New York State Youth Development Survey

2008 Results Report for: Onondaga County
7-12th Grade Students

Provided by
New York State Office of
Alcoholism and Substance
Abuse Services

April 2009

OASAS
Improving Lives.

David A. Paterson,
Governor

Karen M. Carpenter-Palumbo,
Commissioner

Message from Commissioner Karen M. Carpenter-Palumbo

I am pleased to present the New York State 2008 Youth Development Survey Report for your school district. Your support will allow us to better plan for prevention services to address our common goals of improving academic achievement and reducing the problem behaviors that can impede academic success, such as substance use, violence and dropping out of school. You and your students have helped us to measure the risk and protective factors that your community can modify to improve their long-term success. This report will help us to prioritize where and how to focus our resources.

Thanks to the time, energy and commitment of many devoted individuals, more than 100,000 students were surveyed in over 400 schools, making this one of the largest student surveys New York State has ever conducted. I would like to thank each of the school district superintendents who approved the use of precious class time, and the faculty, prevention staff and coalition volunteers who administered the survey. While it is not possible for a single social institution to address all of our challenges, we have developed a data-driven planning process to better address the needs of our diverse schools, communities, county and state partners.

Our prevention service providers and community coalitions can assist you in using the survey results to better address the risk & protective factors identified in this report. You can use our online prevention directory to locate a prevention provider serving within your county or borough:

http://www.oasas.state.ny.us/preventionDirectory/index.cfm

OASAS plans to support this survey every two years so that collectively we can track our progress in reducing substance use and other problem behaviors. Together we can improve our students' academic achievements and help them live a healthy, happy and productive life.

Karen M. Carpenter-Palumbo
Commissioner

NEW YORK STATE
OFFICE OF ALCOHOLISM & SUBSTANCE ABUSE SERVICES
OASAS Improving Lives. *Addiction Services for Prevention, Treatment, Recovery*

A special thanks to these planning improvement partners:

Council of Local Mental Hygiene Directors (CLMHD)

Association of Substance Abuse Professionals (ASAP) - Prevention Committee

Council on Addictions of New York State (CANYS)

Onondaga-Cortland-Madison B.O.C.E.S.

Tompkins-Seneca-Tioga B.O.C.E.S.

NYS School Boards Association

Contents

List of Tables

List of Figures

1.   INTRODUCTION

This report summarizes findings from the New York State Youth Development Survey conducted in the Fall of 2008. The survey instrument was designed to assess risk and protective factors that predict substance use and other problem behaviors such as delinquency. The survey also measures substance use, youth gambling and other problem behaviors. In addition, grade groups and gender comparisons often are provided as well. This survey was completed by students in 409 selected schools throughout the state of New York. Of the estimated total of 125,000 students eligible to participate in the survey, 111,647 did so, for an overall response rate of 89.3%.

OASAS uses a number of surveys in assessing the prevalence of substance use, gambling and related problems. The YDS is especially valuable because it provides information on risk and protective factors for school districts and county planning. However, due to differences in survey design, sampling methods, months of administration and estimation methods, the substance use, gambling and other results will differ somewhat across the different surveys, such as, the Youth Development Survey conducted by ISA/PRIDE, the Youth Risk Behavior Survey (YRBS) conducted by the Centers for Disease Control and Prevention, **and** The National Survey on Drug Use and Health (NSDUH) conducted by the Substance Abuse and Mental Health Services Administration (SAMHSA) **as well as other OASAS Surveys.** All these surveys are used by OASAS for policy development and planning at the state and regional levels.

An important measure of the statistical precision of the survey is called the confidence interval. The size of the confidence interval is determined, in large part, by the number of students participating in the survey. Because of the large number of students participating in the NYS YDS, for all of the statewide analyses we estimate that the confidence interval is quite small, typically $\pm1\%$ or smaller. To understand what this means, suppose that 50% of the survey students reported using alcohol sometime in their lifetime. A confidence interval of $\pm1\%$ means that there is a 95% likelihood that the true percentage of students who have tried alcohol is 50% $\pm1\%$, or from 49% to 51%. (When examining results at the county- or district-levels, the number of students included in the analyses is smaller, and the size of the confidence interval will increase. The calculated confidence intervals will be noted in those reports.)

As noted above, 111,647 students from the 7th-12th grades returned survey forms for scoring. Following receipt of the surveys, all survey forms were checked to determine the validity and reliability of the data. A small percentage of students were judged to have returned invalid survey data. For example, students who claimed to use all drugs at the highest levels of use were eliminated from the final data set. In total, five separate checks of the logical consistency and validity of

the students' responses were conducted. In addition, additional checks were made of survey findings aggregated at the classroom- and school-levels. For example, in a small number of cases it was clear that students did not have sufficient time to appropriately respond to the surveys, and students from these classes were excluded from the data set. In total, 19,589 surveys, or 17.5% of the total, were excluded from further analyses. This process resulted in a final count of 92,058 valid surveys from 7th-12th grade New York students.

Tables 1-5 contain comparisons to county and state data.

Table 1 contains a count of the students included in this report. Table 2 provides information on the number and percent of students surveyed at each grade level. Table 3 provides information on the number and percent of students surveyed by sex. Table 4 provides information on the number and percent of students surveyed by Hispanic status. Table 5 provides information on the number and percent of students surveyed by race and ethnicity.

Table 1: Student Totals

Response	Group	2008
Total Students	county	4,843
	state	92,058

Table 2: Grade

Response	Group	2008 pct	2008 n
7	county	16.0	776
	state	19.8	18,241
8	county	22.7	1,099
	state	21.4	19,668
9	county	14.8	718
	state	15.2	14,029
10	county	18.0	872
	state	15.2	13,990
11	county	12.9	627
	state	14.2	13,090
12	county	15.5	751
	state	14.2	13,040

Table 3: Sex

Response	Group	2008 pct	2008 n
Male	county	47.2	2,218
	state	46.6	41,475
Female	county	52.8	2,482
	state	53.4	47,499

Table 4: Are you Hispanic or Latino?

Response	Group	2008 pct	2008 n
No	county	92.9	4,299
	state	77.5	68,558
Yes	county	7.1	327
	state	22.5	19,880

Table 5: Ethnic Origin

Response	Group	2008 pct	n
Asian American	county	1.4	65
	state	5.8	5,197
Black or African American	county	10.3	492
	state	14.3	12,759
Native American or Alaska Native	county	2.9	139
	state	1.2	1,040
Native Hawaiian or Pacific Islander	county	0.4	18
	state	0.5	479
White	county	72.6	3,465
	state	52.4	46,771
Multi Racial	county	6.6	315
	state	8.0	7,179
Other	county	5.9	282
	state	17.8	15,878

2. RISK AND PROTECTIVE FACTORS

Risk and protective factor-focused prevention is based on a simple premise: To prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart attacks such as diets high in fats, lack of exercise, and smoking, a team of researchers, the Social Development Research Group (SDRG), at the University of Washington has defined a set of risk factors for drug abuse. The research team also found that some children exposed to multiple risk factors manage to avoid behavior problems later even though they were exposed to the same risks as children who exhibited behavior problems. Based on research, the team identified protective factors and processes that work together to buffer children from the effects of high risk exposure and lead to the development of healthy behaviors.

Risk factors include characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, and violent behaviors among youth (Hawkins, Catalano & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano & Neckerman, 1995).

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by the Social Development Research Group include: Social bonding to family, school, community and peers; and healthy beliefs and clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk and protective factor-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's, the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. The chart below shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 6: Risk Factors That Inhibit Healthy Youth Development

Risk Factors	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Alcohol and Other Drugs	✓				✓
Community Laws and Norms Favorable Toward Substance Use	✓	✓			✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment	✓	✓			✓
Community Disorganization	✓	✓			✓
Extreme Economic Deprivation	✓	✓	✓	✓	✓
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes Favorable Towards Drugs/Other Problem Behavior	✓	✓			✓
School					
Academic Failure	✓	✓	✓	✓	✓
Low Commitment to School	✓	✓	✓	✓	✓
Individual/Peer					
Early Initiation of Drug Use	✓	✓	✓	✓	✓
Early Initiation of Problem Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Use Drugs/ Engage in Other Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Towards Drug Use/ Other Problem Behavior	✓	✓	✓	✓	
Perceived Risk of Drug Use	✓				
Peer Rewards for Drug Use	✓				
Depressive Symptoms	✓				

✓ Indicates that 2 or more epidemiological prospective studies have found the risk factor to predict youth problem behavior.

Table 7: Protective Factors That Promote Healthy Youth Development

Community
Community Opportunities for Prosocial Involvement
Community Rewards for Prosocial Involvement
Family
Family Opportunities for Prosocial Involvement
Family Rewards for Prosocial Involvement
Family Attachment
School
School Opportunities for Prosocial Involvement
School Prosocial Involvement
School Rewards for Prosocial Involvement
Individual/Peer
Religiosity
Belief in the Moral Order
Social Skills

2.1. HOW TO READ THE CHARTS

1. Brief definitions of the risk and protective factors can be found on page 51.

2. The factors are grouped into 4 domains: community, family, school, and peer-individual.

3. Scanning across these charts, you can easily determine which factors are most (or least) prevalent, thus identifying which are the most important for your community to address.

4. Actual percentages are provided in the data tables in Appendix F on page 57. The tables provide percentage figures for county and state level. The headers for each column represent the factors for each domain and the percentage figures represent the percent of students whose factor score exceeds the cutoff point for the particular factor. Suppose, for a specific risk factor, that the percentage figure for the line "Combined" and "State" is 42.3. That would mean that 42.3 percent of all surveyed students in the state were above the cutoff point for that factor.

5. The bars represent the percent of students in the grouped grades who reported elevated risk or protection.

6. Bars are complemented by a red dash. The red dash shows the comparison from the state and provides additional information for you in determining the relative importance of each risk or protective factor.

7. A dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah and Washington. This gives you a comparison to a large multi-state baseline sample.

8. The following abbreviations are sometimes used in the tables and charts due to space constraints:

   ATOD stands for Alcohol, Tobacco and Other Drug Use.
   ASB stands for Antisocial Behaviors.
   PSI stands for Prosocial Involvement.

Risk Factors - Grades 7-8
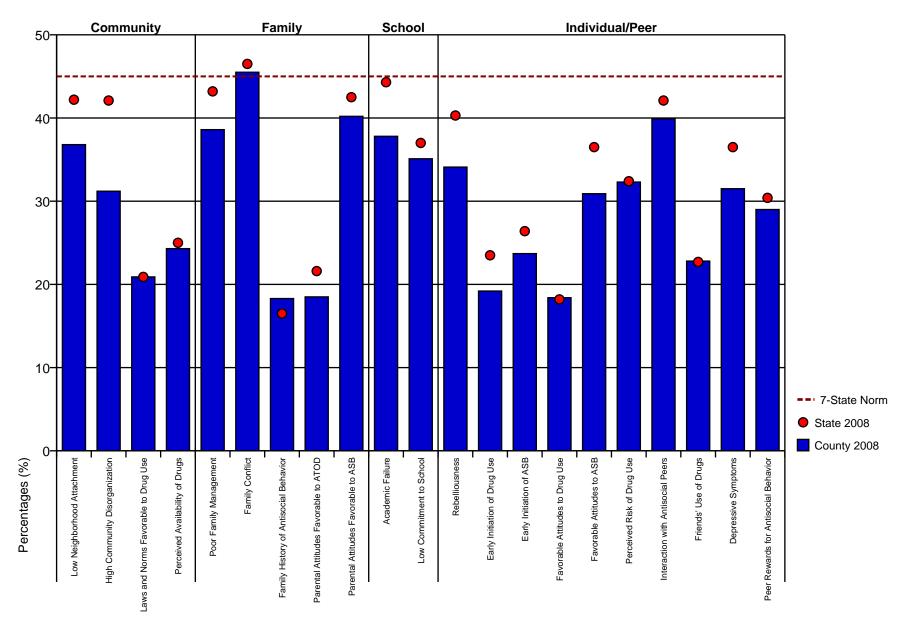

Figure 1: Risk Factors - Grades 7-8

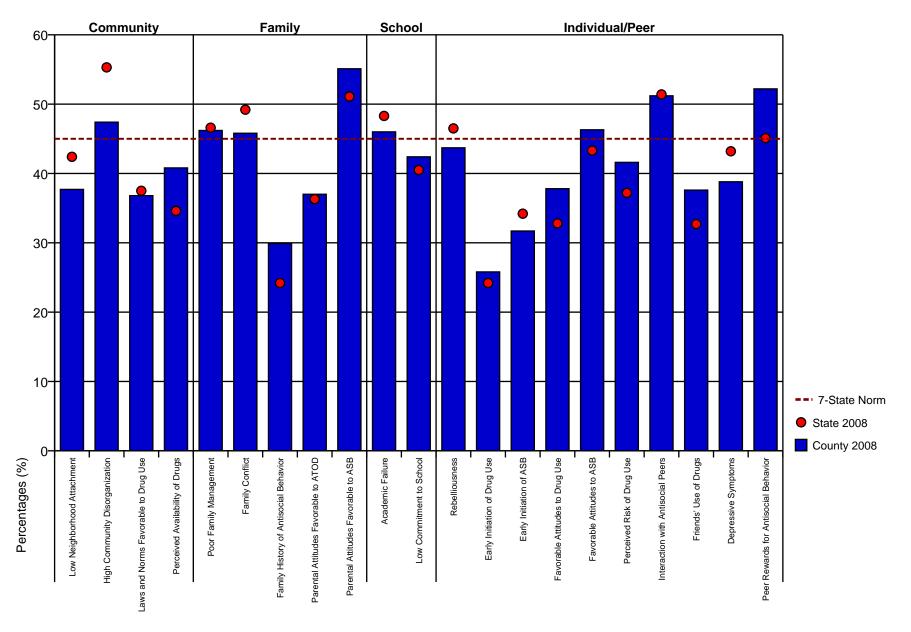# Risk Factors - Grades 9-10

Figure 2: Risk Factors - Grades 9-10

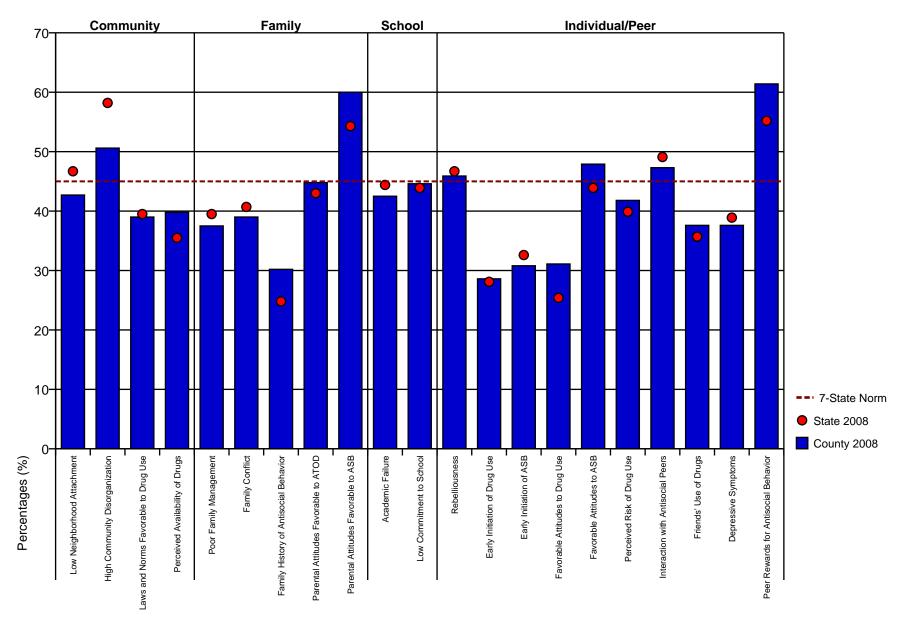# Risk Factors - Grades 11-12

Figure 3: Risk Factors - Grades 11-12
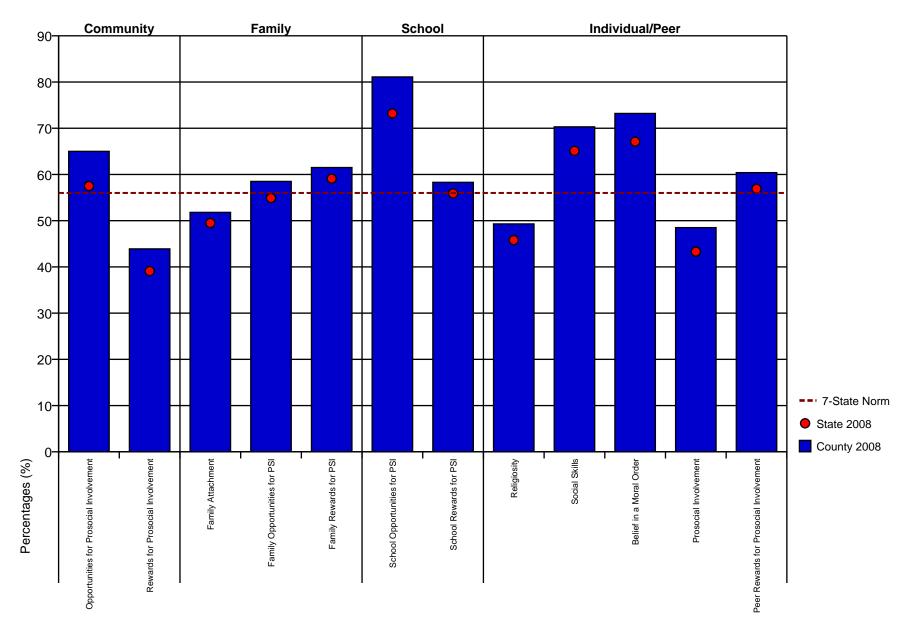
Protective Factors - Grades 7-8

Figure 4: Protective Factors - Grades 7-8
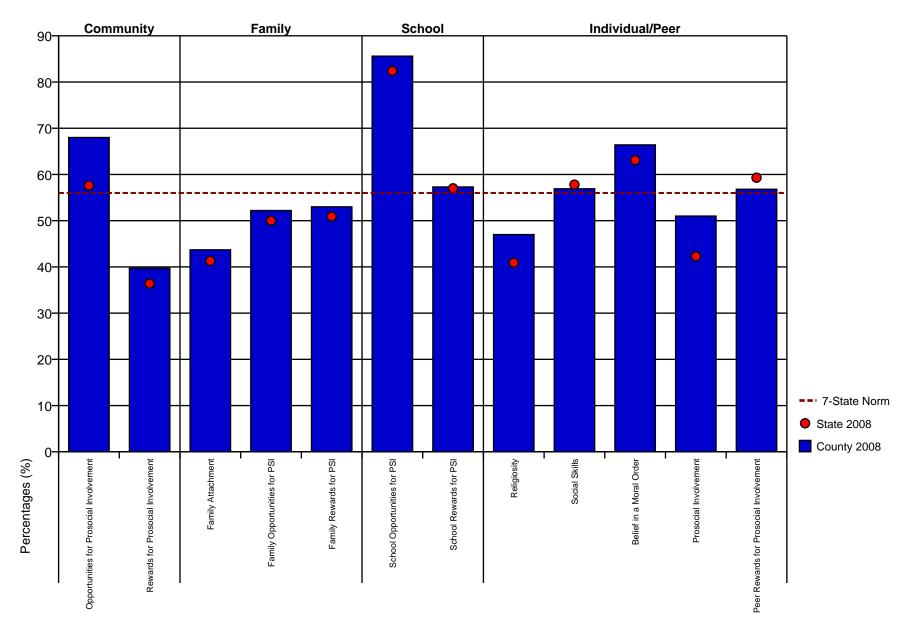
Protective Factors - Grades 9-10
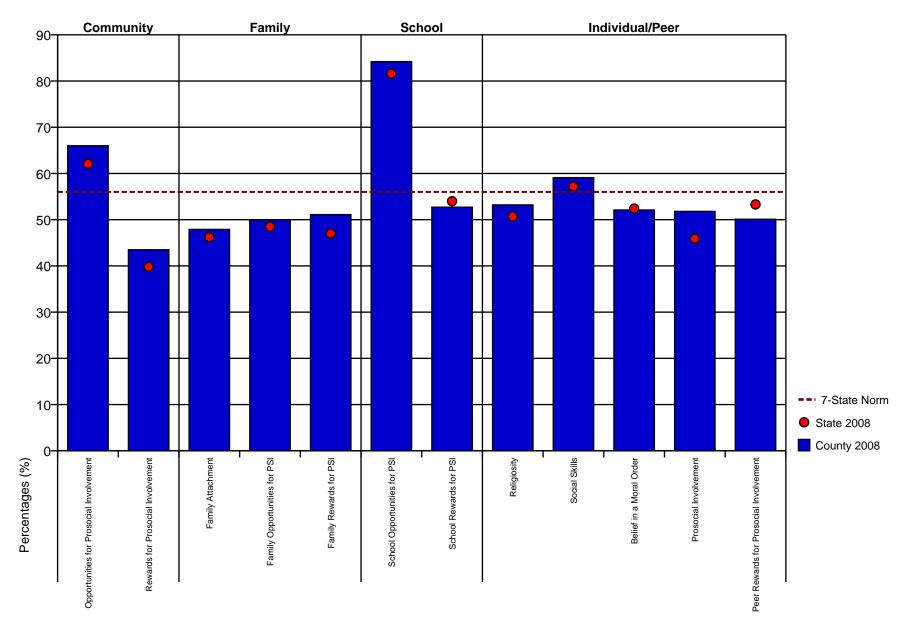

Figure 5: Protective Factors - Grades 9-10

Figure 6: Protective Factors - Grades 11-12
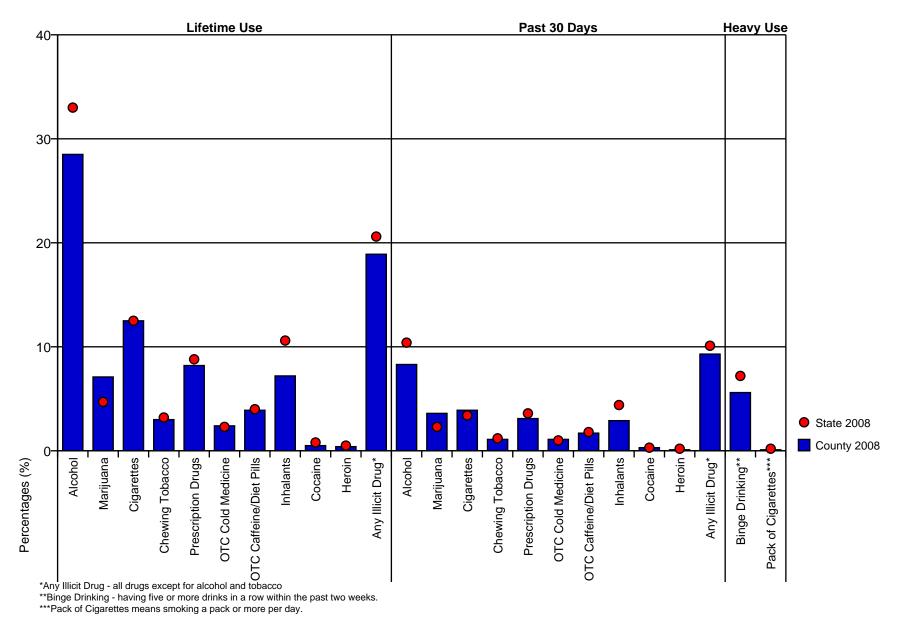
3. ALCOHOL, TOBACCO, AND OTHER DRUG USE

The graphs in this section of the report are six different areas of ATOD use and Antisocial Behavior. These are:

Lifetime Use of ... The questions *"On how many occasions have you used ... in your lifetime?"* are used to measure this statistic by reporting the percentage of students who reported any use of a particular substance in their lifetime.

Past 30 Day Use of ... The questions *"On how many occasions have you used ... during the past 30 days?"* are used to measure this statistic by reporting the percentage of students who reported any use of a particular substance during the past 30 days.

Heavy Use of Alcohol and Cigarettes The questions *"How many times in the past two weeks have you had five or more drinks of alcohol in a row?"* and *"How frequently have you smoked cigarettes during the past 30 days?"* are used to measure this statistic by reporting the percentage of students who report any binge drinking or smoking a pack or more of cigarettes per day during the past 30 days.

Average Age of First Use of ATOD and Antisocial Behaviors The questions *"How old were you when you first ...?"* are used to measure this statistic by reporting the average age of first exhibiting the particular behavior whether it be using a particular drug or engaging in a particular behavior. The average is based on only those students who reported the behavior.

How Students Get Alcohol and Where They Use It The questions *"How did you usually get alcohol?"* and *"Where Did You Usually Drink it?"* are used to measure this statistic by reporting the percentage of students for each method of acquiring alcohol and the locations where they used alcohol.
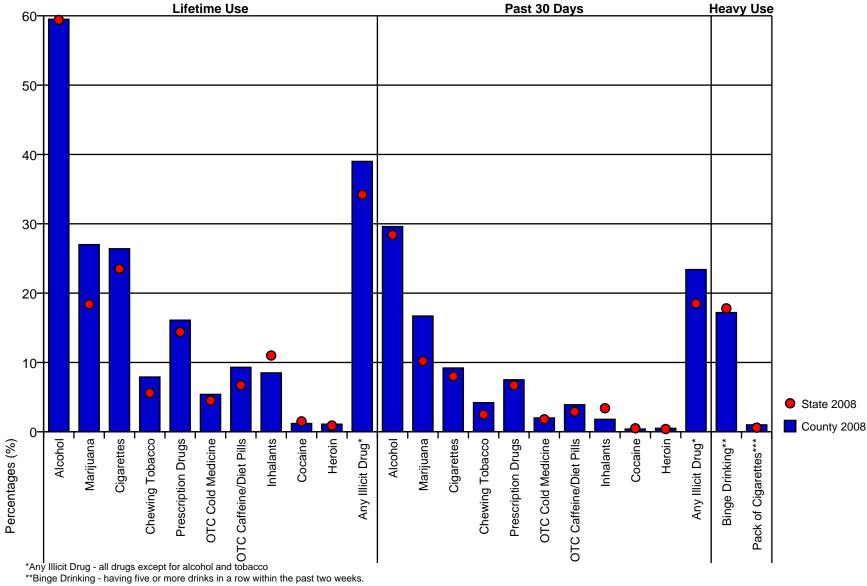
3.1. HOW TO READ THE CHARTS

1. Student responses for substance use and antisocial behavior questions are displayed by grade groupings on the following pages.

2. Actual percentages are provided in the data tables in Appendix F on page 65. The tables provide percentage figures for county and state level and, for students in grades 8, 10 and 12, estimates of lifetime and past 30 days substance use from a national survey (MTF - Monitoring the Future). The headers represent the various drugs or activities and the percentage figures represent the percent of students who responded positively to the question. For example, for the table *"Lifetime Prevalence of Use"*, if the *"Combined"* and *"State"* percentage figure for a specific drug is 32.3, then 32.3 percent of all surveyed students in the state responded that they had used that drug at least once in their lifetime. In the case of the average age tables, the figures represent the average age of the first use of a particular drug or first incidence of a particular behavior. In the case of the average age tables, the figures represent the average age of the first use of a particular drug or first incidence of a particular behavior.

3. The bars represent the percent of students in the grouped grades who reported substance use.

4. Bars are complemented by a red dash. The red dash shows the comparison from the state and provides additional information for you in determining the relative importance of each behavior.

5. The following abbreviations are sometimes used in the tables and charts due to space constraints:

   ATOD stands for Alcohol, Tobacco and Other Drug Use.
   ASB stands for Antisocial Behaviors.

Alcohol, Tobacco and Other Drug Use - Grades 7-8

Lifetime Use **Past 30 Days** **Heavy Use**

Percentages (%)

Legend:
- State 2008
- County 2008

*Any Illicit Drug - all drugs except for alcohol and tobacco
**Binge Drinking - having five or more drinks in a row within the past two weeks.
***Pack of Cigarettes means smoking a pack or more per day.

Figure 7: Alcohol, Tobacco and Other Drug Use - Grades 7-8

Alcohol, Tobacco and Other Drug Use - Grades 9-10

Figure 8: Alcohol, Tobacco and Other Drug Use - Grades 9-10

*Any Illicit Drug - all drugs except for alcohol and tobacco
**Binge Drinking - having five or more drinks in a row within the past two weeks.
***Pack of Cigarettes means smoking a pack or more per day.

Alcohol, Tobacco and Other Drug Use - Grades 11-12

Lifetime Use   **Past 30 Days**   **Heavy Use**

Legend:
- ● State 2008
- ■ County 2008

*Any Illicit Drug - all drugs except for alcohol and tobacco
**Binge Drinking - having five or more drinks in a row within the past two weeks.
***Pack of Cigarettes means smoking a pack or more per day.

Figure 9: Alcohol, Tobacco and Other Drug Use - Grades 11-12

Figure 10: No Child Left Behind Profile - Grades 7-8

No Child Left Behind Profile - Grades 9-10

Avg. Age of First ATOD

Avg. Age of First ASB

Avg. Age of First Incidence

- Marijuana
- Cigarettes
- Alcohol
- Regular Alcohol Use
- School Suspension
- Been Arrested
- Carried a Gun
- Attacked to Harm
- Belonged to a Gang

● State 2008
■ County 2008

ATOD - Alcohol, Tobacco and Other Drug Use
ASB - Antisocial Behavior
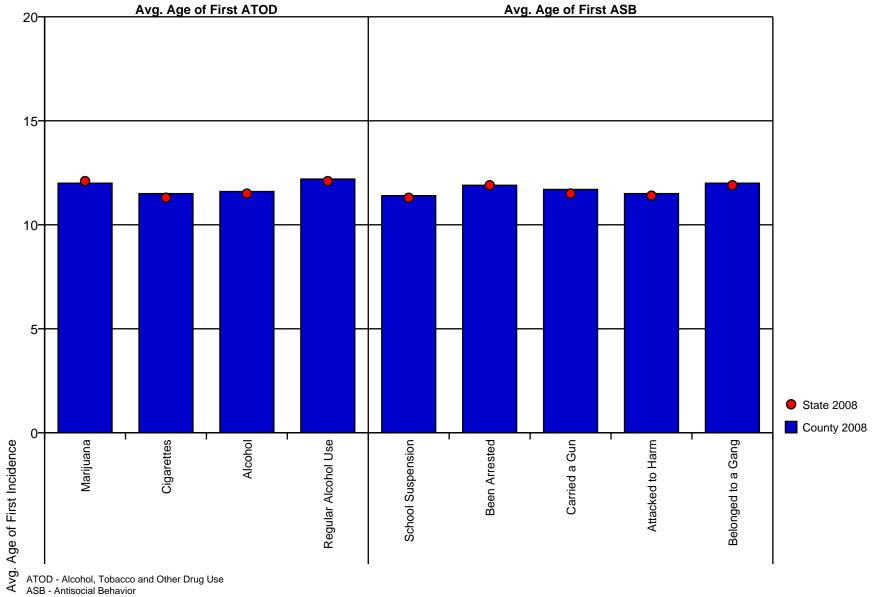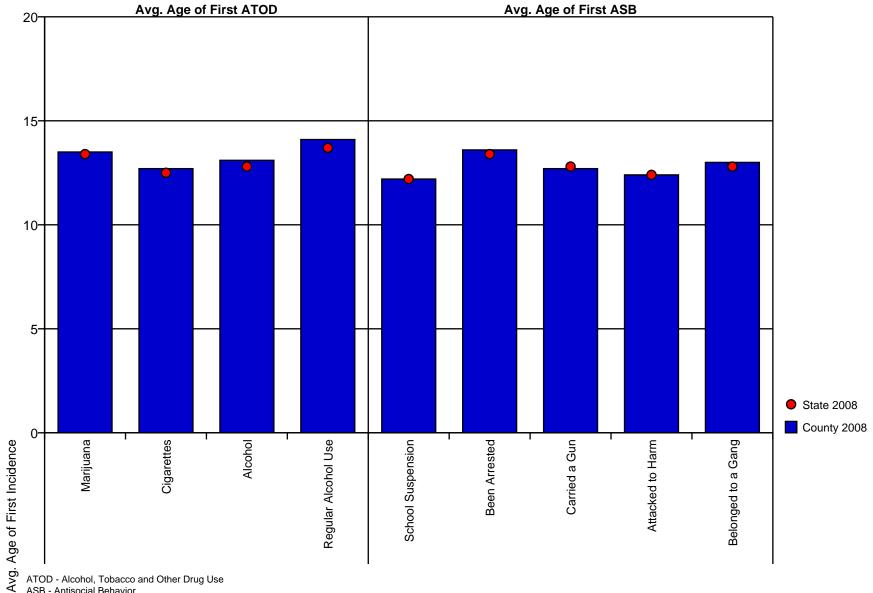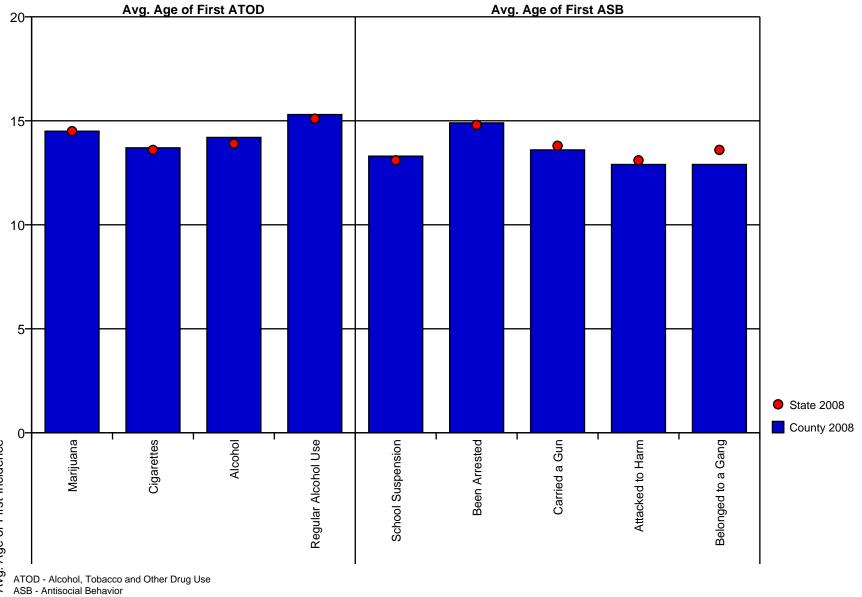
Figure 11: No Child Left Behind Profile - Grades 9-10

No Child Left Behind Profile - Grades 11-12

Figure 12: No Child Left Behind Profile - Grades 11-12

ATOD - Alcohol, Tobacco and Other Drug Use
ASB - Antisocial Behavior
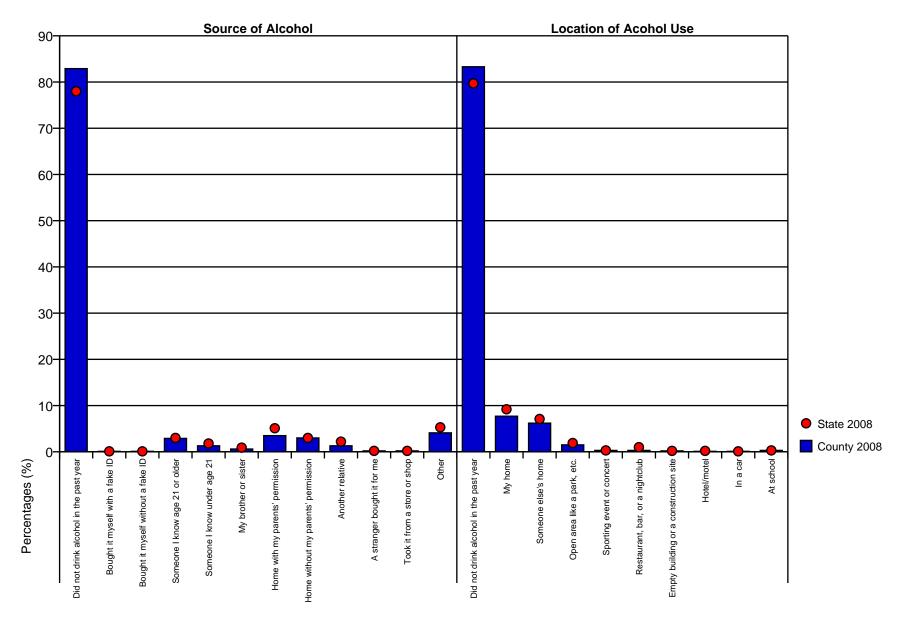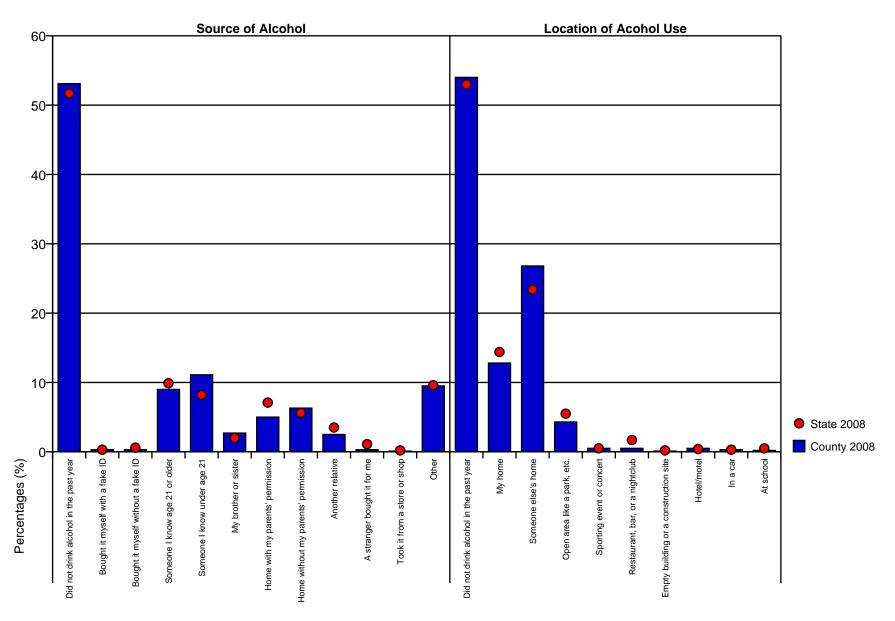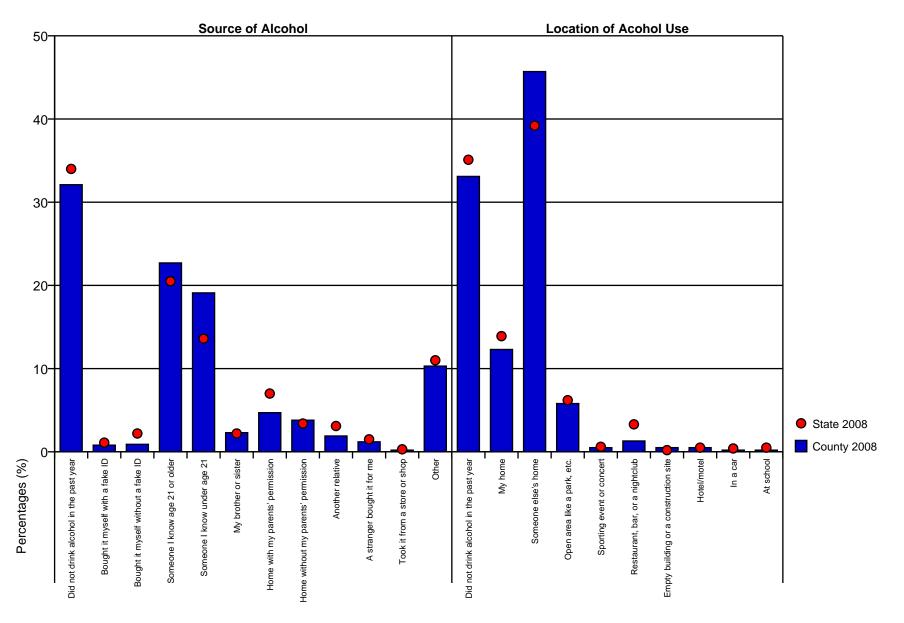
Sources and Locations of Alcohol Use - Grades 7-8

Figure 13: Sources and Locations of Alcohol Use - Grades 7-8

Sources and Locations of Alcohol Use - Grades 9-10

Figure 14: Sources and Locations of Alcohol Use - Grades 9-10

Sources and Locations of Alcohol Use - Grades 11-12

Figure 15: Sources and Locations of Alcohol Use - Grades 11-12

4. GAMBLING PREVALENCE INFORMATION

OASAS is the New York State agency principally responsible for the prevention and treatment of substance use and gambling problems. OASAS, New York City and county governments, school districts and prevention service providers, develop and implement policies, plans and services to address substance use and gambling problems. A series of questions were developed for the OASAS 2006 School Survey to address and measure various gambling activities. Students were asked to respond with the number of days, if any, that they had participated in various gambling activities. All the gambling questions, with one exception, refer to activity measured over the past year. The one exception measures activity over the past 30 days. The tables that follow detail the percentage of students who reported engaging in any of the listed activities.

4.1. HOW TO READ THE CHARTS

1. Student responses for questions on gambling and gambling behaviors are reported by grade groupings on the following pages.

2. Actual percentages are provided in the data tables in Appendix F on page 75. The tables provide percentage figures for county and state level. The headers represent the various gambling activities and the percentage figures represent the percent of students who responded positively to the question. For example, suppose that for a specific gambling behavior, the percentage figure for the line "*Combined*" and "*state*" is 10.5. That means that 10.5 percent of all surveyed students in the state responded that they had engaged in that behavior at least once in the past year.

3. The bars represent the percent of students' grade groups levels who reported gambling behaviors.

4. Bars are complemented by a red dash. The red dash shows the comparison from the state and provides additional information for you in determining the relative importance of each behavior.

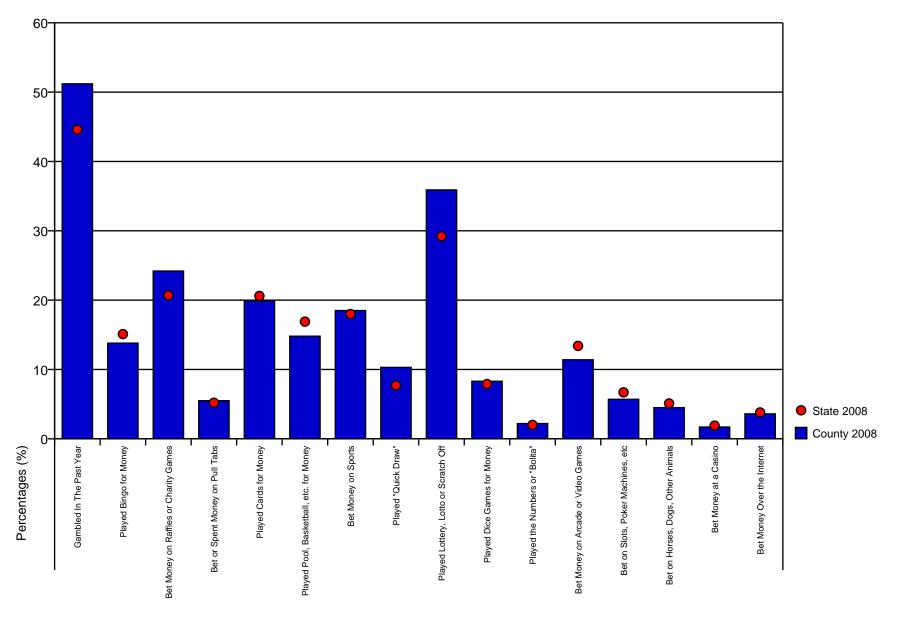# Gambling Behaviors - Grades 7-8

Figure 16: Gambling Behaviors - Grades 7-8

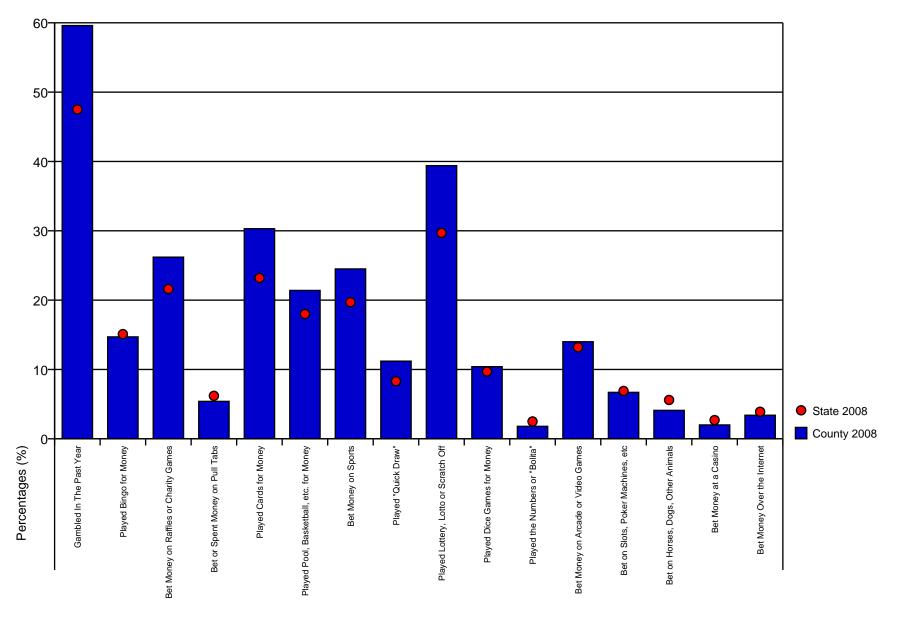# Gambling Behaviors - Grades 9-10

Figure 17: Gambling Behaviors - Grades 9-10
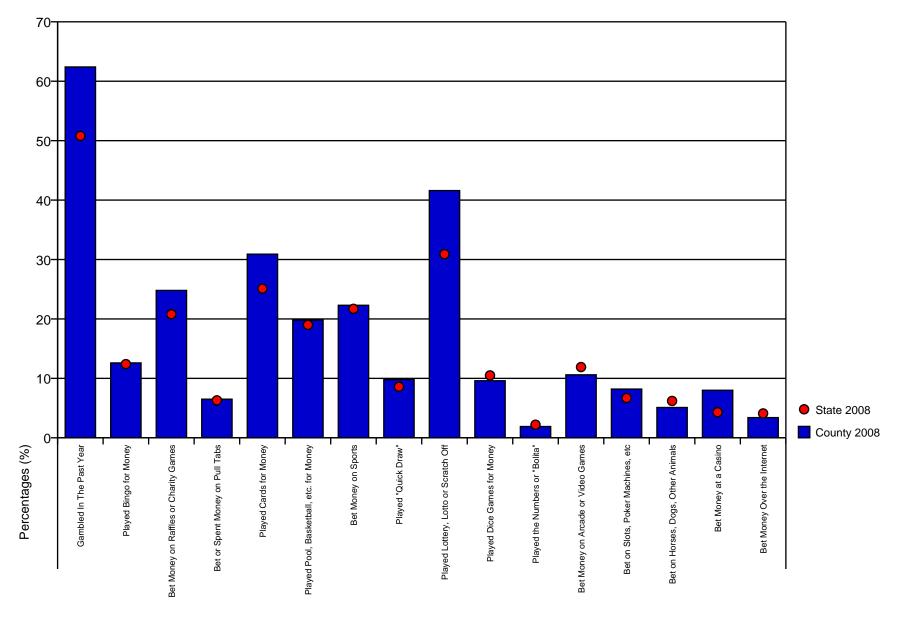
Gambling Behaviors - Grades 11-12

Figure 18: Gambling Behaviors - Grades 11-12

5. SCHOOL SAFETY ISSUES

School safety has been an area of growing concern among students, parents and school personnel. This section details how students responded to questions regarding their general feelings of safety and their attitudes and experiences regarding handguns at school.

5.1. HOW TO READ THE CHARTS

1. Student responses for questions on school safety are reported by grade groupings on the following pages.

2. Actual percentages are provided in the data tables in Appendix F on page 78. The tables provide percentage figures for county and state level. The headers represent the responses to questions regarding handguns and the percentage figures represent the percent of students who responded to the question with that response. For example, for a specific antisocial behavior, if under the header "Never" the percentage figure for the line "Combined" and "state" is 98.2, then 98.2 percent of all surveyed students in the state responded that they had never engaged in that antisocial behavior.

3. The bars represent the percent of students in the grade groups who reported school safety concerns.

4. Bars are complemented by a red dash. The red dash shows the comparison from the state and provides additional information for you in determining the relative importance of each safety question.
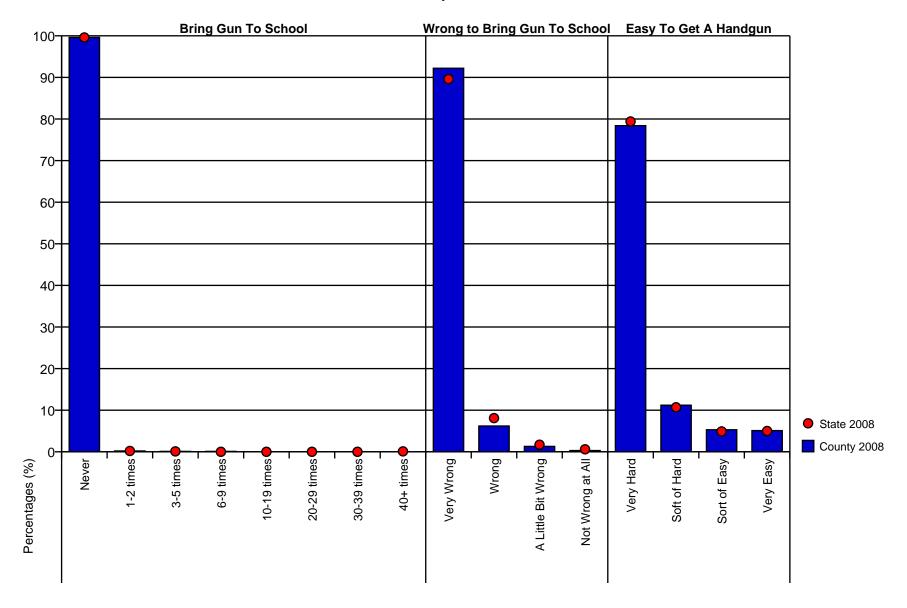
School Safety Profile - Grades 7-8

Figure 19: School Safety Profile - Grades 7-8

Figure 20: School Safety Profile - Grades 9-10

School Safety Profile - Grades 11-12

Bring Gun To School **Wrong to Bring Gun To School** **Easy To Get A Handgun**

Percentages (%)

X-axis labels (Bring Gun To School): Never, 1-2 times, 3-5 times, 6-9 times, 10-19 times, 20-29 times, 30-39 times, 40+ times

X-axis labels (Wrong to Bring Gun To School): Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All

X-axis labels (Easy To Get A Handgun): Very Hard, Soft of Hard, Sort of Easy, Very Easy

Legend:
- State 2008 (red circle)
- County 2008 (blue square)

Figure 21: School Safety Profile - Grades 11-12

6. DRUG-FREE COMMUNITIES SUPPORT PROGRAM CORE MEASURES

The Drug-Free Communities Support Program, administered by the Center for Substance Abuse Prevention, requests specific data which are typically referred to as the Core Measures. The drug categories measured are tobacco, alcohol and marijuana and the table is broken down by grade level. For each drug, and at each grade level, the percentage of students who responded positively to the question and the number of students who responded to the question are reported. For "Age of First Use", the average age of first use for those students who reported use is reported.

Past 30-Day Use The question "On how many occasions have you used ... in the past 30 days?" is used to measure this statistic by reporting the percentage of students who report any use in the past 30 days.

Perception of Risk The question "How much do you think people risk harming themselves if they ...?" is used to measure this statistic by reporting the percentage of students who report that using the drug is a "Moderate Risk" or a "Great Risk" to their health.

Perception of Parental Disapproval The question "How wrong do your parents feel it would be for you to ...?" is used to measure this statistic by reporting the percentage of students who report that parents would feel it is "Wrong" or "Very Wrong" to use tobacco, alcohol and marijuana.

Age of Onset The question "How old were you when you first...?" is used to measure this statistic. The possible responses to this question range from 10 or Under to 17 or Older. The table shows the average age of onset of use of those students who answered the question with a response other than Never Used.

Table 8: Core Measure by Grade for Past 30 Day Use

	Alcohol		Cigarettes		Marijuana	
Grade	pct	n	pct	n	pct	n
Grade 7	5.5	742	3.7	730	2.5	747
Grade 8	10.2	1062	4.0	1066	4.3	1070
Grade 9	25.8	682	9.0	681	14.7	688
Grade 10	32.6	846	9.5	856	18.3	857
Grade 11	38.0	605	12.6	611	19.6	608
Grade 12	52.1	720	15.5	736	26.4	732
Combined	25.9	4657	8.6	4680	13.5	4702

Table 9: Core Measure by Grade for Perception of Risk

	Alcohol		Cigarettes		Marijuana	
Grade	pct	n	pct	n	pct	n
Grade 7	74.3	755	84.1	757	62.5	754
Grade 8	79.3	1070	87.9	1073	61.2	1072
Grade 9	72.1	692	87.1	691	41.6	695
Grade 10	79.0	858	93.1	860	37.5	855
Grade 11	80.8	615	90.9	615	30.0	613
Grade 12	76.0	737	92.7	738	26.3	737
Combined	77.1	4727	89.3	4734	44.8	4726

Table 10: Core Measure by Grade for Parental Disapproval

	Alcohol		Cigarettes		Marijuana	
Grade	pct	n	pct	n	pct	n
Grade 7	96.2	720	97.4	718	98.2	711
Grade 8	95.6	1052	97.7	1049	97.9	1046
Grade 9	89.3	674	96.1	674	95.4	670
Grade 10	88.7	842	94.4	840	92.3	840
Grade 11	85.4	608	94.3	609	93.0	604
Grade 12	75.3	732	89.6	732	88.8	730
Combined	89.0	4628	95.1	4622	94.5	4601

Table 11: Core Measure by Grade for Age of Onset

Grade	Alcohol			Cigarettes			Marijuana		
	pct	n	age	pct	n	age	pct	n	age
Grade 7	22.5	757	11.0	11.1	760	11.1	5.0	764	11.4
Grade 8	32.7	1077	11.9	14.3	1078	11.7	7.5	1083	12.3
Grade 9	52.1	702	12.7	27.3	703	12.5	25.2	705	13.1
Grade 10	60.5	864	13.3	28.8	865	12.9	29.4	865	13.7
Grade 11	71.5	617	14.1	34.6	619	13.3	38.2	620	14.2
Grade 12	79.0	742	14.2	40.5	739	13.9	48.5	743	14.7
Combined	51.2	4759	13.2	25.0	4764	12.9	24.0	4780	13.9

Table 12: Core Measure by Sex for Past 30 Day Use

Sex	Alcohol		Cigarettes		Marijuana	
	pct	n	pct	n	pct	n
Male	26.6	2121	9.4	2119	15.1	2139
Female	25.7	2404	7.8	2424	12.1	2429
Combined	26.1	4525	8.6	4543	13.5	4568

Table 13: Core Measure by Sex for Perception of Risk

Sex	Alcohol		Cigarettes		Marijuana	
	pct	n	pct	n	pct	n
Male	73.6	2152	88.8	2154	42.7	2153
Female	80.4	2440	89.9	2444	46.6	2438
Combined	77.2	4592	89.4	4598	44.7	4591

Table 14: Core Measure by Sex for Parental Disapproval

Sex	Alcohol		Cigarettes		Marijuana	
	pct	n	pct	n	pct	n
Male	88.0	2099	95.0	2095	94.3	2081
Female	89.9	2399	95.2	2398	94.6	2392
Combined	89.0	4498	95.1	4493	94.5	4473

Table 15: Core Measure by Sex for Age of Onset

Sex	Alcohol			Cigarettes			Marijuana		
	pct	n	age	pct	n	age	pct	n	age
Male	50.0	2173	13.1	23.8	2174	13.0	25.1	2184	13.8
Female	52.5	2449	13.4	25.8	2453	12.9	23.1	2459	13.9
Combined	51.3	4622	13.2	24.8	4627	12.9	24.0	4643	13.9

Appendices

A. SCHOOL IMPROVEMENT USING SURVEY DATA

Data from the New York State Youth Development Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing the risk factor(s) or enhancing the protective factor(s) (see Appendix C). The steps outlined below will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

A.1. What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table in section A.3, note your findings as you discuss the following questions

- Which 3 to 5 risk factors appear to be higher than you would want?
- Which 3 to 5 protective factors appear to be lower than you would want?
- Which levels of 30 day drug use are unacceptably high?
  - Which substances are your students using the most?
  - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are unacceptably high?
  - Which behaviors are your students exhibiting the most?
  - At which grades do you see unacceptable behavior levels?

A.2. How to decide if a rate is "unacceptable."

- Look across the charts to determine which items stand out as either much higher or much lower than the others.
- Compare your data to statewide data and national data. Differences of 5% or more between the local and other data should be carefully reviewed.
- Determine the standards and values held in your area. For example: Is it acceptable in your community for 75% of high school students to drink alcohol regularly even when the statewide percentage is 90%?

A.3. Use these data for planning:

- Substance use and antisocial behavior data - raise awareness about the problems and promote dialogue.
- Risk and protective factor data - identify exactly where the community needs to take action.
- Evidence-based Programs and Practices - use the resources in Appendix B and identify EBP programs in the chart provided in Appendix C.

Measure	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
30 Day Drug Use				
Antisocial Behavior				
Risk Factors				
Protective Factors				

How do I decide which intervention(s) to employ?

- Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low.

- Strategies should be age appropriate and employed prior to the onset of the problem behavior.

- Strategies chosen should address more than a single risk and protective factor.

- No single strategy offers the solution.

How do I know whether or not the intervention was effective?

- Participation in the administration of the YDS survey every two years will provide trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

B. PREVENTION RESOURCES

**NYS Office of Alcoholism and
Substance Abuse Services**
1450 Western Avenue
Albany, New York 12203-3526
Website: http://www.oasas.state.ny.us

**International Survey Associates
dba Pride Surveys**
160 Vanderbilt Court
Bowling Green, KY 42103
Telephone: (800) 279-6361
FAX: (270) 746-9598
Website: http://www.pridesurveys.com

**Safe and Drug Free Schools and
Communities**
U.S. Department of Education
Website: http://www.ed.gov/offices/OESE/SDFS

B.1. Additional Needs Assessment Resources

Using Surveys For Planning:

- http://captus.samhsa.gov/southwest/resources/documents/
  Pathways_8-03.pdf *Chapter 1 of this document provides information
  on using Survey Data for Program Planning*

Key Informant Interview Resources:

- http://ppa.aces.uiuc.edu/NeedsAsmnt.htm

- http://www.accessproject.org/getting_the_lay_of_the_land_on_
  health.pdf

Focus Group Resources:

- http://www.extension.iastate.edu/agdm/wholefarm/html/c5-31.
  html

- http://www.extension.iastate.edu/Publications/PM1969A.pdf

- http://www.extension.iastate.edu/Publications/PM1969B.pdf

Archival Data Resources:

- Kids' Well-Being Indicators Clearinghouse www.nyskwic.org

- NYS School Report Card www.emsc.nysed.gov/irts/reportcard/

- PRISMS: http://www.oasas.state.ny.us/hps/datamart/prisms_
  home.cfm

OASAS Needs Assessment Links:

- http://www.oasas.state.ny.us/prevention/needs/
  needsassessment.cfm

C. MODEL PROGRAMS RELATED TO RISK AND PROTECTIVE FACTORS

	MODEL PROGRAMS	Availability of Drugs	Community Laws and Norms Favorable Toward Drug Use	Transition and Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic Deprivation
		Community Risk Factors					
1	Across Ages						
2	All Stars^{TM}						
3	Al's Pals: Kids Making Healthy Choices						
4	ATLAS (Athletes Training and Learning to Avoid Steroids)		X				
5	Border Binge-Drinking Reduction Program	X	X				
6	Brief Alcohol Screening and Intervention for College Students (BASICS)						
7	Brief Strategic Family Therapy (BSFT)						
8	CASASTART – Striving Together to Achieve Rewarding Tomorrows (CASASTART)	X					
9	Challenging College Alcohol Abuse	X	X				
10	Child Development Project (CDP)						
11	Children in the Middle						
12	Class Action						
13	Communities Mobilizing for Change on Alcohol (CMCA)	X	X				
14	Community Trials Intervention to Reduce High-Risk Drinking (RHRD)	X	X				
15	Coping with Work and Family Stress-TP is adults-R/P factors not applicable						
16	Creating Lasting Family Connections (CLFC)						
17	DARE To Be You (DTBY)						
18	Early Risers Skills for Success						
19	Families And Schools Together (FAST)						
20	Family Effectiveness Training (FET)						
21	Family Matters						
22	Guiding Good Choices (GGC) – Families that Care – Guiding Good Choices – Preparing for the Drug Free Years (PDFY)						
23	Healthy Workplace-TP is adults-R/P factors not applicable						
24	High/Scope Perry Preschool Program						X
25	Incredible Years						
26	Keep A Clear Mind (KACM)						

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

		Community Risk Factors					
	MODEL PROGRAMS	Availability of Drugs	Community Laws and Norms Favorable Toward Drug Use	Transition and Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic Deprivation
27	keepin' It REAL						
28	Leadership and Resiliency Program (LRP)						
29	LifeSkills Training (LST)						
30	Lions-Quest Skills for Adolescence						
31	Multidimensional Family Therapy						
32	Multisystemic Therapy (MST)						
33	Nurse-Family Partnership (NFP)						X
34	Olweus Bullying Prevention						
35	Parenting Wisely						
36	Positive Action (PA)						
37	Project ACHIEVE						
38	Project ALERT						
39	Project Northland	X	X				
40	Project SUCCESS – (Schools Using Coordinated Community Efforts to Strengthen Students)						
41	Project Toward No Drug Abuse (TND)						
42	Project Towards No Tobacco Use (TNT)						
43	Project Venture						
44	Promoting Alternative THinking Strategies (PATHS)						
45	Protecting You/Protecting Me®						
46	Reconnecting Youth (RY)						
47	Residential Student Assistance Program (RSAP)						
48	Responding in Peaceful and Positive Ways (RIPP)						
49	Schools and Families Educating Children (SAFE Children)			X			
50	Second Step						
51	Start Taking Alcohol Risks Seriously (STARS) for Families						
52	Strengthening Families Program (SFP)						
53	Strengthening Families Program 10-14						
54	Students Managing Anger and Resolution Together (SMART) Team						
55	Too Good For Drugs (TGFD)						
56	Too Good for Violence						
57	Wellness Outreach At Work-TP is adults-R/P factors not applicable						

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

	MODEL PROGRAMS	School Risk Factors	
		Academic Failure Beginning in Late Elementary	Low Commitment to School
1	Across Ages	X	X
2	All Stars™		
3	Al's Pals: Kids Making Healthy Choices		
4	ATLAS (Athletes Training and Learning to Avoid Steroids)		
5	Border Binge-Drinking Reduction Program		
6	Brief Alcohol Screening and Intervention for College Students (BASICS)		
7	Brief Strategic Family Therapy (BSFT)		
8	CASASTART – Striving Together to Achieve Rewarding Tomorrows (CASASTART)	X	
9	Challenging College Alcohol Abuse		
10	Child Development Project (CDP)		X
11	Children in the Middle		
12	Class Action		
13	Communities Mobilizing for Change on Alcohol (CMCA)		
14	Community Trials Intervention to Reduce High-Risk Drinking (RHRD)		
15	Coping with Work and Family Stress-TP is adults-R/P factors not applicable		
16	Creating Lasting Family Connections (CLFC)		
17	DARE To Be You (DTBY)		
18	Early Risers Skills for Success	X	
19	Families And Schools Together (FAST)		X
20	Family Effectiveness Training (FET)		
21	Family Matters		
22	Guiding Good Choices (GGC) – Families that Care – Guiding Good Choices – Preparing for the Drug Free Years (PDFY)		
23	Healthy Workplace-TP is adults-R/P factors not applicable		
24	High/Scope Perry Preschool Program	X	X
25	Incredible Years		
26	Keep A Clear Mind (KACM)		

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

	MODEL PROGRAMS	School Risk Factors	
		Academic Failure Beginning in Late Elementary	Low Commitment to School
27	keepin' It REAL		
28	Leadership and Resiliency Program (LRP)		X
29	LifeSkills Training (LST)		
30	Lions-Quest Skills for Adolescence		X
31	Multidimensional Family Therapy		
32	Multisystemic Therapy (MST)		
33	Nurse-Family Partnership (NFP)		
34	Olweus Bullying Prevention		X
35	Parenting Wisely		
36	Positive Action (PA)	X	X
37	Project ACHIEVE	X	X
38	Project ALERT		
39	Project Northland		
40	Project SUCCESS – (Schools Using Coordinated Community Efforts to Strengthen Students)		
41	Project Toward No Drug Abuse (TND)		
42	Project Towards No Tobacco Use (TNT)		
43	Project Venture		X
44	Promoting Alternative THinking Strategies (PATHS)		
45	Protecting You/Protecting Me®		
46	Reconnecting Youth (RY)		
47	Residential Student Assistance Program (RSAP)		
48	Responding in Peaceful and Positive Ways (RIPP)		X
49	Schools and Families Educating Children (SAFE Children)	X	
50	Second Step		
51	Start Taking Alcohol Risks Seriously (STARS) for Families		
52	Strengthening Families Program (SFP)		
53	Strengthening Families Program 10-14		
54	Students Managing Anger and Resolution Together (SMART) Team		
55	Too Good For Drugs (TGFD)		
56	Too Good for Violence		
57	Wellness Outreach At Work-TP is adults-R/P factors not applicable		

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

		Family Risk Factors			
	MODEL PROGRAMS	Family History of Substance Abuse	Family Management Problems	Family Conflict	Favorable Parental Attitudes and Involvement
1	Across Ages				
2	All Stars™				
3	Al's Pals: Kids Making Healthy Choices				
4	ATLAS (Athletes Training and Learning to Avoid Steroids)				X
5	Border Binge-Drinking Reduction Program				
6	Brief Alcohol Screening and Intervention for College Students (BASICS)				
7	Brief Strategic Family Therapy (BSFT)		X	X	
8	CASASTART – Striving Together to Achieve Rewarding Tomorrows (CASASTART)				
9	Challenging College Alcohol Abuse				
10	Child Development Project (CDP)				
11	Children in the Middle			X	
12	Class Action				
13	Communities Mobilizing for Change on Alcohol (CMCA)				
14	Community Trials Intervention to Reduce High-Risk Drinking (RHRD)				
15	Coping with Work and Family Stress-TP is adults-R/P factors not applicable				
16	Creating Lasting Family Connections (CLFC)		X	X	X
17	DARE To Be You (DTBY)		X		
18	Early Risers Skills for Success				
19	Families And Schools Together (FAST)		X		X
20	Family Effectiveness Training (FET)			X	
21	Family Matters				
22	Guiding Good Choices (GGC) – Families that Care – Guiding Good Choices – Preparing for the Drug Free Years (PDFY)		X	X	X
23	Healthy Workplace-TP is adults-R/P factors not applicable				
24	High/Scope Perry Preschool Program				
25	Incredible Years		X		
26	Keep A Clear Mind (KACM)				X

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

#	MODEL PROGRAMS	Family History of Substance Abuse	Family Management Problems	Family Conflict	Favorable Parental Attitudes and Involvement
		Family Risk Factors			
27	keepin' It REAL				
28	Leadership and Resiliency Program (LRP)				
29	LifeSkills Training (LST)				
30	Lions-Quest Skills for Adolescence				
31	Multidimensional Family Therapy		X	X	
32	Multisystemic Therapy (MST)		X		
33	Nurse-Family Partnership (NFP)		X		X
34	Olweus Bullying Prevention				
35	Parenting Wisely		X		
36	Positive Action (PA)		X		X
37	Project ACHIEVE				
38	Project ALERT				
39	Project Northland				
40	Project SUCCESS – (Schools Using Coordinated Community Efforts to Strengthen Students)				
41	Project Toward No Drug Abuse (TND)				
42	Project Towards No Tobacco Use (TNT)				
43	Project Venture				
44	Promoting Alternative THinking Strategies (PATHS)				
45	Protecting You/Protecting Me®				
46	Reconnecting Youth (RY)				
47	Residential Student Assistance Program (RSAP)	X			
48	Responding in Peaceful and Positive Ways (RIPP)				
49	Schools and Families Educating Children (SAFE Children)		X		
50	Second Step				
51	Start Taking Alcohol Risks Seriously (STARS) for Families				
52	Strengthening Families Program (SFP)	X	X		X
53	Strengthening Families Program 10-14		X	X	
54	Students Managing Anger and Resolution Together (SMART) Team				
55	Too Good For Drugs (TGFD)				
56	Too Good for Violence				
57	Wellness Outreach At Work-TP is adults-R/P factors not applicable				

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

	MODEL PROGRAMS	Individual / Peer Risk Factors								
		Rebelliousness	Friends Who Use	Favorable Attitudes Toward Substance Abuse	Early Initiation of Substance Abuse/Problem Behavior	Early and Persistent AntiSocial Behavior	Perceived Risks of Drug Use	Peer Rewards for Drug Use	Misperception of Peer Drug Use	Depressive Symptoms
1	Across Ages									
2	All Stars^{TM}			X				X		
3	Al's Pals: Kids Making Healthy Choices					X				
4	ATLAS (Athletes Training and Learning to Avoid Steroids)		X	X						
5	Border Binge-Drinking Reduction Program									
6	Brief Alcohol Screening and Intervention for College Students (BASICS)			X			X		X	
7	Brief Strategic Family Therapy (BSFT)									
8	CASASTART – Striving Together to Achieve Rewarding Tomorrows (CASASTART)	X				X				
9	Challenging College Alcohol Abuse						X	X	X	
10	Child Development Project (CDP)									
11	Children in the Middle									
12	Class Action			X	X					
13	Communities Mobilizing for Change on Alcohol (CMCA)									
14	Community Trials Intervention to Reduce High-Risk Drinking (RHRD)									
15	Coping with Work and Family Stress-TP is adults-R/P factors not applicable									
16	Creating Lasting Family Connections (CLFC)				X					
17	DARE To Be You (DTBY)									
18	Early Risers Skills for Success					X				
19	Families And Schools Together (FAST)									
20	Family Effectiveness Training (FET)					X				
21	Family Matters									
22	Guiding Good Choices (GGC) – Families that Care – Guiding Good Choices – Preparing for the Drug Free Years (PDFY)		X	X	X					
23	Healthy Workplace-TP is adults-R/P factors not applicable									
24	High/Scope Perry Preschool Program					X				
25	Incredible Years					X				
26	Keep A Clear Mind (KACM)			X						

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

	Individual / Peer Risk Factors								
MODEL PROGRAMS	Rebelliousness	Friends Who Use	Favorable Attitudes Toward Substance Abuse	Early Initiation of Substance Abuse/Problem Behavior	Early and Persistent AntiSocial Behavior	Perceived Risks of Drug Use	Peer Rewards for Drug Use	Misperception of Peer Drug Use	Depressive Symptoms
27 keepin' It REAL			X						
28 Leadership and Resiliency Program (LRP)					X				
29 LifeSkills Training (LST)		X	X			X			
30 Lions-Quest Skills for Adolescence			X		X				
31 Multidimensional Family Therapy			X	X					
32 Multisystemic Therapy (MST)					X				
33 Nurse-Family Partnership (NFP)									
34 Olweus Bullying Prevention	X				X				
35 Parenting Wisely				X					
36 Positive Action (PA)			X		X				
37 Project ACHIEVE					X				
38 Project ALERT				X		X			
39 Project Northland		X	X	X					
40 Project SUCCESS – (Schools Using Coordinated Community Efforts to Strengthen Students)		X							
41 Project Toward No Drug Abuse (TND)			X						
42 Project Towards No Tobacco Use (TNT)				X					
43 Project Venture		X	X	X	X				
44 Promoting Alternative THinking Strategies (PATHS)					X				
45 Protecting You/Protecting Me®			X						
46 Reconnecting Youth (RY)	X	X			X				
47 Residential Student Assistance Program (RSAP)					X				
48 Responding in Peaceful and Positive Ways (RIPP)			X		X				
49 Schools and Families Educating Children (SAFE Children)					X				
50 Second Step					X				
51 Start Taking Alcohol Risks Seriously (STARS) for Families			X	X					
52 Strengthening Families Program (SFP)					X				
53 Strengthening Families Program 10-14									
54 Students Managing Anger and Resolution Together (SMART) Team									
55 Too Good For Drugs (TGFD)		X	X						
56 Too Good for Violence									
57 Wellness Outreach At Work-TP is adults-R/P factors not applicable									

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

	Protective Factors Addressed									
MODEL PROGRAMS	Belief in the Moral Order	Bonding-Family Attachment	Bonding-Prosocial Involvement	Skills	Recognition-Community Rewards	Recognition-Family Rewards	Recognition-School Rewards	Opportunities-Community	Opportunities-Family	Opportunities-School
1 Across Ages	X		X	X				X		
2 All Stars™	X	X	X							
3 Al's Pals: Kids Making Healthy Choices				X						
4 ATLAS (Athletes Training and Learning to Avoid Steroids)	X									
5 Border Binge-Drinking Reduction Program	X									
6 Brief Alcohol Screening and Intervention for College Students (BASICS)										
7 Brief Strategic Family Therapy (BSFT)		X								
8 CASASTART – Striving Together to Achieve Rewarding Tomorrows (CASASTART)	X	X								
9 Challenging College Alcohol Abuse										
10 Child Development Project (CDP)		X								
11 Children in the Middle				X						
12 Class Action	X			X						
13 Communities Mobilizing for Change on Alcohol (CMCA)	X									
14 Community Trials Intervention to Reduce High-Risk Drinking (RHRD)	X									
15 Coping with Work and Family Stress-TP is adults-R/P factors not applicable										
16 Creating Lasting Family Connections (CLFC)		X		X						
17 DARE To Be You (DTBY)		X		X						
18 Early Risers Skills for Success				X						
19 Families And Schools Together (FAST)		X								
20 Family Effectiveness Training (FET)				X						
21 Family Matters	X			X						
22 Guiding Good Choices (GGC) – Families that Care – Guiding Good Choices – Preparing for the Drug Free Years (PDFY)	X	X		X					X	
23 Healthy Workplace-TP is adults-R/P factors not applicable										
24 High/Scope Perry Preschool Program		X		X						
25 Incredible Years		X								
26 Keep A Clear Mind (KACM)	X			X						

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

#	MODEL PROGRAMS	Protective Factors Addressed									
		Belief in the Moral Order	Bonding-Family Attachment	Bonding-Prosocial Involvement	Skills	Recognition-Community Rewards	Recognition-Family Rewards	Recognition-School Rewards	Opportunities-Community	Opportunities-Family	Opportunities-School
27	keepin' It REAL	X			X						
28	Leadership and Resiliency Program (LRP)		X		X				X		
29	LifeSkills Training (LST)	X			X						
30	Lions-Quest Skills for Adolescence	X	X		X						
31	Multidimensional Family Therapy				X						
32	Multisystemic Therapy (MST)		X		X						
33	Nurse-Family Partnership (NFP)	X	X		X						
34	Olweus Bullying Prevention	X	X								
35	Parenting Wisely				X						
36	Positive Action (PA)	X	X		X						
37	Project ACHIEVE		X		X						
38	Project ALERT				X						
39	Project Northland	X	X		X						
40	Project SUCCESS – (Schools Using Coordinated Community Efforts to Strengthen Students)				X						
41	Project Toward No Drug Abuse (TND)				X						
42	Project Towards No Tobacco Use (TNT)				X						
43	Project Venture	X	X	X	X	X			X		
44	Promoting Alternative THinking Strategies (PATHS)				X						
45	Protecting You/Protecting Me®	X	X		X						
46	Reconnecting Youth (RY)	X									
47	Residential Student Assistance Program (RSAP)										
48	Responding in Peaceful and Positive Ways (RIPP)	X	X		X						X
49	Schools and Families Educating Children (SAFE Children)		X		X						
50	Second Step				X						
51	Start Taking Alcohol Risks Seriously (STARS) for Families	X									
52	Strengthening Families Program (SFP)		X								
53	Strengthening Families Program 10-14	X	X		X						
54	Students Managing Anger and Resolution Together (SMART) Team				X						
55	Too Good For Drugs (TGFD)	X			X						
56	Too Good for Violence				X						
57	Wellness Outreach At Work-TP is adults-R/P factors not applicable										

(Grid is based on content from SAMHSA and model developer websites. Contact developers for more information).

D. RISK AND PROTECTIVE FACTORS DEFINITIONS

The following table provides a definition for each of the risk and protective factors in this report. Each definition consists of the name of the factor, a short definition of the factor and the survey questions used to calculate the factor.

Table 16: Risk and Protective Factor Scale Definition

Community Domain Risk Factors	
Low Neighborhood Attachment	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
114. I'd like to get out of my neighborhood. 113. I like my neighborhood. 111. If I had to move, I would miss the neighborhood I now live in.	
Community Disorganization	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
110a. How much do each of the following statements describe your neighborhood? crime and/or drug selling 110b. How much do each of the following statements describe your neighborhood? fights 110c. How much do each of the following statements describe your neighborhood? lots of empty or abandoned buildings 110d. How much do each of the following statements describe your neighborhood? lots of graffiti	
Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
109a. How wrong would most adults (over 21) in your neighborhood think it is for kids your age: to use marijuana? 109b. How wrong would most adults (over 21) in your neighborhood think it is for kids your age: to drink alcohol? 109c. How wrong would most adults (over 21) in your neighborhood think it is for kids your age: to smoke cigarettes? 119. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police? 118. If a kid smoked marijuana in your neighborhood would he or she be caught by the police? 120. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	

Perceived Availability of Drugs	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents.

122. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some? 121. If you wanted to get some cigarettes, how easy would it be for you to get some? 125. If you wanted to get some marijuana, how easy would it be for you to get some? 123. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Perceived Availability of Handguns	The availability of handguns has also been related to the use of these substances by adolescents.

124. If you wanted to get a handgun, how easy would it be for you to get one?

Community Domain Protective Factors

Opportunities for Prosocial Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.

117a. Which of the following activities for people your age are available in your community? sports teams 117b. Which of the following activities for people your age are available in your community? scouting 117c. Which of the following activities for people your age are available in your community? boys and girls clubs 117d. Which of the following activities for people your age are available in your community? 4-H clubs 117e. Which of the following activities for people your age are available in your community? service clubs

Rewards for Prosocial Involvement	Rewards for positive participation in activities help children bond to the community, thus lowering their risk for substance use.

112. My neighbors notice when I am doing a good job and let me know about it. 116. There are people in my neighborhood who encourage me to do my best. 115. There are people in my neighborhood who are proud of me when I do something well.

Family Domain Risk Factors

Poor Family Management	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.

101. My parents ask if I've gotten my homework done. 103. Would your parents know if you did not come home on time? 87. When I am not at home, one of my parents knows where I am and who I am with. 85. The rules in my family are clear. 90. My family has clear rules about alcohol and drug use. 89. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents? 91. If you skipped school would you be caught by your parents?

Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.

86. People in my family often insult or yell at each other. 102. People in my family have serious arguments. 88. We argue about the same things in my family over and over.

Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.

107. Has anyone in your family ever had severe alcohol or drug problems? 83a. Have any of your brothers or sisters ever: drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)? 83b. Have any of your brothers or sisters ever: smoked marijuana? 83c. Have any of your brothers or sisters ever: smoked cigarettes? 108a. About how many adults (over 21) have you known personally who in the past year have: used marijuana, crack, cocaine, or other drugs? 108b. About how many adults (over 21) have you known personally who in the past year have: sold or dealt drugs? 108c. About how many adults (over 21) have you known personally who in the past year have: done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.? 108d. About how many adults (over 21) have you known personally who in the past year have: gotten drunk or high?

Parental Attitudes Favorable Toward Drug Use	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

82a. How wrong do your parents feel it would be for YOU to: drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly? 82b. How wrong do your parents feel it would be for YOU to: smoke cigarettes? 82c. How wrong do your parents feel it would be for YOU to: smoke marijuana?

Parental Attitudes Favorable Toward Antisocial Behavior	In families where parents are tolerant of their child's antisocial behavior (i.e. fighting, stealing, defacing property, etc.), children are more likely to become drug abusers during adolescence.

82d. How wrong do your parents feel it would be for YOU to: steal something worth more than $5?
82e. How wrong do your parents feel it would be for YOU to: draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?
82f. How wrong do your parents feel it would be for YOU to: pick a fight with someone?

Family Domain Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.

92. Do you feel very close to your mother?
93. Do you share your thoughts and feelings with your mother?
99. Do you feel very close to your father?
95. Do you share your thoughts and feelings with your father?

Opportunities for Prosocial Involvement	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.

100. My parents give me lots of chances to do fun things with them.
94. My parents ask me what I think before most family decisions affecting me are made.
98. If I had a personal problem, I could ask my mom or dad for help.

Rewards for Prosocial Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

105. My parents notice when I am doing a good job and let me know about it.
106. How often do your parents tell you they're proud of you for something you've done?
96. Do you enjoy spending time with your mother?
97. Do you enjoy spending time with your father?

School Domain Risk Factors	
Academic Failure	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

16. Putting them all together, what were your grades like last year?
12. Are your school grades better than the grades of most students in your class?

Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

---

15. How often do you feel that the school work you are assigned is meaningful and important?
18. How interesting are most of your courses to you?
17. How important do you think the things you are learning in school are going to be for your later life?
14a. Now thinking back over the past year in school, how often did you: enjoy being in school?
14b. Now thinking back over the past year in school, how often did you: hate being in school?
14c. Now thinking back over the past year in school, how often did you: try to do your best work in school?
19. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

School Domain Protective Factors	
Opportunities for Prosocial Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

6. In my school, students have lots of chances to help decide things like class activities and rules.
9. There are lots of chances for students in my school to talk with a teacher one-on-one.
8. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.
13. I have lots of chances to be part of class discussions or activities.

Rewards for Prosocial Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.

7. My teacher(s) notices when I am doing a good job and lets me know about it.
10. The school lets my parents know when I have done something well.
11. My teachers praise me when I work hard in school.

Individual/Peer Risk Factors	
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.

32. I do the opposite of what people tell me, just to get them mad.
34. I ignore rules that get in my way.
33. I like to see how much I can get away with.

Early Initiation of Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.

22a. How old were you when you first: smoked marijuana?
22b. How old were you when you first: smoked a cigarette, even just a puff?
22c. How old were you when you first: had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?
22d. How old were you when you first: began drinking alcoholic beverages regularly, that is, at least once or twice a month?

Early Initiation of Antisocial Behavior	Early onset of antisocial behaviors such as being suspended from school, arrests, carrying handguns, fighting, etc. makes young people more likely to be involved in substance abuse.

22g. How old were you when you first: got suspended from school?
22h. How old were you when you first: got arrested?
22i. How old were you when you first: carried a handgun?
22j. How old were you when you first: attacked someone with the idea of seriously hurting them?

Attitudes Favorable Toward Drug Use and Antisocial Behavior	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.

23a. How wrong do you think it is for someone your age to: take a handgun to school?
23b. How wrong do you think it is for someone your age to: steal anything worth more than $5?
23c. How wrong do you think it is for someone your age to: pick a fight with someone?
23d. How wrong do you think it is for someone your age to: attack someone with the idea of seriously hurting them?
23e. How wrong do you think it is for someone your age to: stay away from school all day when their parents think they are at school?
23f. How wrong do you think it is for someone your age to: drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?
23g. How wrong do you think it is for someone your age to: smoke cigarettes?
23h. How wrong do you think it is for someone your age to: smoke marijuana?
23i. How wrong do you think it is for someone your age to: use LSD, cocaine, amphetamines or another illegal drug?

Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.

35a. How much do you think people risk harming themselves (physically or in other ways) if they: smoked one or more packs of cigarettes per day?
35b. How much do you think people risk harming themselves (physically or in other ways) if they: try marijuana once or twice?
35c. How much do you think people risk harming themselves (physically or in other ways) if they: smoke marijuana regularly?
35d. How much do you think people risk harming themselves (physically or in other ways) if they: take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.

20e. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: been suspended from school?
20f. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: carried a handgun?
20g. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: sold illegal drugs?
20i. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: stolen or tried to steal a motor vehicle such as a car or motorcycle?
20j. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: been arrested?
20k. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: dropped out of school?

Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.

20a. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: smoked cigarettes?
20b. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?
20c. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: used marijuana?
20d. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: used LSD, cocaine, amphetamines, or other illegal drugs?

Depressive Symptoms	Young people who express feelings of sadness for long periods over the past year and who have negative attitudes about themselves and life in general are more likely to use drugs.

37. Sometimes I think that life is not worth it.
38. At times I think I am no good at all.
39. All in all, I am inclined to think that I am a failure.
40. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?

Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.

21a. What are the chances you would be seen as cool if you: smoked cigarettes?
21c. What are the chances you would be seen as cool if you: began drinking alcoholic beverages regularly, that is, at least once or twice a month?
21e. What are the chances you would be seen as cool if you: smoked marijuana?

Individual/Peer Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.

31. How often do you attend religious services or activities?

Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.

26. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says 'Which one do you want? Go ahead, take it while nobody's around.' There is nobody in sight, no employees and no other customers. What would you do now?
29. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say 'Oh, just going to go hang out with some friends.' She says, 'No, you'll just get into trouble if you go out. Stay home tonight.' What would you do now?
27. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?
28. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.

42. I think it is okay to take something without asking if you can get away with it.
36. I think sometimes it's okay to cheat at school.
41. It is all right to beat up people if they start the fight.
104. It is important to be honest with your parents, even if they become upset or you get punished.

Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.

30e. How many times in the past year (12 months) have you: participated in clubs, organizations or activities at school?
30f. How many times in the past year (12 months) have you: participated in clubs, organizations or activities outside school?
30j. How many times in the past year (12 months) have you: volunteered to do community service?

Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and volunteering in the community are less likely to engage in problem behavior.

21b. What are the chances you would be seen as cool if you: worked hard at school?
21d. What are the chances you would be seen as cool if you: defended someone who was being verbally abused at school?
21f. What are the chances you would be seen as cool if you: volunteered to do community service?

E. COMPARISIONS OF CTC VS NYS YDS ON RISK AND PROTECTIVE FACTORS

Comparison of the number of items from each risk and protective factor included in the 2008 New York Youth Development Survey (NY YDS) versus the standard 2002 Communities That Care (CTC) survey form.

N of Items

CTC	NY YDS	COMMUNITY PROTECTION
6	5	Community Opportunities for Prosocial Involvement
3	3	Community Rewards for Prosocial Involvement

CTC	NY YDS	COMMUNITY RISK
5	4	Community Disorganization
7	6	Laws and Norms Favorable to Drug Use
3	3	Low Neighborhood Attachment
4	4	Perceived Availability of Drugs
1	1	Perceived Availability of Handguns
4	0	Transitions and Mobility (Not in 2008 NY YDS)

CTC	NY YDS	FAMILY PROTECTION
4	4	Family Attachment
3	3	Family Opportunities for Prosocial Involvement
4	4	Family Rewards for Prosocial Involvement

CTC	NY YDS	FAMILY RISK
3	3	Family Conflict
10	8	Family History of Antisocial Behavior
3	3	Parental Attitudes Favorable Toward Drug Use
3	3	Parental Attitudes Favorable toward Antisocial Behavior
8	7	Poor Family Management

CTC	NY YDS	SCHOOL PROTECTION
5	4	School Opportunities for Prosocial Involvement
4	3	School Rewards for Prosocial Involvement

CTC	NY YDS	SCHOOL RISK
2	2	Academic Failure
7	7	Low Commitment to School

CTC	NY YDS	INDIVIDUAL/PEER PROTECTION
4	4	Belief in the Moral Order
4	0	Interactions with Prosocial Peers (Not in 2008 NY YDS)
4	3	Peer Rewards for Prosocial Involvement
3	3	Prosocial Involvement
1	1	Religiosity
4	4	Social Skills

CTC	NY YDS	INDIVIDUAL/PEER RISK
4	4	Depressive Symptoms
4	4	Early Initiation of Antisocial Behavior
4	4	Early Initiation of Drug Use
5	5	Favorable Attitudes Toward Antisocial Behavior
4	4	Favorable Attitudes Toward Drug Use
4	4	Friends' Use of Drugs
4	2	Gang Involvement
6	6	Interaction with Antisocial Peers
3	0	Intentions to Use (Not in 2008 NY YDS)
4	4	Perceived Risks of Drug Use
4	3	Peer Rewards for Antisocial Behavior(PRRAB)
3	3	Rebelliousness
3	0	Sensation Seeking (Not in 2008 NY YDS)

CTC	NY YDS	BEHAVIORAL OUTCOMES
11	8	Antisocial Behavior

F. DATA TABLES

F.1. Risk and Protective Factors

Table 17: Percentage of Students Reporting Risks for Community Domain

		Low Neighborhood Attachment	High Community Disorganization	Laws and Norms Favorable to Drug Use	Perceived Availability of Drugs
7-8	county	36.8	31.2	20.9	24.3
	state	42.2	42.1	20.9	25.0
9-10	county	37.7	47.4	36.8	40.8
	state	42.4	55.3	37.5	34.6
11-12	county	42.7	50.6	39.0	39.8
	state	46.7	58.2	39.5	35.5
Combined	county	38.8	42.3	31.5	34.4
	state	43.8	51.7	32.5	31.7

Table 18: Percentage of Students Reporting Risks for Family Domain

		Poor Family Management	Family Conflict	Family History of Antisocial Behavior	Parental Attitudes Favorable to ATOD	Parental Attitudes Favorable to ASB
7-8	county	38.6	45.5	18.3	18.5	40.2
	state	43.2	46.5	16.5	21.6	42.5
9-10	county	46.2	45.8	29.9	37.0	55.1
	state	46.6	49.2	24.2	36.3	51.1
11-12	county	37.5	39.0	30.2	44.8	60.0
	state	39.5	40.7	24.8	43.0	54.3
Combined	county	40.8	43.7	25.6	32.2	50.8
	state	43.1	45.5	21.7	33.3	49.1

Table 19: Percentage of Students Reporting Risks for School Domain

		Academic Failure	Low Commitment to School
7-8	county	37.8	35.1
	state	44.3	37.0
9-10	county	46.0	42.4
	state	48.3	40.5
11-12	county	42.5	44.6
	state	44.4	43.9
Combined	county	41.9	40.2
	state	45.7	40.3

Table 20: Percentage of Students Reporting Risks for Individual/Peer Domain

		Rebelliousness	Early Initiation of Drug Use	Early Initiation of ASB	Favorable Attitudes to Drug Use	Favorable Attitudes to ASB	Perceived Risk of Drug Use	Interaction with Antisocial Peers	Friends' Use of Drugs	Depressive Symptoms	Peer Rewards for Antisocial Behavior
7-8	county	34.1	19.2	23.7	18.4	30.9	32.3	39.9	22.8	31.5	29.0
	state	40.3	23.5	26.4	18.2	36.5	32.4	42.1	22.7	36.5	30.4
9-10	county	43.7	25.8	31.7	37.8	46.3	41.6	51.2	37.6	38.8	52.2
	state	46.5	24.2	34.2	32.8	43.3	37.2	51.4	32.7	43.2	45.1
11-12	county	45.9	28.6	30.8	31.1	47.9	41.8	47.3	37.6	37.6	61.4
	state	46.7	28.1	32.6	25.4	43.9	39.9	49.1	35.7	38.9	55.2
Combined	county	40.6	24.1	28.4	28.4	40.8	38.1	45.7	31.9	35.7	45.9
	state	44.4	25.2	30.9	25.3	41.1	36.3	47.4	30.1	39.5	43.1

Table 21: Percentage of Students Reporting Protection for Community Domain

		Opportunities for Prosocial Involvement	Rewards for Prosocial Involvement
7-8	county	65.0	43.9
	state	57.5	39.1
9-10	county	68.0	39.7
	state	57.6	36.4
11-12	county	66.0	43.5
	state	62.1	39.8
Combined	county	66.3	42.4
	state	59.1	38.4

Table 22: Percentage of Students Reporting Protection for Family Domain

		Family Attachment	Family Opportunities for PSI	Family Rewards for PSI
7-8	county	51.8	58.5	61.5
	state	49.5	54.9	59.1
9-10	county	43.7	52.2	53.0
	state	41.3	50.0	50.9
11-12	county	47.9	50.0	51.1
	state	46.2	48.5	47.0
Combined	county	48.0	53.9	55.6
	state	45.7	51.2	52.5

Table 23: Percentage of Students Reporting Protection for School Domain

		School Opportunities for PSI	School Rewards for PSI
7-8	county	81.1	58.3
	state	73.2	55.9
9-10	county	85.6	57.3
	state	82.4	57.0
11-12	county	84.2	52.7
	state	81.6	54.0
Combined	county	83.5	56.3
	state	78.9	55.7

Table 24: Percentage of Students Reporting Protection for Individual/Peer Domain

		Religiosity	Social Skills	Belief in a Moral Order	Prosocial Involvement	Peer Rewards for Prosocial Involvement
7-8	county	49.3	70.3	73.2	48.5	60.4
	state	45.8	65.1	67.1	43.3	56.9
9-10	county	47.0	56.9	66.4	51.0	56.8
	state	40.9	57.8	63.1	42.3	59.3
11-12	county	53.2	59.1	52.1	51.8	50.1
	state	50.7	57.2	52.4	45.9	53.3
Combined	county	49.7	62.7	64.6	50.2	56.3
	state	45.7	60.2	61.0	43.8	56.5

F.2. Lifetime Prevalence of Alcohol, Tobacco and Other Drugs

Table 25: Lifetime Prevalence of Alcohol, Tobacco and Other Drugs, By Grade Level and Group

		Alcohol	Cigarettes	Chewing Tobacco	Marijuana	Hallucinogens	Cocaine	Inhalants	OTC Cold Medicine	OTC Caffeine/Diet Pills
7	county	21.8	10.8	3.4	5.5	0.0	0.8	7.1	1.6	2.6
	state	24.9	8.8	2.4	2.5	0.2	0.6	9.6	1.8	3.1
8	county	33.1	13.6	2.7	8.3	0.4	0.4	7.3	3.0	4.9
	state	40.3	15.8	3.8	6.8	0.5	1.0	11.5	2.7	4.8
	MTF 8th Grade	38.9	20.5	9.8	14.6	3.1	3.1	15.7	–	–
9	county	53.3	25.7	5.1	24.6	1.5	1.0	10.3	4.2	9.2
	state	54.2	21.0	4.7	14.0	0.9	1.3	12.3	3.9	6.3
10	county	64.5	26.9	10.2	28.9	3.3	1.4	7.0	6.3	9.3
	state	64.5	25.9	6.6	22.9	1.6	1.7	9.8	5.1	7.2
	MTF 10th Grade	58.3	31.7	12.2	29.9	6.3	5.2	12.8	–	–
11	county	74.6	33.4	13.7	37.4	5.1	3.9	6.9	7.6	14.6
	state	72.1	32.4	10.7	32.8	3.3	2.5	8.4	6.6	8.6
12	county	79.6	39.7	19.0	48.2	7.6	5.3	8.1	9.5	13.4
	state	78.5	37.8	13.4	39.4	4.4	4.0	7.7	7.5	9.6
	MTF 12th Grade	71.9	44.7	15.6	42.6	8.1	7.8	9.9	5.9	–
Combined	county	52.7	24.0	8.5	24.0	2.7	2.0	7.7	5.2	8.6
	state	55.1	23.3	6.8	19.1	1.8	1.8	9.9	4.5	6.5

		Presc. Pain Killers	Presc. Tranquilizers	Presc. Sedatives	Meth	Stimulants	Heroin	Ecstasy	Any Illicit Drug*
7	county	6.9	0.3	0.1	0.8	0.7	0.5	0.4	17.4
	state	7.1	0.6	0.5	0.4	0.3	0.4	0.2	17.4
8	county	8.5	0.5	0.4	0.5	0.7	0.3	0.7	20.0
	state	9.2	1.1	0.6	0.8	0.8	0.6	0.6	23.5
	MTF 8th Grade	–	–	3.9	2.3	6.8	1.4	2.4	–
9	county	12.2	1.9	0.3	0.7	2.8	1.2	1.3	37.2
	state	12.1	1.8	0.8	0.8	1.4	0.9	1.4	31.3
10	county	16.6	2.5	1.5	1.1	4.1	1.1	1.8	40.5
	state	14.7	2.3	0.9	1.0	2.3	0.9	1.6	37.1
	MTF 10th Grade	–	–	6.8	2.4	9.0	1.2	4.3	–
11	county	21.7	4.1	1.0	1.8	8.3	2.3	4.6	46.7
	state	16.5	3.4	1.2	1.3	3.7	1.4	2.6	43.4
12	county	23.3	6.9	1.9	1.9	10.2	4.1	6.8	56.5
	state	18.1	5.0	1.2	1.0	5.2	1.8	3.3	48.9
	MTF 12th Grade	13.2	–	8.9	2.8	10.5	1.3	6.2	–
Combined	county	14.3	2.5	0.9	1.1	4.1	1.5	2.4	35.0
	state	12.8	2.3	0.8	0.9	2.2	1.0	1.6	33.1

*Any Illicit Drug - all drugs except for alcohol and tobacco

F.3. Past 30 Day Prevalence of Alcohol, Tobacco and Other Drugs

Table 27: Past 30 Day Prevalence of Alcohol, Tobacco and Other Drugs, By Grade Level and Group

		Alcohol	Cigarettes	Chewing Tobacco	Marijuana	Hallucinogens	Cocaine	Inhalants	OTC Cold Medicine	OTC Caffeine/Diet Pills
7	county	5.5	3.7	1.1	2.5	0.0	0.4	3.4	0.9	1.6
	state	6.6	2.1	0.8	1.1	0.1	0.3	4.2	0.8	1.4
8	county	10.2	4.0	1.1	4.3	0.1	0.2	2.6	1.2	1.8
	state	13.8	4.5	1.5	3.4	0.2	0.4	4.7	1.1	2.1
	MTF 8th Grade	15.9	6.8	3.5	5.8	0.9	0.8	4.1	–	–
9	county	25.8	9.0	3.2	14.7	0.9	0.4	2.3	1.7	4.1
	state	24.9	7.4	2.1	7.6	0.4	0.5	4.0	1.5	2.7
10	county	32.6	9.5	4.9	18.3	1.3	0.4	1.3	2.2	3.7
	state	31.9	8.7	2.9	12.9	0.5	0.6	2.8	2.1	3.0
	MTF 10th Grade	28.8	12.3	5.0	13.8	1.7	1.3	2.1	–	–
11	county	38.0	12.6	7.4	19.6	2.1	0.5	1.8	2.1	5.4
	state	39.6	12.3	4.6	18.4	1.0	0.7	1.8	2.3	3.4
12	county	52.1	15.5	7.7	26.4	2.0	0.8	1.2	1.4	4.9
	state	48.8	15.6	5.1	21.9	1.1	0.7	1.6	2.2	3.6
	MTF 12th Grade	43.1	20.4	6.5	19.4	1.6	2.0	1.4	–	–
Combined	county	25.9	8.6	4.0	13.5	1.0	0.4	2.1	1.6	3.4
	state	26.9	8.3	2.8	10.5	0.5	0.5	3.2	1.7	2.7

Table 28: Past 30 Day Prevalence of Alcohol, Tobacco and Other Drugs, By Grade Level and Group (continued)

		Presc. Pain Killers	Presc. Tranquilizers	Presc. Sedatives	Meth	Stimulants	Heroin	Ecstasy	Any Illicit Drug*
7	county	2.6	0.1	0.3	0.4	0.4	0.3	0.0	8.6
	state	2.7	0.2	0.2	0.2	0.2	0.2	0.1	8.4
8	county	3.0	0.1	0.1	0.1	0.4	0.0	0.1	9.8
	state	3.7	0.3	0.3	0.3	0.3	0.2	0.2	11.6
	MTF 8th Grade	–	–	–	0.7	2.2	0.4	0.8	–
9	county	5.8	0.4	0.1	0.0	1.2	0.4	0.3	22.0
	state	5.5	0.8	0.4	0.3	0.6	0.5	0.5	16.2
10	county	6.9	1.4	0.5	0.5	1.9	0.6	0.7	24.4
	state	6.7	0.9	0.3	0.3	0.8	0.3	0.4	20.7
	MTF 10th Grade	–	–	–	0.7	2.8	0.4	1.1	–
11	county	6.5	1.5	0.3	0.3	3.6	0.5	1.5	25.7
	state	6.9	1.1	0.5	0.4	1.3	0.5	0.8	24.7
12	county	10.6	1.9	0.3	0.5	4.3	1.9	2.0	32.7
	state	7.2	1.7	0.4	0.3	1.9	0.5	0.9	28.0
	MTF 12th Grade	3.8	–	2.8	0.6	2.9	0.4	1.8	–
Combined	county	5.7	0.9	0.3	0.3	1.8	0.6	0.7	19.7
	state	5.4	0.8	0.3	0.3	0.8	0.3	0.5	18.0

*Any Illicit Drug - all drugs except for alcohol and tobacco

F.4. Heavy Use and Antisocial Behaviors

Table 29: Percentage of Students With Heavy Use of Alcohol and Cigarettes

		Binge Drinking**	Pack of Cigarettes***
7-8	county	5.6	0.1
	state	7.2	0.2
9-10	county	17.2	1.0
	state	17.8	0.6
11-12	county	27.5	1.6
	state	28.2	1.2
Combined	county	15.7	0.8
	state	17.4	0.7

**Binge Drinking - having five or more drinks in a row within the past two weeks.

***Pack of Cigarettes means smoking a pack or more per day.

Table 30: Percentage of Students With Antisocial Behavior in the Past Year

		Suspended from School	Drunk or High at School	Sold Illegal Drugs	Stolen a Vehicle	Been Arrested	Attacked to Harm	Carried a Handgun	Handgun to School
7-8	county	13.4	5.0	1.4	1.3	3.0	11.4	2.3	0.4
	state	11.5	4.1	1.0	1.1	2.6	13.7	2.2	0.4
9-10	county	14.0	12.8	7.2	1.9	4.9	15.8	3.6	0.4
	state	12.3	11.1	3.8	1.5	4.9	16.3	3.1	0.7
11-12	county	9.6	16.7	9.0	2.0	5.6	11.9	3.7	0.8
	state	9.6	16.8	7.4	1.6	5.2	12.3	3.1	0.6
Combined	county	12.5	10.9	5.5	1.7	4.4	13.0	3.1	0.5
	state	11.2	10.4	4.0	1.4	4.2	14.1	2.8	0.5

F.5. Average Age of First Incidence

Table 31: Average Age of First ATOD Use

		Marijuana	Cigarettes	Alcohol	Regular Alcohol Use
7-8	county	12.0	11.5	11.6	12.2
	state	12.1	11.3	11.5	12.1
9-10	county	13.5	12.7	13.1	14.1
	state	13.4	12.5	12.8	13.7
11-12	county	14.5	13.7	14.2	15.3
	state	14.5	13.6	13.9	15.1
Combined	county	13.9	12.9	13.2	14.6
	state	13.9	12.8	13.0	14.3

Table 32: Average Age of First Antisocial Behavior

		School Suspension	Been Arrested	Carried a Gun	Attacked to Harm	Belonged to a Gang
7-8	county	11.4	11.9	11.7	11.5	12.0
	state	11.3	11.9	11.5	11.4	11.9
9-10	county	12.2	13.6	12.7	12.4	13.0
	state	12.2	13.4	12.8	12.4	12.8
11-12	county	13.3	14.9	13.6	12.9	12.9
	state	13.1	14.8	13.8	13.1	13.6
Combined	county	12.2	13.8	12.7	12.3	12.6
	state	12.2	13.7	12.9	12.3	12.7

F.6. Sources and Locations of Alcohol Use

Table 33: Students' Response to *"If you drank alcohol in the past year, how did you usually get it?"*

		Did not drink alcohol in the past year	Bought it myself with a fake ID	Bought it myself without a fake ID	Someone I know age 21 or older	Someone I know under age 21	My brother or sister	Home with my parents' permission	Home without my parents' permission	Another relative	A stranger bought it for me	Took it from a store or shop	Other
7-8	county	82.9	0.1	0.1	2.9	1.3	0.6	3.5	3.0	1.3	0.2	0.2	4.1
	state	78.0	0.1	0.1	3.0	1.8	0.9	5.1	3.0	2.2	0.2	0.2	5.3
9-10	county	53.1	0.3	0.3	9.0	11.1	2.7	5.0	6.3	2.5	0.3	0.1	9.5
	state	51.7	0.3	0.6	9.9	8.2	2.0	7.1	5.6	3.5	1.1	0.2	9.6
11-12	county	32.1	0.8	0.9	22.7	19.1	2.3	4.7	3.8	1.9	1.2	0.2	10.3
	state	34.0	1.1	2.2	20.5	13.6	2.2	7.0	3.4	3.1	1.5	0.3	11.0
Combined	county	58.4	0.3	0.4	10.6	9.7	1.8	4.3	4.3	1.8	0.5	0.2	7.7
	state	57.5	0.5	0.9	10.1	7.1	1.6	6.2	3.9	2.9	0.9	0.2	8.2

Table 34: Students' Response to *"If you drank alcohol in the past year, where did you usually drink it?"*

		Did not drink alcohol in the past year	My home	Someone else's home	Open area like a park, etc.	Sporting event or concert	Restaurant, bar, or a nightclub	Empty building or a construction site	Hotel/motel	In a car	At school
7-8	county	83.3	7.7	6.2	1.5	0.3	0.3	0.2	0.1	0.1	0.3
	state	79.7	9.2	7.1	1.9	0.3	1.0	0.2	0.2	0.1	0.3
9-10	county	54.0	12.8	26.8	4.3	0.5	0.5	0.1	0.5	0.3	0.2
	state	53.0	14.4	23.4	5.5	0.5	1.7	0.2	0.4	0.3	0.5
11-12	county	33.1	12.3	45.7	5.8	0.5	1.3	0.5	0.5	0.2	0.2
	state	35.1	13.9	39.2	6.2	0.6	3.3	0.2	0.5	0.4	0.5
Combined	county	59.2	10.7	24.3	3.7	0.4	0.7	0.2	0.3	0.2	0.3
	state	58.9	12.1	21.2	4.2	0.4	1.9	0.2	0.4	0.3	0.4

F.7. Gambling Behaviors

Table 35: Percentage of Students Engaged in Gambling Activities

		Gambled In The Past Year	Played Bingo for Money	Bet Money on Raffles or Charity Games	Bet or Spent Money on Pull Tabs	Played Cards for Money	Played Pool, Basketball, etc. for Money
7-8	county	51.2	13.8	24.2	5.5	19.9	14.8
	state	44.6	15.1	20.7	5.2	20.6	16.9
9-10	county	59.6	14.7	26.2	5.4	30.3	21.4
	state	47.5	15.1	21.6	6.2	23.2	18.0
11-12	county	62.4	12.6	24.8	6.5	30.9	19.8
	state	50.8	12.4	20.8	6.3	25.1	19.0
Combined	county	57.2	13.8	25.1	5.8	26.6	18.4
	state	47.5	14.2	21.0	5.9	22.9	18.0

Table 36: Percentage of Students Engaged in Gambling Activities (continued)

		Bet Money on Sports	Played "Quick Draw"	Played Lottery, Lotto or Scratch Off	Played Dice Games for Money	Played the Numbers or "Bolita"	Bet Money on Arcade or Video Games
7-8	county	18.5	10.3	35.9	8.3	2.2	11.4
	state	18.0	7.7	29.2	7.9	2.0	13.4
9-10	county	24.5	11.2	39.4	10.4	1.8	14.0
	state	19.7	8.3	29.7	9.7	2.5	13.2
11-12	county	22.3	9.8	41.6	9.6	1.9	10.6
	state	21.7	8.6	30.9	10.5	2.2	11.9
Combined	county	21.6	10.4	38.8	9.4	2.0	12.0
	state	19.8	8.2	29.9	9.4	2.3	12.8

Table 37: Percentage of Students Engaged in Gambling Activities (continued)

		Bet on Slots, Poker Machines, etc	Bet on Horses, Dogs, Other Animals	Bet Money at a Casino	Bet Money Over the Internet
7-8	county	5.7	4.5	1.7	3.6
	state	6.7	5.1	1.9	3.8
9-10	county	6.7	4.1	2.0	3.4
	state	6.9	5.6	2.7	3.9
11-12	county	8.2	5.1	8.0	3.4
	state	6.7	6.2	4.3	4.1
Combined	county	6.8	4.6	3.7	3.5
	state	6.8	5.6	3.0	4.0

F.8. School Safety Issues

Table 38: Students' Response to *"How many times in the past have you taken a handgun to school?"*

		Never	1-2 times	3-5 times	6-9 times	10-19 times	20-29 times	30-39 times	40+ times
7-8	county	99.6	0.2	0.1	0.1	0.0	0.0	0.0	0.0
	state	99.6	0.2	0.1	0.0	0.0	0.0	0.0	0.1
9-10	county	99.6	0.3	0.0	0.0	0.0	0.0	0.0	0.1
	state	99.4	0.3	0.0	0.0	0.0	0.0	0.0	0.1
11-12	county	99.2	0.1	0.0	0.1	0.1	0.0	0.1	0.3
	state	99.4	0.2	0.1	0.0	0.0	0.0	0.0	0.2
Combined	county	99.5	0.2	0.0	0.1	0.0	0.0	0.0	0.1
	state	99.5	0.2	0.1	0.0	0.0	0.0	0.0	0.1

Table 39: Students' Response to *"How wrong do you think it is for someone your age to take a handgun to school?"*

		Very Wrong	Wrong	A Little Bit Wrong	Not Wrong at All
7-8	county	92.2	6.2	1.3	0.3
	state	89.6	8.1	1.7	0.6
9-10	county	90.0	7.7	1.8	0.5
	state	88.2	9.0	2.1	0.7
11-12	county	93.3	4.9	0.9	0.9
	state	91.1	6.5	1.5	0.8
Combined	county	91.8	6.3	1.4	0.6
	state	89.6	7.9	1.8	0.7