

2001 MARYLAND ADOLESCENT SURVEY

**Maryland State Department of Education
Division of Student and School Services
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FOREWORD

We are again pleased to report that alcohol, tobacco, and other drug (ATOD) use among Maryland's adolescents has not increased over the last three years. In fact, ATOD use decreased in 84% of the categories measured by the 2001 Maryland Adolescent Survey (MAS). This wonderful achievement is due in no small part to the commitment and dedication of our parents, community leaders, and the staff in our schools. Several years ago, when we reported an increase in ATOD use, everyone pitched in to ensure that our children and our future would be protected from the evils of ATOD use. While this is still not the time to declare a final victory, it is a time to celebrate the good news of our efforts to prevent and reduce the use and abuse of ATOD.

While we experienced an overall decrease in 84% of the measured categories, there was an increase in the use of designer drugs such as ecstasy. While the increase in use of designer drugs is not unique to any local school system or to Maryland (as compared to national statistics), we must use the information provided in the MAS to focus our efforts and redirect our priorities and resources to meet the challenge of new and emerging illicit drugs. Vigilance must be our watchword. If we don't pay attention to the needs of our adolescents, we know they will find a variety of ways to express their needs. We want our young people to use their energy on productive activities that will allow them to achieve their full potential.

We continue to see the positive effect parents and families have in preventing the use of ATOD by adolescents. The role of parents and families cannot be over emphasized and the data once again substantiates our belief that kids who are connected to their parents and families use ATOD at much lower rates than kids who are not connected. We know that parents and families must reinforce the efforts of our schools and communities. We also know that schools and communities must work hand-in-hand with parents and families in order to create educational environments that are safe, optimal for academic achievement, and free from any form of harassment.

The Maryland State Department of Education, our local school systems, and our schools will continue to do everything possible to prevent the use of ATOD by our young people. We therefore challenge all Marylanders to join us in our efforts to create and maintain safe, disciplined, and drug-free schools and communities.

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 *2001 Maryland Adolescent Survey (MAS)* presents the latest findings about the nature, extent and trend of ATOD use among Maryland's adolescents. The *2001 MAS* also compares State and local findings with national findings and trends as well as providing data on protective factors; knowledge about the consequences of ATOD use; parenting and peer influences; provides information about 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 this report is used by 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 27,704 adolescents across all grade levels. This represents 11 to 12 percent of the State's enrollment at each of the surveyed grade levels and an 80% overall response rate.

2001 ATOD usage levels decreased from 1998 usage levels for many substances. Sixth graders reported using less cigarettes, smokeless tobacco, and alcohol in the last 30 days prior to the survey than their 1998 counterparts. Eighth graders reported a decrease in 30 day usage for cigarettes, smokeless tobacco, alcohol, methamphetamines, narcotics, inhalants, cocaine (other than crack), and designer drugs. A similar pattern is evident when comparing 30-day usage between 1998 and 2001 for tenth graders. Tenth graders reported a decrease in their use of cigarettes, smokeless tobacco, alcohol, marijuana, crack, cocaine (other than crack), and heroin. Use among twelfth graders decreased in some areas and increased in others when compared to the 1998 survey. Usage decreased in the last 30-days prior to the survey for cigarettes, smokeless tobacco, alcohol, marijuana and cocaine (other than crack), and increased for amphetamines, steroids, and designer drugs.

Respondents continue to report that ATOD are more available outside of school property than on school property. Similarly students who use alcohol, cigarettes and marijuana report that these substances are safer to consume than those students who do not use these substances.

While the continued decreases in usage trends are generally encouraging, the findings of the *2001 MAS* still show that students have tried and continue to use many substances. It is also important to note that substance use rates among Maryland's adolescents are consistent with national trends as reported in the most recent *Monitoring the Future Study*.

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CHAPTER 1

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 substances. Conducted by the Maryland State Department of Education (MSDE), with joint support from the Alcohol and Drug Abuse Administration, the Department of Health and Mental Hygiene and 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 2001 survey investigates current use patterns, 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 to planning and implementing the various violence prevention initiatives currently underway throughout Maryland's schools.

In this report, information on the nature, extent, and trends in alcohol, tobacco, and other drug use in Maryland is evaluated within a national context. The MAS, a biennial survey, 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 to be similar to the nation in adolescents' usage patterns.

The results of the 2001 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 the community. 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 use problems or safety issues among particular student populations or to identify 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, the report generated as a result of each survey contains a detailed description of the survey administration procedures, sampling strategy, and the actual survey items.

The sampling strategy used for the 1994, 1996, 1998 and 2001 surveys permits generalizations about usage patterns at the local school system level as well as the state level. The 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 schools. Each school system may also examine use trends of specific substances within its own population over the 1994 and 2001 MAS administrations.

This report presents the findings of the 2001 MAS and 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 sampled, the survey questionnaire, administration instructions, and tabular results on substance use for each participating school system.

CHAPTER 2

METHODOLOGY

CHAPTER II

METHODOLOGY

POPULATION

The 2001 Maryland Adolescent Survey was administered to samples of sixth, eighth, tenth, and twelfth graders in public 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. The schools excluded from this sampling frame are listed in Appendix A.

SAMPLING PLAN

To ensure a statistically generalizable result 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 was determined based on the system enrollments in each grade and the desired level of measurement precision (95% confidence interval of 5%). This sample size was adjusted based on the desirability of selecting two classes from most schools, the assumed class size, and the assumed absentee and refusal rate. 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 local school system (LSS).

Selection of Schools

In large school systems¹, the schools were stratified using participation in the school lunch program and ethnic composition. The number of students to be sampled for each grade level were allocated to each stratum proportional to the number of students enrolled at schools in the stratum. Schools were selected with probabilities proportional to the enrollment at the sixth, eighth, and twelfth grades respectively, and proportional to the total enrollment at the tenth and twelfth grade combined. This last feature is a departure from the procedure used in the previous study, but was implemented given the presence of a number of schools in which there is a wide disparity in the number of students between the tenth and twelfth grades. By using the combined enrollment the sample avoids great disparity in weights (and hence increased variance) in any given grade. In schools where the tenth or twelfth grade is selected, the other grade was also selected. After a school was selected, two classes per grade were chosen. Very small schools were combined with larger schools and classes were selected from the combination. This became necessary when a school was expected to have fewer than two classes available for selection.

In medium size school systems, stratification was unnecessary because the majority of schools were included in the sample. In these school systems, the opportunity for each school's

¹ Large school systems were: Anne Arundel, Baltimore City, Baltimore County, 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.

selection was again proportional to its enrollment for each grade, exactly as was done for each stratum in the large systems. Here we allowed a school to be selected more than once if it is very large. This was necessary to guarantee an equal probability of selection at every grade level. In small school systems, all schools were sampled, but the number of classes was adjusted to assign each student in the county the same probability of selection.

In the 1998 MAS, Prince George’s County was oversampled due to a high expected non-response rate. This was not done for the 2001 MAS because Prince George’s County did not require parental consent for participation as it had done in 1998.

Selection of Classes

Classes were designated as eligible for selection according to the criterion that all 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 classes sampled were drawn from within 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 or another class. 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 questionnaire. Other enrollees were excused from participation. Table 2.1 indicates that between 13% and 16% of enrolled students in each of the grades were in the initial sample statewide and between 11% and 12% were in the final sample.

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

Grade	Total Enrolled Population in Maryland ¹	Initial Sample		Final Sample	
	N	N	%	N	%
6th	67,323	8,911	13%	7,676	11%
8th	64,647	8,864	14%	7,336	11%
10th	62,410	8,439	14%	6,614	11%
12th	50,962	8,303	16%	6,078	12%

¹ SOURCE: Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, September 30, 2000: 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; within each class, all eligible students were requested to participate. 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 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 in the small schools systems) 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.

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 34,517 questionnaires were sent to schools for completion by the designated sample of their students. Of these, 27,704 were returned and analyzed. Table 2.2 shows the number of survey forms sent out and returned for each participating school system. At the LSS level, return rates varied from a high of 88% to a low of 67%.

Table 2.2: RESPONSE RATES FOR 2001 MAS BY SCHOOL SYSTEM¹

School System	Grade								Total	
	6		8		10		12			
	Initial	Final	Initial	Final	Initial	Final	Initial	Final	Initial	Final
Allegany	386	94%	368	89%	348	66%	346	73%	1448	81%
Anne Arundel	457	75%	475	68%	452	67%	456	67%	1840	69%
Baltimore City	503	71%	493	65%	466	65%	477	69%	1939	67%
Baltimore	500	84%	484	91%	477	85%	487	78%	1948	84%
Calvert	380	79%	366	88%	340	86%	364	62%	1450	79%
Caroline	263	91%	279	88%	239	85%	184	70%	965	85%
Carroll	430	91%	461	94%	405	75%	400	80%	1696	85%
Cecil	349	87%	377	90%	360	88%	350	68%	1436	84%
Charles	405	87%	407	89%	402	78%	410	71%	1624	81%
Dorchester	271	90%	240	82%	243	61%	153	59%	907	75%
Frederick	405	83%	420	82%	477	84%	461	80%	1763	82%
Garrett	259	94%	248	70%	249	90%	247	84%	1003	85%
Harford	435	94%	471	82%	387	78%	418	78%	1711	83%
Howard	428	81%	491	88%	502	81%	475	75%	1896	81%
Kent	202	87%	184	90%	105	91%	132	76%	623	86%
Montgomery	428	91%	442	91%	438	82%	416	69%	1724	84%
Prince George's	476	92%	495	87%	474	69%	466	63%	1911	78%
Queen Anne's	421	92%	312	63%	267	84%	249	80%	1249	81%
St. Mary's	368	83%	297	76%	315	86%	315	77%	1295	81%
Somerset	209	89%	202	73%	193	88%	145	68%	749	80%
Talbot	258	87%	242	73%	245	60%	197	74%	942	74%
Washington	407	96%	406	90%	402	82%	439	84%	1654	88%
Wicomico	360	79%	397	88%	371	81%	362	85%	1490	83%
Worcester	311	80%	307	73%	282	86%	354	64%	1254	75%
Total	8911	86%	8864	83%	8439	78%	8303	73%	34517	80%

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 and American Indian students and a corresponding under representation of African American, Asian/Pacific Islander and Hispanic 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 ²
	State	MAS	State	MAS	State	MAS	State	MAS		
Males	51.4%	50.0%	50.8%	49.1%	50.7%	47.9%	48.9%	48.7%	50.5%	49.0%
	34,609	3,807	32,842	3,568	31,650	3,134	24,916	2,938	124,017	13,447
Females	48.6%	50.0%	49.2%	50.9%	49.3%	52.1%	51.1%	51.3%	49.5%	51.0%
	32,714	3,813	31,805	3,693	30,760	3,414	26,046	3,100	121,325	14,020
Total	67,323	7,620	64,647	7,261	62,410	6,548	50,962	6,038	245,342	27,467

¹ SOURCE: Maryland Public School Enrollment By Race/Ethnicity and Gender and Number of Schools, September 30, 2000: MSDE

² 237 respondents did not provide information on gender

QUESTIONNAIRE

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. The 2001 MAS Forms One, Two and Three are included in Appendix B.

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

Race/Ethnicity	Grade								Total	
	6th		8th		10th		12th		State	MAS ²
	State	MAS	State	MAS	State	MAS	State	MAS		
African American	37.0%	23.4%	36.1%	23.5%	35.6%	20.7%	32.7%	21.3%	35.5%	22.3%
	24,927	1,735	23,314	1,663	22,196	1,318	16,644	1,258	87,081	5,974
Asian/Pacific Islander	4.1%	2.8%	4.4%	3.1%	4.7%	4.0%	5.0%	3.7%	4.5%	3.4%
	2,790	208	2,859	221	2,940	253	2,564	216	11,153	898
Hispanic	4.6%	2.5%	4.2%	2.5%	4.0%	3.0%	3.7%	2.2%	4.2%	2.6%
	3,113	189	2,699	178	2,492	189	1,882	130	10,186	686
White	53.9%	68.9%	55.0%	69.8%	55.4%	71.3%	58.3%	72.2%	55.5%	70.5%
	36,271	5,113	35,553	4,940	34,572	4,548	29,722	4,266	136,118	18,867
American Indian	0.3%	2.3%	0.3%	1.0%	0.3%	1.1%	0.3%	0.7%	0.3%	1.3%
	222	173	222	72	210	69	150	40	804	354
Total	67,323	7,418	64,647	7,074	62,410	6,377	50,962	5,910	245,342	26,779

¹ SOURCE: Maryland Public School Enrollment By Race/Ethnicity and Gender and Number of Schools, September 30, 2000: MSDE

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

The questions comprising the 2001 MAS were identical to the 1998 MAS. Unlike the 1998 MAS, the 2001 MAS was printed on scannable sheets to facilitate the transmission of data from the paper-and-pencil instrument into an electronic format for analysis. As a result, the respondents were asked to *darken a circle* to indicate their answer rather than *place an X* next to their response choice as was done in previous MAS administrations.

ADMINISTRATION PROCEDURES

In each participating school, questionnaires were administered in the classes that were identified by sampling procedures. Most surveys were administered on April 4, 2001. Some schools had scheduling conflicts on that day and elected to administer the MAS near but not on April 4, 2001. Previously, the MAS was conducted in December, midway through the academic year. The 2001 administration being in April instead of December suggests that on average the students participating in the 2001 survey are four months older than the same grade students in previous years.

Questionnaire 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 FedEx envelopes to the designated survey administrator (teachers or others) for each class. The 2001 MAS materials are located in Appendix C.

In most cases, teachers administered the questionnaire. In a few instances, other school personnel administered questionnaires. Survey administrators were responsible for requesting student participation, distributing forms, delivering instructions, and returning the collected

questionnaires 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 questionnaires were collected from the students by one of the participants, placed in a large envelope, and sealed in order to assure respondents' confidentiality and protect their privacy. School points of contact were instructed to return all survey forms (completed and blank) via FedEx to a designated survey repository site.

GENERALIZING THE SURVEY RESULTS

As described earlier in this chapter, the survey sample allows generalization of responses at the school system level. Johnston, O'Malley, and Bachman (1999)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 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 participate in the survey. The MAS results, therefore, are only generalizable to those students who are in school.

AN IMPORTANT NOTE REGARDING 12-MONTH USAGE

Nearly all students who report that they have used a substance in the last 30 days also report using it in the last 12 months too. A few students, however, who report that they used the substance in the last 30 days, left the 12-month usage question blank. In 1998, the 12-month question was kept blank if a student did not answer this question. In the 2001 MAS, however, these two variables were recoded (when necessary) to make the 30-day and 12-month usage questions correspond. For the 2001 MAS, if a student reports using a substance in the last 30-days and they left the 12-month usage question blank, their 12-month usage question will be recoded to indicate that they did use the substance within the past year. As a result of this recoding, 2001 MAS 12-month usage may be elevated compared to corresponding values in the 1998 MAS. This change in the coding procedure should be kept in mind when comparing 12-month usage from 1998 to 2001.

² 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**

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

The most essential aspect of the biennial 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 2001 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. Most young people are exposed to alcohol in their early years by family members at parties or special celebrations. 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 2001 survey data clearly show the results of this anticipatory socialization. By the twelfth grade, almost three-quarters (72.5%) of Maryland's youth have drunk alcohol outside their homes. Almost as many (65.5%) 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* (2000) study show that 50.0% of high school seniors in 2000 said they used alcohol in the past thirty days. In Maryland, only 47.5% of seniors in the 2001 class did so.

Smoking is also an acceptable adult behavior widely emulated by young people. Current survey findings show cigarettes have been used by 45.7% of the twelfth graders in the sample. About one-quarter (25.5%) said that they smoked sometime in the past month, somewhat less than the national 2000 high school class (31.4%).

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. Many States have legalized marijuana as a prescription drug. Many of our nation's most distinguished citizens admit to experimentation or recreational use. These adult role models undermine the credibility of drug use prevention messages in regard to marijuana and offer young people another inappropriate opportunity to demonstrate their maturity and independence. According to the 1999 National Household Survey on Drug Abuse, 5.4% of the population ages 12 and older are current marijuana users, making marijuana the most commonly used illegal drug. Data from the *Monitoring the Future* (2000) study show that 21.6% of the 2000 high school seniors said

they used marijuana in the past 30 days. In Maryland, 22.7% 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 designer drugs (MDMA or ecstasy, 12.9%), LSD (11.4%), and amphetamines (diet pills, uppers, bennies, 11.4%). However, of these substances, twelfth grader use in the last 30 days is reported by only 4.8%, 3.7%, and 5.5% respectively of Maryland students.

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			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	2.5	4.2	26.5	10.6	17.0	36.3	16.6	23.5	45.7	25.5	31.7
Smokeless tobacco (chewing tobacco, snuff)	1.6	0.7	0.9	4.1	1.9	2.7	5.9	2.3	3.9	8.1	3.0	5.5
Beer, wine (other than for religious use), or wine coolers	15.6	5.7	10.5	38.7	20.0	31.7	55.7	32.2	49.2	69.8	42.4	61.2
Liquor (such as rum, vodka, or whiskey)	6.2	2.7	4.3	25.7	14.3	22.2	47.0	27.6	42.3	62.6	37.5	55.4
Five or more servings of alcohol on the same occasion	5.2	2.3	3.8	17.0	9.3	14.1	35.4	21.1	32.0	52.3	31.4	45.2
Marijuana (pot, grass, hashish)	2.9	1.2	2.0	16.9	10.6	15.2	33.3	19.8	28.8	46.5	22.7	37.9
Inhalants	5.0	2.2	3.5	6.2	3.0	4.7	5.3	2.7	4.1	4.6	1.6	2.9
Amyl or Butyl nitrates (locker room, rush)	0.5	0.3	0.4	1.3	0.9	1.2	1.8	1.2	1.6	2.1	0.9	1.6
Crack (rock)	0.9	0.6	0.8	2.5	1.5	2.1	2.8	1.8	2.3	2.9	1.3	2.1
Other forms of cocaine	0.8	0.5	0.7	2.1	1.2	1.7	3.5	2.0	3.2	5.6	2.0	4.1
LSD (acid, stickers)	1.0	0.6	0.8	3.7	2.2	3.2	7.0	3.7	6.4	11.4	3.7	8.8
PCP (angel dust, love boat, green)	0.9	0.5	0.8	3.2	2.0	2.7	3.5	2.1	3.1	4.6	1.6	3.2
Other hallucinogens (mescaline, 'shrooms)	0.7	0.3	0.6	3.3	1.9	3.1	5.8	3.4	5.3	9.3	3.7	7.0
Steroids for body building	1.3	0.6	1.0	2.3	1.1	1.8	2.4	1.6	2.1	2.3	1.6	1.9
Methamphetamines (meth, speed, crank, ice)	0.9	0.5	0.8	3.1	1.3	2.7	4.1	2.2	3.5	4.6	1.8	3.1
Designer drugs (MDMA, ecstasy)	0.9	0.4	0.7	4.3	2.4	3.9	8.5	4.8	8.0	12.9	4.8	10.9
Heroin (smack, stuff)	0.7	0.3	0.5	1.5	1.1	1.3	1.6	1.1	1.4	2.2	0.9	1.4
Needle to inject cocaine, heroin, or other illegal drugs	0.6	0.3	0.4	1.1	0.7	0.9	1.4	1.0	1.2	1.4	0.7	0.8
Amphetamines (uppers, bennies, speed, dexies)	1.4	0.7	1.0	4.5	2.4	4.0	8.4	5.1	7.7	11.4	5.5	9.3
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.3	0.5	1.5	0.8	1.3	3.9	2.3	3.7	5.9	3.1	5.1
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.3	0.6	2.1	1.0	1.8	5.3	3.4	5.0	7.2	3.6	6.4
Ritalin	1.4	0.6	0.9	2.8	1.4	2.2	4.4	2.3	3.4	5.3	2.0	3.2
Any form of alcohol	16.9	6.3	11.4	41.3	22.8	34.9	58.9	35.9	53.1	72.5	47.5	65.5
Any drug other than alcohol or tobacco	9.7	4.5	6.5	24.6	15.2	21.3	38.9	24.3	34.2	51.5	28.2	42.9

Source: 2001 Maryland Adolescent Survey

Overview of Alcohol Use

Extent of Use:

- Alcohol is the illegal substance used most by Maryland adolescents.
 - ✓ 72.5% of twelfth graders have tried some form of alcohol
 - ✓ 47.5% of twelfth graders drank during the last 30 days
 - ✓ 31.4% 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.
 - ✓ 42.4% of twelfth graders report drinking beer/wine/wine coolers in the last 30 days
 - ✓ 39.5% of twelfth graders report drinking beer/wine/wine coolers 3 or more 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

- 17.8% of twelfth graders who ever used alcohol, started drinking beer/wine/wine coolers at age 12 or younger
- 40.8% of twelfth graders who ever used alcohol, started drinking beer/wine/wine coolers at age 15-16
- 46.7% of twelfth graders who ever used alcohol, started drinking liquor at age 15-16

Race/Ethnicity

- Asian students are least likely to have tried alcohol than their African American, White, and Hispanic peers
- African American twelfth grade students are the least likely to be frequent users of beer

Definitions:

Occasional Drinking:

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

Frequent Drinking:

Drank alcohol on 3 or more 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). Almost three-quarters (72.5%) of twelfth grade respondents reported having at least tried an alcoholic beverage.³ Over sixty percent reported they drank sometime during the past year while almost half (47.5%) said they drank during the past month. While a relatively small percentage of the sixth grade respondents (16.9%) indicated they had tried alcohol, 41.3% of eighth graders and 58.9% of tenth graders have done so. These data show that it is not only the seniors who are recent drinkers. A considerable number of the eighth and tenth graders report use of some type of alcoholic beverage during the last 30 days as well (22.8% and 35.9%, respectively).

Many Maryland young people report fairly heavy alcohol consumption, especially high school seniors and tenth graders. One-third of seniors (31.4%) and one fifth (21.1%) of the tenth grade respondents 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 more likely to consume alcohol in the beer category⁴ than in the liquor category. Among the twelfth grade respondents, 37.5% reported they drank liquor in the last 30 days while almost half (42.4%) reported they drank beer. A similar choice pattern can be seen in the sixth, eighth, and tenth grade populations: 5.7% beer vs. 2.7% liquor for sixth graders; 20.0% beer vs. 14.3% liquor for eighth graders; and 32.2% beer vs. 27.6% liquor for tenth graders (Table 3.1).

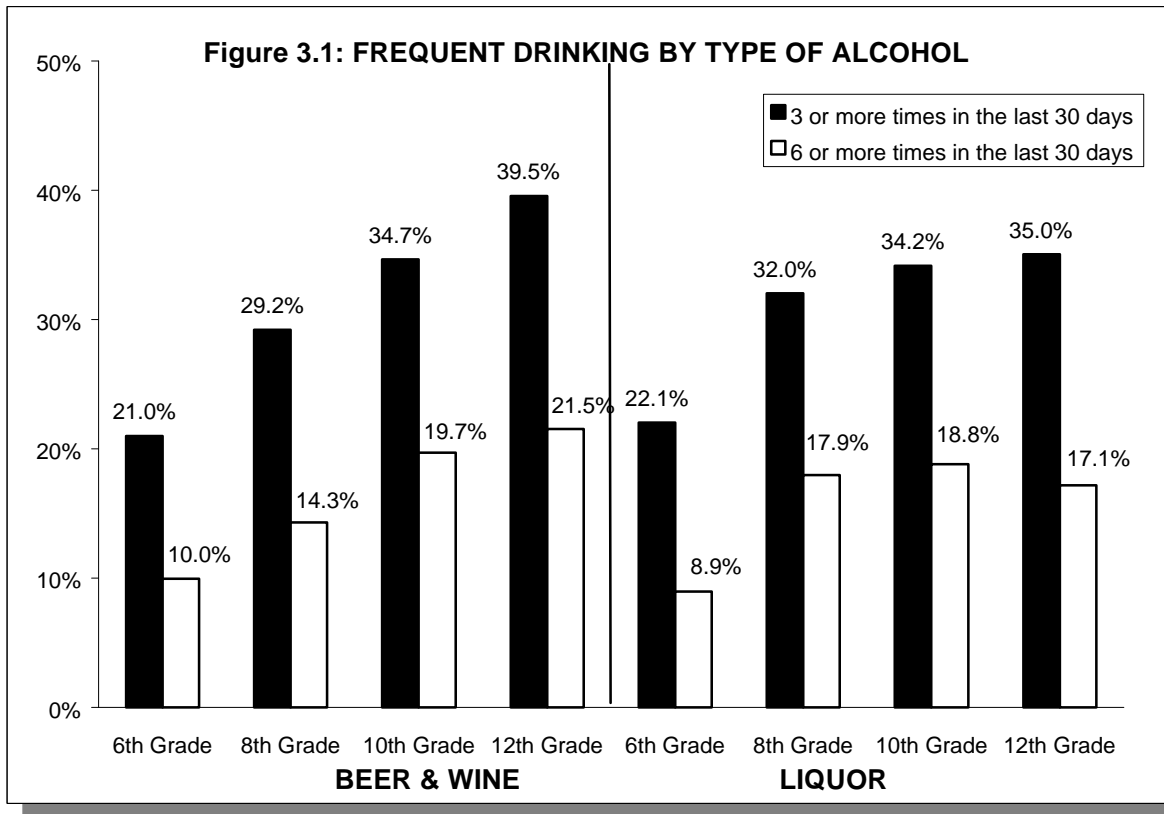
Among those who had tried beer at least once in their lives, 39.5% of seniors, 34.7% of tenth graders, 29.2% of eighth graders, and 21.0% of sixth graders report drinking it three or more times in the last 30 days (Figure 3.1). A smaller, but substantial number, report drinking beer on at least six or more occasions in the last 30 days. A fifth of the twelfth graders (21.5%), 19.7% of the tenth graders, 14.3% of eighth graders, and 10.0% of sixth graders say that they drank beer this often.

The use of liquor, such as whisky, rum, or vodka, although less than beer or wine, follows a similar pattern. Of those who drank, more than one fifth (22.1%) of sixth grade respondents, 32.0% of eighth graders, and over a third of tenth and twelfth graders (34.2% and 35.0% respectively) report drinking liquor on three or more occasions in the last 30 days (Figure 3.1).

Heavy drinking of liquor also follows this pattern. Among respondents who had some type of liquor on six or more occasions in the last 30 days (Figure 3.1), 8.9% were sixth graders, 17.9% were eighth graders, 18.8% were tenth graders, and 17.1% were twelfth graders.

³ Outside of religious use or a sip from an adult's drink.

⁴ 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

Table 3.2 presents the proportion of twelfth grade males and females who have ever used beer/wine or liquor and the proportion who are occasional and frequent users. Survey findings show that female ever users or occasional users are more likely to choose beer/wine/wine coolers over liquor, while their male peers are more likely to choose liquor over beer. For those reporting frequent use, however, the preferences reverse. Male frequent users are more likely to report using beer and female frequent users are more likely to report using liquor.

Table 3.2: ALCOHOL USE BY GENDER AMONG TWELFTH GRADERS

Substance	Ever Used		Occasional Use		Frequent Use	
	Males	Females	Males	Females	Males	Females
Liquor	48.6%	51.4%	47.8%	52.2%	54.1%	45.9%
Beer/Wine/ Wine Coolers	47.7%	52.3%	43.0%	57.0%	57.6%	42.4%

The percentage of females who are occasional users of beer or liquor exceeds the percentage of males (beer: 57.0% female vs. 43.0% male; liquor: 52.2% female vs. 47.8% male). A higher percentage of females (51.4% liquor and 52.3% beer and wine) than males (48.6%

liquor and 47.7% beer) have ever used beer or liquor. Males outnumber females as frequent drinkers (beer/wine: 54.1% male vs. 45.9% female; and liquor: 57.6% male vs. 42.4% 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 2001 MAS reveals that male and female twelfth grade students are almost equally as likely to report binge drinking, 53.9% of males and 50.9% of females reported ever engaging in this behavior.

Race/Ethnicity

While survey data indicate widespread use of alcohol among twelfth graders, there are racial/ethnic differences in the proportions who have tried alcoholic beverages. White respondents had the highest percentages of those who have tried some type of alcohol at least once (80.1%), followed by Hispanic (65%), African American (61.8%), and Asian respondents (56.2%).

There are differences across racial/ethnic lines among respondents 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 (30.8%) to report occasional use of liquor while Hispanic students were least likely (21.3%) to report occasional use of liquor. The pattern is different for occasional use of beer. African American twelfth graders were the most likely (28.2%) to report occasional use of beer, followed by Asian students (26.8%), White students (26.1%), and Hispanic students (19.9%).

Table 3.3: ALCOHOL USE BY RACE/ETHNICITY AMONG TWELFTH GRADERS

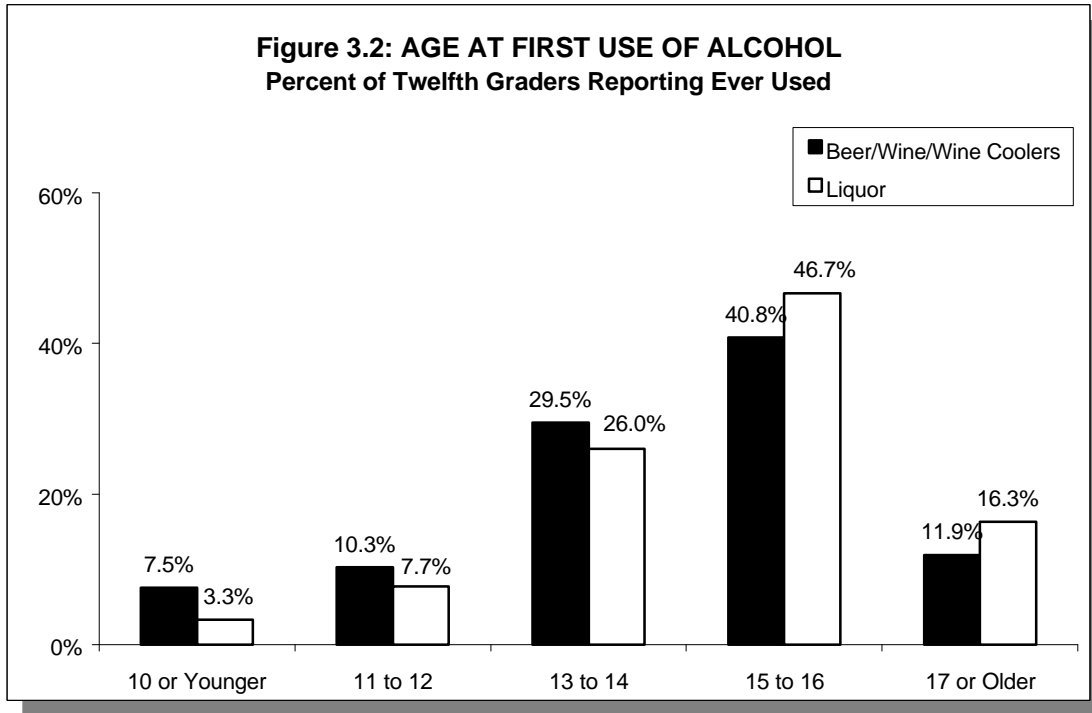
Frequency of Drinking	Asian		African American		White		Hispanic	
	Beer	Liquor	Beer	Liquor	Beer	Liquor	Beer	Liquor
Occasional	26.8%	27.9%	28.2%	28.7%	26.1%	30.8%	19.9%	21.3%
Frequent	39.3%	43.0%	28.0%	32.7%	42.7%	34.4%	44.7%	32.0%

For frequent use of alcohol—those who drank at least three or more times in the last 30 days—the patterns among ethnic groups remained constant across beer/wine and liquor. Hispanic twelfth grade drinkers represented the largest group of frequent drinkers of beer (Table 3.3). Almost half (44.7%) of Hispanic students who drank were frequent beer drinkers, followed by White students (42.7%), Asian students (39.3%), and African American students (32.7%). For liquor, 43.0% of Asian respondents who drank represented frequent liquor drinkers, followed by White (34.4%), Hispanic (32.0%), and African American respondents (32.7%).

The racial/ethnic pattern is similar for binge drinking. White twelfth graders represented the largest group of binge drinkers (64.2%), followed by Hispanic (43.8%), Asian (37.7%), and African American twelfth graders (32.9%). These data are for any type of alcohol (beer/wine or liquor).

Age at First Use

Most young people who tried alcohol did so for the first time between 13 and 16 years of age. Among the twelfth grade students reporting that they tried beer/wine, 29.5% say they first drank it when they were 13 to 14, and 40.8% say that they first tried beer between the ages of 15 and 16. Only a small percentage of respondents indicate that they had their first drink of beer before age 10 (7.5%) or after age 17 (11.9%). As with beer/wine, most students had their first liquor drink between the ages of 13 and 16. However, more of them (63%) said that their first experience was later, at 15 or older, and fewer (3.3%) report that their first experience was at or before age 10 (Figure 3.2).

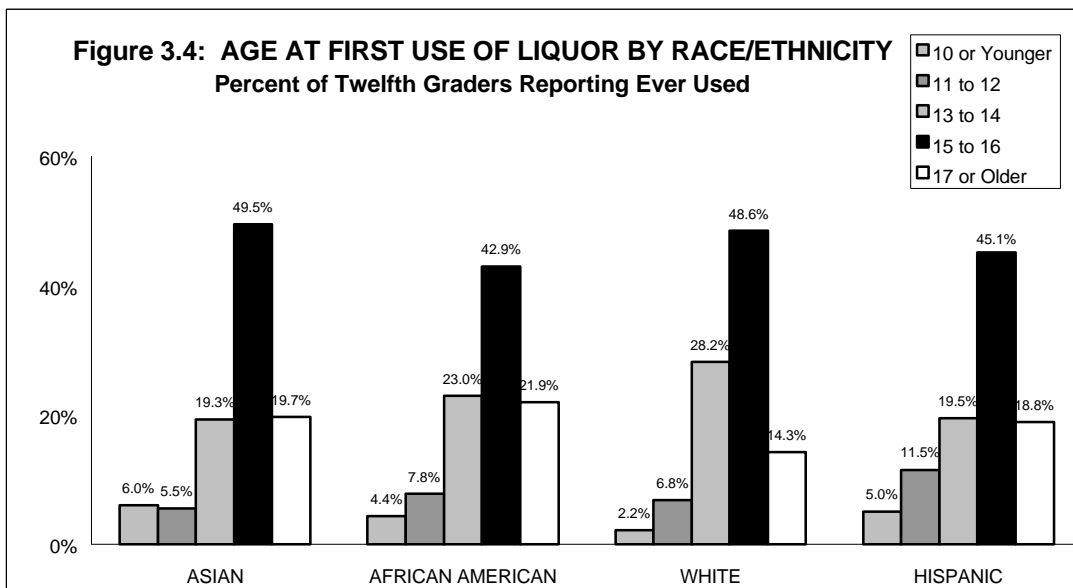
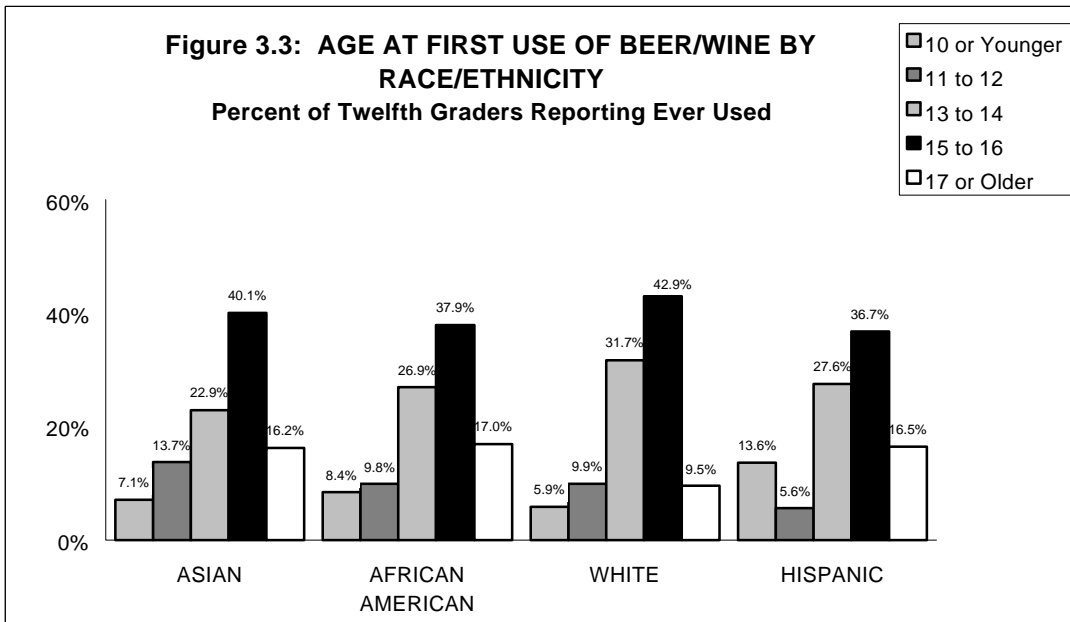


Age at first use does not differ by gender. Among beer/wine drinkers, over two-thirds of the males (67.0%) and nearly three-quarters of the females (73.3%) in twelfth grade had their first beer drink when they were between 13 and 16 years of age. Relatively few respondents said they had their first drink of beer/wine/wine coolers after 17 years of age (11.8% males vs. 12.1% females). However, more males (9.7%) than females (5.6%) report they had their first drink before age 10.

Additional analyses indicate that the same pattern occurs for the twelfth graders who report having used liquor at some time. 69.8% of the males and still more of the females (75.3%) had their first liquor drink between the ages of 13 and 16. Much fewer did so when they were 17 or older (16.9% males vs. 15.8% females). Still fewer males (3.9%) and females (2.8%) report they had their first drink before age 10.

As indicated in Figures 3.3 and 3.4, which displays 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 ethnic groups. Hispanic students

comprised the largest group of twelfth graders who indicated they had their first experience with beer/wine at age 10 or younger (13.6%). For liquor, 16.5% of Hispanic twelfth graders first used liquor at age 12 or younger, while 5.0% were age 10 or younger. Across all ethnic groups, a large number of twelfth graders first used beer/wine or liquor between the ages of 15 and 16; however, White twelfth graders were more likely to first use beer/wine at ages 13-14 (31.7%) than their peers. A large number of Asian, African American and Hispanic twelfth graders who drank did not begin using beer/wine or liquor until they were 17 or older. For example, 16.2% of Asian twelfth graders and 17.0% of African American twelfth graders began drinking beer at age 17 or older. For liquor, 19.7% of Asian twelfth graders and 21.9% of African American twelfth graders began drinking at age 17 or older. This represents a larger group of students who started drinking at an older age than their White peers.

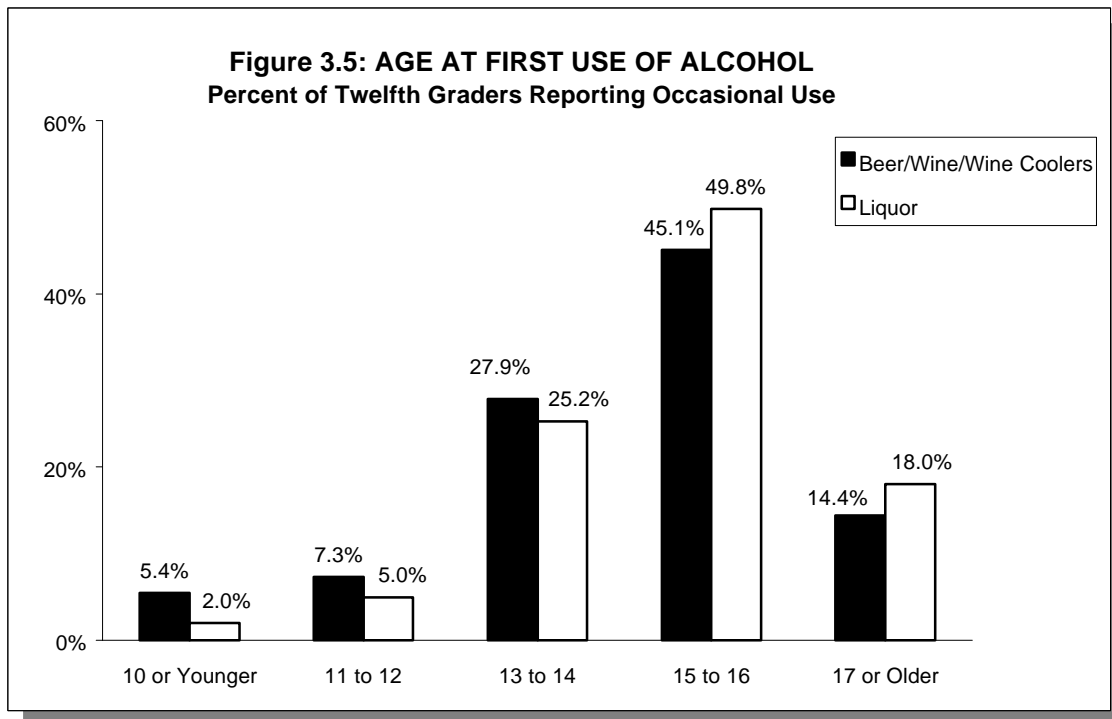


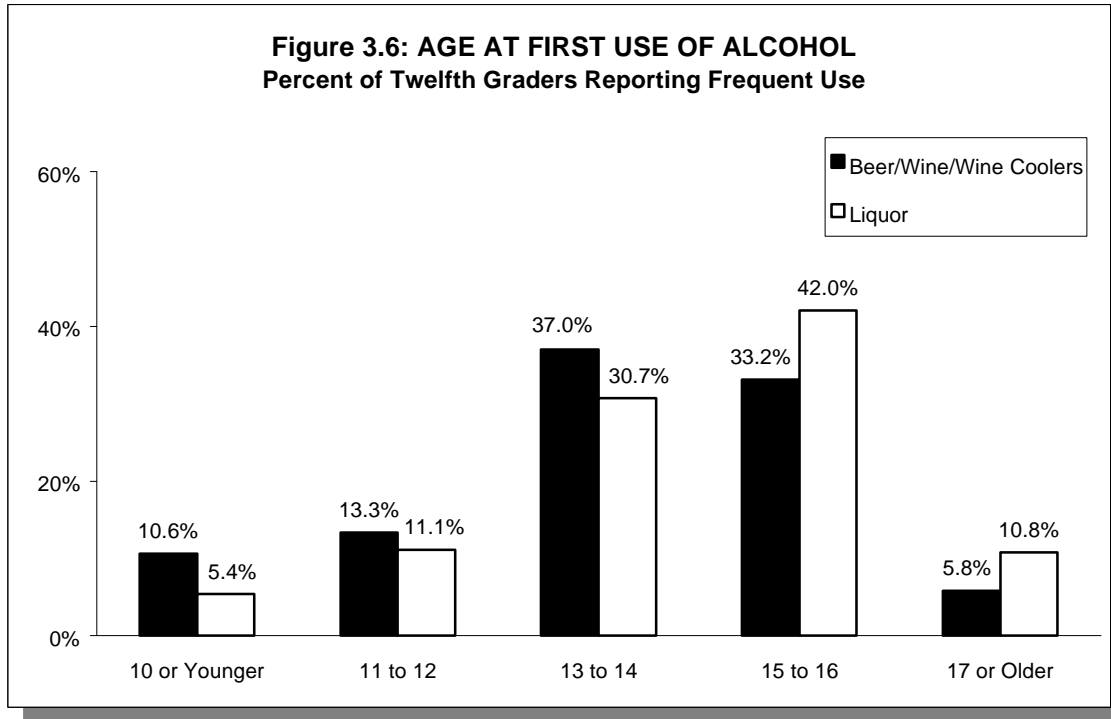
Comparison of Occasional and Frequent Drinkers

As indicated in Table 3.2, there are some gender differences among those who have tried alcohol. For frequent drinkers, males outnumber females by at least 8 percentage points for liquor and 15 percentage points for beer/wine. There is a 14 percentage point difference for females compared to males who report being occasional drinkers of beer/wine, with male students reporting more beer/wine consumption. Among binge drinkers (five or more servings of alcohol on the same occasion), males outnumber females (males 53.9% vs. females 50.9%).

When occasional and frequent drinkers are compared by race/ethnicity (Table 3.3), occasional drinkers across all groups are most likely to drink liquor. For frequent drinkers, Asian and African American twelfth graders are more likely to drink liquor than beer/wine. In contrast, Hispanic and White twelfth grader frequent drinkers are more likely to drink beer/wine than liquor.

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. For twelfth grade frequent drinkers who used beer, 23.9% began drinking at or before age 12. For twelfth graders who used liquor, 16.5% of frequent drinkers began drinking at or before the age of 12. Comparatively, fewer occasional drinkers began using beer (12.7%) or liquor (7.0%) before the age of 12—roughly half of the frequent drinker rate. The data presented in these two figures also indicate that a large portion of twelfth grade frequent drinkers begin drinking before the age of 15 (beer 60.9%; liquor 47.2%). The percentage of youth that began drinking before age 15 is substantially less for occasional drinkers (beer 40.6%; liquor 32.2%).





Comparison to 1998 Survey Data

The percentage of sixth graders who had ever used any form of alcohol, used any form within the last 30 days, or used within the last 12 months decreased from 1998 levels (comparison of Table 3.1 across 1998 and 2001). In 1998, 9.1% of sixth graders reported they had used any form of alcohol in the last 30 days while in 2001, 6.3% reported alcohol use in the last 30 days. Across all grade levels, there was an overall decrease from 1998 to 2001 for use of alcohol six or more times in the last 30 days (heavy drinking), for both beer/wine and liquor (as reported in Figure 3.1). These decreases are as much as 4 percentage points lower than 1998 levels (e.g., tenth graders who drank beer/wine six or more times in the last 30 days).

A review of Table 3.3 shows that African American twelfth graders increased their occasional use of both beer/wine and liquor from 1998. In 1998, 23.1% of African American twelfth graders reported occasionally using beer/wine while 28.2% reported occasionally using beer/wine in 2001. For frequent drinkers, there was a decrease in the percentage of White twelfth graders for beer/wine and liquor from 1998 levels while Hispanic twelfth graders had an even sharper decrease in frequent use of liquor. The decrease in usage for Hispanic twelfth graders who were frequent liquor drinkers was quite substantial (43.8% in 1998 vs. 32.0% in 2001).

For both 1998 and 2001 twelfth grade students, most were 15-16 years of age at the time of their first use of beer/wine (Figure 3.3). In 1998, the Hispanic students are exceptional, however, in that most had their first use of beer at the ages of 13-14 (44.6%). When taken together for both 1998 and 2001, the onset of beer/wine/wine coolers and liquor consumption falls between 13-16 years of age. Interestingly, the age at first use of liquor is more concentrated at the 15-16 year old mark than it is for beer/wine. In 1998, 44.1% of Asian, 48.1% of African

American, 45.6% of White, and 46.0% of Hispanic twelfth grade students who use liquor report their first use of liquor at 15-16 years of age. In 2001, the pattern is very similar; 49.5% of Asian, 42.9% of African American, 48.6% of White, and 45.1% of Hispanic students who use liquor report liquor usage at 15-16 years old (Figure 3.4). From 1998 to 2001, Asian students demonstrate a sharp decrease in the percent that report first liquor use at 13-14 years old. In 1998, 30.1% of Asian students reported first use at 13-14 while in 2001 this fell to 19.3%. From 1998 to 2001 little difference exists for age at first alcohol use when considered separately for occasional and frequent users. Both occasional and frequent users of alcohol first use alcohol between 13 and 16 years of age.

Overview of Cigarette Use

Extent of Use:

- Cigarettes are the second most used substance by Maryland adolescents.
 - ✓ 45.7% of twelfth graders have tried smoking cigarettes
 - ✓ 25.5% of twelfth graders smoked cigarettes during the last 30 days
 - ✓ 38.0% of twelfth graders are regular smokers
 - ✓ 56.1% 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
- Almost an equal number of males and females are *casual* smokers
- Males outnumber females as *regular* smokers

Age at First Use

- 31.2% of twelfth graders started smoking cigarettes at age 12 or younger

Race/Ethnicity

- African American twelfth graders are least likely to have tried cigarettes than their White, Hispanic, or Asian peers
- Asian and Hispanic twelfth graders represent the highest proportion of casual smokers
- White twelfth graders represent the largest group of regular smokers, followed by Asians

Definitions:

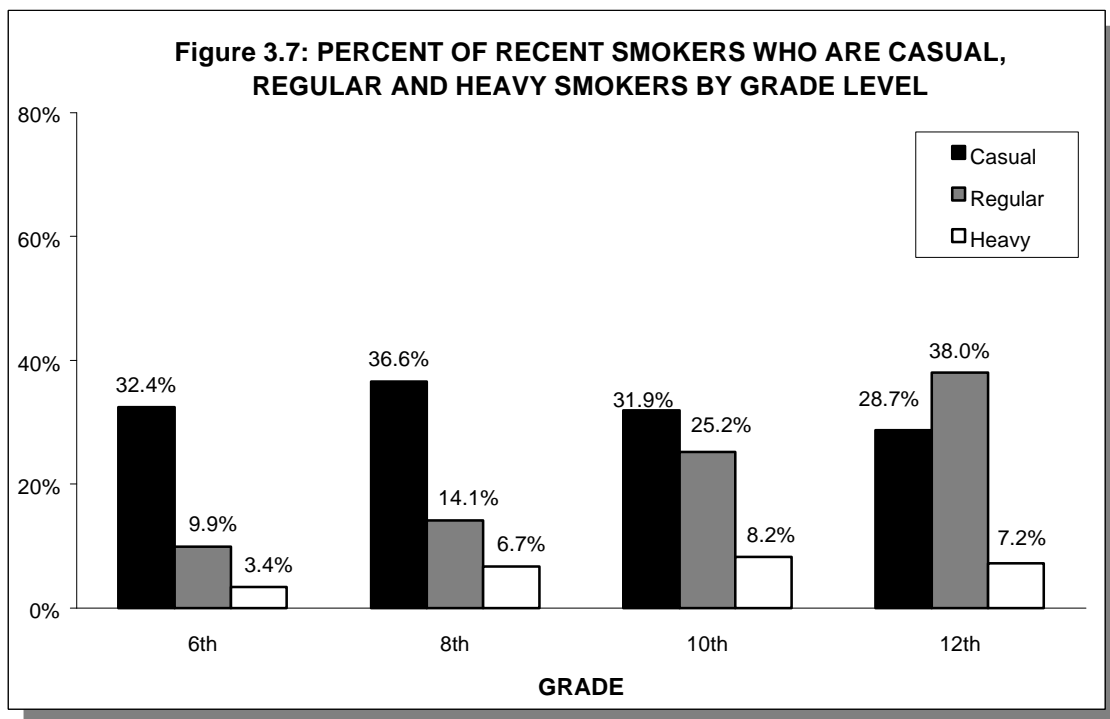
<i>Casual smokers:</i>	1-5 cigarettes daily in the past 30 days
<i>Regular smokers:</i>	One half pack daily to one pack in the past 30 days
<i>Heavy smokers:</i>	More than one pack daily in the past 30 days

CIGARETTES

Extent of Use

Cigarettes are the second most used substance by Maryland's youth, as indicated by Table 3.1 on page 12. By twelfth grade, slightly less than half (45.7%) of the survey respondents have tried cigarettes. Most young people first tried them between eleven and sixteen years old; 26.5% of the eighth graders report having tried cigarettes compared to only 8.5% of the sixth grade sample. Survey findings reveal that the percentage of respondents who appear to be current smokers increases by grade level. About 10.6% of the eighth graders, 16.6% of tenth graders, and 25.5% of twelfth graders say they smoked cigarettes in the last 30 days. Very few sixth graders (2.5%) say they are smokers.

With the exception of twelfth graders, most recent smokers are *casual* smokers, smoking five or fewer cigarettes daily in the past 30 days (Figure 3.7). Of those who smoke, 32.4% of the sixth graders, 36.6% of eighth graders, 31.9% of tenth graders, and 28.7% of twelfth graders report casual smoking.



A number of recent smokers may be classified as *regular* smokers, consuming between one-half pack and one pack daily in the past 30 days. Unlike casual smokers, the percentage of surveyed youth reporting this type of behavior increased by grade. Regular smoking was reported by 9.9% of the sixth grade sample, 14.1% of the eighth graders, 25.2% of the tenth graders, and 38.0% of the twelfth graders.

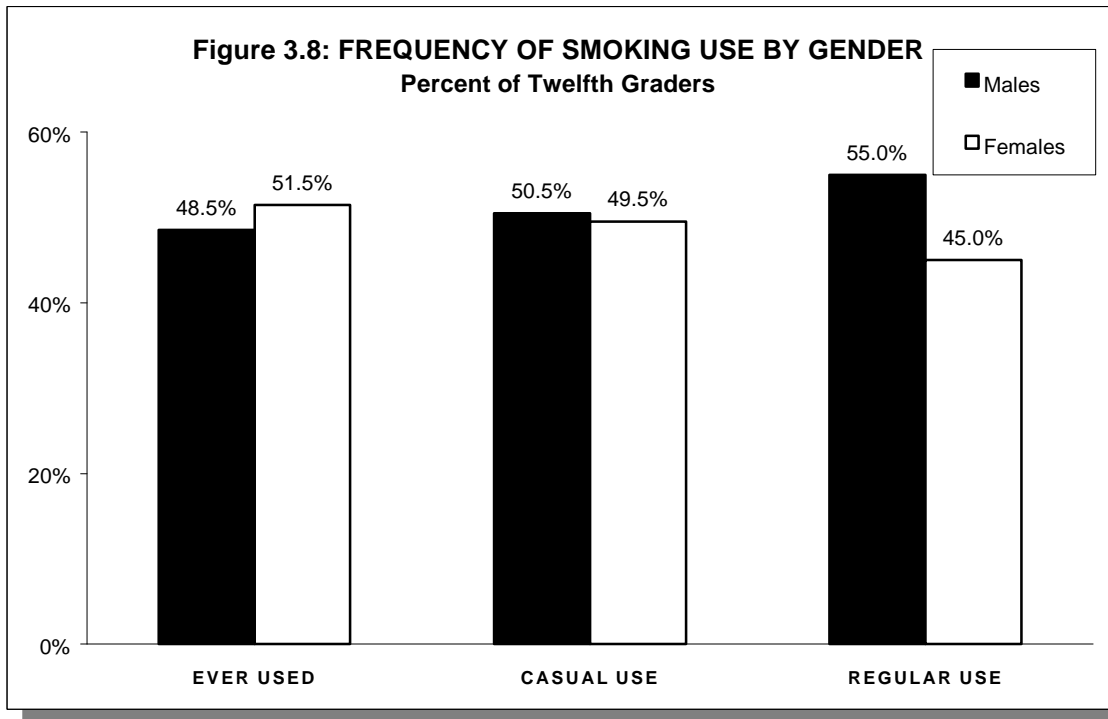
A small number of respondents indicated that they smoke more than one package of cigarettes daily. Of those who smoke, 3.4% of the sixth graders, 6.7% of the eighth graders, 8.2% of tenth and 7.2% of twelfth graders reported heavy smoking.

Smoking is a difficult habit to break, and the difficulty increases with the amount smoked. This is evidenced by the responses of regular smokers in the survey. Within this population, 62.6% of sixth graders, 53.6% of the eighth graders, 60.8% of the tenth graders, and 56.1% of the twelfth graders say that they tried to quit smoking but couldn't.

Characteristics of Twelfth Graders Who Have Ever Smoked Cigarettes

Gender

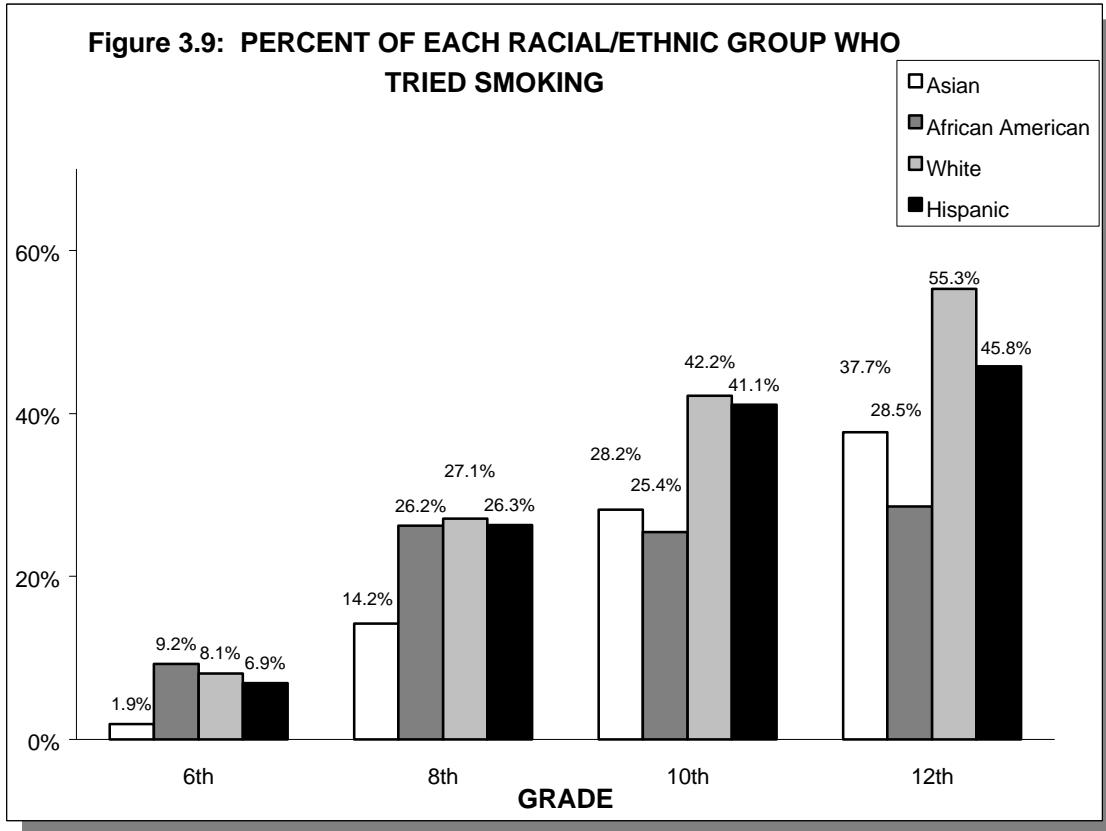
Figure 3.8 shows that of twelfth graders who have ever used cigarettes, approximately half are females (51.5%) and half are males (48.5%). Similar percentages characterize the casual smokers as well, 50.5% for males and 49.5% for females. The percentage difference widens for regular smokers where 55.0% are males and 45.0% 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). Except for the sixth grade, White students represent the largest percentage at each grade level, comprising 27.1% of eighth graders, 42.2% of tenth graders, and 55.3% of twelfth graders who say they smoked cigarettes one or more times. Hispanic students are the group with the next highest percentage of those who have smoked; 6.9% of Hispanic sixth graders, 26.3% of Hispanic eighth graders, 41.1% of Hispanic tenth graders, and 45.8% of Hispanic twelfth graders indicated they used cigarettes at least once.

Asian students represented the lowest overall percentages of cigarette experimenters at the sixth grade (1.9%) and eighth grade (14.2%) levels while African American students represented the lowest overall percentages of cigarette experimenters at the tenth grade (25.4%) and twelfth grade (28.5%) levels. For sixth graders, African American students had the highest percentage of students who had tried smoking (9.2%).



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	9.1	10.0	8.3
11 to 12	22.1	21.1	22.9
13 to 14	35.3	33.9	36.6
15 to 16	26.3	27.0	25.6
17 or Older	7.2	8.0	6.5

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

Most young people who try cigarettes do so in their early teens (Table 3.4). Few twelfth graders (7.2%) 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 (61.6%) began their experimentation between the ages of 13 and 16. Almost a third (31.2%), however, had their first smoking experience before they were 13 years of age, and 9.1% reported first smoking at 10 or younger.

Gender

As indicated in Table 3.4, 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, 10% of males and 8.3% of females first smoked at age 10 or younger while 27.0% of males and 25.6% of females first smoked in the 15-16 age group. Similarly, 22.9% of females and 21.1% of males report their first use at the ages of 11 or 12. Female first time users outnumber males in the 13-14 age range (36.6% vs. 33.9%).

Race/Ethnicity

African American students in the twelfth grade have the lowest percentage of those who tried cigarettes (28.5%, see Figure 3.9), but those who did try cigarettes tried relatively early. Table 3.5 shows that 10.9% of the African American respondents who tried cigarettes did so when they were 10 years of age or younger. Hispanic respondents represented the largest group who tried cigarettes between the ages of 11-12 (33.2%). Asian students were the latest starters, with 45.7% starting between the ages of 13-14. More than half of the surveyed youth in most ethnic groups say they first smoked between the ages of 13 and 16 (70.2% Asian, 60.4% African American, 62.8% White). Of all groups, White respondents had the largest percentage of youth that started smoking at the eighth, tenth, and twelfth grade levels (Figure 3.9).

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	15.4%	10.9%	7.5%	3.3%
11 to 12	8.8%	20.4%	23.1%	33.2%
13 to 14	45.7%	31.7%	36.5%	30.8%
15 to 16	24.5%	28.7%	26.3%	18.8%
17 or Older	5.5%	8.2%	6.6%	13.9%

* 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, the percentage of casual smokers who are males and females is relatively equal. However, an examination of first use ages for casual smokers by gender (Table 3.6) reveals that a higher percentage of males than females say they started smoking at age 12 or younger (27.2% vs. 18.0%). The gender difference reverses for casual smokers who say they began at age 15 or older (40.2% males vs. 45.5% females).

The gender pattern for regular smokers differs from that of casual smokers. As indicated previously, a higher percentage of males than females are regular smokers (Figure 3.8). A higher percent of the regular smoker males (22.7%) than females (16.3%) began at age 15 or older (Table 3.6). Regular smoker females are slightly more likely to start smoking at age 10 or younger than males (15.7% vs. 14.5%) and female regular smokers are more likely to start smoking between the ages of 11-14 than males (67.9 % vs. 62.9%).

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	6.5%	2.1%	14.5%	15.7%
11 to 12	20.7%	15.9%	26.2%	34.1%
13 to 14	32.5%	36.5%	36.7%	33.8%
15 to 16	33.9%	36.6%	18.4%	15.0%
17 or Older	6.3%	8.9%	4.3%	1.3%

* 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 (56.7%) followed by Asian (45.1%), African American (39.9%) and White (24.9%) 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 (51.2%), followed by Asian twelfth graders (36.1%). Smaller percentages of Hispanic (23.6%) and African American (21.8%) twelfth graders say they smoke at least one half pack of cigarettes daily.

Table 3.7: CIGARETTE USE BY RACE/ETHNICITY
Twelfth Graders

Frequency of Use	Asian	African American	White	Hispanic
Casual Smoker	45.1%	39.9%	24.9%	56.7%
Regular Smoker	36.1%	21.8%	51.2%	23.6%

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, 25.5% (Table 3.1 on page 12) did so in the past month. Of this group, more than half (59.8%) say they most often obtain their cigarettes by purchasing them in convenience stores or supermarkets (Table 3.8).

Youth were also likely to have borrowed them from someone else (13.8%) or to have had someone else buy cigarettes for them (15.1%). There is a difference in how young people acquire cigarettes depending upon whether they are casual or regular smokers. Not surprisingly, 73.7% of regular smokers reported they bought cigarettes themselves, compared to 59.1% of the

casual smokers. Casual smokers are also more likely to obtain cigarettes from someone else who buys them (19.5% vs. 15.9%). Casual smokers are more likely than regular smokers to borrow cigarettes from someone else (11.3% vs. 1.2%).

Table 3.8: CIGARETTE ACQUISITION METHOD*
Twelfth Graders

<i>Method</i>	<i>All</i>	<i>Casual</i>	<i>Regular</i>
Store	59.8%	59.1%	73.7%
Vending machine	0.6%	0.4%	1.0%
Someone else bought for me	15.1%	19.5%	15.9%
Borrowed from someone else	13.8%	11.3%	1.2%
Stole them	2.3%	1.7%	3.5%
Other way	3.9%	4.1%	3.4%

* Percentages may not add to 100 due to rounding and deletion of multiple responses

A second purchase behavior question asked whether respondents were ever required to show proof of age when buying cigarettes during the last 30 days (Table 3.9). Almost half (46.5%) of all smokers said that they were asked to show proof of age; however, 28.6% were not. Again, data reveal there is a difference between the casual and regular smokers. Regular smokers were more likely than casual smokers to be asked to show proof of age (57.4% vs. 43.3%) were. This may reflect the larger number of purchases made by the regular smokers. Casual smokers were more likely (23.3%) than regular smokers (10.2%) 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

	<i>All*</i>	<i>Casual Smokers</i>	<i>Regular Smokers</i>
Did not buy in store	21.7%	23.3%	10.2%
Yes, was asked	46.5%	43.3%	57.4%
No, was not asked	28.6%	31.1%	31.9%

* Do not add to 100 because a few respondents provided more than one answer to the question and are not counted

Comparison to 1998 Survey Data

From 1998 to 2001 there has been an overall decrease in regular smoking across grade levels (Figure 3.7). In 1998, 15.2% of sixth grade smokers reported being regular smokers while only 9.9% reported being regular smokers in 2001. The percentage of eighth grade regular smokers decreased by 11.6 percentage points, as did the percentage of regular smokers reported by tenth grade students (9.5%). The decrease in regular smoking was less pronounced for twelfth grade students (4.8%). In 1998, 16% more males than females reported being regular smokers. This margin decreased in 2001 to 10% (males 55.0% vs. females 45.0%; Figure 3.8).

Regardless of race, the percentage of students indicating that they had tried smoking decreased from 1998 to 2001 (Figure 3.9). White tenth grade students reported the most remarkable decrease. In 1998, 54.7% reported that they had tried smoking, but in 2001 42.2% said that they had tried smoking, a difference of 12.5 percentage points. From 1998 to 2001 there is no appreciable change in the age at first use of cigarettes by gender. As indicated in Table 3.4, most students report trying cigarettes for the first time between the ages of 15 to 16.

In 2001, Asian and Hispanic students reported trying cigarettes at a younger age than in 1998 (Table 3.5). Asian twelfth grade students more often reported trying cigarettes for the first time at the age of 10 or younger in 2001 (15.4%) than in 1998 (6.0%). Hispanic twelfth grade students reported a pronounced increase for those whose first use of cigarettes is between 11 and 12 years of age (an increase of 17.5 percentage points). Asian and Hispanic students also had an increase from 1998 to 2001 in the percentage that reported being casual smokers. Of Asian students in the twelfth grade, 22.9% reported being casual users in 1998 while 45.1% reported being casual users in 2001. Of Hispanic students in the twelfth grade, 34.5% reported being casual users in 1998 while 56.7% reported being casual users in 2001.

About 9 percentage points more twelfth grade smokers, both casual and regular, purchased their cigarettes in a store in 2001 compared with 1998. In 1998, 48.2% of casual twelfth grade smokers purchased their cigarettes in stores whereas, in 2001, 59.1% did so. Similarly, in 1998, 64.5% of regular twelfth grade smokers purchased cigarettes in stores compared to 73.7% in 2001. The other methods of acquiring cigarettes did not change appreciably from 1998 to 2001. Interestingly, while twelfth graders were more likely to purchase their cigarettes in a store in 2001, they also report being asked for proof of age more frequently. Twelfth grade students indicate being asked to provide proof of age 37.3% in 1998 and 46.5% in 2001.

Overview of Marijuana Use

Extent of Use:

- Marijuana is the third most used substance by Maryland students in eighth, tenth, and twelfth grades
 - ✓ 46.5% of twelfth graders have tried some form of marijuana
 - ✓ 22.7% of twelfth graders used marijuana during the last 30 days
 - ✓ For those reporting that they used marijuana, 8.6% of twelfth graders used marijuana three to five 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

- 12.9% of twelfth grade marijuana users started using marijuana at age 12 or younger
- 30.1% of twelfth grade marijuana users started using marijuana at age 13-14

Race/Ethnicity

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

Definitions:

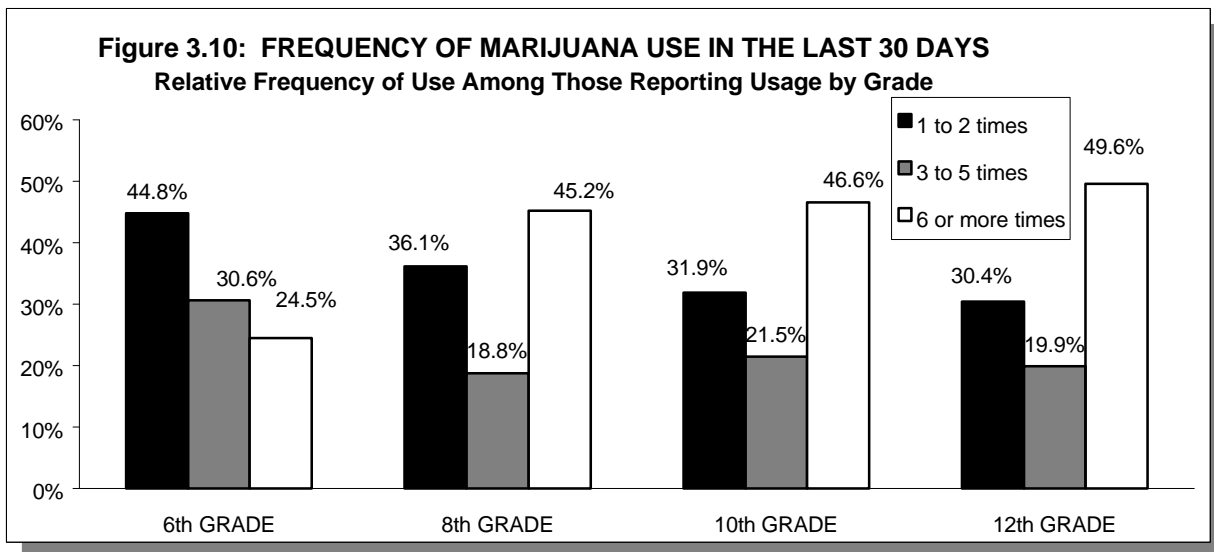
- Occasional Use:* Smoked marijuana on one or two occasions in the last 30 days
- Frequent Use:* Smoked marijuana on three or more occasions in the last 30 days

MARIJUANA

Extent of Use

Marijuana ranks as the *third most used* substance for eighth, tenth, and twelfth graders surveyed in the 2001 MAS (Table 3.1 on page 12). Forty-six percent of twelfth grade respondents report they had tried marijuana or hashish at some point and almost a quarter (22.7%) report they had used marijuana or hashish in the last 30 days. Although few sixth graders indicated they had ever tried marijuana (2.9%), almost one in six (16.9%) eighth graders have and 10.6% of surveyed eighth graders report they had used it in the last 30 days. Use rates then climb for tenth graders, with one third (33.3%) trying the drug and 19.8% using it in the last 30 days.

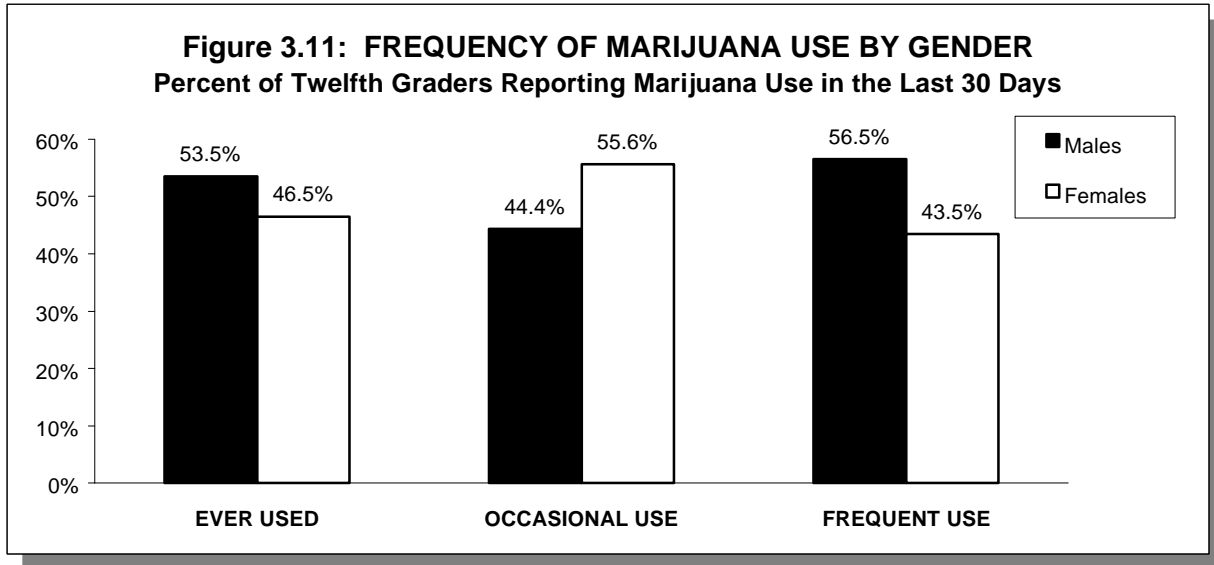
Survey data also show that current marijuana users (i.e., last 30 days users) tend to be relatively frequent users as well. As shown in Figure 3.10, for eighth, tenth and twelfth graders the largest percentage of students who have used marijuana in the last 30 days used the drug 6 or more times during that period. For sixth graders who have used marijuana, most (44.8%) report using 1 or 2 times in the last 30 days.



Characteristics of Twelfth Graders Who Have Used Marijuana

Gender

Males outnumber females in the twelfth grade sample of those who have ever tried marijuana (53.5% male vs. 46.5% female, Figure 3.11). This pattern also holds true for those who are frequent users, although the proportion of males who are frequent users is higher than females (56.5% males vs. 43.5% females). There is a higher percentage of females among the occasional users at twelfth grade than males (55.6% females vs. 44.4% males).



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 race/ethnicity of the surveyed students. White and African American students are most likely to have ever used marijuana (51.7% and 41.1% respectively) while Asian students are the least likely (27.2%).

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

<i>Frequency of Marijuana Use</i>	<i>Asian</i>	<i>African American</i>	<i>White</i>	<i>Hispanic</i>
Ever Used	27.2%	41.1%	51.7%	36.5%
Never Used	71.5%	57.2%	47.4%	63.5%

* Due to an inability to identify a small number of respondents as users or non-users percentages do not add to 100%.

Of those who have ever used marijuana (Table 3.11), the ethnic groups with highest percentage of occasional users are Asian (18.7%) followed by White (16.1%). Hispanic students comprise the largest group of twelfth grade frequent users (34.2%) while Asian students are the smallest group of frequent users (26.0%). African American students have the lowest proportion of occasional users (14.0%) and the second lowest proportion of students who are frequent users (30.4%).

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

<i>Frequency of Use</i>	<i>Asian</i>	<i>African American</i>	<i>White</i>	<i>Hispanic</i>
Occasional	18.7%	14.0%	16.1%	15.6%
Frequent	26.0%	30.4%	33.9%	34.2%

Age at First Use

From the data presented in Table 3.12, it can be concluded that if twelfth graders try marijuana, most of them do so between the ages of 13 to 16 (71.4%). Among twelfth graders reporting that they had tried marijuana, 30.1% say they were 13 to 14 years of age and 41.3% between ages 15 and 16 when they first tried the drug. Few (2.7%) indicated they first used marijuana when 10 years old or younger or when 17 or older (15.7%).

There are some differences in age at first use when examined by gender (Table 3.12). More males than females first used marijuana at 12 years of age or younger (16.5% males vs. 8.8% females) while more females than males first used marijuana between the ages of 13 and 16 (73.8% females vs. 69.3% males).

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

<i>Age</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
10 or Younger	2.7%	3.9%	1.3%
11 to 12	10.2%	12.6%	7.5%
13 to 14	30.1%	31.1%	29.0%
15 to 16	41.3%	38.2%	44.8%
17 or Older	15.7%	14.2%	17.4%

Data also show gender differences in age at first use for occasional and frequent users (Table 3.13). Very few males (1.9%) and females (0.3%) who were occasional users first used marijuana at age 10 or younger. For frequent users, the number of youth who first used marijuana at age 10 or younger was still relatively low; however, more males than females first used the drug at this age (7.6% males vs. 4.3% females). For 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: 22.0% females vs. 21.3% males report their age at first use, while at the 15 to 16 age range, the percentage increases substantially for both males and females, (41.5% females vs. 43.9% males). Slightly more females who are occasional marijuana users began using the drug at age 17 or older (29.7%) than males (29.0%).

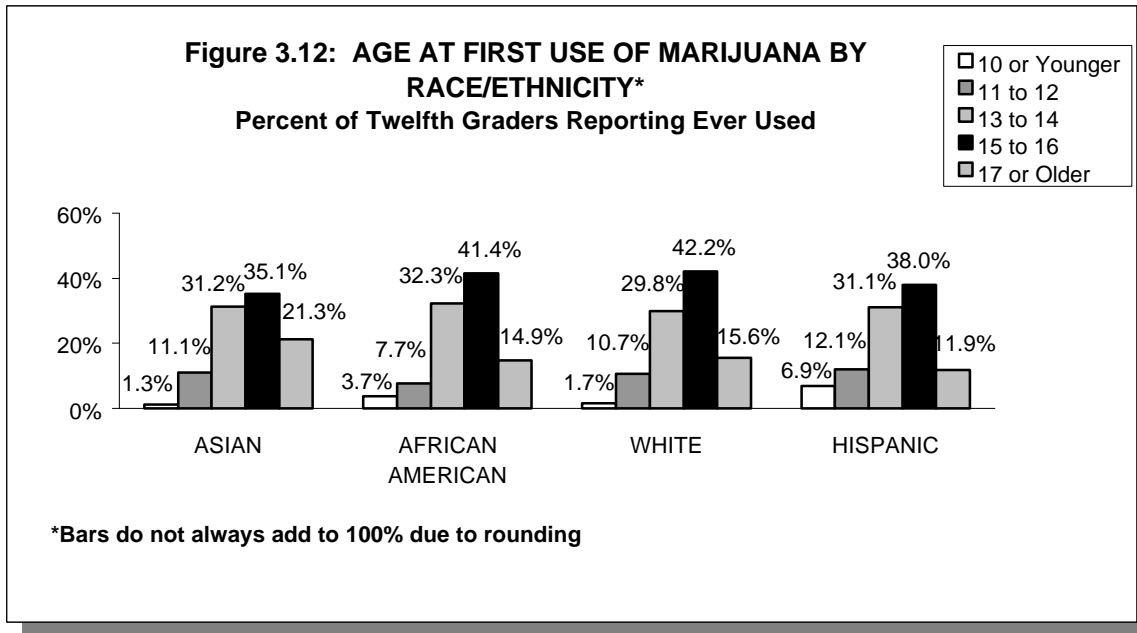
For twelfth graders who are frequent users of marijuana, males outnumber females in three age groups—10 or younger (7.6% males vs. 4.3% females), 11 to 12 years of age (18.5% males vs. 11.9% females) and 13 to 14 years of age (35.9% males vs. 28.9% females). Females outnumber males for both the 15 to 16 and 17 and older age ranges.

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	1.9%	0.3%	7.6%	4.3%
11 to 12	3.9%	6.5%	18.5%	11.9%
13 to 14	21.3%	22.0%	35.9%	28.9%
15 to 16	43.9%	41.5%	30.7%	43.7%
17 or Older	29.0%	29.7%	7.3%	11.1%

* Columns may not add to 100% due to rounding and some respondents 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 all racial groups, these youth were most likely to have first used marijuana between the ages of 15 and 16. White (1.7%) and Asian (1.3) students were least likely to begin using marijuana at age 10 or younger.



Comparison of Occasional and Frequent Users of Marijuana

As indicated in Figure 3.11, more males (53.5%) than females (46.5%) have ever used marijuana. 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. Males are more likely to have first used marijuana at a younger age than females; however, fewer males who are occasional users of marijuana began using at age 12 or younger than male frequent users (Table 3.13).

When frequent and occasional marijuana users are compared by grade, sixth graders are the group most likely to have used marijuana once or twice (occasionally) within the last 30 days

while tenth and twelfth graders are the groups least likely to have used marijuana only once or twice in the last 30 days (see Figure 3.10). For frequent users, the percentage of students who used marijuana three or more times in the last 30 days (of those who used marijuana) increases steadily through the tenth grade (55.1% sixth graders, 64.0% eighth graders, 68.1% tenth graders, and 69.5% twelfth graders).

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. Of all racial/ethnic groups surveyed, Hispanic twelfth graders have the largest percentage of frequent marijuana users.

Comparison to 1998 Survey Data

More Maryland eighth, tenth, and twelfth grade students report using marijuana six or more times in 2001 than in 1998. The eighth grade students report an increase from 28.1% to 45.2%; the tenth grade students report an increase from 34.3% to 46.6%, and the twelfth grade students report an increase of 35.5% in 1998 to 49.6% in 2001. These changes represent about a 15 percentage point increase in marijuana use of six or more times from 1998 to 2001 (Figure 3.10).

More Hispanic students report in 2001 that they have never used marijuana compared to the 1998 results. In 1998, nearly equal amounts of Hispanic students had and had not ever used marijuana (ever used 48.1%, never used 48.4%). In 2001, however, more Hispanic twelfth grade students reported never using the substance (ever used 36.5%, never used 63.5%; Table 3.10).

When considering marijuana use and gender (Figure 3.11), some interesting differences emerge when comparing the 1998 and 2001 data. For instance, in 1998 frequent users of marijuana were more likely to be male than female (males 63.0 vs. females 37.0%). In 2001 this margin decreases with 56.5% of males and 43.5% of females being frequent marijuana users. In general, both males and females report being older at their age at first use of marijuana in 2001 than in 1998. This trend holds true whether the individual was an occasional or frequent marijuana user (Table 3.13).

In 1998, a concentration of students reported their age at first use of marijuana occurred between 13 and 16 years of age. In 2001, however, students' first use of marijuana is not as prominently focused in this period but rather spread across the teen years (Table 3.12). For White and African American students in 2001, more students report their age at first use later than in 1998. In 1998, 49.3% African American students reported their age at first marijuana use at age 15 or older compared to 56.3% who report this in 2001. Additionally, White students in 1998 reported that 47.0% had their first use of marijuana at age 15 or older, while in 2001, 57.8% report first use at this age (Figure 3.12).

USE OF MORE THAN ONE SUBSTANCE

Table 3.14: PERCENT EVER USING MORE THAN ONE SUBSTANCE

Combination	Grade			
	6th	8th	10th	12th
Cigarettes & Alcohol	5.5%	22.2%	32.3%	43.4%
Cigarettes & Marijuana	2.0%	13.1%	23.5%	34.8%
Marijuana & Alcohol	2.4%	15.2%	30.7%	44.9%
All Three Substances	1.7%	12.3%	22.4%	34.4%

Many young people who have tried one substance have tried others as well. An investigation of the extent of the use of alcohol, cigarettes, and marijuana by MAS respondents 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 rises with grade level. More than one fifth (22.4%) of tenth graders in the sample and one-third (34.4%) of all twelfth graders say that they have tried tobacco, alcohol, and marijuana.

The two legal substances that are commonly used by adults are cigarettes and alcohol. MAS data show that the highest percentage of students report using these two substances in combination. A slightly higher percentage of respondents across all surveyed grades say they have used marijuana and alcohol more than marijuana and cigarettes.

As indicated in Table 3.15, males generally outnumber females in their use of more than one substance. At the sixth grade level, males (greater than 56%) far outnumber females (less than 44%) across all combinations of substances. By eighth grade, the distribution between males and females for use of two or more substances is more equal. There are some instances where females are more likely to have used two substances than males. At the eighth, tenth, and twelfth grade levels, for cigarettes and alcohol use, females outnumber males (50.5% vs. 49.5% eighth grade; 53.5% vs. 46.5% tenth grade; 51.3% vs. 48.7% twelfth grade).

Table 3.15: PERCENT 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	56.0%	44.0%	49.5%	50.5%	46.5%	53.5%	48.7%	51.3%
Cigarettes & Marijuana	68.9%	31.1%	55.2%	44.8%	52.1%	47.9%	52.7%	47.3%
Marijuana & Alcohol	69.2%	30.8%	55.0%	45.0%	54.9%	45.1%	52.7%	47.3%
All Three Substances	70.4%	29.6%	52.9%	47.1%	50.7%	49.3%	52.4%	47.6%

The analysis of survey responses for use of more than one substance in the last 30 days (Table 3.16) shows that by tenth grade, students are using alcohol in combination with another substance (cigarettes and alcohol: 13.2% tenth grade and 21.2% twelfth grade; marijuana and alcohol: 16.3% tenth grade and 19.4% twelfth grade). Overall, the percentage of students who have used more than one substance within the last 30 days increases by grade level. Within grade, there is only a small variation (9 percentage points or less) of the percentage of students who use each combination of two substances. Across all grade levels, the smallest proportion of students used all three substances in the last 30 days.

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

<i>Substances Used in Last 30 Days</i>	<i>Grade</i>			
	<i>6th</i>	<i>8th</i>	<i>10th</i>	<i>12th</i>
<i>Cigarettes & Alcohol</i>	1.4%	8.1%	13.2%	21.2%
<i>Cigarettes & Marijuana</i>	0.6%	5.6%	9.7%	13.5%
<i>Marijuana & Alcohol</i>	0.8%	8.4%	16.3%	19.4%
<i>Used All Three Substances in Last 30 Days</i>	0.5%	5.2%	8.5%	12.3%

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. In addition, these data show that relatively high percentages of users of any of the three substances in the last 30 days also used other substances within this time period. Smokers were most likely to have also consumed alcohol in the last 30 days. Almost two-thirds (57.1%) of all sixth graders who smoked also drank, and more than four-fifths (83.0%) of all twelfth graders who smoked also drank in the last 30 days. From 63.8% to 85.8% of surveyed students who used marijuana at all grade levels indicated they also drank in the last 30 days. When examining the combinations of substances and overall data trends shown in Table 3.17, it can be seen that drinking coupled with marijuana use is the least likely combination of substances across grade levels.

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

<i>Substance Used in Last 30 Days</i>	<i>Grade</i>			
	<i>6th</i>	<i>8th</i>	<i>10th</i>	<i>12th</i>
<i>Smoked in the last 30 days and</i>				
<i>also drank in the last 30 days</i>	57.1%	76.6%	79.9%	83.0%
<i>also used marijuana in the last 30 days</i>	25.2%	52.8%	58.8%	53.0%
<i>Drank in the last 30 days and</i>				
<i>also smoked in the last 30 days</i>	22.7%	35.7%	36.8%	44.6%
<i>also used marijuana in the last 30 days</i>	12.4%	37.0%	45.4%	40.9%
<i>Used marijuana in the last 30 days</i>				
<i>also smoked in the last 30 days</i>	51.4%	52.9%	49.1%	59.8%
<i>also drank in the last 30 days</i>	63.8%	79.6%	82.3%	85.8%

Finally, respondents were asked if they had used alcohol and marijuana on the same occasion. 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, almost 54% or more had concurrently used alcohol across grade levels. At the twelfth grade level, three-quarters (71.7%) 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; 46.4% of twelfth graders who used alcohol also used marijuana while drinking. From these data it becomes apparent that using both types of substances at one time is not uncommon and increases with grade level.

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

<i>Based on Respondents Who Are</i>	<i>Grade</i>		
	<i>8th</i>	<i>10th</i>	<i>12th</i>
<i>Alcohol Users</i>	23.0%	38.8%	46.4%
<i>Marijuana Users</i>	54.0%	67.9%	71.7%

CHAPTER IV
TRENDS IN SUBSTANCE
USE IN MARYLAND

CHAPTER IV

TRENDS IN SUBSTANCE USE IN MARYLAND

1990 – 2001

To monitor substance use by Maryland adolescents over time, trend data from 1990 to 2001 are examined at all grade levels surveyed. Table 4.1 provides percentages of sixth, eighth, tenth, and twelfth graders who had used 18 substances in the 30 days before they were surveyed. These data show the proportions of users in most of the substance categories and across most grades have declined from 1998 to 2001. It is particularly noteworthy that alcohol and tobacco use have declined for sixth, eighth, tenth and twelfth graders.

For all substance classes except steroids, sixth graders reported decreased usage in the 2001 survey from the 1998 estimates. Steroid use was identical to the 0.6% reported in 1998. Maryland eighth graders increased their usage of marijuana (10.0% to 10.6%) and designer drugs (1.3% to 2.4%) from 1998 to 2001. Eighth grade students reported using less of all other substances; tenth grade students also used many substances to a lesser extent than in 1998. The greatest decreases among tenth graders were seen for cigarette and alcohol use. Additional decreases in usage for tenth graders include crack, heroin and other forms of cocaine. Twelfth graders use amphetamines, steroids and designer drugs more than twelfth graders in 1998. As seen in eighth through tenth grades, twelfth graders also decreased their usage of alcohol and tobacco products.

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						10						12					
	1990	1992	1994	1996	1998	2001	1990	1992	1994	1996	1998	2001	1990	1992	1994	1996	1998	2001	1990	1992	1994	1996	1998	2001
Cigarettes	2.9	4.7	5.4	4.6	4.2	2.5	12.9	14.4	20.8	17.0	14.8	10.6	22.7	22.7	26.7	25.1	23.9	16.6	27.3	31.5	29.9	32.0	28.6	25.5
Smokeless tobacco (chewing tobacco, snuff)	1.7	2.3	1.6	1.5	1.3	0.7	3.5	3.1	5.1	2.7	3.2	1.9	6.3	5.6	5.7	4.4	4.0	2.3	7.7	8.1	7.0	5.1	4.2	3.0
Any form of alcohol	9.0	11.8	10.4	7.9	9.1	6.3	27.6	26.2	31.0	27.1	26.6	22.8	43.9	40.8	45.0	43.7	42.9	35.9	52.8	52.9	53.3	52.4	48.4	47.5
Marijuana (pot, grass, hashish)	1.5	0.9	1.8	1.8	1.8	1.2	3.0	3.5	13.0	11.6	10.0	10.6	8.9	11.8	22.8	22.4	22.7	19.8	13.7	17.3	25.3	27.4	24.2	22.7
Amphetamines (uppers, bennies, diet pills, dexies)	1.8	3.4	0.8	0.6	0.8	0.7	4.0	2.7	3.4	3.6	3.0	2.4	5.6	5.7	4.4	5.5	4.6	5.1	5.4	5.6	5.2	5.3	4.3	5.5
Methamphetamines (meth, speed, crank, ice)	0.7	0.9	0.9	0.6	0.7	0.5	1.6	1.2	3.1	2.3	1.9	1.3	3.0	2.4	3.1	2.5	3.4	2.2	2.4	2.3	3.5	3.0	1.8	1.8
LSD (acid, stickers)	0.7	0.7	0.7	0.8	0.8	0.6	1.8	1.2	4.2	2.9	2.6	2.2	4.5	3.8	7.5	5.8	5.0	3.7	4.8	3.8	6.9	5.6	4.8	3.7
PCP (angel dust, love boat, green)	0.6	0.8	0.7	0.5	0.8	0.5	1.3	1.1	2.7	1.8	2.3	2.0	2.0	2.1	3.7	2.6	3.1	2.1	2.5	2.4	2.9	2.1	1.7	1.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.4	2.5	0.7	0.5	0.4	0.3	2.3	1.9	2.1	1.6	1.7	1.0	4.0	3.6	3.3	3.0	3.3	3.4	3.7	3.5	3.9	3.9	3.1	3.6
Barbituates and/or tranquilizers (downers, ritalin, reds, Valium)	1.2	1.6	0.6	0.2	0.4	0.3	2.5	1.5	2.2	1.4	1.4	0.8	3.6	2.9	3.0	2.6	2.9	2.3	3.6	2.8	3.0	3.5	2.6	3.1
Inhalants (paint thinner, sprays, aerosols, gasoline)	4.5	2.1	3.6	*	2.4	2.2	7.5	4.2	10.8	*	4.4	3.0	7.0	4.4	6.2	*	3.1	2.7	4.8	3.7	4.7	*	2.1	1.6
Amyl or butyl nitrates (locker room, Rush)	0.8	0.8	0.7	0.3	0.6	0.3	1.6	0.6	1.2	1.4	1.0	0.9	2.1	1.9	1.4	2.2	1.9	1.2	2.5	1.0	1.0	2.8	1.2	0.9
Crack (rock)	0.3	0.7	0.6	0.5	0.8	0.6	0.6	0.8	2.4	2.0	2.3	1.5	0.9	1.4	1.7	1.8	3.3	1.8	1.0	1.1	1.9	2.0	1.9	1.3
Other forms of cocaine	0.2	0.8	0.4	0.5	0.7	0.5	0.9	0.7	1.9	1.6	1.9	1.2	1.4	1.2	1.7	2.3	3.2	2.0	1.6	2.0	2.9	3.1	2.9	2.0
Steroids for body building	1.0	1.3	0.7	0.4	0.6	0.6	1.4	0.7	1.0	0.8	1.6	1.1	1.5	1.2	1.2	1.1	1.7	1.6	1.3	1.2	1.2	1.1	1.0	1.6
Designer drugs (MDMA, ecstasy)	0.7	0.8	0.6	0.4	0.6	0.4	1.0	0.6	1.6	1.9	1.3	2.4	1.8	1.4	2.2	2.9	3.6	4.8	1.3	1.4	2.7	2.7	3.1	4.8
Heroin (smack, stuff)	0.8	0.8	0.6	0.4	0.7	0.3	1.3	0.8	2.0	1.6	1.8	1.1	1.7	0.9	1.0	1.5	2.2	1.1	1.6	1.2	1.3	1.6	1.1	0.9
Needle to inject cocaine, heroin, or other illegal drug	0.8	0.9	0.7	0.4	0.5	0.3	1.3	0.5	1.6	1.0	1.1	0.7	1.4	0.8	0.9	1.0	1.4	1.0	1.0	0.9	0.9	1.0	0.7	0.7
Any drug other than alcohol and tobacco	7.4	5.6	5.9	4.0	5.2	4.5	13.0	9.7	21.4	16.3	15.0	15.2	18.7	17.9	27.4	26.4	26.6	24.3	20.4	21.8	29.9	31.2	28.1	28.2

* Data not available

Source: 2001 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 alcohol usage rose from 1990 to 1992 and has experienced an overall decline since that time (11.8% in 1992 to 6.3% in 2001). Marijuana usage among sixth graders has remained largely unchanged since 1990. Figure 4.1 shows a slight increase in cigarette usage in 1992 and 1994 followed by a minor decline in more recent years.

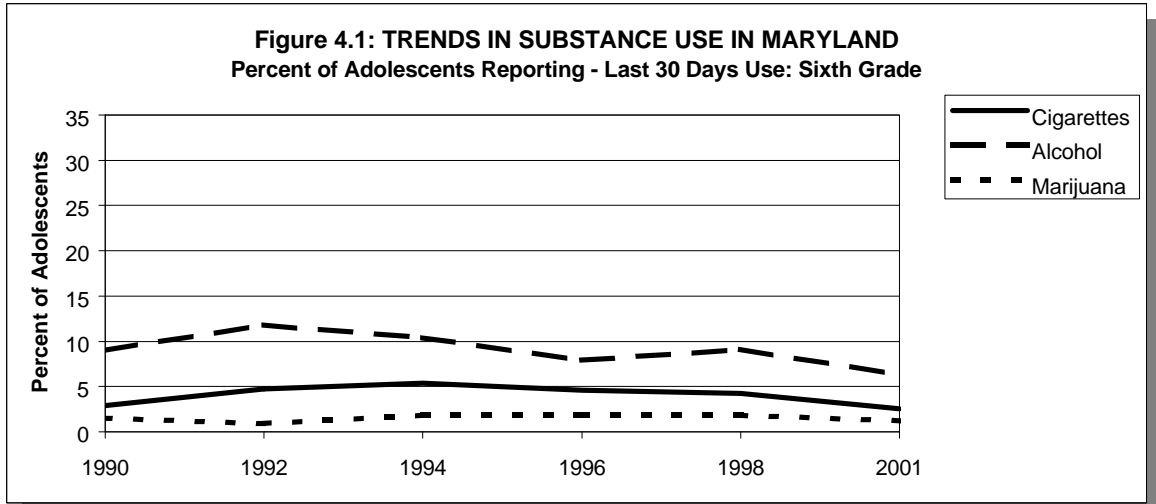
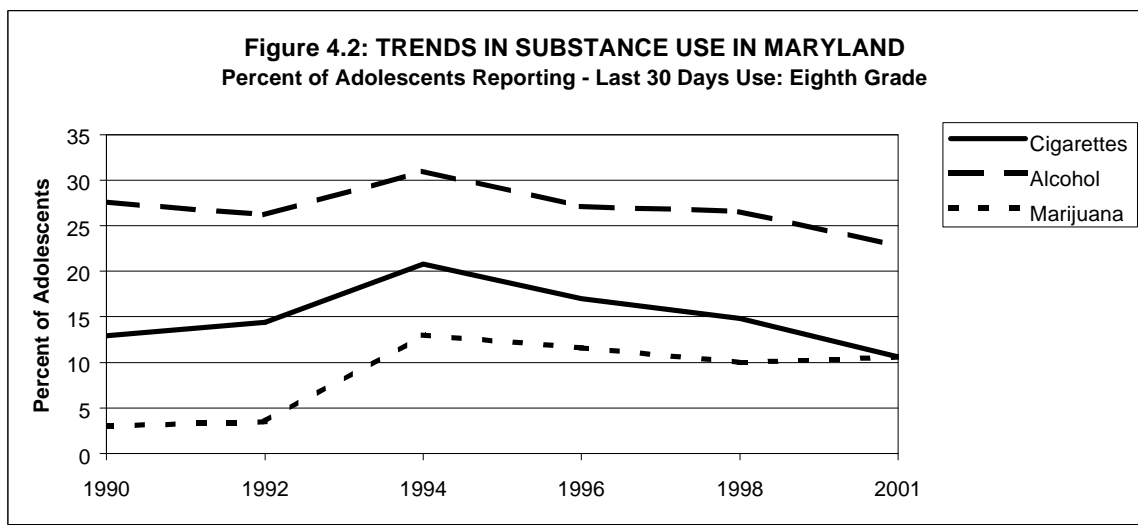
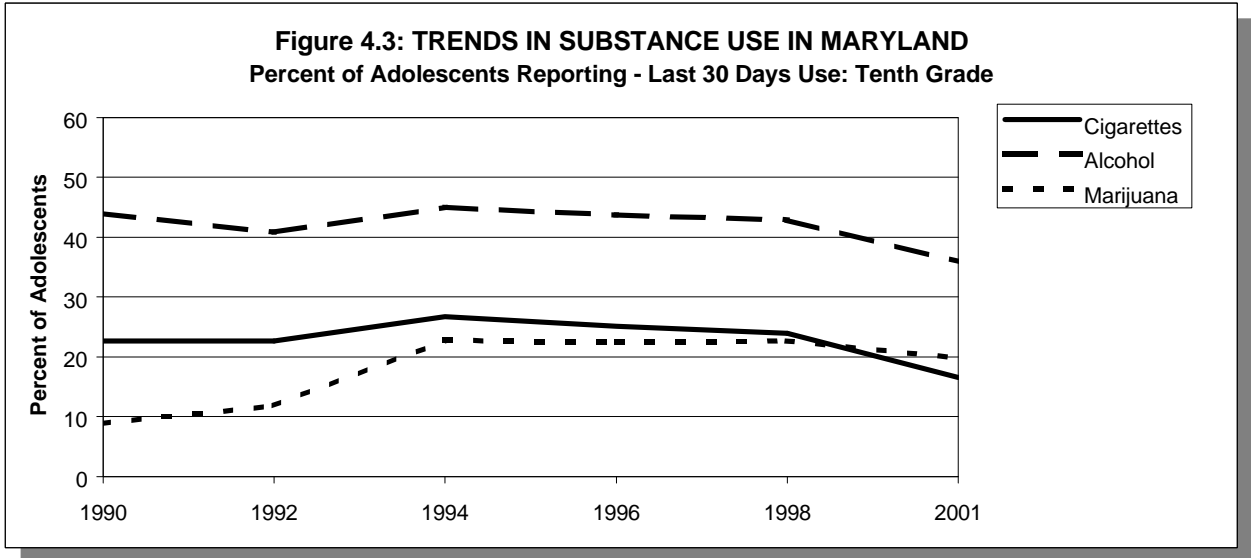


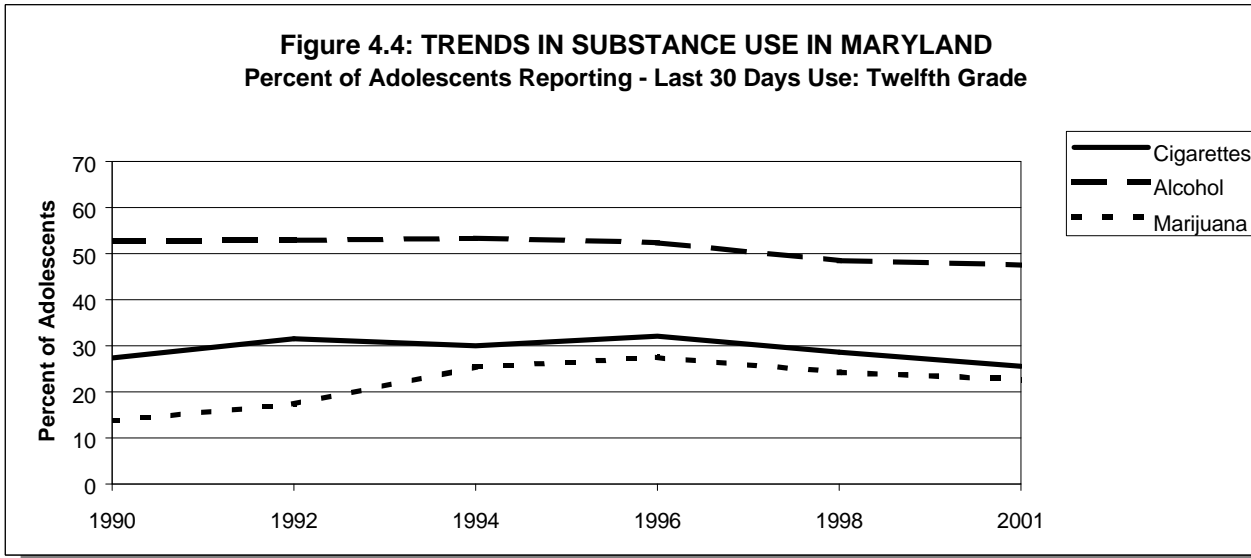
Figure 4.2 shows the trends in eighth graders' use of cigarettes, alcohol, and marijuana from 1990 to 2001. From this figure it can be seen that use of all three substances increased between 1992 and 1994 and then began decreasing steadily through 1998. In 2001 these decreases continued for alcohol and cigarettes but not for marijuana. From 1998 to 2001, alcohol usage declined from 26.6% to 22.8%, while cigarette usage decreased from 14.8% to 10.6%. Eighth graders use of marijuana increased slightly from 10.0% to 10.6%.



Overall, fewer tenth grade students reported using cigarettes, alcohol, and marijuana compared to Maryland tenth graders in 1998. Substantial decreases in alcohol (42.9% to 35.9%) and cigarette use (23.9% to 16.6%) were reported. After a sharp rise from 1992 to 1994, marijuana use has largely leveled off for Maryland's tenth graders.



As Figure 4.4 illustrates, twelfth grade students report a slight decrease in their use of cigarettes, alcohol, and marijuana. Since 1998 cigarette usage has decreased 3 percentage points, alcohol usage has decreased less than 1 percentage point and marijuana usage decreased 1.5 percentage points. Usage rates of these three substances have been relatively stable for twelfth graders with the exception of the increase in marijuana use seen from 1990 to 1996.



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 1998 and 2001 are highlighted for each of three substances -- alcohol, cigarettes, and marijuana. The following statistics relate to those adolescents who have reported using the various substances.

Based on a comparison of Figure 3.2 from 1998 to 2001, age at first use of alcohol increased for both beer/wine and liquor from 1998 to 2001. In 1998, 47.3% of Maryland twelfth graders reported their first use of beer/wine at age 15 or older. In comparison, in 2001 52.7% report their first use of beer/wine at age 15 or older. In 1998 and 2001 the percent of respondents who reported age at first use of beer/wine and liquor at age 12 or younger was nearly the same. In 1998, 20% of students reported their age at first use of beer at age 12 or younger and 11.6% reported their age at first use of liquor at age 12 or younger. In 2001, 17.8% of students reported their age at first use of beer at age 12 or younger and 11.0% reported their age at first use of liquor at age 12 or younger. An important decrease in age at first use of beer/wine and liquor occurred from 1998 to 2001 (32.7% in 1998 to 29.5% in 2001 for beer/wine, and 30.3% in 1998 to 26.0% in 2001 for liquor).

When compared to 1998 data, Hispanic twelfth graders reported a marked decrease in age at first use of beer/wine for the 13 to 14 year old age range with a drop from 44.6% to 27.6% (Figure 3.3). For 2001 Maryland Hispanic twelfth graders, there is a compensatory rise in the percentage of students who begin drinking alcohol at 15 years of age or older. In total 53.2% of these students had their first use of alcohol at 15 years of age or older. In general, the age at first use of liquor is older for Maryland's twelfth graders in 2001 than in 1998 (Figure 3.4). There are pronounced declines in age at first usage rates for 13 to 14 year old Asian, White and Hispanic students, and 15 to 16 year old African American students. In each instance, age at first use rose for older students, particularly those ages 17 and older.

Age at first use of cigarettes for Maryland twelfth graders did not change appreciably from 1998 to 2001 for males and females. As in 1998, first use of cigarettes most often occurs between the ages of 11 and 16. When examining Table 3.5 across years, some interesting differences do exist from the 1998 to 2001 data when race is considered. Hispanic students were more likely in 2001 to first use cigarettes at the younger age of 11 to 12 than in 1998, as indicated from a rise from 15.7% to 33.2%. In addition, the reported age of first use for twelfth grade Hispanics decreased for the 13 to 16 years old categories. Asian and African American twelfth graders also reported trying cigarettes earlier than in 1998. For Asian students 15.4% reported in 2001 that their first use was at the age of 10 or younger while in 1998 only 6.0% reported using cigarettes at that age. African American students reported an increase from 13.6% to 20.4% from 1998 to 2001 for those reporting that their first use of cigarettes occurred between the ages of 11 and 12.

For both male and female respondents, the reported age at first use of marijuana has risen from 1998 to 2001. In 1998, 40.9% of marijuana users indicated that they first used between 13 and 14 years old, while in 2001 only 30.1% of students reported first using at that age (Table 3.12). When gender is considered, in both 1998 and 2001 female twelfth grade students report first using marijuana later than their male peers. Compared to 1998, fewer males in 2001 report

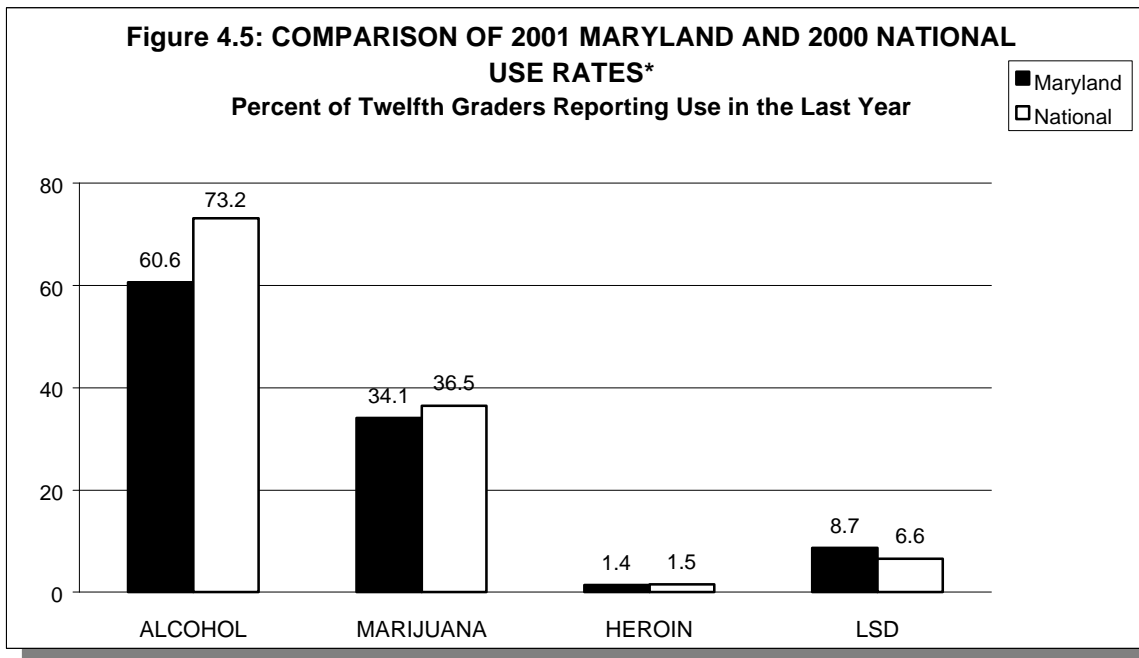
first using marijuana at 13 or 14, with the older ages reporting increased first usage. Fewer female twelfth grade students also report decreased first marijuana usage at the ages of 13 and 14, while 9.3 percentage points more female students report their first usage at age 17 or older.

In 1998, most Maryland Asian, African American and White twelfth graders reported their first use of marijuana at the ages of 13 and 14 (Figure 3.12). In contrast, the 2001 data reveal that twelfth grade students most commonly report first using marijuana at 15 to 16 years old across all racial groups. As is widely the case with alcohol and tobacco products, the percentage of students whose age at first use was 17 or older also increased.

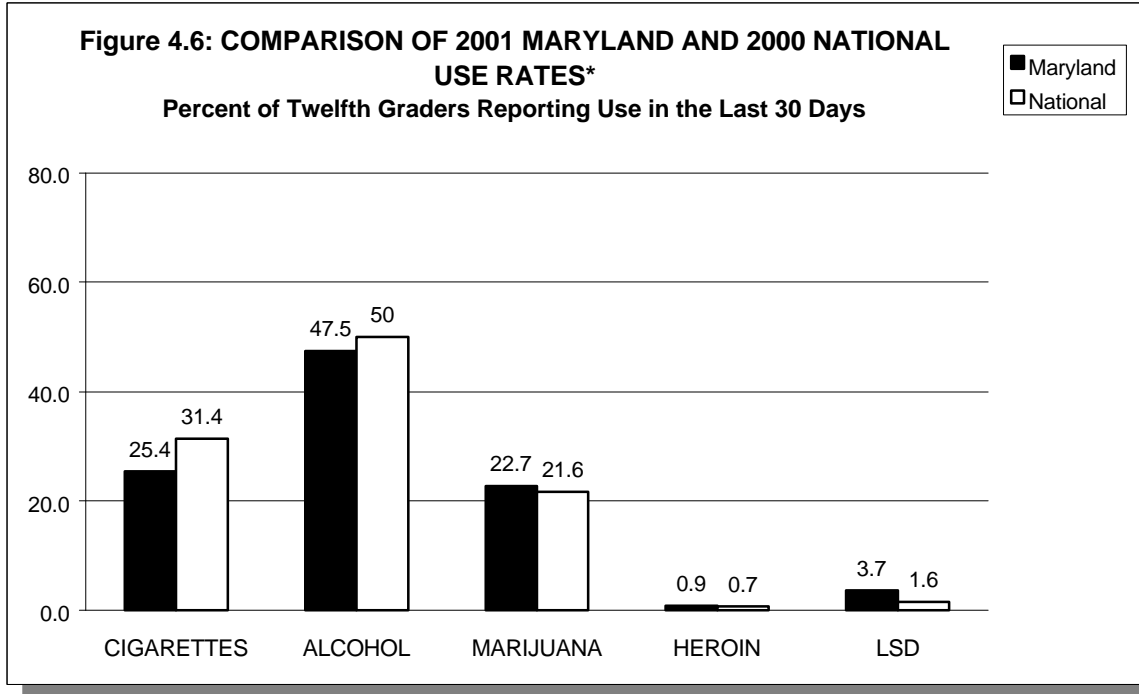
Comparison of Maryland Data to National Rates of Substance Use

The National Institute on Drug Abuse conducts an annual survey, *Monitoring the Future*, that 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 did nationally (60.6% vs. 73.2%). Maryland twelfth graders also used marijuana slightly less than other twelfth graders nationally (34.1% vs. 36.5%). For LSD Maryland twelfth graders had a slightly higher percentage of students who had used these drugs in the last year than twelfth graders nationally (8.7% vs. 6.6%).



*Maryland students were surveyed in April of 2001
National responses represent students surveyed in the spring of 2000



*Maryland students were surveyed in April of 2001
 National responses represent students surveyed in the spring of 2000

When use within the last 30 days is considered, Maryland twelfth graders were less likely to have used alcohol and cigarettes than twelfth graders nationally (Figure 4.6). Maryland twelfth graders were *more likely* to have used marijuana, heroin or LSD than their peers were nationally. Table 4.2 indicates that across grade levels, *fewer* Maryland youth at the eighth, tenth, and twelfth grade levels used cigarettes in the last 30 days than their peers did nationally. A higher percentage of Maryland adolescents used marijuana, heroin, and LSD in the last 30 days than their national peers; their use rate, however, differed less than 3 percentage points from national rates.

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	10.6%	16.6%	25.5%	14.6%	23.9%	31.4%
Alcohol	22.8%	35.9%	47.5%	22.4%	41.0%	50.0%
Marijuana	10.6%	19.8%	22.7%	9.1%	19.7%	21.6%
Heroin	1.1%	1.1%	0.9%	0.5%	0.5%	0.7%
LSD	2.2%	3.7%	3.7%	1.0%	1.6%	1.6%

¹ Source: National Survey Results on Drug Use from Monitoring the Future Study, 1975 - 2000
 Rockville, Md: National Institute on Drug Abuse

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 behavior, 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.

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

<i>Problem</i>	<i>Grade</i>		
	<i>8th</i>	<i>10th</i>	<i>12th</i>
<i>Absent from School</i>	5.1%	8.3%	13.5%
<i>Health Problems</i>	3.0%	5.0%	6.5%
<i>Been Drunk at School</i>	5.4%	10.3%	12.8%
<i>Family Problems</i>	3.8%	6.3%	7.5%
<i>Arrested</i>	2.7%	3.7%	4.5%
<i>Poor School Performance</i>	4.0%	5.2%	5.2%
<i>Unsuccessfully Tried to Stop Drinking</i>	3.9%	5.2%	4.8%
<i>Drove Under the Influence</i>	3.8%	5.4%	20.4%
<i>Been a Passenger with a Drinking Driver</i>	20.8%	29.5%	39.3%

*Who have ever tried alcohol

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 problems. Sixth graders were not asked to respond to these items. Table 5.1 presents the percentages of surveyed students who responded that they experienced these problems because of their alcohol use.

These data show that the most frequently experienced alcohol-related problem by eighth graders who had tried alcohol was riding in cars with drinking drivers (20.8%). Only a small percentage of eighth graders indicated they had any of the other problems listed in the survey. The number reporting riding with drinking drivers increased for tenth graders (29.5%). The number of tenth grade students who say they were drunk at school (10.3%) or were absent from school (8.3%) was higher than that found for eighth graders.

Among those who had tried drinking at least once, seniors report the highest percentages of alcohol-related problems. As is true for respondents in other grades, the largest number of seniors indicated they had been a passenger with a drinking driver (39.3%). In addition, more

than a fifth of the senior respondents indicated they had driven while under the influence of alcohol (20.4%). About an eighth of twelfth graders (12.8%) say they were drunk while attending school while some seniors (13.5%) reported they missed school because of their drinking.

Respondents were asked if they had tried to stop drinking but were unsuccessful in their efforts to do so. Tenth graders were most likely to report they had tried, but could not stop drinking (5.2%). The percentage was somewhat lower at the eighth grade level (3.9%) and also low for twelfth graders (4.8%).

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

<i>Problem</i>	<i>Grade</i>		
	<i>8th</i>	<i>10th</i>	<i>12th</i>
<i>Absent from School</i>	4.6%	8.4%	10.6%
<i>Health Problems</i>	3.5%	5.5%	6.4%
<i>Been High at School</i>	7.2%	14.2%	18.8%
<i>Family Problems</i>	3.5%	6.4%	8.0%
<i>Arrested</i>	3.0%	3.8%	4.7%
<i>Poor School Performance</i>	4.4%	6.9%	8.0%
<i>Unsuccessfully Tried to Stop Using Drugs</i>	3.8%	5.3%	5.6%
<i>Drove Under the Influence</i>	3.9%	6.7%	19.0%
<i>Been a Passenger with a Drug Using Driver</i>	10.1%	21.5%	32.7%
<i>Two or More Drugs</i>	6.4%	12.5%	17.7%

*Who have ever tried other drugs

Similar to the patterns associated with alcohol use, older students who reported they had tried drugs experienced more problems. Among the surveyed eighth graders who had used drugs, the situation reported most frequently was riding with a driver who was using drugs (10.1%). Slightly more than 7% report they were *high* at school. Some eighth graders (4.4%) indicated they felt their school performance suffered as a result of drugs.

Among tenth graders who had used drugs, 21.5% reported they rode in cars with drug-using drivers while 14.2% reported they came to school *high*. Tenth graders also indicated their use of drugs contributed to school absences (8.4%), driving under the influence (6.7%), poor school performance (6.9%), and family problems (6.4%).

Like eighth and tenth graders, the most likely problem situation reported by seniors was riding as a passenger with a drug-using driver (32.7%). Seniors also reported being high at school (18.8%) and driving under the influence (19.0%). Responding seniors who used drugs (10.6%) reported being absent from school as a result of their drug use.

Respondents were also asked if they had tried unsuccessfully to stop using drugs. The data in Table 5.2 indicate this was somewhat more true for more twelfth graders (5.6%) than for eighth (3.8%) and tenth graders (5.3%).

Older students are more likely than younger students to have used two or more drugs and the percentage of students who have used two or more drugs increases at each grade level (6.4% of eighth graders, 12.5% of tenth graders, and 17.7% of twelfth graders).

Data trends indicate that the number of students experiencing problems due to alcohol or other drug use increases with grade level, although there was one exception to this trend. Tenth graders reported slightly more often (5.2%) that they had tried unsuccessfully to stop drinking than twelfth grade students (4.8%).

Comparison to 1998 Data

In all instances, fewer students in the 2001 MAS survey sample experienced problems than students surveyed in 1998; trends were downward in terms of the percentage of youth in each grade who had experienced a specific problem associated with their alcohol or other drug use (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, though, that drug-use percentage fell to 32.7%.

For alcohol using students, improvements – over all class levels and for every surveyed problem – range from a low of 0.4 percentage points (seniors who unsuccessfully tried to stop drinking) to a high of 15.2 percentage points (eighth graders who had been a passenger with a drinking driver). The average decline in the percentage of students reporting alcohol related problems (all grades/all surveyed problems) was 4.3 percentage points.

Other drug users report an even sharper decline in the number of problems they encounter. The smaller percentage of reported problems ranged from a low of 1.6 percentage points (seniors who were arrested) to a high of 25.3 percentage points (seniors who had been a passenger with a drug using driver). The average decline in the percentage of students reporting drug related problems (all grades/all surveyed problems) was 10.9 percentage points. Notably, for all grade levels, large reductions in the percentages of students reporting they had used two or more drugs at the same time were realized in 2001 relative to 1998. Eighth graders reported a 17.4 percentage point decline (23.8% in 1998 vs. 6.4% in 2001); Tenth graders displayed a 15.0 percentage point drop (27.5% in 1998 vs. 12.5% in 2001); and twelfth graders reported percentage fell 16.4 points.

CHAPTER VI
AVAILABILITY OF
SUBSTANCE

CHAPTER VI

AVAILABILITY OF SUBSTANCES

In Section VI of the questionnaire, 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. Results show that, at all grade levels, the percentages for users who have access to alcohol, tobacco, and other substances is higher than for non-users. At the eighth, tenth and twelfth grade levels, substances in the “other drugs” category are most often offered to users (44.7% eighth grade, 60.1% tenth grade and 54.9% twelfth grade) at school. 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	6th Grade		8th Grade		10th Grade		12th Grade	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes	22.8%	3.5%	39.1%	8.9%	53.1%	19.7%	45.6%	18.7%
Alcohol	10.0%	2.4%	21.0%	4.3%	37.3%	11.4%	34.4%	11.6%
Other Drugs	21.7%	4.2%	44.7%	9.0%	60.1%	22.6%	54.9%	17.7%

The percentage of respondents offered alcohol, tobacco, and other substances increases from sixth to tenth grade. For example, the percentage for users of alcohol increases from 10.0% in the sixth grade to 37.3% in the tenth grade. When comparing users in the tenth and twelfth grades, results are mixed. Cigarette users in twelfth grade are less likely to be offered cigarettes on school property than their tenth grade counterparts (45.6% twelfth grade vs. 53.1% tenth grade). Twelfth grade “other drug” non-users are also less likely to be offered these drugs than tenth grade non-users (17.7% twelfth graders vs. 22.6% tenth graders).

Cigarettes and other drugs are reported as being more available on school property in 2001 than in 1998. Particularly pronounced increases exist for sixth grade users (1998: 14.1% vs. 2001: 21.7%), eighth grade users (1998: 32.6% vs. 2001: 44.7%) and tenth grade users (1998: 50.0% vs. 2001: 60.1%) for other drugs. In contrast alcohol availability on school property decreased for tenth and twelfth grade users and non-users from 1998 to 2001.

Table 6.2 demonstrates that across all grade levels, availability of cigarettes, alcohol, and other drugs outside school property increases from sixth to tenth grade and then levels off between tenth and twelfth grades. For sixth grade users the increase in availability of cigarettes is 35.9% compared with 65.6% by the time they reach twelfth grade. Similarly the rise for alcohol is 27.2% sixth grade users and 74.4% for twelfth grade users. Other drugs are reported as being available by 34.0% of sixth grader users with substantial increases reported by eighth (64.8%) and tenth grader users (75.1%).

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	35.9%	6.5%	59.8%	15.5%	66.5%	26.4%	65.6%	30.5%
Alcohol	27.2%	6.6%	52.0%	12.5%	70.0%	21.6%	74.4%	30.3%
Other Drugs	34.0%	6.3%	64.8%	14.7%	75.1%	25.2%	75.4%	27.3%

From 1998 to 2001, the reported availability of substances outside school property increased across all grades for users and non-users. The biggest increases were seen regarding the availability of other drugs and alcohol.

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 generally increases as the grade level gets higher. For users, the percentages range from 19.9% (sixth grade) to 37.5% (twelfth grade). Interestingly, there is a substantial increase from sixth grade users to eighth grade users, a jump of 14.9 percentage points followed by gradual increases from eighth through tenth grade. For non-users, the percentages are quite low, ranging from 2.6% (sixth grade) to 8.3% (tenth grade). These percentages indicate that non-users are much less likely to be asked to sell drugs than are their using peers. In 1998 and 2001 the trend in students asked to sell drugs is very similar.

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
19.9%	2.6%	34.8%	4.7%	39.1%	7.8%	37.5%	8.3%

Based on the findings presented above, four 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. Third, cigarettes and other drugs are more frequently offered to Maryland students than alcohol. Finally, as would be expected, high school students are approached more often to sell drugs than are sixth and eighth grade students.

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 2001 performance with previous results to these questions. Analysis of the number of items correctly answered by at least 75% of the students shows a notable increase over all grades. Values in this table could range from 0 (answering no questions correctly) to 18 (answering all questions correctly). At least 75% of twelfth graders answered two additional questions correctly compared to 1998 while sixth, eighth and tenth graders more than doubled their scores.

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

<i>Grade</i>	<i>1992</i>	<i>1994</i>	<i>1996</i>	<i>1998</i>	<i>2001</i>
<i>6th</i>	6	4	6	6	13
<i>8th</i>	8	7	7	7	15
<i>10th</i>	15	11	11	8	17
<i>12th</i>	18	18	16	15	17

When the mean knowledge scores of students are compared, there is a small decline in scores from 1998 to 2001. The decline is greatest for twelfth graders, representing a 0.4 percentage point decline. Tenth graders represented no change, while eighth and sixth graders showed declines of .03 and .01 points respectively.

Table 7.2: MEAN KNOWLEDGE SCORES BY GRADE (Weighted)

<i>Grade</i>	<i>1996 MAS</i>	<i>1998 MAS</i>	<i>2001 MAS</i>
<i>6th</i>	11.0	10.6	10.5
<i>8th</i>	13.0	12.5	12.2
<i>10th</i>	14.4	13.5	13.5
<i>12th</i>	15.4	14.9	14.5

Table 7.3 shows the percent of correct responses to each of the 18 knowledge questions for each grade. Without exception, the percentage of students who gave a correct response to each question increased at each grade level.

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

<i>Question</i>	<i>6th Grade</i>	<i>8th Grade</i>	<i>10th Grade</i>	<i>12th Grade</i>
A desire to continue taking a drug because of emotional reasons is called: (1) psychological dependence	37.3%	56.1%	71.7%	81.4%
If someone you know has taken an overdose of downers, you should: (4) call emergency number 911 and keep the person awake	91.7%	93.2%	93.3%	94.8%
Barbiturates and alcohol taken together may: (3) cause coma or death	80.9%	81.9%	86.2%	89.6%
You are at a party and a friend drinks and decides to drive home. What should you do? (1) Take your friend's keys	83.7%	92.2%	93.6%	95.7%
One of the effects of long-term marijuana use is that it: (1) slows down social growth and learning	82.4%	87.0%	88.1%	90.9%
First offense for possession of marijuana in Maryland for a person 18 or older can lead to: (1) a fine and jail sentence	62.3%	68.8%	73.0%	79.6%
People taking LSD, PCP, or other hallucinogens will: (3) see or hear things differently	61.3%	69.3%	76.2%	80.9%
People react differently to drugs: (4) all of the above	42.1%	58.9%	72.1%	82.0%
Use of steroids for body building can: (4) all of the above	48.3%	63.5%	74.5%	84.0%
Use of inhalants (paint thinner, sprays, aerosol, gasoline) can: (1) cause brain damage or death	79.6%	80.4%	78.8%	81.9%
Use of crack cocaine can: (2) cause dependence after first use	48.9%	62.0%	73.8%	82.4%
The tobacco product that has been proven to cause cancer is: (4) all of the above.	61.6%	70.7%	81.4%	86.4%
The most abused drug is: (4) alcohol	45.1%	49.6%	60.6%	71.3%
Prescription drugs: (1) should be used according to label directions	80.7%	87.4%	89.5%	92.8%
Drugs that slow down all body organs, including the heart, are called: (2) depressants.	36.8%	48.2%	64.3%	75.6%
What effect does smoking have on the body's system? (4) all of the above.	61.8%	74.7%	81.0%	86.0%
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	87.0%	91.1%	90.9%	94.8%
The body system that is MOST interfered with when drinking alcohol is: (1) the brain and nervous system	70.5%	76.7%	79.5%	85.5%

Source: 2001 Maryland Adolescent Survey, Maryland State Department of Education

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 the question answered *incorrectly* most frequently by sixth and eighth graders (63% sixth graders *incorrect* and 52% eighth graders *incorrect*). It was also the second most incorrectly answered question by tenth graders and twelfth graders. Another question often answered incorrectly was knowing that “a desire to continue taking a drug because of emotional reasons” was called psychological dependence. This item was the second most frequently missed item by sixth and the third most frequently missed item by eighth, tenth, and twelfth graders. The question with the most number of incorrect responses for tenth and twelfth graders was “what was the most abused drug” (alcohol); 39.4% of tenth graders *incorrectly* answered this question while 28.7% of twelfth graders *incorrectly* answered this question.

Comparison to 1998 Survey Data

When the results from analysis of the knowledge questions are compared to 1998 survey data, it can be seen that generally the percentage of students who correctly answered a knowledge question *increased* across items and across grades. Sixth graders uniformly demonstrated improvement in their scores from 1998 to 2001. Sixth graders improved by at least five percentage points for ten of the eighteen knowledge items. Sixth graders showed an increase of less than three points on only four questions: “You are at a party and a friend drinks and decides to drive home. What should you do?” (Take your friend’s keys); “One of the effects of long-term marijuana use is that it:” (slows down social growth and learning); “Use of inhalants can” (cause brain damage or death); and “The body system that is MOST interfered with when drinking alcohol is” (the brain and nervous system). For eighth graders, improvement was shown on every item with one exception. The number of eighth graders who *did not* identify alcohol as “The most abused drug” *increased* by almost a percentage point (49.6% in 1998 and 50.4% in 2001). Tenth graders improved their scores by at least one percentage point on every item save one. The number of tenth graders *incorrectly* answered the item “use of inhalants” (can cause brain damage or death) *increased* to 21.2% from 20.5% in 1998. Twelfth graders improved their scores on all but two knowledge items in 2001 when compared to 1998. The greatest *increase* in the number of twelfth graders *incorrectly* answering a question involved the identification of alcohol as the most abused drug with a difference of 0.4 percentage points (from 28.7% in 1998 to 28.3% in 2001).

PERCEIVED RISKS OF SUBSTANCES

Prevention education, in part, is based on the findings of previous research which 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. Respondents were asked to indicate whether they considered each substance to be *very dangerous*, *dangerous*, *slightly dangerous*, or *safe*.

Data on the proportion of Maryland's eighth graders who believe the surveyed substances are very dangerous show that more than three-quarters of this population feel injections of illegal drugs (86.7%), crack (81.2%), and inhalants (76.2%) are very dangerous. Marijuana is rated as very dangerous by 66.0% of surveyed eighth graders. Fewer than half of the eighth grade respondents rated liquor (44.3%), smokeless tobacco (45.6%), cigarettes (39.1%), and beer (31.7%) as very dangerous.

Comparison of Users and Non-users

Data were analyzed for both user and non-user populations. Not surprisingly, non-users are more likely to perceive substances as "dangerous" and "very dangerous" than their substance-using peers. Figure 7.1 shows that among eighth grade survey respondents who had tried beer/wine/wine coolers, 14.7% found them "very dangerous" compared to 42.3% who had not tried them. On the other end of the scale, 19.1% of users thought them safe to drink while only 3.3% of non-users thought them safe to drink. Similar differences are seen between eighth grade users and non-users of liquor (Figure 7.2). Only 19.8% of liquor users found liquor "very dangerous" while half (52.6%) of non-users found using liquor to be "very dangerous". Figure 7.3 presents the perceived danger of using cigarettes by eighth grade users and non-users while Figure 7.4 presents the perceived danger of using marijuana for these youth. In Figure 7.3, one sees that 46.8% of non-users of cigarettes found cigarettes to be "very dangerous" while only 17.4% of users indicated they were very dangerous. It is interesting to note that almost three-fourths (74.3%) of non-users of marijuana perceived the drug to be "very dangerous" while in contrast only one-quarter of users (23.9%) found marijuana to be "very dangerous". Across alcohol, cigarettes and marijuana, marijuana non-users perceive marijuana as being the most dangerous.

Comparison to 1998 Survey Data

When the findings presented in Figures 7.1 through 7.4 are compared to 1998 survey data, it can be determined that overall, the percentage of eighth grade students who perceived drugs as being very dangerous, slightly dangerous, or dangerous remained fairly constant for both users and non-users across all substances. There was, however, one notable exception. In 1998, 12.9% of marijuana users reported that marijuana was safe to smoke. In 2001, this number climbed to 23.1% of marijuana users who report that marijuana is safe. This 10.2% percentage point increase is interesting in that, compared to alcohol and cigarettes, marijuana safety as reported by eighth grade users is the highest.

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 2001 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 2001 questionnaire and are presented in the following sections:

- Parental responsibility
- Limits and consequences
- Family activities
- Communication

Parental Responsibility

Awake in time for school

Across all grade levels and substances, non-users were 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). The greatest difference between users and non-users for surveyed sixth graders was between users and non-users of drugs other than alcohol and cigarettes. Of sixth grade other drug non-users, 78.1% indicated an adult always made sure they woke up for school while only 65.8% of other drug users indicated this occurred. At the eighth grade level, the biggest difference was found among users of alcohol, though the rate of difference, approximately 9 percentage points, is relatively constant across all three categories of drug use. Only 64.1% of alcohol users reported an adult always made sure they woke up for school compared to 73.8% for non-users. For tenth graders, the biggest difference was found between cigarette users and non-users (54.8% users vs. 62.4% non-users). For twelfth graders, the biggest difference was between "other drug" users and non-users (47.3% users vs. 51.6% non-users). It is interesting to note that the smallest difference between users and non-users across all grade levels was for twelfth graders who used cigarettes and those who did not; there was only a 1.3 percentage point difference between users and non-users.

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	71.9%	77.5%	63.0%	72.1%	54.8%	62.4%	48.6%	49.9%
Alcohol	70.0%	78.4%	64.1%	73.8%	58.2%	61.8%	48.9%	50.7%
Other Drugs	65.8%	78.1%	63.1%	72.0%	57.4%	61.2%	47.3%	51.6%

Parents Worry

In each grade, non-users reported more frequently that an adult would always worry if they were late from school or if the adult did not know where they were (Tables 7.5 and 7.6). This relationship was consistent across grades and categories of drugs (alcohol, tobacco, and other drugs). As students aged, the proportion of adults/parents who worried (late from school or did not know where student was) decreased. For instance, 59.7% of sixth grade cigarette users indicate their parents would always worry if they were late from school compared to 74.4% of non-users. By twelfth grade, 39.5% of cigarette users indicate their parents would worry if they were late from school compared to 53.3% of non-users. Alcohol users represent the largest group of *using* students across all grade levels who indicated their parents would worry if they were late from school or their parents did not know where they were.

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	59.7%	74.4%	53.0%	67.0%	47.3%	60.8%	39.5%	53.3%
Alcohol	62.5%	75.4%	54.1%	69.7%	50.0%	64.1%	43.7%	56.1%
Other Drugs	62.0%	74.7%	52.3%	66.8%	46.0%	62.1%	39.6%	54.7%

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	72.3%	86.3%	68.6%	82.0%	67.6%	79.0%	61.2%	71.0%
Alcohol	74.7%	87.2%	69.2%	84.8%	69.8%	81.8%	63.9%	74.1%
Other Drugs	73.1%	86.5%	67.2%	82.3%	66.3%	80.1%	60.3%	73.0%

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 youth if their parents have rules regarding who they may associate with.

Change Adults' Minds

Users of cigarettes, alcohol, and other drugs were asked if *they could talk their family out of punishing them* and if *they could change the mind of an adult who says "no"* (Tables 7.7 and 7.8). As seen in both tables, more substance users than non-users across all surveyed grade levels indicated they could "always" change the mind of an adult or talk their family out of punishment. Users of other drugs were slightly more likely than users of cigarettes or alcohol to talk family out of punishment (Table 7.7). Users of other drugs were also slightly more likely to change the mind of an adult to get their way than users of cigarettes or alcohol across all grade levels (Table 7.8).

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	17.1%	9.2%	15.1%	9.2%	15.6%	11.1%	17.5%	14.7%
Alcohol	15.5%	8.6%	14.6%	8.2%	14.4%	10.6%	17.2%	12.8%
Other Drugs	19.2%	8.9%	16.2%	9.1%	17.0%	10.0%	18.1%	13.6%

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	21.3%	7.8%	15.6%	8.0%	13.0%	7.3%	10.3%	9.0%
Alcohol	20.1%	6.9%	15.0%	6.5%	11.0%	7.4%	10.4%	7.7%
Other Drugs	25.5%	7.4%	17.9%	7.3%	13.9%	6.5%	11.7%	7.5%

Parents Have Rules

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 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 holds true across all grade levels. 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.

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	33.9%	41.1%	18.9%	28.0%	13.1%	21.4%	8.6%	14.3%
Alcohol	35.4%	41.4%	19.6%	29.8%	13.7%	24.8%	9.5%	17.7%
Other Drugs	35.1%	41.0%	20.2%	27.5%	12.9%	21.7%	8.7%	15.0%

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.

Talk About Problems

At every grade level, more non-users of alcohol and drugs indicate they “always” can communicate with an adult when they have problems and that an adult always listens. For users and non-users of alcohol (Table 7.10), it can be seen that differences between users and non-users generally decrease as grade level increases. The single exception to this trend is found within eighth graders who “always” can talk to an adult about their problems. The difference between eighth grade non-users and users is 2.6 percentage points higher than that between sixth grade non-users and users. For users and non-users of other drugs (Table 7.11), the pattern of decreasing differences between users and non-users as grade level increases holds true without exception.

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

Grade	Adult Always Talks About Not Using Alcohol		Always Can Talk About My Problems with an Adult		Adult Always Listens When I Have a Problem	
	Users	Non-users	Users	Non-users	Users	Non-users
6th	39.4%	55.3%	40.9%	54.0%	53.6%	71.7%
8th	26.9%	41.3%	30.4%	46.1%	41.6%	60.6%
10th	20.7%	34.3%	32.6%	44.9%	42.5%	53.8%
12th	17.8%	29.1%	32.2%	38.9%	45.6%	49.9%

Table 7.11: PERCENT OF USERS AND NONUSERS OF DRUGS REPORTING COMMUNICATION WITH ADULTS ABOUT PROBLEMS OR DRUGS

Grade	Adult Always Talks About Not Using Drugs		Always Can Talk About My Problems with an Adult		Adult Always Listens When I Have a Problem	
	Users	Non-users	Users	Non-users	Users	Non-users
6th	38.4%	54.0%	36.6%	53.3%	48.6%	70.8%
8th	25.9%	38.4%	28.0%	43.4%	36.8%	57.8%
10th	19.7%	30.1%	32.2%	41.6%	40.4%	51.6%
12th	16.4%	25.3%	30.5%	37.8%	42.8%	50.8%

Talk About Not Using Alcohol and Drugs

As with other items, non-user surveyed students were more likely to indicate an adult always talked about not using alcohol (or other drugs) than users across all grade levels. The proportion of students who indicated an adult always talked about not using alcohol or other drugs decreased as grade level increased. As might be expected, the difference between users and non-users of both alcohol and drugs decreases as grade level increases.

Family Activities

Two items on the 2001 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.

Ate Together

As with other similar items in the 2001 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 declined as grade level increased across all substances as well as 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	42.4%	49.1%	32.0%	42.3%	28.0%	30.4%	18.4%	22.6%
Alcohol	40.5%	50.1%	32.5%	44.5%	26.6%	33.5%	19.2%	24.9%
Other Drugs	43.7%	49.0%	29.0%	43.3%	25.4%	31.7%	18.3%	23.4%

Shared 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 users and non-user groups. Over all substances and for users and non-users, the percentage of students who indicated their families did this 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	29.6%	40.5%	20.1%	32.2%	14.2%	23.8%	10.2%	19.0%
Alcohol	32.6%	41.2%	21.4%	34.3%	15.8%	26.6%	12.2%	22.6%
Other Drugs	31.5%	40.6%	20.1%	32.2%	15.3%	23.3%	11.0%	19.2%

Comparison to 1998 Survey Data

Parental Responsibility. For the item *an adult always makes sure I wake up for school*, there were no startling changes between 1998 and 2001 (Table 7.4). For eighth grade non-users of cigarettes, alcohol and other drugs, however, a modest increase of between 3.1 (non-users of alcohol) and 0.6 percentage points (non-users of other drugs) was realized. However, twelfth grade non-users of all three substances reported declines ranging from 4.5 (non-users of cigarettes) to 1.6 (non-users of other drugs) percentage points. Users of all three categories of substances reported little change in 2001 relative to 1998. With the exception of sixth grade users of other drugs (a 5.3 percentage point decrease in 2001), users of all substances, at all grade levels, registered changes of no more than 2.6 percentage points.

The percentage of respondents reporting that an adult would worry about them if the adult did not know where they were, or if they were late from school, generally increased for

sixth and eighth grade users and non-users (Table 7.6). On the other hand, tenth and twelfth graders who believed an adult would “always” worry about them if they were late from school declined somewhat. The percentage of tenth and twelfth graders who felt someone at home would “always” worry if they did not know the whereabouts of the respondent increased marginally, or remained roughly static, between 1998 and 2001. Twelfth grade non-users of other drugs reported a decline of 2.2 percentage points, though.

Limits and Consequences. There was an increase between 1998 and 2001 in the percentage of sixth and eighth graders who indicated they can always talk family out of punishment, though the magnitude of change was similar for both users and non-users of cigarettes, alcohol, and other drugs (Table 7.8). On average, the increase between 1998 and 2001 was 1.7 percentage points. The smallest increase was for eighth grade alcohol users (0.7 percentage points) while the largest gain was for sixth grade users of other drugs (4.7 percentage points). For the percent of adolescents who say they can always change the mind of an adult to get their way, there were overall increases from 1998 levels across all grades, though only substantively for sixth grade users. The differences in the percentage of sixth grade users relative to 1998 who felt they could change the mind of an adult to get their way ranged from a high of 12.4 percentage points for sixth grade users of other drugs (13.1% in 1998 vs. 25.5% in 2001) to a low of 9 percentage points for sixth grade users of cigarettes (12.3% in 1998 vs. 21.3% in 2001). Eighth grade users and twelfth grade non-users also reported an increased ability to change the mind of an adult, but the magnitude of change was not nearly as great as that for sixth grade users. Change for these cohorts does not exceed 2.5 percentage points (twelfth grade non-users of both cigarettes and alcohol).

From 1998 to 2001, Maryland students continue to report that as grade-level increases, fewer parents have rules about the people they can be with (Table 7.9). This trend holds for users and non-users alike. Within grade and user/non-user status, there are differences in the percent of students who report that their parents have rules about the people they can be with. For instance, more sixth and eighth grade users in 2001 indicate that their parents have these rules than sixth and eighth grade users in 1998. Compared to 1998 data, more parents had this type of rule in 2001 as reported by sixth, eighth, and twelfth grade non-users, and tenth and twelfth grade users.

Communication. In 2001 more Maryland sixth, eighth and tenth graders reported that an *adult always talks about not using alcohol* than in 1998. This pattern held regardless if the student was a user or non-user of alcohol. MAS responses in 1998 and 2001 were generally similar for survey items inquiring if an adult was available to talk and listen when the respondent had a problem. In both years non-users of alcohol reported having more of this type of adult support than users. It is interesting to note that sixth grade users and non-users of alcohol reported less often in 2001 that they had an adult to talk to about problems than in 1998 (1998: users 42.1%, non-users 58.3%; 2001 users 40.9% non-users 54.0%). From 1998 to 2001 more sixth grade users and non-users of drugs reported that 1) an adult talks about not using drugs, 2) an adult is available to discuss the student’s problems, and 3) an adult listens when the student has a problem.

Family Activities. In both 1998 and 2001, Maryland students reported that they spend less time eating as a family as their grade level increases. There is a noticeable drop between

eighth and tenth grade in the percent of users and non-users where their family eats together. When asked if their family does one activity together on a weekly basis, twelfth grade students in 2001 reported this appreciably less of the time than twelfth grade students did in 1998. In 2001, sixth, eighth, and tenth graders reported approximately the same amount of family activities as they did in 1998.

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 teens' behavior. Previous years of the MAS document this transition through an examination of respondents' perceptions of support and approval for alcohol, marijuana, crack cocaine, and needle use. 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 are influenced by their friends more than their parents. For instance, 86.4% of surveyed twelfth graders users' friends indicated it was okay for them to use beer while these students reported only 37.2% of their parents approved of using beer. It is interesting to note that users friends' are more likely to disapprove than approve of crack and needle use (crack: 45.2% okay vs. 54.8% not okay, inject drugs: 40.3% okay vs. 59.7% not okay).

Table 7.14: PERCEPTIONS OF PARENTS AND FRIENDS APPROVAL/DISAPPROVAL OF SUBSTANCE USE*

Twelfth Grade Users and Nonusers of Selected Substances

Substance	Users				Non-users			
	Parents		Friends		Parents		Friends	
	OK	Not OK	OK	Not OK	OK	Not OK	OK	Not OK
Cigarettes	27.0%	73.0%	78.3%	21.7%	7.4%	92.6%	40.5%	59.5%
Beer	37.2%	62.8%	86.4%	13.6%	11.5%	88.5%	47.8%	52.2%
Liquor	26.2%	73.8%	85.5%	14.5%	5.6%	94.4%	40.4%	59.6%
Marijuana	15.4%	84.6%	83.2%	16.8%	2.7%	97.3%	30.8%	69.2%
Crack	19.1%	80.9%	45.2%	54.8%	1.4%	98.6%	6.4%	93.6%
Needle	36.9%	63.1%	40.3%	59.7%	1.3%	98.7%	5.8%	94.2%

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

For non-users, 88% or more of twelfth graders indicated their parents did not approve of them using any type of substance; very few twelfth graders indicated 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 graders as a substance their parents would approve of using (11.5%). At least half of non-user twelfth graders indicated their friends did not support the use of any substance. These students reported that at least 93%

of their friends did not approve of using crack or needles to inject drugs (93.6% and 94.2% respectively). It is interesting to note that non-user twelfth graders reported their friends were somewhat evenly divided on whether beer was okay to use; 47.8% of twelfth grade non-users indicated their friends would approve of the use of beer while 52.2% would not approve of the use of beer.

Comparison to 1998 Survey Data

From 1998 to 2001, students (users and non-users) report more frequently that beer drinking is generally deemed okay by both their parents and friends. For example, 29.9% of twelfth grade users reported that their parents would believe that using beer is okay in 1998, while 37.2% of twelfth graders report that beer use is considered okay by their parents in 2001. One dramatic change occurred in the perception of needle usage from 1998 to 2001. Twelfth grade users in 2001 reported substantially more approval from their parents for needle usage (36.9%) than in 1998 (22.3%).

RESISTENCE 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 2001 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.

In general, the number of users and non-users who acknowledge they were taught the steps to say “no” is substantial (at least 73%) and constant across grade levels and substances. Among twelfth graders over three-quarters of surveyed students—80.7% of smokers, 79.2% of drinkers, and 84.9% of drug users—reported they were given this training. Eighth and tenth graders have similar percentages for users, although somewhat less than that for twelfth graders.

When survey results from users are compared to non-users, it becomes clear that across survey items percentages are 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.

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	81.1%	89.9%	81.4%	89.1%	78.4%	84.1%	80.7%	84.5%
Comfortable saying no	52.6%	77.6%	60.2%	79.2%	72.5%	86.3%	82.9%	90.0%
Used Steps	43.4%	48.8%	43.2%	49.5%	46.7%	58.4%	55.5%	68.1%
Plan to Resist	54.8%	78.7%	52.2%	82.1%	57.0%	86.8%	60.5%	90.1%

* 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	76.4%	89.8%	73.8%	86.3%	73.1%	80.5%	79.2%	79.8%
Comfortable saying no	60.3%	81.6%	58.8%	82.4%	68.4%	84.2%	81.4%	88.9%
Used Steps	49.1%	49.2%	43.9%	49.7%	44.9%	56.9%	59.6%	68.1%
Plan to Resist	59.5%	80.5%	50.4%	82.3%	47.3%	81.0%	55.8%	86.0%

* 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	78.5%	90.5%	76.5%	87.4%	77.2%	85.1%	84.9%	87.1%
Comfortable saying no	65.3%	82.7%	62.6%	84.6%	73.0%	87.5%	83.9%	92.2%
Used Steps	49.0%	49.2%	47.2%	50.9%	55.2%	60.6%	68.8%	70.6%
Plan to Resist	62.5%	82.1%	54.4%	84.3%	59.1%	87.1%	69.9%	91.7%

*who ever used other drugs

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 addition, the percentages of user and non-user students who are comfortable saying no increases with grade level.

In examining students' use of the resistance strategy, two patterns emerge. First, for all non-users of cigarettes, alcohol, and other drugs, the use of the resistance strategy appears to increase by grade level. For example, 49.2% of sixth grade non-users of other drugs indicate they used the steps while 70.6% of twelfth grade non-users of other drugs indicated they did so. This increase by grade level also held true for users of other drugs. For alcohol users there is a *decrease* in the percentage of eighth grade users from the percentage of sixth grade users who used the steps. For example, 49.1% of sixth grade drinkers stated they used the steps while 43.9% of eighth graders indicated this.

For users and non-users of alcohol, cigarettes, and other drugs, data show there is a *decrease* in the percentage of students between sixth and eighth grades who plan to resist use of these substances. From eighth to tenth grades the percentage of students planning to resist drops further for alcohol users but rises for users who smoke or use other drugs. In the interval from tenth to twelfth grades, for all substances, the percentage that plans to resist increases.

Comparison to 1998 Survey Data

Comparing 1998 MAS information to 2001 MAS information, it is apparent that in 2001 appreciably more students (across all grades and user categories) report: 1) having been taught Steps, 2) more comfort in saying no to social pressure, 3) using Steps more often, and 4) planning to resist social pressure in the future. In some instances the 2001 gains are evidenced by increases of up to ten percentage points. Such findings suggest that the educational programs implemented by the state of Maryland have better prepared sixth through twelfth grade students for the social pressure they are likely to encounter.

CHAPTER VIII
IMPAIRED DRIVING

CHAPTER VIII

IMPAIRED DRIVING

Of all the substances consumed by today's adolescents, alcohol is the most abused and, in many ways, the most dangerous. Combined with driving, alcohol can be lethal and often is. Its devastation affects not only the abuser but families, friends, and too often, innocent bystanders as well. Information presented earlier in this report (Chapter 3), reveals that adolescents begin to use alcohol early in their teens. By sixth grade, almost 17.0% have tried alcohol in some form. The number of drinkers increases rapidly with age, with 72.5% of twelfth graders reporting they have tried alcohol. Of these twelfth graders, almost half (47.5%) have used alcohol within the last month and 52.3% have had five or more servings of alcohol on the same occasion.

The survey administered to twelfth graders contained questions about alcohol and other drug-impaired-driving. Survey results show that 72.1% of all twelfth grade respondents say they possess a driver's license and a number of them have driven under the influence of alcohol. Results also indicate that 30.0% of licensed twelfth graders drove at least once after consuming one to four drinks. A fair number of licensed respondents (15.1%) also report having driven on at least one occasion after having had as many as five or more drinks.⁵

Impaired driving is not restricted to alcohol users. Respondents were asked how often they drove under the influence of marijuana. A fair number of licensed drivers (12.2%) say they did so once or twice, while even more (16.4%) drove under the influence of marijuana on three or more occasions. Fewer (11.6%) twelfth graders indicate they drove while using a drug other than marijuana.^{6,7}

Impaired drivers put others at risk as well as themselves. Twelfth graders were asked if they were offered rides with drivers who had consumed alcohol (Table 8.1). One quarter of twelfth graders surveyed (27.3%) indicated they chose to accept a ride with an impaired driver once or twice. A little over 15% indicated they accepted a ride with an impaired driver three or more times. More than a third (37.5%) of twelfth grade students reported they elected to refuse a ride when presented with an opportunity to ride with an impaired driver. One quarter (25.5%) of surveyed students said they refused a ride with an impaired driver one or two times. Only 12.0% of surveyed students indicated they refused to ride with an impaired driver three or more times.

⁵ Of the entire twelfth grade sample (those with and without licenses), 24.4% drove at least once after having one to four drinks; 12.9% did so after 5 or more drinks.

⁶ Of all twelfth graders in the sample (those with and without licenses), 11.0% say they drove under the influence of marijuana once or twice, and 14.7% did so on three or more occasions. 11.0% of all twelfth graders drove while using a drug other than marijuana.

⁷ The 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 HAD TO CHOOSE WHETHER TO RIDE WITH AN IMPAIRED DRIVER AND PERCENT OF THOSE WHO REFUSED TO RIDE*

<i>Frequency</i>	<i>Chose Whether to Accept A Ride</i>	<i>Refused to Ride</i>
Never	57.6%	62.5%
1 to 2	27.3%	25.5%
3 or more	15.1%	12.0%

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

Table 8.2 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. More than one-third of surveyed students felt that using tobacco would constitute a driving danger, the lowest percentage reported for any of the substances. Students indicated that cocaine was the most dangerous substance to use before driving, with 95.6% of students indicating it was either “very dangerous” or “dangerous” to use cocaine one hour before driving. For marijuana, 44.7% of students perceived the drug to be “very dangerous” to use before driving. The perception of risk with alcohol consumption increased with the amount consumed. More than 47% thought one drink was “dangerous” or “very dangerous”; with 85.6% of students indicating 3 or 4 drinks were “very dangerous” or “dangerous”. Almost 95 percent (94.3%) of students thought having 5 or more drinks was dangerous/very dangerous to driving.

Table 8.2: PERCENT OF TWELFTH GRADERS AWARE OF THE DANGERS OF USING VARIOUS DRUGS AND ALCOHOL*

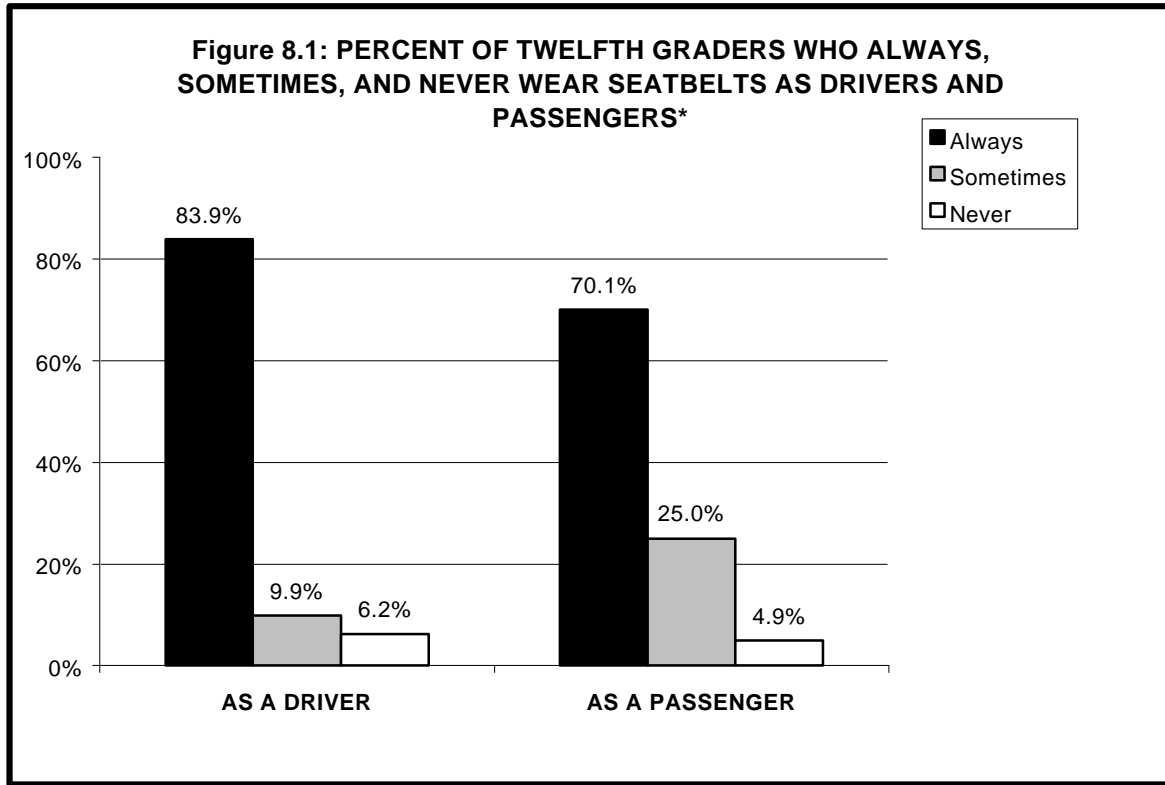
<i>Perceived Danger</i>	<i>1 Drink</i>	<i>2 Drinks</i>	<i>3 - 4 Drinks</i>	<i>5+ Drinks</i>	<i>Tobacco</i>	<i>Marijuana</i>	<i>Cocaine</i>
Very Dangerous	28.1%	35.8%	55.6%	77.2%	28.1%	44.7%	84.2%
Moderately Dangerous	19.7%	27.7%	30.0%	17.0%	7.7%	24.7%	11.4%
Total	47.8%	63.5%	85.6%	94.2%	35.8%	69.4%	95.6%

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

When asked about substance abuse and driving in the last section of the survey, most twelfth graders (68.1%) knew their blood alcohol would exceed .02 after one drink, but as indicated in Table 8.2 above, only 47.8% of surveyed students thought that driving after consuming one drink was dangerous. However, almost all (88.0%) knew that driving with this amount of alcohol in the blood could cost them their driver’s license.

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 (83.9%) of drivers say they always wear seatbelts. As passengers, however, somewhat less use their seatbelts with the same degree of consistency (70.1%). Only a small percentage of twelfth grade

respondents indicated they never used their seat belt as either a driver (6.2%) or a passenger (4.9%).



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

Comparison to 1998 Survey Data

When 1998 survey findings are compared to the 2001 data, gains were made in the percent of twelfth graders who refused a ride with an impaired driver three or more times; there was an increase of almost one percentage point from 1998 to 2001. There was also a 1.3 percentage point *increase* for twelfth graders who chose to accept a ride with an impaired driver one or more times.

For the awareness of dangers of using alcohol or various other drugs and then driving, twelfth graders reported mixed perceptions about the perceived dangerousness of alcohol. There was an *increase* of 5.8 percentage points in 2001 in the number of twelfth graders who indicated one drink was “very dangerous” or “dangerous” from 1998 findings. In addition, there was also a similar increase in the percentage of twelfth graders who indicated 2 drinks before driving was “very dangerous” or “dangerous” (57.8% in 1998 vs. 63.5% in 2001). Across all levels of consumption, students in 2001 perceived greater danger associated with alcohol consumption and driving than in 1998. Indeed, the percentage of twelfth graders who felt drinking five or more drinks before driving was dangerous represented an increase of 5.7 percentage points from 1998 levels. More twelfth graders perceived smoking cigarettes or marijuana before driving to be dangerous in 2001 than in 1998 (although the percentage change for marijuana was minimal,

about a tenth of a percent). For cocaine, as well, more twelfth graders (an increase of 4.9 percentage points from 1998) perceived using this drug one hour before driving as being “very dangerous” or “dangerous” in 2001.

For seatbelt use, the percentage of twelfth graders who always wear their seatbelts, either while driving or riding in a car as a passenger, increased sharply from 1998 levels. For drivers, the increase between 1998 and 2001 was greater than ten percentage points (83.9% in 2001 vs. 73.4% in 1998); for twelfth graders who indicated they always wore seat belts when they were a passenger, the increase from 1998 was more modest, representing a 4.5 percentage point improvement.

CHAPTER IX
SAFETY

CHAPTER IX

SAFETY

The Federal Safe and Drug-Free Schools and Communities Program supports education and prevention activities to reduce alcohol, tobacco, and other drug use as well as violence in the nation's schools. The program, authorized by Congress through the Safe and Drug-Free Schools and Communities Act of 1994, identifies school safety as an important program outcome. While the State of Maryland has supported violence prevention activities in its schools, information about the extent to which students feel their safety is threatened was not known.

As the design of the 1998 survey was discussed, program planners and researchers decided to include questions about how adolescents view their safety, whether in school or in their neighborhood. 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.

SAFETY AT SCHOOL AND IN ADOLESCENTS' NEIGHBORHOODS

Table 9.1 shows that, at all surveyed grade levels, students felt safest in their neighborhoods, followed by going to or from school, and the least safe at school. However, the vast majority felt safe regardless of venue. Three out of four sixth graders and almost as many eighth grade students reported that they never, or rarely, felt unsafe at school. Tenth grade respondents reported similarly; 73.2% of tenth graders report that they never, or rarely, felt unsafe at school. Twelfth grade students indicated that they felt somewhat safer than their sixth, eighth and tenth grade peers in that 78.5% related that they never, or rarely, felt unsafe at school.

Across all locations, perceptions of safety generally increase with grade level. For example, when asked if they felt safe going to or from school, 51.4% of sixth grade students, 52.2% of eighth grade students, 52.6% of tenth graders and 56.4% of twelfth graders indicated 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, 54% of eighth grade students, 55.9% of tenth grade students and 61.2% of twelfth grade students report never feeling unsafe in their neighborhoods. Yet this trend is not quite as clear with respect to students' perceptions of their safety at school. Forty-four percent of sixth graders relayed that they never felt unsafe at school. By the eighth grade, this percentage falls to 41.2%, and then dips another 1.3 percentage points for tenth graders, until it rebounds to a high of 47.1% for twelfth grade students.

Table 9.1: PERCENT OF RESPONDENTS WHO FELT UNSAFE BY GRADE^a

Felt Unsafe	Grade			
	6th	8th	10th	12th
At school				
Never	44.1	41.2	39.9	47.1
Rarely	31.3	32.0	33.3	31.4
Some days	17.2	17.3	17.6	14.0
Most days/Every day	7.4	9.4	9.2	7.4
Going to or from school				
Never	51.4	52.2	52.6	56.4
Rarely	26.1	26.6	28.7	28.7
Some days	14.2	13.3	12.1	9.4
Most days/Every day	8.3	7.9	6.5	5.5
In their neighborhood				
Never	50.0	54.0	55.9	61.2
Rarely	28.2	27.4	28.4	25.8
Some days	14.2	11.7	9.7	7.7
Most days/Every day	7.6	6.9	6.0	5.3
Absent during the last four weeks^b				
0 days	91.2	91.2	89.2	90.1
1 day	4.4	4.1	5.0	4.6
2 or 3 days	2.0	2.0	2.7	2.9
4 or more days	2.3	2.7	3.1	2.4

^aColumns may not always add to 100 due to rounding.

^bbecause respondent felt unsafe.

The majority of surveyed students (89% 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% to 3% of students missed 4 or more days of school because they felt unsafe.

Table 9.2 presents how surveyed students perceived their degree of safety by gender. Across locations, male students are more likely than their female peers to report that they never feel unsafe. Interestingly, with the exception of those in the sixth grade, males are also more likely to report that they feel unsafe most days or every day. Female students, when compared to males, are more moderate in their perceptions of their safety. That is, they are more likely to report rarely feeling unsafe or feeling unsafe some days. This pattern holds for gender comparisons in all locations. Some of these comparisons approach 10 percentage point differences. For instance, 57.4% of eighth grade males compared to 47.3% of eighth grade females report never feeling unsafe going to or from school. Similarly, 69.3% of twelfth grade males report never feeling unsafe in their neighborhood compared to 53.9% of their female peers.

The lower portion of table 9.2 indicates that approximately 9% report being absent from school within the last four weeks because they felt unsafe. For sixth, eighth, tenth, and twelfth graders, males were more likely to report being absent from school four or more days than female students.

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

Felt Unsafe	6th		8th		10th		12th	
	Male	Female	Male	Female	Male	Female	Male	Female
At school								
Never	46.9	41.4	43.7	38.7	43.9	36.1	53.7	41.3
Rarely	31.1	31.6	30.2	34.2	30.2	36.7	27.9	34.7
Some days	15.2	19.1	15.7	19.0	14.5	20.5	10.1	17.4
Most days/Every day	6.9	7.9	10.5	8.1	11.5	6.7	8.3	6.6
Going to or from school								
Never	58.4	44.4	57.4	47.3	58.3	47.1	62.1	51.3
Rarely	22.5	29.9	24.1	29.2	24.0	33.9	25.4	32.0
Some days	12.2	16.2	10.5	15.8	9.7	14.3	6.4	12.0
Most days/Every day	6.9	9.5	8.1	7.7	8.0	4.8	6.1	4.8
In their neighborhood								
Never	54.2	45.8	57.3	50.9	61.4	50.7	69.3	53.9
Rarely	25.9	30.5	25.9	29.2	24.2	32.3	19.9	31.3
Some days	13.2	15.2	9.0	14.2	7.4	12.0	5.7	9.3
Most days/Every day	6.8	8.4	7.8	5.6	7.0	5.0	5.0	5.5
Absent during the last four weeks^b								
0 days	91.3	91.3	90.5	91.9	88.6	90.2	90.2	90.2
1 day	4.1	4.7	4.1	4.2	4.5	5.4	4.1	5.1
2 or 3 days	2.0	2.1	2.0	2.1	3.0	2.3	2.5	3.2
4 or more days	2.6	2.0	3.4	1.9	3.9	2.1	3.2	1.6

^aColumns may not always add to 100 due to rounding.

^bbecause respondent felt unsafe

SUBSTANCE USERS AND NON-USERS SAFETY

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, the largest proportion (between 40% and 50%) of students indicated they "never" felt unsafe at school (Table 9.3). The second most common response was that students rarely felt unsafe at school, followed by those who felt unsafe on some days and those who report that they felt unsafe most days or everyday. From 65.6% to 76.6% of sixth grade users and non-users indicated that they never, or rarely, feel unsafe at school, while between 67.8% and 76.4% of eighth grade users and non-users reported

that they never, or rarely, felt unsafe. Tenth grade students were even more likely to report that they never, or rarely, felt unsafe (between 70.9% to 74.7%), and seniors felt the safest of all. Between 77.3% and 80% of twelfth grade users and non-users responded that they never, or rarely, felt unsafe.

For each grade, users and non-users were compared based upon the percentage who reported that they felt unsafe some days, most days or everyday at school. Regardless of grade, students who use cigarettes, alcohol, and other drugs are more likely to indicate that they felt unsafe than their non-using peers. The degree of perceived safety at school was similar across substances within grade.

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	42.0	44.2	44.7	39.9	40.8	39.1	48.0	46.3
Rarely	23.6	32.4	24.4	34.8	30.1	35.6	30.0	32.8
Some days	19.1	16.7	18.9	16.8	17.6	17.7	14.2	13.8
Most days/Every day	15.3	6.6	12.0	8.5	11.5	7.7	7.8	7.0
Alcohol								
Never	45.2	43.7	43.6	39.4	40.7	38.7	47.3	46.8
Rarely	24.5	32.9	25.4	36.9	32.1	35.4	31.0	32.7
Some days	18.7	16.8	18.8	16.4	17.8	17.3	14.1	13.7
Most days/Every day	11.7	6.6	12.2	7.3	9.4	8.7	7.6	6.8
Other Drugs								
Never	43.3	44.0	43.9	40.4	42.5	38.3	49.3	44.8
Rarely	24.3	32.4	23.9	34.6	28.7	36.2	28.0	35.2
Some days	20.0	16.8	17.5	17.4	17.7	17.8	13.9	14.1
Most days/Every day	12.3	6.9	14.6	7.6	11.1	7.7	8.8	5.9

*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 of cigarettes, alcohol, and other drugs status. No less than 49.5% of sixth, eighth, tenth, and twelfth grade students report never feeling unsafe going to or from school. In addition, reported perceptions of safety increase from the eighth to twelfth grades.

Substance using students, though, are more likely to report feeling unsafe most days, or everyday, than are non-users. Sixth grade users are more likely to report feeling unsafe on most days, or everyday, than their nonusing peers. For example, 12.7% of sixth grade, cigarette users compared to 7.6% of sixth grade, cigarette non-users report feeling unsafe with this frequency. Similarly, 27% of sixth grade, other drug users indicate that they feel unsafe some days, most days, or everyday, compared to 21.9% of their nonusing peers. For sixth, eighth, tenth and twelfth grade students, the margin between users and non-users of cigarettes decreases for those who feel the most unsafe going to or from school (i.e., report feeling unsafe some days, most days, or everyday). The difference in perceptions of safety going to or from school, between eighth, tenth and twelfth grade users and non-users of alcohol and other drugs, also declines from the sixth grade to the twelfth. However, the gap in safety perceptions between users and non-users of alcohol and other drugs is greatest for eighth graders.

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	54.4	51.2	50.9	52.5	52.6	52.4	58.1	54.9
Rarely	19.4	26.9	25.7	27.0	28.0	29.4	26.8	30.6
Some days	13.5	14.3	12.4	13.6	11.4	12.7	8.7	9.8
Most days/Every day	12.7	7.6	11.1	6.9	7.9	5.5	6.3	4.6
Alcohol								
Never	52.8	51.1	49.6	53.8	54.6	49.5	57.0	54.3
Rarely	20.3	27.4	26.0	27.2	27.4	30.9	28.1	30.9
Some days	14.4	14.1	15.2	11.9	11.4	13.3	9.3	9.7
Most days/Every day	12.4	7.4	9.3	7.1	6.6	6.3	5.5	5.2
Other Drugs								
Never	49.8	51.3	49.8	52.9	56.0	50.4	57.6	55.3
Rarely	23.1	26.8	24.1	27.5	24.6	31.4	27.2	30.6
Some days	14.6	14.1	13.6	13.1	11.7	12.6	8.7	9.8
Most days/Every day	12.4	7.8	12.5	6.5	7.7	5.6	6.5	4.4

*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 49.5% of students report never feeling unsafe in their neighborhoods. For eighth grade students, over 50% indicate that they never feel unsafe and this number rises to over 60% by the twelfth grade. With the exception of eighth grade users, perceived safety in the neighborhood does not change appreciably for users/non-users of cigarettes, alcohol, or other drugs.

The students that feel the most unsafe are sixth and eighth grade users of alcohol and other drugs. A full 26.4% of alcohol using sixth graders report feeling unsafe on some days, most days, or everyday. Similarly, 25.2% of other drug-using sixth graders indicate feeling unsafe as often in their neighborhood. Percentages for eighth grade users are comparable. For all user/non-user groups by the twelfth grade, though, more than 86% of students report never, or rarely, feeling unsafe in their neighborhoods.

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	52.1	49.7	54.1	53.9	55.9	55.6	62.3	60.2
Rarely	23.4	28.9	24.1	28.7	26.2	29.7	24.4	27.1
Some days	16.0	14.0	12.0	11.5	9.8	9.8	8.4	7.1
Most days/Every day	8.5	7.4	9.9	5.8	8.0	4.8	4.9	5.7
Alcohol								
Never	50.5	49.9	51.8	55.6	56.8	54.4	60.6	62.8
Rarely	23.0	29.2	25.8	28.5	27.5	29.6	26.8	23.5
Some days	16.1	13.8	12.9	10.8	9.6	9.9	7.3	8.5
Most days/Every day	10.3	7.1	9.5	5.1	6.1	6.1	5.3	5.2
Other Drugs								
Never	52.2	49.5	52.2	54.6	57.9	54.9	62.4	60.1
Rarely	22.7	29.0	24.1	28.6	25.3	30.0	23.8	27.9
Some days	13.5	14.3	12.0	11.5	9.0	10.2	7.9	7.5
Most days/Every day	11.7	7.2	11.7	5.3	7.8	4.9	5.9	4.5

*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 respondent felt unsafe. Users in sixth, eighth and tenth grades are more likely than users in twelfth grade to have more safety-related school absences. For instance, 16% of sixth and eighth grade users of other drugs report being absent from school because of a safety-related issue compared to 11.7% of other drug using twelfth graders.

For alcohol and other drug users, the percent reporting 4 or more absences decreases as students progress from sixth to twelfth grades. 4.4% of sixth grade alcohol users indicate absences of 4 or more days compared to 4.2% of eighth graders, 3.7% of tenth graders, and 2.7% of twelfth graders. For users of other drugs, 6.4% of sixth graders report being absent from school for a safety-related reason compared to 6.1% of eighth graders, 4.9% of tenth graders, and 3.5% of twelfth graders.

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

Substance	Grade							
	6th		8th		10th		12th	
	User	Non-user	User	Non-user	User	Non-user	User	Non-user
Cigarettes								
0 days	85.7	91.8	86.5	92.9	85.5	91.7	89.8	90.6
1 day	5.6	4.2	5.6	3.6	6.8	3.8	4.4	4.8
2 or 3 days	2.8	2.0	3.1	1.6	2.5	2.6	2.9	2.8
4 or more days	5.9	2.0	4.7	1.9	5.2	1.9	2.9	1.8
Alcohol								
0 days	86.5	92.1	87.9	93.5	87.7	91.7	90.1	90.4
1 day	5.7	4.1	4.8	3.6	5.9	3.7	4.5	5.1
2 or 3 days	3.4	1.8	3.1	1.3	2.7	2.6	2.7	3.3
4 or more days	4.4	2.0	4.2	1.6	3.7	2.0	2.7	1.2
Other Drugs								
0 days	84.1	92.0	83.9	93.6	84.9	92.3	88.3	92.1
1 day	6.7	4.2	6.0	3.4	6.5	3.9	5.1	4.1
2 or 3 days	2.8	2.0	3.9	1.5	3.7	1.9	3.1	2.6
4 or more days	6.4	1.8	6.1	1.6	4.9	1.8	3.5	1.2

*because respondent felt unsafe. Columns may not always add to 100 due to rounding.

Availability of an Adult to Talk to

One 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 2001 MAS asked students if there was such an adult available to them at home or at school. Students were more likely to have an adult they could always talk to at home than at school (Table 9.7).

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	66.0	55.2	47.8	51.8
Often	14.2	17.3	18.2	16.8
Sometimes	11.0	14.5	18.7	18.4
Never	8.8	13.0	15.2	13.0
At home				
Always	71.4	64.2	60.5	60.7
Often	14.8	16.2	16.9	16.8
Sometimes	8.3	11.5	14.3	14.6
Never	5.5	8.0	8.2	7.9

*Columns do not always add to 100 due to rounding

Sixth graders represented the largest group (71.4%) who “always” had an adult at home who was available to talk with them. Eighth (64.2%), tenth (60.5%) and twelfth graders (60.7%) 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 “always” have an adult to talk to while at school—sixth graders represented the largest group (66%) followed by eighth graders (55.2%), twelfth graders (51.8%) and then tenth graders (47.8%). Students were more likely to indicate they “never” had an adult to talk to at school than at home. Tenth graders (15.2%) represented the largest group who indicated they “never” had an adult to talk to (in this instance, at school).

As indicated in Table 9.8, the percent of males compared to females who report they “always” have an adult to talk to at home or at school is very similar, and as expected, students indicate that an adult is more available to them at home than at school. It is interesting to note, however, that males and females are less similar when comparing those who report they “never” have an adult to talk to at school. For instance, sixth and eighth grade males and females report a difference of 4.3 percentage points (sixth grade males: 11% vs. sixth grade females, 6.7%; eighth grade males: 15.3% vs. eighth grade females, 11.0%). Tenth grade students report a 4.2 percentage point difference (males: 17.2% vs. females: 13.0%) in those who report that there is “never” an adult at school to talk with. The margin for seniors is 3.2 percentage points.

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	64.9	67.0	54.4	55.9	47.6	48.4	52.4	51.2
Often	12.7	15.7	16.4	17.9	18.7	17.7	17.0	16.8
Sometimes	11.4	10.5	13.9	15.1	16.6	20.8	16.0	20.6
Never	11.0	6.7	15.3	11.0	17.2	13.0	14.6	11.4
At home								
Always	70.0	73.0	64.4	64.4	60.3	60.9	59.1	62.1
Often	15.3	14.3	15.9	16.3	17.3	16.6	18.0	15.6
Sometimes	8.3	8.2	10.8	12.3	12.9	15.7	14.2	15.0
Never	6.4	4.4	8.9	7.0	9.4	6.8	8.6	7.2

*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 type of substance, non-users were more likely than users to

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	58.4	66.7	47.4	58.0	45.8	49.2	49.7	53.6
Often	10.8	14.7	17.3	17.2	15.7	19.6	15.6	18.0
Sometimes	13.6	10.7	16.0	13.9	19.8	18.0	19.8	17.0
Never	17.1	7.9	19.3	10.9	18.7	13.2	14.9	11.4
Alcohol								
Always	59.8	67.0	48.5	60.2	45.8	50.8	50.8	54.7
Often	11.9	14.7	18.0	16.7	17.4	19.5	16.6	17.4
Sometimes	15.1	10.3	16.7	13.1	19.5	17.6	19.7	14.8
Never	13.1	8.0	16.8	10.0	17.2	12.1	12.9	13.0
Other Drugs								
Always	55.5	67.0	44.8	58.9	44.3	50.1	48.9	55.0
Often	14.1	14.2	16.4	17.4	16.3	19.6	16.3	17.5
Sometimes	17.0	10.5	19.6	12.7	19.8	18.1	20.1	16.4
Never	13.4	8.3	19.2	10.9	19.6	12.2	14.7	11.2

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

indicate they “always” had an adult available to talk to them at school. Users across all grade levels were generally more likely than non-using adolescents to indicate they “never” had an adult available to talk to them at school.

Eighth grade students show the most dramatic differences between users and non-users who report that an adult is available at school to talk with. Of the eighth grade cigarette non-users, 58.0% report that they “always” have an adult to talk to at school compared to 47.4% of cigarette users. Even larger differences were reported for eighth grade alcohol and other drug users/non-users. Eighth grade alcohol users indicated that, for 48.5% of them, an adult was available at school to talk with them compared to 60.2% of non-users. Eighth grade users of other drugs indicated that, for 44.8% of them, an adult was “always” available at school to talk with, compared to 58.9% of non-users.

It is interesting to note that sixth grade non-users report that there is “always” or “often” an adult available to talk with about 81% of the time. For eighth grade non-users this number declines to about 75%, falls further for tenth graders to approximately 69%, but then rises slightly for twelfth grade non-users to about 72%.

Table 9.10 presents the percentage of students, by grade and user status, which had 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. Sixth grade users of cigarettes (15.7%) and other drugs (15.5%) were the most likely to report they “never” have an adult to talk to at home. In contrast, sixth grade non-users of alcohol (74.1%) and other drugs (73.7%) are the most likely to indicate they “always” have an adult to talk to at home. As students progress from eighth to tenth to twelfth grade, users of all substances indicate that they have increased adult support. More non-users of cigarettes, alcohol, and other drugs are likely to report having an adult to talk to at home in sixth grade compared to eighth, tenth and twelfth grades.

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	51.3	73.2	51.2	69.1	53.8	64.5	56.4	64.3
Often	17.5	14.7	18.4	15.3	17.3	16.9	16.4	17.1
Sometimes	15.6	7.6	15.9	10.0	17.1	12.6	18.1	11.8
Never	15.7	4.4	14.5	5.6	11.8	6.0	9.1	6.8
Alcohol								
Always	57.6	74.1	53.2	72.3	56.3	66.7	59.9	63.5
Often	19.1	13.9	18.7	14.5	17.7	16.0	16.6	16.4
Sometimes	11.6	7.6	15.8	8.6	16.1	11.7	15.6	12.2
Never	11.7	4.4	12.3	4.6	10.0	5.6	7.9	7.9
Other Drugs								
Always	50.5	73.7	49.8	69.0	53.0	65.3	57.7	63.8
Often	24.0	13.8	18.5	15.6	18.1	16.4	16.4	17.2
Sometimes	10.1	8.1	16.5	9.9	17.3	12.3	17.7	11.4
Never	15.5	4.4	15.2	5.5	11.6	5.9	8.2	7.6

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

Comparison to 1998 Survey Data

Because the series of safety questions was not presented to sixth graders until 2001, it is not possible to make comparisons to previous years for these students. However, comparisons can be made for students in the eighth through twelfth grades. As stressed throughout this chapter, the vast majority of Maryland students rarely, if ever, feel unsafe at school, going to or from school, or in their neighborhoods. Yet differences in self-perceptions of safety can be discerned between 1998 and 2001.

In their neighborhoods, and traveling to and from school, there would appear to be little difference in students' assessments of their safety. For example, in 2001, 87% of Maryland's seniors never, or rarely, felt unsafe in their neighborhoods. In 1998, 87.1% of twelfth graders reported identically. Similarly, 85.1% of twelfth graders in 2001 relayed that they never, or rarely, felt unsafe going to or from school, and this is a figure close to the 85.9% who never, or rarely, felt unsafe in this venue in 1998. These similarities mask important differences between genders in their perceptions of safety across the two survey years. Though somewhat fewer males in 2001 than in 1998 report that they never feel unsafe, this drop in feelings of absolute safety is more pronounced for females. In 1998, 71.7% of twelfth grade boys, and 57% of twelfth grade girls never felt unsafe in their neighborhoods. By 2001, these figures fell to 69.3%

and 53.9% respectively. Also in 1998, 65.7% of twelfth grade boys and 54.3% of twelfth grade girls never felt unsafe going to or from school. In 2001, 62.1% of boys and 51.3 % of girls related never feeling unsafe. This pattern of more students – but, especially more girls – rarely feeling unsafe as opposed to never feeling unsafe in 2001 than in 1998 holds for the eighth and tenth grade as well.

At school, students in the eighth through twelfth grades report declines in their perceptions of safety relative to 1998 of between six and seven percentage points. Restating figures presented in Table 9.1, 78.5% of twelfth graders, and 73.2% of tenth and eighth graders reported that they never, or rarely, felt unsafe at school. In 1998, however, 85.4% of twelfth graders, 80.2% of tenth graders, and 79.4% of eighth graders stated that they never, or rarely, felt unsafe at school. As they did in 1998, males tend to cluster around the extremes of safety self-assessment in 2001. In other words, males are more likely than females to report both that they never feel unsafe at school, and that they feel unsafe most days, or everyday.

The 1998 MAS revealed that users of cigarettes, alcohol and other drugs were more likely to relate that they felt unsafe most, or everyday. In 2001, this pattern again holds, though it is interesting to note that at school, going to or from school, or in their neighborhoods, users are also more likely to report that they never feel unsafe. In 2001, as in 1998, substance users are seen to cluster around the extremes of safety perception. They either never feel unsafe, or feel unsafe most days, or every day.

A comparison of the 1998 and 2001 MAS surveys also reveals that the percentage of eighth, tenth and twelfth graders who always have an adult to talk to, either at home or at school, has declined. In 1998, 62.3% of eighth graders, 50.6% of tenth graders, and 54.3% of twelfth graders reported that there was always an adult to talk to at school. In 2001, these percentages fell to 55.2 for eighth graders, 47.8 for tenth graders, and 51.8 of twelfth graders. At home, in 1998, 68.8% of eighth graders, 61.8% of tenth graders, and 63.8% of twelfth graders felt that there was always an adult they could talk with. For 2001, these figures fell to 64.2%, 60.5%, and 60.7% respectively.

CHAPTER X
IMPLICATIONS FOR PROGRAM
PLANNING AND POLICY

CHAPTER X

IMPLICATIONS FOR PROGRAM PLANNING AND POLICY

As we begin the 21st Century, substance abuse and violence remain as problems which continue to need our attention as we make progress toward our goal of providing drug-free educational environments that are: safe; optimal for academic achievement; and free from any form of harassment. The Maryland Adolescent Survey (MAS) serves as a resource for State agencies, policy makers, and prevention professionals to provide up-to-date information on changing patterns of drug abuse and feelings of safety.

The 2001 MAS findings provide current information on substance use, knowledge, and safety that can be used to enhance prevention and intervention efforts in our public schools and communities. Based on the findings contained in this report, recommendations for program planning and policy have been derived and are discussed in this chapter. The overall purpose of these recommendations is to facilitate communication on substance abuse issues between students, educators, and parents that will ultimately decrease substance use among Maryland's youth.

The 2001 MAS results show that ATOD use decreased across all grades. In fact, ATOD use decreased in 84% of the categories measured on the 2001 MAS. Most of our adolescents are not using drugs, and the vast majority of our students feel safe while at school, on their way to and from school and in their neighborhoods. The Maryland State Department of Education's comprehensive approach to creating and maintaining safe, disciplined and drug-free schools and communities includes the following:

Policy

A comprehensive "no use" policy that addresses the use of alcohol, tobacco, and other drugs provides the foundation for creating and maintaining safe, disciplined, and drug-free schools. Although the MAS does not directly assess the extent to which LSSs and schools have provided students and staff clear "no use" policies, the State Board of Education implemented guidelines in 1997 that define a State code of discipline with standards of conduct and consequences for violations of the standards. Local boards of education also adopted regulations that create and maintain an atmosphere of order and discipline necessary for effective learning. Additionally, the Maryland State Department of Education developed guidelines for suspension reporting to enhance the consistency of statewide data collection.

The 2001 MAS asked students about their perception of safety in and around schools. Three out of four students surveyed indicated they never or rarely felt unsafe at school, never or rarely felt unsafe going to and from school, and never or rarely felt unsafe in their neighborhoods. The importance of this information cannot be overemphasized in light of the recent tragedies in schools around the nation. We will continue to gather this data in order to provide current trends and demographic information to our planners and program implementers.

Curriculum

Effective drug and violence prevention curricula provide current information that help young people understand the consequences of ATOD use, non-use, and abuse and help them to develop 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 student population, a safe and drug free schools curriculum is mandated for grades K through 12. However, we continue to emphasize the importance of parents and communities in reinforcing the "no use" message and resistance skills in order to create a seamless approach to drug and violence prevention. Again, the MAS provides feedback on the effectiveness of our efforts in this area.

Since 1990, the MAS has included questions to evaluate knowledge about illicit substances. Results have consistently shown that efforts by prevention educators to impart this information are successful. In 2001, there was an increase in the number of knowledge questions correctly answered by students in all grades. However, when "knowledge" is compared to behaviors there is cause for concern. For example, while over 90% of eighth, tenth, and twelfth graders reported that they knew they should take a drinking friend's car keys to prevent him/her from driving, up to 40% of the respondents reported that they had been a passenger with a drinking driver. It is important to note that these numbers are lower than 1998, where up to 50% of the respondents reported having been a passenger with a drinking driver.

As expected, most substance abusers do not perceive substance abuse as risky behavior. The knowledge and skills curricula should be supplemented with programs that target the user population in order to eliminate the misperception that their behavior will not have detrimental effects on their future. As pointed out in Chapter 7, the percentage of 8th grade marijuana users who believe that using marijuana is safe has increased dramatically since 1998. Although reported use has only increased by 0.6 percent, we must be aware that perception of risk is historically a forecaster of increased use. Therefore, it is important to our prevention community to use this type of data to continually refocus/update our prevention messages in order to meet the changing perceptions of our potential user population. One reason for the reduced perception of risk may be an increase in media discussions on the use of marijuana to treat medical conditions. Adolescents may be confused when presented with the information about the benefits of medical marijuana after having been taught that marijuana is harmful to their health. Again, families, schools, and prevention professionals must be aware of current drug abuse and prevention issues so that they can adapt their messages to counter incorrect perceptions.

Analysis of the data suggests that more than 73% of users and non-users across all grade levels were taught the skills to resist pressures to use ATOD. While this is a notable accomplishment, the discrepancy between users and non-users in applying the skills is significant. Across all grade levels, considerably more non-users than users indicated they felt comfortable saying no and planned to resist using substances in the future. This data continue to suggest that users and non users respond very differently to educational efforts to encourage resistance to pressures to use ATOD.

Another measure of students' resistance to social pressure is the proportion of students' friends who approve (or disapprove) of using some type of substance. As expected, the friends of users were twice as likely as the friends of non-users to approve the use of ATOD. Non-users typically had twice as many friends who disapproved of substance use. These findings are not surprising given that peer influence is greatest during the adolescent years. Programs need to continue to develop and/or improve messages that are specifically targeted to substance users. Users are likely to need additional information about the harmful effects of substances, additional peer resistance skills, and additional practice using these skills so that they can become comfortable in saying no to those pressuring them to engage in risky behaviors.

Early Identification and Intervention

Responses to the 2001 MAS indicate that some students begin to use illegal substances before their teenage years. These students would benefit from educational material that would help them make informed decisions about how to handle situations where substances are being used. As students approach the adolescent years, ATOD issues should be emphasized in the curriculum to lay a strong fact-based foundation for students. MAS results should be used to inform elementary and secondary school staff, to include bus drivers, maintenance personnel, secretaries, cafeteria workers, teachers, and administrators about the nature and extent of adolescent substance use. Staff training should include information on the signs and symptoms of substance use as well as basic intervention techniques. In addition, staff should be provided information about appropriate community referral resources so they will be better able to assist youth and their families as soon as problems become apparent.

Students who have used alcohol or other drugs reported that they experienced a variety of problems associated with their substance use. Between 5% and 13% of eighth, tenth, and twelfth grade *users* reported that they were absent from school because of their alcohol or other drug use while 4% to 8% of these youth reported that they had experienced poor school performance as a result of their substance use. Survey findings also indicate youth that use substances receive less parental supervision than their non-using peers and at the twelfth grade level as many as 12% had used three substances (cigarettes, alcohol, and marijuana) during the previous 30-day period. Because of their behaviors, substance users are likely to become known to school administrators and student services professionals (i.e., school nurses, counselors, pupil personnel workers, social workers, or psychologists). The data continues to reinforce the need for student support programs such as the Maryland Student Assistance Program. Adolescents should have access to the appropriate services and supports needed to reduce their use of substances. Coordination and collaboration among families, schools, and community agencies are essential for successful interventions and treatment.

Peer Leadership and Support

As indicated in the report, the peers of non-using adolescents do not believe that it is OK to use drugs. Conversely, the peers of users seem to approve of drug-using activities. A possible conclusion here can be that adolescents will congregate with those who think and act like they do, a point which emphasizes the importance of parents being aware of their children's activities and the network of the peers that their children associate with. Additionally, this point emphasizes the importance of peer involvement with other peers in substance free activities such

as Students Helping Other People (SHOP), Students Helping Others and Understanding Themselves (SHOUT), Student Against Destructive Decisions (SADD), Peer Helpers/Mediators/Tutors, and the State level Safe and Drug-Free Schools Student Advisory Council.

Parent and Community Involvement

No plan can succeed without the participation of parents and citizens in the community. Planners must do everything possible to bring these key stakeholders to the table, as early and as often as possible, to shape strategies and programs together. Most people dislike having things "done to them." However, they desire to be a part of the planning, execution, and evaluation of programs in which they have a vested commitment.

The 2001 MAS data indicate that students who report strong parental involvement are more likely to be non-users of ATOD. For the 2001 MAS, parental involvement is characterized by the following:

- An adult "always" makes sure I am up for school;
- A parent would "always" worry if I was late from school; and
- Someone at home would "always" worry about me if they didn't know where I was.

While schools cannot be directly responsible for parenting practices, they can and should continue their efforts to communicate relevant information on effective parenting practices. This can be done through PTA meetings, parent events and programs, newsletters, and other means. An understanding of the necessity for setting clear rules, consistently enforcing them, providing consistent *no use* messages, role modeling, and age-appropriate behavior expectations reinforce the information and skills delivered in the school setting. Furthermore, prevention efforts should focus on adolescent friendship networks and encourage parents to closely monitor their children's peer relationships as well as their behaviors.

Communities must also be involved in establishing and enforcing consistent *no use* policies, reinforcing the *no use* message, and modeling appropriate behaviors for our youth. Data on cigarette acquisition indicate that more than half of all 12th grade cigarette smokers purchased their cigarettes in a store. Of these purchasers, more than 28% were not asked to show proof of age. While the proportion of youth that were not asked to show proof of age has decreased since the 1998 survey, the findings suggest that additional efforts are still required to enforce existing laws that prohibit the sale of cigarettes to minors. Community leaders and local businesses can assist in denying access to tobacco products by insisting that employees comply with the requirements of the law.

Summary

When data are compared over time, it is clear that the number of users for most of the surveyed substances have declined across grade levels. While we should take time to celebrate this trend, it is important to note there has been an increase in the use of ecstasy in grades eight, ten and twelve. This fact illustrates the point that there is a continuous flow of new drugs being

introduced in our communities. This perpetual introduction of new drugs requires constant vigilance by our program planners, policy makers, and prevention professionals. Additionally, the data collected about how safe our children feel is important, not only to reinforce the belief that our schools are safe, but also to begin to look at data over time to ensure that our staff and students can teach and learn in a safe environment.

While we do not advocate change just for the sake of change, it is important to continually reevaluate our programs to ensure that current and emerging issues are being addressed. By and large, we know what works and what does not work. Our challenge will be to:

- Base our prevention and intervention programs on a thorough assessment of objective data about the drug and violence problems in our schools and communities;
- Set measurable goals and objectives for our programs and develop strategies and activities to meet those goals and objectives;
- Implement research-based programs that provide evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior; and
- Use our evaluation results to refine, improve, and strengthen our programs.

APPENDIX A
SCHOOLS NOT INCLUDED IN THE
SAMPLING FRAME FOR THE 2001 MAS

SCHOOLS NOT INCLUDED IN THE SAMPLING FRAME FOR THE 2001 MAS

LSS	SCHOOL ID	NAME
ALLEGANY	2401 7777 9999	ECKHART ALTERNATIVE SCHOOL ALLEGANY COUNTY HOME & HOSPITAL ALTERNATIVE SCHOOL
ANNE ARUNDEL	1313 2233 4084 4094 4304 4313	GLEN BURNIE EVENING HIGH SCHOOL SEVERNA PARK EVENING HIGH SCHOOL ANNE ARUNDEL LEARNING CENTER MARY E. MOSS ACADEMY CENTRAL SPECIAL EDUCATION CENTER SOUTH RIVER EVENING HIGH SCHOOL
BALTIMORE COUNTY	0054 0069 0070 0071 0072 0923	PARKVILLE EVENING HIGH SCHOOL CATONSVILLE CENTER FOR ALTERNATIVE STUDIES MEADOWOOD EDUCATION CENTER INVERNESS CENTER ROSEDALE CENTER WHITE OAK SCHOOL
BALTIMORE CITY	0115 0177 0178 0301 0303 0307 0313 0315 0322 0372 0413 0451 0456 0457 0884	WAVERLY CAREER CENTER GEORGE W.F. MCMECHEN MIDDLE/HIGH SCHOOL FRANCIS M. WOOD ALTERNATIVE HIGH WILLIAM S. BAER SCHOOL UPTON SCHOOL CLAREMONT SCHOOL LOIS T. MURRAY ELEMENTARY SCHOOL DR. LILLIE M. JACKSON ELEMENTARY SCHOOL NEW SONG ACADEMY WOODBOURNE DAY SCHOOL HARBOR CITY HIGH SCHOOL CENTRAL CAREER CENTER AT BRISCOE FAIRMONT-HARFORD HIGH SCHOOL LAURENCE G. PAQUIN MIDDLE/HIGH SCHOOL BALTIMORE CITY DETENTION CENTER
CALVERT	0206 0295 0299	CALVERT COUNTRY SCHOOL CALVERT COUNTY EVENING HIGH CALVERT COUNTY HOME & HOSPITAL SCHOOL
CAROLINE		NONE
CARROLL	0099 0902	CARROLL COUNTY EVENING HIGH SCHOOL GATEWAY SCHOOL
CECIL	0409 1514	THE PROVIDENCE SCHOOL NORTH EAST EVENING HIGH SCHOOL
CHARLES	0708	RADIO STATION ROAD ACADEMY SCHOOL
DORCHESTER	0717	DORCHESTER COUNTY EVENING HIGH
FREDERICK	0100 0208	FREDERICK COUNTY EVENING HIGH SCHOOL HEATHER RIDGE HIGH SCHOOL

SCHOOLS NOT INCLUDED IN THE SAMPLING FRAME FOR THE 2001 MAS

LSS	SCHOOL ID	NAME
GARRETT	0401	BLOOMINGTON SCHOOL
	0812	SWAN MEADOW SCHOOL
	9999	GARRETT COUNTY HOME & HOSPITAL SCHOOL
HARFORD	0292	ALTERNATIVE CENTER/ABERDEEN HIGH SCHOOL
	0304	HARFORD TECHNICAL HIGH SCHOOL
	0393	ALTERNATIVE CENTER/BEL AIR HIGH SCHOOL
HOWARD	0522	CEDAR LANE SPECIAL CENTER
KENT		NONE
MONTGOMERY	0215	CARL SANDBURG CENTER
	0236	MARK TWAIN SCHOOL
	0239	ALTERNATIVE PROGRAMS
	0799	STEPHEN KNOLLS SCHOOL
	0916	ROCK TERRACE SCHOOL
	0951	LONGVIEW SCHOOL
	0965	REGIONAL INSTITUTE FOR CHILDREN AND ADOLESCENTS
0998	MONTGOMERY COUNTY EVENING SCHOOL	
PRINCE GEORGE'S	0209	NORTH END ACADEMY
	1206	JOHN HANSON SCHOOL
	2211	BLADENSBURG EVENING HIGH SCHOOL
	2213	CROSSLAND EVENING HIGH SCHOOL
QUEEN ANNE'S		NONE
ST. MARY'S	2500	ST MARY'S COUNTY ALTERNATIVE LEARNING CENTER
	2600	ST MARY'S COUNTY EVENING HIGH SCHOOL
SOMERSET	1003	EWELL SCHOOL
TALBOT		NONE
WASHINGTON	2202	WASHINGTON COUNTY ALTERNATIVE LEARNING CENTER
	9999	ADULT BASIC EDUCATION
WICOMICO	0520	WICOMICO COUNTY EVENING HIGH SCHOOL
WORCESTER		NONE

APPENDIX C
2001 MARYLAND ADOLESCENT SURVEY
TEACHER'S GUIDE

2001 Maryland Adolescent Survey (MAS) 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.

Step 1: After students are seated, introduce the 2001 MAS with the following:

Today you will be participating in the 2001 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 300 schools. Your participation in this survey is voluntary and your grade will not be affected by whether or not you choose to participate. 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 and give the following instructions:

Do not write on the cover of the survey booklet.

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 2001 MAS, fill-out the 2001 MAS Transmittal Sheet for the class section to which you are administering the survey.

Step 5: Collect all the completed surveys.

Step 6: Return all completed and unused surveys to your School Point of Contact along with the transmittal sheet(s). Your School Point of Contact will ensure that the materials are Fedexed 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 2001 MAS hotline toll-free at:
1-877-392-9776**

School Point of Contact Letter

March 28, 2001

School Point of Contact Name
School Name
School Address

Dear School Point of Contact Name:

Thank you for assisting us with the implementation of the 2001 Maryland Adolescent Survey (MAS). This survey provides information on the nature, extent, and trends in alcohol, tobacco, and other drug use by students in grades 6, 8, 10 and 12 throughout the state of Maryland. Survey results assist in program planning and implementation and have an important role to play in decisions affecting all students statewide. You have a very important responsibility in the success of this survey. Your support and encouragement are necessary to ensure a high rate of participation in your school and is needed to obtain valid results.

You should find the following materials in your 2001 MAS packet:

1. A confirmation form indicating that you have received the 2001 MAS materials. Please **fax** this **immediately** upon receipt of the materials to:
(301) 572-0999 or (301) 572-0984.
2. **A list of selected classes.**
3. **2001 MAS booklets for each grade-appropriate student in the selected classes.** Note: we estimated the number of booklets needed based on enrollment figures provided by the schools. We also provided a few extras, just in case.
Please distribute the survey materials to the teachers who will be administering the MAS.
4. **2001 MAS Teacher Guides.** These provide step by step instructions for teachers on how to administer the survey to their students.
5. **Number 2 Pencils.** Please use the pencils we have provided to assure accurate reading of the survey booklets.
6. **2001 MAS Transmittal Sheets.** Please have the teachers administering the 2001 MAS complete this sheet **for each class selected at your school.** This information will be critical as we analyze the data from your LSS.
7. **Pre-addressed, pre-paid FedEx envelope(s) in which to return your survey booklets and Transmittal Sheets.**

Returning the surveys to ORC Macro for processing:

1. Rubberband together the survey booklets by class and place the 2001 MAS Transmittal Form on top.
2. Please separate completed and unused booklets when possible. This will speed processing tremendously.
3. Put all survey forms in the pre-addressed and pre-paid Fedex mailing envelopes that were included in your 2001 MAS packet.
4. Do not include the pencils, they are yours to keep.
5. Make sure to include all completed MAS 2001 Section Transmittal Sheets in the return Fedex envelope. One form should be returned for each class selected.
6. Use your local FedEx service to return the package to us at:

ORC Macro
2001 MAS
ATTN: Sophia Zanakos
11785 Beltsville Drive
Calverton, MD 20705

If you have any questions concerning the administration of the survey, please feel free to call our 2001 MAS hotline toll-free at 1-877-392-9776.

Again, thank you for your cooperation in this most important survey.

Sincerely,

Sophia Zanakos, Ph.D.
2001 MAS Project Director
ORC Macro

Please fill out this sheet **for each class selected to receive the 2001 MAS** and include it in the return Fedex packet *along with the surveys.*

2001 Maryland Adolescent Survey Transmittal Sheet

School Name and Address:

School ID# _____

LSS: _____

Grade level of students completing the survey in this class: 6th 8th 10th 12th

Name of class teacher: _____

Total number of students enrolled in this class (include all grade levels): _____

Total number of students enrolled in this class in the grade circled above: _____

Number of students to whom the survey was administered in this class: _____

Of the Surveys Returned from This Class:

Number of surveys in packet completed (or partially completed) by students: _____

Number of surveys in packet not administered: _____

Thank you for your assistance in this important research!
If you need assistance or have any questions,
please call the 2001 MAS hotline toll-free at:

1-877-392-9776

2001 Maryland Adolescent Survey (MAS)

**I have received the Fedex package(s) of materials for the
2001 MAS.**

Name: _____

School: _____

Lss: _____

Today's Date: _____

**Please fax this sheet immediately upon receipt to
Karen Smith at ORC Macro:**

(301) 572-0984 or (301) 572-0999

THANK YOU !!

APPENDIX D
LOCAL SCHOOL SYSTEM FINDINGS

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	12.4	5.2	8.5	30.8	11.6	18.5	50.1	27.4	34.7	64.9	41.0	48.2
Smokeless tobacco (chewing tobacco, snuff)	3.7	2.1	2.9	6.3	2.5	5.7	15.3	6.1	8.8	19.8	6.2	14.0
Beer, wine (other than for religious use), or wine coolers	14.6	6.8	10.6	36.7	15.9	31.3	64.8	37.4	56.5	82.9	51.7	73.8
Liquor (such as rum, vodka, or whiskey)	8.2	3.5	6.1	24.3	12.3	20.9	50.5	32.6	46.0	74.7	42.2	68.3
Five or more servings of alcohol on the same occasion	6.0	2.0	3.3	18.4	8.7	15.1	47.5	28.0	41.0	68.1	44.6	61.6
Marijuana (pot, grass, hashish)	2.4	1.2	1.8	12.6	5.7	10.7	40.1	25.4	35.8	55.3	28.9	45.5
Inhalants	3.5	2.3	2.9	8.8	4.5	6.4	14.3	5.4	11.2	8.3	1.3	4.3
Amyl or butyl nitrates (locker room, rush)	0.9	0.3	0.6	1.2	0.9	1.2	2.9	2.0	2.3	0.8	0.0	0.8
Crack (rock)	1.8	0.6	0.9	2.7	1.5	2.1	7.1	3.7	6.1	6.4	3.0	4.9
Other forms of cocaine	1.4	0.3	1.1	1.5	1.5	1.5	10.3	5.3	7.2	9.7	3.6	7.5
LSD (acid, stickers)	1.7	0.3	1.1	4.9	2.4	4.1	16.9	7.3	14.8	18.0	6.9	15.6
PCP (angel dust, love boat, green)	1.4	0.3	0.8	1.5	0.9	1.2	8.6	3.4	6.6	6.2	0.6	4.1
Other hallucinogens (mescaline, 'shrooms)	1.2	0.6	0.9	3.2	1.4	2.6	15.6	8.4	14.2	13.3	6.0	12.4
Steroids for body building	1.3	0.5	0.8	2.2	1.9	2.2	3.9	2.6	3.3	0.8	0.8	0.8
Methamphetamines (meth, speed, crank, ice)	1.6	0.4	1.3	4.8	3.0	3.9	10.6	6.4	8.6	11.2	5.6	7.9
Designer drugs (MDMA, ecstasy)	0.9	0.3	0.6	3.8	2.0	3.2	15.5	8.7	14.9	14.0	7.0	13.6
Heroin (smack, stuff)	1.4	0.8	1.1	1.7	1.1	1.4	4.2	2.1	3.8	3.3	0.0	2.8
Needle to inject cocaine, heroin, or other illegal drugs	0.9	0.0	0.3	0.9	0.3	0.9	3.3	2.4	2.4	1.9	0.0	1.5
Amphetamines (uppers, bennies, speed, dexies)	1.5	0.9	0.9	5.3	3.2	4.4	20.7	14.1	20.0	17.6	9.5	15.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.3	0.3	1.2	0.9	1.2	13.2	11.0	13.2	14.7	8.1	13.1
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.9	0.6	0.6	3.2	2.0	2.8	12.6	8.8	12.2	16.3	9.2	14.6
Ritalin	1.8	1.1	1.5	5.3	2.6	3.8	16.6	9.7	13.2	11.2	4.9	8.2
Any form of alcohol	15.4	7.3	12.0	37.6	18.8	32.5	66.9	42.0	60.0	83.4	57.8	77.6
Any drug other than alcohol or tobacco	6.7	4.4	5.6	24.3	14.0	19.8	46.9	32.4	43.9	58.7	36.6	50.9

Source: 2001 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	11.7	4.6	5.9	32.4	13.7	21.8	38.3	17.8	25.2	52.7	28.9	33.7
Smokeless tobacco (chewing tobacco, snuff)	1.5	0.7	0.7	2.4	1.3	1.6	4.5	1.1	2.1	8.9	2.6	6.0
Beer, wine (other than for religious use), or wine coolers	23.2	11.8	18.2	43.1	21.0	35.7	60.5	35.9	56.1	79.5	49.3	72.2
Liquor (such as rum, vodka, or whiskey)	11.0	5.8	8.4	28.6	14.4	24.6	49.8	32.6	46.7	69.3	39.3	59.9
Five or more servings of alcohol on the same occasion	6.1	3.5	5.3	17.7	8.9	15.0	38.5	25.8	37.1	65.3	39.7	54.6
Marijuana (pot, grass, hashish)	3.7	1.1	2.7	18.9	12.5	17.4	32.4	20.7	30.0	49.9	21.1	40.9
Inhalants	7.6	3.3	5.7	5.7	3.7	4.7	5.0	2.1	4.1	5.7	1.5	3.4
Amyl or butyl nitrates (locker room, rush)	0.4	0.0	0.4	1.3	0.7	0.9	2.8	1.8	2.8	3.2	1.2	2.8
Crack (rock)	1.9	0.9	1.9	2.8	1.0	2.6	2.8	1.6	2.8	1.2	0.9	0.9
Other forms of cocaine	2.0	0.7	2.0	2.1	1.6	2.1	3.3	1.0	3.3	5.3	2.4	3.4
LSD (acid, stickers)	2.0	0.9	1.6	4.4	2.1	4.1	9.4	5.5	9.2	14.0	3.6	9.8
PCP (angel dust, love boat, green)	2.2	0.9	2.2	3.0	2.1	3.0	3.1	2.0	3.1	6.6	2.3	4.6
Other hallucinogens (mescaline, 'shrooms)	0.4	0.0	0.4	4.8	2.0	4.8	7.9	3.7	7.4	12.7	5.1	8.7
Steroids for body building	3.0	0.9	2.4	2.4	0.8	1.1	2.3	1.2	2.3	2.1	1.5	1.9
Methamphetamines (meth, speed, crank, ice)	2.8	1.8	2.8	4.2	0.8	3.2	5.8	2.0	4.8	4.9	2.5	3.5
Designer drugs (MDMA, ecstasy)	1.4	0.6	1.2	5.6	1.9	4.7	10.3	5.9	9.7	15.5	5.1	12.5
Heroin (smack, stuff)	1.1	0.0	0.8	1.0	0.8	1.0	1.8	1.0	1.5	1.2	0.6	0.6
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.0	0.4	0.8	0.4	0.4	1.0	1.0	1.0	0.9	0.9	0.9
Amphetamines (uppers, bennies, speed, dexies)	2.1	0.6	1.3	6.6	4.6	6.3	11.9	7.3	11.2	14.0	7.0	11.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	1.6	0.6	1.4	2.7	0.6	2.2	4.4	2.6	3.9	7.0	3.0	5.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.1	0.0	1.1	2.0	0.2	2.0	6.3	4.1	5.8	9.1	4.9	8.3
Ritalin	2.4	1.1	1.5	3.9	1.7	3.3	4.4	3.1	4.4	6.5	1.8	3.8
Any form of alcohol	25.4	12.7	20.2	47.6	24.0	39.9	62.9	39.7	59.1	80.9	53.3	74.8
Any drug other than alcohol or tobacco	14.4	8.2	10.6	25.2	16.1	21.6	38.3	24.7	34.8	55.6	29.9	48.6

Source: 2001 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	8.5	2.2	3.4	29.7	11.7	19.5	27.7	11.4	15.5	23.0	8.9	12.5
Smokeless tobacco (chewing tobacco, snuff)	1.6	0.5	0.5	5.1	2.4	2.8	5.6	1.8	3.0	2.5	1.6	1.6
Beer, wine (other than for religious use), or wine coolers	19.0	6.1	10.7	47.1	26.8	36.7	46.9	28.5	39.5	54.1	29.3	44.3
Liquor (such as rum, vodka, or whiskey)	5.9	3.3	4.1	32.5	20.3	28.4	37.4	24.1	32.9	46.2	27.2	40.6
Five or more servings of alcohol on the same occasion	5.1	2.4	3.7	22.7	12.5	18.0	26.7	16.3	22.6	29.9	16.3	24.3
Marijuana (pot, grass, hashish)	4.2	1.9	2.7	23.0	14.6	21.0	34.2	22.4	29.4	36.8	14.0	26.0
Inhalants	1.5	0.7	0.7	3.5	1.5	2.3	5.3	3.8	4.3	1.4	1.4	1.4
Amyl or butyl nitrates (locker room, rush)	0.3	0.0	0.0	0.9	0.9	0.9	3.2	1.9	2.6	0.4	0.4	0.4
Crack (rock)	0.2	0.2	0.2	0.7	0.0	0.0	3.2	3.2	3.2	1.1	1.1	1.1
Other forms of cocaine	0.2	0.2	0.2	1.9	0.9	0.9	2.9	1.9	2.9	2.7	1.3	2.4
LSD (acid, stickers)	0.5	0.0	0.0	3.6	1.7	2.6	3.7	2.4	3.7	1.3	0.7	1.1
PCP (angel dust, love boat, green)	0.5	0.2	0.5	1.0	1.0	1.0	3.2	2.7	2.7	0.8	0.8	0.8
Other hallucinogens (mescaline, 'shrooms)	0.2	0.0	0.2	2.2	1.4	2.2	4.1	3.6	4.1	2.6	2.2	2.6
Steroids for body building	0.3	0.0	0.0	2.6	0.6	2.0	3.3	1.9	2.2	2.4	2.0	2.0
Methamphetamines (meth, speed, crank, ice)	0.5	0.0	0.2	3.3	1.8	2.6	3.2	2.6	2.9	1.7	1.5	1.7
Designer drugs (MDMA, ecstasy)	0.9	0.2	0.4	2.2	1.0	2.2	5.2	3.1	5.2	4.3	1.7	3.9
Heroin (smack, stuff)	0.7	0.0	0.0	0.8	0.8	0.8	2.5	2.5	2.5	0.8	0.8	0.8
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	0.4	0.0	0.4	2.5	2.1	2.5	1.4	1.2	1.4
Amphetamines (uppers, bennies, speed, dexies)	0.5	0.2	0.5	2.6	1.1	2.6	4.0	2.9	3.7	4.6	3.0	4.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	0.9	0.5	0.9	2.5	1.4	2.5	2.6	2.2	2.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.2	0.0	0.2	2.1	0.0	0.6	3.3	2.4	3.3	1.9	1.6	1.6
Ritalin	0.8	0.2	0.2	0.9	0.4	0.9	2.2	1.4	1.8	2.5	1.6	1.6
Any form of alcohol	19.5	7.1	12.0	50.1	32.4	42.5	53.3	33.2	45.9	58.1	34.2	50.1
Any drug other than alcohol or tobacco	8.0	2.9	3.8	28.8	18.8	25.1	37.4	25.0	32.1	40.9	18.7	30.6

Source: 2001 Maryland Adolescent Survey

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	7.2	2.3	4.0	27.4	10.9	17.8	33.5	17.2	23.5	54.6	31.4	38.6
Smokeless tobacco (chewing tobacco, snuff)	1.1	0.7	0.9	4.2	1.6	2.6	5.0	1.9	3.6	4.2	0.8	2.3
Beer, wine (other than for religious use), or wine coolers	14.5	4.0	9.1	39.6	19.8	31.3	61.8	36.9	56.3	79.1	49.9	69.2
Liquor (such as rum, vodka, or whiskey)	4.7	1.3	3.5	25.9	16.4	22.4	51.8	31.9	46.0	74.0	44.8	65.6
Five or more servings of alcohol on the same occasion	4.4	1.6	3.3	17.1	9.8	14.6	40.7	23.3	35.4	63.9	39.6	56.0
Marijuana (pot, grass, hashish)	1.4	0.9	1.2	16.6	11.2	14.7	32.8	15.8	27.8	56.4	29.1	44.8
Inhalants	4.3	1.4	3.4	6.4	3.6	5.0	3.5	1.4	2.4	3.2	1.0	1.7
Amyl or butyl nitrates (locker room, rush)	0.7	0.2	0.2	1.1	0.9	1.1	1.3	1.1	1.3	1.9	0.2	1.2
Crack (rock)	0.7	0.4	0.7	2.6	2.2	2.4	1.1	0.9	1.1	2.4	0.0	1.1
Other forms of cocaine	0.7	0.4	0.4	1.7	1.5	1.7	1.9	1.4	1.9	8.1	1.3	5.3
LSD (acid, stickers)	1.2	0.9	1.2	3.3	2.9	3.1	7.4	4.1	7.1	18.0	5.0	14.9
PCP (angel dust, love boat, green)	0.7	0.4	0.7	4.1	2.9	3.1	1.6	0.9	1.6	5.5	0.5	2.2
Other hallucinogens (mescaline, 'shrooms)	0.7	0.4	0.7	2.9	2.2	2.9	3.8	1.9	3.8	13.0	4.5	9.4
Steroids for body building	1.1	0.9	1.1	2.5	1.6	2.0	1.6	0.9	1.2	1.6	0.7	1.2
Methamphetamines (meth, speed, crank, ice)	1.0	0.4	0.7	2.2	1.2	2.2	2.8	1.5	1.9	5.7	0.9	2.6
Designer drugs (MDMA, ecstasy)	0.7	0.4	0.7	3.3	2.7	3.3	7.6	3.0	6.9	19.7	7.1	17.6
Heroin (smack, stuff)	0.4	0.2	0.4	1.7	1.5	1.5	0.9	0.7	0.7	3.1	0.5	1.5
Needle to inject cocaine, heroin, or other illegal drugs	0.4	0.4	0.4	0.7	0.7	0.7	0.7	0.7	0.7	0.4	0.0	0.0
Amphetamines (uppers, bennies, speed, dexies)	1.2	0.9	0.9	3.7	2.4	3.7	8.0	2.9	7.2	14.7	7.5	12.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.4	0.4	1.2	0.9	0.9	3.2	1.1	2.8	11.9	6.4	10.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.4	0.4	1.2	1.0	1.2	4.7	2.9	4.5	9.6	4.5	8.6
Ritalin	2.2	1.0	1.4	2.5	1.4	2.1	3.1	1.0	2.0	5.6	2.0	3.0
Any form of alcohol	15.9	4.5	10.3	42.4	23.1	35.5	64.8	41.7	59.7	81.4	55.1	73.3
Any drug other than alcohol or tobacco	8.5	3.5	5.8	23.5	16.1	20.9	38.4	19.6	32.8	60.2	34.6	49.8

Source: 2001 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	14.6	6.0	8.5	31.3	15.2	23.0	49.1	23.7	32.2	55.6	35.4	40.7
Smokeless tobacco (chewing tobacco, snuff)	1.6	0.0	0.0	4.3	1.9	2.8	6.4	1.6	4.0	5.6	1.6	3.2
Beer, wine (other than for religious use), or wine coolers	17.2	7.2	13.2	40.9	22.9	34.9	65.8	43.1	58.9	78.7	53.2	69.8
Liquor (such as rum, vodka, or whiskey)	7.3	4.1	6.4	31.4	16.4	27.6	60.1	36.8	54.9	73.9	50.8	64.1
Five or more servings of alcohol on the same occasion	6.5	2.9	4.3	18.8	10.2	17.3	46.1	30.0	41.4	64.6	41.2	56.9
Marijuana (pot, grass, hashish)	3.2	1.9	2.9	17.3	11.5	15.2	39.8	25.4	35.0	46.0	24.0	39.8
Inhalants	3.6	2.7	3.3	12.1	8.3	11.0	10.0	4.8	7.9	8.4	1.2	3.9
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	2.4	2.2	2.4	3.0	1.5	2.6	2.7	1.2	2.7
Crack (rock)	1.6	0.9	0.9	3.1	2.3	2.8	5.6	1.7	4.2	7.4	2.4	5.5
Other forms of cocaine	1.6	0.6	1.6	3.3	2.4	3.3	5.8	3.1	4.1	9.1	3.5	7.4
LSD (acid, stickers)	1.0	0.0	0.3	5.3	3.7	4.7	12.2	5.8	11.3	22.9	8.9	15.6
PCP (angel dust, love boat, green)	0.3	0.3	0.3	4.0	1.7	3.5	6.0	2.9	5.0	10.1	3.1	9.3
Other hallucinogens (mescaline, 'shrooms)	0.6	0.3	0.3	2.2	1.9	2.2	6.1	3.8	5.3	12.3	4.7	8.4
Steroids for body building	2.3	1.6	1.9	2.0	1.2	2.0	2.4	1.3	1.3	1.9	1.5	1.5
Methamphetamines (meth, speed, crank, ice)	1.3	0.9	1.3	4.9	2.4	4.2	7.9	3.9	6.4	9.1	4.7	6.3
Designer drugs (MDMA, ecstasy)	1.3	0.6	1.0	6.6	4.6	6.6	12.4	6.7	11.6	17.0	10.2	16.6
Heroin (smack, stuff)	1.3	0.3	0.6	1.5	0.8	1.5	0.4	0.0	0.0	5.9	1.6	4.7
Needle to inject cocaine, heroin, or other illegal drugs	0.3	0.3	0.3	0.3	0.3	0.3	1.8	0.3	1.0	2.4	1.6	1.6
Amphetamines (uppers, bennies, speed, dexies)	1.9	1.5	1.5	6.9	5.3	6.4	14.3	8.9	13.0	15.4	6.7	13.9
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	2.2	1.6	1.9	6.6	4.8	5.8	8.6	5.0	7.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.3	0.6	0.6	2.7	2.1	2.5	8.7	5.4	7.6	10.8	5.5	9.6
Ritalin	1.3	1.0	1.3	4.6	2.2	3.0	6.4	3.3	4.2	9.3	2.8	5.9
Any form of alcohol	18.7	8.5	14.5	43.0	24.8	37.3	68.2	47.0	62.5	81.0	59.3	74.4
Any drug other than alcohol or tobacco	10.0	6.2	8.7	27.6	21.2	25.2	46.8	31.6	41.9	50.1	32.1	46.0

Source: 2001 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	15.1	6.3	8.7	36.7	19.7	27.1	44.4	25.9	33.1	60.1	41.2	45.8
Smokeless tobacco (chewing tobacco, snuff)	2.5	0.5	1.7	5.0	3.3	4.6	11.6	2.9	7.3	12.6	2.4	5.6
Beer, wine (other than for religious use), or wine coolers	20.0	11.0	15.9	44.9	28.8	40.0	69.3	46.8	64.0	86.2	57.1	77.0
Liquor (such as rum, vodka, or whiskey)	8.5	5.3	6.4	31.9	20.3	28.6	55.8	36.2	51.3	78.6	51.4	72.7
Five or more servings of alcohol on the same occasion	6.5	3.2	4.0	26.5	17.8	23.6	48.2	34.1	46.8	73.3	48.4	64.1
Marijuana (pot, grass, hashish)	5.8	3.3	4.5	17.7	14.0	16.9	34.9	17.7	30.3	50.3	28.7	44.3
Inhalants	3.8	1.7	2.9	4.9	3.2	4.1	6.0	1.0	3.6	7.6	1.4	3.5
Amyl or butyl nitrates (locker room, rush)	0.8	0.0	0.4	1.7	0.9	1.7	0.9	0.5	0.9	4.5	1.4	2.5
Crack (rock)	1.7	0.9	1.3	3.2	2.4	2.8	4.5	0.9	3.0	4.5	1.8	1.8
Other forms of cocaine	2.0	0.9	1.6	2.4	2.1	2.1	4.5	2.5	4.0	15.7	6.7	12.0
LSD (acid, stickers)	1.3	0.4	0.9	3.3	1.3	3.3	10.8	6.2	9.8	17.1	7.9	15.0
PCP (angel dust, love boat, green)	1.6	0.4	1.2	3.7	2.1	2.4	4.1	1.0	2.5	7.1	1.8	5.0
Other hallucinogens (mescaline, 'shrooms)	0.8	0.4	0.4	4.5	2.5	4.5	6.0	2.0	4.5	16.0	6.1	11.3
Steroids for body building	1.8	0.4	0.9	1.3	0.4	1.3	1.9	1.4	1.4	3.2	1.4	1.4
Methamphetamines (meth, speed, crank, ice)	1.7	0.4	1.3	2.8	1.6	2.8	5.6	1.5	3.5	7.7	3.5	4.6
Designer drugs (MDMA, ecstasy)	2.5	2.1	2.1	2.0	0.8	2.0	8.5	3.9	8.5	12.6	8.0	11.6
Heroin (smack, stuff)	1.3	0.4	0.9	0.8	0.4	0.8	1.0	0.0	0.5	6.7	0.8	3.6
Needle to inject cocaine, heroin, or other illegal drugs	1.7	0.4	1.3	0.4	0.4	0.4	0.4	0.4	0.4	2.4	0.8	1.3
Amphetamines (uppers, bennies, speed, dexies)	2.1	0.4	1.7	7.2	4.6	6.4	10.0	6.3	9.5	11.3	3.0	7.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.4	0.0	0.0	2.0	2.0	2.0	4.3	3.3	4.3	9.9	4.0	7.3
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.3	0.5	0.5	3.6	1.2	2.8	5.6	4.0	5.0	6.5	3.5	6.5
Ritalin	0.8	0.4	0.4	3.2	2.0	2.4	6.3	1.5	3.0	7.6	1.8	3.9
Any form of alcohol	20.5	11.0	15.9	47.3	31.6	43.2	71.4	49.6	65.4	87.2	61.4	79.9
Any drug other than alcohol or tobacco	10.0	5.1	7.8	23.8	18.5	21.7	41.4	26.1	36.4	52.8	34.8	47.6

Source: 2001 Maryland Adolescent Survey

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	8.0	3.2	4.7	20.3	8.5	12.0	39.9	19.9	26.8	56.1	35.7	43.4
Smokeless tobacco (chewing tobacco, snuff)	1.3	0.8	1.1	4.7	1.2	2.9	9.8	4.2	7.2	13.3	4.3	9.0
Beer, wine (other than for religious use), or wine coolers	13.6	4.5	9.8	34.3	18.0	31.2	56.1	33.4	49.3	72.5	44.0	65.4
Liquor (such as rum, vodka, or whiskey)	5.4	3.3	4.0	19.9	10.4	17.8	48.2	26.1	42.5	65.7	35.9	59.0
Five or more servings of alcohol on the same occasion	3.1	0.8	2.0	15.0	8.0	13.3	32.9	20.8	29.5	58.4	34.8	52.6
Marijuana (pot, grass, hashish)	1.9	1.1	1.6	10.9	5.6	8.5	31.5	18.8	27.7	47.3	25.6	39.9
Inhalants	3.4	2.6	3.4	5.7	2.3	4.7	4.9	3.4	4.0	5.7	1.6	3.0
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	2.0	0.5	1.2	1.9	1.0	1.9	2.4	0.8	1.7
Crack (rock)	0.3	0.3	0.3	3.1	0.9	1.4	1.7	0.8	1.0	3.5	1.7	2.9
Other forms of cocaine	0.5	0.3	0.3	2.9	1.0	1.9	3.5	2.6	3.2	5.3	2.3	4.7
LSD (acid, stickers)	0.8	0.8	0.8	4.4	2.0	3.7	8.4	2.7	6.5	15.7	6.7	11.7
PCP (angel dust, love boat, green)	0.5	0.5	0.5	2.8	0.9	2.0	2.0	0.8	1.6	4.6	1.4	4.3
Other hallucinogens (mescaline, 'shrooms)	0.3	0.0	0.0	4.0	1.6	3.3	8.5	5.1	7.0	13.7	6.2	11.5
Steroids for body building	0.6	0.0	0.3	1.7	0.7	1.2	3.1	1.9	2.8	1.4	1.4	1.4
Methamphetamines (meth, speed, crank, ice)	0.8	0.5	0.5	4.2	1.7	3.3	2.8	2.1	2.1	4.2	1.7	3.2
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	5.5	3.2	5.0	7.3	4.5	6.6	13.7	6.4	11.8
Heroin (smack, stuff)	0.3	0.3	0.3	2.8	0.7	2.0	1.5	0.8	0.8	2.7	1.1	2.0
Needle to inject cocaine, heroin, or other illegal drugs	0.3	0.3	0.3	2.1	1.0	1.6	1.5	0.8	0.8	1.2	0.6	0.9
Amphetamines (uppers, bennies, speed, dexies)	1.0	0.3	0.5	5.7	3.2	4.0	9.0	5.4	7.7	14.3	8.1	12.3
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.5	0.5	0.5	3.1	0.9	2.6	3.8	2.1	3.4	7.3	4.2	6.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.1	0.8	1.1	2.3	0.9	1.8	5.3	3.5	5.3	11.5	7.3	11.5
Ritalin	1.3	0.6	1.1	2.2	1.2	1.4	4.1	3.2	3.8	6.9	2.8	4.0
Any form of alcohol	14.6	5.6	10.8	35.5	19.4	32.4	60.6	35.3	54.1	74.0	49.0	68.3
Any drug other than alcohol or tobacco	6.1	3.7	5.1	19.0	10.6	16.1	35.5	22.0	32.3	52.1	31.1	43.6

Source: 2001 Maryland Adolescent Survey

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	18.2	5.7	10.1	38.5	15.8	24.6	46.6	22.6	28.8	54.1	28.1	36.0
Smokeless tobacco (chewing tobacco, snuff)	4.1	2.0	2.5	4.5	1.1	2.9	5.9	0.9	2.9	12.2	5.2	9.5
Beer, wine (other than for religious use), or wine coolers	21.3	7.3	16.8	50.8	27.6	43.6	66.7	37.4	60.1	78.8	48.6	70.9
Liquor (such as rum, vodka, or whiskey)	10.9	4.8	7.6	34.4	18.7	30.8	58.7	32.9	53.4	71.4	44.7	64.3
Five or more servings of alcohol on the same occasion	8.2	2.9	5.2	27.9	16.7	24.8	47.3	26.3	43.0	64.9	38.5	58.3
Marijuana (pot, grass, hashish)	4.9	2.7	3.5	23.1	13.8	21.4	38.4	24.3	33.6	55.3	28.0	44.4
Inhalants	5.6	3.2	4.2	5.9	2.7	4.1	6.0	2.0	4.3	9.6	2.9	5.5
Amyl or butyl nitrates (locker room, rush)	1.0	0.0	0.7	0.5	0.2	0.5	2.6	1.7	2.6	3.6	0.5	1.9
Crack (rock)	1.7	0.7	1.0	3.1	1.8	2.4	3.4	1.8	2.4	7.0	3.6	6.1
Other forms of cocaine	2.0	1.3	1.6	1.6	1.3	1.6	7.9	3.1	6.0	8.8	3.5	6.8
LSD (acid, stickers)	2.6	1.3	1.9	5.9	2.5	5.6	11.8	3.7	10.2	18.8	6.1	16.2
PCP (angel dust, love boat, green)	2.5	1.5	1.8	3.3	1.3	3.0	6.7	2.5	5.1	8.4	3.6	5.7
Other hallucinogens (mescaline, 'shrooms)	1.9	1.0	1.6	3.6	1.5	3.3	11.1	3.8	9.2	13.9	6.1	10.2
Steroids for body building	2.6	1.9	2.2	4.0	1.8	4.0	3.6	3.2	3.6	3.9	1.3	3.5
Methamphetamines (meth, speed, crank, ice)	1.9	0.9	0.9	3.0	1.3	2.1	8.9	3.0	7.9	8.1	4.1	7.0
Designer drugs (MDMA, ecstasy)	2.2	1.2	1.2	6.8	3.0	6.2	11.9	4.9	10.6	22.0	10.5	20.0
Heroin (smack, stuff)	2.5	1.5	1.5	1.7	0.9	1.5	3.1	1.8	2.5	4.0	1.3	3.2
Needle to inject cocaine, heroin, or other illegal drugs	2.3	1.3	1.6	0.8	0.5	0.8	1.6	1.0	1.6	1.0	1.0	1.0
Amphetamines (uppers, bennies, speed, dexies)	3.3	1.4	2.3	8.7	5.7	8.1	16.4	7.9	16.0	12.8	5.8	10.9
Barbiturates and/or tranquilizers (downers, reds, Valium)	2.0	0.9	1.2	2.2	0.5	1.9	8.4	4.8	8.0	10.8	5.9	10.3
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.6	1.5	1.9	6.2	4.1	6.2	12.5	5.9	11.1	11.4	5.6	10.3
Ritalin	2.4	0.6	1.3	3.5	1.0	2.2	8.1	3.0	5.9	8.8	2.9	6.0
Any form of alcohol	23.3	9.1	18.8	52.3	29.2	44.8	69.9	41.6	64.6	79.6	54.5	74.8
Any drug other than alcohol or tobacco	13.2	8.3	10.5	33.4	21.2	29.8	43.3	29.4	39.1	59.8	36.1	52.4

Source: 2001 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	7.8	0.8	2.7	28.4	11.6	19.0	42.7	22.9	31.3	51.2	32.6	39.7
Smokeless tobacco (chewing tobacco, snuff)	1.7	0.3	0.9	3.6	0.6	1.7	6.2	2.0	3.3	7.8	2.5	4.7
Beer, wine (other than for religious use), or wine coolers	13.3	3.8	8.6	42.1	21.1	35.9	61.9	37.4	54.1	73.0	43.0	61.8
Liquor (such as rum, vodka, or whiskey)	6.1	3.1	5.0	27.4	13.4	23.5	55.8	32.9	49.4	67.9	39.2	58.4
Five or more servings of alcohol on the same occasion	4.6	1.9	3.5	13.8	7.7	11.6	40.9	25.6	36.6	58.9	31.7	51.2
Marijuana (pot, grass, hashish)	1.1	0.3	1.1	12.9	7.8	11.0	29.2	19.4	27.3	44.5	24.1	37.0
Inhalants	6.2	2.6	4.8	7.0	3.6	5.7	4.9	4.0	4.6	3.9	1.4	2.3
Amyl or butyl nitrates (locker room, rush)	0.5	0.5	0.5	0.9	0.9	0.9	1.7	1.4	1.7	1.9	1.0	1.3
Crack (rock)	0.9	0.5	0.5	3.3	2.4	2.7	5.9	3.8	5.3	4.2	2.3	3.9
Other forms of cocaine	0.3	0.3	0.3	2.3	1.1	2.3	4.5	3.5	4.5	7.2	2.2	6.4
LSD (acid, stickers)	0.7	0.7	0.7	4.3	1.1	4.0	6.0	3.1	5.1	8.6	3.5	7.6
PCP (angel dust, love boat, green)	1.0	0.5	0.5	3.4	2.0	3.4	4.7	2.8	4.7	4.8	1.6	3.9
Other hallucinogens (mescaline, 'shrooms)	0.8	0.5	0.8	1.4	0.8	1.4	5.0	3.1	5.0	5.5	2.2	4.1
Steroids for body building	0.6	0.0	0.3	2.7	1.1	2.2	4.0	3.0	3.7	2.2	0.7	1.3
Methamphetamines (meth, speed, crank, ice)	1.1	0.5	1.1	2.3	0.8	2.1	3.4	2.0	2.8	6.8	2.5	4.8
Designer drugs (MDMA, ecstasy)	1.0	1.0	1.0	5.1	2.6	4.9	9.7	7.1	9.7	15.0	6.6	13.1
Heroin (smack, stuff)	0.0	0.0	0.0	0.8	0.5	0.8	1.8	0.7	1.4	1.9	1.0	1.3
Needle to inject cocaine, heroin, or other illegal drugs	0.5	0.3	0.5	0.0	0.0	0.0	2.0	1.1	2.0	1.9	1.2	1.2
Amphetamines (uppers, bennies, speed, dexies)	1.3	0.7	1.0	2.6	1.7	2.6	9.4	4.6	8.8	15.7	10.6	13.3
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.3	0.3	1.7	0.6	1.2	4.3	2.5	4.3	7.1	3.4	6.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.3	0.3	0.3	2.2	0.9	1.7	5.8	3.2	5.5	9.6	5.8	8.6
Ritalin	2.6	0.8	1.1	4.5	2.2	4.3	5.9	1.6	4.5	3.9	1.0	2.3
Any form of alcohol	14.9	4.6	10.0	46.0	23.4	40.1	65.3	41.7	60.1	75.6	50.0	68.6
Any drug other than alcohol or tobacco	10.0	4.2	7.5	23.2	14.2	20.4	34.0	25.4	32.8	51.0	31.5	43.7

Source: 2001 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	17.4	8.2	9.4	36.0	12.9	21.7	42.9	17.7	28.1	42.6	19.0	28.6
Smokeless tobacco (chewing tobacco, snuff)	2.5	1.8	2.2	2.9	1.5	1.5	7.3	2.1	3.7	5.7	3.2	3.2
Beer, wine (other than for religious use), or wine coolers	23.2	13.7	16.5	49.6	32.1	42.3	64.6	38.1	57.8	71.5	38.0	60.6
Liquor (such as rum, vodka, or whiskey)	12.1	6.1	8.9	31.5	21.2	28.3	54.2	33.1	47.8	59.5	33.2	50.1
Five or more servings of alcohol on the same occasion	12.7	6.0	8.8	28.2	18.1	24.6	42.3	29.3	41.8	54.7	24.3	42.6
Marijuana (pot, grass, hashish)	8.5	3.4	4.7	20.6	8.5	18.2	40.2	21.0	34.7	44.7	23.8	35.1
Inhalants	6.0	4.0	4.7	4.0	1.9	1.9	3.7	2.6	3.2	0.0	0.0	0.0
Amyl or butyl nitrates (locker room, rush)	1.6	1.6	1.6	1.0	1.0	1.0	1.0	1.0	1.0	0.7	0.0	0.7
Crack (rock)	1.9	1.9	1.9	0.5	0.5	0.5	1.6	1.6	1.6	0.0	0.0	0.0
Other forms of cocaine	2.5	1.9	1.9	0.5	0.0	0.5	4.5	3.5	4.5	4.0	2.8	2.8
LSD (acid, stickers)	2.1	2.1	2.1	2.1	1.7	1.7	4.7	3.2	4.7	3.8	0.7	1.5
PCP (angel dust, love boat, green)	1.4	1.0	1.4	1.9	1.4	1.9	4.2	3.6	3.6	0.7	0.7	0.7
Other hallucinogens (mescaline, 'shrooms)	1.1	0.7	1.1	1.0	0.5	1.0	3.1	2.1	3.1	1.5	0.0	1.5
Steroids for body building	1.8	1.1	1.5	1.7	0.9	0.9	2.1	1.6	1.6	3.4	2.1	2.1
Methamphetamines (meth, speed, crank, ice)	0.7	0.7	0.7	1.8	1.4	1.4	3.5	2.2	3.5	0.0	0.0	0.0
Designer drugs (MDMA, ecstasy)	3.4	2.5	2.9	3.1	1.7	3.1	6.5	5.2	6.0	4.6	3.9	4.6
Heroin (smack, stuff)	1.8	1.4	1.8	0.7	0.0	0.7	0.6	0.6	0.6	0.0	0.0	0.0
Needle to inject cocaine, heroin, or other illegal drugs	2.0	2.0	2.0	0.0	0.0	0.0	0.6	0.6	0.6	2.1	2.1	2.1
Amphetamines (uppers, bennies, speed, dexies)	3.1	2.3	2.7	3.2	1.8	3.2	5.5	1.7	4.5	12.5	2.8	8.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	1.2	1.2	1.2	0.5	0.0	0.5	2.1	2.1	2.1	0.0	0.0	0.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.0	1.1	2.0	1.4	1.4	1.4	3.2	3.2	3.2	2.3	0.0	0.7
Ritalin	5.0	4.1	4.1	3.6	1.5	2.4	3.1	2.1	2.1	0.0	0.0	0.0
Any form of alcohol	24.7	14.6	17.3	50.6	34.0	44.7	66.2	41.6	60.5	72.6	43.5	62.7
Any drug other than alcohol or tobacco	16.5	10.4	12.7	28.2	14.8	24.1	45.9	24.5	39.3	48.7	28.4	36.6

Source: 2001 Maryland Adolescent Survey

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	7.6	1.5	4.3	28.4	15.8	20.1	49.2	29.2	35.6	52.2	31.5	38.8
Smokeless tobacco (chewing tobacco, snuff)	2.9	1.2	1.8	6.2	2.8	4.3	12.2	6.4	9.3	10.8	4.1	9.1
Beer, wine (other than for religious use), or wine coolers	11.7	4.9	9.0	39.2	19.0	33.0	65.1	39.7	58.8	73.3	43.5	64.8
Liquor (such as rum, vodka, or whiskey)	4.3	1.6	2.7	30.1	15.1	26.8	61.6	34.0	55.7	66.7	38.3	58.2
Five or more servings of alcohol on the same occasion	4.7	1.4	2.8	20.3	9.6	18.1	47.8	30.4	44.4	57.6	34.1	50.8
Marijuana (pot, grass, hashish)	2.5	0.9	1.5	16.4	7.9	15.2	39.7	25.9	35.5	43.5	22.8	35.3
Inhalants	7.3	1.7	6.0	6.3	1.8	5.1	10.0	4.3	7.1	4.5	2.2	3.7
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	1.3	1.0	1.3	3.8	2.8	3.3	3.1	1.2	2.9
Crack (rock)	0.8	0.8	0.8	2.6	1.4	2.0	5.2	3.2	4.0	4.0	1.7	2.8
Other forms of cocaine	0.4	0.4	0.4	2.3	0.9	2.1	7.6	3.9	6.7	6.7	2.4	4.5
LSD (acid, stickers)	0.6	0.3	0.3	5.0	2.4	4.3	13.9	8.0	12.7	12.6	5.4	9.5
PCP (angel dust, love boat, green)	0.3	0.3	0.3	2.0	1.3	2.0	6.8	3.7	6.3	5.2	2.1	3.9
Other hallucinogens (mescaline, 'shrooms)	0.3	0.3	0.3	4.1	1.2	3.5	9.0	6.0	8.3	12.2	6.3	10.0
Steroids for body building	0.6	0.6	0.6	1.8	0.3	0.9	3.2	2.6	3.2	2.2	1.7	1.7
Methamphetamines (meth, speed, crank, ice)	0.6	0.6	0.6	3.5	1.2	2.9	10.1	4.8	8.8	6.1	2.6	4.7
Designer drugs (MDMA, ecstasy)	1.7	0.9	1.4	4.6	3.1	4.3	16.2	8.9	15.0	15.7	7.2	14.0
Heroin (smack, stuff)	0.0	0.0	0.0	1.2	0.9	0.9	2.3	2.1	2.1	2.9	1.8	1.8
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	0.9	0.9	0.9	2.2	1.4	1.6	2.2	1.5	1.5
Amphetamines (uppers, bennies, speed, dexies)	3.2	1.3	2.1	4.7	2.5	4.4	13.3	8.2	11.5	10.9	7.7	9.7
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.0	0.0	0.0	0.6	0.6	0.6	7.2	5.1	6.9	7.9	4.1	7.3
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.3	0.3	0.3	1.2	0.6	0.9	10.3	6.2	9.4	9.5	4.0	8.3
Ritalin	0.9	0.6	0.6	3.7	1.7	2.6	10.6	5.8	8.1	7.3	2.6	4.3
Any form of alcohol	12.3	5.4	9.0	42.5	22.6	36.9	68.5	44.7	63.3	75.3	46.9	67.9
Any drug other than alcohol or tobacco	10.7	4.8	7.9	21.7	10.7	18.7	49.5	35.0	44.9	47.8	27.9	39.2

Source: 2001 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	16.0	4.9	7.4	33.3	14.2	20.5	44.6	21.9	29.9	54.4	23.3	33.5
Smokeless tobacco (chewing tobacco, snuff)	7.9	5.0	6.7	10.3	6.6	8.4	15.5	9.2	11.0	20.4	10.8	14.9
Beer, wine (other than for religious use), or wine coolers	23.9	9.6	19.8	52.2	29.4	48.9	60.2	38.3	54.9	71.9	43.1	65.0
Liquor (such as rum, vodka, or whiskey)	12.9	6.3	10.4	33.9	20.4	30.6	48.8	29.5	44.0	61.4	32.7	56.1
Five or more servings of alcohol on the same occasion	13.3	7.1	10.8	21.7	14.5	20.2	40.8	25.8	35.5	57.6	33.2	51.2
Marijuana (pot, grass, hashish)	3.3	2.1	2.5	9.8	6.3	9.2	27.7	17.9	25.0	37.1	17.8	29.8
Inhalants	7.0	4.2	6.6	10.2	3.8	8.4	8.0	3.2	6.2	9.1	2.3	5.8
Amyl or butyl nitrates (locker room, rush)	2.5	2.5	2.5	1.1	1.1	1.1	3.6	2.3	2.7	3.0	0.6	2.5
Crack (rock)	3.3	2.1	2.9	4.8	2.3	4.8	7.2	5.0	6.8	3.8	0.5	3.4
Other forms of cocaine	2.5	2.1	2.1	2.2	0.6	2.2	5.4	3.7	5.4	4.3	1.0	2.9
LSD (acid, stickers)	2.5	1.3	2.1	5.3	2.6	4.9	13.5	8.6	13.0	14.5	2.6	12.1
PCP (angel dust, love boat, green)	2.1	1.7	2.1	2.4	1.8	2.4	8.0	4.5	6.7	3.0	0.6	3.0
Other hallucinogens (mescaline, 'shrooms)	3.7	2.5	2.9	5.5	2.7	4.0	10.4	7.3	9.1	8.9	2.1	7.4
Steroids for body building	4.6	3.3	4.2	4.1	1.1	1.8	1.9	1.4	1.9	0.0	0.0	0.0
Methamphetamines (meth, speed, crank, ice)	2.9	2.5	2.5	5.1	2.5	3.3	11.5	7.6	9.8	7.9	1.9	5.7
Designer drugs (MDMA, ecstasy)	1.3	1.3	1.3	4.9	2.4	4.9	11.1	9.0	11.1	9.2	3.9	8.7
Heroin (smack, stuff)	1.7	0.8	0.8	2.3	1.8	1.8	4.1	3.2	3.7	2.1	0.0	1.0
Needle to inject cocaine, heroin, or other illegal drugs	1.2	1.2	1.2	1.8	0.0	0.5	2.7	0.9	1.4	1.0	0.5	0.5
Amphetamines (uppers, bennies, speed, dexies)	3.7	1.6	3.7	7.8	5.7	7.8	13.7	8.1	13.2	12.3	8.0	10.4
Barbiturates and/or tranquilizers (downers, rebs, Valium)	1.7	0.8	1.3	2.8	2.2	2.2	6.8	5.4	6.3	3.1	1.0	2.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.1	1.7	2.1	4.7	3.2	3.9	12.1	8.1	10.8	7.2	4.2	5.7
Ritalin	2.9	2.5	2.5	4.4	1.8	3.4	9.8	4.1	8.4	6.9	0.0	4.4
Any form of alcohol	24.8	10.0	21.1	53.4	31.6	50.5	62.0	41.0	57.1	71.9	43.1	65.8
Any drug other than alcohol or tobacco	12.4	8.3	11.2	22.9	14.0	19.7	34.4	21.5	30.4	41.3	22.2	33.6

Source: 2001 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	9.2	2.7	4.4	23.5	7.8	14.8	44.3	19.8	28.7	55.8	36.9	43.1
Smokeless tobacco (chewing tobacco, snuff)	2.0	0.8	1.0	1.7	1.2	1.4	6.5	2.3	4.9	18.6	6.6	11.0
Beer, wine (other than for religious use), or wine coolers	13.1	4.9	10.5	32.2	16.8	29.0	61.1	37.1	55.9	79.5	50.9	71.7
Liquor (such as rum, vodka, or whiskey)	6.9	3.5	4.5	23.6	13.3	21.4	52.6	29.4	48.8	75.0	41.7	66.0
Five or more servings of alcohol on the same occasion	3.4	1.2	2.0	13.5	7.3	11.7	44.2	26.8	41.1	65.3	40.2	58.9
Marijuana (pot, grass, hashish)	3.2	2.0	3.0	14.3	7.0	12.0	41.3	27.4	36.4	56.8	26.9	48.5
Inhalants	7.5	3.5	5.5	3.8	2.0	3.0	7.4	2.2	5.4	10.9	4.1	7.4
Amyl or butyl nitrates (locker room, rush)	0.5	0.2	0.2	0.6	0.3	0.3	0.8	0.2	0.2	5.5	2.4	4.5
Crack (rock)	1.0	0.5	0.8	3.0	2.4	3.0	1.8	1.0	1.8	4.4	2.4	3.0
Other forms of cocaine	0.7	0.5	0.7	1.8	1.0	1.8	4.8	2.4	3.4	10.9	4.2	9.3
LSD (acid, stickers)	1.0	0.7	0.7	4.0	1.5	3.8	14.2	5.6	14.0	20.8	6.3	15.0
PCP (angel dust, love boat, green)	0.7	0.7	0.7	2.8	1.3	2.8	3.7	1.3	2.9	5.1	2.3	3.3
Other hallucinogens (mescaline, 'shrooms)	1.2	1.0	1.0	3.8	1.8	3.5	12.1	6.7	10.8	20.2	7.9	16.0
Steroids for body building	1.2	0.8	1.2	1.0	0.5	0.5	1.8	1.0	1.8	5.0	4.0	4.3
Methamphetamines (meth, speed, crank, ice)	0.2	0.2	0.2	1.8	1.0	1.5	6.1	2.9	5.2	8.3	2.4	5.3
Designer drugs (MDMA, ecstasy)	1.0	0.5	0.7	5.2	2.9	4.6	11.3	4.6	11.0	18.4	6.6	13.5
Heroin (smack, stuff)	1.0	0.5	1.0	1.1	0.8	1.1	1.8	0.7	1.4	3.4	2.1	2.4
Needle to inject cocaine, heroin, or other illegal drugs	0.7	0.7	0.7	0.5	0.3	0.5	0.7	0.0	0.7	1.9	0.8	0.8
Amphetamines (uppers, bennies, speed, dexies)	2.2	1.0	1.8	3.4	1.7	3.1	11.1	7.9	10.6	18.2	10.6	14.6
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.5	0.2	0.5	1.6	0.5	1.3	5.7	3.8	5.0	11.0	6.2	8.5
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.5	1.2	1.5	2.6	1.6	2.1	8.2	5.4	8.0	15.0	5.9	11.3
Ritalin	0.5	0.2	0.5	2.2	0.8	2.2	4.1	1.5	3.0	6.0	1.6	4.0
Any form of alcohol	15.1	5.4	11.2	34.0	18.5	30.6	63.6	40.5	59.7	81.5	56.0	74.8
Any drug other than alcohol or tobacco	10.9	6.7	9.2	18.1	9.6	15.6	46.3	29.4	41.8	61.9	35.1	54.9

Source: 2001 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	4.7	1.3	2.7	24.3	9.1	15.4	37.9	16.8	26.0	46.0	25.0	33.9
Smokeless tobacco (chewing tobacco, snuff)	0.8	0.0	0.3	3.8	1.8	2.3	10.6	5.9	9.2	13.9	6.1	10.0
Beer, wine (other than for religious use), or wine coolers	11.4	2.4	7.3	34.3	18.7	29.4	57.8	33.7	49.9	68.9	46.7	62.4
Liquor (such as rum, vodka, or whiskey)	2.4	1.3	2.2	23.7	14.6	21.1	53.6	31.6	47.3	65.4	42.5	60.2
Five or more servings of alcohol on the same occasion	2.0	0.3	1.6	17.1	10.0	15.0	40.7	22.0	36.5	52.9	34.3	48.1
Marijuana (pot, grass, hashish)	1.4	0.6	1.1	15.6	10.6	14.9	34.4	19.8	29.8	42.0	18.1	33.2
Inhalants	5.7	3.4	4.3	8.0	3.2	6.2	7.0	3.6	5.6	5.1	1.4	2.9
Amyl or butyl nitrates (locker room, rush)	0.2	0.2	0.2	1.0	0.5	1.0	2.2	2.2	2.2	2.1	1.6	1.9
Crack (rock)	0.5	0.2	0.5	3.1	1.7	3.1	3.8	2.2	2.7	3.8	2.3	3.5
Other forms of cocaine	0.0	0.0	0.0	1.4	0.9	1.2	4.8	1.9	4.3	4.2	2.7	3.5
LSD (acid, stickers)	0.2	0.2	0.2	3.8	2.5	3.8	6.4	3.1	5.7	10.9	3.4	9.1
PCP (angel dust, love boat, green)	0.2	0.2	0.2	3.6	2.0	2.9	4.1	2.4	3.9	3.4	1.6	2.3
Other hallucinogens (mescaline, 'shrooms)	0.0	0.0	0.0	4.7	2.7	4.3	7.1	3.6	6.6	10.6	4.2	9.3
Steroids for body building	0.7	0.4	0.4	2.3	1.0	2.1	2.8	1.8	2.8	2.4	1.1	1.6
Methamphetamines (meth, speed, crank, ice)	0.8	0.4	0.8	3.7	1.9	3.7	4.8	3.7	4.4	6.1	3.5	4.5
Designer drugs (MDMA, ecstasy)	0.0	0.0	0.0	6.2	3.8	5.7	9.0	5.6	8.1	13.6	5.3	11.6
Heroin (smack, stuff)	0.0	0.0	0.0	0.9	0.5	0.5	2.4	1.7	1.9	2.7	1.9	2.4
Needle to inject cocaine, heroin, or other illegal drugs	0.0	0.0	0.0	0.9	0.6	0.9	1.9	1.5	1.7	1.9	1.6	1.9
Amphetamines (uppers, bennies, speed, dexies)	1.3	0.8	1.0	5.4	3.7	5.0	9.5	6.0	9.0	11.4	5.9	9.6
Barbiturates and/or tranquilizers (downers, rebs, Valium)	0.4	0.2	0.4	1.5	0.9	1.5	5.0	3.5	5.0	6.6	3.9	6.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.4	0.0	0.4	1.3	0.7	1.1	5.5	2.9	5.3	8.1	4.8	7.6
Ritalin	0.2	0.2	0.2	4.2	2.5	3.4	5.6	3.3	4.7	7.5	4.3	5.6
Any form of alcohol	11.4	2.7	7.3	36.2	20.8	32.2	61.9	37.8	54.9	72.2	51.7	67.9
Any drug other than alcohol or tobacco	8.7	4.9	6.7	23.5	14.9	21.5	39.4	25.0	34.9	45.7	24.4	36.6

Source: 2001 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	22.4	10.2	14.8	23.4	9.5	13.8	57.0	31.1	39.4	59.0	29.2	36.8
Smokeless tobacco (chewing tobacco, snuff)	6.9	2.7	5.8	8.9	4.6	4.6	26.5	18.5	21.4	15.6	5.6	9.5
Beer, wine (other than for religious use), or wine coolers	28.6	15.8	24.5	33.9	14.9	28.9	81.4	60.9	75.3	75.3	49.9	63.4
Liquor (such as rum, vodka, or whiskey)	14.6	6.9	13.1	16.7	10.7	15.6	76.2	49.8	67.9	69.8	40.7	59.5
Five or more servings of alcohol on the same occasion	14.3	8.1	13.8	17.1	11.6	14.7	72.2	44.8	70.0	65.6	40.7	54.5
Marijuana (pot, grass, hashish)	3.9	2.2	2.8	15.3	11.1	13.5	46.1	40.0	42.9	50.2	22.1	41.1
Inhalants	11.8	8.2	9.3	6.5	4.7	6.0	14.4	7.4	8.7	4.6	0.9	2.7
Amyl or butyl nitrates (locker room, rush)	1.2	0.6	1.2	2.5	1.3	1.9	3.2	3.2	3.2	2.0	1.0	1.0
Crack (rock)	0.6	0.6	0.6	4.6	3.9	4.6	7.7	5.8	7.7	2.0	1.0	1.0
Other forms of cocaine	1.7	1.2	1.2	3.2	2.6	3.2	12.2	6.4	10.2	4.7	1.0	3.8
LSD (acid, stickers)	3.9	1.6	2.7	3.7	1.4	3.2	16.9	7.4	12.1	11.6	5.0	11.6
PCP (angel dust, love boat, green)	2.9	1.1	2.2	3.2	2.7	3.2	7.4	4.2	6.4	1.0	0.0	1.0
Other hallucinogens (mescaline, 'shrooms)	0.6	0.6	0.6	3.8	2.6	3.2	15.4	8.7	14.4	9.7	3.0	8.7
Steroids for body building	3.9	1.9	3.4	1.2	1.2	1.2	7.4	6.4	7.4	0.9	0.0	0.9
Methamphetamines (meth, speed, crank, ice)	2.2	1.6	2.2	3.1	1.9	1.9	9.3	5.5	8.3	5.5	0.0	5.5
Designer drugs (MDMA, ecstasy)	1.6	1.1	1.6	5.1	3.3	4.5	15.4	10.6	15.4	9.6	3.8	8.7
Heroin (smack, stuff)	1.7	0.6	0.6	2.7	2.0	2.7	3.5	3.5	3.5	0.0	0.0	0.0
Needle to inject cocaine, heroin, or other illegal drugs	1.6	1.1	1.1	1.3	1.3	1.3	3.5	3.5	3.5	0.0	0.0	0.0
Amphetamines (uppers, bennies, speed, dexies)	2.9	1.1	2.4	4.7	3.0	4.7	13.5	10.7	11.6	11.0	5.5	8.2
Barbiturates and/or tranquilizers (downers, reds, Valium)	1.2	0.6	1.2	1.9	0.6	1.9	10.2	6.1	8.3	6.7	2.9	4.8
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.2	1.1	1.6	3.6	3.6	3.6	18.2	13.1	18.2	8.5	7.5	7.5
Ritalin	2.7	1.1	1.6	1.7	0.6	1.1	10.9	6.8	9.0	7.5	3.7	6.6
Any form of alcohol	31.0	17.7	28.7	33.9	15.5	29.6	84.2	67.6	80.1	77.2	52.7	68.4
Any drug other than alcohol or tobacco	18.5	10.5	14.6	21.0	13.9	18.1	57.6	46.7	53.4	54.0	33.4	46.9

Source: 2001 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	3.0	0.8	1.3	17.2	6.4	10.2	29.0	11.4	17.9	40.1	21.1	26.2
Smokeless tobacco (chewing tobacco, snuff)	0.5	0.3	0.3	3.1	1.9	2.6	2.7	1.0	1.8	6.7	2.7	4.4
Beer, wine (other than for religious use), or wine coolers	5.5	2.3	3.6	28.5	14.3	25.1	48.8	24.7	42.9	63.7	39.5	57.0
Liquor (such as rum, vodka, or whiskey)	3.1	0.7	2.1	16.5	8.1	13.8	37.8	19.6	35.3	55.2	35.3	49.3
Five or more servings of alcohol on the same occasion	3.6	2.3	3.3	10.9	5.8	8.2	28.9	16.6	26.7	44.1	27.5	37.2
Marijuana (pot, grass, hashish)	1.8	0.2	1.0	11.7	6.8	10.3	28.8	15.7	25.3	43.1	22.0	35.0
Inhalants	2.0	0.8	1.5	6.7	2.7	5.0	2.9	1.1	2.0	3.1	0.4	1.8
Amyl or butyl nitrates (locker room, rush)	0.0	0.0	0.0	1.4	0.9	1.2	0.0	0.0	0.0	0.7	0.0	0.0
Crack (rock)	0.5	0.5	0.5	2.7	1.2	2.2	1.1	0.8	0.8	1.1	0.0	0.0
Other forms of cocaine	0.2	0.2	0.2	2.1	1.2	1.7	1.5	1.0	1.5	2.6	0.4	0.8
LSD (acid, stickers)	0.3	0.3	0.3	3.7	2.4	3.4	2.4	1.6	2.4	7.9	1.2	6.1
PCP (angel dust, love boat, green)	0.3	0.3	0.3	2.7	1.7	2.2	2.5	2.0	2.0	2.1	0.7	1.4
Other hallucinogens (mescaline, 'shrooms)	0.3	0.3	0.3	3.2	2.2	3.0	3.8	2.8	3.8	6.2	1.9	3.3
Steroids for body building	1.0	0.5	0.8	2.6	1.4	2.1	0.8	0.5	0.8	1.7	1.3	1.7
Methamphetamines (meth, speed, crank, ice)	0.0	0.0	0.0	3.5	0.7	3.3	1.6	0.7	1.6	1.9	0.4	1.1
Designer drugs (MDMA, ecstasy)	0.5	0.0	0.5	3.9	1.9	3.6	7.7	3.9	7.4	9.9	1.6	7.0
Heroin (smack, stuff)	0.5	0.5	0.5	1.9	1.4	1.9	0.5	0.2	0.5	0.7	0.0	0.0
Needle to inject cocaine, heroin, or other illegal drugs	0.3	0.0	0.0	1.9	1.2	1.7	0.2	0.0	0.2	1.1	0.0	0.0
Amphetamines (uppers, bennies, speed, dexies)	0.2	0.0	0.0	4.8	1.8	4.2	4.9	3.3	4.4	8.7	3.2	6.5
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.3	0.3	1.2	0.7	0.9	2.3	1.0	2.3	0.7	0.3	0.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.3	0.0	0.3	2.2	0.9	1.9	3.4	2.4	3.2	3.3	0.4	2.4
Ritalin	1.1	0.0	0.3	2.1	0.7	1.5	3.9	2.0	2.5	3.7	1.2	1.9
Any form of alcohol	6.3	2.3	3.9	30.2	15.3	26.1	49.9	26.8	44.8	66.2	43.8	60.2
Any drug other than alcohol or tobacco	5.6	1.3	3.0	20.1	11.3	18.3	35.1	19.8	31.3	50.3	25.9	40.3

Source: 2001 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	8.9	1.6	3.8	24.9	8.4	13.8	30.0	9.4	16.4	33.8	16.8	22.9
Smokeless tobacco (chewing tobacco, snuff)	1.4	0.5	0.5	4.5	2.0	2.5	1.9	0.3	1.0	3.7	1.7	2.6
Beer, wine (other than for religious use), or wine coolers	20.2	6.3	11.9	38.9	18.7	27.6	42.3	20.9	34.6	58.4	30.5	47.3
Liquor (such as rum, vodka, or whiskey)	7.2	2.7	4.1	24.4	12.7	19.8	35.7	18.2	30.5	48.4	29.2	43.2
Five or more servings of alcohol on the same occasion	7.0	2.5	4.6	13.5	7.6	10.3	20.2	10.1	17.6	36.6	18.6	30.3
Marijuana (pot, grass, hashish)	3.4	1.2	1.9	19.4	13.1	17.5	28.3	15.8	21.9	40.2	19.9	34.8
Inhalants	7.6	2.7	3.8	5.7	2.5	3.7	4.3	3.1	3.6	3.9	2.7	2.7
Amyl or butyl nitrates (locker room, rush)	1.0	0.7	1.0	2.0	1.3	1.8	1.2	0.7	0.9	2.2	1.6	1.9
Crack (rock)	1.1	0.7	0.7	2.3	1.7	1.9	2.4	1.6	1.6	3.0	1.8	2.7
Other forms of cocaine	1.2	0.4	0.7	1.8	0.7	1.4	1.7	1.2	1.7	3.1	1.3	2.6
LSD (acid, stickers)	1.2	0.7	0.9	1.6	1.2	1.2	2.5	1.7	1.7	4.7	2.5	2.8
PCP (angel dust, love boat, green)	1.1	0.4	0.9	5.1	3.5	4.0	2.8	1.6	2.4	5.9	2.7	4.4
Other hallucinogens (mescaline, 'shrooms)	1.2	0.5	0.9	1.8	1.4	1.8	2.0	0.6	1.2	3.8	1.7	3.4
Steroids for body building	1.4	0.4	0.9	2.0	1.0	1.7	2.4	1.5	2.0	2.8	2.3	2.3
Methamphetamines (meth, speed, crank, ice)	0.7	0.2	0.7	1.3	0.9	1.1	1.9	0.9	1.5	2.9	1.4	1.8
Designer drugs (MDMA, ecstasy)	0.9	0.4	0.4	3.6	1.9	2.9	4.3	3.4	4.3	7.8	2.3	5.9
Heroin (smack, stuff)	0.8	0.6	0.8	1.4	1.2	1.4	1.0	0.5	0.7	2.4	1.5	1.9
Needle to inject cocaine, heroin, or other illegal drugs	1.7	0.7	0.9	1.6	1.3	1.3	1.7	1.2	1.4	1.8	1.0	1.0
Amphetamines (uppers, bennies, speed, dexies)	2.0	0.9	1.6	2.4	0.9	1.7	4.9	3.6	4.7	7.3	1.2	4.8
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.9	0.2	0.7	1.1	1.1	1.1	2.0	1.3	2.0	2.2	0.7	1.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.9	0.5	0.7	2.3	1.6	2.1	1.9	1.6	1.6	3.6	2.7	3.6
Ritalin	1.2	0.5	0.9	2.5	1.1	1.6	1.7	1.2	1.6	4.3	2.3	2.3
Any form of alcohol	22.3	7.4	13.1	41.9	21.7	31.0	46.6	24.0	39.1	62.8	36.9	53.7
Any drug other than alcohol or tobacco	11.8	5.1	6.4	28.1	17.0	22.5	33.5	21.0	26.8	45.0	22.7	38.5

Source: 2001 Maryland Adolescent Survey

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	8.9	3.2	5.2	45.6	18.6	32.6	50.5	28.4	35.9	53.0	34.6	40.1
Smokeless tobacco (chewing tobacco, snuff)	1.1	0.5	0.5	5.6	3.8	4.9	11.9	5.2	7.7	17.1	10.5	14.5
Beer, wine (other than for religious use), or wine coolers	13.6	5.0	9.9	52.5	31.6	44.9	74.2	48.1	67.1	82.5	52.1	74.0
Liquor (such as rum, vodka, or whiskey)	4.1	2.1	3.8	41.6	26.7	35.8	66.2	45.2	60.9	77.7	43.0	67.3
Five or more servings of alcohol on the same occasion	3.5	0.8	1.8	30.1	21.4	25.0	58.4	37.7	52.6	69.0	46.7	62.2
Marijuana (pot, grass, hashish)	2.7	1.6	1.6	22.8	11.3	19.8	42.4	30.6	39.1	47.9	26.2	40.7
Inhalants	2.3	1.5	2.0	7.4	5.0	6.6	8.4	6.5	7.5	9.3	5.1	7.6
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	2.4	1.9	2.4	4.7	3.3	4.7	6.0	4.4	6.0
Crack (rock)	0.8	0.3	0.8	3.0	1.0	1.6	6.9	4.7	6.4	8.1	5.9	7.1
Other forms of cocaine	1.1	0.5	0.8	2.5	1.3	2.2	7.0	4.2	7.0	9.3	5.0	7.2
LSD (acid, stickers)	1.8	1.0	1.5	6.8	3.9	6.2	12.0	7.2	11.2	17.8	8.7	14.5
PCP (angel dust, love boat, green)	1.3	1.1	1.1	3.5	2.0	3.1	7.1	3.7	5.8	9.8	6.5	8.7
Other hallucinogens (mescaline, 'shrooms)	0.8	0.5	0.8	9.4	5.6	8.5	11.7	7.0	10.2	15.9	7.7	13.9
Steroids for body building	1.0	0.0	0.5	3.1	1.9	1.9	4.7	2.8	3.8	5.1	4.0	5.1
Methamphetamines (meth, speed, crank, ice)	1.3	1.1	1.3	3.6	2.2	3.6	7.4	5.0	6.9	8.8	4.7	6.8
Designer drugs (MDMA, ecstasy)	1.3	0.3	1.0	5.7	4.2	5.7	17.2	9.0	16.8	17.4	10.9	15.9
Heroin (smack, stuff)	0.8	0.3	0.5	0.9	0.9	0.9	4.2	2.3	4.2	4.5	3.9	4.5
Needle to inject cocaine, heroin, or other illegal drugs	0.8	0.3	0.3	0.9	0.0	0.9	3.8	3.3	3.8	2.9	2.9	2.9
Amphetamines (uppers, bennies, speed, dexies)	0.8	0.5	0.8	9.0	6.4	8.2	16.3	11.1	15.8	15.4	9.9	12.4
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.3	0.3	0.3	2.5	1.2	2.5	7.9	5.7	7.9	9.8	5.6	9.3
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.8	0.3	0.3	2.9	1.3	2.9	12.8	8.8	12.8	12.0	8.0	11.1
Ritalin	1.8	0.5	1.3	8.4	5.1	6.9	12.5	8.3	11.5	8.6	3.4	5.5
Any form of alcohol	13.9	5.8	10.7	55.5	35.3	47.4	78.2	54.1	72.8	83.6	56.8	77.4
Any drug other than alcohol or tobacco	8.3	3.6	6.0	31.6	19.9	27.6	51.3	37.9	47.1	53.7	32.9	46.9

Source: 2001 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	10.7	3.5	5.1	29.3	11.4	20.1	50.3	25.8	34.5	56.0	33.7	41.7
Smokeless tobacco (chewing tobacco, snuff)	3.8	1.3	2.5	3.0	2.0	2.0	6.9	4.2	4.7	5.8	1.3	4.9
Beer, wine (other than for religious use), or wine coolers	18.5	10.3	16.1	35.6	18.3	30.8	68.3	44.3	62.3	75.7	48.5	68.2
Liquor (such as rum, vodka, or whiskey)	8.5	3.0	6.3	28.4	13.3	24.5	61.4	38.3	56.4	72.8	42.1	67.3
Five or more servings of alcohol on the same occasion	5.3	3.5	4.9	20.3	11.3	18.2	50.0	29.5	45.4	59.4	39.2	53.2
Marijuana (pot, grass, hashish)	4.7	2.9	4.3	12.8	6.2	10.7	38.5	22.6	33.8	50.1	24.0	42.0
Inhalants	4.8	3.1	4.1	6.8	4.2	6.0	8.5	4.1	6.8	4.8	0.9	2.2
Amyl or butyl nitrates (locker room, rush)	0.3	0.3	0.3	0.9	0.9	0.9	3.2	2.8	2.8	1.2	0.8	1.2
Crack (rock)	2.4	1.7	2.4	2.4	2.0	2.4	4.5	3.5	3.5	3.3	1.2	2.5
Other forms of cocaine	1.4	1.1	1.4	1.7	0.9	1.4	5.8	4.1	5.1	9.6	2.9	7.6
LSD (acid, stickers)	1.0	1.0	1.0	3.5	2.7	3.5	11.8	6.7	11.4	19.2	5.6	15.5
PCP (angel dust, love boat, green)	1.6	0.6	0.9	2.4	1.3	1.3	5.2	3.9	4.9	3.3	2.1	2.9
Other hallucinogens (mescaline, 'shrooms)	1.2	0.9	0.9	2.9	2.1	2.9	6.4	4.6	6.0	7.3	2.9	4.7
Steroids for body building	1.3	1.3	1.3	0.8	0.8	0.8	4.5	4.1	4.5	2.1	0.7	1.6
Methamphetamines (meth, speed, crank, ice)	1.7	1.4	1.7	2.6	2.1	2.1	5.1	2.8	5.1	4.3	1.2	2.6
Designer drugs (MDMA, ecstasy)	1.8	1.4	1.8	5.9	4.0	5.2	9.7	6.7	9.0	19.5	9.1	17.6
Heroin (smack, stuff)	1.3	0.3	1.0	0.9	0.9	0.9	3.5	3.2	3.2	2.2	0.5	1.3
Needle to inject cocaine, heroin, or other illegal drugs	1.0	1.0	1.0	0.5	0.5	0.5	1.4	1.4	1.4	1.3	0.5	0.9
Amphetamines (uppers, bennies, speed, dexies)	1.6	1.0	1.0	5.2	3.1	5.2	10.2	6.5	9.2	12.3	6.7	10.3
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.6	0.6	0.6	0.8	0.8	0.8	2.9	2.5	2.9	6.0	3.8	5.6
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.7	0.7	0.7	1.7	1.4	1.4	10.5	6.0	9.0	7.4	4.7	6.1
Ritalin	1.1	0.7	1.1	3.4	2.1	2.6	5.1	3.1	4.1	3.9	0.9	1.8
Any form of alcohol	20.0	10.3	17.3	39.0	21.1	34.7	70.9	48.3	66.4	78.0	54.4	74.4
Any drug other than alcohol or tobacco	9.5	6.1	8.2	21.3	12.0	18.8	44.6	28.0	39.9	52.8	31.2	46.6

Source: 2001 Maryland Adolescent Survey

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	25.8	11.6	16.7	46.6	23.3	33.5	46.8	22.2	30.2	52.7	30.1	34.3
Smokeless tobacco (chewing tobacco, snuff)	7.1	4.4	5.5	13.9	4.3	7.1	7.6	4.4	6.0	10.8	4.1	5.9
Beer, wine (other than for religious use), or wine coolers	27.7	14.7	18.9	51.8	32.9	44.2	62.2	34.7	51.5	68.3	40.5	54.6
Liquor (such as rum, vodka, or whiskey)	11.1	7.0	8.8	34.5	20.0	29.1	47.6	29.9	41.3	62.8	36.1	49.3
Five or more servings of alcohol on the same occasion	12.2	7.7	8.9	29.9	15.5	23.7	41.2	24.6	37.4	54.7	33.5	43.5
Marijuana (pot, grass, hashish)	7.7	4.8	6.6	28.2	21.3	25.3	30.0	19.7	26.4	47.1	23.3	34.9
Inhalants	7.0	4.9	6.5	13.1	7.0	11.2	4.8	2.7	4.3	3.9	1.1	2.1
Amyl or butyl nitrates (locker room, rush)	2.6	1.6	2.6	2.2	1.5	2.2	3.0	2.5	3.0	2.0	0.0	0.0
Crack (rock)	3.1	2.1	2.7	3.4	2.7	2.7	4.6	2.5	4.1	3.0	2.1	2.1
Other forms of cocaine	3.1	2.6	3.1	4.0	2.7	4.0	3.0	1.9	1.9	4.1	2.1	2.1
LSD (acid, stickers)	3.9	3.3	3.9	7.1	3.6	5.7	4.1	2.5	3.6	5.9	2.2	2.2
PCP (angel dust, love boat, green)	3.1	2.2	3.1	7.7	3.5	6.4	2.5	1.9	1.9	4.8	0.9	0.9
Other hallucinogens (mescaline, 'shrooms)	2.7	2.2	2.2	8.9	3.4	7.5	5.5	2.8	4.9	5.0	1.1	1.1
Steroids for body building	3.3	2.7	3.3	0.7	0.7	0.7	2.0	0.9	0.9	0.9	0.0	0.0
Methamphetamines (meth, speed, crank, ice)	3.2	2.6	3.2	6.3	3.6	5.7	3.9	2.5	2.5	2.9	1.0	1.0
Designer drugs (MDMA, ecstasy)	2.7	1.6	2.2	6.1	2.6	6.1	5.7	2.2	4.3	6.1	2.2	4.3
Heroin (smack, stuff)	2.1	2.1	2.1	2.2	2.2	2.2	3.0	1.4	2.5	2.0	1.1	1.1
Needle to inject cocaine, heroin, or other illegal drugs	2.1	2.1	2.1	1.4	1.4	1.4	2.8	0.9	1.4	0.9	0.0	0.0
Amphetamines (uppers, bennies, speed, dexies)	4.1	3.5	3.5	6.1	1.4	4.8	6.6	4.7	6.1	8.0	0.9	5.1
Barbiturates and/or tranquilizers (downers, reds, Valium)	2.2	1.6	2.2	2.1	0.7	2.1	5.3	3.3	3.9	4.7	0.9	2.0
Narcotics (Codeine, Morphine, Methadone, Percodan)	2.6	2.0	2.6	3.3	2.0	2.7	6.3	3.6	5.2	4.0	0.0	1.1
Ritalin	3.6	3.1	3.1	2.7	2.7	2.7	3.6	0.9	2.2	3.8	0.0	0.0
Any form of alcohol	28.3	16.4	20.1	51.8	34.9	46.8	64.9	40.1	55.8	71.4	48.7	59.9
Any drug other than alcohol or tobacco	15.2	10.1	13.0	37.8	28.2	35.7	34.4	22.9	29.7	50.2	25.4	36.8

Source: 2001 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	11.8	2.6	5.7	32.6	19.4	24.8	53.5	30.9	40.6	59.8	31.9	36.4
Smokeless tobacco (chewing tobacco, snuff)	2.3	1.9	2.3	8.7	3.2	6.5	14.0	7.3	10.8	16.9	3.0	10.9
Beer, wine (other than for religious use), or wine coolers	15.0	6.2	11.1	44.4	25.1	38.2	68.7	49.3	62.8	81.2	52.5	73.3
Liquor (such as rum, vodka, or whiskey)	6.0	2.7	4.8	35.9	23.1	32.5	63.9	45.2	57.0	75.9	44.8	67.0
Five or more servings of alcohol on the same occasion	4.4	2.3	2.7	31.3	19.5	28.1	57.7	40.1	53.9	65.8	43.6	57.5
Marijuana (pot, grass, hashish)	3.8	2.3	3.3	24.1	17.7	23.0	45.2	26.7	38.6	52.7	34.1	45.8
Inhalants	4.0	0.5	2.6	9.0	6.0	8.4	10.8	4.6	9.4	7.9	2.4	7.2
Amyl or butyl nitrates (locker room, rush)	0.9	0.5	0.9	5.2	2.7	4.0	2.2	1.6	2.2	3.4	0.8	2.7
Crack (rock)	0.9	0.9	0.9	3.8	2.4	3.8	3.8	3.5	3.8	2.8	1.7	2.8
Other forms of cocaine	1.4	1.0	1.4	3.9	3.4	3.9	8.1	5.9	7.2	9.7	2.5	7.1
LSD (acid, stickers)	0.9	0.9	0.9	8.5	6.0	8.5	13.2	5.3	10.9	14.6	3.0	11.3
PCP (angel dust, love boat, green)	2.3	1.8	2.3	4.6	1.5	3.7	6.6	5.2	6.1	7.7	1.1	5.6
Other hallucinogens (mescaline, 'shrooms)	1.4	0.9	1.4	7.2	4.4	6.6	12.8	4.6	11.0	16.4	3.2	12.3
Steroids for body building	2.7	2.3	2.3	2.1	1.1	1.6	6.5	4.8	6.5	2.4	1.9	2.4
Methamphetamines (meth, speed, crank, ice)	1.9	1.0	1.0	4.6	2.9	4.6	9.1	6.9	8.3	7.4	1.8	4.6
Designer drugs (MDMA, ecstasy)	0.9	0.9	0.9	9.5	6.9	9.0	13.2	8.3	11.5	20.6	10.1	19.2
Heroin (smack, stuff)	0.9	0.5	0.9	4.6	2.9	4.2	4.0	1.1	3.1	1.7	0.5	1.7
Needle to inject cocaine, heroin, or other illegal drugs	0.9	0.4	0.4	3.7	3.3	3.7	1.1	1.1	1.1	1.1	1.1	1.1
Amphetamines (uppers, bennies, speed, dexies)	0.9	0.5	0.9	7.4	3.9	6.8	14.5	8.8	14.5	14.5	8.5	12.5
Barbiturates and/or tranquilizers (downers, reds, Valium)	0.9	0.9	0.9	3.3	2.7	2.7	9.0	4.2	9.0	6.8	0.7	6.1
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.0	0.0	0.0	4.5	2.3	4.0	11.8	4.4	9.7	12.1	2.6	12.1
Ritalin	2.8	1.8	2.3	7.6	5.0	7.6	10.4	5.0	8.4	5.3	0.6	3.9
Any form of alcohol	15.4	6.7	11.5	48.1	30.1	44.2	71.3	55.6	66.9	82.1	59.5	76.1
Any drug other than alcohol or tobacco	12.4	7.2	10.3	31.3	23.5	29.2	51.5	36.0	47.5	55.4	38.1	48.5

Source: 2001 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	12.1	4.1	7.5	26.2	10.5	17.4	52.4	28.0	35.8	59.9	34.8	42.9
Smokeless tobacco (chewing tobacco, snuff)	2.0	0.9	1.5	5.1	2.3	3.4	16.1	7.8	11.7	19.5	7.5	14.8
Beer, wine (other than for religious use), or wine coolers	17.8	7.3	13.9	36.7	18.6	31.0	71.8	40.6	63.6	77.4	47.1	66.2
Liquor (such as rum, vodka, or whiskey)	9.4	4.3	6.2	25.5	14.2	23.5	62.2	38.6	57.8	71.7	42.9	60.9
Five or more servings of alcohol on the same occasion	7.0	2.8	4.9	19.5	8.3	16.8	50.6	31.8	45.0	61.8	36.9	53.8
Marijuana (pot, grass, hashish)	4.2	2.1	2.4	13.8	8.7	13.0	40.5	24.3	33.7	49.9	23.0	38.8
Inhalants	7.2	4.3	5.7	8.2	4.8	6.8	5.8	1.6	4.2	7.7	3.0	3.7
Amyl or butyl nitrates (locker room, rush)	1.0	0.7	0.7	1.5	1.5	1.5	2.9	2.6	2.9	4.3	2.3	3.3
Crack (rock)	0.9	0.9	0.9	3.4	2.3	3.1	5.3	2.3	4.6	7.6	3.6	5.8
Other forms of cocaine	0.9	0.7	0.9	3.4	2.1	3.4	9.4	5.5	8.5	12.9	5.9	10.5
LSD (acid, stickers)	0.7	0.4	0.4	3.5	2.6	3.2	19.6	7.5	17.9	19.6	7.5	15.8
PCP (angel dust, love boat, green)	0.9	0.9	0.9	2.6	1.5	2.4	8.2	3.7	7.7	8.9	3.7	6.5
Other hallucinogens (mescaline, 'shrooms)	0.5	0.2	0.2	3.1	2.3	3.1	11.9	6.4	10.3	15.3	4.8	10.7
Steroids for body building	3.3	1.2	1.7	2.3	1.6	1.8	5.3	3.8	4.2	2.8	1.5	2.3
Methamphetamines (meth, speed, crank, ice)	1.2	0.7	1.0	5.8	3.4	5.3	9.3	4.7	7.8	10.8	4.7	8.1
Designer drugs (MDMA, ecstasy)	1.0	0.2	0.7	3.8	3.0	3.6	17.4	12.2	16.8	17.1	8.8	15.3
Heroin (smack, stuff)	0.5	0.2	0.5	2.8	1.9	2.8	4.3	2.4	4.3	3.7	0.9	2.9
Needle to inject cocaine, heroin, or other illegal drugs	0.6	0.6	0.6	1.3	0.6	1.3	2.4	1.4	2.4	1.3	0.9	1.3
Amphetamines (uppers, bennies, speed, dexies)	0.9	0.6	0.9	7.5	3.3	6.7	17.4	11.8	16.5	18.0	8.9	14.4
Barbiturates and/or tranquilizers (downers, rebs, Valium)	0.2	0.2	0.2	1.3	0.8	1.1	6.6	3.6	6.6	9.8	5.6	9.1
Narcotics (Codeine, Morphine, Methadone, Percodan)	0.5	0.2	0.2	1.7	1.4	1.7	7.8	4.3	7.5	13.0	6.7	11.7
Ritalin	1.3	0.4	0.7	3.9	2.0	2.6	7.0	2.6	5.3	9.4	3.5	7.2
Any form of alcohol	20.2	8.2	15.2	38.7	20.8	33.5	73.5	46.9	67.4	79.0	53.4	70.6
Any drug other than alcohol or tobacco	12.7	5.5	8.8	24.7	15.0	21.9	48.0	32.5	44.8	56.4	30.8	44.8

Source: 2001 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	20.3	7.0	9.8	39.0	16.2	25.8	44.7	21.9	31.6	51.1	28.4	33.5
Smokeless tobacco (chewing tobacco, snuff)	3.5	1.0	1.0	4.4	1.7	2.9	7.5	3.3	5.2	7.5	3.4	5.2
Beer, wine (other than for religious use), or wine coolers	29.4	9.1	16.3	47.4	26.2	41.4	66.4	40.8	59.2	76.4	49.3	70.5
Liquor (such as rum, vodka, or whiskey)	10.7	4.2	5.1	32.5	17.9	27.5	54.9	34.2	49.9	70.5	40.2	63.8
Five or more servings of alcohol on the same occasion	9.5	5.2	6.7	24.2	12.9	19.9	42.8	27.7	39.3	60.1	36.7	51.8
Marijuana (pot, grass, hashish)	8.1	4.2	5.4	24.2	15.4	21.2	44.3	30.1	39.6	55.9	29.6	47.9
Inhalants	7.7	4.6	5.7	8.1	5.1	6.4	5.3	2.7	3.9	5.9	1.6	4.9
Amyl or butyl nitrates (locker room, rush)	1.3	0.7	0.7	0.9	0.9	0.9	2.2	1.5	2.2	1.6	0.9	1.3
Crack (rock)	1.3	1.0	1.3	3.1	0.5	1.3	2.8	2.1	2.1	2.4	1.6	2.0
Other forms of cocaine	1.6	1.0	1.0	2.7	1.0	1.6	5.0	1.9	3.0	5.7	3.1	5.0
LSD (acid, stickers)	2.4	1.4	1.4	3.2	2.6	2.6	8.7	4.2	6.6	9.5	3.5	7.6
PCP (angel dust, love boat, green)	2.4	1.5	1.5	2.9	2.3	2.9	4.9	4.2	4.2	2.5	1.2	1.6
Other hallucinogens (mescaline, 'shrooms)	1.4	0.5	0.8	6.5	3.1	5.4	8.3	5.5	6.9	11.0	3.5	9.1
Steroids for body building	2.3	1.0	1.7	2.3	1.5	2.3	3.1	2.5	2.8	3.2	1.8	2.4
Methamphetamines (meth, speed, crank, ice)	0.6	0.3	0.3	3.2	1.4	2.6	5.9	3.1	4.5	3.1	0.9	2.1
Designer drugs (MDMA, ecstasy)	1.0	0.3	0.3	5.7	3.4	4.7	9.9	5.1	9.3	12.3	5.4	11.3
Heroin (smack, stuff)	1.3	1.0	1.3	2.3	1.5	1.5	2.4	2.1	2.1	0.9	0.3	0.3
Needle to inject cocaine, heroin, or other illegal drugs	1.0	0.3	0.6	1.4	0.6	0.6	1.7	1.0	1.4	0.3	0.0	0.0
Amphetamines (uppers, bennies, speed, dexies)	2.5	1.0	1.0	7.9	3.7	7.1	8.1	6.3	7.5	13.4	4.8	10.9
Barbiturates and/or tranquilizers (downers, reds, Valium)	1.9	0.7	1.1	2.5	1.8	2.5	3.3	3.0	3.3	4.0	2.0	3.7
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.2	0.4	0.4	2.9	1.8	2.9	6.2	5.0	5.8	6.2	2.2	5.5
Ritalin	3.3	1.0	1.4	4.0	2.9	3.8	4.1	3.1	3.7	3.0	0.3	2.7
Any form of alcohol	30.0	9.4	16.6	49.6	29.3	45.2	68.1	43.3	61.2	79.5	53.4	75.4
Any drug other than alcohol or tobacco	18.2	8.2	11.2	33.4	21.1	28.6	48.0	33.4	43.0	60.8	36.2	52.6

Source: 2001 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	8.7	2.5	3.3	31.0	13.1	19.8	39.6	17.6	26.8	42.5	21.4	28.7
Smokeless tobacco (chewing tobacco, snuff)	3.1	1.4	1.8	6.5	2.3	3.1	4.3	2.4	3.9	9.5	5.0	9.0
Beer, wine (other than for religious use), or wine coolers	10.2	3.0	6.8	46.2	22.8	38.0	61.1	38.2	57.4	76.0	46.5	69.4
Liquor (such as rum, vodka, or whiskey)	5.7	1.9	4.1	31.9	15.4	26.8	51.9	29.2	48.1	66.4	37.8	59.1
Five or more servings of alcohol on the same occasion	4.9	2.2	3.4	24.9	11.1	19.2	42.7	24.1	39.0	60.8	29.2	53.9
Marijuana (pot, grass, hashish)	2.4	1.1	1.5	19.3	12.6	16.7	39.2	27.4	35.9	54.0	24.2	46.7
Inhalants	4.1	1.4	2.5	5.4	3.2	5.4	6.3	2.0	5.4	8.3	2.2	5.0
Amyl or butyl nitrates (locker room, rush)	0.0	0.0	0.0	1.8	0.9	1.4	1.8	0.8	1.8	1.1	0.7	0.7
Crack (rock)	1.2	0.4	0.8	4.1	2.7	4.1	2.6	1.9	2.1	4.6	1.3	3.2
Other forms of cocaine	0.9	0.0	0.0	3.4	1.2	3.0	5.2	2.8	4.6	8.5	4.0	6.2
LSD (acid, stickers)	1.1	0.7	1.1	6.0	3.2	5.6	8.8	6.6	8.2	11.0	6.0	8.8
PCP (angel dust, love boat, green)	1.1	0.8	0.8	5.3	2.7	4.0	2.7	1.6	2.7	5.9	2.1	4.0
Other hallucinogens (mescaline, 'shrooms)	1.1	0.8	1.1	4.6	2.7	3.7	8.7	5.5	8.4	12.6	4.0	10.8
Steroids for body building	0.8	0.4	0.4	4.5	3.2	4.5	1.6	1.1	1.1	3.2	2.6	2.6
Methamphetamines (meth, speed, crank, ice)	1.2	0.4	0.4	5.0	2.0	4.1	6.7	2.8	4.9	5.3	2.1	4.0
Designer drugs (MDMA, ecstasy)	1.2	0.4	0.8	4.3	2.2	3.9	5.6	3.2	5.3	11.4	5.2	11.4
Heroin (smack, stuff)	1.5	1.5	1.5	2.3	1.0	1.9	2.5	1.6	2.0	2.1	1.6	2.1
Needle to inject cocaine, heroin, or other illegal drugs	1.6	0.8	1.2	1.7	0.4	1.3	1.1	1.1	1.1	0.8	0.4	0.4
Amphetamines (uppers, bennies, speed, dexies)	1.2	0.4	0.8	4.9	3.1	4.9	12.4	8.6	11.1	13.3	6.3	11.3
Barbiturates and/or tranquilizers (downers, rebs, Valium)	0.4	0.0	0.4	3.2	1.4	2.4	8.2	4.8	7.6	5.7	3.1	5.4
Narcotics (Codeine, Morphine, Methadone, Percodan)	1.2	0.8	1.2	1.8	0.5	1.3	6.5	2.8	6.0	8.5	4.9	6.9
Ritalin	0.7	0.7	0.7	4.2	1.8	3.2	3.5	1.3	2.7	3.6	1.8	2.6
Any form of alcohol	11.6	3.7	7.9	48.9	25.0	41.7	63.2	41.9	60.7	77.9	52.9	72.1
Any drug other than alcohol or tobacco	7.9	3.7	5.6	28.1	19.0	24.7	44.5	31.1	40.5	60.0	33.5	51.8

Source: 2001 Maryland Adolescent Survey

