

Maryland has invested in research based programs such as Second Step, Life Skills, and Cooperative Discipline and recently developed several new initiatives designed to improve school safety and to provide targeted assistance to students identified as the most disruptive in schools. In 2002, the Maryland State Board of Education adopted a regulation to identify persistently dangerous schools.⁵ Schools so classified are required to develop and implement corrective action plans to alleviate the conditions that led to being designated as persistently dangerous. MSDE reviews the corrective action plans and monitors compliance. In addition, MSDE identifies elementary schools with suspension rates in excess of 18%. These schools are required to implement the Positive Behavioral Interventions and Support (PBIS) Program or an alternative behavioral modification program.⁶ All LSSs and schools also are required to develop and implement plans to keep staff and students safe in case of a disaster or traumatic event.⁷ Finally, MSDE will be collecting information regarding incidents of bullying and harassment from each LSS.⁸ These data will be collected annually in order to provide current trends and demographics to our planners and program implementers.

K-12 Prevention Curriculum

Effective drug and violence prevention curricula provide current information that help young people understand the consequences of ATOD use and abuse and provide them with appropriate skills to resist pressures to use ATOD or to engage in other risky and disruptive behaviors. These curricula also provide opportunities to practice these skills so that our adolescents will be comfortable using the skills when they are needed. In order to build *resiliency* in Maryland's adolescents, a drug and violence prevention curriculum is mandated for grades K through 12. In order to create a seamless approach to drug and violence prevention, Maryland also continues to emphasize the importance of parents and communities in reinforcing the "no use" message and in supplementing efforts to provide resistance skills. The MAS provides essential data on the effectiveness of collaborative efforts in this area and the need to refocus resources.

Since 1990, the MAS has included questions to evaluate knowledge about illicit substances. Results have consistently shown that prevention educators are successful in imparting this information. However, when "knowledge" is compared to behaviors there is cause for concern. For example, over 90% of eighth, tenth, and twelfth graders reported that they knew they should take a drinking friend's car keys to prevent him or her from driving, but 25.6 % of twelfth graders reported having been a passenger with a drinking driver once or twice and 14.6% reported that they had accepted a ride from an impaired driver three or more times. These percentages are lower than those reported in 2002, when 37% of twelfth grade respondents reported having been a passenger in a car with a drinking driver.

⁵ COMAR 13A.08.01.18-.20 Probationary and Persistently Dangerous School Designation and Unsafe School Transfer Policy

⁶ Section 7-304.1 of the Education Article of the Annotated Code of Maryland.

⁷ COMAR 13A.02.02.01-.04 Emergency Plans

⁸ Safe Schools Reporting Act, 2005

As expected, most substance users of alcohol, tobacco, and marijuana do not perceive substance abuse as especially risky behavior. Also, as noted in previous reports, friends of users were at least twice as likely as the friends of non-users to approve of the use of ATOD. Educators and prevention professionals need to develop new and better ways to convince students that using drugs has the potential for serious long term negative consequences for users and their families. Long term trend data has consistently demonstrated that information is not, in and of itself, effective in changing the perceptions and behaviors of users. The risky behaviors of substance abusers are anchored in tolerant communities and like minded peer groups. Therefore, effective prevention must work with both peers and communities in a more comprehensive approach to substance abuse education. One such approach might be to integrate “character education” into the curriculum across grade levels.

Analysis of the data suggests that more than 67% of users and non-users across all grade levels were taught the skills to resist pressures to use ATOD. However, in 2004 relative to 2002, fewer students report that they had been taught steps to resist social pressure. Sixth grade users and non-users of alcohol and other drugs had the largest decreases in those who report they were taught steps to resist substance use. For example, in 2002, 77.9% of sixth grade users of alcohol reported they had been taught steps compared to 67.0% in 2004 (a 10.9 percentage point decline). Similarly, in 2002, 88.4% sixth grade non-users of alcohol reported they had been taught steps compared to 80.1% in 2004 (an 8.3 percentage point decline). For sixth grade non-users of other drugs, in 2002, 88.5% reported they had been taught steps compared to 80.3% in 2004.

The discrepancy between users and non-users in applying the skills is also significant. Across all grade levels, considerably more non-users than users indicate they were taught the steps to resist social pressure, fewer indicate that they felt comfortable saying no, and fewer planned to resist using substances in the future. These data suggest that at least some students who became substance users might have benefited from lessons on resisting peer pressure.

Early Identification and Intervention

Preventing drug use in younger populations will ultimately reduce the prevalence of drug use among these adolescents as they get older. Responses to the 2004 MAS indicate that many adolescents began to use illegal substances even before their teenage years. Data show that many students who use alcohol or other drugs report that they experienced a variety of problems associated with their substance use. Between 3% and 12% of eighth, tenth, and twelfth grade users report that they were absent from school because of their alcohol or other drug use while 3% to 9% of these youth report that they had experienced poor school performance as a result of their substance use. Because of their behaviors, substance users are likely to become known to school administrators, teachers, and student services professionals (i.e., school nurses, counselors, pupil personnel workers, social workers, or psychologists). These results suggest that elementary and secondary school staff (i.e., bus drivers, maintenance personnel, secretaries, cafeteria workers, teachers, and administrators) should be informed about the nature and extent of adolescent substance use, particularly in their school and community and receive training on the signs and symptoms of substance use as well as basic intervention techniques. In addition, school staff should be provided information about appropriate school and community resources so that they have the capability to refer youth and families as soon as problems become apparent.

These data continue to reinforce the need to continue student support programs such as the Maryland Student Assistance Program and the Student Services Teams. Adolescents and their families must have access to appropriate services and supports in order to reduce substance abuse. This is especially relevant for those who report they are currently using multiple substances. MAS data in 2004 illustrate that 10.1% of twelfth graders are currently smoking, drinking, and using marijuana. For this population intervention by trained professionals rather than prevention programs are indicated. Finally, these data argue for the importance of continuing to provide a Safe and Drug-Free Schools Coordinator in every school system in Maryland in order to provide the experience and expertise to oversee and coordinate support and referral services.

Peer Leadership and Support

Data on perceptions of peer support for users of illegal substances confirms the importance of peer group approval for counter cultural behavior. Students who do use such substances think that their behavior is approved of by friends (Table 7.14) while non-using adolescents believe that their friends do not approve of the use of illegal substances. These data confirm the importance of peer group approval to adolescents in defining appropriate and inappropriate behaviors. Intervention and prevention programs designed to work with groups to redefine acceptable behaviors in accord with general social standards of approved conduct are predicated on this analysis. Examples of research based programs in Maryland schools that focus their efforts on peer groups include Students Helping Other People (SHOP) and Students Helping Others and Understanding Themselves (SHOUT). In addition, Students Against Destructive Decisions (SADD), and Peer Helpers/Mediators/Tutors are during and after school activities that also contribute to a comprehensive effort to reduce risky behaviors. As previously discussed in this chapter, under *Current Policies and Programs*, the Maryland Teen Advisory Council (TAC-MD) in association with MSDE and the Office of the First Lady of Maryland has developed a program supporting responsible decisions and behavior of teens as related to substance abuse. Maryland schools and school systems should continue this comprehensive proactive approach to the reduction of substance abuse. Schools should increase opportunities for students to become involved with positive activities, thus creating a supportive climate for socially appropriate behavior in age-mates.

Community and Family Support

Information presented in Chapter VII on protective factors indicate that non-users of illegal substances have a closer relationship with parents and family, that they can talk to their parents about alcohol and drugs, and that parents keep closer tabs on them than substance users. Although these data indicate the importance of family support for non-users, the data also show that family support in Maryland may be improved. Table 7.11 reveals that only 54% of sixth graders, 41% of eighth graders, 31% of tenth graders, and 26.7% of twelfth graders have an adult who *always* talks to them about substance abuse. Programs that educate family members on the value of communicating no use messages to teens in the context of a family that maintains strong ties to their children are likely to promote both academic excellence and acceptable behavior. MSDE has made family involvement one of its five goals. Most recently, a statewide citizens committee, Maryland Parent Advisory Council (M-PAC) made a number of recommendations to

the State Board of Education. These include improving parents' ability to be involved in schools and that involvement is "a responsibility shared among schools, families, and communities."

Communities must also be involved in establishing and supporting consistent no use policies. For example, data on cigarette acquisition (Table 3.8) indicate that more than 42% of twelfth grade cigarette smokers purchased their cigarettes in a store. Of these purchasers, more than 34% were not asked to show proof of age, an increase since 2001 when 29% were not asked. These findings suggest that community leaders and local businesses need to do more to be consistent in expressing their positive expectations for Maryland's young people.

SUMMARY

MAS data provides information on where we are relative to where we need to be in decision making about policy formation, intervention/prevention programs, staff development, coordination of services, public awareness programs, and resources. The data also support the Maryland State Department of Education's efforts to highlight the impact parents have as positive influences among students in terms of not drinking and not using other drugs.

The MAS data show long term successes and remaining challenges in reducing the use of ATOD. Of particular concern in this year's data is the lack of progress being made with sixth and eighth grade students. Data on sixth graders show increased use of drugs such as alcohol, cigarettes, marijuana, and inhalants. Eighth graders are of particular concern in regard to inhalants, methamphetamines, LSD, crack, and the lesser used but extremely dangerous substances. Data on school safety also raises concerns.

This survey indicates that about twenty percent of our school children do not feel safe while at school. Findings from the 2004 MAS suggest that we must retain and even expand our prevention efforts that have contributed to such notable declines in smoking, drinking, and use of marijuana. However, MAS data also point out the need to improve efforts targeting sixth and eighth graders as well as the users of lesser used substances in new and innovative ways. Program planners and practitioners should employ more comprehensive school, family, and community based approaches to prevent use of or addiction to illegal substances.

School safety is being addressed by programs such as Positive Behavioral Interventions and Supports in schools with excessive suspension rates and by requiring schools identified as persistently dangerous schools to create safe learning environments for students. However, these are relatively new initiatives and involve a small number of the approximately 1,400 Maryland schools. MAS data indicate the need for a wider effort throughout the State to improve the safety of students not only within our schools, but also on the way to and from school.

Overall, Maryland has continued to serve the health and well being of the community, schools, students, and their families by providing strong, consistent, and clear messages regarding the negative effects of substance abuse. The 2004 MAS points the way to continued success in meeting the challenges of student substance abuse and school safety.

APPENDIX A
SCHOOLS NOT INCLUDED IN THE
SAMPLING FRAME FOR THE 2004 MAS

SCHOOLS NOT INCLUDED IN THE SAMPLING FRAME FOR THE 2004 MAS

LSS	School ID	Name	Reason
Allegany	0602	Allegany County Evening High School	Evening high school
	2401	Eckhart Alternative School	Enrollment less than 10 students in target grades
	7777	Allegany County Home & Hospital	Home and hospital school
Anne Arundel	1313	Glen Burnie Evening High School	Evening high school
	2233	Severna Park Evening High School	Evening high school
	4313	South River Evening High School	Evening high school
Baltimore	0054	Evening High School	Evening high school
	0923	White Oak School	Enrollment less than 10 students in target grades
Baltimore City	0044	Montebello Elementary School	Edison school
	0107	Gilmor Elementary	Edison school
	0125	Furman L. Templeton Elementary	Edison school
Calvert	0206	Calvert Country School	Enrollment less than 10 students in target grades
	0299	Calvert County Home & Hospital School	Home and hospital school
Caroline		None	
Carroll	0099	Carroll County Evening High School	Evening high school
Cecil	1514	North East Evening High School	Evening high school
Charles		None	
Dorchester		None	
Frederick	0100	Frederick County Evening High School	Evening high school
Garrett	0401	Bloomington School	Enrollment less than 10 students in target grades
	0599	Northern High Evening School	Evening High School
	0799	Southern High Evening School	Evening High School
	9999	Garrett County Home & Hospital School	Home and hospital school
Harford		None	
Howard		None	
Kent		None	

SCHOOLS NOT INCLUDED IN THE SAMPLING FRAME FOR THE 2004 MAS

LSS	School ID	Name	Reason
Montgomery	0951	Longview School	Enrollment less than 10 students in target grades
	0998	Montgomery County Evening High School	Evening high school
Prince George's	2211	Northwestern Evening High School	Evening high school
Queen Anne's		None	
St. Mary's	2600	St. Mary's County Evening High School	Evening high school
Somerset	1003	None	
Talbot		None	
Washington		None	
Wicomico	0520	Wicomico County Evening High School	Evening high school
Worcester	0401	Cedar Chapel Special School	Enrollment less than 10 students in target grades

APPENDIX B
2004 MARYLAND ADOLESCENT SURVEY
FORM 3
GRADE 12

2004

MARYLAND ADOLESCENT SURVEY

FORM THREE GRADE 12

LSS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

School ID

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Classroom ID

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Sponsors

Maryland State Department of Education
Department of Health and Mental Hygiene, Alcohol and Drug Abuse Administration
Maryland Highway Safety Office

Funded by

Funding for this survey was provided by the Maryland Department of Health and Mental Hygiene's Cigarette Restitution Fund Program, Office of Health Promotion, Education and Tobacco Use Prevention

PLEASE DO NOT WRITE IN THIS AREA



2004

MARYLAND ADOLESCENT SURVEY

The Maryland Adolescent Survey was developed by the Maryland State Department of Education; Department of Health and Mental Hygiene, State Alcohol and Drug Abuse Administration; and Maryland Highway Safety Office. The survey is being given to a representative sample of 6, 8, 10, and 12th graders throughout Maryland. The purpose of the survey is to find out what Maryland students think about tobacco, alcohol, and other drugs, and how often these substances are used by students. Your school is one of the schools chosen to take part in this survey.

This study will provide important information that will be used to improve programs aimed at stopping the use of drugs and helping people who want to stop using them. Your participation is very important. Tell us what you know and think about drugs and whether or not you use them. No one will be able to tell who you are or how you answered the questions.

Many parents, teachers, and state education and health officials want to understand more about what you and your friends think about drug use. This is your chance to let them know.

Directions

- Participation in the survey is voluntary. If you do not want to take the survey, you do not have to.
- To make sure no one will know which survey is yours, **DO NOT** write your name in the survey booklet.
- Read the directions for each section and each question.
- Choose the answer that best fits how you think.
- Use a pencil to darken the circle next to the answer you choose.
This is how an answer should look: ●
- If you change your mind about your answer, carefully erase your old answer before marking your new answer.
- When you have finished answering all the questions, please wait quietly until everyone has finished.

Please do not make any stray marks on this booklet.

Thank you for your help on this important survey.

Section I

Read this first: These questions are about you.

Darken the circle next to the answer that best describes you.

1) What grade are you in?

- 6th 10th
 7th 11th
 8th 12th
 9th

2) Are you male or female?

- Male
 Female

3) Which one answer best describes your grade average last year?

- A – Excellent D – Below Average
 B – Good F – Failing
 C – Satisfactory

4) How old are you?

- 11 or younger 15
 12 16
 13 17
 14 18 or older

5) How do you describe yourself?

- White Hispanic
 African American American Indian
 Asian/Pacific Islander

6) The friends I usually hang out with are mostly:

- one year or more older than I.
 about my age.
 one year or more younger than I.
 some older, some younger.

7) Since the beginning of this school year, about how many days of school have you missed...

...for excused reasons such as illness?

- None Between 5 and 20 days
 Fewer than 5 days More than 20 days

...without an excused reason?

- None Between 5 and 20 days
 Fewer than 5 days More than 20 days

Section II

Read this first: These questions are about the use of tobacco, alcohol, and other drugs. Darken the circle next to the answer that best describes you. If you do not know what a specific drug is, darken the circle for "Never Used" as your answer and move to the next question.

8) At what age (if ever) did you first use **cigarettes**?

Never Used  (Please go to question 11.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many **cigarettes** have you used...

...during the last 30 days? None Less than one a day 1-5 a day Half a pack a day One pack a day More than one pack a day

...during the last 12 months? None Less than one a day 1-5 a day Half a pack a day One pack a day More than one pack a day

Have you ever tried to stop smoking, but found you could not stop? Yes No

9) During the past 30 days, how did you most often get your own **cigarettes**? (Select only one response.)

- I did not smoke cigarettes during the past 30 days.
 I bought them in a store such as a convenience store or supermarket.
 I bought them from a vending machine.
 I gave someone else money to buy them for me.
 I borrowed them from someone else.
 I stole them.
 I got them some other way.

10) During the past 30 days, were you ever asked to show proof of age when you tried to buy **cigarettes**?

- I did not smoke cigarettes during the past 30 days.
 I did not buy cigarettes in a store during the past 30 days.
 Yes, I was asked to show proof of age.
 No, I was not asked to show proof of age.

11) At what age (if ever) did you first use **smokeless tobacco** (chewing tobacco, snuff)?

Never Used  (Please go to question 12.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **smokeless tobacco**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

12) At what age (if ever) did you first use **beer, wine or wine coolers** (don't count religious use or a sip from an adult's drink)?

Never Used  (Please go to question 13.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **beer, wine or wine coolers**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

13) At what age (if ever) did you first use **liquor** (such as rum, vodka, or whiskey; don't count a sip from an adult's drink)?

Never Used  (Please go to question 14.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **liquor**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

14) At what age (if ever) did you first have **five or more servings of alcohol on the same occasion** (a serving is one bottle of beer, one glass of wine, one wine cooler, one shot glass of liquor, or one mixed drink)?

Never Used  (Please go to question 15.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you had **five or more servings of alcohol on the same occasion**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

15) At what age (if ever) did you first use **marijuana** (pot, grass, hashish)?

Never Used  (Please go to question 16.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **marijuana**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

16) At what age (if ever) did you use (huff) inhalants (paint thinner, sprays, aerosols, gasoline)?


Never Used  (Please go to question 17.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used (huffed) inhalants...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

17) At what age (if ever) did you first use amyl nitrate or butyl nitrate (locker room, rush)?

Never Used  (Please go to question 18.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used amyl nitrate or butyl nitrate...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

18) At what age (if ever) did you first use crack (rock)?

Never Used  (Please go to question 19.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used crack...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

19) At what age (if ever) did you first use other forms of cocaine (NOT including crack)?

Never Used  (Please go to question 20.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used other forms of cocaine...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

20) At what age (if ever) did you first use LSD (acid, stickers)?

Never Used  (Please go to question 21.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used LSD...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

21) At what age (if ever) did you first use **PCP** (angel dust, love boat, green)?


Never Used  (Please go to question 22.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **PCP**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

22) At what age (if ever) did you first use **other hallucinogens** (mescaline, "shrooms")?


Never Used  (Please go to question 23.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **other hallucinogens**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

23) At what age (if ever) did you use **steroids** for body building?

Never Used  (Please go to question 24.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **steroids** for body building...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

24) At what age (if ever) did you first use **methamphetamines** (meth, speed, crank, ice)?

Never Used  (Please go to question 25.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **methamphetamines**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

25) At what age (if ever) did you first use **designer drugs** (MDMA, ecstasy)?

Never Used  (Please go to question 26.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **designer drugs**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

26) At what age (if ever) did you first use **heroin** (smack, stuff)?

Never Used  (Please go to question 27.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **heroin**...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

27) At what age (if ever) did you first use a **needle** to inject cocaine, heroin, or other illegal drugs?


Never Used  (Please go to question 28.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used a **needle** to inject cocaine, heroin, or other illegal drugs...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

28) At what age (if ever) did you first use **amphetamines** (uppers, bennies, diet pills, dexies) without your doctor's prescription?

Never Used  (Please go to question 29.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **amphetamines** without your doctor's prescription...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

29) At what age (if ever) did you first use **barbiturates and/or tranquilizers** (downers, reds, Valium) without your doctor's prescription?

Never Used  (Please go to question 30.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **barbiturates and/or tranquilizers** without your doctor's prescription...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

30) At what age (if ever) did you use **narcotics** (Codeine, Morphine, Methadone, Percodan) without your doctor's prescription?

Never Used  (Please go to question 31.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **narcotics** without your doctor's prescription...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

31) At what age (if ever) did you first use **Ritalin (Vitamin R)** without your doctor's prescription?

Never Used  (Please go to question 32.)

Used at age 10 or under 11-12 13-14 15-16 17 or older

How many times have you used **Ritalin** without your doctor's prescription...

...during the last 30 days? 0 1-2 3-5 6-9 10-19 20-39 40 or more
...during the last 12 months? 0 1-2 3-5 6-9 10-19 20-39 40 or more

Section III

Read this first: These questions are about what you have learned about tobacco, alcohol and other drugs. For each question, darken the circle next to the best answer. Mark only one answer per question.

32) A desire to continue taking a drug because of emotional reasons is called:

- psychological dependence.
- physical dependence.
- drug use.
- tolerance.

33) If someone you know has taken an overdose of downers, you should:

- let the person sleep until you can get him/her to a hospital.
- give the person some uppers.
- give the person some alcohol.
- call emergency number 911 and keep the person awake.

34) Barbiturates and alcohol taken together may:

- neutralize each other.
- have no effect.
- cause coma or death.
- none of the above.

35) You are at a party and a friend drinks and decides to drive home. What should you do?

- Take your friend's keys.
- Suggest that your friend take a cold shower.
- Give your friend several cups of coffee.
- Suggest your friend exercise to burn off the alcohol.

36) One of the effects of long-term marijuana use is that it:

- slows down social growth and learning.
- improves self-esteem.
- speeds up memory.
- causes impaired hearing.

37) First offense for possession of marijuana in Maryland for a person 18 or older can lead to:

- a fine and jail sentence.
- a mandatory jail sentence.
- loss of driver's license.
- there is no penalty.

38) People taking LSD, PCP or other hallucinogens will:

- be wide awake.
- be sleepy.
- see or hear things differently.
- lose their appetite.

39) People react differently to drugs:

- because of how they feel before taking the drug.
- because of how much of the drug they take.
- because of how tall they are or how much they weigh.
- all of the above.

40) Use of steroids for body building can:

- cause heart and liver disease.
- provide an athlete with an unfair advantage.
- cause a person to become overly aggressive or violent.
- all of the above.

41) Use of inhalants (paint thinner, sprays, aerosols, gasoline) can:

- cause brain damage or death.
- cause acne.
- cause a person to become more alert.
- all of the above.

42) Use of crack cocaine can:

- cause a person to become sleepy.
- cause dependence after first use.
- not cause any form of dependence.
- cause no harmful effects to the body.

43) The tobacco product that has been proven to cause cancer is:

- cigarettes, cigars, and pipe tobacco.
- chewing tobacco.
- snuff.
- all of the above.

44) The most abused drug is:

- crack cocaine.
- marijuana.
- heroin.
- alcohol.

45) Prescription drugs:

- should be used according to label directions.
- can be safely shared with others.
- cannot hurt you, unlike illegal drugs.
- cannot cause dependence.

46) Drugs that slow down all body organs, including the heart are called:

- plasmas.
- depressants.
- hormones.
- stimulants.

47) What effect does smoking have on the body's system?

- It makes the lungs unable to take in as much air with each breath.
- It reduces the flow of blood through the vessels.
- It causes bad breath.
- All of the above.

48) Carol offered Debbie a cigarette and told her all of her friends smoked and if Debbie wants to be with them, she has to smoke too. What is this called?

- parental pressure
- peer pressure
- physical pressure
- political pressure

49) The body system that is MOST interfered with when drinking alcohol is:

- the brain and nervous system.
- the lungs and respiratory system.
- the bones and skeletal system.
- the glands and hormonal system.

Section IV

Read this first: These questions are about your family (family means the people who live with you). For each statement, darken the circle next to the answer that best describes you.

50) How often does the following happen?

	Always	Often	Sometimes	Never
An adult at home makes sure that I wake up in time for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk about my problems with an adult in my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can talk my family out of punishing me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone at home would worry about me if I were coming home late from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone at home would worry about me if they didn't know where I was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family eats at least one meal together each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When an adult says "no" about something I want to do, I can find a way to change his/her mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult at home listens to me when I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family does at least one activity together at least once a week (going out to dinner, watching a movie, playing games, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An adult at home talks to me about <u>not</u> using alcohol and drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents have rules about the people I can be with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V

Read this first: These questions are about you. For each question, darken the circle next to the best answer that describes you.

Yes - I definitely feel this is TRUE.

No - I definitely feel this is NOT TRUE.

Not Sure

- I am NOT SURE if this is true.

Part 1: SMOKING CIGARETTES

	Yes	No	Not Sure
51) I was taught steps in school to say no when my friends or others in my school pressure me to smoke cigarettes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52) If others wanted me to smoke cigarettes, I would feel comfortable saying no.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53) I have used steps to say no in my own life when others have pressured me to smoke cigarettes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54) I plan to resist peer pressure to smoke cigarettes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: DRINKING ALCOHOL

- | | Yes | No | Not Sure |
|--|-----------------------|-----------------------|-----------------------|
| 55) I was taught steps in school to say no when my friends or others in my school pressure me to <i>drink alcohol</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56) If others wanted me to <i>drink alcohol</i> , I would feel comfortable saying no. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57) I have used steps to say no in my own life when others have pressured me to <i>drink alcohol</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58) I plan to resist peer pressure to <i>drink alcohol</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part 3: USING ILLEGAL DRUGS

- | | Yes | No | Not Sure |
|--|-----------------------|-----------------------|-----------------------|
| 59) I was taught steps in school to say no when my friends or others in my school pressure me to use <i>illegal drugs</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60) If others wanted me to use <i>illegal drugs</i> , I would feel comfortable saying no. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61) I have used steps to say no in my own life when others have pressured me to use <i>illegal drugs</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62) I plan to resist peer pressure to use <i>illegal drugs</i> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section VI *Read this first:* These questions are about where drugs are available. For each question, darken the circle next to the answer that best describes you.

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 63) IN SCHOOL OR ON SCHOOL GROUNDS , since the beginning of the school year, has someone offered to give you, buy for you, or sell you... | ...tobacco? | <input type="radio"/> | <input type="radio"/> |
| | ...alcohol? | <input type="radio"/> | <input type="radio"/> |
| | ...any other drugs? | <input type="radio"/> | <input type="radio"/> |
| 64) OUTSIDE OF SCHOOL , since the beginning of the school year, has someone offered to give you, buy for you, or sell you... | ...tobacco? | <input type="radio"/> | <input type="radio"/> |
| | ...alcohol? | <input type="radio"/> | <input type="radio"/> |
| | ...any other drugs? | <input type="radio"/> | <input type="radio"/> |
| 65) Have you ever been asked to sell drugs? | <input type="radio"/> | <input type="radio"/> | |

Section VII *Read this first:* For each question, darken the circle next to the answer that is true for you.

- | | Yes | No |
|--|-----------------------|-----------------------|
| 66) Have you ever... | | |
| ...been absent from school because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...had health problems because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...been drunk at school because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...had family problems because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...been arrested because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...done poorly in school because you drank alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...tried to stop, but found you couldn't stop drinking alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...driven under the influence of alcohol? | <input type="radio"/> | <input type="radio"/> |
| ...been a passenger in a vehicle in which the driver was under the influence of alcohol? | <input type="radio"/> | <input type="radio"/> |

Question 67 is about drugs OTHER than alcohol or tobacco (DO NOT include alcohol or tobacco).

67) Have you ever...

- ...been absent from school because you used drugs?
- ...had health problems because you used drugs?
- ...been high at school because you used drugs?
- ...had family problems because you used drugs?
- ...been arrested because you used drugs?
- ...done poorly in school because you used drugs?
- ...tried to stop, but found you couldn't stop using drugs?
- ...driven under the influence of drugs?
- ...been a passenger in a vehicle in which the driver was under the influence of drugs?
- ...used two or more drugs on the same occasion?

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

68) Have you ever...

- ...used alcohol and marijuana on the same occasion?

Yes	No
<input type="radio"/>	<input type="radio"/>

Section VIII

Read this first: These questions are about how risky or dangerous you think it is to use different drugs. For each question, darken the circle next to the answer that best describes what you think.

69) How dangerous would it be for you to...

- ...smoke cigarettes?
- ...use smokeless tobacco (chewing tobacco, snuff)?
- ...drink beer, wine (other than for religious use), or wine coolers?
- ...drink liquor (rum, vodka, whiskey)?
- ...smoke marijuana (pot, grass, hashish)?
- ...use crack and other forms of cocaine?
- ...use inhalants (paint thinner, sprays, aerosols, gasoline)?
- ...use a needle to inject heroin or any other illegal drugs?

Very Dangerous	Dangerous	Slightly Dangerous	Safe
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IX

Read this first: These questions are about what your parents/guardians and friends would think if you used different substances. For each substance, darken the circle next to the answer that best describes what you think.

70) What would your parents/guardians think if you were to...

- ...smoke cigarettes?
- ...use smokeless tobacco (chewing tobacco, snuff)?
- ...drink beer, wine (other than for religious use), or wine coolers?
- ...drink liquor (rum, vodka, whiskey)?
- ...smoke marijuana (pot, grass, hashish)?
- ...use crack and other forms of cocaine?
- ...use inhalants (paint thinner, sprays, aerosols, gasoline)?
- ...use a needle to inject heroin or any other illegal drugs?

It's O.K.	It's Not O.K.
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

71) What would your friends think if you were to...

- ...smoke cigarettes?
- ...use smokeless tobacco (chewing tobacco, snuff)?
- ...drink beer, wine (other than for religious use), or wine coolers?
- ...drink liquor (rum, vodka, whiskey)?
- ...smoke marijuana (pot, grass, hashish)?
- ...use crack and other forms of cocaine?
- ...use inhalants (paint thinner, sprays, aerosols, gasoline)?
- ...use a needle to inject heroin or any other illegal drugs?

It's O.K.

It's Not O.K.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

Section X

Read this first: These questions are about substance abuse and driving a motor vehicle. For each item, darken the circle next to the best answer that describes your experience.

72) Do you have a Maryland driver's license?

Yes	No
<input type="radio"/>	<input type="radio"/>

73) How often do you use your safety belt...

	Always	Sometimes	Never
...when you drive?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...when you are a passenger?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74) In the past year, how many times have you...

- ...driven while consuming or after consuming **one to four** alcoholic drinks (beer, wine, wine coolers, liquor, etc.)?
- ...driven while consuming or after consuming **five or more** alcoholic drinks (beer, wine, wine coolers, liquor, etc.)?
- ...been a passenger in a vehicle being driven by a person who was consuming or had consumed one or more alcoholic drinks (beer, wine, wine coolers, liquor, etc.)?
- ...driven while using or after using marijuana (pot, grass, hashish)?
- ...driven while using or after using any drug other than marijuana?

	Never	Once or Twice	More Than Twice
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75) If you are under 21 years of age and you are caught driving with a blood alcohol concentration of .02 or greater, you can lose your license.

True	False
<input type="radio"/>	<input type="radio"/>

76) Your blood alcohol concentration will exceed .02 after consuming only one alcoholic drink (beer, wine, wine cooler, liquor, etc.).

True	False
<input type="radio"/>	<input type="radio"/>

77) In the past year, how many times have you...

- ...had to choose between riding and not riding with a driver who had been drinking alcohol or taking drugs?
- ...refused to ride with a driver who had been drinking alcohol or taking drugs?

	Never	Once or Twice	More Than Twice
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78) How dangerous is it to drive within one hour of having consumed or used...

- ...one serving of alcohol (beer, wine, wine cooler, liquor, etc.)?
- ...two servings of alcohol (beer, wine, wine cooler, liquor, etc.)?
- ...three to four servings of alcohol (beer, wine, wine cooler, liquor, etc.)?
- ...five or more servings of alcohol (beer, wine, wine cooler, liquor, etc.)?
- ...tobacco (cigarettes, snuff, chewing tobacco, cigars, etc.)?
- ...marijuana (pot, grass, hashish)?
- ...any form of cocaine?

Very Dangerous	Dangerous	Slightly Dangerous	Safe
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section XI

Read this first: These questions are about safety. For each question, darken the circle next to the answer that best describes your experience.

79) How often do you feel **unsafe** when you are at school?

- Never
- Rarely
- Some days
- Most days
- Every day

80) How often do you feel **unsafe** when going to or from school?

- Never
- Rarely
- Some days
- Most days
- Every day

81) How often do you feel **unsafe** in your neighborhood?

- Never
- Rarely
- Some days
- Most days
- Every day

82) During the LAST FOUR WEEKS, how many days did you not go to school because you felt you would be **unsafe** at school or on your way to or from school?

- 0 days
- 1 day
- 2 or 3 days
- 4 or 5 days
- 6 or more days

83) Is there an adult within your school who is available to talk with you when you have a problem and/or concern?

- Always
- Often
- Sometimes
- Never

84) Is there an adult at home who is available to talk with you when you have a problem and/or concern?

- Always
- Often
- Sometimes
- Never

Thank you for completing this survey!

APPENDIX C
2004 MARYLAND ADOLESCENT SURVEY
(MAS) TEACHER'S GUIDE

2004 Maryland Adolescent Survey Teacher's Guide

Important Note to Teachers

Only students in the grade selected should receive this survey. For example, if you have 9th grade students in a 10th grade selected class, only the 10th graders should complete the survey.

DO NOT switch booklets between classes. The booklets have been assigned to the class indicated on the envelope for tracking purposes.

Step 1: After students are seated, introduce the 2004 MAS with the following:

Today you will be participating in the 2004 Maryland Adolescent Survey. This survey is being conducted by the Maryland Department of Education to assist them in making decisions about state policies. Responses of Maryland students will be compared with responses from students throughout the nation. Within the state of Maryland, only a limited number of students are participating in this survey in approximately 370 schools. Your participation in this survey is voluntary. We ask that you read each question carefully and answer it based on what you really know and do. Because your answers to these questions will determine future policies, it is important that you answer honestly and completely.

Throughout the entire survey process we will maintain strict procedures to protect your privacy and allow for anonymous participation. However, we will be recording the grade that you are in. Please do not write your name on the survey booklet. Your answers are private and we do not want to know your name. Results of this survey will never be reported by student name, class, or school.

Step 2: Ask the students if they have any questions.

Step 3: Distribute the number 2 pencils and survey booklets to members of the class. Give the following instructions:

Please read the instructions on page 1 carefully. After you have read the instructions you may begin answering the questions. Continue to the end of the survey booklet. This survey should take approximately 20-30 minutes to complete. When you finish the survey, turn your booklet over on your desk. When everyone is done, I will collect the surveys. If you have any questions during the survey, please raise your hand. You may begin.

Step 4: While the students are completing the 2004 MAS, fill-out the 2004 MAS Transmittal Sheet for the classroom section to which you are administering the survey.

Step 5: Collect all the completed surveys, and place them into the envelope that they arrived in. Place the completed 2004 MAS Transmittal Sheet on top of the completed surveys. Place unused surveys on top of the 2004 MAS Transmittal Sheet. We do not need the pencils to be returned to us.

Step 6: Return your envelope containing the completed surveys, 2004 MAS Transmittal Sheet and unused surveys to your School Point of Contact. Your School Point of Contact will ensure that the materials are sent via FedEx back to ORC Macro for processing.

**Thank you very much for your assistance with this
important research project!**

**If you have questions or need assistance,
please call the 2004 MAS hotline toll-free at:
1-877-556-2218**

2004
Maryland
Adolescent
SURVEY
Revised Appendix D



ALLEGANY COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	5.2	1.8	2.7	24.8	14.2	18.9	35.6	21.1	27.7	50.2	30.8	38.5
Smokeless tobacco (chewing tobacco, snuff)	1.2	0.3	0.6	8.2	6.4	7.6	11.7	4.7	7.4	17.1	7.5	11.9
Beer, wine (other than for religious use), or wine coolers	6.4	2.4	5.1	35.8	17.8	31.1	54.2	29.3	46.8	78.0	43.6	72.1
Liquor (such as rum, vodka, or whiskey)	3.3	1.5	3.0	22.5	12.8	20.7	47.2	27.8	42.3	67.4	37.4	61.8
Five or more servings of alcohol on the same occasion	2.1	0.9	1.8	19.2	10.4	16.8	41.2	24.4	38.1	64.9	35.5	60.4
Marijuana (pot, grass, hashish)	2.1	0.6	2.1	11.3	8.0	9.8	28.8	17.8	25.0	41.3	19.4	34.8
Inhalants	3.0	1.5	2.4	9.8	6.8	9.5	9.6	4.1	8.2	9.4	4.0	5.9
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	2.7	1.5	2.1	1.4	0.5	0.8	2.2	1.2	1.9
Crack (rock)	1.2	0.6	1.2	5.4	3.9	5.1	4.6	4.0	4.6	5.2	3.3	5.0
Other forms of cocaine	0.6	0.3	0.6	4.2	3.6	3.6	5.5	2.9	4.6	8.8	4.4	7.2
LSD (acid, stickers)	0.0	0.0	0.0	4.5	3.9	3.9	6.0	4.3	4.8	7.0	3.4	6.0
PCP (angel dust, love boat, green)	0.0	0.0	0.0	4.2	2.4	3.9	6.1	2.9	4.6	4.1	2.7	3.4
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	5.3	3.9	5.0	6.5	3.1	5.7	14.7	6.1	12.8
Steroids for body building	1.2	0.6	0.6	3.9	2.4	3.6	2.0	1.7	2.0	2.6	2.0	2.6
Methamphetamines (meth, speed, crank, ice)	0.3	0.3	0.3	5.3	3.6	5.0	7.0	4.0	6.6	7.2	3.7	6.2
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	5.6	4.5	4.8	4.6	2.0	4.3	7.5	3.0	6.5
Heroin (smack, stuff)	0.9	0.6	0.9	3.9	2.1	3.6	3.5	1.4	3.2	4.2	2.4	3.3
Needle to inject cocaine, heroin, or other illegal drugs	0.3	0.0	0.0	3.9	2.7	3.0	2.0	1.7	2.0	2.3	1.7	1.7
Amphetamines (uppers, bennies, speed, dexies)	0.3	0.3	0.3	8.0	5.9	7.4	11.9	6.8	10.4	19.9	8.8	15.4
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	2.7	1.5	2.1	8.9	3.9	8.0	11.4	4.8	10.2
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	4.5	2.7	4.2	11.9	6.4	10.7	15.6	7.5	13.7
Ritalin	0.6	0.0	0.0	7.1	4.5	5.1	7.7	3.7	5.4	8.4	2.7	6.4
Any form of alcohol	6.7	2.7	5.8	37.0	19.9	33.2	57.4	33.9	52.0	80.2	48.2	76.5
Any drug other than alcohol or tobacco	6.1	2.7	4.2	21.6	15.1	19.6	35.1	22.5	31.8	49.6	25.7	42.4

Source: 2004 Maryland Adolescent Survey

ANNE ARUNDEL COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	4.5	1.1	2.2	24.1	10.6	16.9	27.9	12.9	19.6	44.2	23.2	31.4
Smokeless tobacco (chewing tobacco, snuff)	1.0	0.5	0.5	2.7	1.0	2.3	4.4	2.3	3.6	8.5	2.9	6.3
Beer, wine (other than for religious use), or wine coolers	9.2	3.5	6.3	35.7	18.7	30.4	50.9	29.1	44.1	70.8	45.1	63.6
Liquor (such as rum, vodka, or whiskey)	4.7	1.8	2.8	26.5	14.5	23.7	49.1	29.0	44.3	69.9	43.4	62.3
Five or more servings of alcohol on the same occasion	3.2	1.2	2.5	17.2	10.7	15.6	35.3	21.5	33.4	59.0	36.8	52.7
Marijuana (pot, grass, hashish)	1.8	1.0	1.6	14.5	7.8	13.3	28.8	15.0	24.3	45.0	23.1	35.4
Inhalants	4.2	2.6	3.2	8.1	5.1	7.3	5.8	2.5	4.6	4.7	1.5	3.2
Amyl or butyl nitrates (locker room, rush)	0.6	0.2	0.6	1.2	1.2	1.2	2.3	1.3	2.0	1.6	1.3	1.3
Crack (rock)	0.6	0.2	0.6	3.3	1.8	2.8	3.7	2.6	3.3	4.1	2.5	3.1
Other forms of cocaine	0.4	0.2	0.4	3.7	2.3	3.3	4.4	2.6	4.3	7.4	2.4	5.4
LSD (acid, stickers)	0.5	0.2	0.4	4.0	2.4	3.3	3.7	2.9	3.4	8.3	3.3	5.6
PCP (angel dust, love boat, green)	1.2	0.3	0.5	3.1	1.7	2.2	3.5	2.1	2.6	4.4	1.5	2.9
Other hallucinogens (mescaline, 'shrooms)	0.8	0.3	0.4	3.3	2.4	2.9	5.0	2.9	4.7	11.9	3.4	8.6
Steroids for body building	0.9	0.3	0.7	1.2	0.8	1.2	2.8	2.4	2.6	2.0	1.5	1.9
Methamphetamines (meth, speed, crank, ice)	1.1	0.3	0.7	3.6	1.8	3.0	2.8	1.8	2.5	3.8	2.2	2.8
Designer drugs (MDMA, ecstasy)	0.7	0.5	0.7	2.6	1.7	2.4	4.5	2.2	3.9	10.4	2.8	7.8
Heroin (smack, stuff)	0.4	0.4	0.4	2.7	1.4	2.2	1.9	1.5	1.6	1.6	1.6	1.6
Needle to inject cocaine, heroin, or other illegal drugs	0.2	0.0	0.0	2.2	1.2	1.9	1.9	1.2	1.6	1.9	1.6	1.7
Amphetamines (uppers, bennies, speed, dexies)	1.0	0.4	0.7	5.3	3.4	4.7	8.4	3.9	7.3	10.6	3.8	7.4
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.2	0.4	2.8	2.1	2.7	3.6	1.9	3.2	7.4	3.3	6.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.5	0.2	0.2	2.5	1.4	2.3	5.6	3.5	5.1	10.5	6.1	9.6
Ritalin	1.0	0.1	0.6	4.0	2.2	3.6	3.7	1.5	3.0	5.5	1.4	3.3
Any form of alcohol	10.4	3.9	7.0	39.5	21.7	34.6	57.0	35.1	51.1	75.6	49.7	69.4
Any drug other than alcohol or tobacco	8.8	4.6	6.6	22.7	15.3	21.0	32.6	18.0	27.8	49.7	28.3	40.2

Source: 2004 Maryland Adolescent Survey

BALTIMORE CITY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	7.1	2.3	3.6	16.4	4.0	7.2	18.3	6.6	10.5	24.0	8.3	12.9
Smokeless tobacco (chewing tobacco, snuff)	2.4	0.5	0.9	1.9	0.4	0.8	2.2	1.6	1.6	2.5	1.4	1.4
Beer, wine (other than for religious use), or wine coolers	15.2	7.7	9.9	32.4	15.5	23.0	40.7	18.2	33.9	51.0	22.0	39.2
Liquor (such as rum, vodka, or whiskey)	7.3	3.4	4.7	19.6	11.7	15.8	36.9	19.5	32.9	47.7	23.6	39.7
Five or more servings of alcohol on the same occasion	4.7	2.3	2.9	12.7	6.7	9.6	23.1	13.5	19.8	29.0	14.1	24.4
Marijuana (pot, grass, hashish)	4.4	2.1	2.9	18.6	11.9	16.2	32.9	18.2	27.5	38.3	19.9	29.0
Inhalants	3.2	1.5	1.9	2.4	0.5	1.8	5.3	3.0	3.7	1.8	1.2	1.3
Amyl or butyl nitrates (locker room, rush)	0.8	0.1	0.1	0.9	0.2	0.3	1.8	1.2	1.2	1.1	0.8	0.8
Crack (rock)	0.6	0.3	0.3	1.3	0.3	0.3	1.2	1.1	1.1	2.0	1.4	1.5
Other forms of cocaine	0.6	0.4	0.4	1.2	0.8	1.0	1.2	1.2	1.2	1.6	0.9	0.9
LSD (acid, stickers)	0.6	0.4	0.4	0.3	0.0	0.0	2.2	1.6	1.9	1.7	0.5	0.8
PCP (angel dust, love boat, green)	0.9	0.1	0.4	3.3	1.7	2.4	3.3	1.9	2.9	1.5	1.0	1.0
Other hallucinogens (mescaline, 'shrooms)	0.7	0.1	0.1	0.4	0.2	0.2	2.8	2.0	2.7	2.6	1.3	1.9
Steroids for body building	1.2	0.4	0.5	0.4	0.0	0.0	1.8	1.1	1.7	1.9	1.0	1.2
Methamphetamines (meth, speed, crank, ice)	0.6	0.1	0.3	1.5	1.0	1.4	2.0	1.3	1.8	1.3	1.0	1.0
Designer drugs (MDMA, ecstasy)	0.9	0.4	0.4	1.2	0.4	1.0	3.9	2.5	3.4	3.2	1.2	2.0
Heroin (smack, stuff)	0.5	0.0	0.2	0.2	0.0	0.2	1.5	1.1	1.4	1.2	0.7	0.7
Needle to inject cocaine, heroin, or other illegal drugs	0.5	0.0	0.2	0.1	0.0	0.0	1.3	1.3	1.3	1.2	0.7	0.7
Amphetamines (uppers, bennies, speed, dexies)	0.8	0.3	0.3	0.4	0.0	0.4	3.7	2.5	3.2	3.2	1.0	2.0
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.7	0.1	0.3	0.3	0.0	0.3	1.7	1.2	1.7	1.6	0.7	0.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.5	0.5	1.2	0.4	0.6	1.8	1.6	1.8	1.5	0.8	1.2
Ritalin	1.8	0.4	0.7	1.1	0.4	0.7	2.5	1.2	1.8	0.8	0.5	0.5
Any form of alcohol	17.0	8.7	11.2	35.0	18.3	26.7	47.5	25.0	41.3	57.8	29.0	48.1
Any drug other than alcohol or tobacco	9.2	4.4	6.1	22.0	13.8	18.2	38.3	21.7	31.7	40.0	21.1	30.8

BALTIMORE COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	5.4	2.4	2.6	17.0	6.3	12.0	29.9	13.1	18.9	42.3	23.6	30.0
Smokeless tobacco (chewing tobacco, snuff)	0.2	0.0	0.0	1.9	0.7	1.1	4.0	2.1	3.1	5.8	2.5	4.5
Beer, wine (other than for religious use), or wine coolers	14.8	6.0	9.3	33.9	15.3	28.7	56.6	33.9	48.6	73.0	42.7	61.7
Liquor (such as rum, vodka, or whiskey)	7.4	4.5	6.2	22.1	11.1	19.0	51.6	30.3	47.0	67.1	42.2	60.0
Five or more servings of alcohol on the same occasion	3.5	2.3	3.1	13.2	6.7	11.3	37.4	23.0	32.2	55.4	34.3	49.5
Marijuana (pot, grass, hashish)	1.8	0.6	0.8	12.4	6.9	11.5	34.7	19.3	30.2	50.3	25.1	40.2
Inhalants	4.1	1.4	3.0	6.5	3.5	5.4	5.0	3.3	4.3	4.3	1.0	1.5
Amyl or butyl nitrates (locker room, rush)	0.4	0.0	0.0	1.0	1.0	1.0	0.8	0.6	0.8	1.2	0.4	0.7
Crack (rock)	0.9	0.4	0.4	1.6	1.2	1.6	2.0	1.2	1.8	3.6	2.3	3.2
Other forms of cocaine	0.5	0.2	0.2	0.9	0.6	0.9	2.7	1.5	2.6	6.4	3.2	4.7
LSD (acid, stickers)	0.2	0.2	0.2	1.4	1.4	1.4	3.6	1.5	3.0	6.6	1.9	4.4
PCP (angel dust, love boat, green)	0.8	0.2	0.2	2.8	1.5	2.6	4.3	2.3	3.3	4.4	2.3	3.3
Other hallucinogens (mescaline, 'shrooms)	0.2	0.0	0.0	1.5	1.1	1.3	6.3	3.2	5.6	10.3	4.0	8.9
Steroids for body building	0.6	0.2	0.4	1.1	0.7	1.1	0.9	0.3	0.8	1.2	0.4	1.2
Methamphetamines (meth, speed, crank, ice)	0.2	0.0	0.0	2.6	2.2	2.6	3.7	1.7	3.5	4.3	1.7	3.0
Designer drugs (MDMA, ecstasy)	0.2	0.0	0.2	1.8	0.9	1.5	4.6	1.5	3.8	9.7	2.9	6.6
Heroin (smack, stuff)	0.2	0.2	0.2	0.5	0.5	0.5	1.0	0.8	0.8	2.1	1.1	1.6
Needle to inject cocaine, heroin, or other illegal drugs	0.2	0.2	0.2	0.6	0.6	0.6	0.5	0.4	0.5	1.7	0.6	1.1
Amphetamines (uppers, bennies, speed, dexies)	1.0	0.2	0.7	3.6	2.2	3.0	5.9	3.2	5.4	12.4	5.6	9.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.2	0.0	0.2	2.1	1.2	1.7	3.5	2.1	2.7	8.5	4.2	6.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.4	0.2	0.4	1.2	0.7	0.9	5.7	2.9	5.1	11.2	5.2	9.1
Ritalin	1.0	0.6	0.6	2.2	0.7	1.8	3.6	1.5	3.4	5.5	2.1	3.7
Any form of alcohol	16.4	7.5	11.1	37.0	17.2	32.2	62.5	38.7	55.6	77.2	49.7	68.8
Any drug other than alcohol or tobacco	8.2	3.9	5.6	20.6	12.3	18.7	39.8	23.6	35.2	54.8	30.0	45.4

Source: 2004 Maryland Adolescent Survey

CALVERT COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	4.8	1.1	2.3	21.5	9.3	15.5	32.9	13.9	25.3	39.8	22.6	27.6
Smokeless tobacco (chewing tobacco, snuff)	2.3	0.6	0.9	4.2	1.9	3.4	4.2	2.2	3.6	7.3	2.0	4.7
Beer, wine (other than for religious use), or wine coolers	8.2	4.1	7.0	33.2	15.7	27.0	51.8	31.1	46.0	70.5	41.8	61.1
Liquor (such as rum, vodka, or whiskey)	4.6	1.8	4.1	23.1	12.3	20.5	49.9	29.2	44.7	67.8	39.1	60.7
Five or more servings of alcohol on the same occasion	3.2	2.0	2.5	16.4	9.1	15.4	37.2	21.4	33.3	54.2	33.1	49.6
Marijuana (pot, grass, hashish)	2.9	1.1	2.6	10.3	6.9	9.0	32.9	18.2	28.3	37.2	20.7	29.7
Inhalants	6.6	3.6	5.2	8.7	5.1	7.6	4.0	2.5	3.4	5.7	2.3	4.4
Amyl or butyl nitrates (locker room, rush)	1.0	0.3	0.5	0.9	0.9	0.9	1.1	1.1	1.1	0.9	0.3	0.6
Crack (rock)	1.7	0.9	1.4	2.7	1.9	2.4	3.7	2.8	3.7	2.2	1.2	2.0
Other forms of cocaine	1.5	1.2	1.2	2.5	1.6	2.5	5.7	3.6	5.4	8.9	3.0	7.2
LSD (acid, stickers)	0.5	0.5	0.5	1.9	1.6	1.9	6.2	3.0	5.5	8.4	3.4	7.4
PCP (angel dust, love boat, green)	1.7	0.9	1.4	2.5	0.8	2.2	7.7	2.9	6.6	6.2	1.4	3.8
Other hallucinogens (mescaline, 'shrooms)	0.8	0.8	0.8	2.6	1.1	2.2	9.7	3.5	8.2	12.2	5.0	11.1
Steroids for body building	1.1	0.5	0.5	2.3	1.4	2.1	1.8	1.4	1.4	1.4	0.8	1.1
Methamphetamines (meth, speed, crank, ice)	1.2	0.9	0.9	3.3	1.6	3.0	5.7	3.9	5.5	3.6	0.6	2.5
Designer drugs (MDMA, ecstasy)	1.1	0.5	1.1	1.9	0.8	1.4	7.1	4.2	6.6	9.3	2.9	7.2
Heroin (smack, stuff)	1.4	0.9	1.4	2.1	1.6	2.1	1.7	0.8	1.4	1.8	0.7	1.6
Needle to inject cocaine, heroin, or other illegal drugs	0.5	0.3	0.3	1.1	1.1	1.1	1.1	0.8	0.8	0.6	0.3	0.6
Amphetamines (uppers, bennies, speed, dexies)	1.4	0.5	1.1	4.0	2.4	3.5	6.5	3.5	6.0	11.8	6.6	10.8
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.5	0.3	0.5	1.4	0.8	1.4	4.8	2.9	4.5	9.9	6.7	8.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.6	0.8	1.1	3.0	1.9	2.7	9.2	5.0	8.8	13.4	8.3	11.6
Ritalin	1.8	1.0	1.3	2.7	1.6	2.5	5.4	2.9	4.8	5.9	3.0	4.6
Any form of alcohol	9.1	4.5	8.2	35.7	17.5	29.4	58.1	36.8	53.0	75.5	46.9	67.9
Any drug other than alcohol or tobacco	10.3	4.5	7.0	19.6	13.4	17.5	37.3	22.6	33.6	43.1	26.9	37.4

Source: 2004 Maryland Adolescent Survey

CAROLINE COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	8.6	2.6	4.6	25.6	11.5	17.2	34.7	15.6	23.8	55.5	33.0	41.5
Smokeless tobacco (chewing tobacco, snuff)	2.1	0.4	1.4	6.6	2.9	3.7	7.9	5.1	6.9	18.9	12.5	15.5
Beer, wine (other than for religious use), or wine coolers	12.1	5.2	9.4	40.1	20.0	33.7	60.9	38.3	55.2	73.2	47.4	63.4
Liquor (such as rum, vodka, or whiskey)	5.0	2.0	3.6	23.4	14.3	20.5	52.8	34.8	48.4	69.5	42.5	61.0
Five or more servings of alcohol on the same occasion	4.0	1.8	3.0	18.6	12.5	17.2	37.6	23.9	32.0	59.2	42.3	53.3
Marijuana (pot, grass, hashish)	1.4	0.0	0.9	14.7	10.8	12.4	30.7	16.9	26.7	47.7	19.4	36.2
Inhalants	2.2	1.4	1.8	5.6	2.8	4.4	7.9	5.1	6.0	5.1	1.7	3.8
Amyl or butyl nitrates (locker room, rush)	0.0	0.0	0.0	0.0	0.0	0.0	3.7	2.8	2.8	1.3	0.9	0.9
Crack (rock)	0.8	0.0	0.8	2.0	1.2	2.0	4.2	3.3	3.7	3.9	2.6	3.0
Other forms of cocaine	0.0	0.0	0.0	2.5	1.3	2.5	6.0	4.6	5.1	11.4	3.9	8.9
LSD (acid, stickers)	0.0	0.0	0.0	0.8	0.8	0.8	4.2	2.3	4.2	9.3	3.8	7.2
PCP (angel dust, love boat, green)	0.8	0.0	0.4	4.1	1.9	3.2	5.5	2.8	4.2	7.2	3.0	4.7
Other hallucinogens (mescaline, 'shrooms)	0.4	0.0	0.0	4.5	1.6	3.6	6.9	4.1	6.5	7.2	3.8	5.5
Steroids for body building	2.0	0.4	1.2	2.1	1.2	1.6	3.2	2.3	3.2	2.2	0.5	1.7
Methamphetamines (meth, speed, crank, ice)	0.4	0.0	0.0	2.1	0.0	2.1	5.1	3.8	4.2	7.2	3.0	3.9
Designer drugs (MDMA, ecstasy)	0.4	0.0	0.0	2.8	1.6	2.0	6.9	4.2	5.6	8.9	3.4	6.0
Heroin (smack, stuff)	0.4	0.0	0.0	0.0	0.0	0.0	3.7	3.2	3.2	3.8	3.0	3.4
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.0	0.0	0.4	0.0	0.0	1.9	1.9	1.9	2.6	2.1	2.6
Amphetamines (uppers, bennies, speed, dexies)	0.4	0.0	0.0	3.3	2.2	2.6	6.9	4.6	6.9	10.0	4.2	8.0
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.0	0.0	0.8	0.4	0.8	3.2	2.3	3.2	8.1	4.2	7.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.4	0.0	0.0	2.4	1.6	2.0	7.0	6.1	6.5	10.5	5.1	8.4
Ritalin	0.6	0.0	0.0	2.7	1.2	1.2	6.9	4.6	5.5	5.9	3.0	4.3
Any form of alcohol	13.6	6.3	10.5	42.9	22.8	36.9	65.5	42.8	60.1	77.5	53.0	70.3
Any drug other than alcohol or tobacco	6.2	1.8	4.3	23.2	15.5	18.4	36.8	24.3	33.6	51.9	25.3	43.4

CARROLL COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	3.6	0.3	0.9	13.0	5.5	9.0	18.8	10.6	15.1	40.7	23.2	33.1
Smokeless tobacco (chewing tobacco, snuff)	0.6	0.0	0.2	4.3	1.7	2.2	3.3	1.5	1.8	13.3	7.4	11.8
Beer, wine (other than for religious use), or wine coolers	7.4	1.9	4.0	23.5	10.6	19.6	38.8	20.0	35.1	68.1	46.4	62.5
Liquor (such as rum, vodka, or whiskey)	1.5	0.2	1.0	14.7	5.5	12.4	32.8	17.0	29.6	63.1	40.3	58.0
Five or more servings of alcohol on the same occasion	1.4	0.3	1.1	8.8	3.8	7.5	23.6	13.5	21.2	55.4	36.0	50.8
Marijuana (pot, grass, hashish)	0.8	0.2	0.8	7.4	2.7	6.5	16.4	8.3	15.5	36.1	17.5	30.1
Inhalants	1.8	0.8	1.5	8.2	3.5	6.3	3.1	0.3	1.8	4.0	1.0	1.9
Amyl or butyl nitrates (locker room, rush)	0.0	0.0	0.0	1.0	0.5	0.7	0.3	0.0	0.3	1.1	0.6	1.1
Crack (rock)	0.5	0.0	0.5	1.3	0.9	1.1	2.1	1.5	1.9	2.9	2.0	2.6
Other forms of cocaine	0.0	0.0	0.0	1.2	0.5	1.2	1.6	0.7	1.1	4.0	2.6	3.5
LSD (acid, stickers)	0.1	0.0	0.0	1.4	1.0	1.2	2.4	1.3	2.2	4.7	2.0	3.5
PCP (angel dust, love boat, green)	0.4	0.0	0.2	1.5	0.8	1.0	2.1	0.8	1.8	2.6	1.0	1.7
Other hallucinogens (mescaline, 'shrooms)	0.2	0.0	0.2	1.8	1.6	1.8	3.8	2.3	3.6	10.6	3.4	9.3
Steroids for body building	0.0	0.0	0.0	1.1	0.8	0.8	0.7	0.7	0.7	1.4	1.3	1.4
Methamphetamines (meth, speed, crank, ice)	0.2	0.0	0.0	1.8	0.7	1.5	2.2	0.8	2.0	2.3	1.5	2.0
Designer drugs (MDMA, ecstasy)	0.1	0.0	0.1	1.7	0.8	1.7	2.9	1.4	2.9	6.6	2.1	4.8
Heroin (smack, stuff)	0.0	0.0	0.0	1.1	1.1	1.1	0.8	0.2	0.6	1.4	0.9	1.2
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	0.5	0.2	0.2	0.4	0.3	0.4	0.7	0.6	0.6
Amphetamines (uppers, bennies, speed, dexies)	0.0	0.0	0.0	3.6	1.4	3.3	5.7	2.4	4.9	11.6	6.9	9.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.2	0.0	0.0	0.8	0.5	0.5	3.1	1.7	2.7	6.1	2.6	5.3
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	1.9	1.0	1.5	4.4	3.0	4.4	8.7	4.5	7.9
Ritalin	0.0	0.0	0.0	2.2	0.6	1.6	2.5	1.5	2.3	4.3	1.8	2.6
Any form of alcohol	7.6	1.9	4.6	24.7	11.2	20.9	42.4	22.8	38.8	69.8	49.9	66.1
Any drug other than alcohol or tobacco	2.4	1.0	1.7	14.3	6.3	12.1	19.0	11.1	18.3	39.4	21.3	34.9

CECIL COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	8.3	2.1	4.3	21.2	9.3	16.3	41.3	20.1	29.4	38.0	24.6	28.5
Smokeless tobacco (chewing tobacco, snuff)	1.4	0.0	0.6	3.7	2.8	2.8	9.4	3.0	5.1	8.2	5.2	6.5
Beer, wine (other than for religious use), or wine coolers	12.1	4.9	7.5	32.6	16.0	28.0	61.6	34.6	54.9	64.6	36.2	55.6
Liquor (such as rum, vodka, or whiskey)	4.3	1.9	2.7	22.8	13.6	20.9	55.5	32.1	51.2	55.6	30.6	45.7
Five or more servings of alcohol on the same occasion	2.1	1.0	1.8	18.1	8.9	15.6	47.2	25.5	42.9	46.6	26.3	41.0
Marijuana (pot, grass, hashish)	2.2	1.6	1.6	15.4	7.4	14.1	38.1	24.4	34.4	38.8	19.0	30.2
Inhalants	4.5	2.4	3.7	4.9	2.8	4.6	7.6	3.3	6.0	5.6	3.0	4.3
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	0.3	0.3	0.3	2.7	1.4	2.7	0.9	0.9	0.9
Crack (rock)	0.3	0.3	0.3	1.6	1.2	1.6	3.7	2.0	3.3	3.0	2.2	2.2
Other forms of cocaine	0.3	0.3	0.3	2.1	0.9	2.1	5.3	2.7	4.6	8.2	3.9	6.5
LSD (acid, stickers)	0.8	0.0	0.3	1.3	0.6	1.3	5.3	2.3	4.7	5.6	1.7	5.6
PCP (angel dust, love boat, green)	0.6	0.3	0.3	2.2	1.3	2.2	5.3	1.3	3.0	6.5	1.3	4.7
Other hallucinogens (mescaline, 'shrooms)	0.3	0.0	0.0	1.8	1.2	1.5	10.4	4.0	10.0	12.9	4.7	11.6
Steroids for body building	0.8	0.3	0.5	0.6	0.6	0.6	2.0	1.4	1.7	3.4	2.2	2.6
Methamphetamines (meth, speed, crank, ice)	0.8	0.3	0.8	1.9	1.3	1.6	4.3	2.0	3.7	4.3	2.2	3.9
Designer drugs (MDMA, ecstasy)	0.5	0.0	0.3	1.2	0.3	0.9	5.3	2.0	5.0	6.9	2.6	4.3
Heroin (smack, stuff)	0.6	0.0	0.6	0.6	0.3	0.3	2.3	1.3	2.3	2.6	1.7	2.2
Needle to inject cocaine, heroin, or other illegal drugs	0.9	0.3	0.9	1.2	0.9	1.2	0.7	0.3	0.7	1.7	1.3	1.3
Amphetamines (uppers, bennies, speed, dexies)	0.5	0.5	0.5	5.0	2.2	3.8	11.6	7.0	11.3	14.7	8.2	12.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.6	0.6	3.1	1.5	3.1	7.0	3.0	5.7	9.9	6.5	9.5
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.5	0.0	0.3	3.4	1.8	2.8	13.0	6.4	12.0	13.4	9.5	12.9
Ritalin	0.8	0.5	0.5	4.3	2.2	3.4	7.7	3.0	5.7	8.6	4.3	6.0
Any form of alcohol	12.6	5.1	7.8	34.1	18.2	29.6	65.6	41.6	61.6	67.7	40.6	59.1
Any drug other than alcohol or tobacco	7.7	5.1	6.4	21.2	11.1	19.3	46.8	31.8	42.4	42.3	26.3	35.8

Source: 2004 Maryland Adolescent Survey

CHARLES COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	5.9	2.3	3.9	16.9	6.0	12.6	32.0	14.9	21.0	39.9	21.5	27.5
Smokeless tobacco (chewing tobacco, snuff)	1.6	0.8	0.8	1.9	1.1	1.2	3.1	1.8	2.2	8.2	4.1	6.0
Beer, wine (other than for religious use), or wine coolers	17.2	7.2	12.9	31.1	14.8	27.2	54.5	27.0	44.6	68.0	38.5	58.2
Liquor (such as rum, vodka, or whiskey)	9.6	3.1	7.1	22.1	10.1	18.5	50.6	28.2	44.6	64.3	38.9	58.0
Five or more servings of alcohol on the same occasion	6.6	2.4	4.7	10.3	5.1	9.0	33.4	18.3	29.9	49.2	30.3	43.6
Marijuana (pot, grass, hashish)	1.8	1.1	1.5	10.7	5.9	10.4	26.2	14.0	22.9	42.6	18.2	33.0
Inhalants	6.0	3.1	3.8	9.1	5.0	8.6	6.5	2.7	4.6	6.5	2.5	4.4
Amyl or butyl nitrates (locker room, rush)	2.1	1.2	1.8	0.9	0.9	0.9	0.6	0.6	0.6	1.7	1.3	1.5
Crack (rock)	0.9	0.3	0.7	1.6	1.1	1.1	2.6	1.7	2.4	3.7	2.2	3.0
Other forms of cocaine	0.8	0.0	0.6	1.5	0.9	1.3	2.8	1.2	2.0	5.5	2.5	4.4
LSD (acid, stickers)	1.0	0.0	0.6	1.2	0.5	0.8	1.5	1.2	1.5	3.7	1.2	3.0
PCP (angel dust, love boat, green)	0.6	0.3	0.6	2.3	0.7	1.9	2.5	1.6	2.5	5.3	1.8	3.9
Other hallucinogens (mescaline, 'shrooms)	0.5	0.0	0.3	1.2	0.5	1.2	1.9	0.7	1.2	7.8	2.3	6.3
Steroids for body building	1.3	0.8	1.0	1.9	1.5	1.6	1.3	1.0	1.3	2.1	0.9	1.6
Methamphetamines (meth, speed, crank, ice)	0.5	0.2	0.5	1.0	0.8	0.8	2.6	1.1	2.1	4.8	1.3	2.6
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	2.1	1.2	2.1	4.3	1.3	4.0	6.2	2.4	4.6
Heroin (smack, stuff)	0.9	0.2	0.6	1.0	0.5	0.7	1.5	1.1	1.3	1.1	0.2	0.8
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	0.5	0.2	0.4	1.1	1.1	1.1	1.3	0.6	0.9
Amphetamines (uppers, bennies, speed, dexies)	0.6	0.0	0.6	5.0	2.2	4.0	4.9	2.5	4.4	9.7	3.9	7.5
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.3	0.3	0.7	0.3	0.3	2.6	0.7	2.3	5.4	2.6	4.9
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.6	0.0	0.2	1.4	0.5	1.2	3.9	2.7	3.7	7.0	4.0	5.7
Ritalin	0.4	0.0	0.0	3.5	1.1	2.0	2.5	0.9	1.6	3.4	1.7	3.1
Any form of alcohol	19.9	8.3	15.1	35.4	16.7	30.8	61.7	34.7	53.6	73.6	45.9	67.3
Any drug other than alcohol or tobacco	11.4	6.2	8.1	23.2	12.6	21.0	34.1	18.7	29.1	46.0	23.4	38.5

Source: 2004 Maryland Adolescent Survey

DORCHESTER COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	10.7	2.1	4.7	24.0	10.0	14.1	25.9	13.4	17.5	47.0	25.7	30.3
Smokeless tobacco (chewing tobacco, snuff)	2.1	1.2	1.2	4.6	1.1	2.1	6.3	3.1	5.4	13.0	4.4	9.4
Beer, wine (other than for religious use), or wine coolers	13.2	6.8	10.7	38.0	19.9	28.8	42.5	26.1	37.1	70.9	40.6	62.4
Liquor (such as rum, vodka, or whiskey)	6.0	2.9	4.7	25.8	14.7	22.6	37.3	27.2	32.4	64.6	38.7	58.7
Five or more servings of alcohol on the same occasion	4.7	2.6	4.3	17.9	10.6	15.2	25.3	21.4	23.6	56.8	31.0	51.2
Marijuana (pot, grass, hashish)	2.1	0.8	2.1	14.7	8.6	13.9	22.6	15.3	21.8	48.3	29.1	40.8
Inhalants	5.2	3.1	3.5	7.5	4.4	6.1	6.3	4.4	5.6	4.5	1.3	2.2
Amyl or butyl nitrates (locker room, rush)	0.9	0.5	0.9	1.5	1.2	1.2	2.8	2.8	2.8	1.5	0.0	0.0
Crack (rock)	0.5	0.0	0.0	3.2	2.7	3.2	3.1	3.1	3.1	2.9	1.3	2.2
Other forms of cocaine	0.0	0.0	0.0	2.9	1.8	2.2	4.0	3.1	3.5	7.4	5.0	6.6
LSD (acid, stickers)	0.4	0.0	0.0	3.2	2.0	2.6	4.4	3.1	3.9	7.1	1.3	5.7
PCP (angel dust, love boat, green)	0.8	0.4	0.8	5.4	2.3	4.2	3.9	3.1	3.9	4.0	1.3	2.7
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	3.2	1.6	2.5	4.8	3.2	4.8	6.9	2.0	6.2
Steroids for body building	0.4	0.4	0.4	2.3	1.8	1.8	2.3	2.3	2.3	2.7	0.7	0.7
Methamphetamines (meth, speed, crank, ice)	0.0	0.0	0.0	4.0	2.5	3.1	2.7	1.8	2.7	4.2	0.7	1.3
Designer drugs (MDMA, ecstasy)	0.4	0.0	0.4	4.8	2.5	3.6	4.7	4.0	4.3	4.9	3.5	4.2
Heroin (smack, stuff)	0.0	0.0	0.0	2.5	1.1	1.4	2.8	2.3	2.3	1.3	1.3	1.3
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	2.5	0.8	1.1	3.6	3.2	3.2	0.7	0.7	0.7
Amphetamines (uppers, bennies, speed, dexies)	0.0	0.0	0.0	3.9	1.0	2.6	6.6	4.3	5.9	8.1	5.0	8.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.5	0.0	0.5	2.5	1.2	2.1	5.1	3.6	5.1	5.0	3.5	5.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	3.2	1.8	2.4	6.8	4.5	6.8	10.2	4.9	7.9
Ritalin	0.0	0.0	0.0	4.7	1.6	3.7	3.6	2.7	2.7	3.4	0.0	1.3
Any form of alcohol	14.5	7.7	11.6	42.3	22.4	33.0	45.5	30.5	41.0	75.8	43.9	68.1
Any drug other than alcohol or tobacco	10.3	5.2	8.2	21.5	13.5	19.7	26.2	18.1	25.3	53.0	33.4	44.4

FREDERICK COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	4.9	1.2	3.0	16.0	6.5	11.4	28.9	15.0	22.6	42.1	25.6	33.1
Smokeless tobacco (chewing tobacco, snuff)	1.6	0.2	0.5	2.9	0.9	1.4	7.1	3.3	5.0	15.5	7.9	13.8
Beer, wine (other than for religious use), or wine coolers	7.5	2.6	5.6	25.7	12.0	22.0	42.4	21.8	38.0	64.4	43.6	59.4
Liquor (such as rum, vodka, or whiskey)	4.2	2.5	3.7	17.5	10.0	15.1	38.8	22.1	36.8	60.0	39.9	55.2
Five or more servings of alcohol on the same occasion	3.0	0.5	2.0	13.0	6.0	10.0	28.1	15.1	24.9	51.4	35.0	48.5
Marijuana (pot, grass, hashish)	0.5	0.2	0.5	9.9	5.2	9.6	26.6	12.1	21.9	44.5	22.9	38.4
Inhalants	5.1	3.0	4.0	8.9	5.7	7.7	3.6	0.4	2.7	5.6	3.2	4.2
Amyl or butyl nitrates (locker room, rush)	0.5	0.2	0.5	0.9	0.5	0.9	0.8	0.3	0.8	2.3	1.5	1.8
Crack (rock)	1.3	0.5	1.1	3.2	1.6	2.9	1.4	1.2	1.4	3.2	2.9	2.9
Other forms of cocaine	0.6	0.3	0.6	1.6	0.5	1.2	3.5	1.6	3.5	9.6	5.0	7.1
LSD (acid, stickers)	0.5	0.2	0.5	2.2	0.9	2.0	3.0	1.7	2.5	6.4	3.5	4.5
PCP (angel dust, love boat, green)	0.5	0.2	0.5	1.9	0.9	1.5	3.1	2.1	2.6	5.7	3.3	4.8
Other hallucinogens (mescaline, 'shrooms)	0.3	0.0	0.3	2.7	1.8	2.3	5.7	3.4	5.3	9.1	4.0	7.8
Steroids for body building	1.0	0.2	0.5	1.0	0.2	0.9	0.5	0.3	0.5	4.5	4.3	4.5
Methamphetamines (meth, speed, crank, ice)	0.5	0.2	0.5	3.0	1.2	2.3	3.8	2.9	3.4	4.6	2.4	3.7
Designer drugs (MDMA, ecstasy)	0.8	0.2	0.8	2.6	1.6	2.4	4.1	2.2	3.7	8.2	3.9	6.9
Heroin (smack, stuff)	0.3	0.0	0.3	1.5	0.6	1.3	1.3	1.0	1.3	3.2	2.9	3.1
Needle to inject cocaine, heroin, or other illegal drugs	0.3	0.0	0.3	0.7	0.1	0.4	1.5	0.8	1.5	3.2	2.2	2.2
Amphetamines (uppers, bennies, speed, dexies)	1.3	0.2	1.3	3.9	2.7	3.3	6.3	3.9	6.1	12.3	6.2	11.0
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.5	0.0	0.5	1.1	0.7	1.1	5.3	3.4	5.3	6.8	3.2	5.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.6	0.0	0.6	2.2	1.5	1.7	6.8	4.7	6.8	9.4	4.6	8.1
Ritalin	1.0	0.2	0.5	4.1	1.3	2.5	5.1	1.2	3.0	4.0	1.3	2.7
Any form of alcohol	8.8	3.9	6.6	27.3	13.8	22.9	46.3	26.5	43.9	66.9	47.9	63.1
Any drug other than alcohol or tobacco	7.8	4.0	6.0	18.9	11.2	16.5	30.7	16.0	26.7	49.4	28.6	43.2

Source: 2004 Maryland Adolescent Survey

GARRETT COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	8.4	3.8	4.3	20.2	10.5	14.0	38.7	22.2	30.3	47.6	23.8	34.6
Smokeless tobacco (chewing tobacco, snuff)	6.6	1.7	3.0	10.3	6.3	8.5	21.6	13.5	16.9	24.1	13.0	15.4
Beer, wine (other than for religious use), or wine coolers	12.1	5.9	7.2	35.2	18.5	30.2	63.8	41.6	57.9	75.7	49.5	68.4
Liquor (such as rum, vodka, or whiskey)	8.7	5.0	7.1	20.5	13.4	19.3	53.0	34.7	47.7	70.4	40.8	64.1
Five or more servings of alcohol on the same occasion	7.2	3.8	5.9	17.0	10.2	14.4	45.9	30.6	40.9	59.7	37.3	53.9
Marijuana (pot, grass, hashish)	2.6	1.7	2.6	9.8	7.9	9.3	28.8	17.6	26.2	37.5	20.5	31.1
Inhalants	6.0	4.7	5.6	8.9	4.1	8.0	9.9	6.2	6.7	11.1	5.3	9.2
Amyl or butyl nitrates (locker room, rush)	0.4	0.4	0.4	2.8	1.4	1.9	2.1	1.7	1.7	2.0	2.0	2.0
Crack (rock)	2.2	1.3	1.7	4.5	2.6	4.5	5.8	2.6	4.8	7.7	2.9	6.8
Other forms of cocaine	1.7	1.3	1.7	5.6	2.9	5.3	6.7	3.0	6.7	13.6	7.8	12.2
LSD (acid, stickers)	2.1	2.1	2.1	3.6	2.9	3.3	3.6	1.2	3.1	9.8	1.5	7.8
PCP (angel dust, love boat, green)	1.7	1.3	1.7	2.3	1.4	1.7	7.1	2.1	4.0	3.4	2.0	2.9
Other hallucinogens (mescaline, 'shrooms)	2.1	1.7	2.1	4.1	2.8	3.8	8.4	3.8	7.0	13.1	4.8	12.1
Steroids for body building	1.3	0.8	0.8	1.9	1.0	1.9	3.1	2.6	3.1	3.9	2.0	3.0
Methamphetamines (meth, speed, crank, ice)	2.2	1.3	1.7	4.5	2.1	4.1	8.0	5.6	7.5	10.6	5.8	9.2
Designer drugs (MDMA, ecstasy)	2.1	1.7	2.1	2.6	1.7	2.6	6.8	3.1	5.8	9.3	2.9	8.3
Heroin (smack, stuff)	1.7	0.9	1.3	2.1	0.9	1.7	3.5	2.1	2.5	3.9	2.0	3.4
Needle to inject cocaine, heroin, or other illegal drugs	1.3	0.9	1.3	1.7	0.9	1.4	2.2	1.3	2.2	1.5	1.5	1.5
Amphetamines (uppers, bennies, speed, dexies)	2.2	1.3	2.2	3.1	1.6	2.7	11.6	5.6	10.7	16.1	9.3	14.2
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.8	0.4	0.8	1.2	0.4	0.9	7.4	3.9	6.5	11.2	6.3	10.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.1	0.4	1.2	4.4	3.3	4.4	8.9	6.1	8.9	14.6	6.8	13.1
Ritalin	2.2	1.7	1.7	4.9	2.6	3.6	7.7	3.1	6.3	7.3	3.9	5.3
Any form of alcohol	14.6	7.5	9.6	36.1	20.2	32.5	65.8	45.0	59.6	78.2	51.5	72.3
Any drug other than alcohol or tobacco	8.1	6.4	7.7	18.8	12.8	17.6	35.0	22.5	29.7	43.8	24.8	37.5

Source: 2004 Maryland Adolescent Survey

HARFORD COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	3.7	1.2	2.6	12.6	4.2	8.5	30.2	11.9	20.2	43.3	23.5	32.3
Smokeless tobacco (chewing tobacco, snuff)	0.2	0.2	0.2	2.0	0.8	1.5	4.1	1.7	2.8	9.8	4.0	7.9
Beer, wine (other than for religious use), or wine coolers	8.4	2.7	6.1	23.0	8.7	20.3	52.1	25.7	44.6	73.3	46.3	66.3
Liquor (such as rum, vodka, or whiskey)	3.3	0.7	2.6	14.3	5.6	11.6	47.2	26.1	42.4	71.1	39.7	64.2
Five or more servings of alcohol on the same occasion	1.3	0.0	0.8	10.3	4.8	8.2	34.2	20.4	30.9	60.0	37.6	53.8
Marijuana (pot, grass, hashish)	1.7	0.6	1.4	9.5	3.5	7.6	28.6	14.6	23.0	45.3	24.9	39.1
Inhalants	3.5	2.7	2.9	5.7	3.5	5.4	6.6	1.8	4.3	6.8	2.4	6.2
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	1.1	0.8	1.1	1.3	0.6	0.9	3.1	1.4	2.8
Crack (rock)	0.7	0.5	0.7	1.9	0.5	1.7	3.6	2.2	3.1	3.6	1.9	2.4
Other forms of cocaine	0.5	0.3	0.3	1.4	1.0	1.2	3.7	1.6	3.2	5.9	2.9	5.1
LSD (acid, stickers)	1.3	0.8	1.3	1.2	0.8	1.2	3.0	1.9	2.9	6.2	1.9	4.6
PCP (angel dust, love boat, green)	0.6	0.6	0.6	2.2	1.2	1.9	3.4	1.5	2.8	3.9	1.7	3.2
Other hallucinogens (mescaline, 'shrooms)	0.3	0.3	0.3	2.4	1.7	2.4	7.0	4.3	6.8	12.0	4.8	10.6
Steroids for body building	1.3	1.3	1.3	1.5	0.7	1.2	2.8	1.2	1.9	1.2	0.9	1.2
Methamphetamines (meth, speed, crank, ice)	0.7	0.5	0.5	2.0	1.2	2.0	3.3	2.4	2.8	3.8	2.1	3.3
Designer drugs (MDMA, ecstasy)	0.9	0.3	0.5	1.8	1.3	1.8	4.7	1.9	3.9	7.9	3.9	6.4
Heroin (smack, stuff)	0.7	0.3	0.5	0.9	0.7	0.9	2.2	1.1	1.7	2.1	1.6	1.9
Needle to inject cocaine, heroin, or other illegal drugs	0.7	0.7	0.7	0.8	0.8	0.8	2.1	1.3	1.9	1.0	0.6	1.0
Amphetamines (uppers, bennies, speed, dexies)	1.0	0.3	0.5	2.8	1.4	2.2	7.7	4.5	7.0	9.5	5.6	8.7
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.6	0.6	0.7	0.2	0.7	5.3	2.9	4.6	7.0	3.2	6.4
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.2	0.0	0.2	2.3	1.5	2.0	5.0	3.5	4.7	10.1	4.3	8.9
Ritalin	1.6	0.6	1.3	2.6	1.2	1.9	5.9	3.2	4.7	3.2	1.2	2.6
Any form of alcohol	9.7	2.7	6.9	25.1	10.0	21.9	56.6	31.2	49.6	78.9	49.7	72.6
Any drug other than alcohol or tobacco	6.5	3.9	5.2	15.1	8.0	12.6	34.8	19.0	29.1	48.8	28.8	43.6

Source: 2004 Maryland Adolescent Survey

HOWARD COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	2.5	0.4	1.1	10.7	3.4	7.2	17.5	8.6	13.0	37.5	18.1	27.2
Smokeless tobacco (chewing tobacco, snuff)	0.7	0.0	0.2	2.8	2.1	2.3	5.4	3.2	4.7	9.6	4.7	8.1
Beer, wine (other than for religious use), or wine coolers	6.4	1.9	3.6	23.2	8.8	19.7	43.7	25.9	38.4	65.9	42.7	59.9
Liquor (such as rum, vodka, or whiskey)	2.7	1.3	2.2	14.0	5.9	12.0	36.9	20.9	32.5	61.4	39.3	57.7
Five or more servings of alcohol on the same occasion	1.3	0.3	0.5	6.6	2.7	4.8	27.0	14.5	22.9	53.0	34.6	49.2
Marijuana (pot, grass, hashish)	0.8	0.6	0.8	6.8	3.0	6.0	19.7	11.2	17.0	42.0	20.3	34.1
Inhalants	2.7	1.1	2.2	6.1	3.7	5.7	3.1	1.6	2.3	4.7	2.3	3.4
Amyl or butyl nitrates (locker room, rush)	0.5	0.3	0.3	1.0	0.7	0.7	1.0	1.0	1.0	1.7	0.7	1.1
Crack (rock)	0.4	0.4	0.4	2.0	1.5	1.7	2.1	1.3	1.7	3.8	2.2	2.6
Other forms of cocaine	0.4	0.2	0.2	1.5	1.0	1.2	2.9	2.4	2.7	5.9	3.7	5.1
LSD (acid, stickers)	0.4	0.2	0.2	2.0	1.3	2.0	3.1	1.5	2.8	5.4	2.9	3.4
PCP (angel dust, love boat, green)	0.3	0.3	0.3	2.6	1.9	2.4	2.6	1.5	2.2	3.7	1.5	2.8
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	2.2	2.0	2.0	5.1	2.4	4.8	8.7	3.5	6.5
Steroids for body building	0.5	0.3	0.5	1.9	1.4	1.7	1.5	1.3	1.3	1.6	1.4	1.4
Methamphetamines (meth, speed, crank, ice)	0.3	0.3	0.3	2.4	2.1	2.4	3.0	1.7	2.6	5.0	2.2	3.7
Designer drugs (MDMA, ecstasy)	0.7	0.7	0.7	2.0	1.5	1.7	4.0	1.7	3.2	6.6	3.0	5.2
Heroin (smack, stuff)	0.0	0.0	0.0	1.9	1.1	1.6	1.7	1.2	1.4	2.3	1.7	1.9
Needle to inject cocaine, heroin, or other illegal drugs	0.2	0.0	0.0	1.4	1.4	1.4	1.7	1.4	1.7	1.9	1.5	1.9
Amphetamines (uppers, bennies, speed, dexies)	0.7	0.5	0.7	2.4	1.9	2.4	6.4	3.4	5.6	9.0	4.3	7.7
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	1.3	1.3	1.3	3.1	1.9	3.0	6.1	3.0	5.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	1.7	1.2	1.7	3.4	1.7	2.9	8.4	3.3	7.0
Ritalin	0.0	0.0	0.0	2.9	1.9	2.4	4.7	1.3	3.6	6.4	1.7	3.9
Any form of alcohol	7.7	2.4	4.9	25.5	10.4	21.6	46.8	29.5	41.9	70.1	47.0	65.6
Any drug other than alcohol or tobacco	4.7	2.5	3.8	15.7	9.2	13.5	23.6	14.8	20.7	44.6	24.2	37.7

Source: 2004 Maryland Adolescent Survey

KENT COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	8.3	2.5	3.0	28.1	12.1	20.1	56.9	29.1	37.6	50.5	27.5	33.5
Smokeless tobacco (chewing tobacco, snuff)	2.0	1.5	1.5	7.2	3.1	4.8	8.6	4.3	6.9	13.2	6.7	11.1
Beer, wine (other than for religious use), or wine coolers	14.4	3.9	8.0	36.5	20.2	31.9	58.3	37.0	51.0	70.0	51.4	63.4
Liquor (such as rum, vodka, or whiskey)	5.7	2.4	2.4	30.3	16.3	25.7	55.1	35.9	48.9	67.9	48.9	62.9
Five or more servings of alcohol on the same occasion	7.2	3.5	4.4	24.2	16.4	20.2	44.8	28.3	41.3	72.3	46.2	66.1
Marijuana (pot, grass, hashish)	2.9	1.0	1.0	13.0	6.6	9.7	45.0	27.5	40.2	43.7	23.7	34.7
Inhalants	2.0	0.0	0.0	10.3	7.4	8.7	10.8	4.6	9.2	7.6	5.3	5.3
Amyl or butyl nitrates (locker room, rush)	1.4	0.5	0.5	3.0	1.8	2.5	0.9	0.9	0.9	4.4	3.2	3.2
Crack (rock)	1.4	0.0	0.0	4.9	4.9	4.9	5.3	2.2	4.4	6.5	2.1	5.3
Other forms of cocaine	1.4	0.0	0.0	4.2	2.4	3.6	10.3	7.9	10.3	8.3	4.1	7.1
LSD (acid, stickers)	1.4	0.0	0.0	3.6	1.8	3.1	4.6	2.8	4.2	7.4	3.0	5.1
PCP (angel dust, love boat, green)	1.4	0.0	0.0	5.3	4.7	4.7	6.9	3.8	6.0	5.3	2.1	4.1
Other hallucinogens (mescaline, 'shrooms)	1.4	0.0	0.0	5.4	3.6	4.8	7.2	6.4	7.2	14.1	7.4	11.8
Steroids for body building	2.5	0.5	0.5	4.7	4.1	4.7	1.7	1.2	1.7	2.3	1.2	2.3
Methamphetamines (meth, speed, crank, ice)	0.9	0.0	0.0	4.8	4.2	4.8	6.4	3.6	6.0	9.5	3.0	6.2
Designer drugs (MDMA, ecstasy)	1.4	0.0	0.0	4.1	2.9	3.5	1.8	1.0	1.8	8.5	2.1	6.2
Heroin (smack, stuff)	0.9	0.5	0.5	2.4	2.4	2.4	0.4	0.4	0.4	4.4	1.2	3.2
Needle to inject cocaine, heroin, or other illegal drugs	0.9	0.5	0.5	1.7	1.7	1.7	0.4	0.0	0.4	2.3	1.2	1.2
Amphetamines (uppers, bennies, speed, dexies)	0.9	0.0	0.0	4.3	3.0	3.6	9.9	8.6	9.9	18.6	8.7	15.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.9	0.5	0.5	1.7	1.7	1.7	4.5	2.1	4.5	8.8	2.1	6.5
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.9	0.5	0.5	3.0	1.8	2.4	14.4	8.2	14.4	11.9	5.5	9.6
Ritalin	0.9	0.5	0.5	3.6	2.5	2.5	7.3	4.5	7.3	6.7	3.5	5.5
Any form of alcohol	15.3	3.9	8.0	40.8	22.5	36.2	65.4	43.6	60.5	75.3	59.5	71.2
Any drug other than alcohol or tobacco	5.5	3.0	3.0	24.7	15.6	20.6	50.6	32.7	48.0	51.5	30.1	45.6

Source: 2004 Maryland Adolescent Survey

MONTGOMERY COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	2.4	0.6	1.1	9.7	2.6	5.3	19.8	5.3	11.6	40.0	19.4	27.8
Smokeless tobacco (chewing tobacco, snuff)	0.5	0.2	0.3	1.9	1.1	1.5	3.4	1.7	2.9	7.1	3.2	5.3
Beer, wine (other than for religious use), or wine coolers	8.4	3.7	6.0	19.8	10.9	16.6	42.0	21.6	37.6	61.9	39.5	56.6
Liquor (such as rum, vodka, or whiskey)	2.8	0.9	2.1	11.6	5.9	10.0	38.8	19.2	35.4	61.1	36.1	52.6
Five or more servings of alcohol on the same occasion	2.1	0.4	1.6	8.2	4.8	7.1	25.2	12.8	22.9	48.2	28.3	43.3
Marijuana (pot, grass, hashish)	1.1	0.2	0.8	8.3	4.2	7.1	23.1	11.7	21.1	43.4	23.4	37.5
Inhalants	2.2	1.2	1.6	3.6	1.1	2.8	3.8	1.3	2.5	4.2	1.7	3.1
Amyl or butyl nitrates (locker room, rush)	0.7	0.2	0.2	1.0	0.4	0.7	0.8	0.8	0.8	2.0	1.4	1.6
Crack (rock)	0.3	0.2	0.2	1.0	0.8	0.8	1.9	1.0	1.5	3.8	2.6	3.4
Other forms of cocaine	0.5	0.0	0.2	0.9	0.6	0.6	2.1	0.8	1.7	5.2	2.7	4.7
LSD (acid, stickers)	0.4	0.0	0.2	0.7	0.0	0.4	2.6	1.7	2.3	3.9	1.7	3.2
PCP (angel dust, love boat, green)	0.2	0.0	0.0	1.0	0.7	0.7	2.0	1.5	1.7	3.2	2.4	3.1
Other hallucinogens (mescaline, 'shrooms)	0.2	0.0	0.0	1.0	0.4	0.5	3.6	2.3	3.4	7.7	3.3	6.6
Steroids for body building	1.0	0.4	0.6	1.6	1.0	1.5	1.4	1.2	1.4	2.0	1.1	1.6
Methamphetamines (meth, speed, crank, ice)	0.7	0.5	0.5	1.0	0.4	0.6	3.1	1.8	2.6	5.1	2.4	4.7
Designer drugs (MDMA, ecstasy)	0.3	0.2	0.2	2.3	1.5	2.0	3.3	1.4	2.9	6.3	2.4	5.1
Heroin (smack, stuff)	0.2	0.0	0.0	1.1	0.6	0.8	1.0	0.8	1.0	2.0	1.7	1.8
Needle to inject cocaine, heroin, or other illegal drugs	0.6	0.2	0.4	1.1	0.6	0.8	0.8	0.8	0.8	1.3	0.9	1.1
Amphetamines (uppers, bennies, speed, dexies)	0.8	0.4	0.6	1.8	0.8	1.1	4.4	2.3	3.7	10.4	5.3	9.2
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.0	0.2	0.6	0.0	0.4	2.3	1.1	2.3	5.5	3.1	4.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.8	0.0	0.2	0.5	0.2	0.2	2.8	1.3	2.7	7.5	3.8	6.6
Ritalin	0.8	0.6	0.8	1.7	0.8	1.0	3.9	1.9	3.4	6.4	3.8	5.4
Any form of alcohol	9.3	3.8	6.6	21.3	11.6	17.9	46.5	25.4	42.3	67.3	45.2	61.7
Any drug other than alcohol or tobacco	5.1	3.2	4.0	14.0	6.6	11.3	27.1	14.5	24.7	47.2	27.4	41.9

Source: 2004 Maryland Adolescent Survey

PRINCE GEORGE'S COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	8.5	1.8	3.7	14.0	4.7	8.2	23.1	8.5	12.9	29.1	11.8	16.7
Smokeless tobacco (chewing tobacco, snuff)	1.9	1.0	1.5	3.2	1.2	1.6	1.7	1.7	1.7	5.2	2.1	3.2
Beer, wine (other than for religious use), or wine coolers	17.0	5.7	10.8	33.5	15.9	25.5	43.7	23.7	36.8	52.6	26.4	43.5
Liquor (such as rum, vodka, or whiskey)	8.2	3.6	5.3	21.4	10.6	16.0	37.3	22.5	33.6	49.2	25.6	42.3
Five or more servings of alcohol on the same occasion	5.1	2.5	3.4	11.7	6.9	9.7	21.2	12.1	16.5	29.4	15.2	24.2
Marijuana (pot, grass, hashish)	1.5	0.4	0.4	12.5	7.2	10.1	27.2	16.3	23.9	37.0	18.5	29.6
Inhalants	8.7	4.2	6.5	8.6	3.9	5.3	5.3	1.6	2.3	3.9	1.8	2.1
Amyl or butyl nitrates (locker room, rush)	0.7	0.5	0.7	1.7	1.6	1.6	0.8	0.6	0.6	1.4	0.8	1.2
Crack (rock)	0.7	0.0	0.5	2.5	2.3	2.5	0.9	0.6	0.6	2.9	2.2	2.6
Other forms of cocaine	1.2	0.4	0.7	1.9	1.9	1.9	1.3	0.7	1.0	2.4	1.8	2.0
LSD (acid, stickers)	1.1	0.7	1.1	0.9	0.9	0.9	0.3	0.3	0.3	2.1	1.4	2.0
PCP (angel dust, love boat, green)	0.7	0.7	0.7	3.4	1.7	2.6	5.2	2.5	3.8	4.8	1.9	3.1
Other hallucinogens (mescaline, 'shrooms)	0.5	0.3	0.5	1.0	0.8	0.8	1.3	0.4	1.1	2.7	1.3	2.2
Steroids for body building	0.7	0.2	0.7	1.3	0.8	0.8	2.5	1.5	1.8	0.8	0.5	0.6
Methamphetamines (meth, speed, crank, ice)	0.9	0.6	0.9	2.0	1.3	1.5	1.0	0.9	0.9	1.3	1.0	1.2
Designer drugs (MDMA, ecstasy)	0.7	0.7	0.7	2.0	1.0	1.4	2.9	1.5	2.7	4.2	2.1	3.4
Heroin (smack, stuff)	0.6	0.5	0.6	1.9	0.8	1.2	1.3	0.9	1.3	1.2	1.2	1.2
Needle to inject cocaine, heroin, or other illegal drugs	0.5	0.3	0.3	0.9	0.4	0.9	0.9	0.9	0.9	1.0	0.8	0.8
Amphetamines (uppers, bennies, speed, dexies)	1.6	0.5	1.2	2.3	1.0	2.1	4.1	2.5	3.5	4.2	1.9	3.9
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.0	0.0	0.9	0.6	0.8	1.9	0.9	1.7	2.7	1.6	2.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.6	0.2	0.6	0.9	0.9	0.9	2.2	0.7	1.6	2.7	2.1	2.5
Ritalin	0.6	0.0	0.2	1.2	0.7	0.9	1.7	1.5	1.5	2.2	1.1	1.5
Any form of alcohol	19.1	6.8	12.3	38.4	19.1	30.0	50.2	29.6	44.7	61.2	33.8	53.7
Any drug other than alcohol or tobacco	11.9	6.4	8.7	23.6	13.4	17.8	34.6	21.9	29.0	40.7	21.0	32.7

QUEEN ANNE'S COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	2.6	0.3	0.7	11.4	5.9	8.8	34.6	20.0	29.2	51.5	29.2	36.2
Smokeless tobacco (chewing tobacco, snuff)	0.7	0.3	0.3	3.7	0.3	2.3	11.2	7.2	10.3	14.3	8.2	12.7
Beer, wine (other than for religious use), or wine coolers	5.5	2.6	4.0	26.3	12.8	22.8	56.3	39.4	52.2	69.9	47.6	63.4
Liquor (such as rum, vodka, or whiskey)	2.2	0.7	1.8	16.5	8.9	14.3	54.4	41.3	51.8	67.7	45.1	59.6
Five or more servings of alcohol on the same occasion	0.7	0.0	0.3	12.1	5.1	11.1	45.6	36.6	43.8	59.0	42.9	55.9
Marijuana (pot, grass, hashish)	0.7	0.3	0.3	9.2	6.2	8.5	35.2	19.3	31.5	50.0	23.3	37.2
Inhalants	2.8	1.4	1.8	6.6	3.2	5.2	10.5	5.8	10.0	6.9	3.7	5.4
Amyl or butyl nitrates (locker room, rush)	0.4	0.0	0.0	0.0	0.0	0.0	2.2	1.8	1.8	4.6	3.0	4.2
Crack (rock)	1.1	0.7	1.1	2.6	1.7	2.6	5.2	3.5	4.2	9.0	6.0	7.6
Other forms of cocaine	0.0	0.0	0.0	2.6	1.7	2.3	8.1	4.0	7.7	12.9	5.4	11.7
LSD (acid, stickers)	0.3	0.0	0.0	1.9	1.0	1.9	7.6	3.5	7.6	12.9	5.2	10.1
PCP (angel dust, love boat, green)	0.4	0.0	0.0	3.6	1.7	2.9	5.0	2.2	4.5	9.3	4.8	8.5
Other hallucinogens (mescaline, 'shrooms)	0.4	0.4	0.4	2.9	2.3	2.9	11.8	5.8	10.8	13.7	3.7	10.2
Steroids for body building	0.4	0.0	0.4	1.7	1.7	1.7	0.9	0.9	0.9	7.7	5.1	6.9
Methamphetamines (meth, speed, crank, ice)	0.0	0.0	0.0	2.2	1.3	2.2	3.7	2.2	2.7	8.3	4.6	5.5
Designer drugs (MDMA, ecstasy)	0.3	0.3	0.3	1.7	1.1	1.4	10.2	4.9	9.3	13.7	6.1	10.9
Heroin (smack, stuff)	0.0	0.0	0.0	1.3	1.0	1.3	2.7	1.7	2.2	6.6	5.4	6.6
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.0	0.0	2.0	1.7	2.0	1.7	0.9	1.3	3.6	3.1	3.6
Amphetamines (uppers, bennies, speed, dexies)	0.0	0.0	0.0	4.2	3.6	4.2	8.8	4.7	7.4	16.1	9.4	13.4
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	1.3	0.4	1.3	7.7	3.7	7.3	11.7	6.5	11.1
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	3.0	1.7	2.1	12.1	7.2	11.3	12.1	7.3	11.1
Ritalin	1.1	0.7	0.7	2.6	1.7	2.3	6.9	3.7	5.5	10.1	4.9	7.7
Any form of alcohol	5.9	2.6	4.0	29.5	14.0	25.3	60.4	45.8	57.7	73.2	51.8	68.2
Any drug other than alcohol or tobacco	5.5	2.9	3.3	14.5	9.2	12.8	41.5	24.2	38.3	55.1	30.1	46.5

SOMERSET COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	16.5	8.5	11.6	30.0	17.6	22.9	32.7	17.3	21.6	41.6	22.0	31.8
Smokeless tobacco (chewing tobacco, snuff)	3.6	1.3	1.3	4.4	2.5	2.5	5.0	0.6	2.4	13.1	9.2	11.5
Beer, wine (other than for religious use), or wine coolers	15.1	5.6	8.2	40.4	24.2	35.1	54.3	24.5	46.5	67.3	46.0	58.8
Liquor (such as rum, vodka, or whiskey)	7.6	4.6	4.6	28.6	17.5	24.1	40.6	23.5	34.4	56.1	36.6	49.3
Five or more servings of alcohol on the same occasion	8.1	5.1	5.6	25.2	11.6	21.4	29.9	12.4	23.4	51.0	33.1	44.9
Marijuana (pot, grass, hashish)	9.3	4.5	5.6	18.2	9.2	12.6	20.6	13.6	19.4	39.6	17.0	27.5
Inhalants	7.3	3.6	4.3	3.0	1.2	1.7	3.9	0.7	3.2	4.1	3.2	3.2
Amyl or butyl nitrates (locker room, rush)	2.0	0.7	1.4	0.8	0.8	0.8	1.3	1.3	1.3	3.9	3.2	3.9
Crack (rock)	3.0	1.1	1.1	3.6	2.7	3.6	0.6	0.0	0.6	3.1	3.1	3.1
Other forms of cocaine	3.5	2.3	2.3	2.4	1.7	1.7	4.7	2.1	4.7	4.7	4.7	4.7
LSD (acid, stickers)	1.2	0.7	0.7	2.2	1.3	1.3	1.3	0.6	1.3	3.2	2.3	2.3
PCP (angel dust, love boat, green)	3.5	1.1	2.9	1.9	1.9	1.9	3.0	0.0	2.2	3.2	2.3	2.3
Other hallucinogens (mescaline, 'shrooms)	2.4	0.0	1.8	2.4	1.5	1.5	2.6	0.9	2.6	7.9	3.9	5.5
Steroids for body building	2.0	1.3	2.0	4.0	1.5	4.0	0.7	0.0	0.7	3.0	2.3	2.3
Methamphetamines (meth, speed, crank, ice)	1.1	0.0	0.0	2.0	0.8	2.0	3.2	0.7	3.2	3.1	2.3	3.1
Designer drugs (MDMA, ecstasy)	1.8	0.0	0.7	0.7	0.0	0.0	4.6	1.6	3.9	4.8	2.2	3.9
Heroin (smack, stuff)	1.3	0.7	0.7	1.3	0.5	0.5	1.5	0.0	1.5	1.4	1.4	1.4
Needle to inject cocaine, heroin, or other illegal drugs	1.3	0.7	0.7	0.0	0.0	0.0	1.5	0.0	1.5	2.3	1.6	1.6
Amphetamines (uppers, bennies, speed, dexies)	2.6	0.7	1.4	6.8	3.4	5.6	5.4	0.7	3.0	5.8	3.1	4.0
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.7	0.7	0.7	3.1	1.4	2.2	2.6	1.7	2.6	4.0	3.1	4.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.3	0.7	0.7	2.9	1.2	2.1	1.9	0.9	1.9	5.7	4.8	4.8
Ritalin	0.7	0.7	0.7	3.1	0.7	1.5	0.7	0.7	0.7	2.4	2.4	2.4
Any form of alcohol	16.3	8.9	10.8	42.8	27.8	37.9	58.2	30.2	51.5	68.2	47.6	60.4
Any drug other than alcohol or tobacco	16.8	9.9	11.1	26.4	16.0	20.7	24.3	15.8	22.2	41.3	18.8	29.9

Source: 2004 Maryland Adolescent Survey

ST. MARY'S COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	6.9	2.7	3.4	18.3	6.3	10.5	41.7	20.4	29.1	45.3	24.4	33.4
Smokeless tobacco (chewing tobacco, snuff)	1.0	0.3	0.3	1.8	0.5	1.3	6.0	3.8	5.1	5.5	2.1	3.6
Beer, wine (other than for religious use), or wine coolers	13.1	4.9	8.7	26.8	12.3	21.0	61.9	39.2	56.0	72.1	43.5	61.3
Liquor (such as rum, vodka, or whiskey)	4.1	0.7	3.5	18.1	11.0	16.0	53.6	34.9	47.7	67.6	38.2	58.0
Five or more servings of alcohol on the same occasion	2.8	0.7	0.7	16.0	7.6	14.7	41.6	27.5	35.8	55.8	34.0	50.3
Marijuana (pot, grass, hashish)	2.0	1.3	1.3	7.1	2.3	5.7	33.1	20.7	30.0	43.7	21.6	34.9
Inhalants	2.1	0.3	1.1	7.6	3.9	6.6	9.0	4.5	7.1	4.4	2.9	3.6
Amyl or butyl nitrates (locker room, rush)	0.3	0.0	0.0	0.5	0.0	0.5	1.6	1.6	1.6	2.1	1.5	1.8
Crack (rock)	1.0	0.4	0.4	2.4	1.8	2.4	4.4	3.2	3.7	5.2	3.4	4.1
Other forms of cocaine	1.0	0.3	0.3	2.1	1.1	1.6	6.7	4.5	6.4	10.2	5.3	9.2
LSD (acid, stickers)	0.3	0.0	0.0	1.8	1.0	1.8	5.0	3.2	4.1	6.2	3.1	4.5
PCP (angel dust, love boat, green)	0.6	0.0	0.0	2.4	1.3	1.9	6.3	3.5	5.4	5.1	2.2	3.5
Other hallucinogens (mescaline, 'shrooms)	0.6	0.3	0.3	2.3	2.0	2.0	8.9	5.4	8.3	8.6	5.1	7.9
Steroids for body building	0.7	0.0	0.0	1.7	1.5	1.7	3.8	1.9	2.8	1.6	1.6	1.6
Methamphetamines (meth, speed, crank, ice)	0.7	0.4	0.4	2.2	1.3	1.9	4.8	3.5	4.5	5.6	2.6	3.9
Designer drugs (MDMA, ecstasy)	0.3	0.0	0.0	2.4	1.9	2.4	8.9	3.8	8.4	9.7	3.6	7.8
Heroin (smack, stuff)	1.0	0.4	0.4	0.2	0.0	0.2	2.5	2.2	2.5	1.5	0.4	0.8
Needle to inject cocaine, heroin, or other illegal drugs	0.6	0.3	0.3	0.3	0.3	0.3	1.6	1.3	1.3	2.1	1.9	1.9
Amphetamines (uppers, bennies, speed, dexies)	0.7	0.4	0.4	3.8	2.4	3.0	10.2	6.7	8.5	13.7	7.1	11.3
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.0	0.0	1.1	0.8	0.8	5.4	3.5	5.1	6.1	2.2	4.5
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.6	0.0	0.0	1.3	1.0	1.3	9.6	6.4	8.7	8.7	3.5	7.4
Ritalin	1.0	0.3	0.3	1.4	1.4	1.4	8.2	3.8	6.7	3.0	1.0	2.6
Any form of alcohol	13.5	5.2	9.4	30.6	16.2	24.6	65.9	43.8	60.1	75.8	46.9	65.8
Any drug other than alcohol or tobacco	5.5	2.4	3.2	15.1	7.5	12.9	40.6	25.8	36.5	47.0	25.3	39.3

Source: 2004 Maryland Adolescent Survey

TALBOT COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	6.6	1.8	3.6	30.3	15.1	22.8	50.7	27.6	41.4	43.7	32.1	37.8
Smokeless tobacco (chewing tobacco, snuff)	0.8	0.0	0.4	10.5	4.9	7.2	18.9	14.8	17.8	13.4	8.7	11.8
Beer, wine (other than for religious use), or wine coolers	13.2	3.7	9.0	44.7	28.9	38.9	70.9	47.2	64.9	65.0	55.3	62.2
Liquor (such as rum, vodka, or whiskey)	7.3	2.2	4.5	29.8	21.1	26.6	65.5	48.7	63.1	58.5	47.3	56.6
Five or more servings of alcohol on the same occasion	4.1	0.9	2.9	22.3	14.8	19.5	56.7	39.1	51.9	53.1	46.0	51.3
Marijuana (pot, grass, hashish)	1.7	0.6	1.7	15.1	9.8	14.5	45.4	32.0	43.0	44.4	27.1	39.6
Inhalants	4.9	3.6	4.2	8.0	4.8	6.8	15.1	10.8	14.2	14.8	6.7	12.4
Amyl or butyl nitrates (locker room, rush)	0.4	0.4	0.4	4.9	2.7	4.3	5.4	4.0	5.4	5.4	3.2	4.6
Crack (rock)	0.0	0.0	0.0	4.4	2.6	3.8	8.3	6.0	7.8	5.7	2.3	3.1
Other forms of cocaine	0.6	0.0	0.6	5.5	3.1	4.9	13.2	9.6	13.2	10.7	7.7	10.7
LSD (acid, stickers)	0.9	0.6	0.9	6.6	3.7	4.9	8.5	6.0	8.0	8.6	5.6	8.6
PCP (angel dust, love boat, green)	0.0	0.0	0.0	3.7	2.7	3.3	10.1	7.3	9.7	7.0	2.4	6.2
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	5.7	4.1	5.2	15.6	8.8	15.6	19.9	9.9	18.2
Steroids for body building	0.8	0.8	0.8	4.4	2.8	3.4	6.9	3.6	6.4	3.3	2.4	3.3
Methamphetamines (meth, speed, crank, ice)	1.2	1.2	1.2	5.5	4.4	4.9	9.2	6.4	8.3	5.0	2.3	3.8
Designer drugs (MDMA, ecstasy)	0.3	0.3	0.3	5.3	4.3	5.3	8.3	5.6	7.9	10.6	2.4	7.7
Heroin (smack, stuff)	0.0	0.0	0.0	3.7	3.3	3.7	6.0	5.6	6.0	3.0	2.3	3.0
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	3.1	2.2	3.1	4.0	4.0	4.0	2.4	2.4	2.4
Amphetamines (uppers, bennies, speed, dexies)	0.5	0.5	0.5	8.8	4.7	8.3	16.2	8.9	15.2	10.4	5.9	8.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.6	0.6	3.8	3.3	3.8	9.3	8.0	8.8	12.4	7.4	10.2
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.6	0.6	0.6	5.4	3.3	5.0	12.5	8.8	12.1	15.2	9.7	13.7
Ritalin	0.8	0.8	0.8	5.4	4.2	5.4	11.0	6.9	11.0	4.6	2.3	3.8
Any form of alcohol	14.6	5.0	9.8	46.8	29.9	41.0	74.2	54.7	70.6	68.5	59.0	67.8
Any drug other than alcohol or tobacco	8.4	6.1	7.8	23.7	16.0	23.7	49.8	38.0	47.8	48.1	33.2	44.7

Source: 2004 Maryland Adolescent Survey

WASHINGTON COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	5.8	1.1	2.5	20.0	7.6	15.9	33.8	16.7	25.1	45.9	26.2	33.1
Smokeless tobacco (chewing tobacco, snuff)	0.6	0.0	0.0	4.0	1.0	2.6	7.7	4.0	5.3	10.7	6.5	9.0
Beer, wine (other than for religious use), or wine coolers	9.3	2.4	7.6	29.7	14.2	26.3	45.7	25.0	39.0	71.2	41.7	61.4
Liquor (such as rum, vodka, or whiskey)	2.3	0.5	1.2	18.2	6.8	15.1	41.3	22.8	34.7	65.8	38.5	60.8
Five or more servings of alcohol on the same occasion	3.9	0.0	2.0	13.4	7.6	12.4	29.8	16.4	26.8	54.9	31.6	48.9
Marijuana (pot, grass, hashish)	0.2	0.2	0.2	13.8	6.1	10.8	25.9	12.5	20.9	46.5	22.5	36.5
Inhalants	3.7	1.3	2.2	4.8	2.4	3.3	4.8	3.8	4.5	8.4	5.3	7.6
Amyl or butyl nitrates (locker room, rush)	0.8	0.4	0.8	1.0	0.7	0.7	1.7	1.3	1.7	3.3	1.7	2.8
Crack (rock)	0.2	0.2	0.2	2.7	0.8	1.7	2.7	2.2	2.4	5.8	3.5	5.5
Other forms of cocaine	0.4	0.0	0.4	1.3	0.0	1.0	3.4	2.1	2.6	12.5	6.4	10.8
LSD (acid, stickers)	0.0	0.0	0.0	1.0	0.4	0.7	4.1	2.2	3.7	9.9	4.8	8.6
PCP (angel dust, love boat, green)	0.0	0.0	0.0	2.0	0.8	1.4	2.6	1.7	2.2	7.9	3.7	6.3
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	3.5	0.8	2.8	6.9	3.4	6.4	15.0	5.1	13.4
Steroids for body building	0.7	0.0	0.0	2.7	1.4	1.7	3.5	1.4	3.2	3.9	2.9	3.9
Methamphetamines (meth, speed, crank, ice)	0.0	0.0	0.0	2.6	0.4	1.9	2.6	1.7	2.2	9.5	3.9	7.9
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	3.1	1.4	2.8	2.6	0.7	2.6	10.1	4.4	9.4
Heroin (smack, stuff)	0.2	0.2	0.2	1.4	0.7	1.0	1.6	0.9	1.2	5.3	3.4	4.6
Needle to inject cocaine, heroin, or other illegal drugs	0.8	0.4	0.8	1.0	0.7	0.7	0.7	0.5	0.7	3.9	2.1	2.7
Amphetamines (uppers, bennies, speed, dexies)	0.6	0.2	0.2	4.9	1.6	4.9	7.2	3.4	5.2	18.1	8.5	16.2
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	2.0	0.5	1.7	7.5	2.0	5.7	13.0	7.4	11.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	3.0	0.7	2.3	6.6	2.8	5.2	10.7	6.1	9.9
Ritalin	1.2	0.0	0.0	1.6	0.6	1.6	4.8	1.9	3.5	8.3	3.5	6.3
Any form of alcohol	9.6	2.4	7.9	32.2	15.3	27.9	48.8	28.6	41.8	72.6	44.5	68.1
Any drug other than alcohol or tobacco	6.1	2.2	3.1	20.7	10.7	16.4	31.8	18.0	26.2	50.3	27.8	44.1

Source: 2004 Maryland Adolescent Survey

WICOMICO COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	10.8	3.1	6.1	29.0	13.1	18.4	38.4	17.9	25.4	42.8	19.8	25.6
Smokeless tobacco (chewing tobacco, snuff)	2.3	0.3	1.0	5.4	1.9	2.2	5.3	2.7	3.6	7.5	4.1	6.4
Beer, wine (other than for religious use), or wine coolers	16.8	5.9	11.4	40.3	23.0	33.8	56.3	31.0	50.3	69.2	38.2	59.5
Liquor (such as rum, vodka, or whiskey)	4.5	2.2	3.8	25.3	16.1	23.5	50.8	28.3	46.9	61.1	34.3	54.8
Five or more servings of alcohol on the same occasion	6.8	1.8	3.9	17.5	9.3	15.4	39.2	19.7	34.4	49.7	30.0	46.0
Marijuana (pot, grass, hashish)	3.3	1.5	1.9	18.2	11.0	15.6	31.9	18.0	26.3	45.5	22.2	33.9
Inhalants	6.0	3.2	3.6	8.1	5.6	7.0	5.8	2.3	4.7	3.0	1.9	2.1
Amyl or butyl nitrates (locker room, rush)	0.7	0.0	0.3	1.9	1.0	1.3	1.7	1.2	1.2	1.9	1.3	1.6
Crack (rock)	1.6	0.3	0.7	3.2	2.3	2.9	2.6	2.0	2.0	3.9	2.8	3.3
Other forms of cocaine	1.5	0.7	1.0	3.0	2.1	2.7	4.0	2.1	3.4	6.3	3.8	5.5
LSD (acid, stickers)	1.7	0.3	1.0	2.1	1.5	1.8	3.5	1.5	2.7	4.8	2.4	4.2
PCP (angel dust, love boat, green)	0.4	0.0	0.0	4.5	3.0	3.9	3.8	2.3	3.2	3.3	1.6	2.2
Other hallucinogens (mescaline, 'shrooms)	0.4	0.0	0.0	3.5	2.1	3.2	5.2	2.6	4.4	8.2	4.0	7.0
Steroids for body building	1.1	0.3	0.3	4.4	2.1	3.2	2.5	1.5	2.1	2.6	0.5	1.1
Methamphetamines (meth, speed, crank, ice)	1.1	0.3	0.7	3.7	2.1	2.7	1.9	1.7	1.7	3.3	1.6	2.4
Designer drugs (MDMA, ecstasy)	1.1	0.3	0.7	2.6	1.3	2.1	4.6	2.3	3.5	5.4	2.1	4.3
Heroin (smack, stuff)	1.1	0.3	0.7	2.0	0.9	1.2	1.4	0.9	0.9	2.8	1.6	2.2
Needle to inject cocaine, heroin, or other illegal drugs	1.7	0.7	1.0	1.5	1.2	1.5	1.4	0.9	0.9	1.4	1.1	1.1
Amphetamines (uppers, bennies, speed, dexies)	2.5	1.7	1.7	3.2	2.6	3.2	5.2	3.6	4.4	8.0	2.9	6.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.7	0.3	0.3	2.9	1.5	2.6	3.6	2.4	3.0	5.4	2.9	4.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.3	0.3	3.2	2.4	3.2	5.3	2.6	4.4	6.6	3.3	4.7
Ritalin	0.8	0.0	0.8	2.6	1.4	1.4	1.4	0.6	0.9	4.4	1.9	2.9
Any form of alcohol	17.7	6.6	12.4	42.6	25.0	36.1	61.0	35.6	56.4	73.8	44.3	66.1
Any drug other than alcohol or tobacco	11.4	6.7	7.4	24.7	16.0	21.2	37.3	21.6	30.7	48.2	24.8	37.6

Source: 2004 Maryland Adolescent Survey

WORCESTER COUNTY

Percent of Students Reporting Substance Use by Grade Level and Time Period

Substance	Grade											
	6th			8th			10th			12th		
	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months	Ever Used	Last 30 Days	Last 12 Months
Cigarettes	6.3	1.6	2.0	16.4	7.0	11.0	39.5	17.9	25.0	45.4	24.6	35.8
Smokeless tobacco (chewing tobacco, snuff)	1.8	0.8	0.8	1.1	0.0	0.6	6.7	3.6	4.4	9.0	5.4	6.9
Beer, wine (other than for religious use), or wine coolers	9.4	5.1	5.9	28.4	12.1	25.1	60.2	33.9	53.9	73.5	48.1	66.2
Liquor (such as rum, vodka, or whiskey)	2.0	1.6	2.0	19.7	6.7	16.1	52.0	29.1	45.7	70.8	40.2	64.5
Five or more servings of alcohol on the same occasion	2.2	1.4	1.4	14.0	4.7	10.9	39.0	24.4	37.1	58.3	34.2	50.6
Marijuana (pot, grass, hashish)	1.8	1.8	1.8	13.5	5.3	12.6	43.8	27.3	40.2	53.1	29.1	44.4
Inhalants	4.4	2.4	3.3	4.9	2.6	3.9	8.3	4.8	6.4	8.3	4.0	6.0
Amyl or butyl nitrates (locker room, rush)	0.6	0.0	0.0	0.6	0.0	0.0	4.0	4.0	4.0	2.5	1.8	2.5
Crack (rock)	1.2	0.4	0.8	1.5	0.6	0.6	3.2	3.2	3.2	3.8	2.8	3.4
Other forms of cocaine	0.4	0.4	0.4	2.7	1.1	2.2	9.6	5.9	8.4	9.7	6.0	8.8
LSD (acid, stickers)	0.0	0.0	0.0	1.0	0.4	0.4	5.6	4.0	4.4	7.3	4.1	6.2
PCP (angel dust, love boat, green)	0.4	0.4	0.4	1.7	1.7	1.7	5.2	4.4	4.8	4.3	2.1	4.3
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	3.0	1.0	3.0	11.3	7.3	9.7	13.2	6.4	11.7
Steroids for body building	1.0	0.6	0.6	2.0	0.4	1.0	3.5	2.8	3.2	1.4	1.4	1.4
Methamphetamines (meth, speed, crank, ice)	0.4	0.4	0.4	1.0	0.6	1.0	5.6	4.8	5.6	6.9	3.5	5.9
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	1.0	0.6	1.0	5.5	4.3	5.1	7.6	2.7	6.9
Heroin (smack, stuff)	1.2	0.8	1.2	0.6	0.6	0.6	2.4	2.4	2.4	2.1	1.8	1.8
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.4	0.4	0.6	0.6	0.6	2.0	2.0	2.0	2.1	1.8	2.1
Amphetamines (uppers, bennies, speed, dexies)	0.0	0.0	0.0	1.8	0.9	1.8	9.5	6.0	9.5	14.6	7.7	13.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	1.0	0.6	0.6	6.4	4.4	6.4	8.6	6.3	8.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	2.4	1.4	2.4	8.4	5.2	7.2	13.1	7.7	11.5
Ritalin	1.0	0.0	0.4	3.4	0.5	1.8	5.2	3.2	4.0	8.8	3.9	7.7
Any form of alcohol	9.8	5.5	6.3	31.0	12.5	26.5	63.0	38.2	57.4	76.4	51.0	69.7
Any drug other than alcohol or tobacco	7.1	5.2	6.0	16.9	7.2	14.5	48.9	30.8	46.5	58.2	35.3	50.0

Source: 2004 Maryland Adolescent Survey