

TABLE 1

Long-Term Trends in Prevalence of Use of Cigarettes for Eighth, Tenth, and Twelfth Graders

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	'99-'00 change	
Lifetime																												
8th Grade																		44.0	45.2	45.3	46.1	46.4	49.2	47.3	45.7	44.1	40.5	-3.6sss
10th Grade																		55.1	53.5	56.3	56.9	57.6	61.2	60.2	57.7	57.6	55.1	-2.5s
12th Grade	73.6	75.4	75.7	75.3	74.0	71.0	71.0	70.1	70.6	69.7	68.8	67.6	67.2	66.4	65.7	64.4	63.1	61.8	61.9	62.0	64.2	63.5	65.4	65.3	64.6	62.5	-2.1	
Thirty-Day																												
8th Grade																		14.3	15.5	16.7	18.6	19.1	21.0	19.4	19.1	17.5	14.6	-2.8sss
10th Grade																		20.8	21.5	24.7	25.4	27.9	30.4	29.8	27.6	25.7	23.9	-1.8
12th Grade	36.7	38.8	38.4	36.7	34.4	30.5	29.4	30.0	30.3	29.3	30.1	29.6	29.4	28.7	28.6	29.4	28.3	27.8	29.9	31.2	33.5	34.0	36.5	35.1	34.6	31.4	-3.2ss	
Daily																												
8th Grade																		7.2	7.0	8.3	8.8	9.3	10.4	9.0	8.8	8.1	7.4	-0.7
10th Grade																		12.6	12.3	14.2	14.6	16.3	18.3	18.0	15.8	15.9	14.0	-1.9s
12th Grade	26.9	28.8	28.8	27.5	25.4	21.3	20.3	21.1	21.2	18.7	19.5	18.7	18.7	18.1	18.9	19.1	18.5	17.2	19.0	19.4	21.6	22.2	24.6	22.4	23.1	20.6	-2.5s	
1/2 pack+ per day																												
8th Grade																		3.1	2.9	3.5	3.6	3.4	4.3	3.5	3.6	3.3	2.8	-0.5
10th Grade																		6.5	6.0	7.0	7.6	8.3	9.4	8.6	7.9	7.6	6.2	-1.4ss
12th Grade	17.9	19.2	19.4	18.8	16.5	14.3	13.5	14.2	13.8	12.3	12.5	11.4	11.4	10.6	11.2	11.3	10.7	10.0	10.9	11.2	12.4	13.0	14.3	12.6	13.2	11.3	-1.9ss	
Approx. Ns (in thousands)																												
8th Grade																		17.5	18.6	18.3	17.3	17.5	17.8	18.6	18.1	16.7	16.7	
10th Grade																		14.8	14.8	15.3	15.8	17.0	15.6	15.5	15.0	13.6	14.3	
12th Grade	9.4	15.4	17.1	17.8	15.5	15.9	17.5	17.7	16.3	15.9	16.0	15.2	16.3	16.3	16.7	15.2	15.0	15.8	16.3	15.4	15.4	14.3	15.4	15.2	13.6	12.8		

NOTES: Level of significance of difference between the two most recent classes: s = .05, ss = .01, sss = .001.
Any apparent inconsistency between the change estimate and the prevalence of use estimates for the two most recent classes is due to rounding error.

SOURCE: The Monitoring the Future Study, The University of Michigan.