



INTEGRATED
**Community
Engagement
Collaborative**
(ICEC)

County Report:
Communities Served by
Nicholas and Preston County Middle Schools
Deidentified
Fall 2025

Nicholas and Preston County, West Virginia

Confidential



Table of Contents

Important.....	4
Introduction	4
Methods.....	6
Participants and procedure.....	6
Measures	7
Results	8
Section 1: ICEC outcomes by category	8
Section 2: Risk and Protective Factors.....	37
Section 3. Risk and Protective Factors and Relationships to Outcomes.....	68
Section 4. Additional Data (Sleep Activity, Physical Activity, & Caffeine Use).....	78

Important

Thank you to the Nicholas and Preston County School Districts and their schools for being partners committed to preventing substance use and abuse among young people in these counties. We appreciate all they have done to support data collection and to help families and community members learn more about what can be done to reduce risk and protect children and adolescents. Although your local school district and schools play a central role in this work, it is important to clearly state that this is not a school report, but a community report. The report's findings describe what families, communities, peers, and schools can do in partnership to help prevent substance use and abuse among young people. Schools alone are not responsible for any problems described in this report and cannot be solely or primarily responsible for providing the solutions. The findings of this report describe what is happening in the whole community and provide opportunities for the whole community to act together. That said, what your local school district and schools have done to help the community better understand how to prevent substance use and abuse among young people has been critically important. We appreciate their leadership and hard work, as well as their ongoing commitment to the project. We encourage all members of the community to join us in expressing gratitude for the essential contributions of your local school district and schools.

Introduction

Preventing child and adolescent substance use and risks associated with school drop-out are critical to promote healthy development. A successful approach to such prevention is to work towards strengthening key protective factors and reducing risk factors that operate in the local-community environment of young people. This is the central mission of the Integrated Community Engagement (ICEC) Collaborative. Recent evidence in child and adolescent health research suggests that building a strong community around children is the healthiest and most cost-effective way to promote their well-being for the future. However, such a task takes time, effort, and the mutual commitment of key stakeholders in focusing attention on four major domains of the environment surrounding children and adolescents. These major domains are 1) parents and family, 2) the school, 3) friends and peers, and 4) leisure time. All of these are most

powerful in the immediate environment of young people, such as their local neighborhood or community.

Research has shown that children and adolescents who are surrounded by positive environments within the four major domains are much less likely to use or consider using legal or illicit substances and to drop out of school. Furthermore, engaging in behaviors in one of the areas greatly increases the risks associated with the other areas. For example, young people who use illicit drugs are also more likely to drop out of school than those who do not use drugs. Dropping out of school is especially problematic, as the most reliable predictors of adult health throughout the lifespan are educational attainment and socioeconomic status (SES) with SES being largely predicted by educational attainment. As such, interventions that successfully delay the onset of adolescent substance use and encourage students to stay in school, contribute to their health and well-being not only in the present, but also for decades to come.

The ICEC is a holistic prevention approach rooted in the Icelandic Prevention Model which focuses on strengthening protective factors and reducing risk factors for substance use within school-communities. To that end, this report is organized as a tool to promote collaboration between all concerned community members in the community surrounding Nicholas and Preston County Middle Schools. The main section of the report includes the results from the 2025 ICEC Surveys for Nicholas and Preston County Middle schools and comparative rates between all schools and the county total. The results section includes 54 Figures and 21 Tables and is divided into the following four main sections:

Section 1: Includes Figures and Tables which concern the rates of substance use, access to substances and age of use onset.

Section 2: Includes Figures and Tables that report on the rates of risk and protective factors for substance use within the four domains of parents/caregivers, peer group, school environment, and leisure time, in addition to a brief section on the local community.

Section 3: Shows how rates of selected risk and protective factors for children in the County across the four major domains of parents/caregivers, peer group, school environment, and leisure time, in addition to local community, are related to substance use outcomes.

Section 4: Includes Tables that report the frequencies of children’s self-reported sleep activity, physical activity habits, and daily caffeine use.

Methods

Participants and procedure

The participants in this study were all accessible and interested students in Nicholas and Preston County middle schools during the fall semester 2025. Participation was open to all students but not required for anyone. Out of 462 students enrolled in Nicholas County Middle schools in the fall of 2025, 425 or 91.99% participated in the study. Out of 565 students enrolled in Preston County Middle schools in the fall of 2025, 440 or 77.88% participated in the study. Compared to school-based surveys generally and the principles of survey research methodology, the response rates in Nicholas and Preston Counties are good.

In Nicholas and Preston County middle schools, ICEC, and potential participation in the study, was first introduced to parents and caregivers through a letter that was sent home with students. Through a passive consent process parents were requested to contact either the County Coordinator for the ICEC study, or the Principal Investigator, Dr. Kristjansson, by email or office phone to withdraw their children from participation.

A school contact agent (SCA) was appointed as the lead on-site person to oversee the data collection using a protocol that was designed and delivered by the ICEC team at WVU School of Public Health. The data was collected with an online questionnaire in the Qualtrics software and overseen by the SCA and teachers during classroom hours in the fall of 2025. Participation was voluntary, and students were free to answer the survey in whole or in part, to skip any question at will, and to change their mind about participation at any time. The online surveys were carried out inside a computer laboratory in each school and supervised by the SCA and teachers. All aspects of this investigation were reviewed and approved by the West Virginia University Institutional Review Board (protocol # 1406345394R007).

Measures

The measures used in the ICEC survey broadly cover the main outcome area of substance use, as well as the four risk and protective factor domains; parents/caregivers and family, peers and friends, school, and leisure time, in addition to several measures on community cohesion and trust. Most of the measures used in the surveys originate from national or international surveys such as the annual Youth Risk Behavior Surveillance System (YRBSS) conducted by the Centers for Disease Control and Prevention, the Monitoring the Future survey which is used by the US National Institutes for Health to provide national estimates of substance use among youth, and the European School Survey Project on Alcohol and Drugs (ESPAD) that is conducted every 3-4 years in 35 to 40 countries in Europe. A few measures originate from other sources. In total the ICE Survey questionnaire took students typically less than one full class session to complete.

Note: In the high school reports, all figures and tables include a blinded comparison between all high schools that participate in the project, other ICEC Counties and a “Total” for all the counties combined. In the middle school reports a similar blinded comparison is made available between middle schools within each respective county and the “Total” for that particular county.

Results

Section 1: ICEC outcomes by category

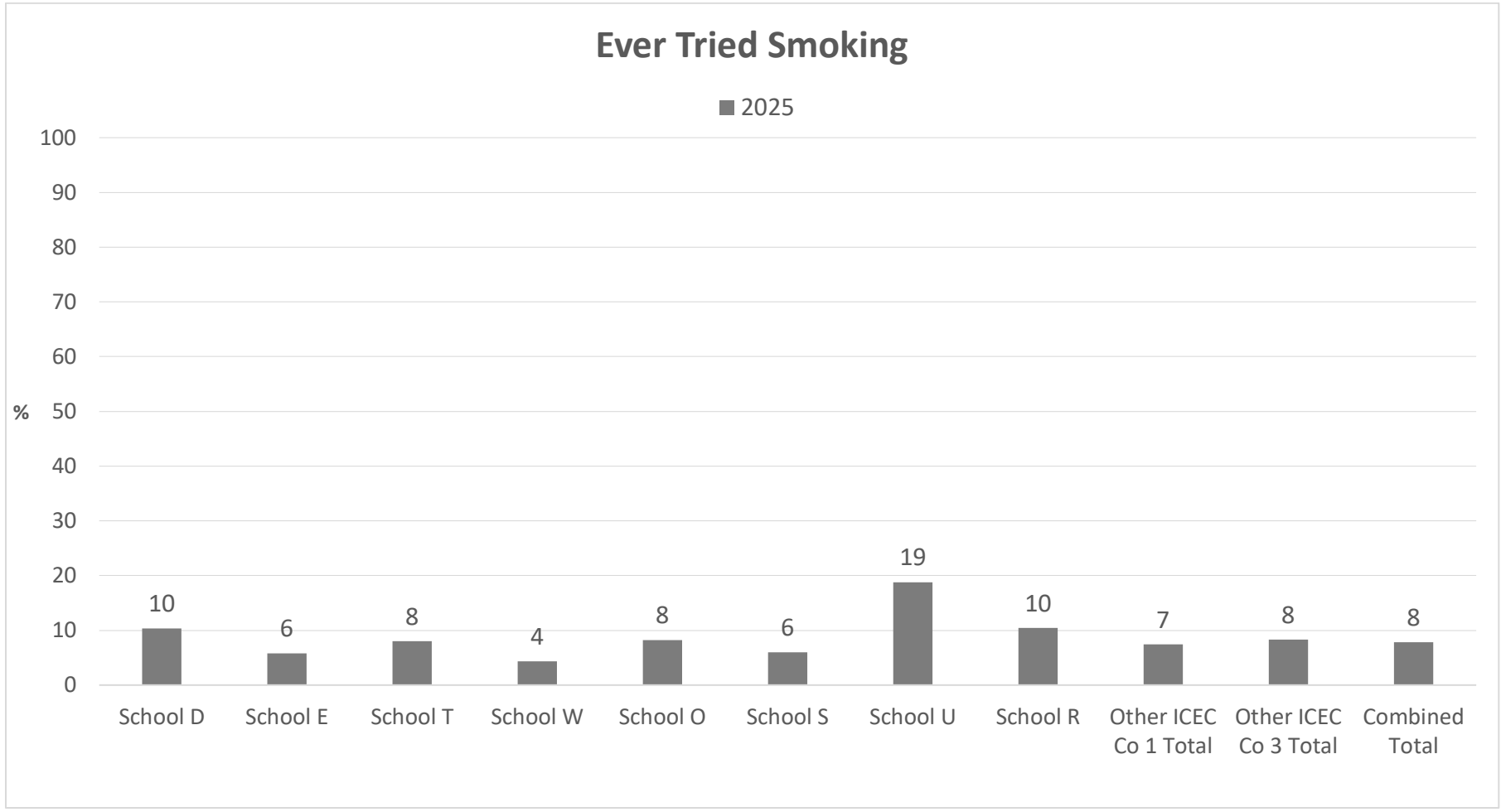


Figure 1. Frequency of students who have ever tried cigarette smoking

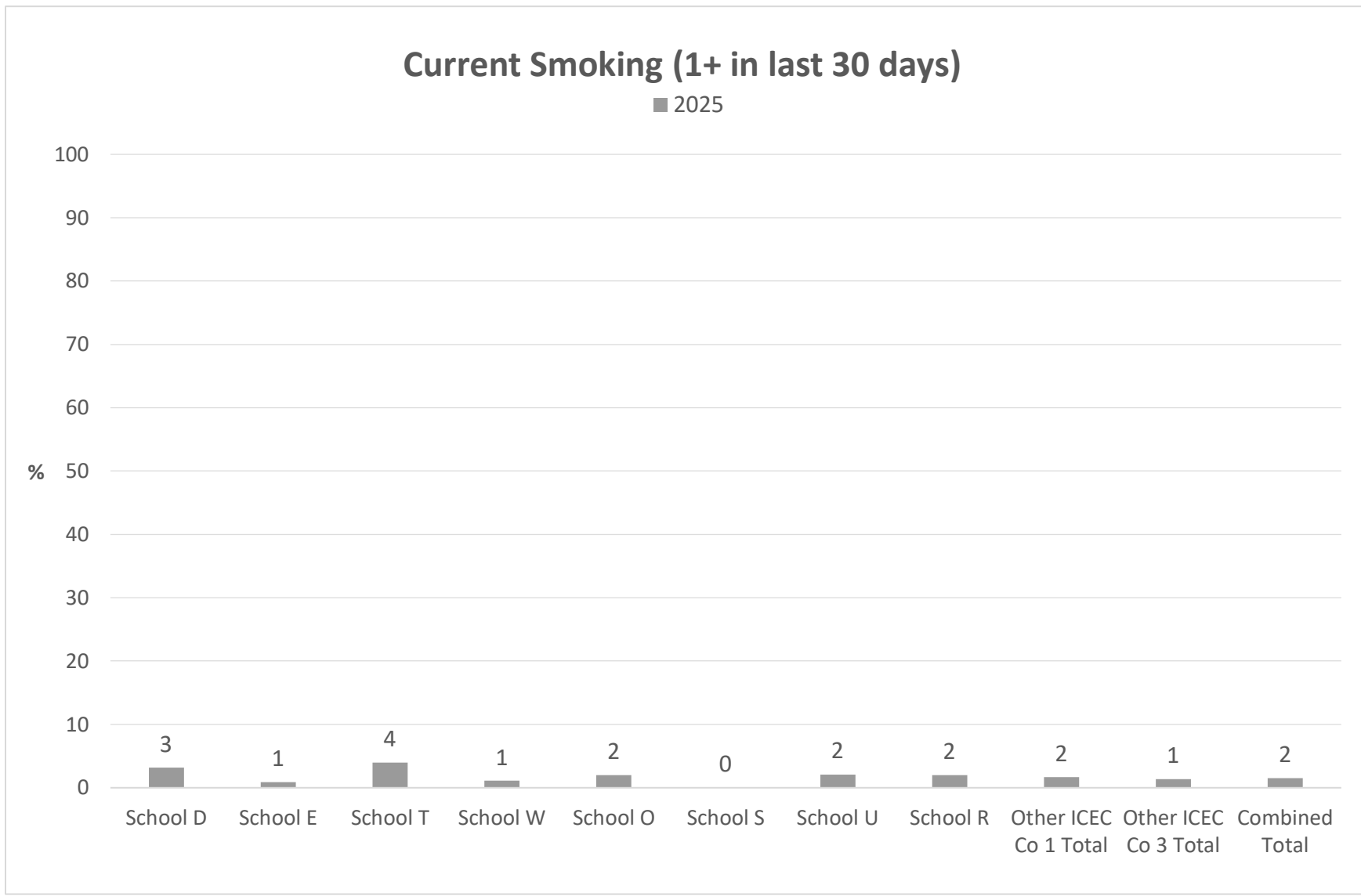


Figure 2. Frequency of students who currently smoke cigarettes

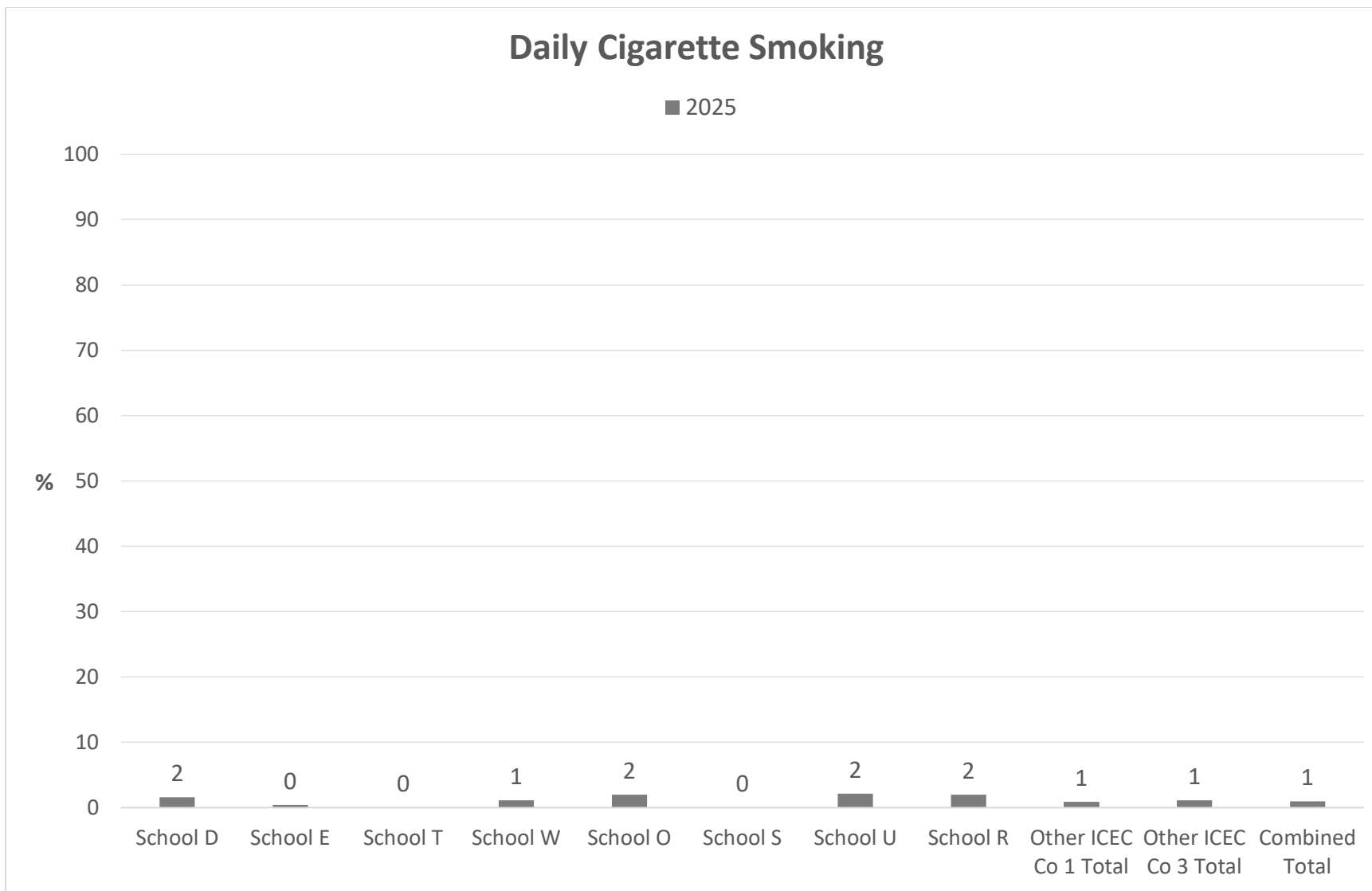


Figure 3. Frequency of students who smoked cigarettes daily during the last 30 days

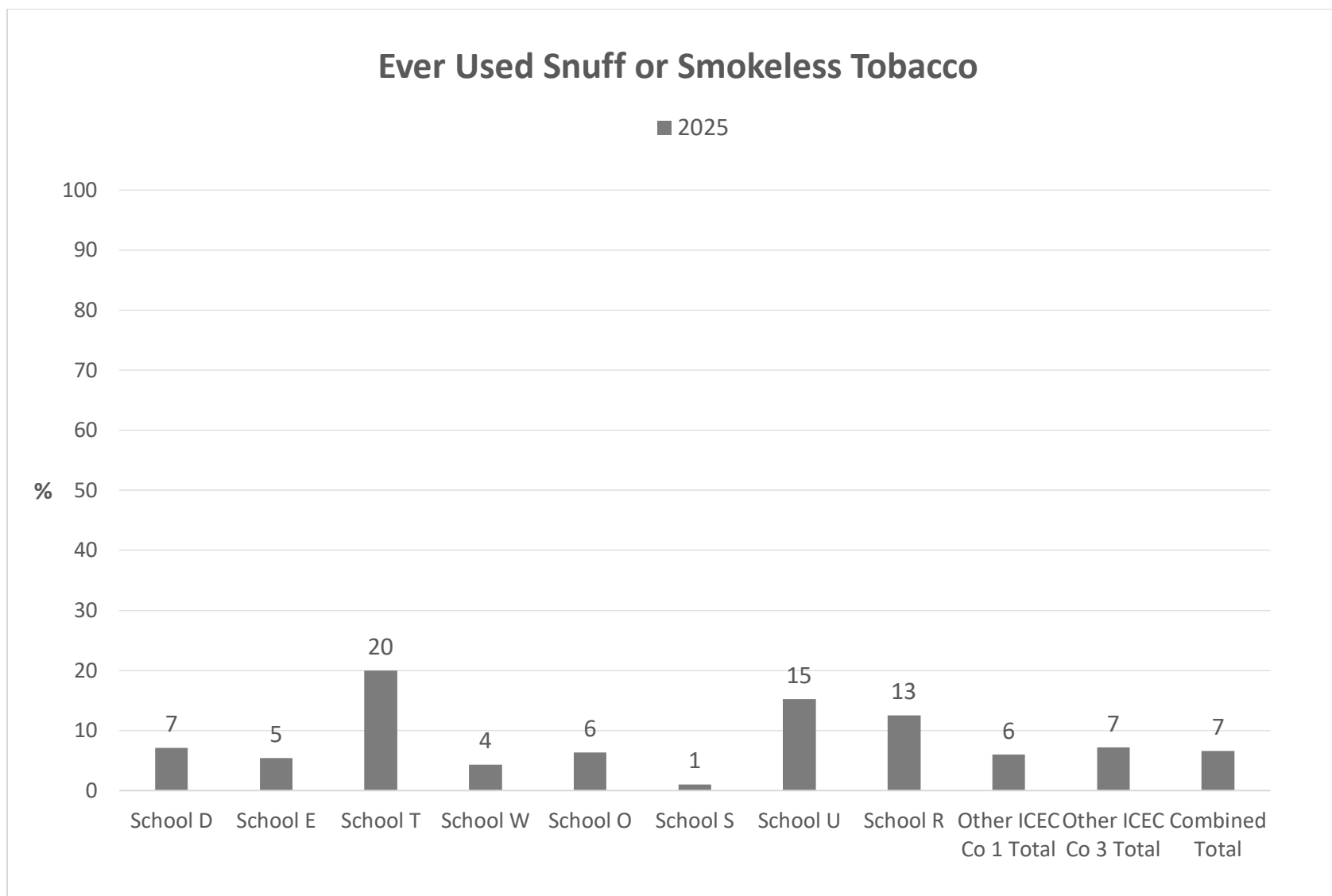


Figure 4. Frequency of students who have ever used snuff, chewing tobacco, or other tobacco inserted in mouth

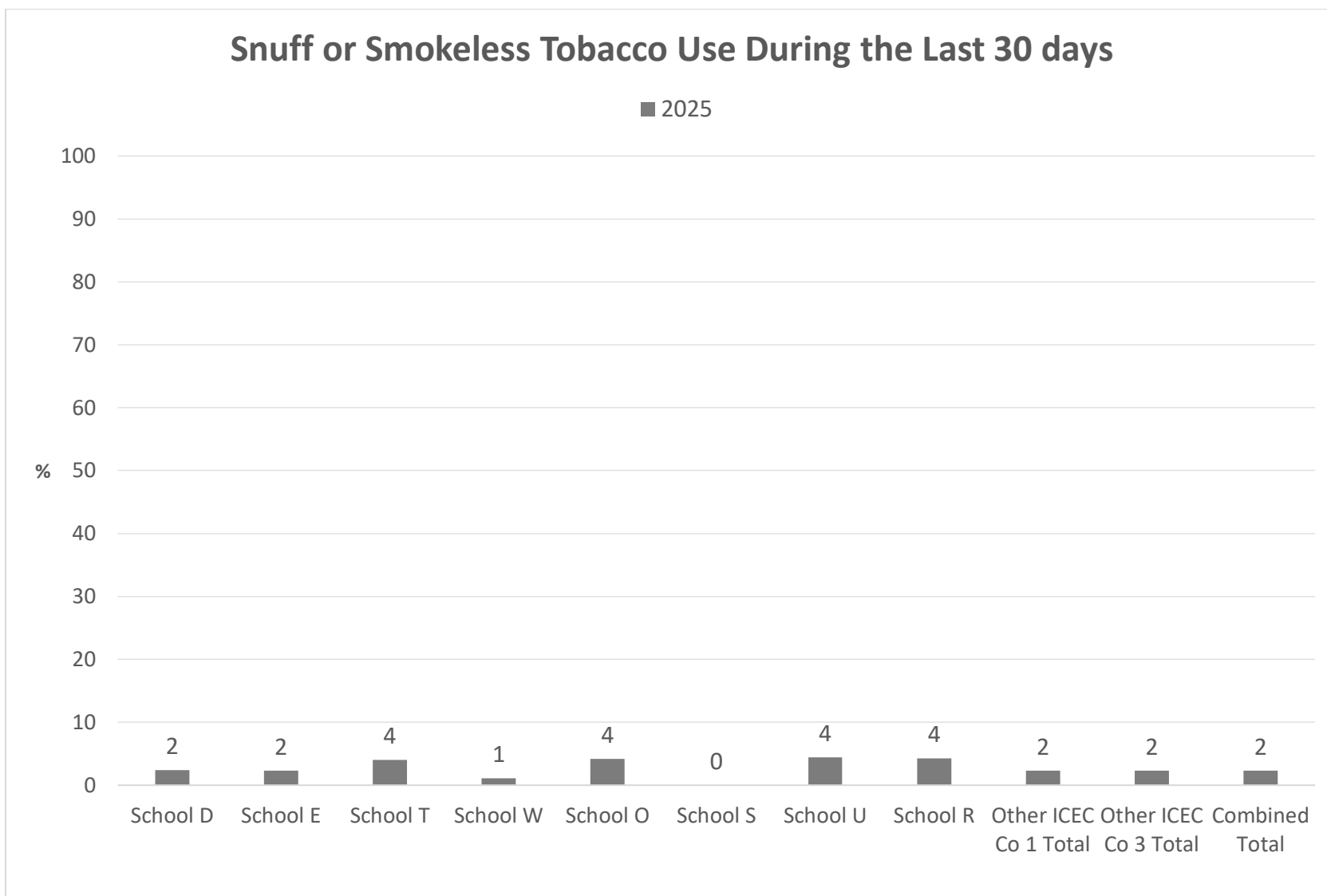


Figure 5. Frequency of students who used snuff, chewing tobacco, or other tobacco inserted in mouth in the last 30 days

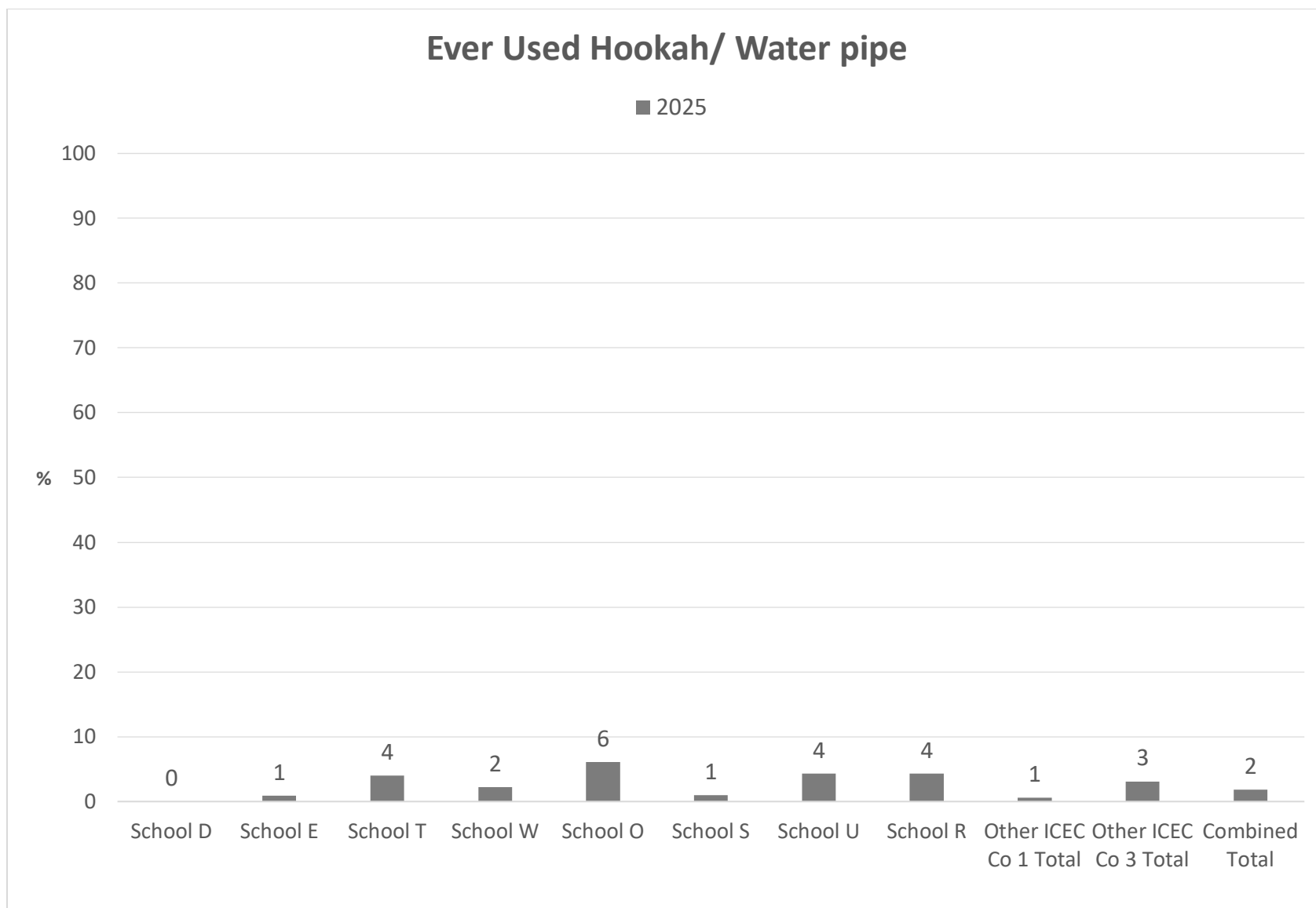


Figure 6. Frequency of students who have ever used a hookah or water pipe

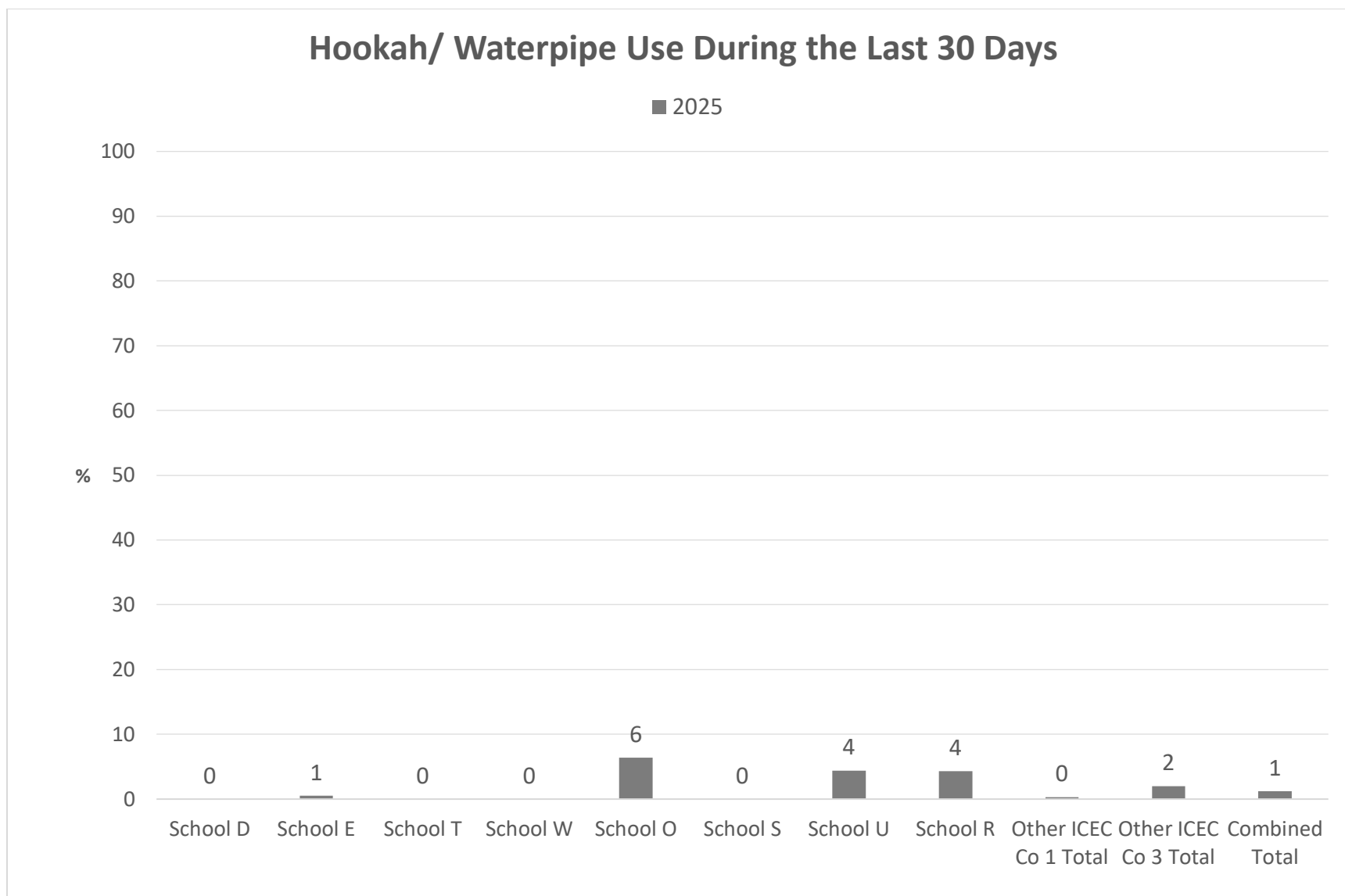


Figure 7. Frequency of students who used a hookah or waterpipe in the past 30 days

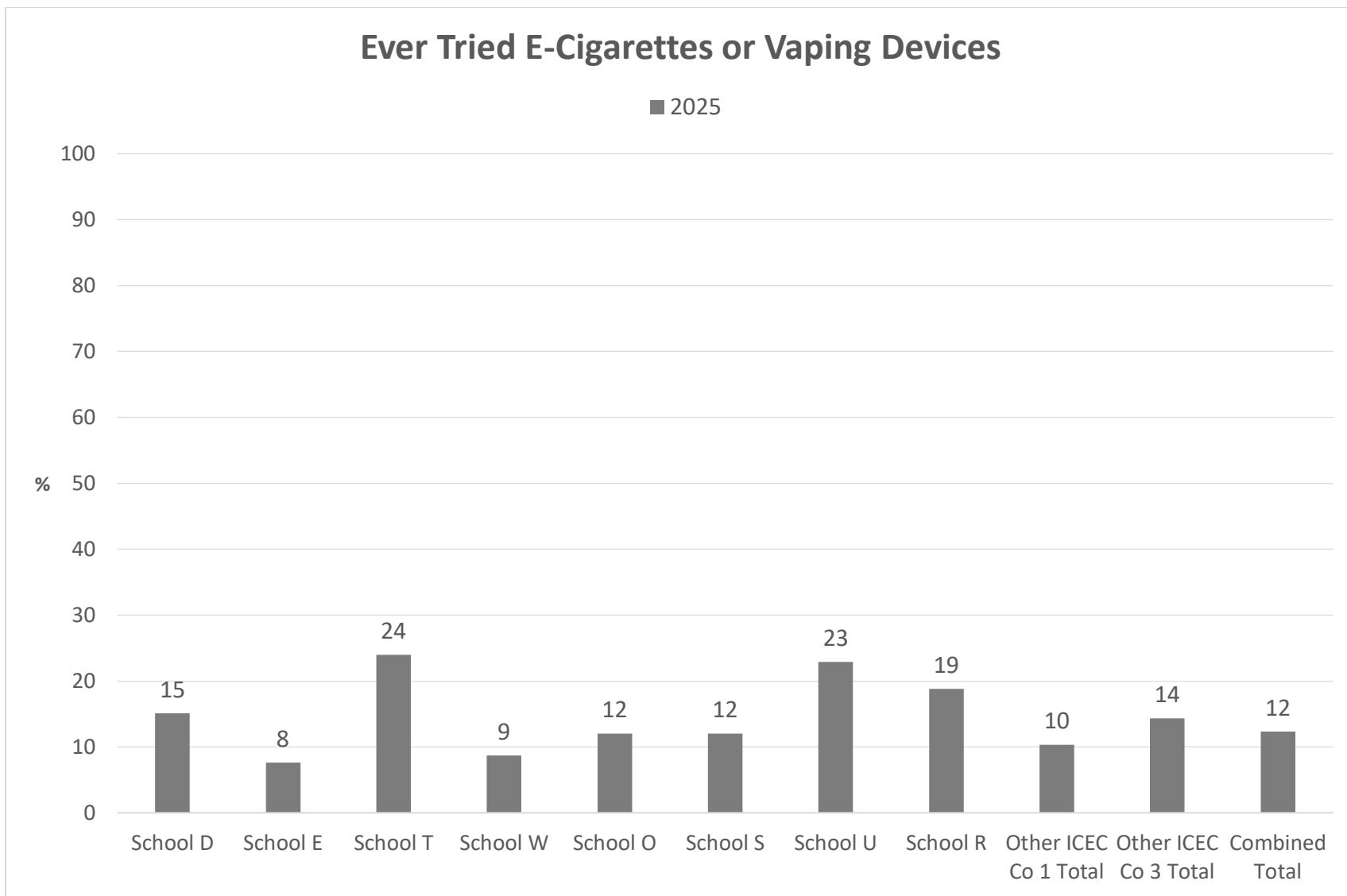


Figure 8. Frequency of students who have ever tried e-cigarettes or vaping devices

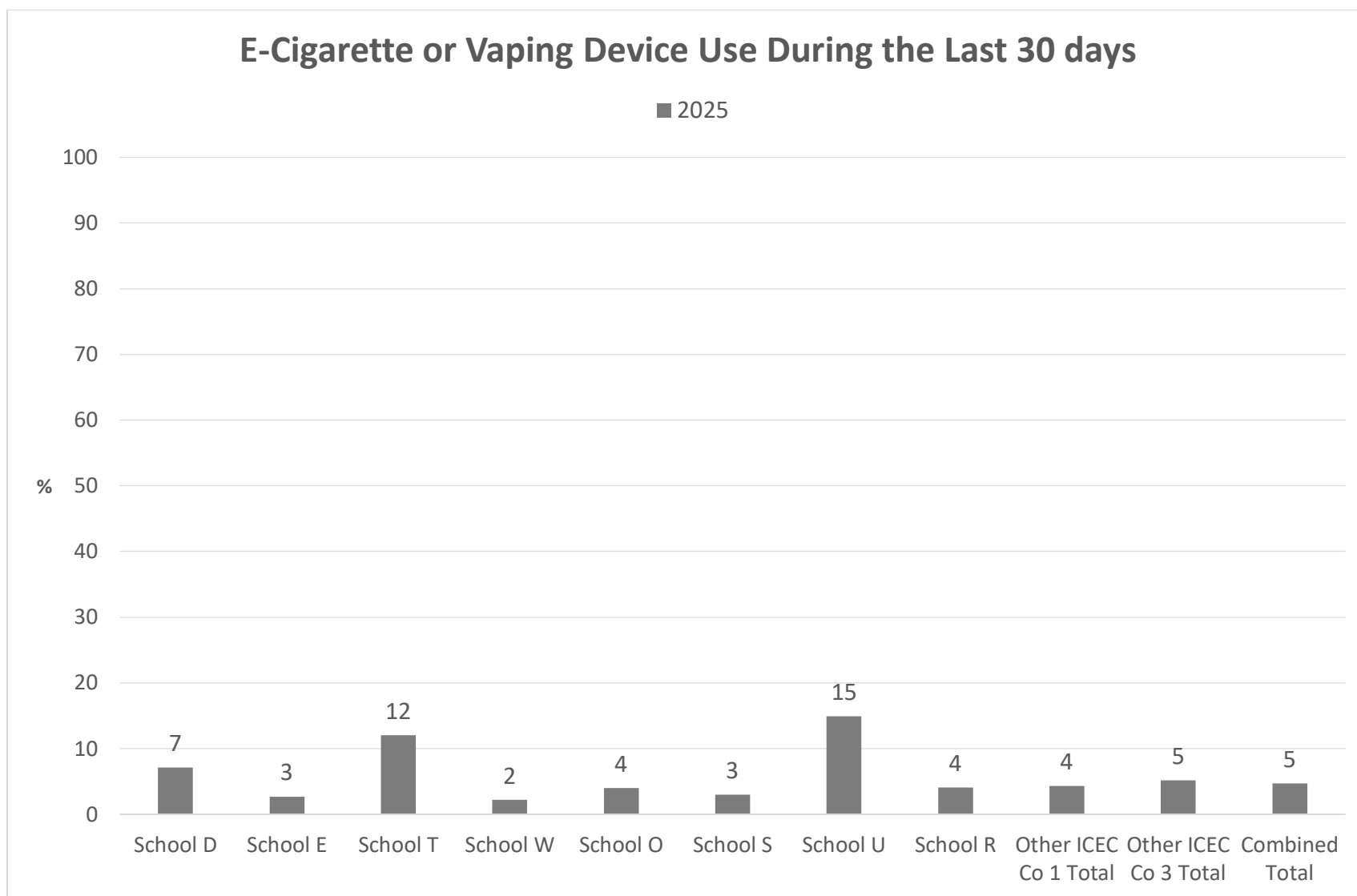


Figure 9. Frequency of students who have used e-cigarettes or vaping devices in the last 30 days

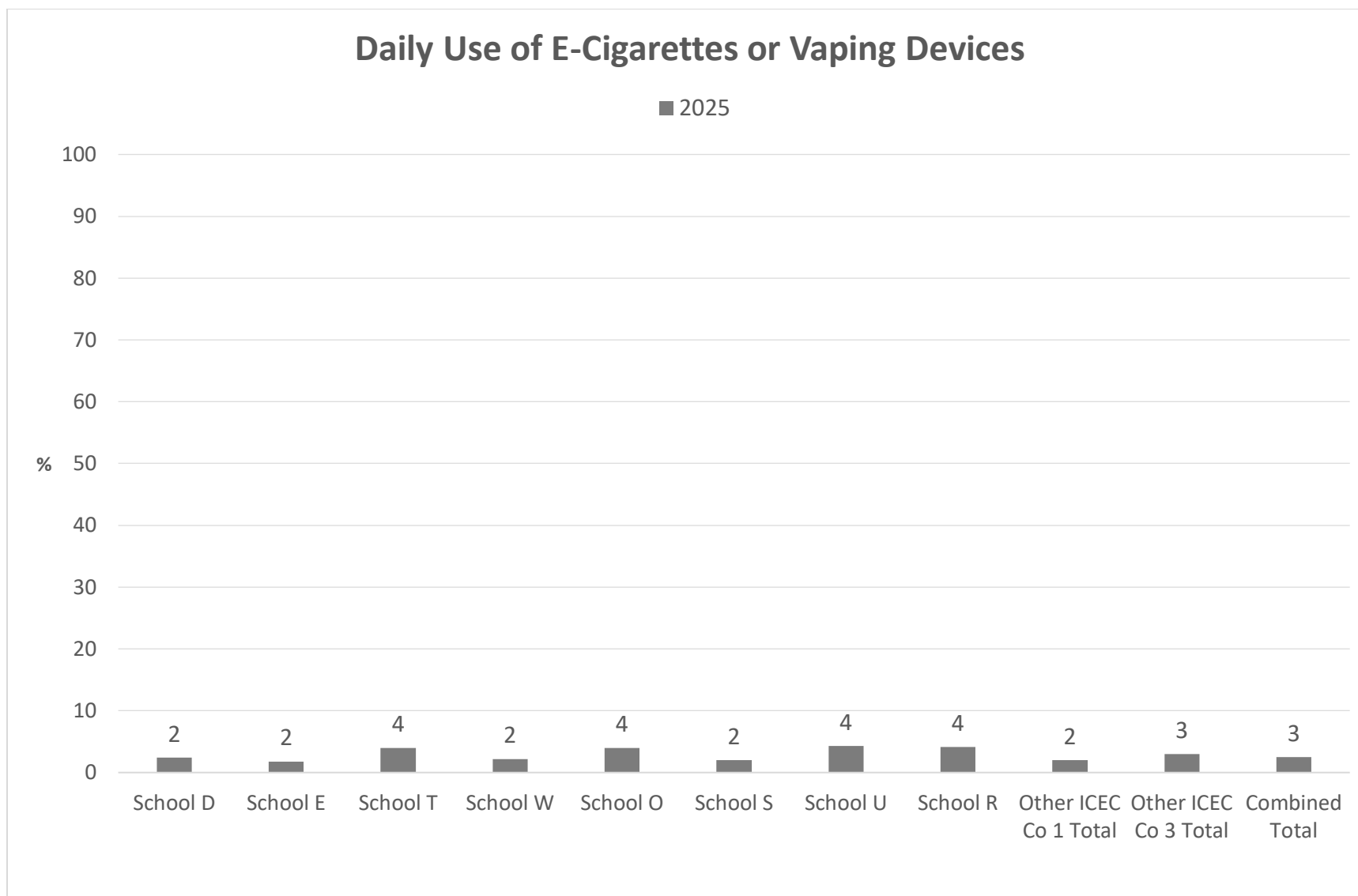


Figure 10. Frequency of students who used e-cigarettes or vaping devices daily

Table 1. How Students Obtain Cigarettes, Vape Products, Chewing Tobacco, Snuff or Dip (Sometimes or Often)

	Buy them in a store	A family member gives them to me	A person 18 years or older and not in my family gives them to me	I take them from a store without paying	I take them from a family member without them knowing
School D (%)					
2025	0	0	1	0	0
School E (%)					
2025	1	2	2	1	2
School T (%)					
2025	0	0	4	4	4
School W (%)					
2025	1	3	1	0	1
School O (%)					
2025	8	8	10	8	10
School S (%)					
2025	0	1	1	0	0
School U (%)					
2025	2	2	2	4	2
School R (%)					
2025	2	0	2	2	2
Other ICEC Co 1 Total (%)					
2025	1	1	2	1	2
Other ICEC Co 3 Total (%)					
2025	2	3	3	2	2
Combined Total (%)					
2025	1	2	2	2	2

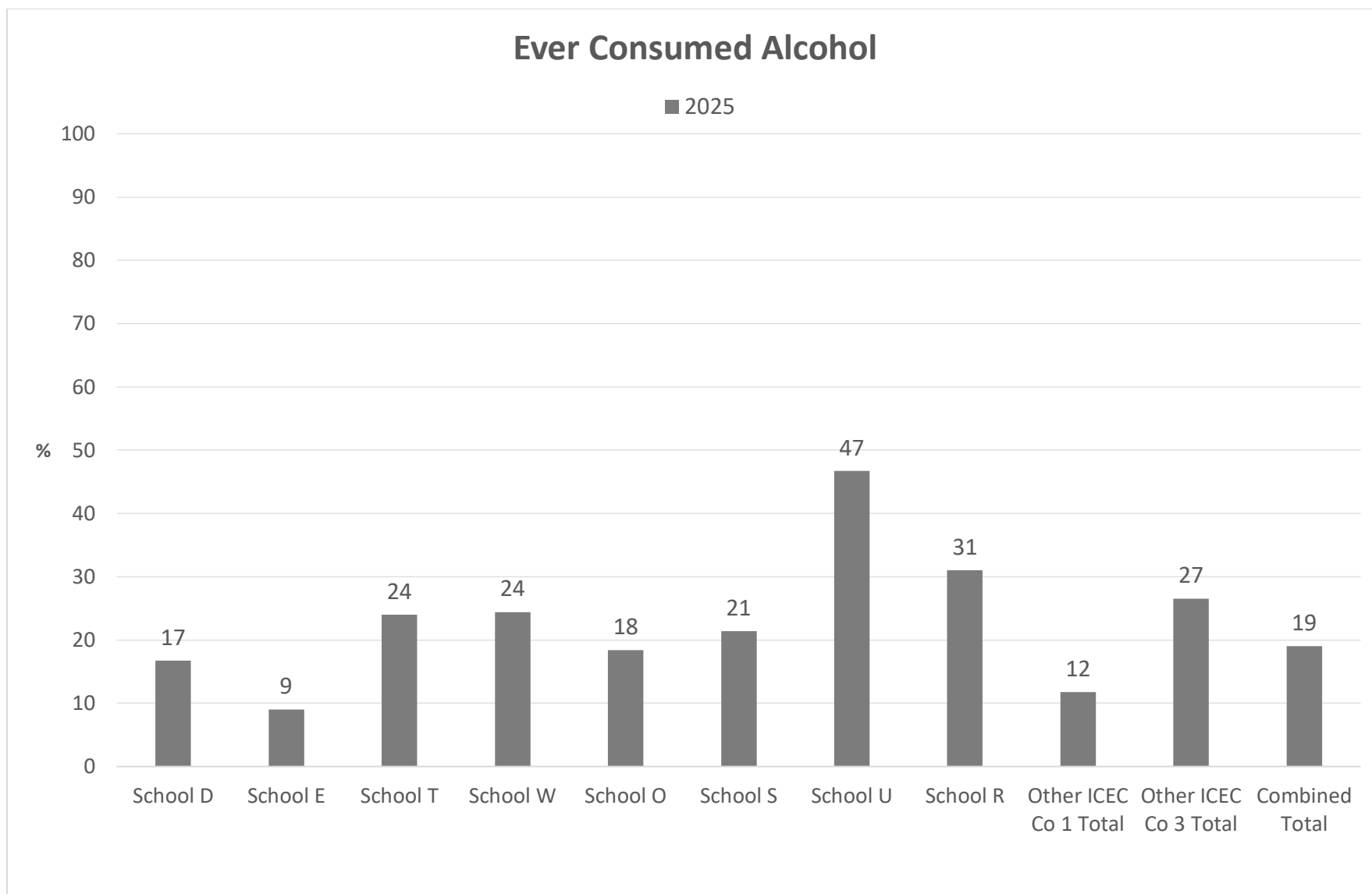


Figure 11. Frequency of students who have ever consumed alcohol

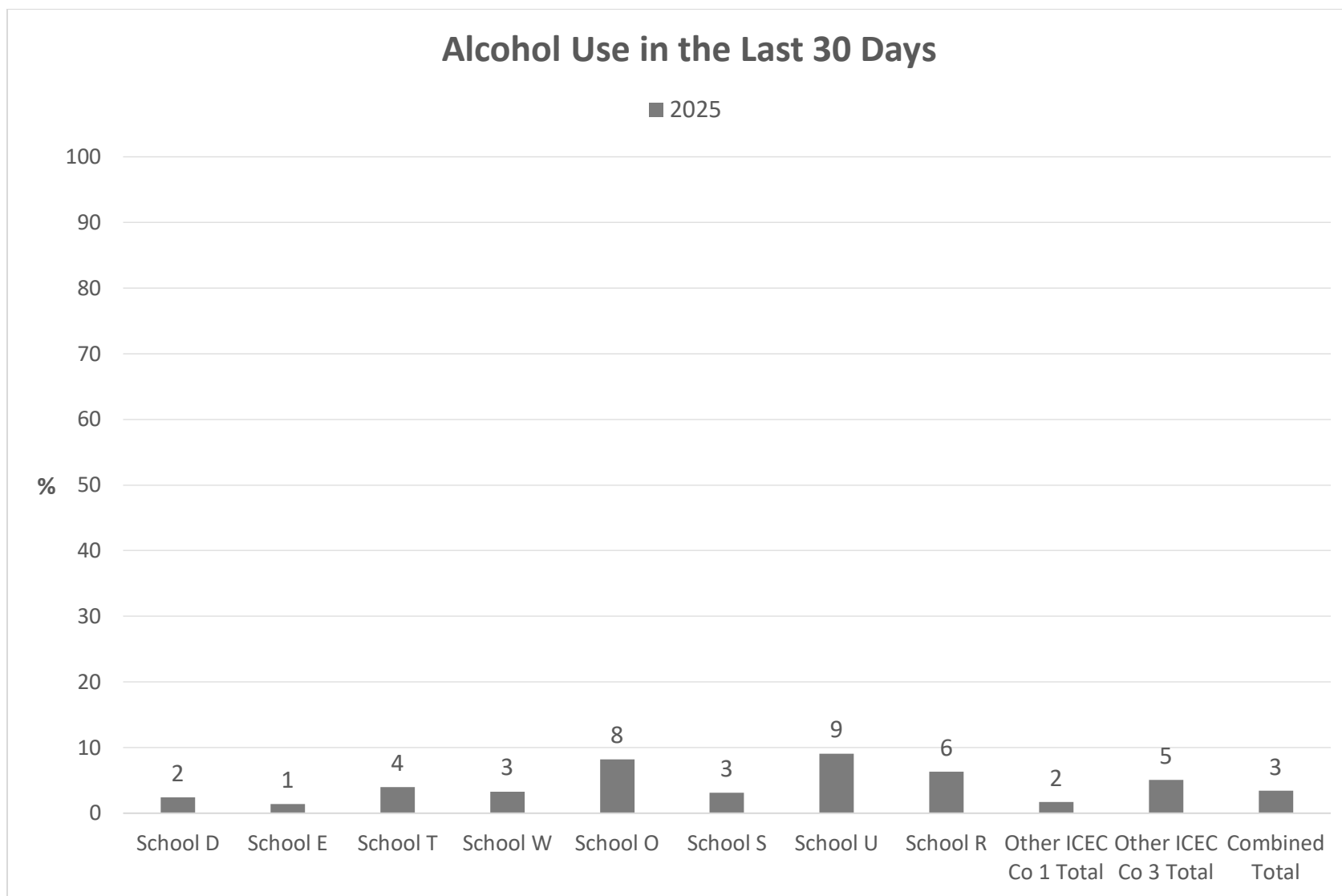


Figure 12. Students who consumed alcohol once or more within the last 30 days

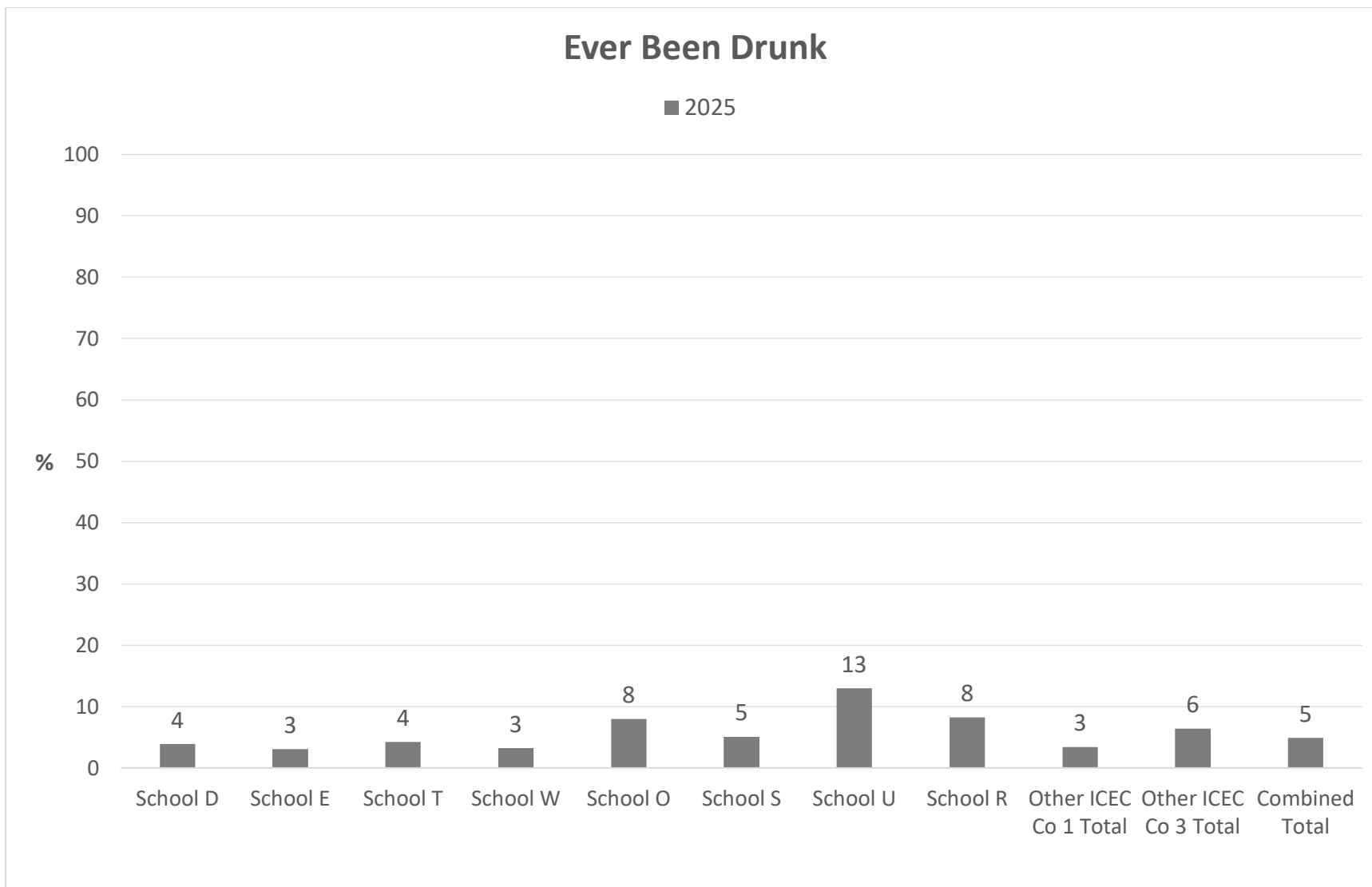


Figure 13: Frequency of students who have ever been drunk

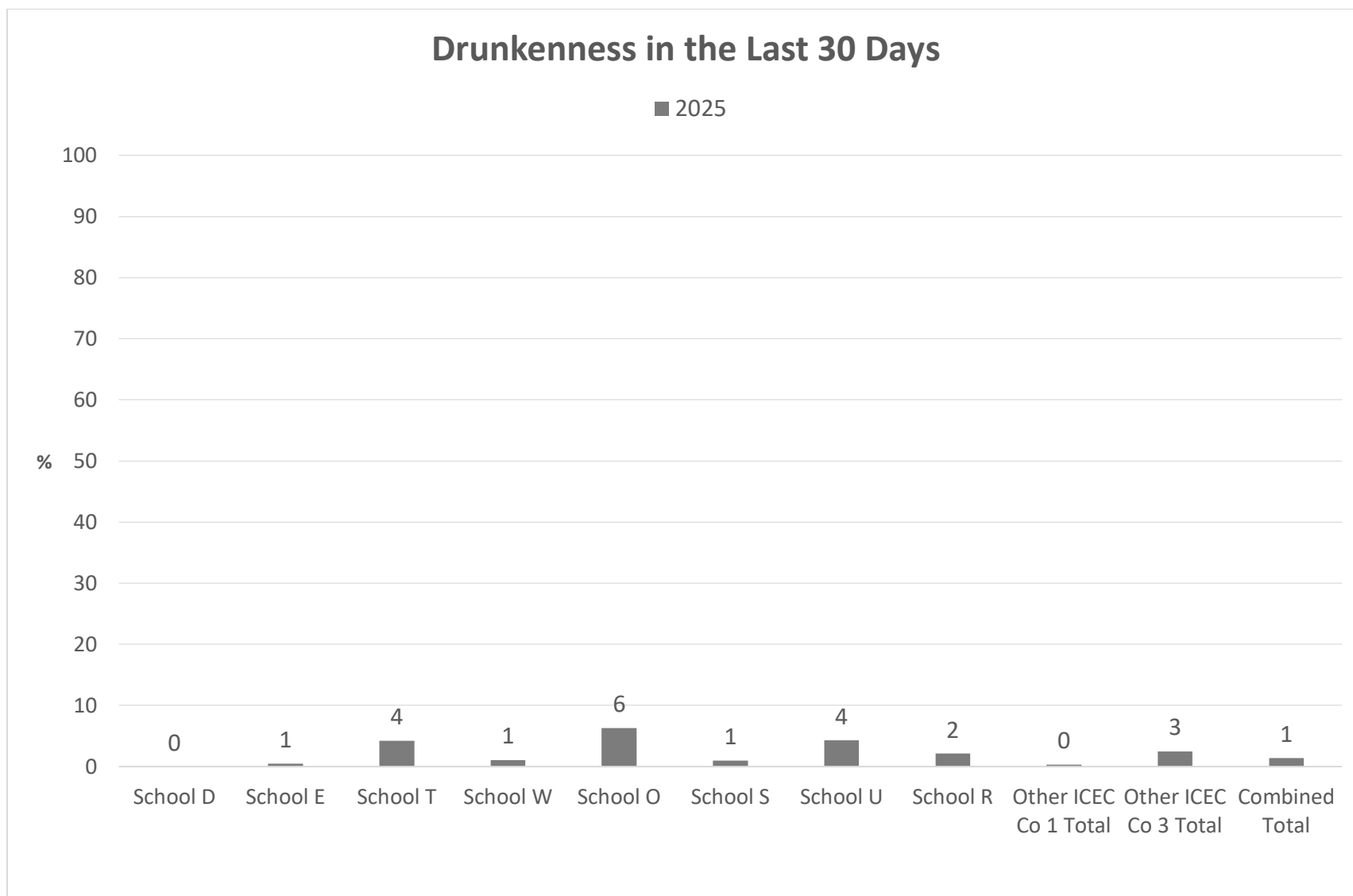


Figure 14: Students who have been drunk within the last 30 days

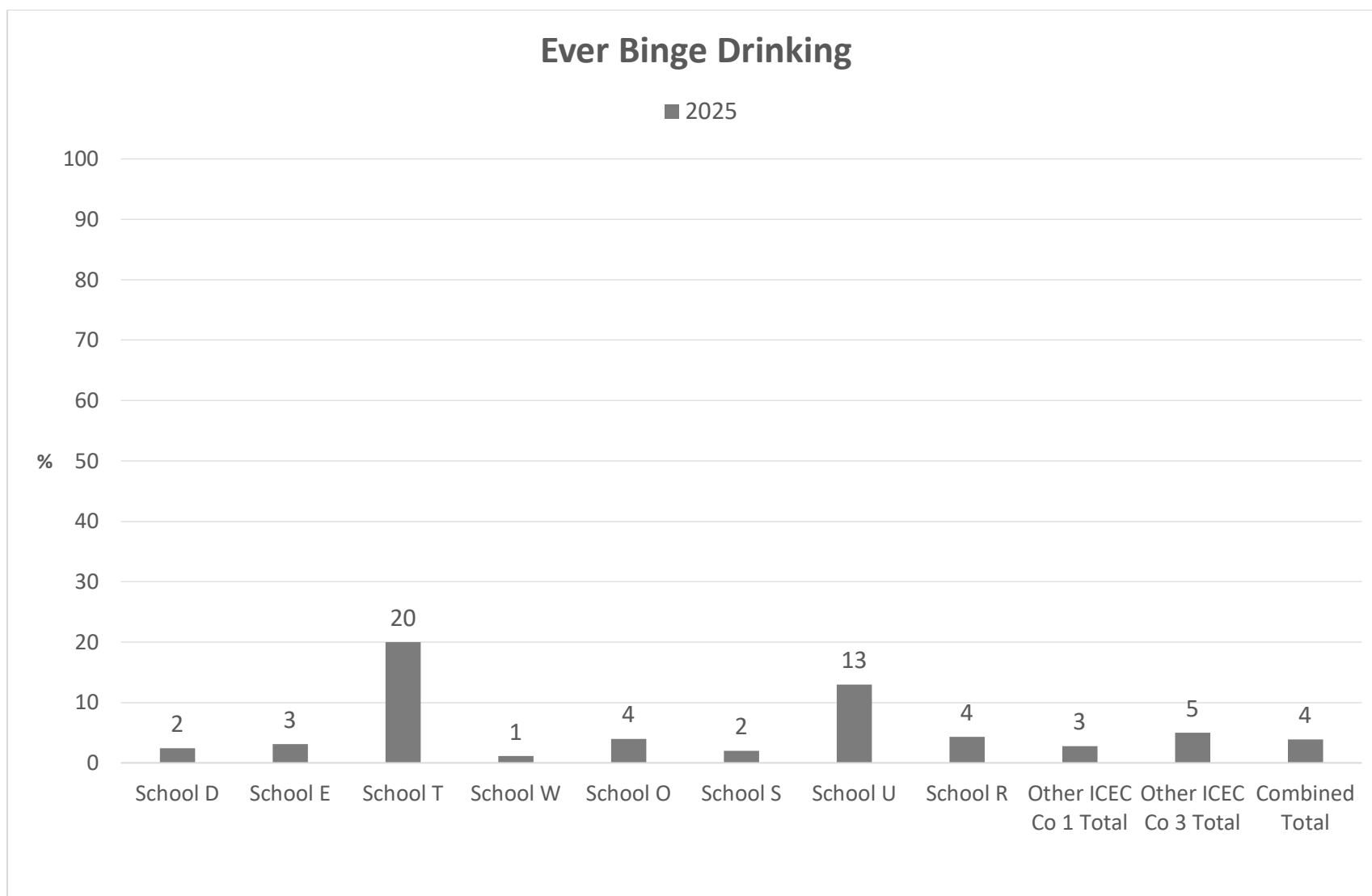


Figure 15. Students who have reported ever binge drinking (4x+ drinks in 1-2 hours)

Table 2. How Students Obtain Alcohol (Sometimes or Often)

	Buy them in a store	A family member gives them to me	A person 21 years or older and not in my family gives them to me	I take them from a store without paying	I take them from a family member without them knowing
School D (%)					
2025	0	1	2	0	0
School E (%)					
2025	1	1	2	2	2
School T (%)					
2025	0	0	4	4	4
School W (%)					
2025	0	0	0	1	2
School O (%)					
2025	8	6	8	4	8
School S (%)					
2025	1	1	1	0	1
School U (%)					
2025	2	2	4	2	2
School R (%)					
2025	2	4	6	0	4
Other ICEC Co 1 Total (%)					
2025	1	1	2	1	1
Other ICEC Co 3 Total (%)					
2025	2	2	3	1	3
Combined Total (%)					
2025	1	2	3	1	2

Table 3. Where Students Drink Alcohol (Sometimes or Often)

	In your home	In the home of others	In the shopping center	Outdoors: for example in the street, in the park, etc.	In a club/bar/pub	In a school dance/ball	In a college dance/ball	In a youth club/center	During training or rehearsal tours/camps	Elsewhere
School D (%)										
2025	2	2	0	1	1	0	0	0	0	2
School E (%)										
2025	1	0	1	2	1	0	0	0	0	3
School T (%)										
2025	4	8	0	4	0	0	0	1	0	0
School W (%)										
2025	2	1	0	1	0	0	0	0	0	0
School O (%)										
2025	6	7	2	9	9	4	6	4	7	0
School S (%)										
2025	1	2	1	1	1	1	1	1	1	1
School U (%)										
2025	6	2	4	0	4	0	2	2	0	11
School R (%)										
2025	6	2	2	0	4	2	2	2	4	2
Other ICEC Co 1 Total (%)										
2025	1	1	1	1	1	0	0	1	0	2
Other ICEC Co 3 Total (%)										
2025	4	3	1	2	3	1	2	1	2	3
Combined Total (%)										
2025	2	2	1	2	2	1	1	1	1	2

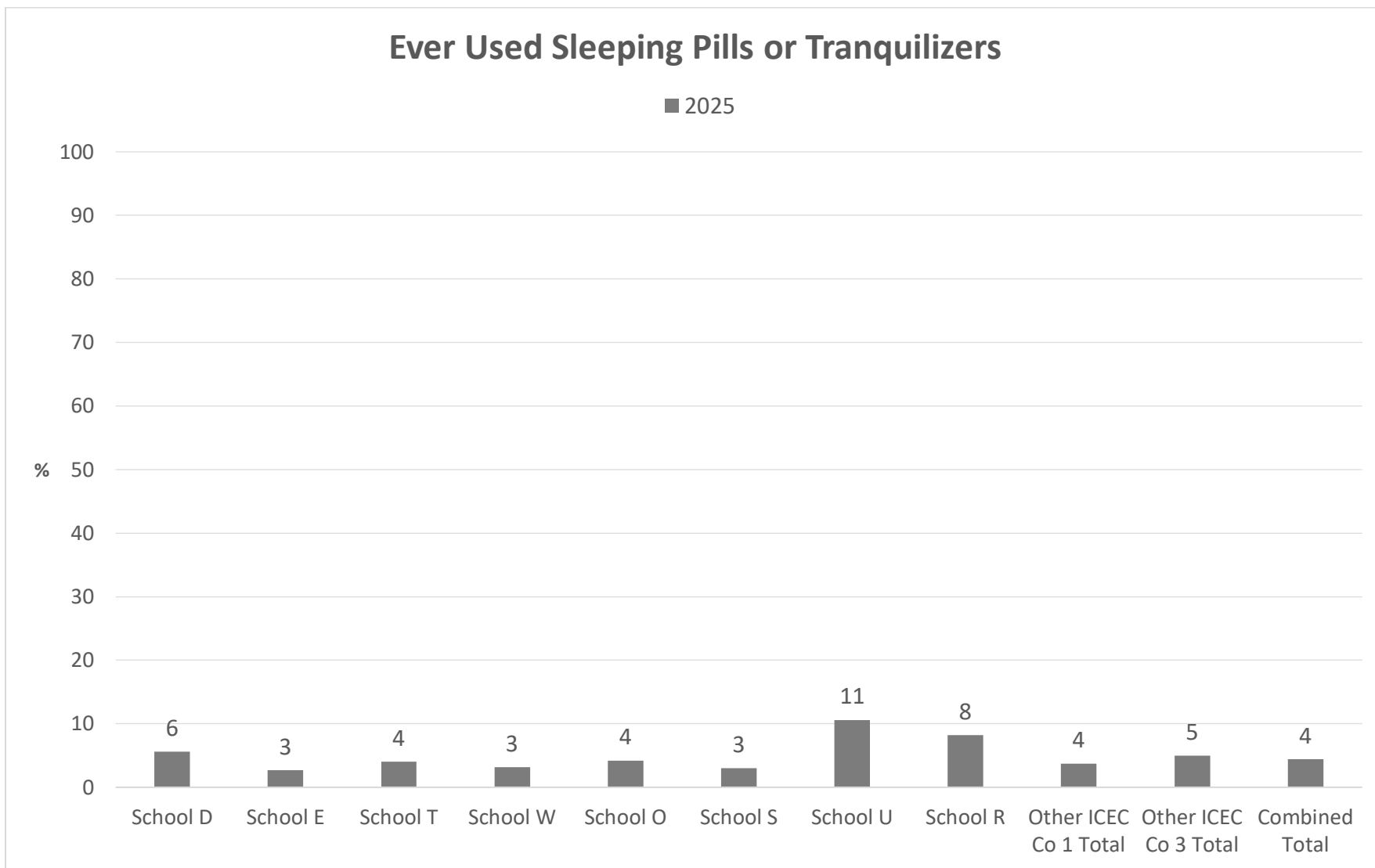


Figure 16: Frequency of students who have ever used sleeping pills or tranquilizer medicine, not Melatonin

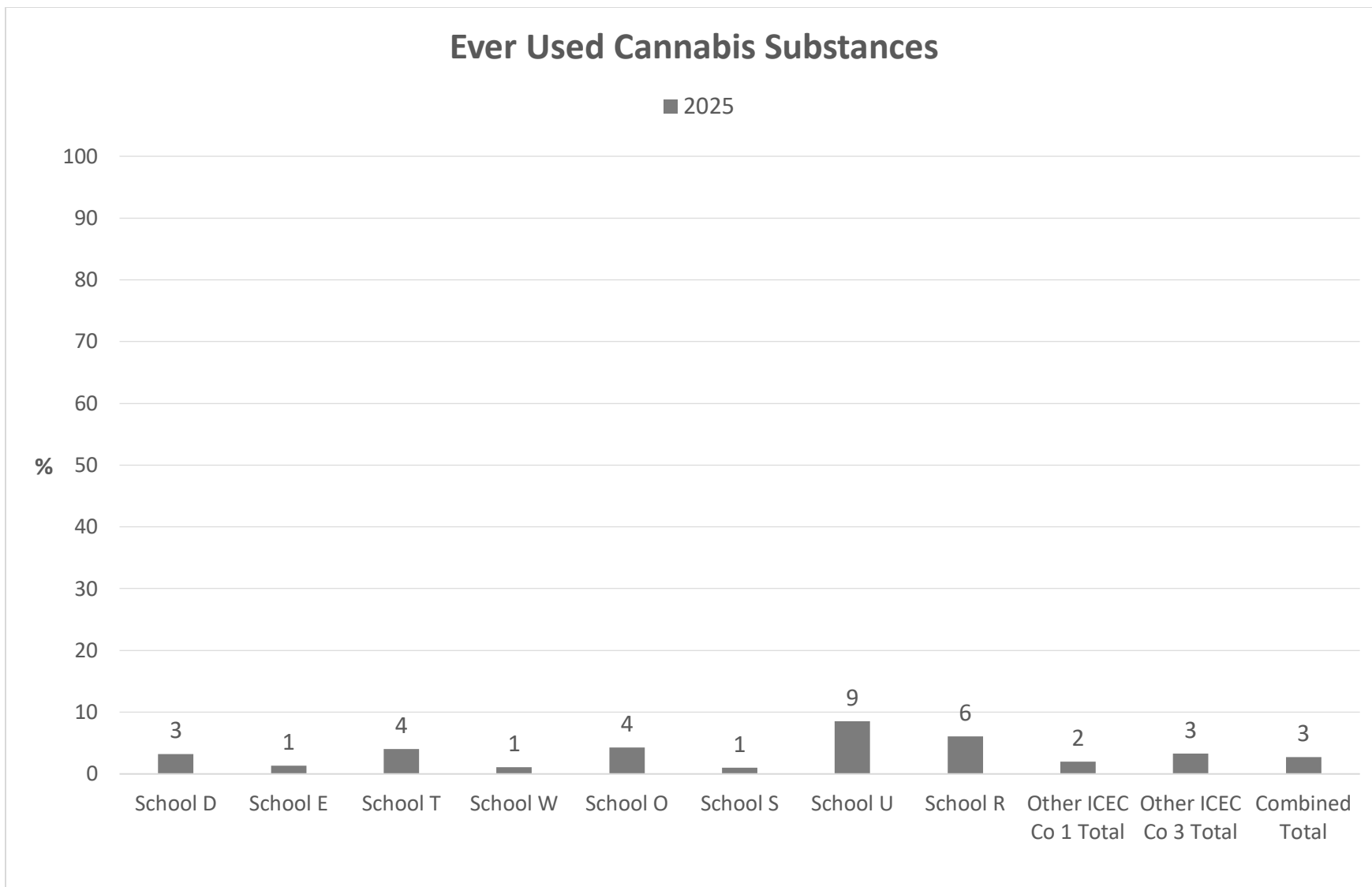


Figure 17: Frequency of students who have ever used cannabis substances

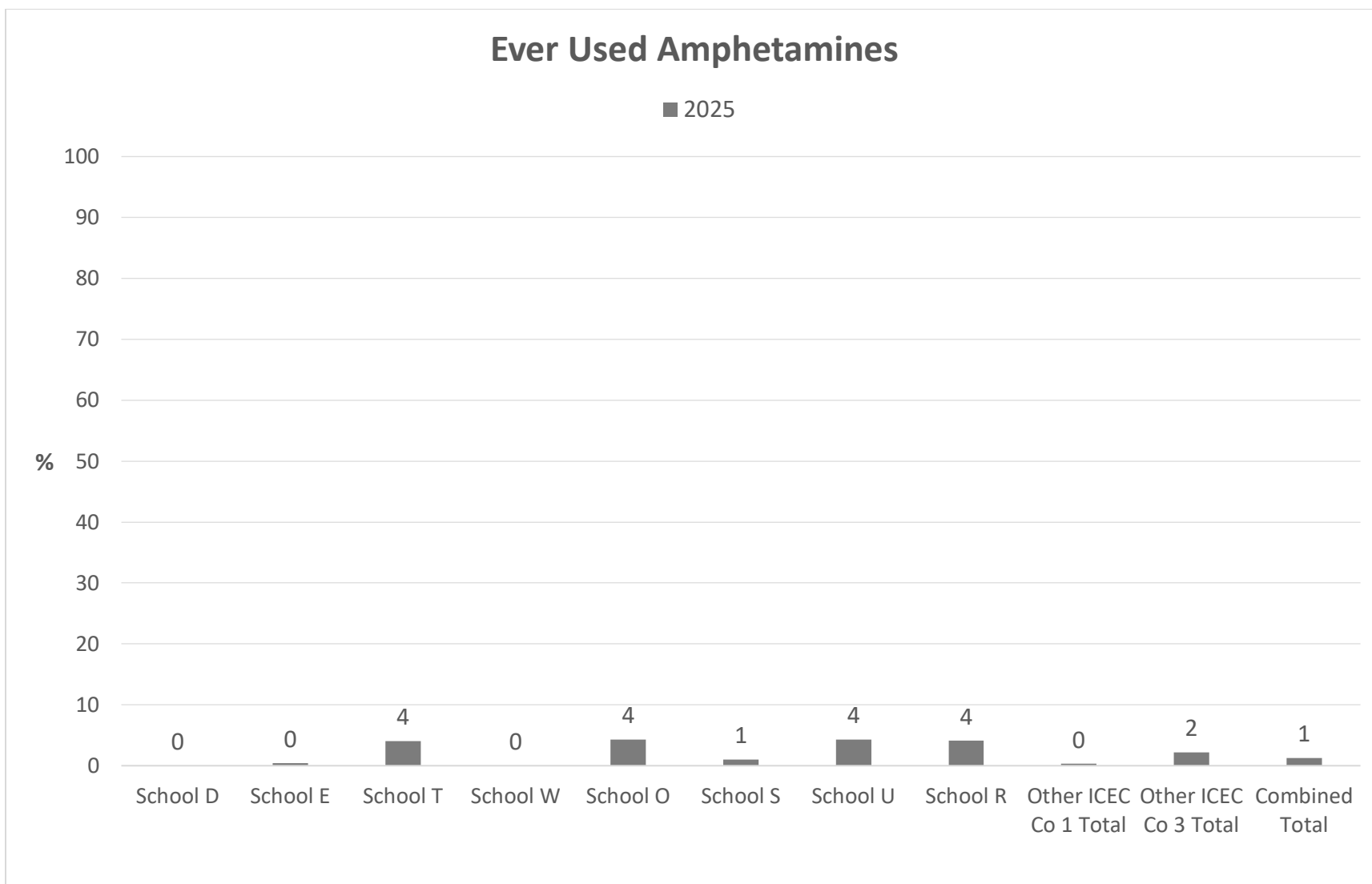


Figure 18: Frequency of students who have ever used amphetamines

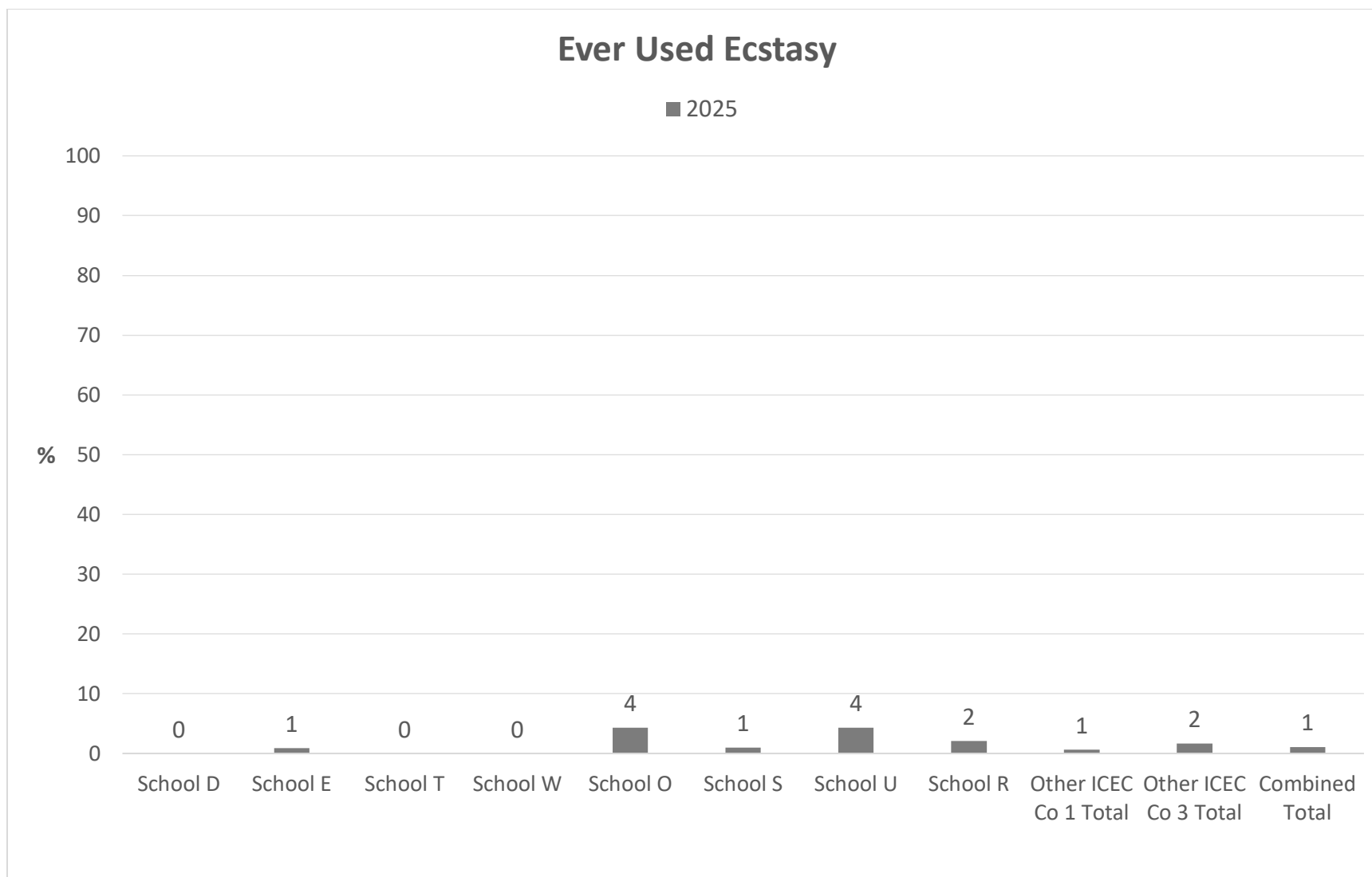


Figure 19: Frequency of students who have ever used ecstasy

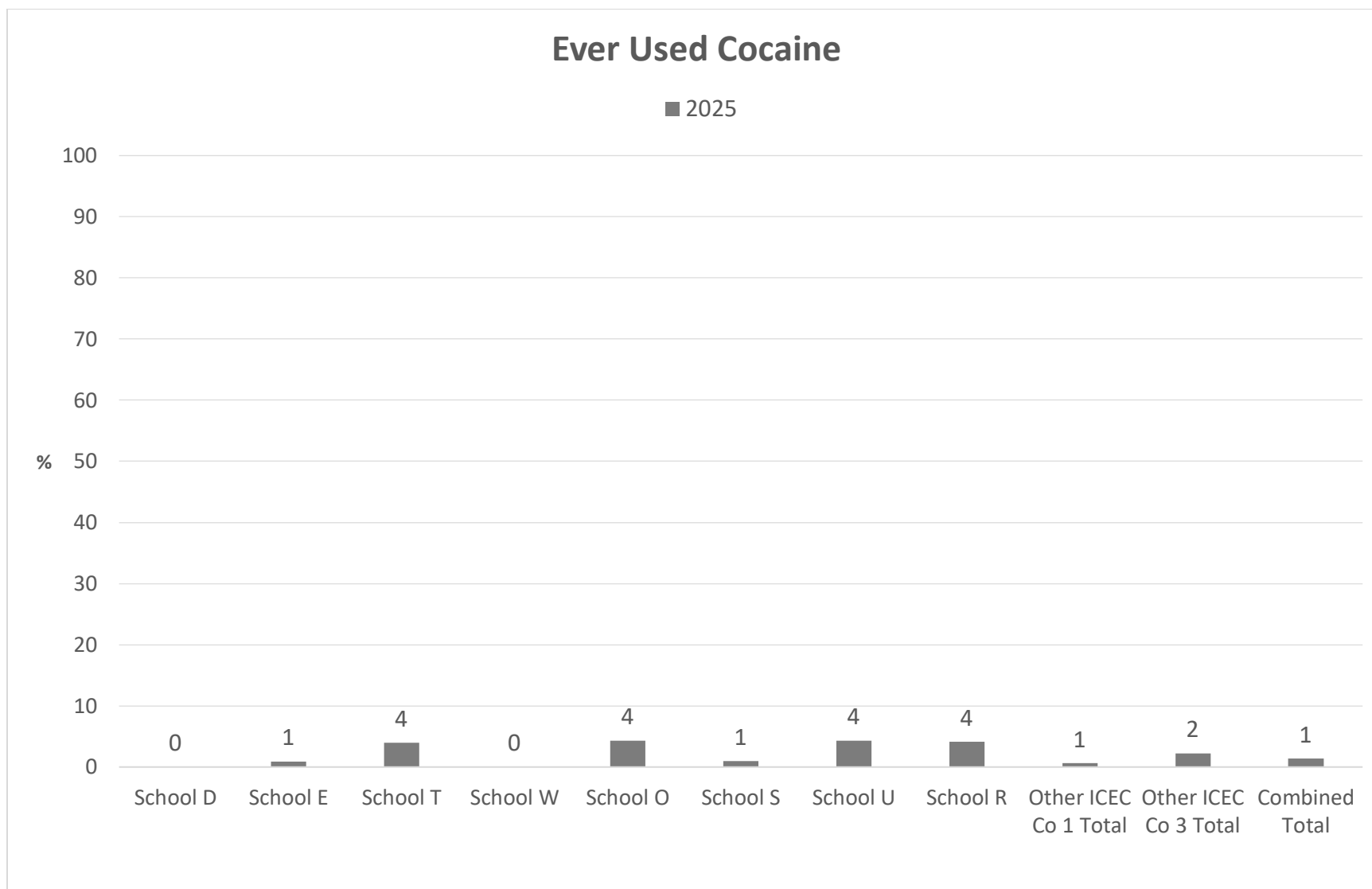


Figure 20: Frequency of students who have ever used cocaine

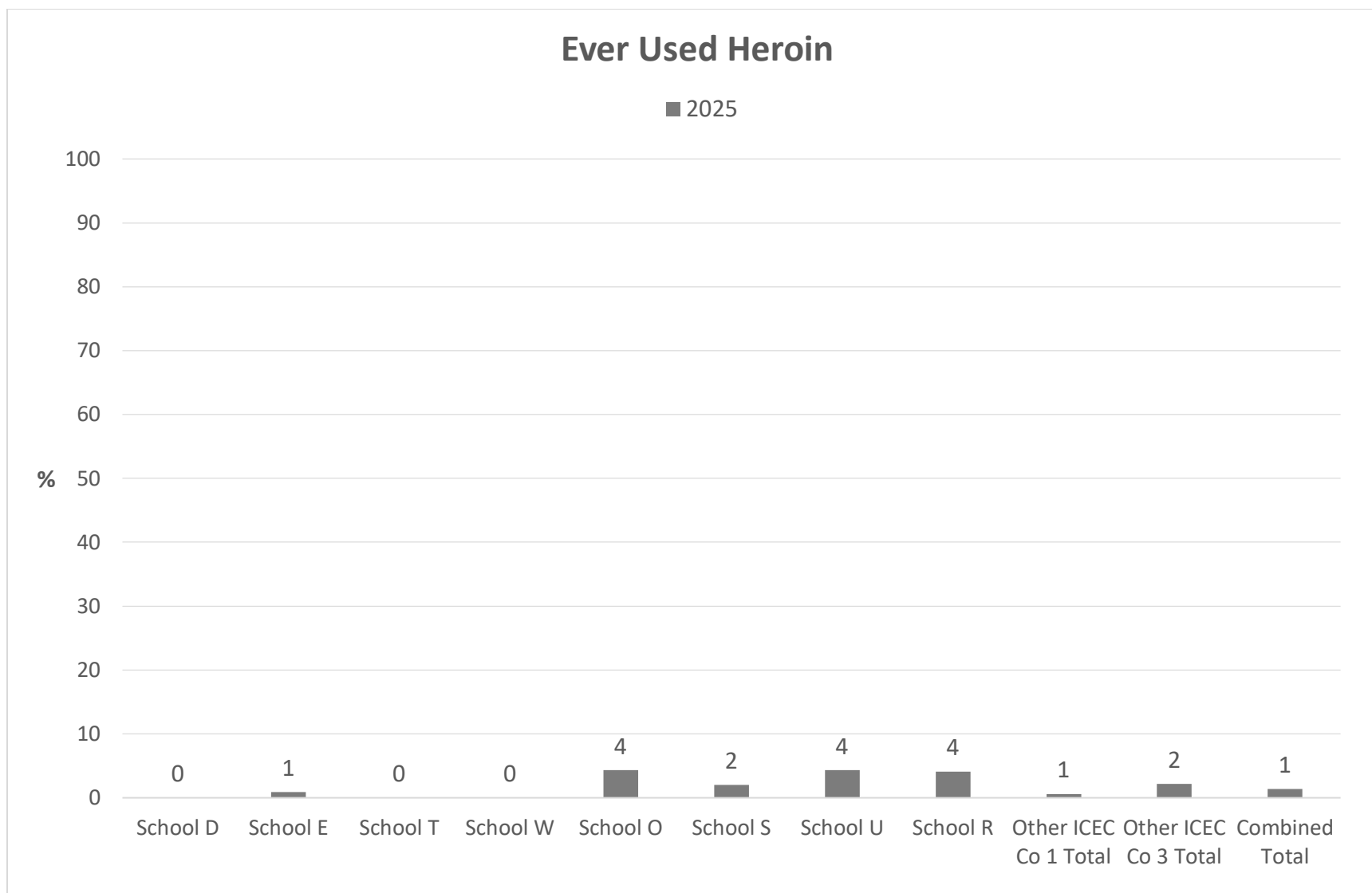


Figure 21: Frequency of students who have ever used heroin

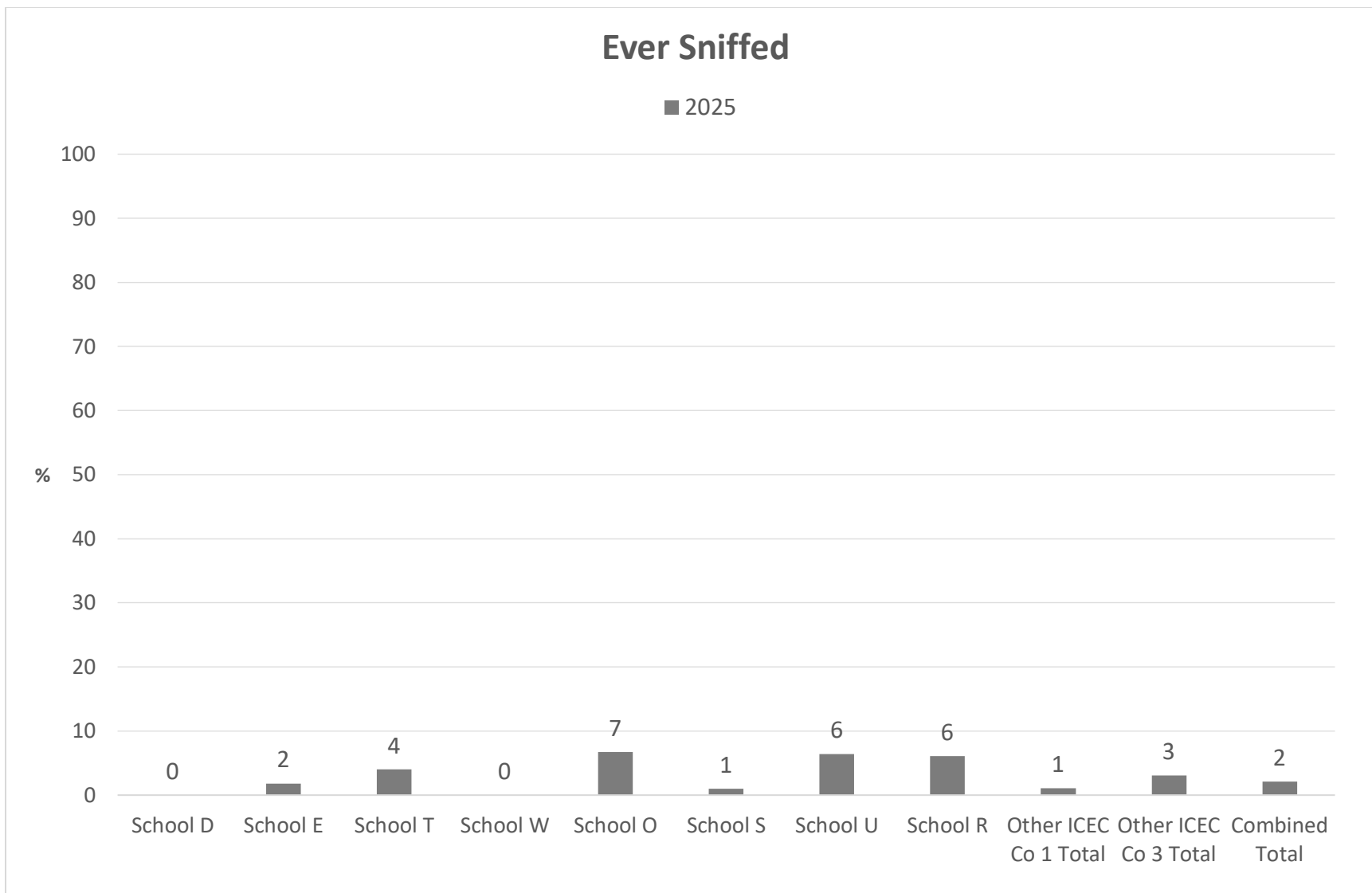


Figure 22: Frequency of students who have ever used sniffing glue

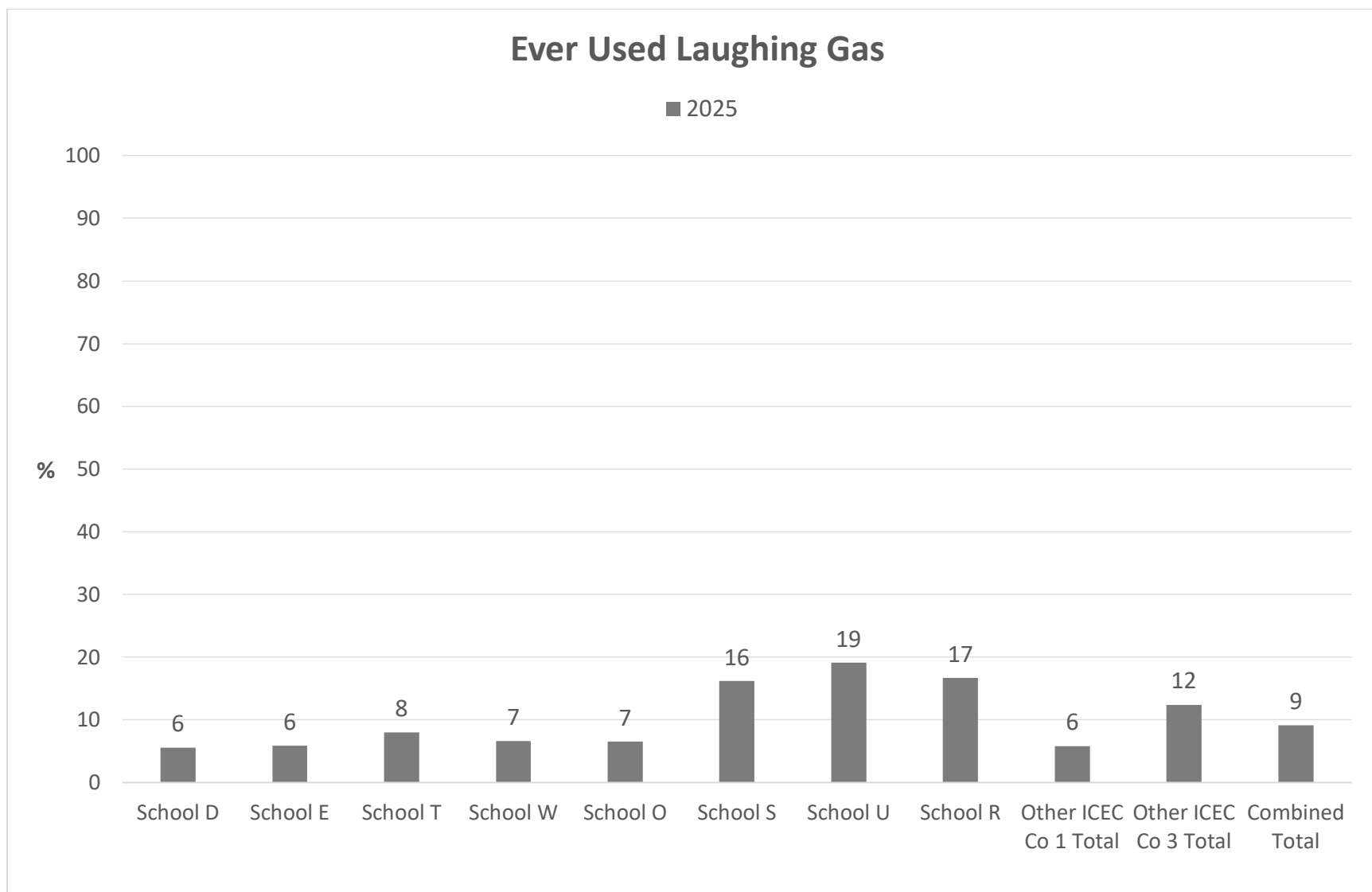


Figure 23: Frequency of students who have ever used laughing gas

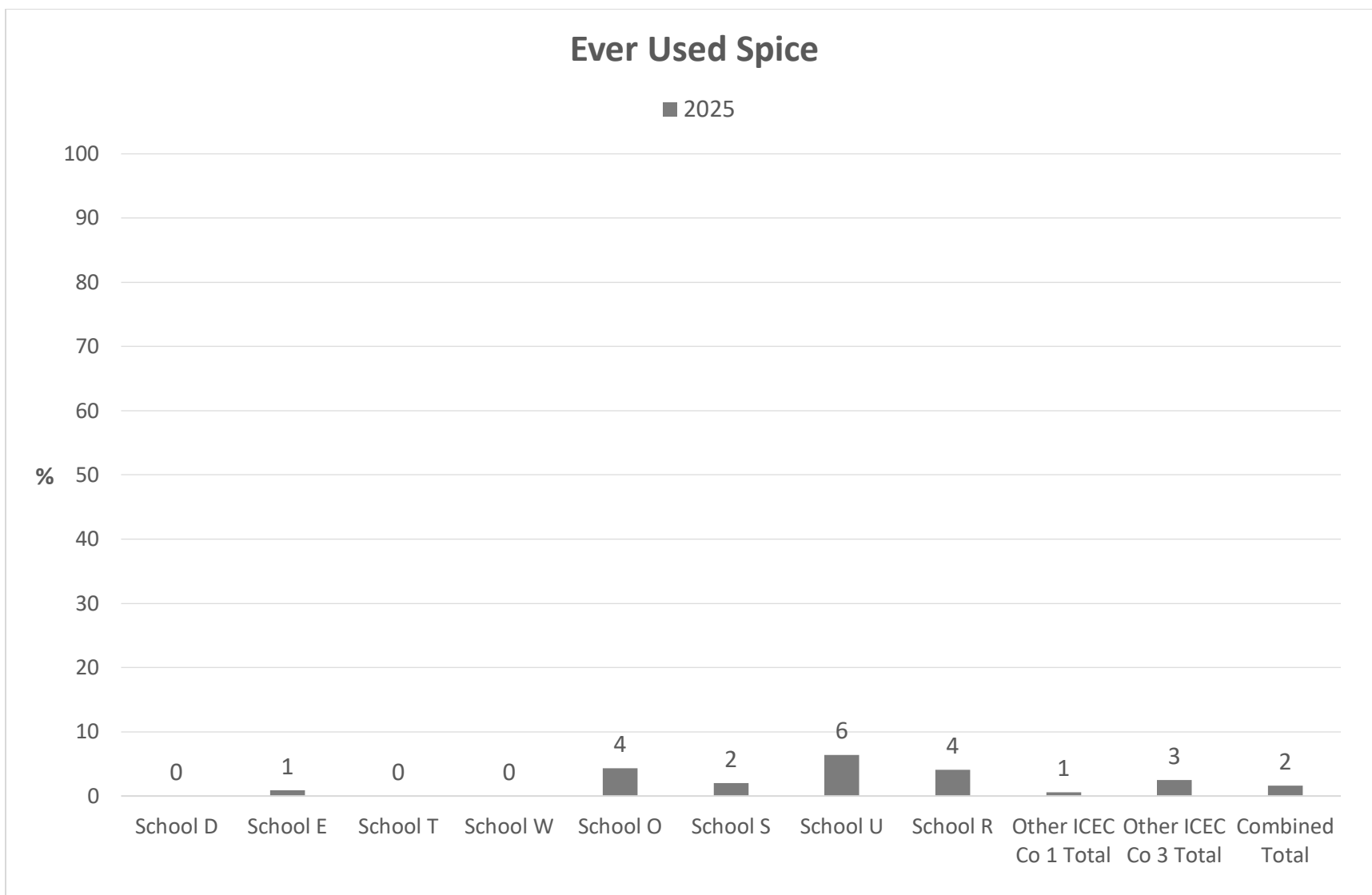


Figure 24: Frequency of students who have ever used spice

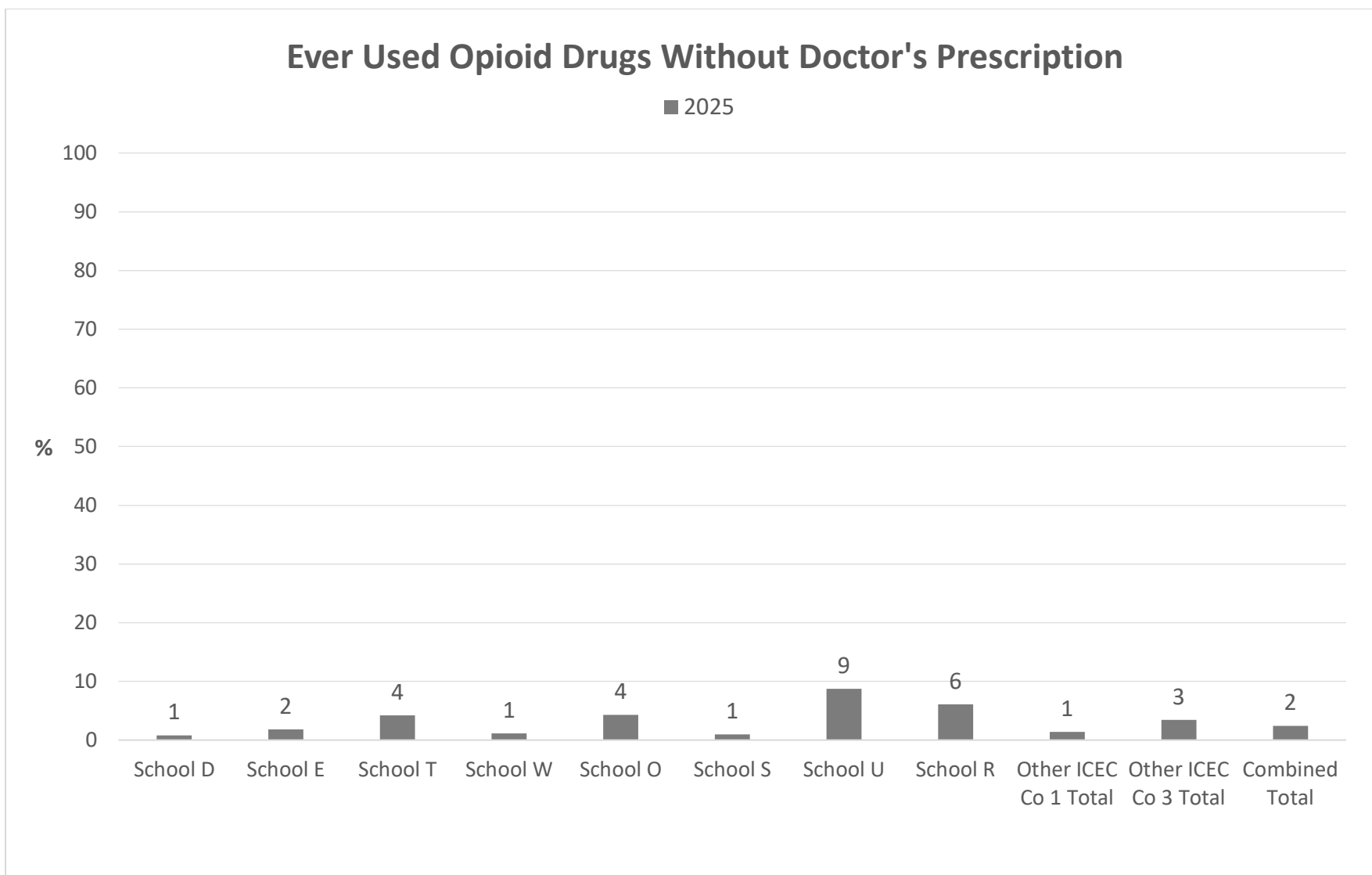


Figure 25: Frequency of students who have ever used opioids without a doctor's prescription

Table 4. Frequency of students who were 13 years old or younger when they tried the following substances for the first time:

	Alcohol	Got drunk	Smoked cigarettes	Used e-cigarettes/ Vaping Devices	Cannabis
School D (%)					
2025	16	2	10	14	3
School E (%)					
2025	9	3	4	7	1
School T (%)					
2025	28	4	8	16	4
School W (%)					
2025	25	2	2	7	1
School O (%)					
2025	19	4	9	9	6
School S (%)					
2025	22	4	7	4	1
School U (%)					
2025	36	13	20	26	4
School R (%)					
2025	31	8	10	12	6
Other ICEC Co 1 Total (%)					
2025	12	2	6	9	2
Other ICEC Co 1 Total (%)					
2025	26	5	8	10	3
Combined Total (%)					
2025	19	4	7	10	3

Section 2: Risk and Protective Factors

Results: Parents/Caregivers

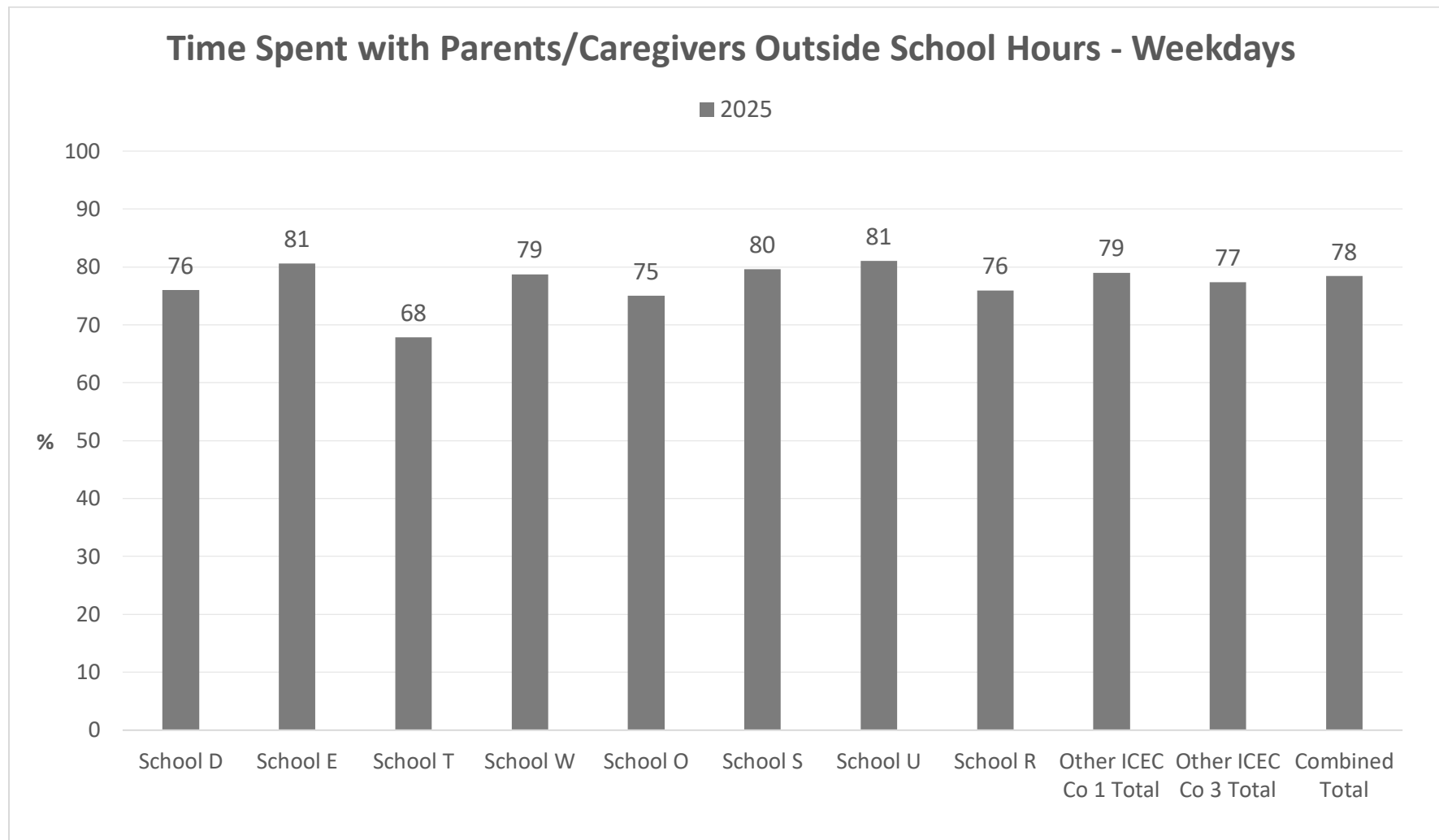


Figure 26. Time spent with parents/caregivers outside school hours on weekdays - “Often” + “Almost Always”

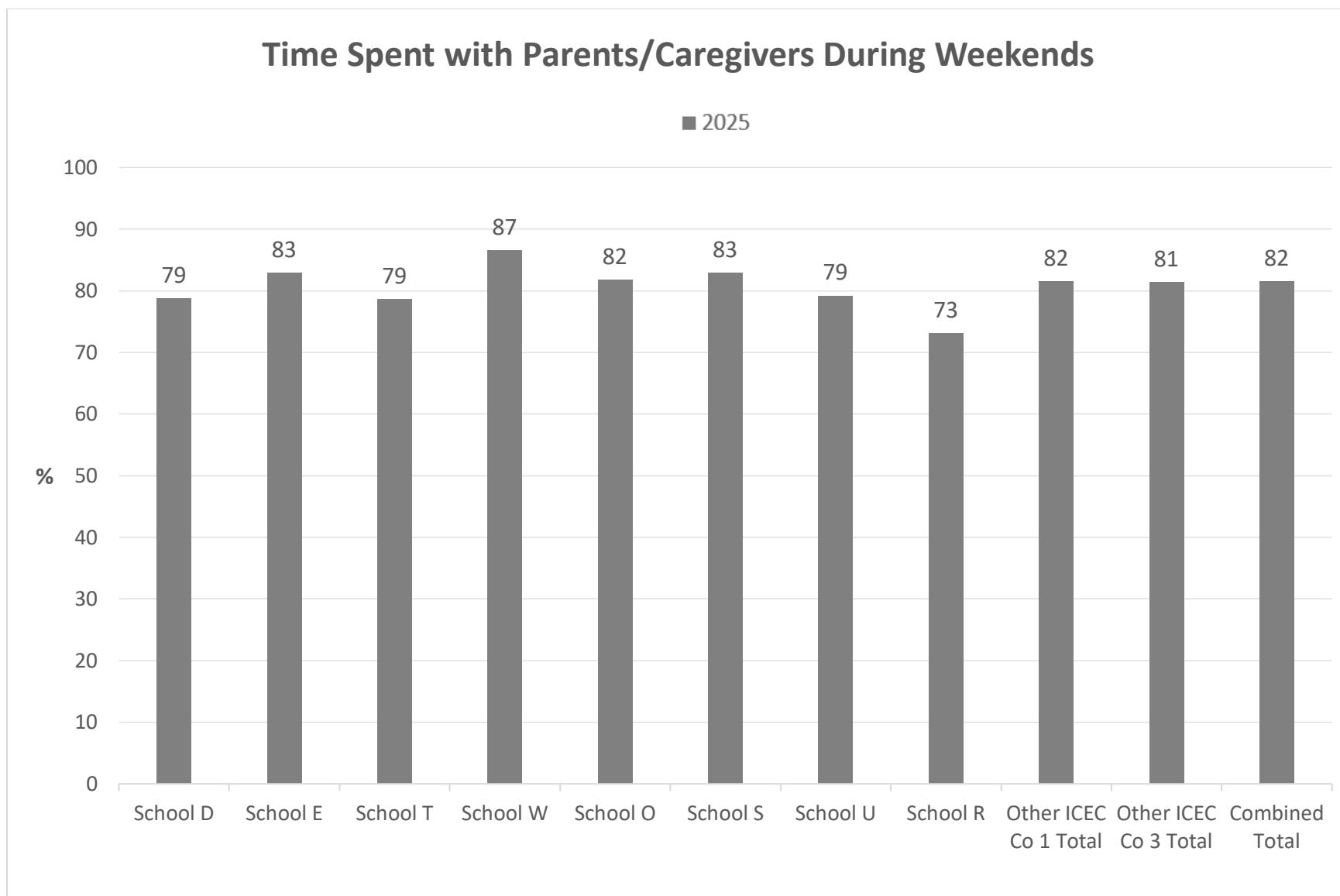


Figure 27. Time spent with parents/caregivers on weekends – “Often” + “Almost Always”

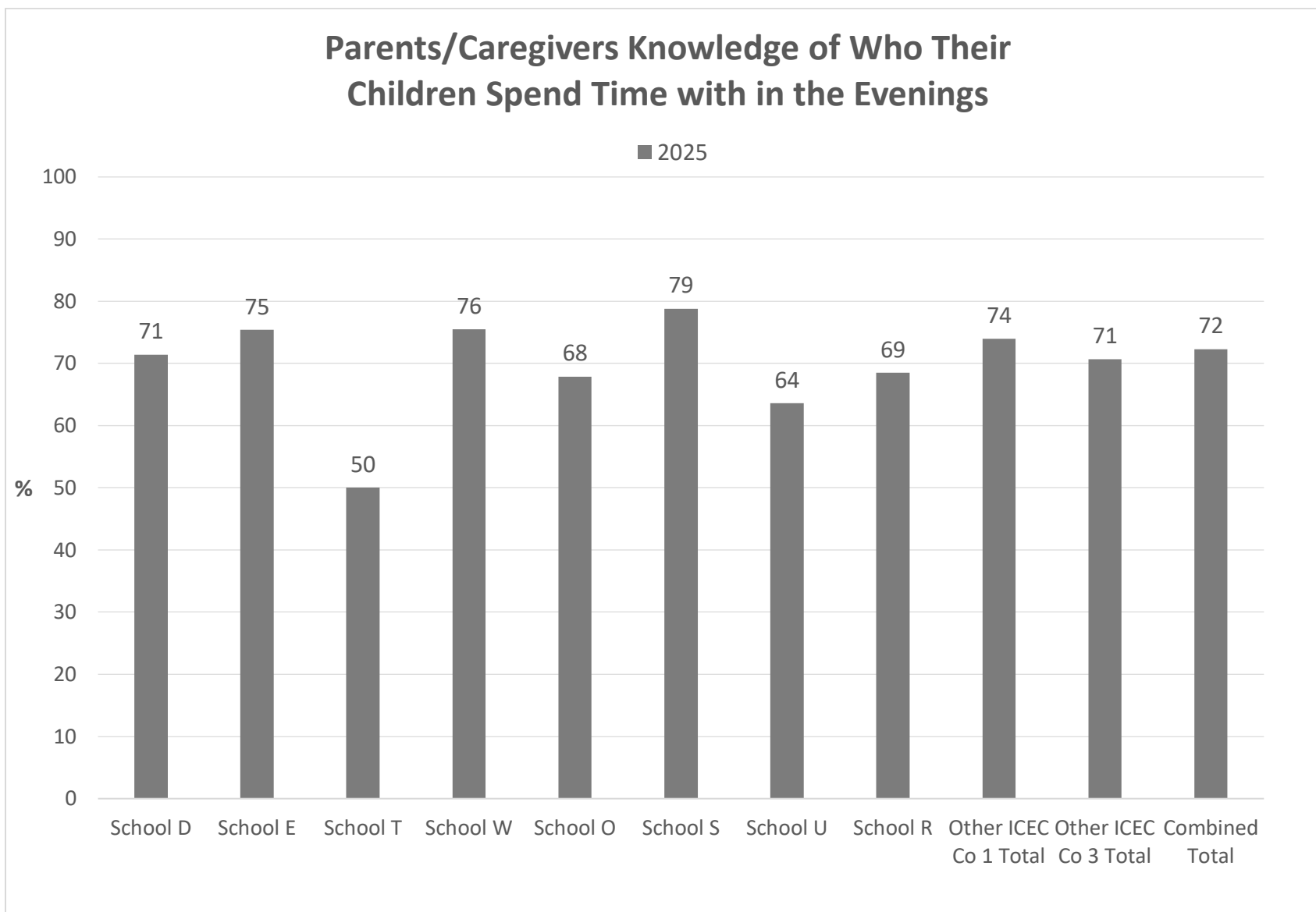


Figure 28. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

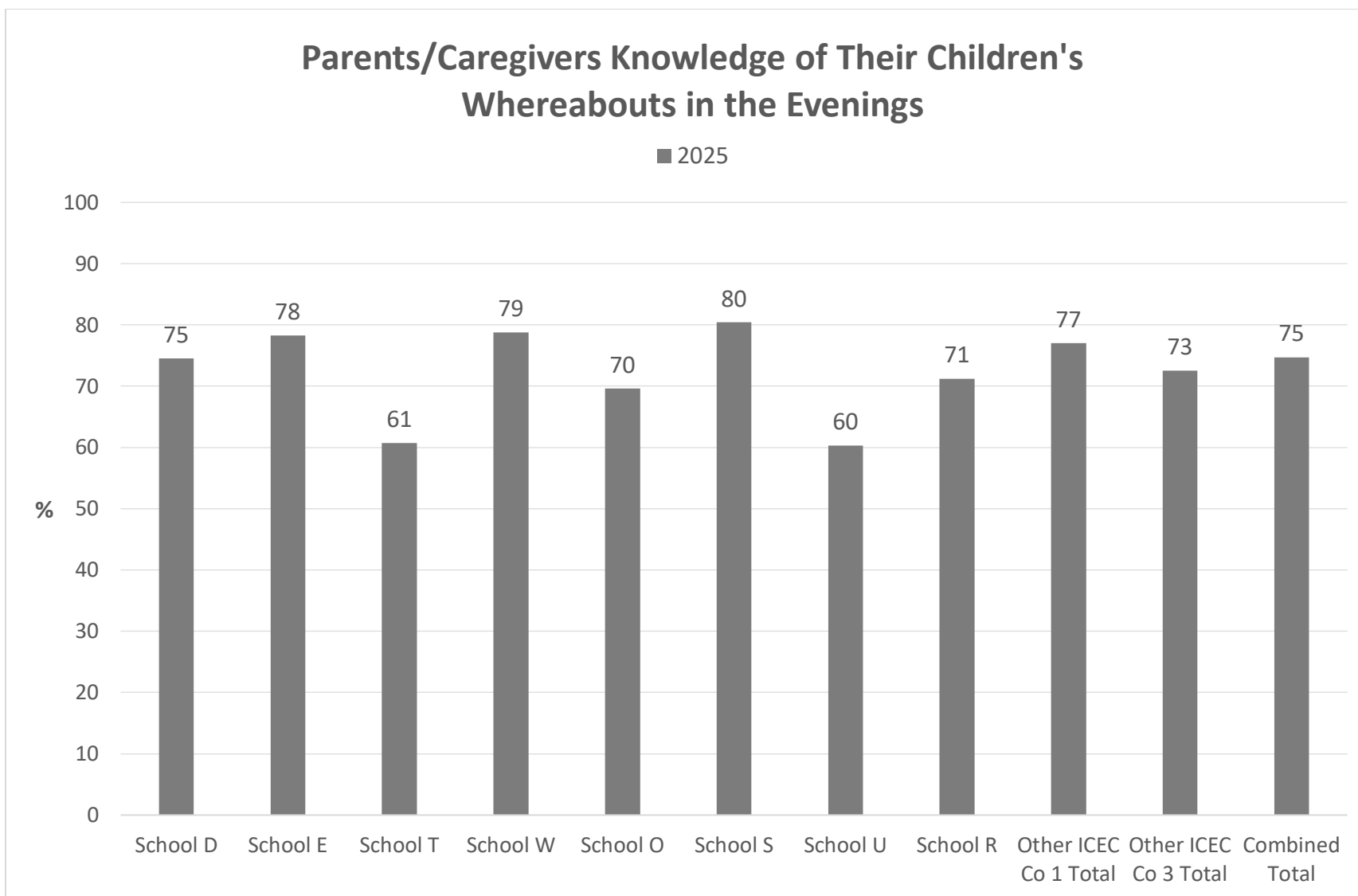


Figure 29. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

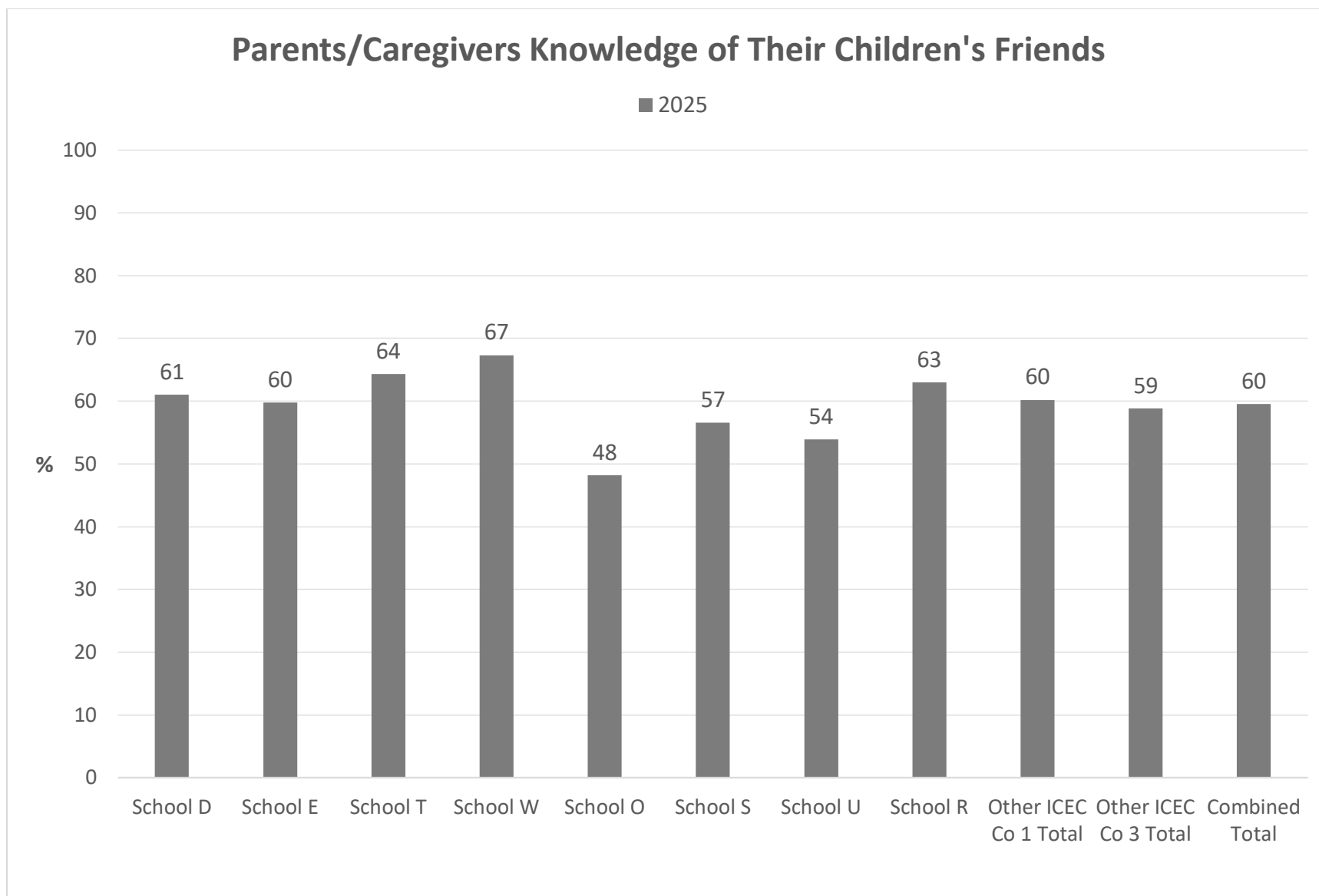


Figure 30. Parents/caregivers knowledge of students' friends – "Applies very well to me"

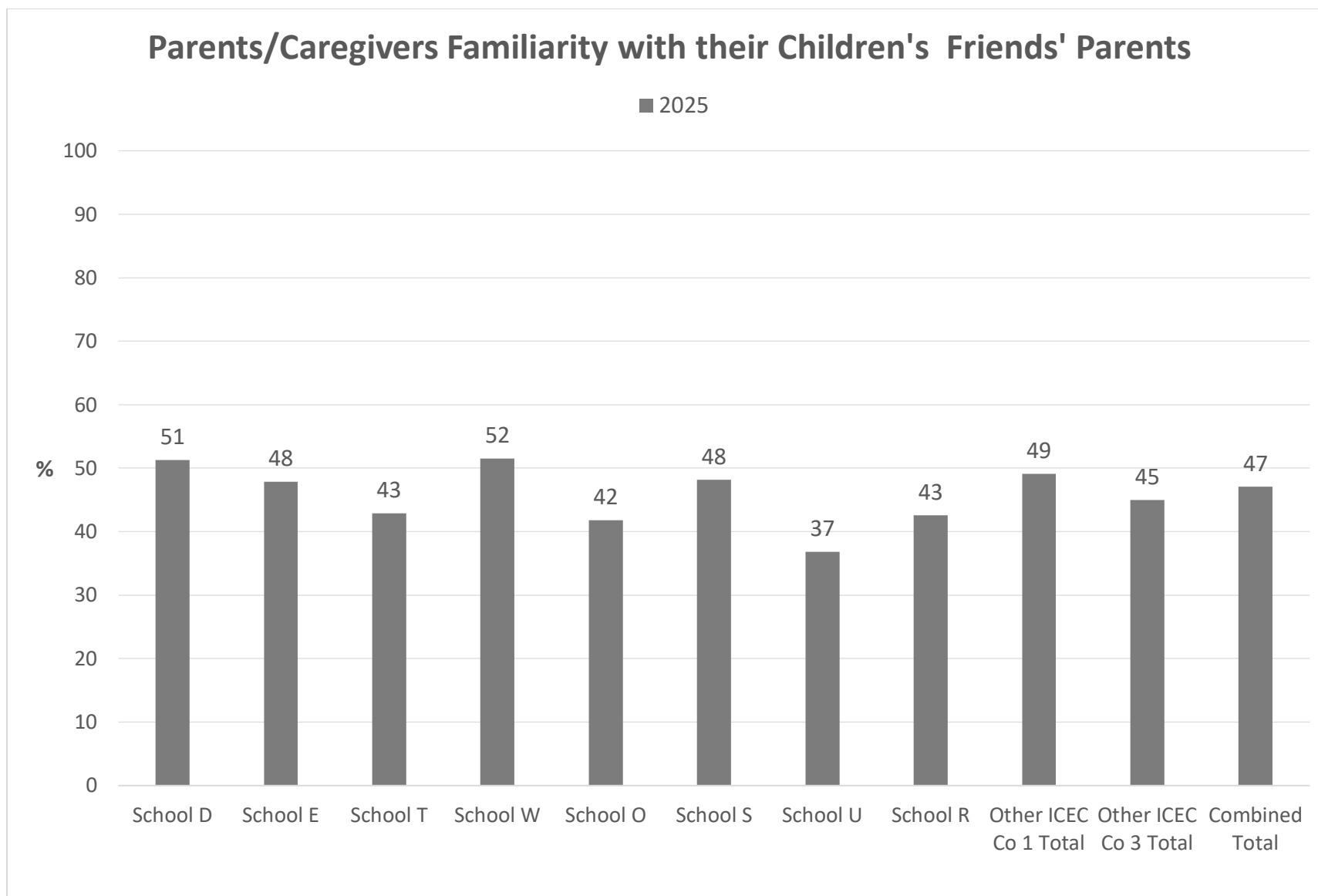


Figure 31. Parent/Caregivers familiarity with students' friends' parents – “Applies very well to me”

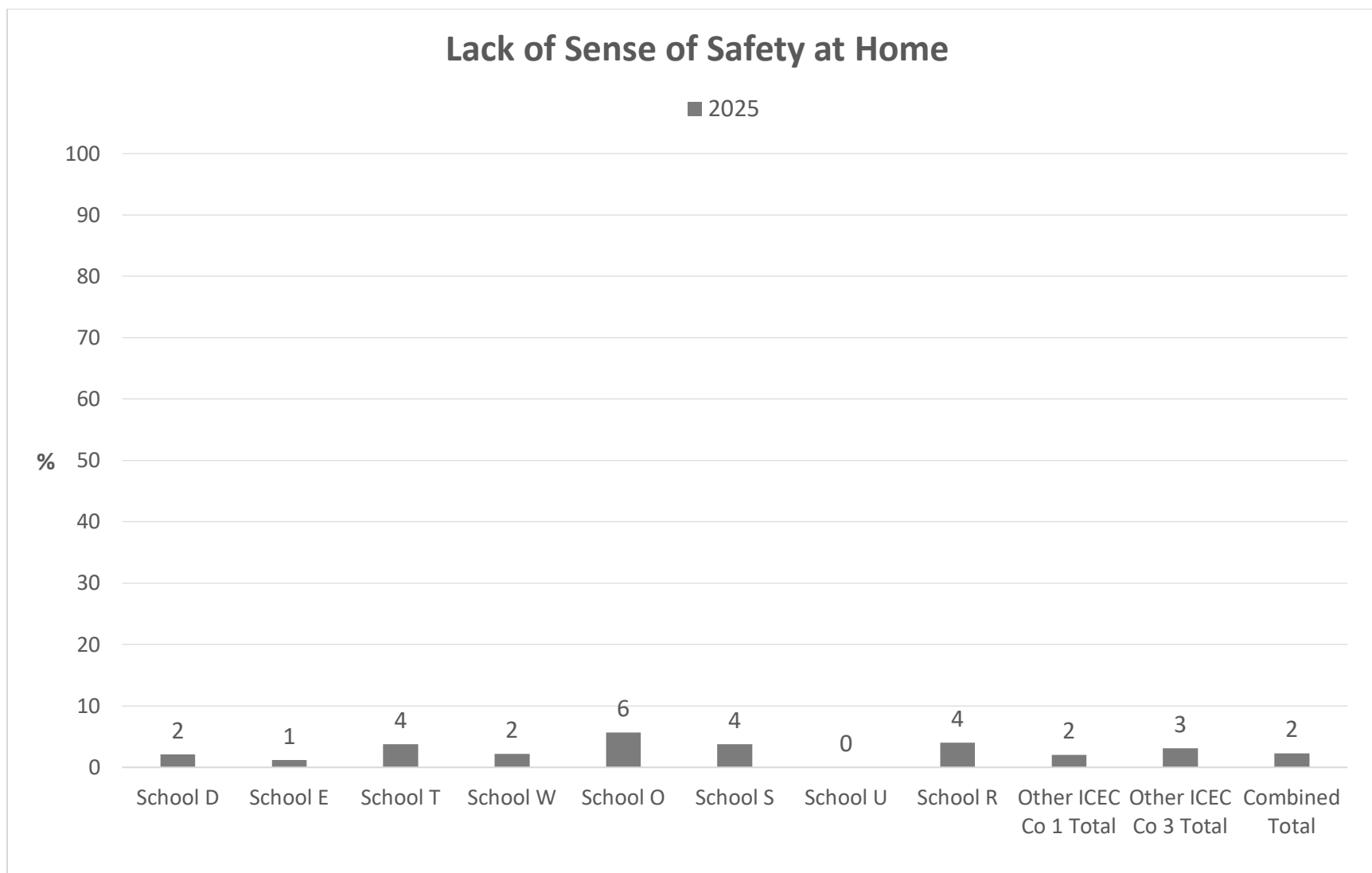


Figure 32. Student feelings of safety at home – “Almost Never” + “Rarely”

Table 5. Do Any of the Following People Smoke Tobacco or Vape on a Daily Basis? (%)

	Father	Mother
School D (%)		
2025	34	27
School E (%)		
2025	22	23
School T (%)		
2025	30	26
School W (%)		
2025	26	18
School O (%)		
2025	38	30
School S (%)		
2025	29	29
School U (%)		
2025	45	40
School R (%)		
2025	29	29
Other ICEC Co 1 Total (%)		
2025	26	24
Other ICEC Co 3 Total (%)		
2025	32	29
Combined Total (%)		
2025	29	26

Table 6. Do Any of the Following People Get Drunk at least on a Weekly Basis? (%)

	Father	Mother
School D (%)		
2025	7	1
School E (%)		
2025	3	1
School T (%)		
2025	25	7
School W (%)		
2025	4	3
School O (%)		
2025	9	2
School S (%)		
2025	9	6
School U (%)		
2025	10	6
School R (%)		
2025	12	4
Other ICEC Co 1 Total (%)		
2025	5	1
Other ICEC Co 3 Total (%)		
2025	10	5
Combined Total (%)		
2025	7	3

Table 7. Do any of the following people use marijuana at least once per week? (%)

	Father	Mother
School D (%)		
2025	3	3
School E (%)		
2025	1	1
School T (%)		
2025	4	4
School W (%)		
2025	2	2
School O (%)		
2025	5	4
School S (%)		
2025	5	3
School U (%)		
2025	4	1
School R (%)		
2025	8	4
Other ICEC Co 1 Total (%)		
2025	2	1
Other ICEC Co 3 Total (%)		
2025	4	3
Combined Total (%)		
2025	3	2

Table 8. How do you think your parents would react if you did any of the following? (They would not care) (%)

	Smoked Cigarettes	Became Drunk	Smoked Marijuana/ Cannabis	Used E-cigarettes or Vaping Devices	Used snuff, chewing tobacco or other tobacco inserted into the mouth
School D (%)					
2025	2	3	1	2	2
School E (%)					
2025	1	2	1	1	1
School T (%)					
2025	0	0	0	0	0
School W (%)					
2025	0	0	1	1	0
School O (%)					
2025	0	0	0	0	0
School S (%)					
2025	2	2	1	3	2
School U (%)					
2025	0	1	1	1	1
School R (%)					
2025	4	4	2	2	2
Other ICEC Co 1 Total (%)					
2025	2	2	1	2	2
Other ICEC Co 3 Total (%)					
2025	1	1	1	2	1
Combined Total (%)					
2025	1	2	1	2	1

Results: Peer Group

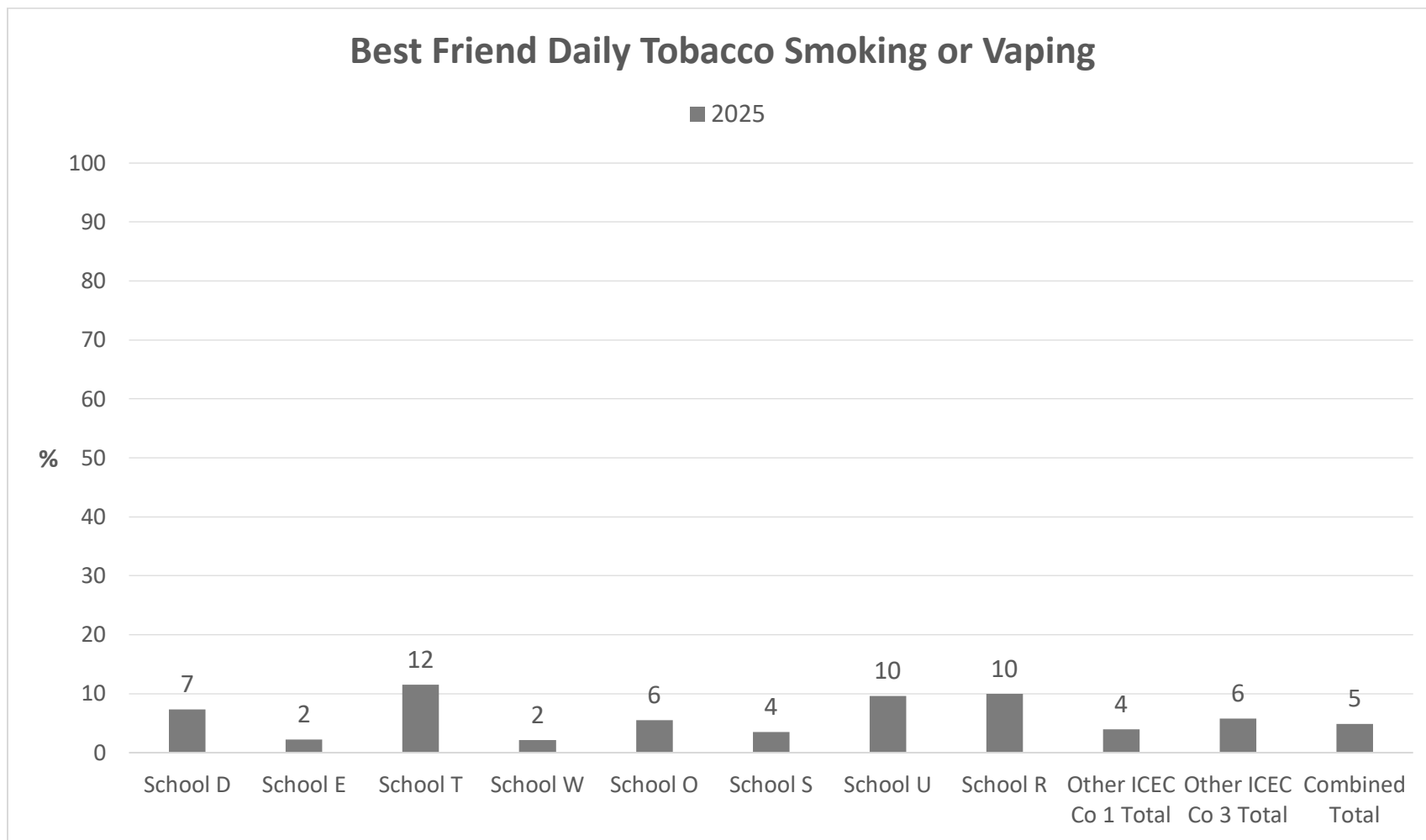


Figure 33. Best Friend Smokes Tobacco or uses Vaping Devices on a Daily Basis – “yes”

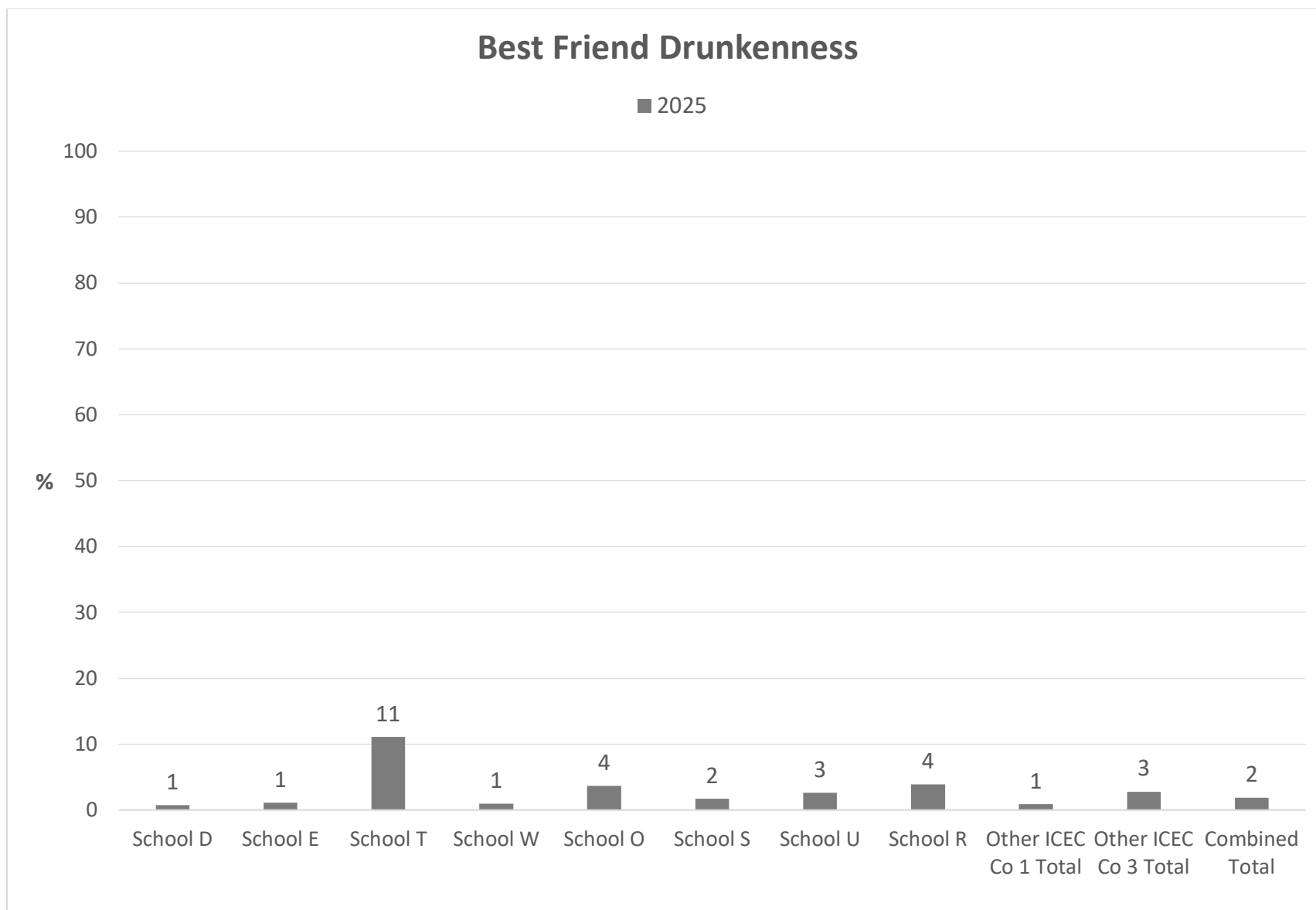


Figure 34. Best Friend Gets Drunk on a Weekly Basis – “yes”

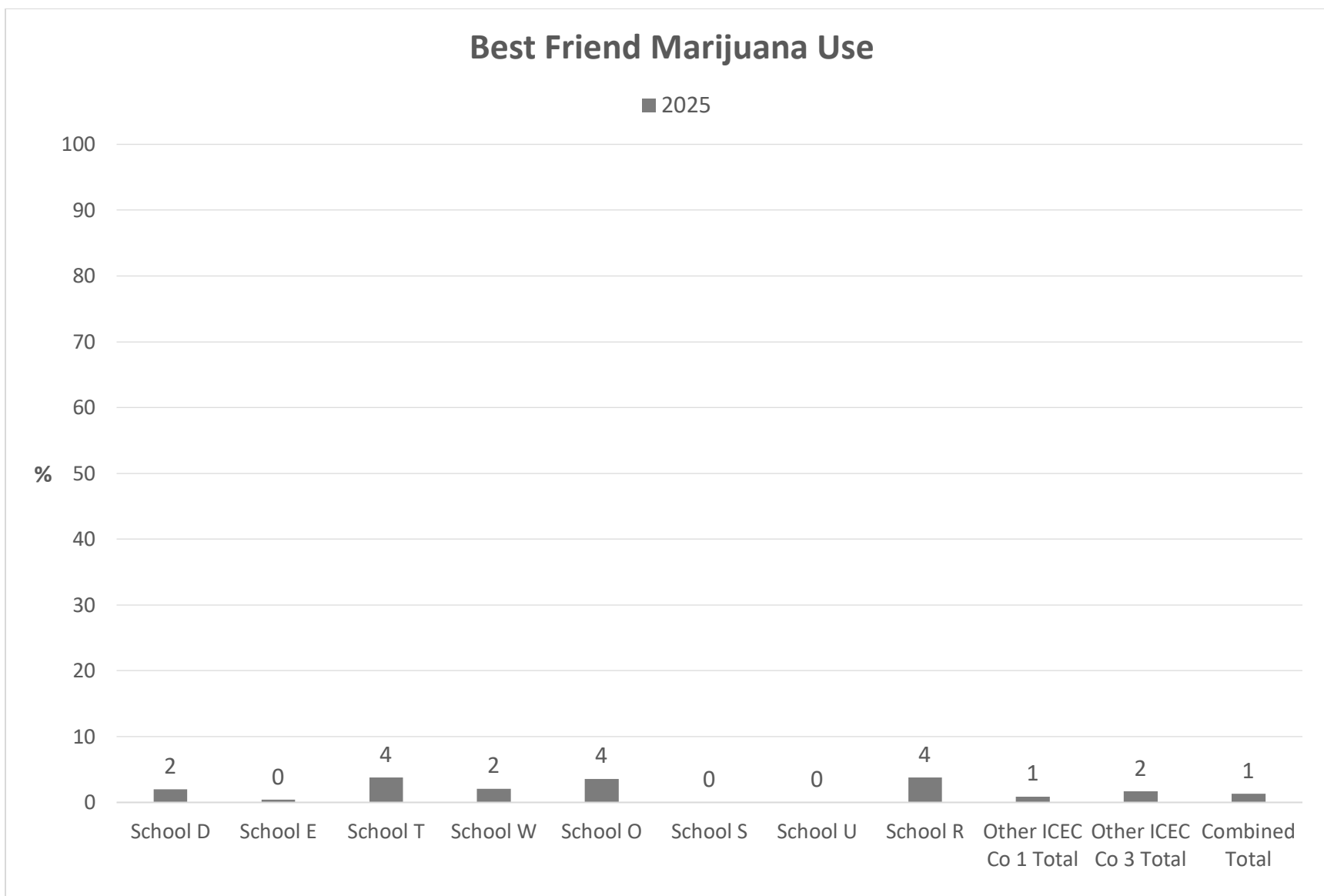


Figure 35. Best Friend Smokes Marijuana on a Weekly Basis – “yes”

Table 9. Friends' substance use and delinquent behaviors ("Most" + "All") (%)

	Smoke cigarettes	Use Vape Products	Drink alcoholic beverages	Get drunk at least once a week	Smoke marijuana or Use other Cannabis Products	Get bad grades in school	Skip classes or school	Get in trouble at school
School D (%)								
2025	1	4	3	0	2	6	5	10
School E (%)								
2025	1	3	2	1	1	4	1	6
School T (%)								
2025	4	4	4	4	4	0	8	0
School W (%)								
2025	0	0	0	0	0	3	2	7
School O (%)								
2025	2	4	8	4	4	15	8	18
School S (%)								
2025	1	2	1	1	1	9	1	13
School U (%)								
2025	0	4	4	4	0	26	6	26
School R (%)								
2025	2	2	8	2	0	18	2	12
Other ICEC Co 1 Total (%)								
2025	1	3	3	1	1	4	2	7
Other ICEC Co 3 Total (%)								
2025	1	2	3	2	1	12	4	13
Combined Total (%)								
2025	1	3	3	1	1	8	3	10

Table 10. Perceived peer respect for the following activities – (“Increases Respect a lot” + “Increases Respect Somewhat”) (%)

	Do well in school	“Skip” or cut classes	Do well in sports	Drink alcohol	Smoke cigarettes	Use Vape Products	Use Other Cannabis Products	Smoke marijuana	Be against the rules of adults	Steal from shops
School D (%)										
2025	73	8	76	4	5	6	6	5	13	6
School E (%)										
2025	75	9	71	7	6	7	6	5	11	4
School T (%)										
2025	76	8	72	4	4	4	4	4	12	4
School W (%)										
2025	80	7	77	2	1	1	3	1	14	1
School O (%)										
2025	63	6	57	2	8	2	2	4	6	8
School S (%)										
2025	65	8	61	7	6	6	5	5	13	7
School U (%)										
2025	73	12	58	4	2	8	6	4	23	0
School R (%)										
2025	62	16	74	6	8	4	8	10	15	2
Other ICEC Co 1 Total (%)										
2025	74	9	73	6	6	7	6	5	12	5
Other ICEC Co 3 Total (%)										
2025	70	9	66	5	5	4	5	4	14	4
Combined Total (%)										
2025	72	9	70	5	5	5	5	5	13	4

Results: School

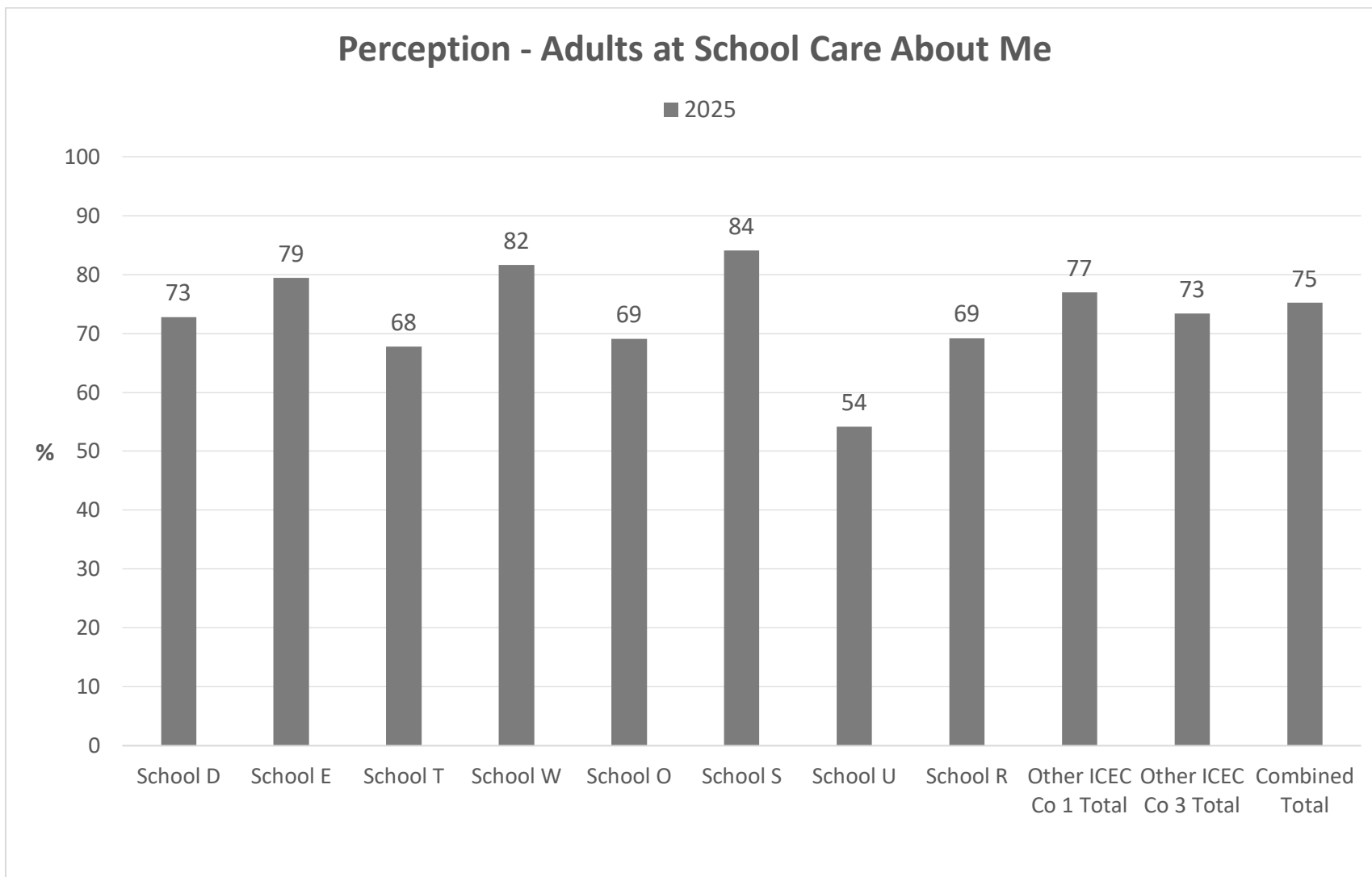


Figure 36. Perception that adults at my school care about me – “Strongly Agree” + “Somewhat Agree”

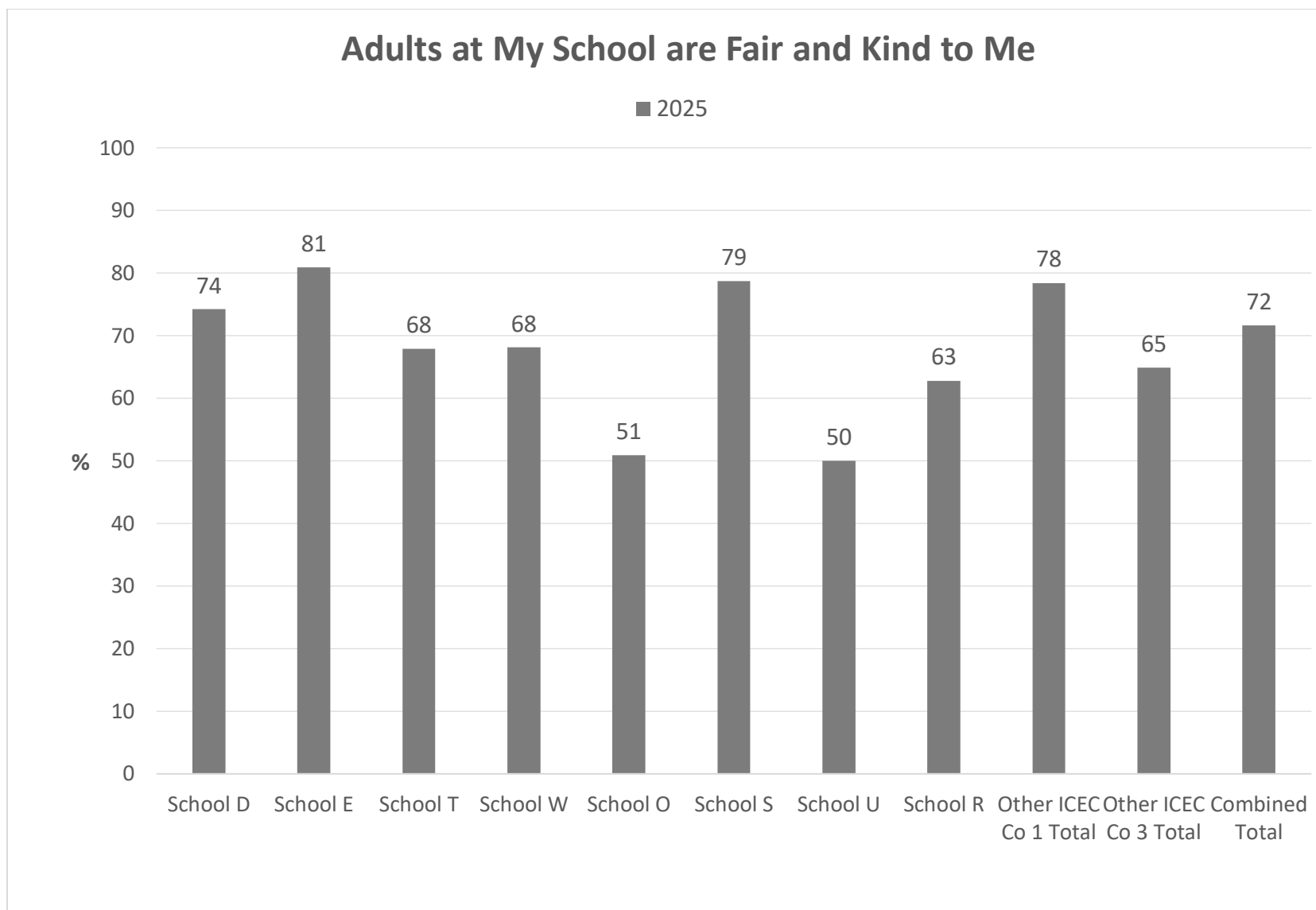


Figure 37. The adults at my school are fair and kind to me – “Strongly Agree” + “Somewhat Agree”

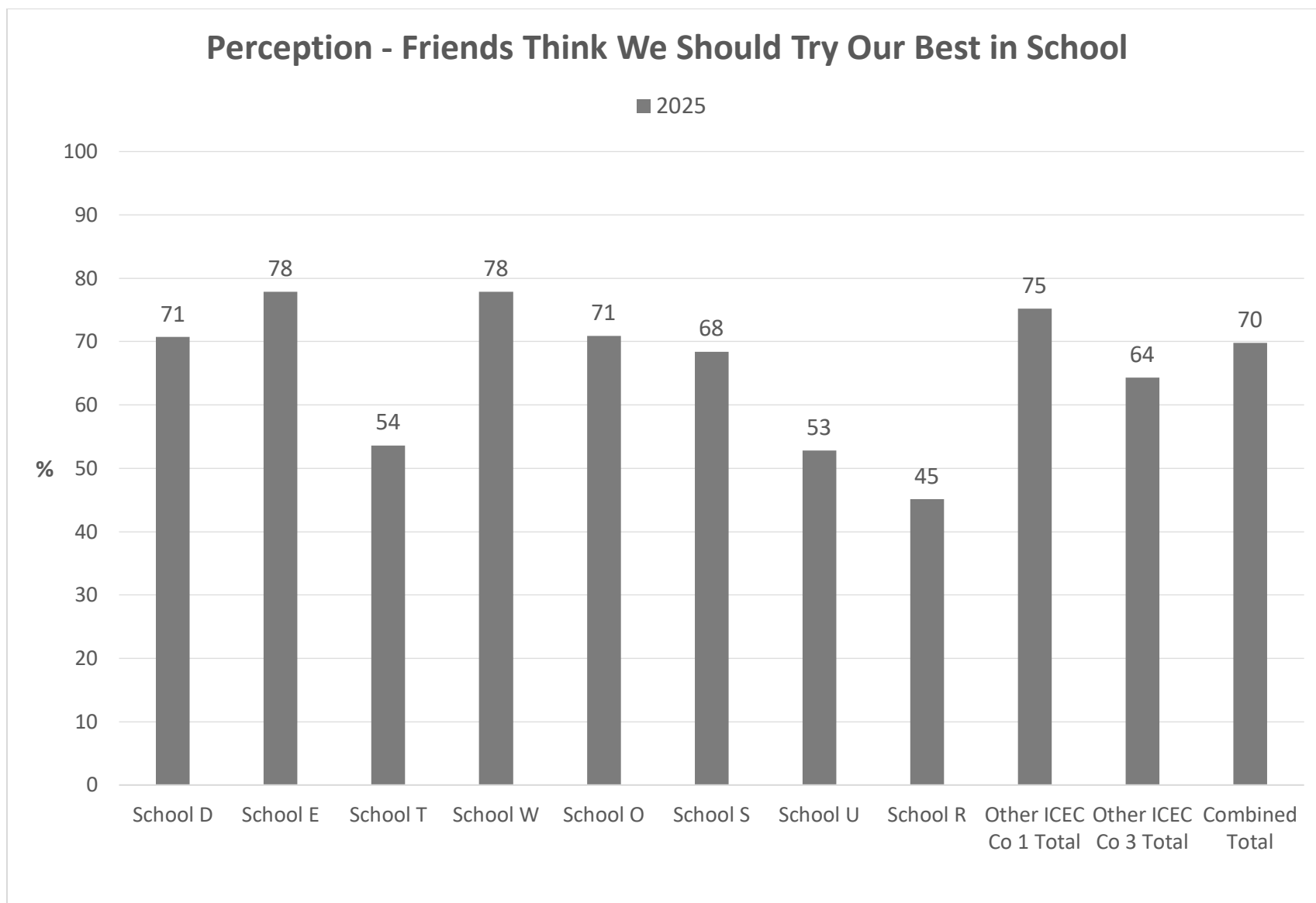


Figure 38. My friends think we should try our best in school – “Strongly Agree” + “Somewhat Agree”

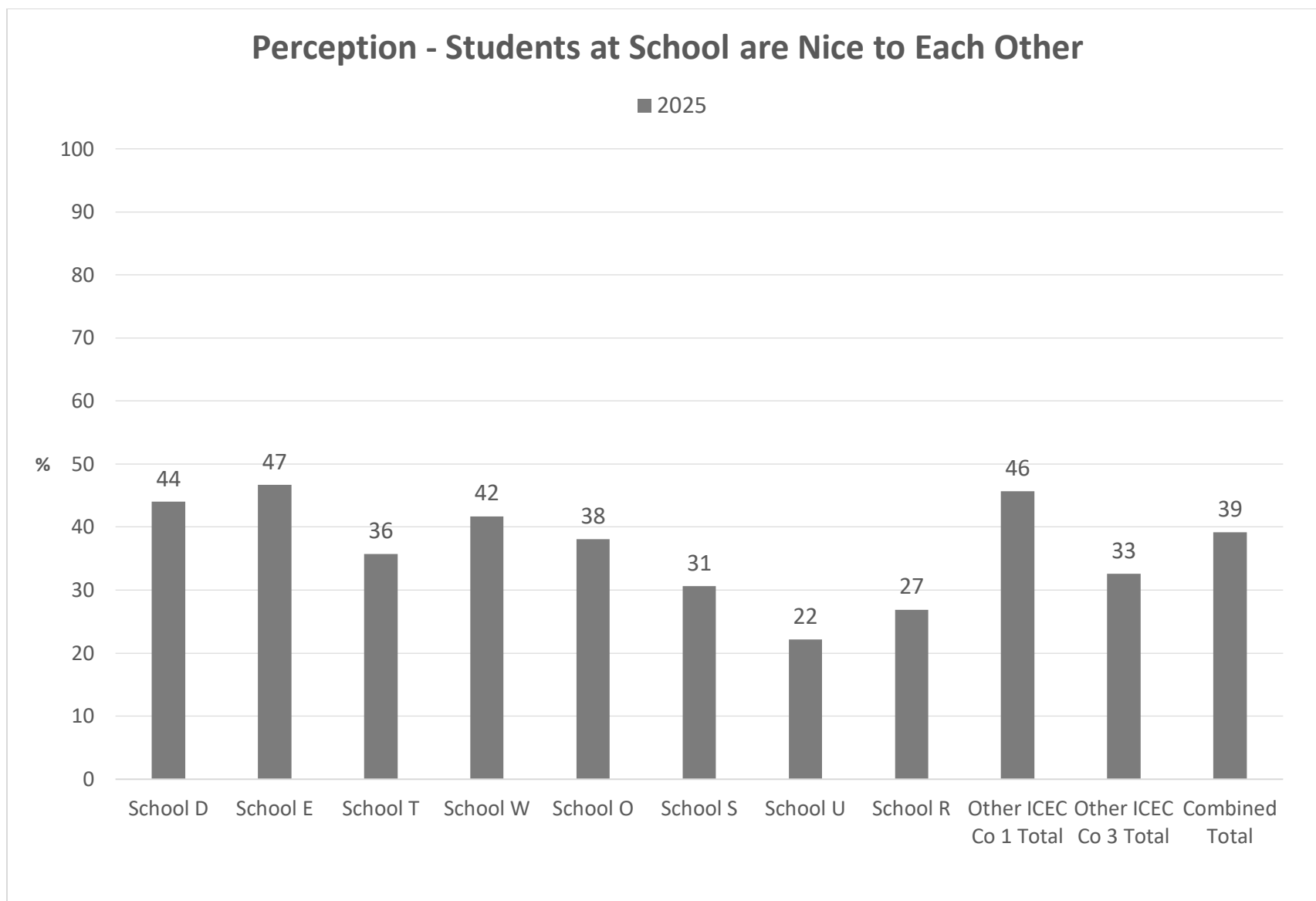


Figure 39. The students at my school are nice to each other – “Strongly Agree” + “Somewhat Agree”

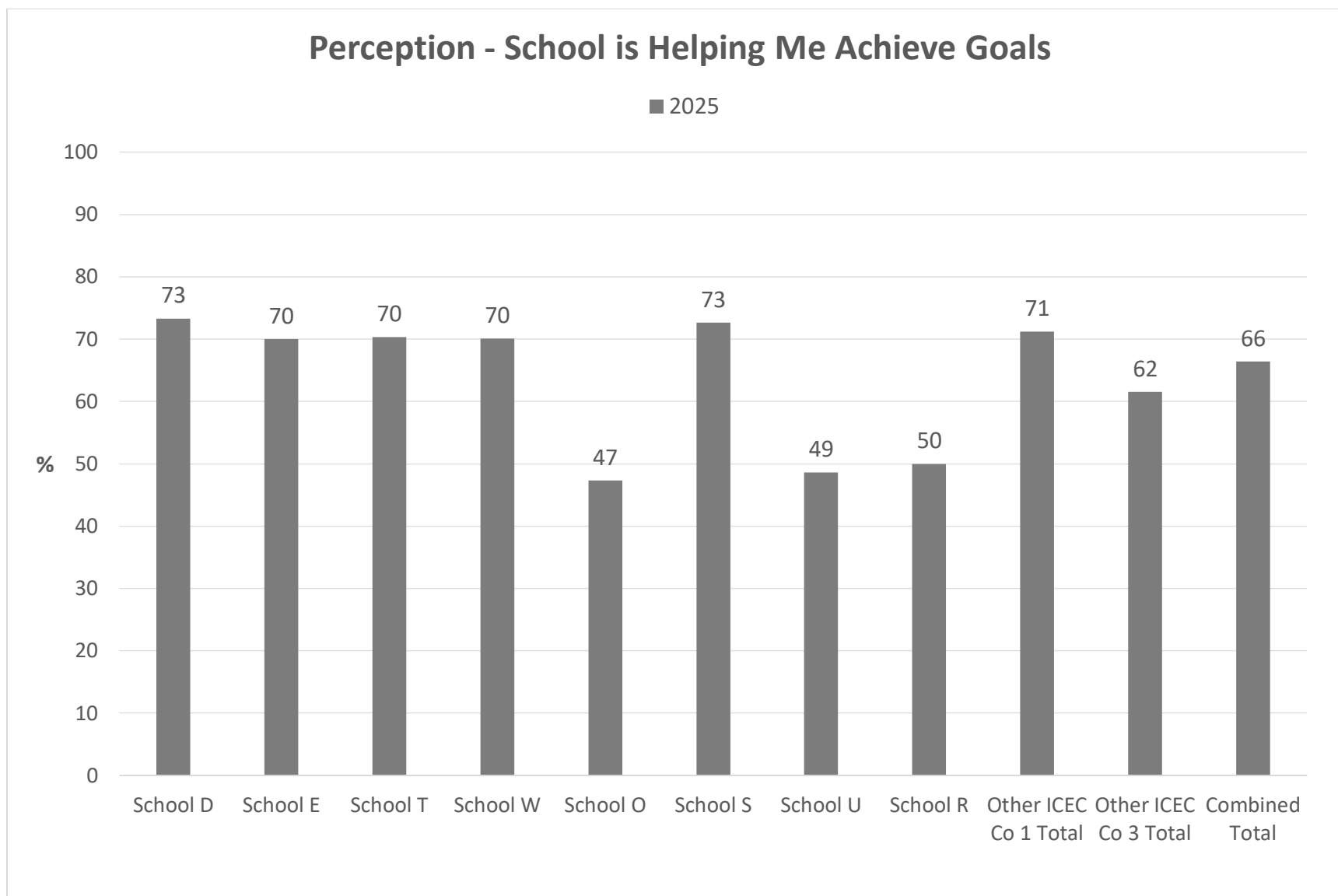


Figure 40. My school is helping me achieve goals that matter to me – “Strongly Agree” + “Somewhat Agree”

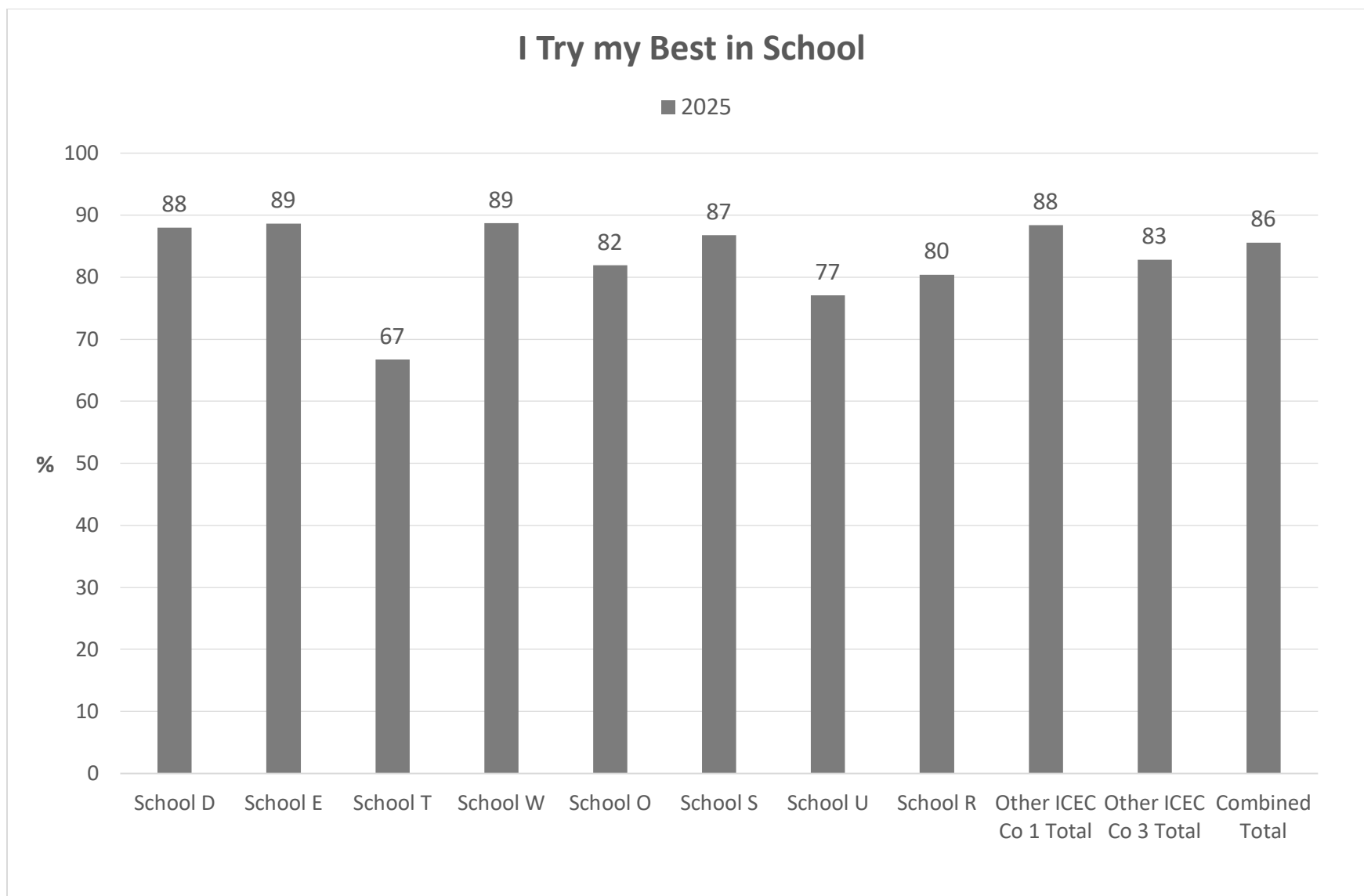


Figure 41. I try my best in school – “Strongly Agree” + “Somewhat Agree”

Table 11. Attitude to school and studies? (“Applies Almost Always to Me” + “Applies Often to Me”) (%)

	I find school pointless	I am bored at school	I feel I do not put enough effort into my schoolwork	I find schoolwork too difficult	I feel bad at school	I want to change schools	I do not get along with my teachers
School D (%)							
2025	19	51	14	21	17	18	13
School E (%)							
2025	21	51	12	22	14	11	11
School T (%)							
2025	26	56	23	26	19	8	15
School W (%)							
2025	18	58	13	16	17	10	4
School O (%)							
2025	27	65	15	30	24	17	22
School S (%)							
2025	21	55	19	25	20	20	12
School U (%)							
2025	31	65	22	42	24	14	23
School R (%)							
2025	29	67	13	31	21	25	25
Other ICEC Co 1 Total (%)							
2025	20	51	13	22	19	13	12
Other ICEC Co 3 Total (%)							
2025	24	60	17	27	20	16	15
Combined Total (%)							
2025	22	56	15	24	20	15	13

Table 12. “School absenteeism in last 30 days (1+ days)” (%)

	Because of illness	Because you “skipped” or “cut” classes
School D (%)		
2025	50	11
School E (%)		
2025	59	6
School T (%)		
2025	48	28
School W (%)		
2025	44	10
School O (%)		
2025	64	16
School S (%)		
2025	61	7
School U (%)		
2025	64	12
School R (%)		
2025	64	18
Other ICEC Co 1 Total (%)		
2025	56	8
Other ICEC Co 3 Total (%)		
2025	58	12
Combined Total (%)		
2025	57	10

Results: Leisure time

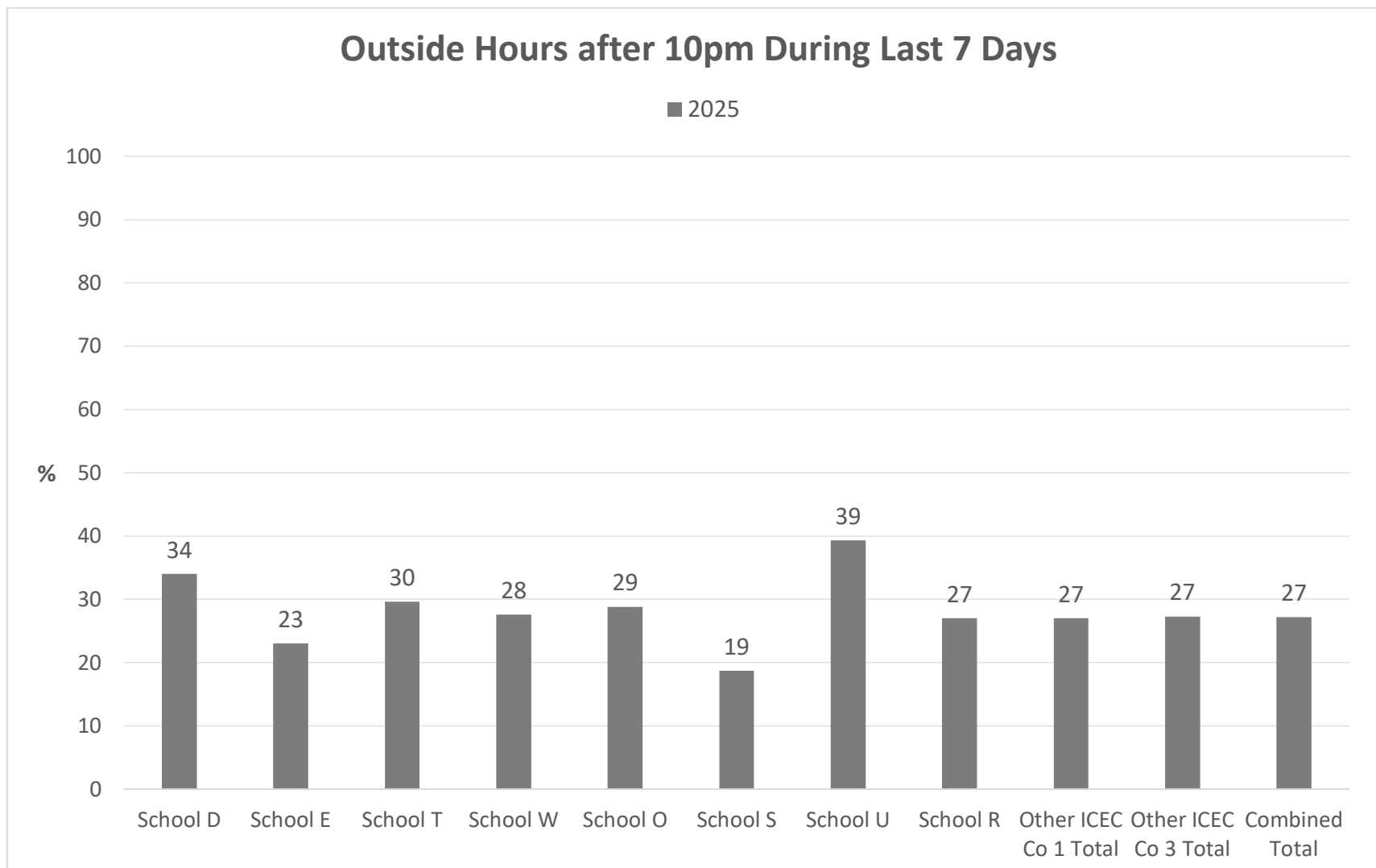


Figure 42. Outside after 10pm in the last 7 days - “at least twice a week”

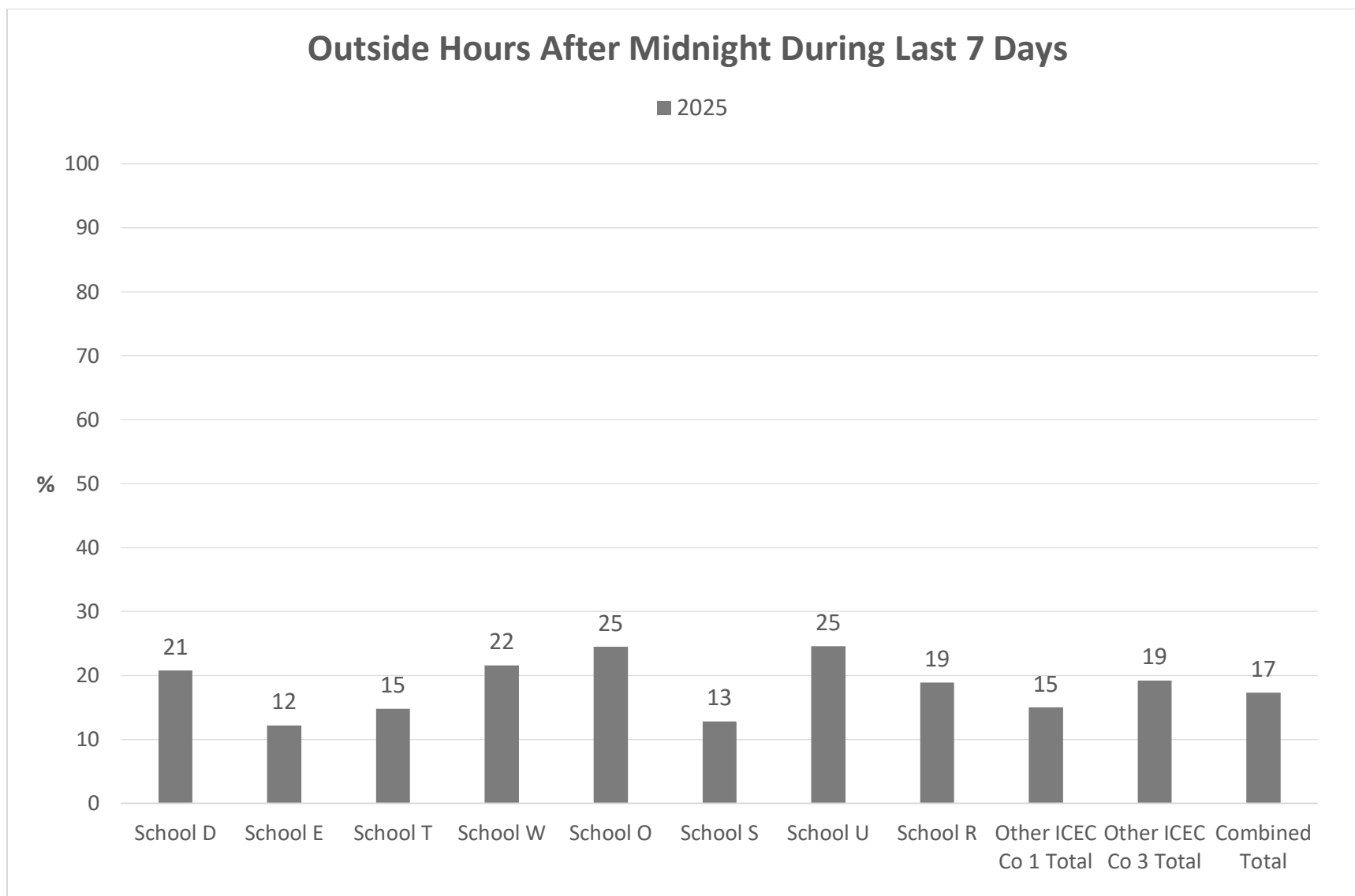


Figure 43. Outside after midnight in the last 7 days - "Once or more often"

Table 13. How many times a week do you participate in any of the following out-of-school activities that are supervised by adults?- (%) (2 times a week or more often)

	Sports or sports teams (swim team, soccer, football, dance, cheer, etc.)	Religious organizations (e.g. youth groups, go to church)	Art, Drama, or musical instrument (band) classes	Volunteering in the community	Go to a community center like “Boys and Girls Club” or another such After-school program	Outdoor recreation (such as paddling, climbing, fishing, hunting, biking, etc.)	Other
School D (%)							
2025	43	17	29	11	7	33	20
School E (%)							
2025	45	27	23	10	4	41	25
School T (%)							
2025	45	19	37	19	19	45	17
School W (%)							
2025	60	14	20	5	9	47	32
School O (%)							
2025	35	19	28	13	11	32	19
School S (%)							
2025	46	11	21	13	9	39	25
School U (%)							
2025	56	8	18	12	7	37	13
School R (%)							
2025	63	13	16	12	4	39	17
Other ICEC Co 1 Total (%)							
2025	44	23	25	11	5	38	23
Other ICEC Co 3 Total (%)							
2025	52	13	22	11	9	40	22
Combined Total (%)							
2025	48	18	24	11	7	39	22

Table 14. Unsupervised leisure time, once per week or more? - (%)

	Hang out at a friend's home with no adult present	Hang out with friends in a local parking lot	Hang out with friends in a field or wooded area	Hang out with friends in a local mall, shopping center, or downtown stores	Hang out with friends at a nearby school when school is closed	Hang out with friends in an abandoned building or empty house
School D (%)						
2025	7	3	12	9	6	5
School E (%)						
2025	7	4	8	6	3	2
School T (%)						
2025	4	4	23	4	15	8
School W (%)						
2025	6	2	10	3	7	1
School O (%)						
2025	8	8	12	14	12	8
School S (%)						
2025	8	3	7	4	5	3
School U (%)						
2025	19	10	21	12	15	8
School R (%)						
2025	4	4	15	12	8	6
Other ICEC Co 1 Total (%)						
2025	7	4	9	7	4	3
Other ICEC Co 3 Total (%)						
2025	8	5	13	7	9	5
Combined Total (%)						
2025	8	4	11	7	7	4

Results: Community

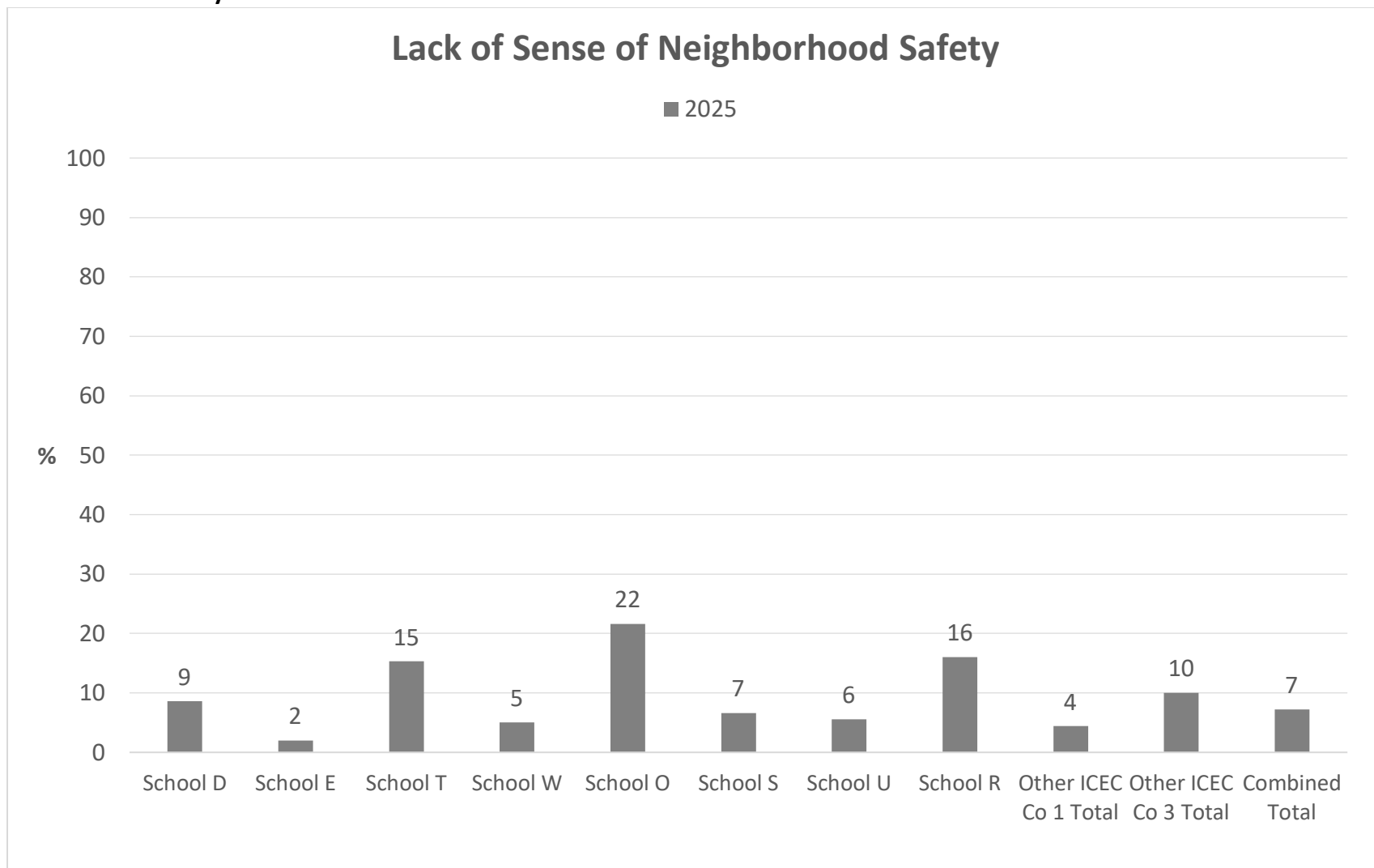


Figure 44. I feel safe in my neighborhood - "Almost Never + Rarely"

Table 15. Neighborhood/community lack of cohesion. How likely or unlikely is it that your neighbors would do something if...? – (“Rather unlikely” + “Very unlikely”) (%)

	...the kids in the neighborhood were skipping school and hanging around	...the kids were doing graffiti on houses in the area	...the kids disrespected the adults	...if a fight broke out in front of your house	...somebody was breaking into a car or a house on your street
School D (%)					
2025	51	37	35	40	33
School E (%)					
2025	42	33	32	36	34
School T (%)					
2025	58	46	28	58	38
School W (%)					
2025	52	37	33	35	34
School O (%)					
2025	42	35	23	35	27
School S (%)					
2025	45	31	34	33	30
School U (%)					
2025	56	38	39	44	27
School R (%)					
2025	57	48	47	43	32
Other ICEC Co 1 Total (%)					
2025	45	34	33	38	34
Other ICEC Co 3 Total (%)					
2025	51	37	35	38	31
Combined Total (%)					
2025	48	36	34	38	32

Table 16. Neighborhood/community ties... – (“Strongly Agree” + “Somewhat Agree”) (%)

	There is a great deal of social life available in my neighborhood/community	It is good to live in my neighborhood/community	The adults in my community like the kids in the community	I can make a positive impact in my community	In the future I would like to continue to live in the neighborhood/community that I live in at this present time	In the future I would like to move to another city/town in my country	In the future I would like to move abroad
School D (%)							
2025	82	95	85	84	63	63	51
School E (%)							
2025	77	92	86	84	66	69	49
School T (%)							
2025	54	92	73	84	58	68	32
School W (%)							
2025	75	91	95	82	59	66	34
School O (%)							
2025	57	73	68	61	50	64	50
School S (%)							
2025	72	85	81	81	54	66	47
School U (%)							
2025	71	87	80	71	71	56	35
School R (%)							
2025	42	76	70	57	43	50	44
Other ICEC Co 1 Total (%)							
2025	79	93	86	84	65	67	50
Other ICEC Co 3 Total (%)							
2025	68	85	81	74	56	62	41
Combined Total (%)							
2025	73	89	83	79	60	65	46

Section 3. Risk and Protective Factors and Relationships to Outcomes
Parents/Caregivers

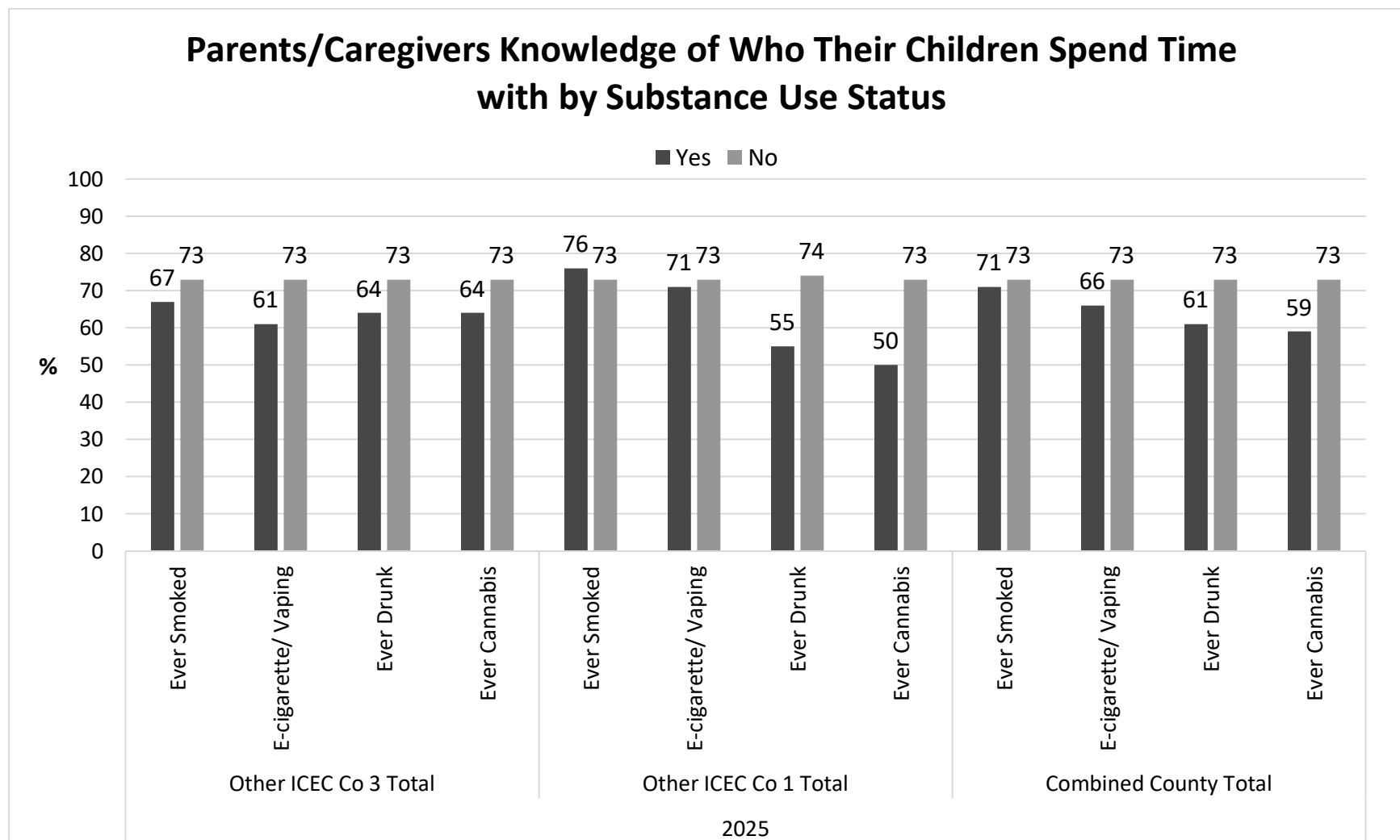


Figure 45. Parents/caregivers know whom I am with in the evenings – “Applies very well to me”

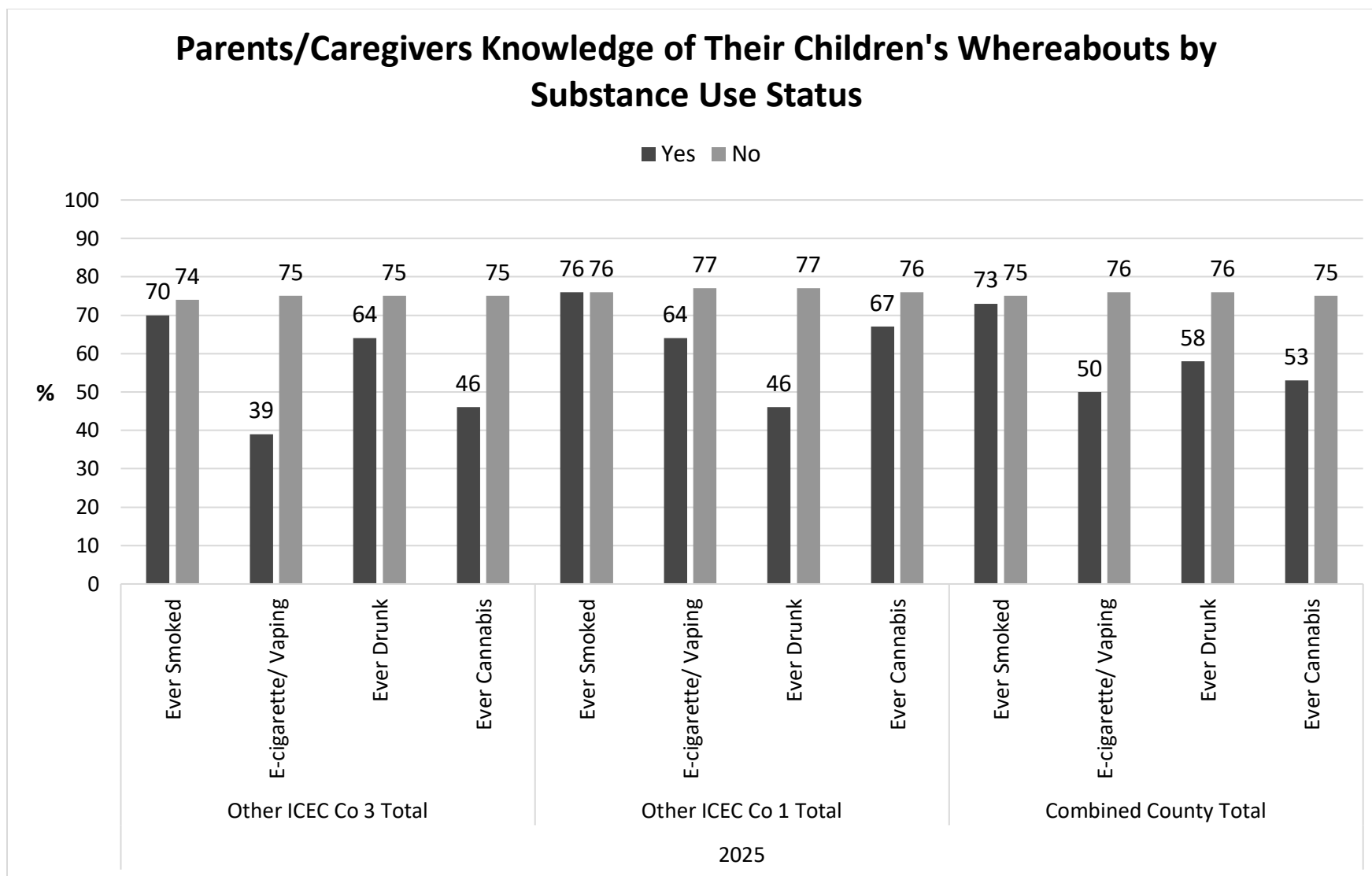


Figure 46. Parents/caregivers knowledge of student location in the evenings – “Applies very well to me”

Peer Group

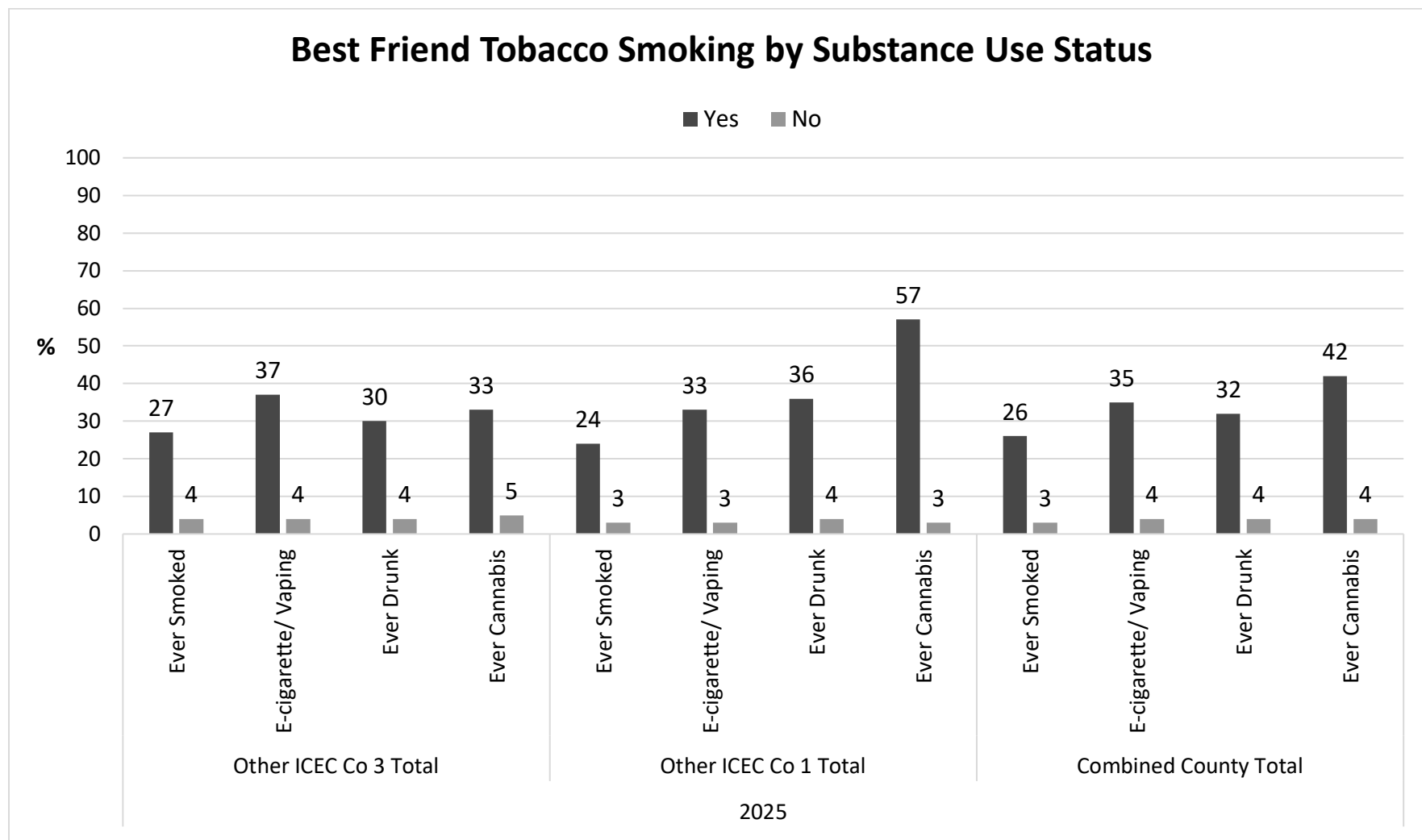


Figure 47. Best friend smokes tobacco on a daily basis by substance use status – “Yes”

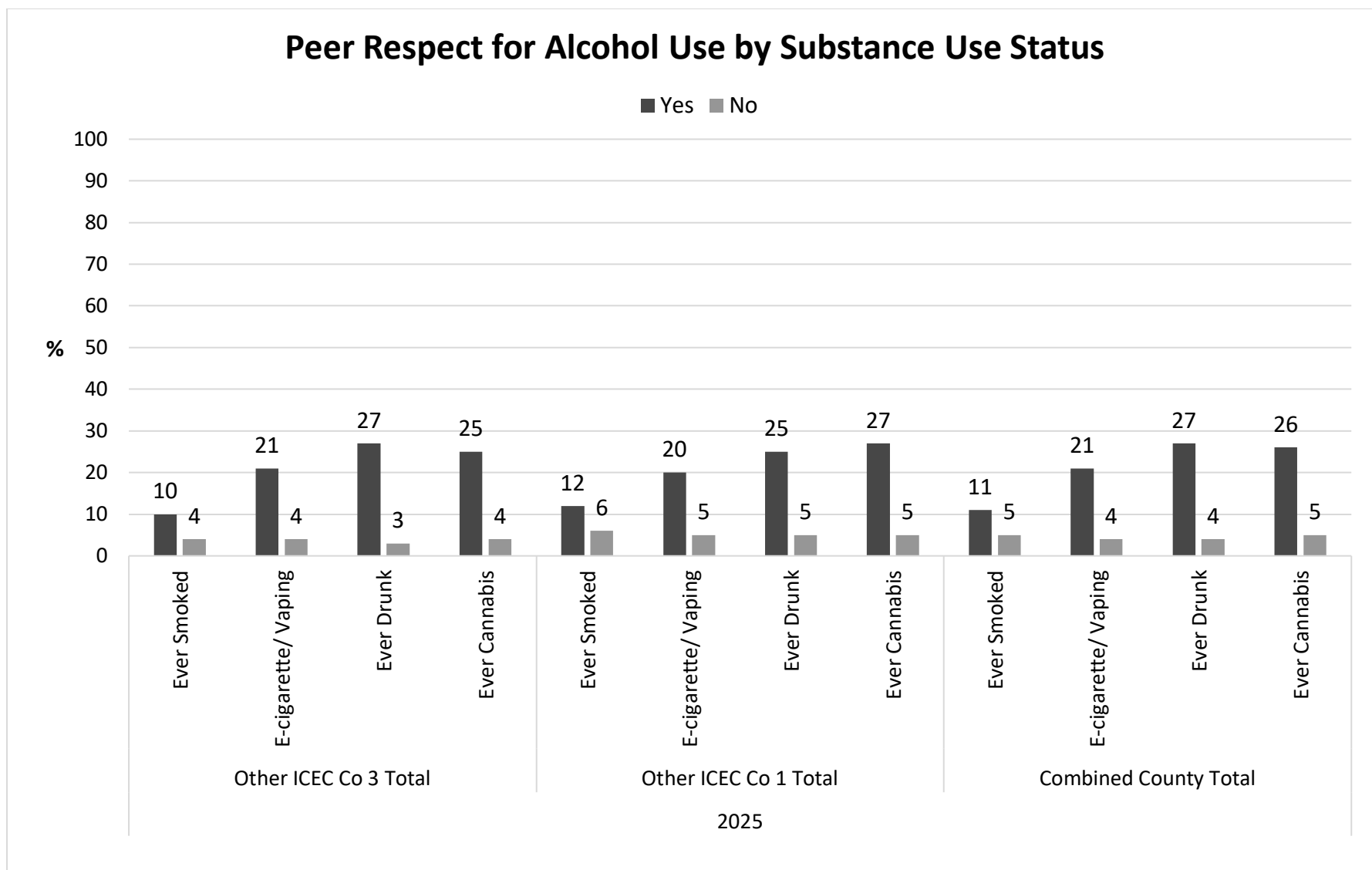


Figure 48. The following things are important for me to do in order to gain respect from my peers – Drink Alcohol, by substance use status - “Increases respect a lot” + “Increases respect somewhat”

School

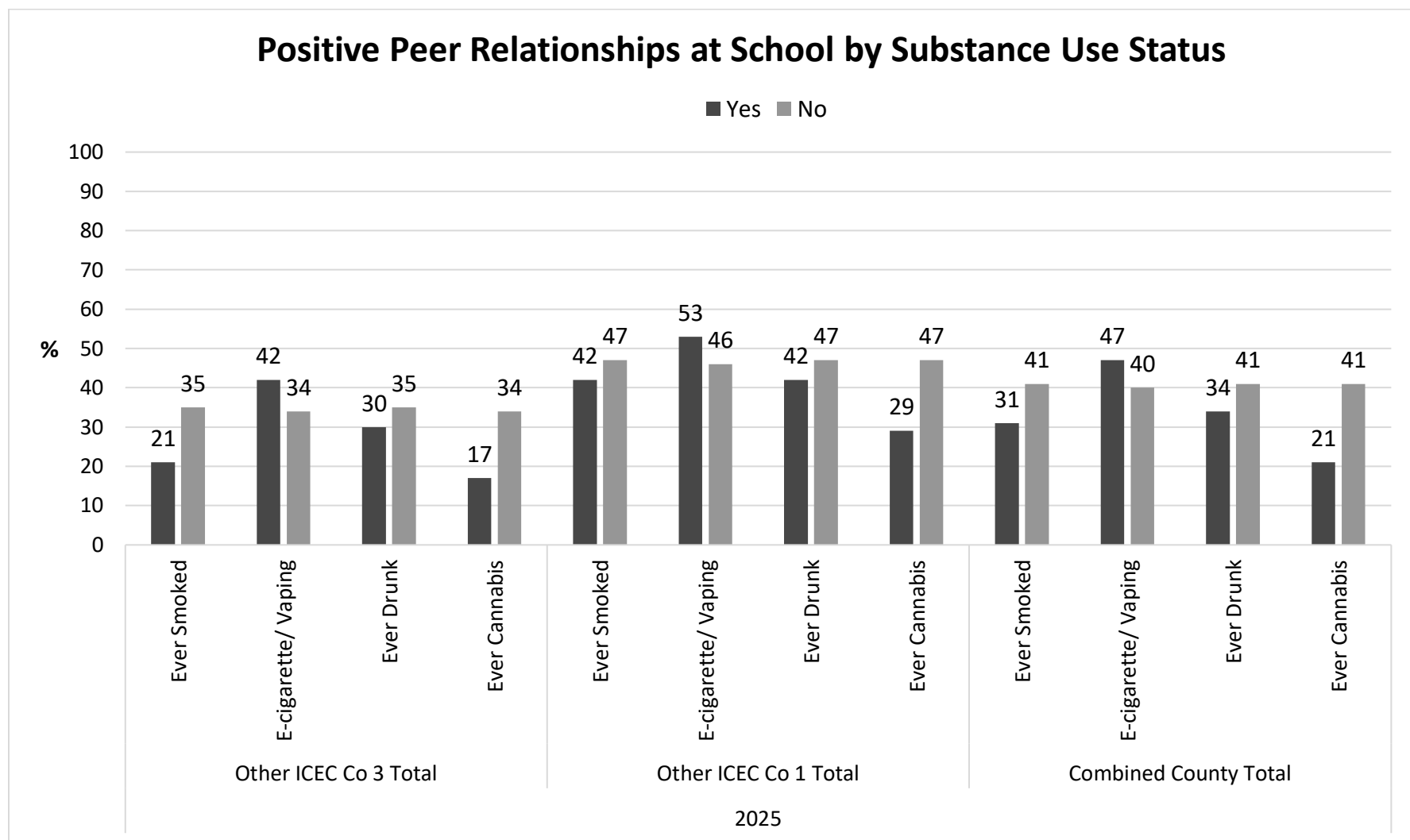


Figure 49. The students at my school are nice to each other by substance use status – “Strongly Agree” + “Somewhat Agree”

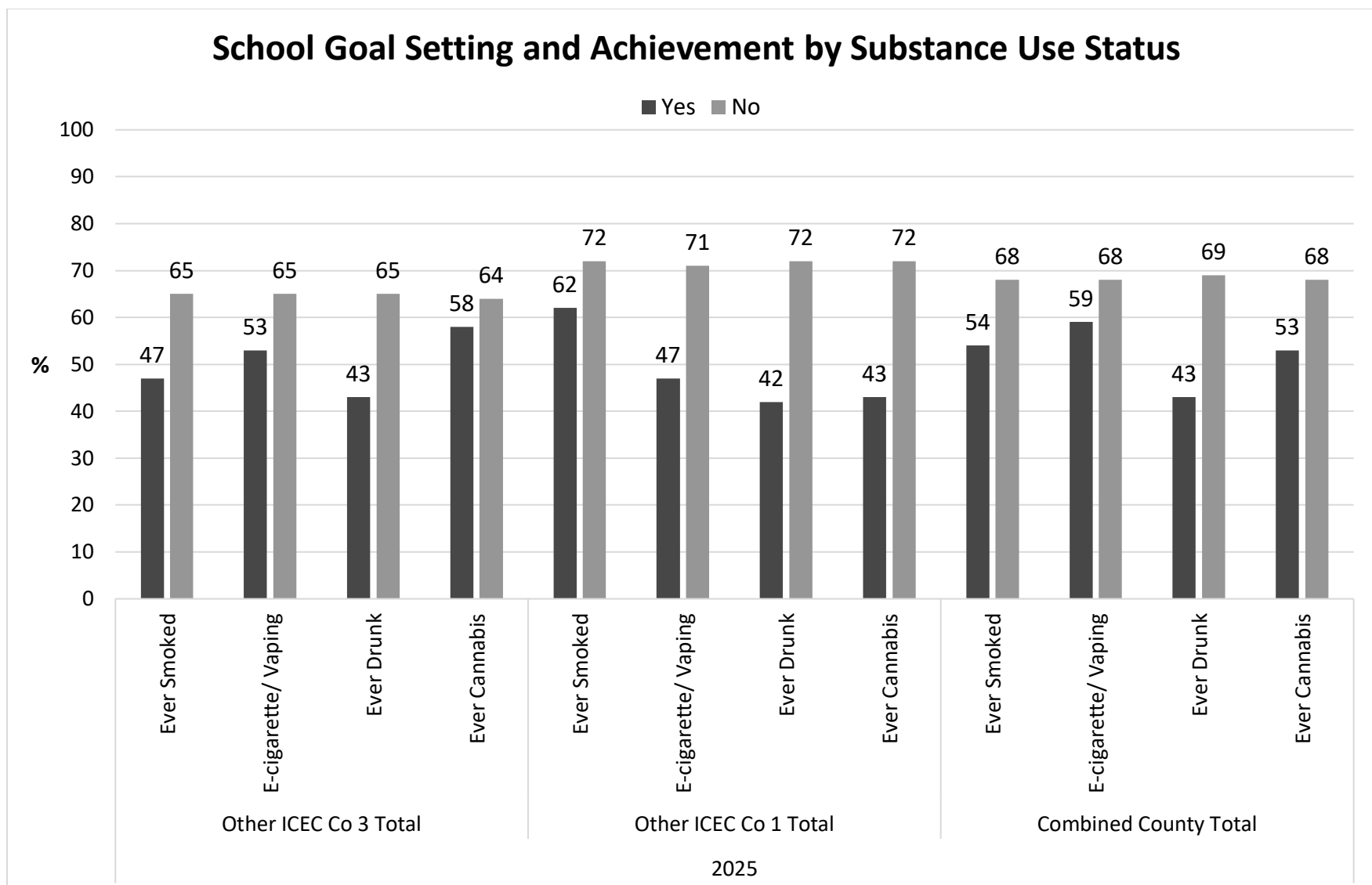


Figure 50. My school is helping me achieve goals that matter to me by substance use status – “Strongly Agree” + “Somewhat Agree”

Leisure Time

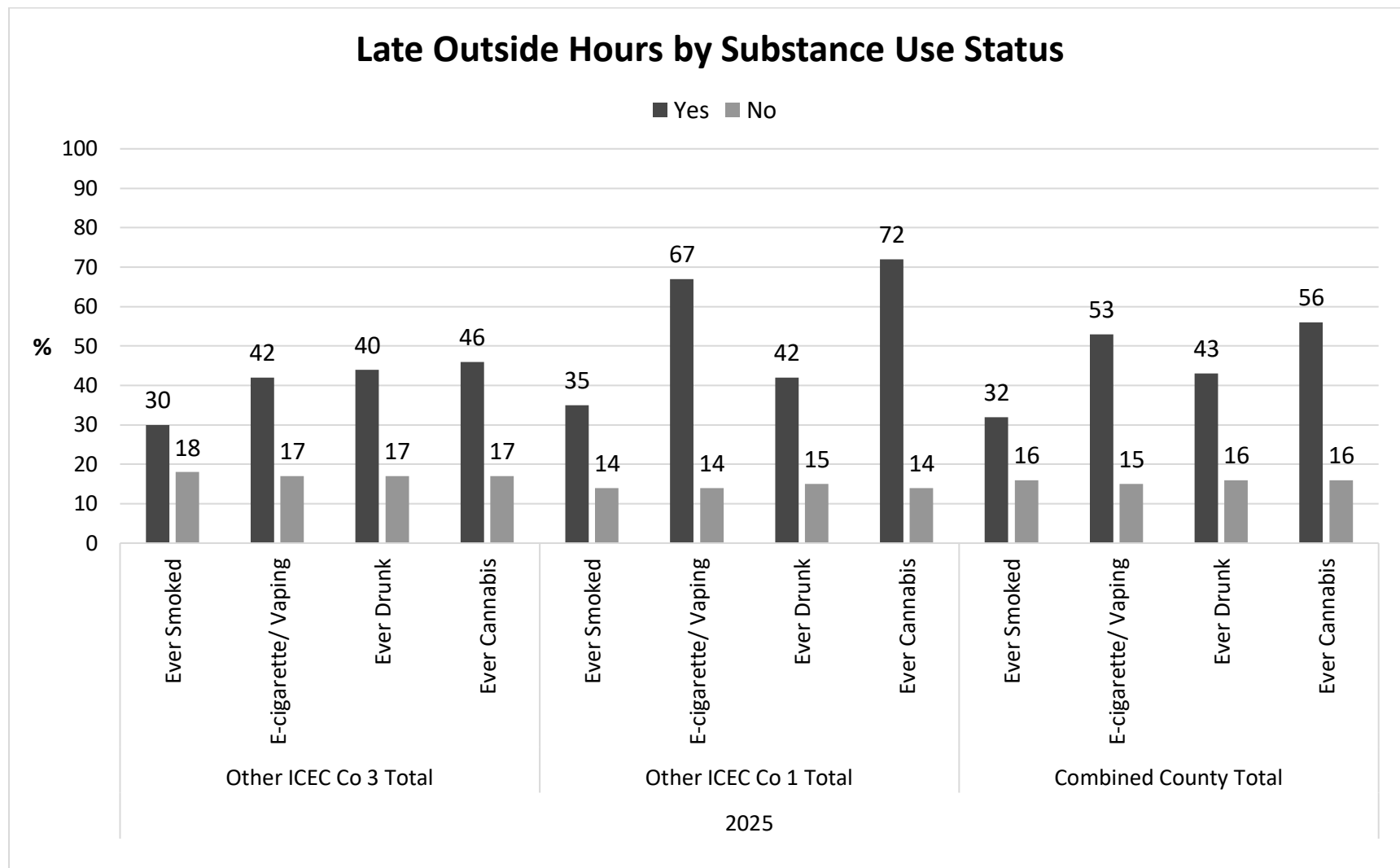


Figure 51. Students who are outside after midnight by substance use status – Once or more per week

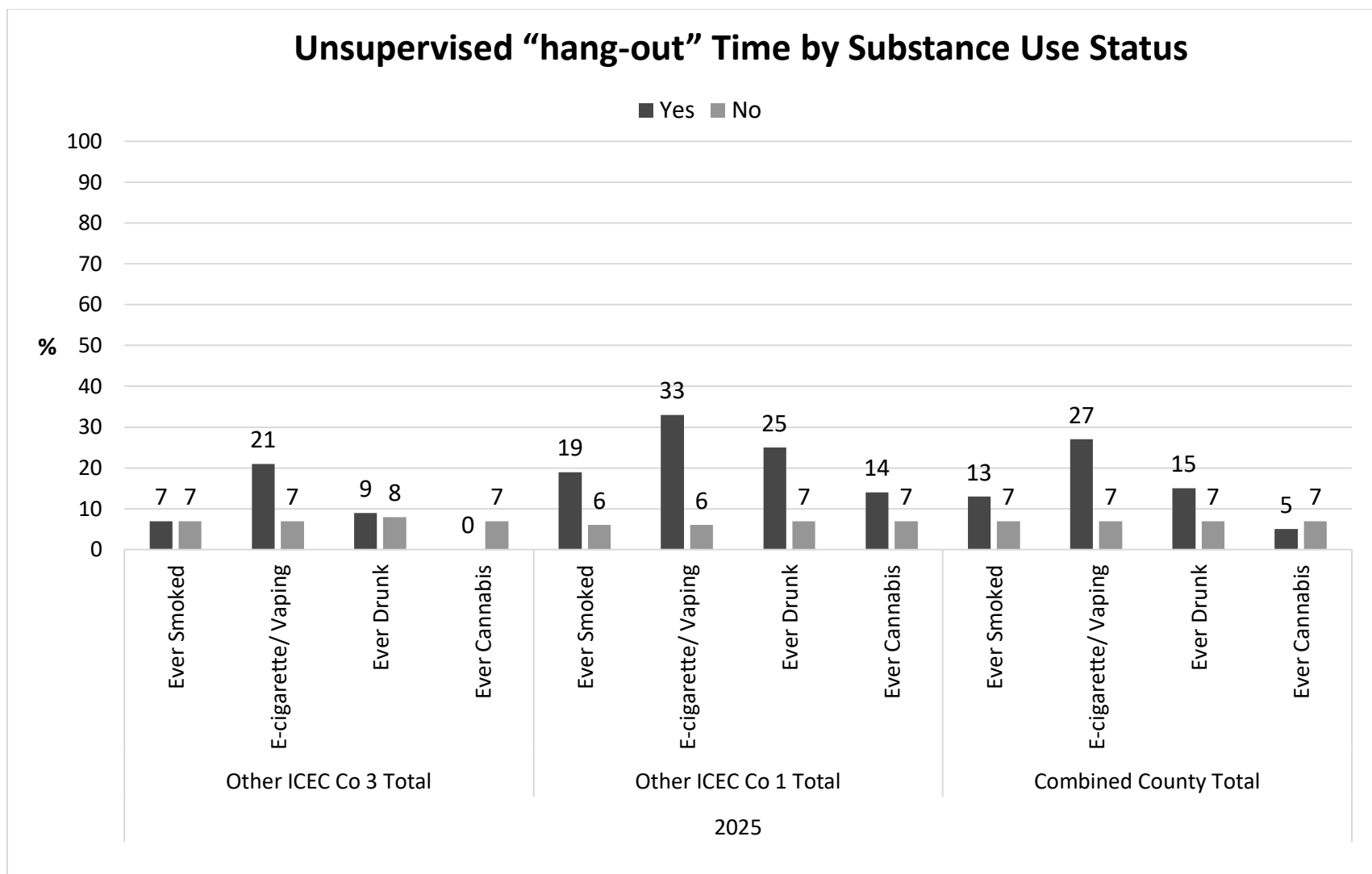


Figure 52. Students who hang out at a friend’s home with no adults present by substance use status – Once or more per week

Community

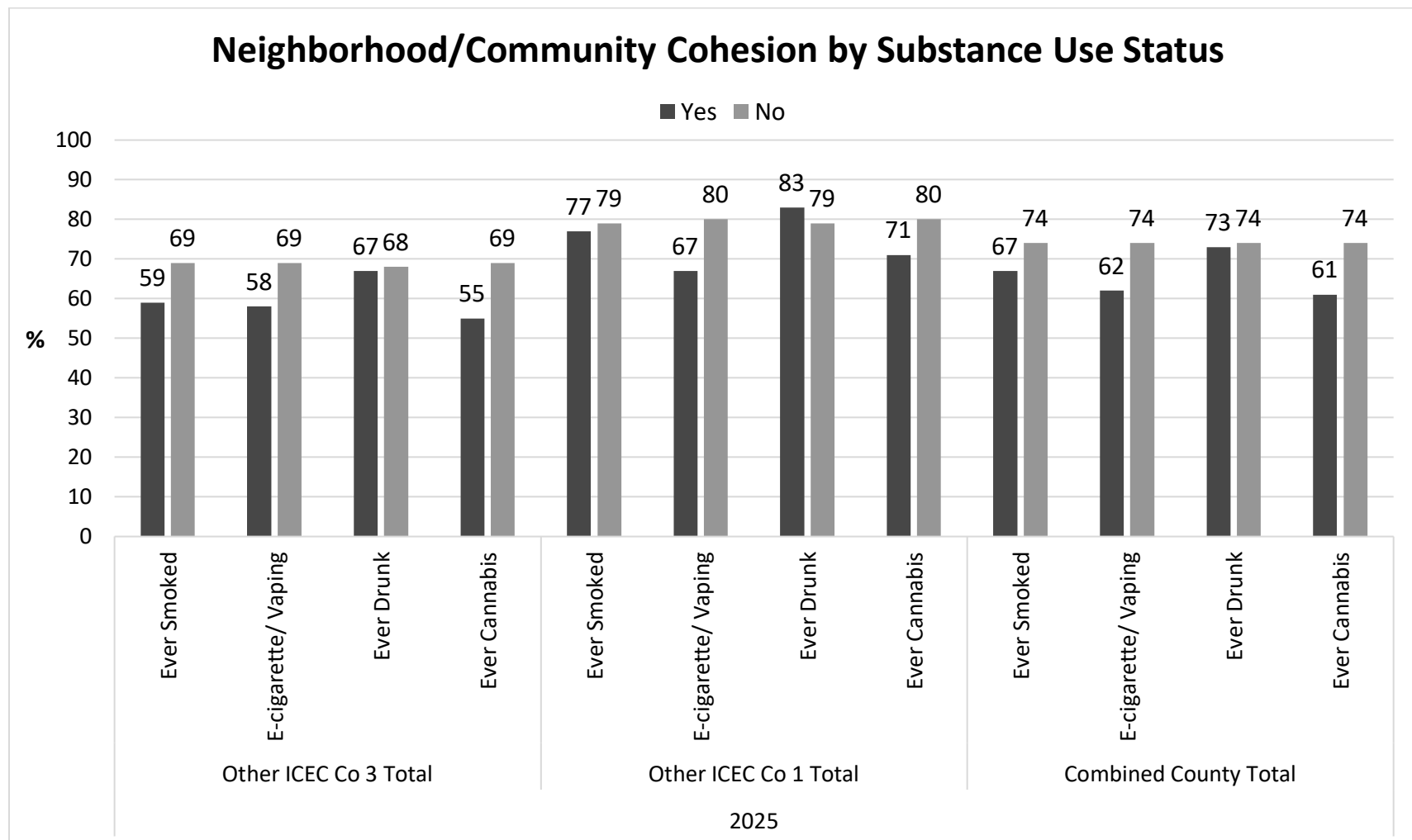


Figure 53. There is a great deal of social life available in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”

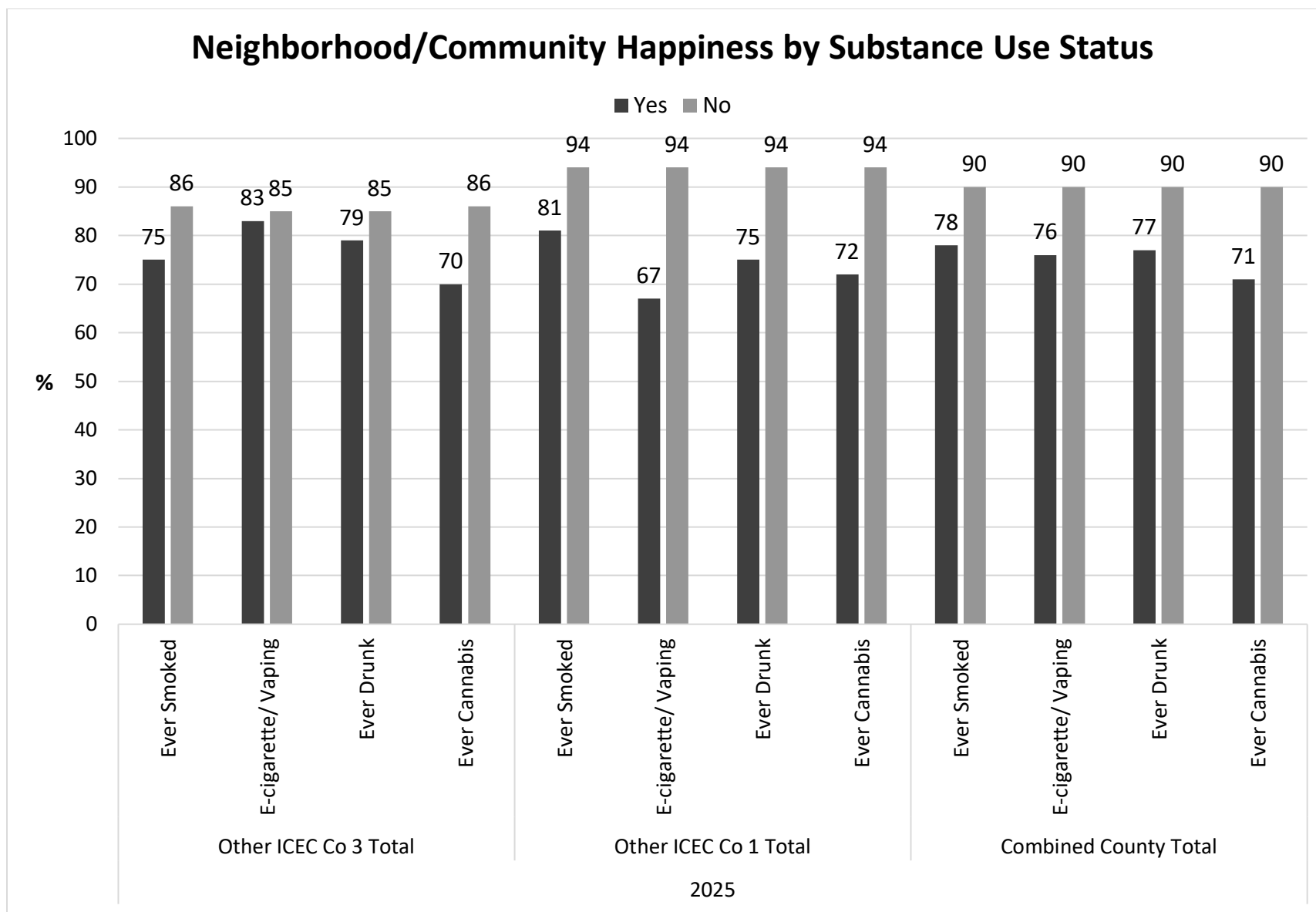


Figure 54. It is good to live in my neighborhood/community by substance use status – “Agree Strongly” + “Somewhat Agree”

Section 4. Additional Data (Sleep Activity, Physical Activity, & Caffeine Use)

**Table 17. Sleep Habits: How often in the past 7 days were each of the following statements true? (“Almost Always” + “Always”)
(%)**

	I was sleepy during the daytime	I had a hard time concentrating because I was sleepy	I had a hard time getting things done because I was sleepy	I had problems during the day because of poor sleep	I had difficulty falling asleep	I slept through the night	I had a problem with my sleep	I had trouble sleeping
School D (%)								
2025	25	18	17	13	19	57	18	18
School E (%)								
2025	25	13	12	11	12	59	7	9
School T (%)								
2025	28	36	24	20	20	56	28	32
School W (%)								
2025	21	8	10	10	19	74	15	18
School O (%)								
2025	38	23	18	14	29	35	20	22
School S (%)								
2025	23	14	16	12	24	55	13	20
School U (%)								
2025	28	24	26	21	33	55	17	18
School R (%)								
2025	20	23	23	19	27	58	26	25
Other ICEC Co 1 Total (%)								
2025	25	15	14	12	15	58	11	13
Other ICEC Co 3 Total (%)								
2025	25	18	18	15	25	58	18	21
Combined Total (%)								
2025	25	16	16	13	20	58	15	17

Table 18: Hours of sleep per night on weekdays:

	6 hours or less per night	6.5-7.5 hours per night	8-10 hours per night	10.5 hours or more per night
School D (%)				
2025	18	27	50	5
School E (%)				
2025	6	34	57	2
School T (%)				
2025	8	23	69	0
School W (%)				
2025	14	27	58	1
School O (%)				
2025	16	34	46	2
School S (%)				
2025	15	23	61	1
School U (%)				
2025	15	34	47	4
School R (%)				
2025	17	31	44	8
Other ICEC Co 1 Total (%)				
2025	10	32	55	3
Other ICEC Co 3 Total (%)				
2025	15	28	54	3
Combined Total (%)				
2025	13	30	55	3

Table 19: Hours of sleep per night on weekends:

	6 hours or less per night	6.5-7.5 hours per night	8-10 hours per night	10.5 hours or more per night
School D (%)				
2025	7	11	56	26
School E (%)				
2025	3	13	59	25
School T (%)				
2025	8	15	62	15
School W (%)				
2025	11	16	55	18
School O (%)				
2025	10	10	56	24
School S (%)				
2025	5	14	67	14
School U (%)				
2025	11	19	58	12
School R (%)				
2025	11	17	46	26
Other ICEC Co 1 Total (%)				
2025	5	12	58	25
Other ICEC Co 3 Total (%)				
2025	9	15	58	18
Combined Total (%)				
2025	7	14	58	21

Table 20. Physical Activity Recall: In the last 7 days, on how many days....?

	Were you physically active for a total of at least 60 minutes per day? (Active 7 days/week)	Did you immediately or shortly after school, do sports, dance, or play games in which you were very active? (3 or more days)	On evenings did you do sports, dance, or play games in which you were very active? (3 or more days)
School D (%)			
2025	24	47	44
School E (%)			
2025	24	56	56
School T (%)			
2025	33	42	54
School W (%)			
2025	27	48	52
School O (%)			
2025	31	45	44
School S (%)			
2025	30	36	36
School U (%)			
2025	22	40	47
School R (%)			
2025	33	52	46
Other ICEC Co 1 Total (%)			
2025	24	53	52
Other ICEC Co 3 Total (%)			
2025	29	43	45
Combined Total (%)			
2025	27	48	48

Table 21. Caffeine Recall_ How many drinks (cups/cans/bottles) do you drink of the following drinks every day? (1 or more)

	Coffee	Tea	Caffeinated Soda	Energy Drinks	Caffeine Shots
School D (%)					
2025	34	44	84	46	16
School E (%)					
2025	31	47	75	34	8
School T (%)					
2025	39	55	70	39	21
School W (%)					
2025	41	60	71	37	13
School O (%)					
2025	43	63	70	41	18
School S (%)					
2025	33	56	73	28	13
School U (%)					
2025	40	63	72	58	19
School R (%)					
2025	50	65	78	59	17
Other ICEC Co 1 Total (%)					
2025	32	46	79	38	11
Other ICEC Co 3 Total (%)					
2025	40	60	72	41	16
Combined Total (%)					
2025	36	53	75	40	13