

2012 New York Prevention Needs Assessment Survey



Survey Results for: Communities That Care

Sponsored by:
The Alcohol and Substance Abuse Council of Jefferson County, Inc.
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2012 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2012. The results are presented along with comparisons to national data sources such as the Monitoring the Future Survey (only grades 8, 10, and 12 are surveyed) and the Bach Harrison Norm (BH Norm), which consists of a large, weighted, nationwide sample.

The survey was designed to assess students' involvement in a specific set of problem behaviors, as well as their exposure to a set of scientifically validated risk and protective factors. The risk and protective factors have been shown to influence the likelihood of academic success, school dropout, substance abuse, violence, and delinquency among youth.

Table 1 contains the characteristics of the students who completed the survey from your community. When using the information in this report, please pay attention to the number and

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percentage of students who participated from your community. If 70% or more of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 70% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that 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 disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington has defined a set of risk factors for youth problem behaviors.

Risk factors are 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, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are

Table 1. Characteristics of Participants

Student Totals						
Total Students	Communities That Care					
	2008		2010		2012	
	Number	Percent	Number	Percent	Number	Percent
	3915	100	3561	100	3533	100
Grade						
6	1011	25.8	868	24.4	798	22.6
8	1078	27.5	968	27.2	1056	29.9
10	1021	26.1	965	27.1	964	27.3
12	805	20.6	760	21.3	715	20.2
Gender						
Male	1876	48.5	1739	49.1	1710	48.6
Female	1991	51.5	1805	50.9	1805	51.4
Ethnicity						
Native American	202	5.3	54	1.5	62	1.8
Asian	53	1.4	43	1.2	43	1.2
African American	202	5.3	205	5.8	216	6.2
Hispanic	159	4.1	135	3.8	163	4.6
Pacific Islander	27	0.7	26	0.7	16	0.5
White	2927	76.4	2861	81.0	2635	75.1
Multi-racial or Other	262	6.8	209	5.9	374	10.7

Risk and Protective Factors

The Risk and Protective Factor Model of Substance Abuse Prevention (Continued)

more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

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 Drs. Hawkins and Catalano include social bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set 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, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart to the right shows the links between the 19 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.

Risk Factors	Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
1. Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓
2. Availability of Drugs & Firearms	✓	✓			✓
3. Transitions and Mobility *	✓	✓		✓	
4. Low Neighborhood Attachment	✓	✓			✓
5. Community Disorganization	✓	✓			✓
6. Extreme Economic Deprivation *	✓	✓	✓	✓	✓
Family					
7. Family History of the Problem Behavior	✓	✓	✓	✓	✓
8. Family Conflict	✓	✓	✓	✓	✓
9. Family Management Problems	✓	✓	✓	✓	✓
10. Parental Attitudes Favorable Towards Drugs / Other Problem Behavior	✓	✓			✓
School					
11. Academic Failure	✓	✓	✓	✓	✓
12. Lack of Commitment to School	✓	✓	✓	✓	✓
Peer / Individual					
13. Early Initiation of Drug Use & Other Problem Behaviors	✓	✓	✓	✓	✓
14. Early & Persistent Antisocial Behavior	✓	✓	✓	✓	✓
15. Alienation & Rebelliousness	✓	✓		✓	
16. Friends Who Use Drugs & Engage in Problem Behaviors	✓	✓	✓	✓	✓
17. Favorable Attitudes Toward Drug Use & Other Problem Behaviors	✓	✓	✓	✓	
18. Gang Involvement	✓	✓			✓
19. Constitutional Factors	✓	✓			✓

Building a Strategic Prevention Framework

The survey is an important data source for the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). CSAP created the SPF model to guide states and communities in creating planned, data-driven, effective, and sustainable prevention programs. Each part represents an interdependent element of the ongoing process of prevention coordination.

Assessment: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery. The SPF begins with an assessment of the needs in the community that is based on data. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness. The PNA results presented in this Profile Report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.

Capacity: Mobilize and/or Build Capacity to Address Needs. Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Planning: Develop a Comprehensive Strategic Plan. States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Implementation: Implement Evidence-based Prevention Programs and Infrastructure Development Activities. By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are



Building a Strategic Prevention Framework (cont'd)

culturally appropriate, and can be sustained over time. The Western Center for the Application of Prevention Technology has developed an internet tool located at <http://casat.unr.edu/bestpractices/search.php> for identifying Best Practice Programs. Another resource for evidence-based prevention practices is SAMHSA's National Registry of Evidence-based Programs and Practices www.nrepp.samhsa.gov.

Evaluation: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail. Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The OPNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Sustainability and Cultural Competence: Incorporate principles of cultural competence and sustainability in each of the five elements. At the center of the SPF model, sustainability and cultural competence play a key role they play in assessment, capacity appraisal, planning, implementation and evaluation, ensuring successful, long lasting prevention programs.

Sustainability is accomplished by utilizing a comprehensive approach. States and communities should plan adaptive, flexible programs around a variety of resources, funding, and organizations. An inclusive design helps build sustainable programs and achieve sustainable outcomes. A strategic plan that dynamically responds to changing issues, data, priorities, and resources is more likely to achieve long term results.

Sharing information gathered during the evaluation stage with key stakeholders, forging partnerships and encouraging creative collaboration all enhance sustainability.

Cultural Competence recognizes unique needs, styles, values and beliefs of the recipients of prevention efforts. Culturally competent prevention strategies use interventions, evaluations and communication strategies appropriate to their intended community. Cultural issues reflect a range of influences and are not just a matter of ethnic or racial identity. Learning to communicate with audiences from diverse geographic, cultural, economic, social, and linguistic backgrounds can increase program efficacy and ensure sustainable results.

Whether enlisting extended family networks as a prevention resource for single parent households, or ensuring there are resources available to bridge language gaps, cultural competency will help you recognize differences in prevention needs and tailor prevention approaches accordingly.

A one-size-fits-all program is less effective than a program that draws on community-based values, traditions, and customs and works with knowledgeable people from the community to develop focused interventions, communication, and support.

Validity Measures

Honesty: Because the survey was anonymous, and because confidentiality was stressed through the survey's administration process, most of the reasons for students to exaggerate or deny behaviors were eliminated. However, Bach Harrison has built several checks into the data analysis to minimize the impact of students who were either not truthful in their responses or who did not take the survey seriously. Surveys were eliminated from the final data reported in this report for meeting one or more the following five pre-determined dishonesty indicators:

1. In response to a question about whether or not they had been honest in completing the survey, the students indicated that they were "Not Honest At All" in completing the survey.
2. The students indicated that they had used a non-existent, fictitious drug in their lifetime or in the past 30 days.
3. The students reported an impossibly high level of multiple drug use (having used substances on 120 or more occasions in the past 30 days).
4. The students indicated past-month use rates that were higher than lifetime use rates.

Validity Measures (cont'd) and How to Read the Charts

5. The students reported an age that was inconsistent with their grade or their school; for example, a 10 year-old 12th grader or 19 year old 6th grader.

Additionally, if a student did not answer enough of the validity questions to determine whether or not they were honest in their responses, their survey data was also removed from the final analysis presented in this report.

There are four types of charts presented in this report:

1. Substance use charts
2. Antisocial behavior (ASB) and Gambling charts
3. Risk factor charts
4. Protective factor charts.

Data from the charts are also presented in Tables 3 through 10. Additional data found in later tables are explained at the end of this section.

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the PNA survey.

The Bars on substance use and antisocial behavior charts represent the percentage of students in that grade who reported a given behavior. The bars on the risk and protective factor charts represent the percentage of students whose answers reflect significant risk or protection in that category. Each set of differently colored bars represents one of the past administrations of the PNA. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Dots and Diamonds provide points of comparison to larger samples. The dots on the charts represent the percentage of all of the youth surveyed who reported substance use, problem behavior, elevated risk, or elevated protection. Please note that the dot represents the aggregate results of all participating students rather than a random sample of students. The survey results provide considerable information for communities to use in planning prevention services.

The diamonds represent national data from either the Monitoring the Future (MTF) Survey or the Bach Harrison Norm (BH Norm). The BH Norm was developed by Bach Harrison L.L.C. to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from eight statewide surveys and five large regional surveys across the nation were combined into a database of approximately 460,000 students. The results were weighted to make the contribution of each state and region proportional to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as BH Norm. In order to keep the BH Norm relevant, it is updated approximately every two years as new data become available.

A comparison to state-wide and national results provides additional information for your community in determining the relative importance of levels of alcohol, tobacco and other drug (ATOD) use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts, it is important to observe the factors that differ the most from the BH Norm. This is the first step in identifying the levels of risk and protection that are higher or lower than those in other communities. The risk factors that are higher than the BH Norm and the protective factors are lower than the BH Norm are probably the factors that you should consider addressing when planning prevention programs.

Lifetime, 30 Day & Heavy ATOD Use Charts

There are three types of use measured on the ATOD charts.

Ever-used is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.

30-day use is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.

Heavy use is measured in two ways: *binge drinking* (five or more drinks in a row over the last two weeks), and use of *one-half a pack or more of cigarettes per day*.

How to Read the Charts and Tables

ASB and Gambling Charts

Antisocial behavior (ASB) is a measure of the percentage of students who report any involvement during the past year with the eight antisocial behaviors listed in the charts.

Gambling Behavior is a measure of the percentage of students who report any involvement during the past year with the ten types of gambling listed in the charts. *Gambled in the Past Year* is a measure of any participation in any of the gambling types whatsoever.

Risk and Protective Factor Charts

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales. Along with the scales, there are bars that show the percentage of High Risk Youth and percentage of High Protection Youth. High Risk Youth is defined as the percentage of students who have more than a specified number of risk factors operating in their lives. For 6th grade students, it is the percentage of students who have 6 or more risk factors, for 7th to 9th grade it is 7 or more risk factors, and for 10th to 12th grade, it is 8 or more risk factors. High Protection Youth is defined as the percentage of students in grades 6 and 7 who have 3 or more protective factors operating in their lives and 4 or more for all other grades.

Additional Tables in this Report

Table 11 presents the percentages of how and where students obtained and used alcohol during the past year. The data focus on a the subgroup of students who indicated at least one means of obtaining or using alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the table represent a subgroup of users and not the entire survey population. Additionally, the smaller the sample, the more dramatic the influence of a student's responses. For example, if only one student in a particular grade reported where he/she obtained alcohol, each category would show up as either 0% or 100%. The table indicates the sample size for each grade surveyed to help clarify the value of the data.

After the Student Alcohol Tables are tables containing information required by communities with Drug Free Communities Grants, such as the perception of the risks of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Alternating with the DFC Tables are the Youth Perception Tables. Youth often overestimate the percentage of their peers who are using substances. Youth perceptions of the percentage of their peers who use cigarettes, alcohol, marijuana, and other illegal drugs are shown in these tables.

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use guidelines in choosing and implementing federally funded prevention and intervention programs. The results of the PNA Survey presented in this report can help your schools and community comply with the NCLB Act in three ways:

1. Programs must be chosen based on objective data about problem behaviors in the communities served. The OPNA reports these data in the substance use and antisocial behavior charts and tables presented on the following pages.

5. NCLB-approved prevention programs can address not only substance use and antisocial behavior (ASB) outcomes, but also behaviors and attitudes demonstrated to be predictive of the youth problem behaviors. Risk and protective factor data from this report provide valuable information for choosing prevention programs.
6. Periodic evaluations of outcome measures must be conducted to evaluate the efficacy of ongoing programs. This report provides schools and communities the ability to compare past and present substance use and ASB data.

Tools for Assessment and Planning

What are the numbers telling you?

Review the charts and data tables presented in this report. Note your findings as you discuss the following questions.

Which 3-5 risk factors appear to be higher than you would want when compared to the Bach Harrison Norm?

Which 3-5 protective factors appear to be lower than you would want when compared to the Bach Harrison Norm?

Which levels of 30-day drug use are increasing and/or unacceptably high? Which substances are your students using the most? At which grades do you see unacceptable usage levels?

Which antisocial behaviors are increasing and/or unacceptably high? Which behaviors are your students exhibiting the most? At which grades do you see unacceptable behavior levels?

How to identify high priority problem areas

Once you have familiarized yourself with the data, you can begin to identify priorities.

Look across the charts for items that stand out as either much higher or much lower than the others.

Compare your data with statewide, and/or national data. Differences of 5% between local and other data are probably significant.

Prioritize problems for your area according to the issues you've identified. Which can be realistically addressed with the funding available to your community? Which problems fit best with the prevention resources at hand?

Determine the standards and values held within your community. For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

Once priorities are established, use data to guide your prevention efforts.

Substance use and antisocial behavior data are excellent tools to raise awareness about the problems and promote dialogue.

Risk and protective factor data can be used to identify exactly where the community needs to take action.

Promising approaches for any prevention goal are available for through resources listed on the last page of this report. These contacts are a great resource for information about programs that have been proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

Risk Factors

Protective Factors

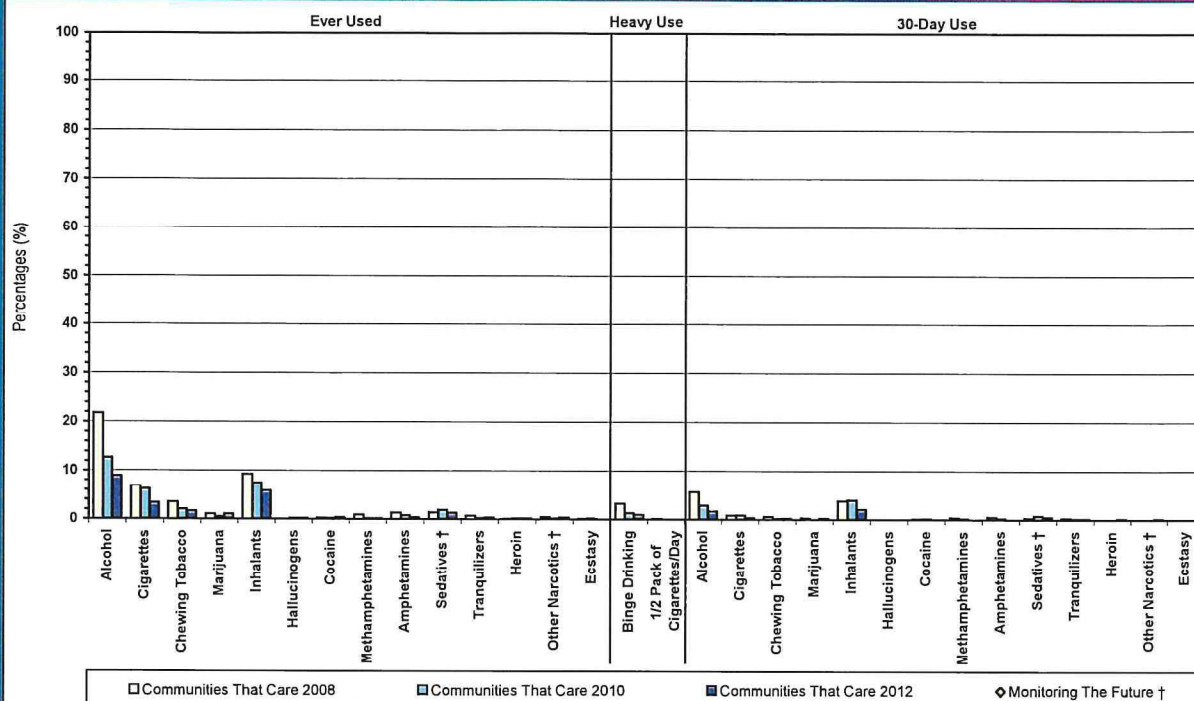
30-day Substance Abuse

Antisocial Behavior

Sample	Priority Rate 1	Priority Rate 2	Priority Rate 3
6th grd. Fav. Attitude to Drugs (Peer/Indiv. Scale) @ 15% (8% > 8-state av.)			
10th grd. - Rewards for prosocial involvm. (School Domain) 40% (down 5% from 2 yrs ago & 16% below state av.)			
8th grd. Binge Drinking @ 13% (5% above state av.)			
12th grd. - Drunk/High at School @ 21% (about same as state, but remains a priority-)			

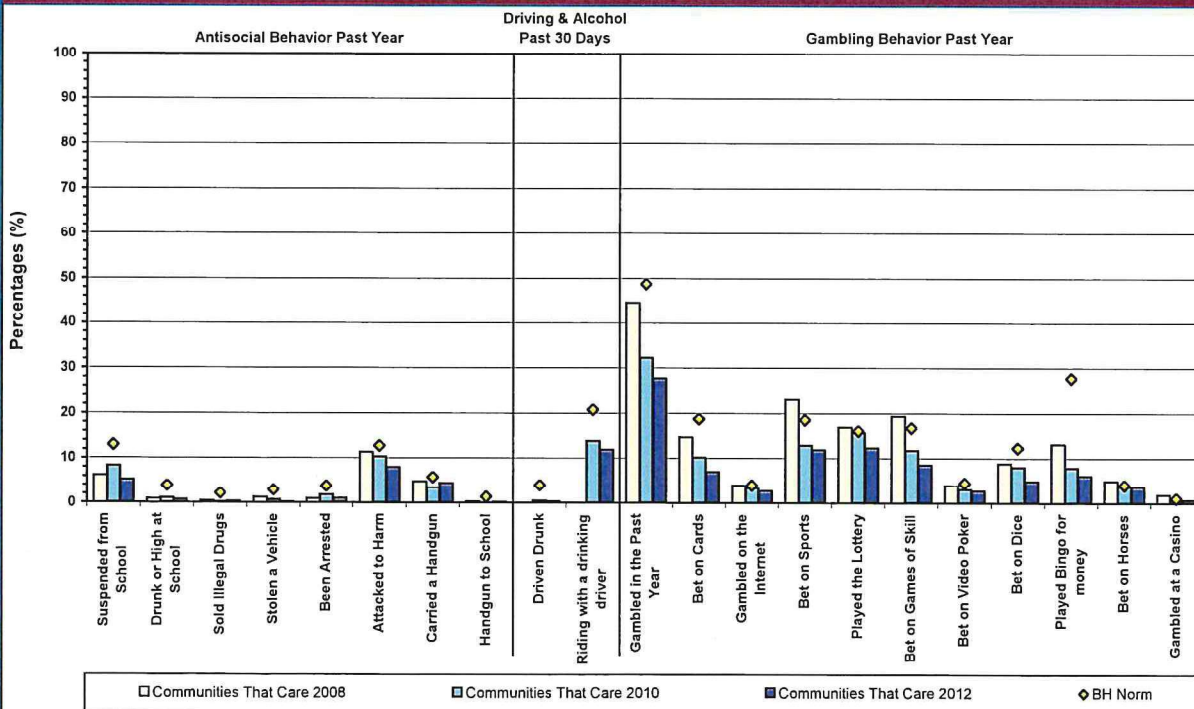
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2012 Communities That Care Student Survey, Grade 6



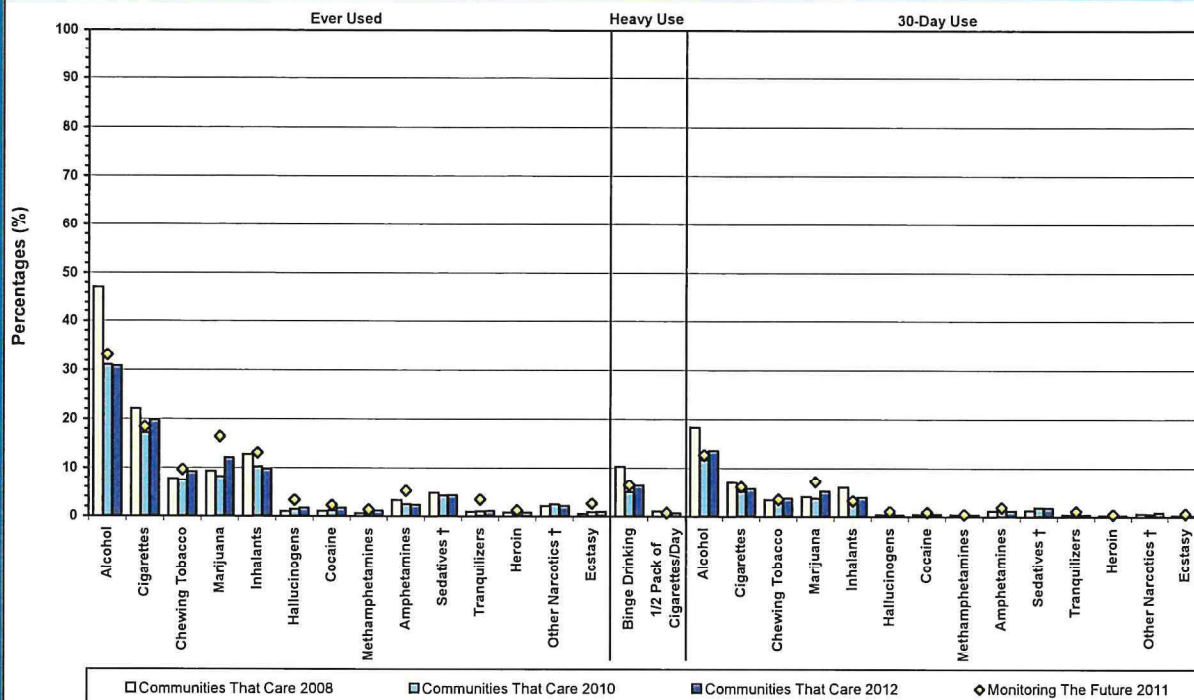
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING 2012 Communities That Care Student Survey, Grade 6

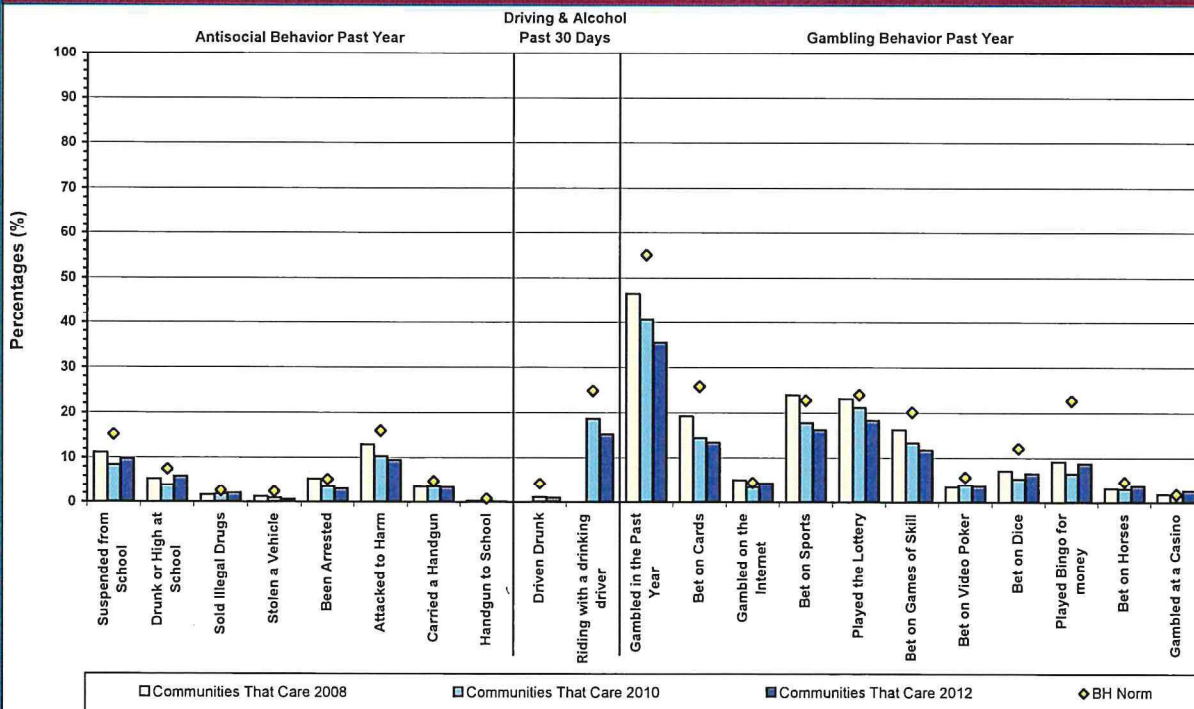


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2012 Communities That Care Student Survey, Grade 8

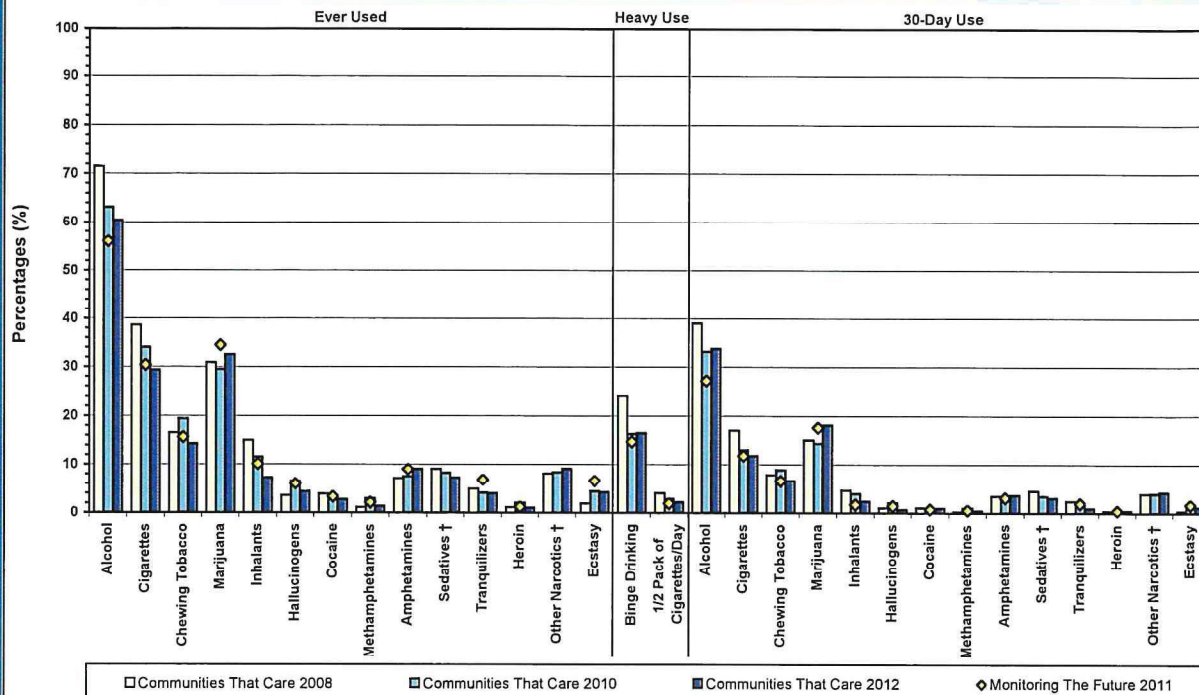


ANTISOCIAL BEHAVIOR AND GAMBLING
2012 Communities That Care Student Survey, Grade 8

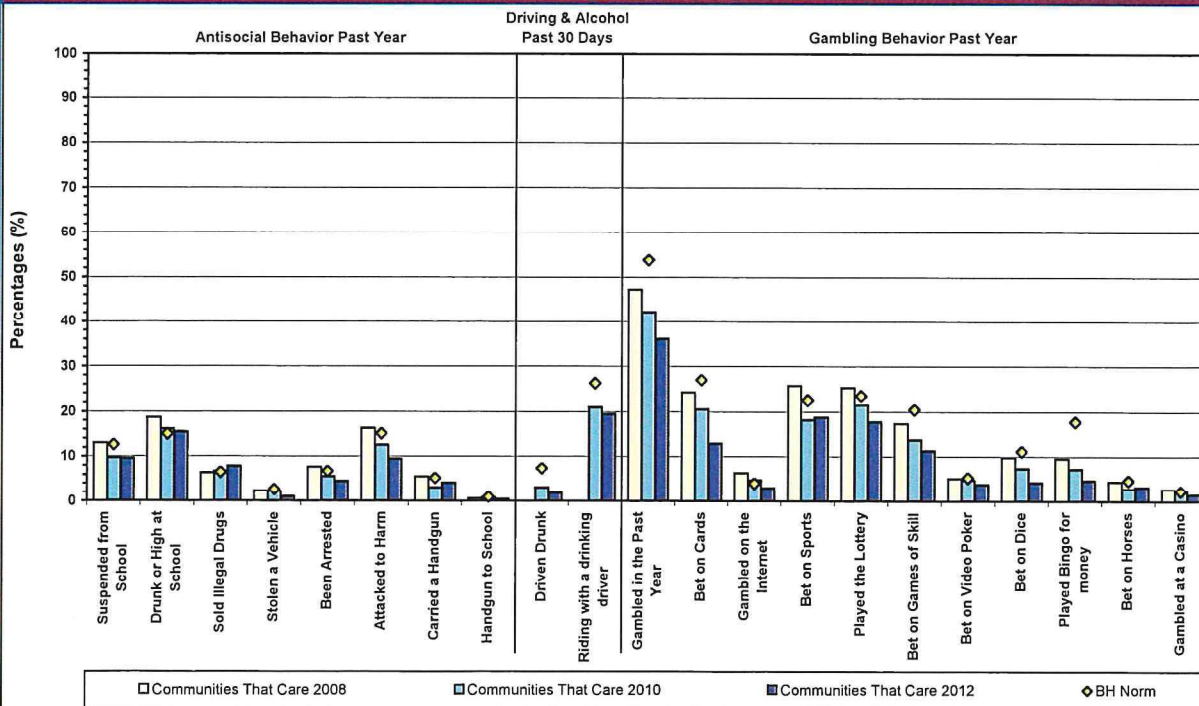


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2012 Communities That Care Student Survey, Grade 10

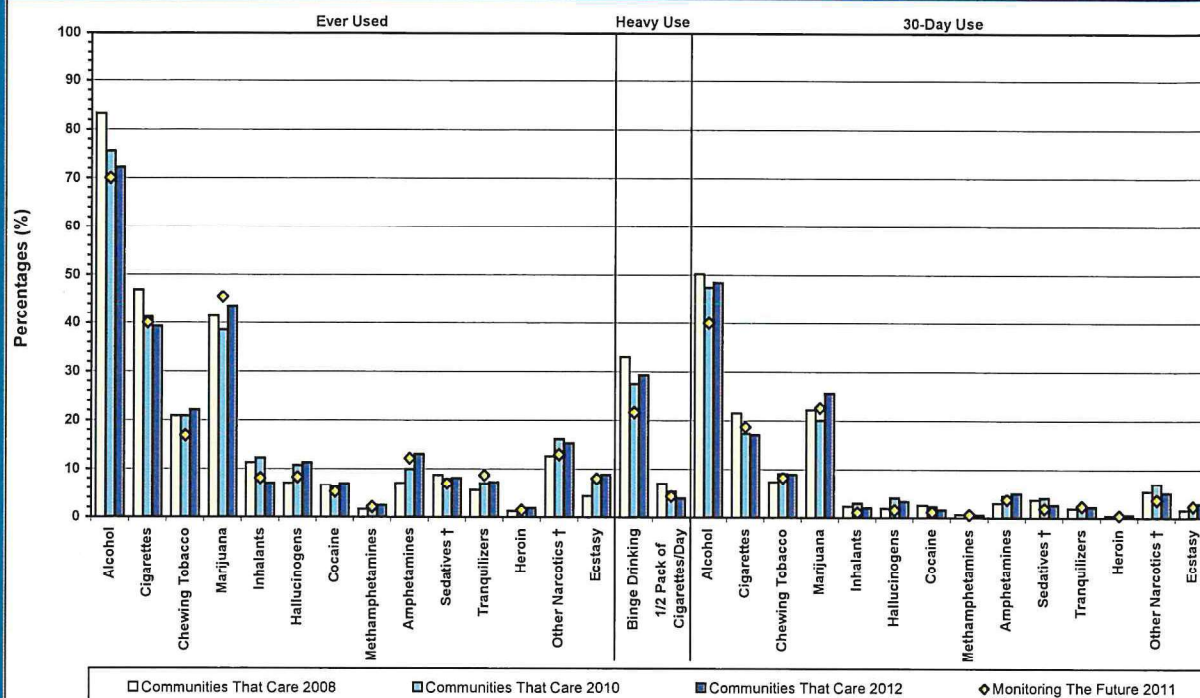


ANTISOCIAL BEHAVIOR AND GAMBLING 2012 Communities That Care Student Survey, Grade 10

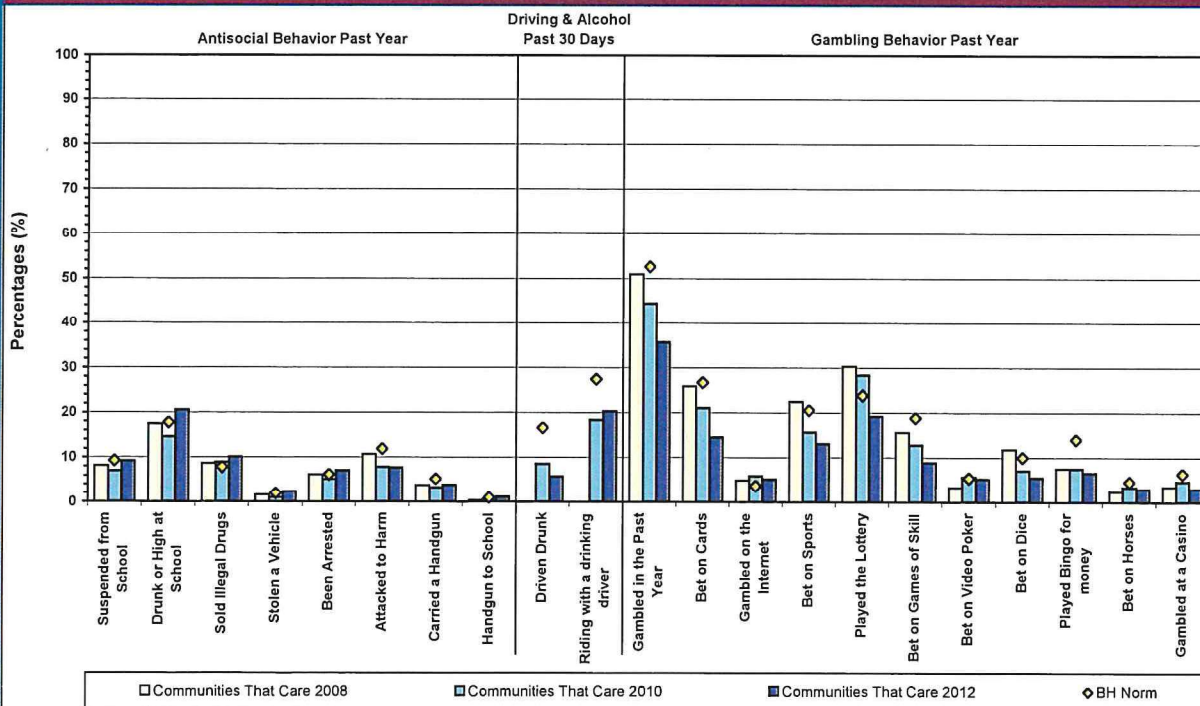


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2012 Communities That Care Student Survey, Grade 12



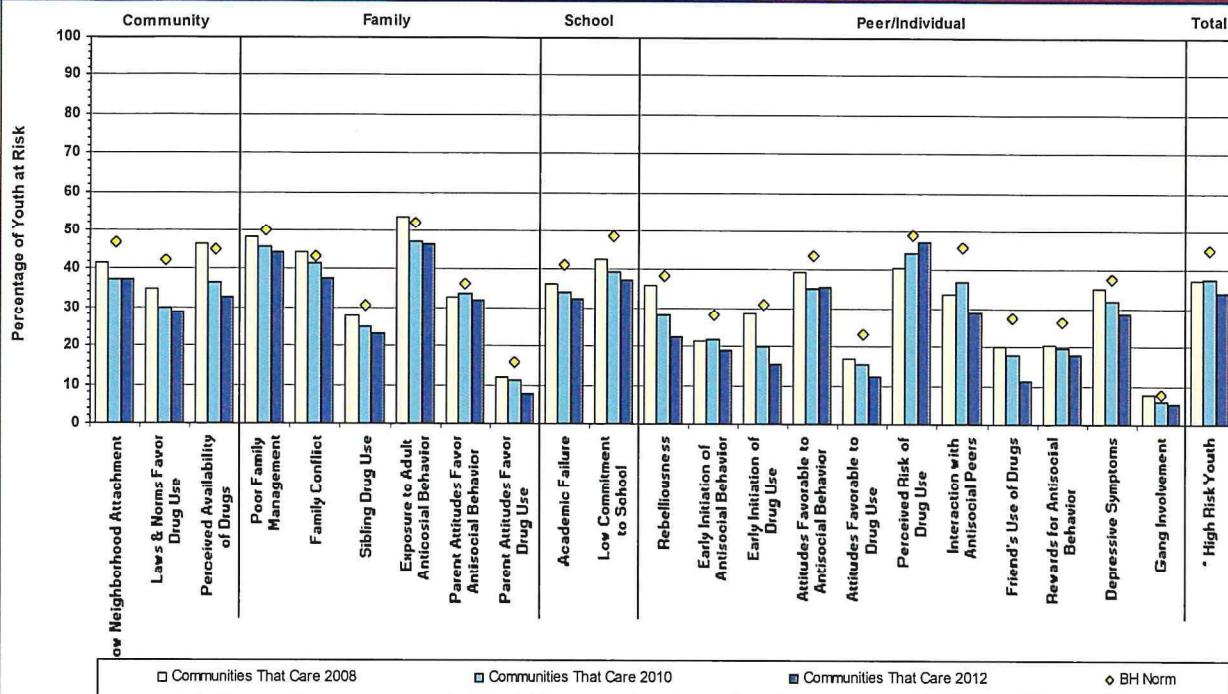
ANTISOCIAL BEHAVIOR AND GAMBLING 2012 Communities That Care Student Survey, Grade 12



Risk and Protective Factor Profiles

RISK PROFILE

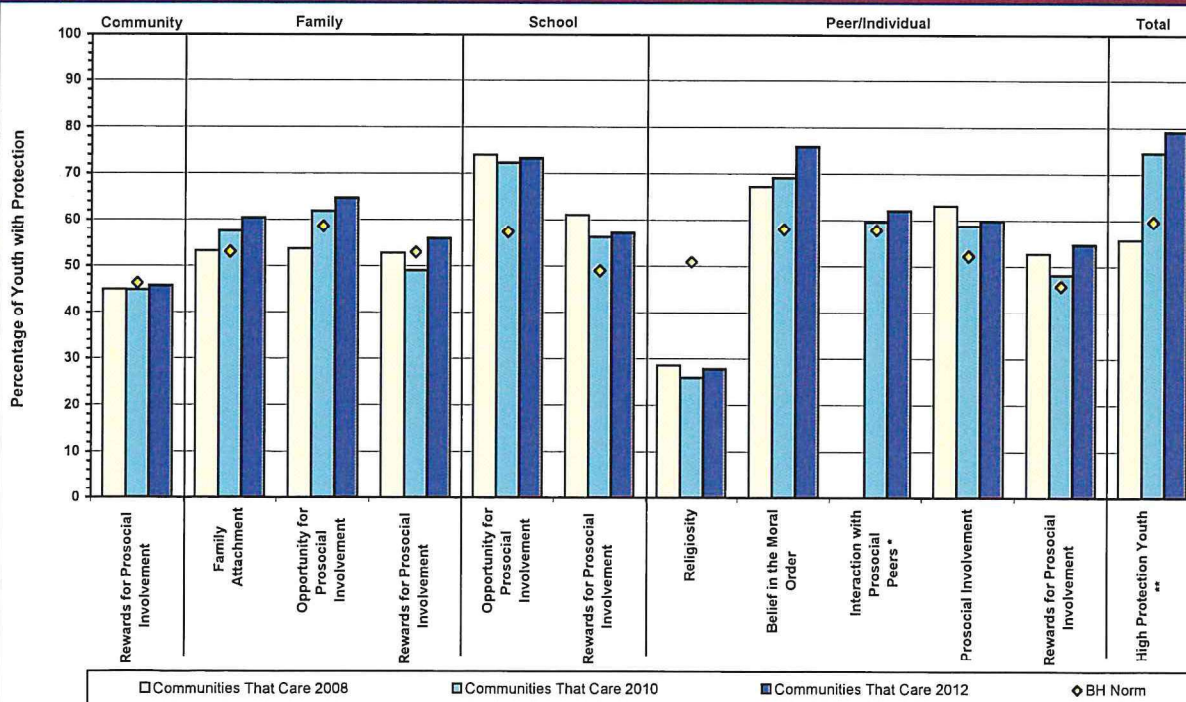
2012 Communities That Care Student Survey, Grade 6



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (6th grade: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 or more factors)

PROTECTIVE PROFILE

2012 Communities That Care Student Survey, Grade 6

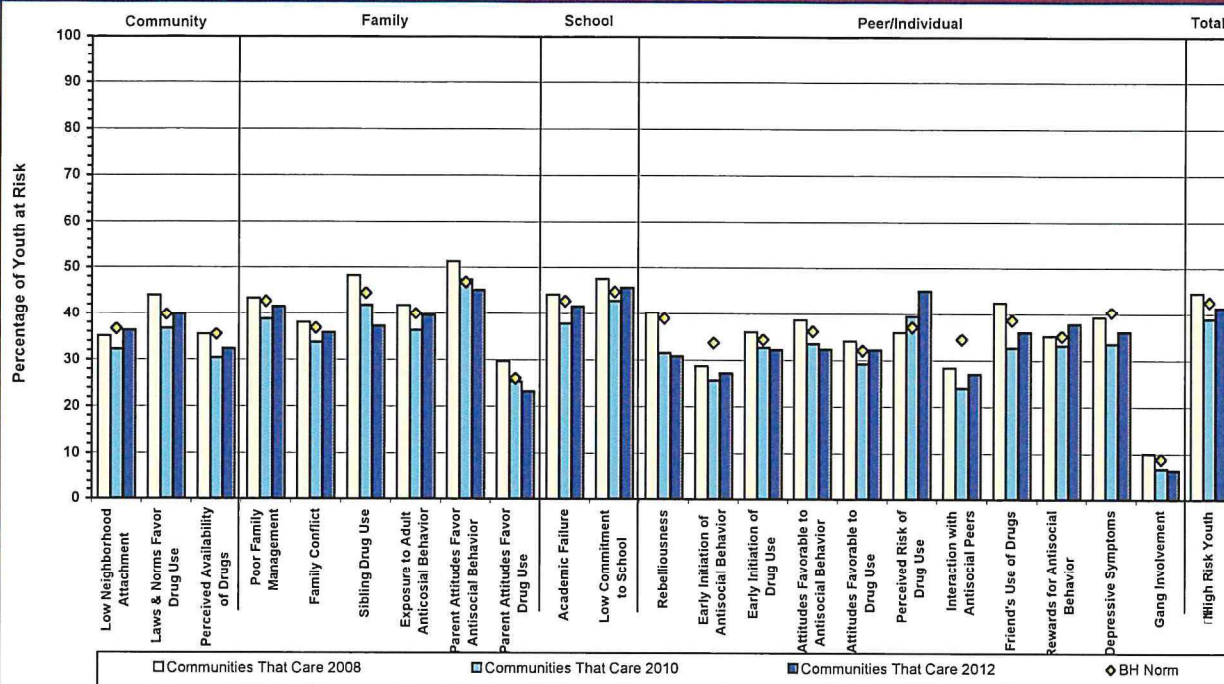


** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

Risk and Protective Factor Profiles

RISK PROFILE

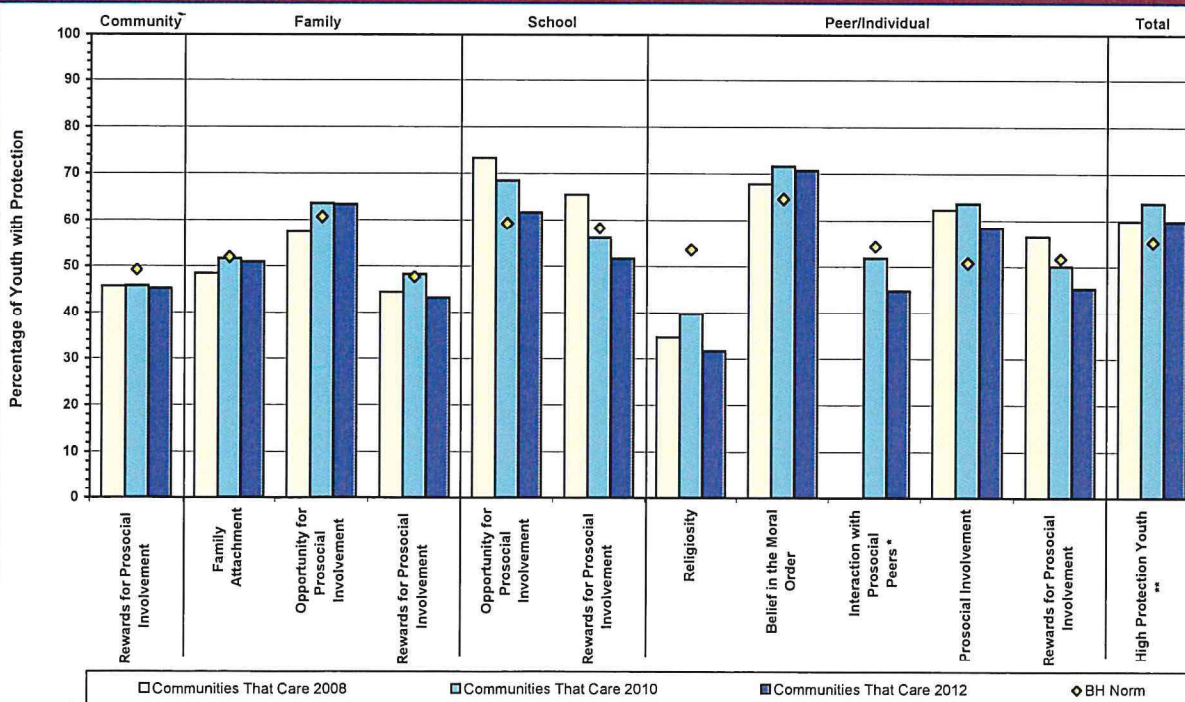
2012 Communities That Care Student Survey, Grade 8



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (6th grade: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 or more factors)

PROTECTIVE PROFILE

2012 Communities That Care Student Survey, Grade 8

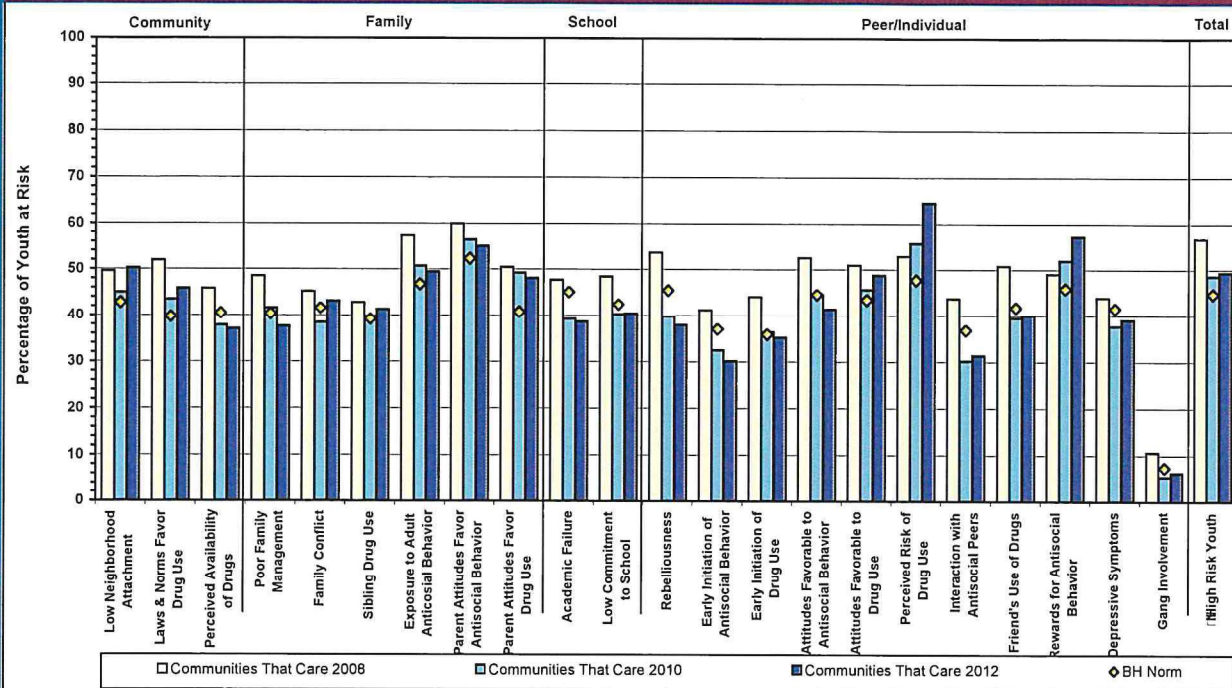


** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

Risk and Protective Factor Profiles

RISK PROFILE

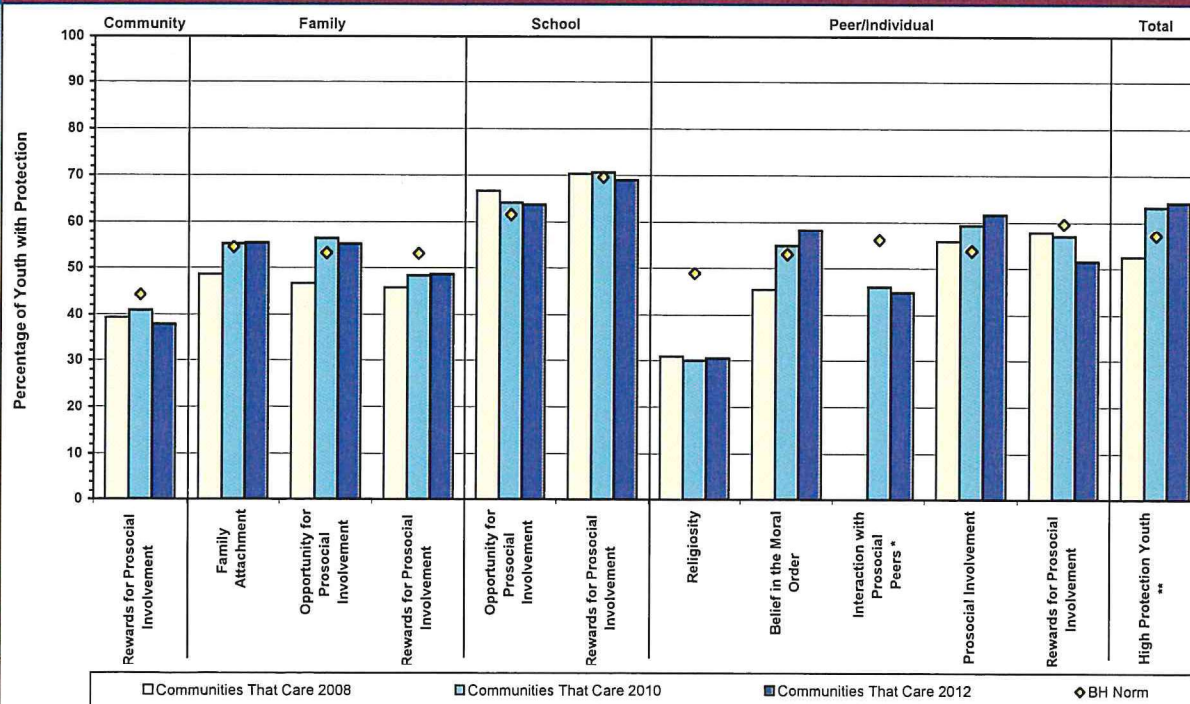
2012 Communities That Care Student Survey, Grade 10



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (6th grade: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 or more factors)

PROTECTIVE PROFILE

2012 Communities That Care Student Survey, Grade 10

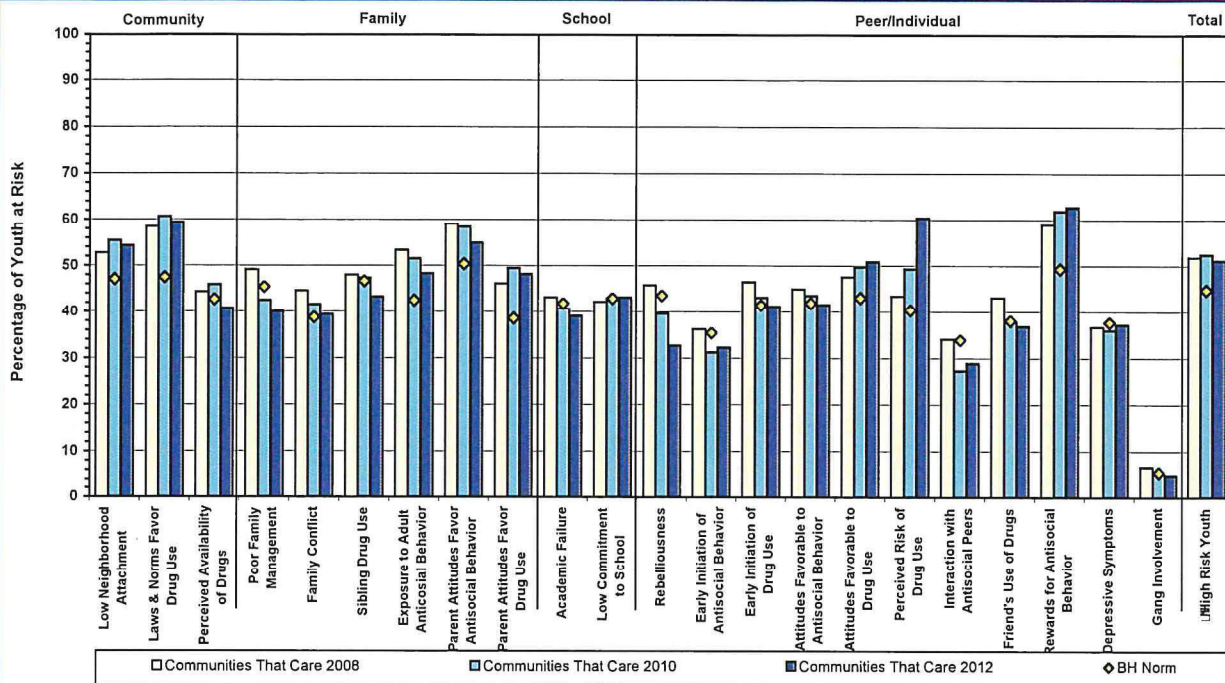


** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

Risk and Protective Factor Profiles

RISK PROFILE

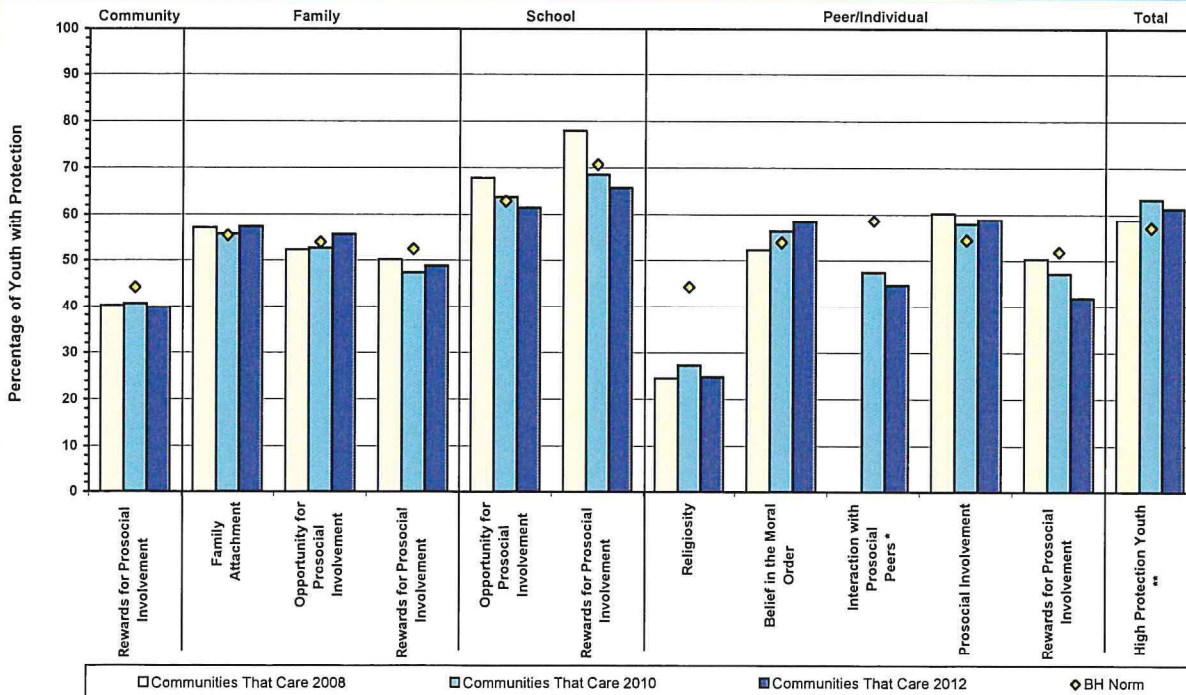
2012 Communities That Care Student Survey, Grade 12



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (6th grade: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 or more factors)

PROTECTIVE PROFILE

2012 Communities That Care Student Survey, Grade 12



** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

<i>Community Domain Risk Factors</i>	
Low Neighborhood Attachment	Research has shown that youth who don't like the neighborhoods in which they live are more likely to become involved in juvenile crime and drug selling.
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.
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.
<i>Community Domain Protective Factors</i>	
Rewards for Prosocial Involvement	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
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.
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.
Sibling Drug Use and Exposure to Adult 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.
Parental Attitudes Favorable Toward Antisocial Behavior and Parental Attitudes Favorable Toward Drugs	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.
<i>Family Domain Protective Factors</i>	
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.
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.
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.
<i>School Domain Risk Factors</i>	
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.
Low Commitment to School	Surveys of high school seniors have shown that the use of drugs 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.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

<i>School Domain Protective Factors</i>	
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.
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.
<i>Peer-Individual Risk Factors</i>	
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.
Early Initiation of Antisocial Behavior and 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.
Attitudes Favorable Toward Antisocial Behavior and Attitudes Favorable Toward Drug Use	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.
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.
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.
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.
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.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Interaction with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Data Tables

Table 3. Number of Students Who Completed the Survey

	Grade 6				Grade 8				Grade 10				Grade 12			
	2010		2012		2008		2010		2010		2012		2008		2010	
	2008	2010	2012	2008	2010	2012	2008	2010	2012	2010	2012	MTF 2011	2008	2010	2012	MTF 2011
Number of Youth	1011	868	798	1078	968	1056	†	1021	965	964	†	805	760	715	†	†

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

	Grade 6				Grade 8				Grade 10				Grade 12			
	2010		2012		2008		2010		2010		2012		2008		2010	
	2008	2010	2012	2008	2010	2012	2008	2010	2012	2010	2012	MTF 2011	2008	2010	2012	MTF 2011
In your lifetime, on how many occasions (if any) have you (One or more occasions)																
Alcohol	21.8	12.7	9.0	47.1	31.2	30.8	33.1	71.6	63.1	60.4	56.0	83.3	75.6	72.2	70.0	
Cigarettes	6.9	6.2	3.3	22.1	17.1	19.8	18.4	38.7	34.1	29.4	30.4	46.9	41.3	39.3	40.0	
Chewing Tobacco	3.5	2.1	1.6	7.8	7.5	9.3	9.7	16.6	19.4	14.3	15.6	20.9	20.9	22.2	16.9	
Marijuana	1.0	0.5	1.1	9.4	8.2	12.1	16.4	30.9	29.5	32.6	34.5	41.4	38.6	43.6	45.5	
Inhalants	9.3	7.5	5.8	12.8	10.3	9.8	13.1	15.0	11.5	7.3	10.1	11.3	12.3	7.1	8.1	
Hallucinogens	0.0	0.1	0.1	0.9	1.4	1.7	3.3	3.6	6.5	4.4	6.0	7.1	10.8	11.3	8.3	
Cocaine	0.2	0.1	0.4	1.0	1.2	1.7	2.2	3.9	2.9	2.7	3.3	6.6	6.5	7.0	5.2	
Methamphetamines	0.9	0.1	0.1	0.6	0.6	1.2	1.3	1.1	3.0	1.4	2.1	1.7	2.3	2.5	2.1	
Amphetamines	1.3	0.8	0.4	3.2	2.5	2.4	5.2	7.2	7.6	9.1	9.0	7.1	10.0	13.1	12.2	
Sedatives †	1.3	1.9	1.3	4.8	4.3	4.3	n/a	9.1	8.3	7.3	n/a	8.8	8.0	8.2	7.0	
Tranquilizers	0.7	0.3	0.4	0.9	1.1	1.1	3.4	4.9	4.1	4.0	6.8	5.6	7.0	7.3	8.7	
Heroin	0.1	0.1	0.1	0.8	0.9	0.8	1.2	1.1	2.0	1.1	1.2	1.3	1.6	1.9	1.4	
Other Narcotics †	0.4	0.1	0.4	2.1	2.5	2.2	n/a	8.2	8.5	9.2	n/a	12.7	16.2	15.4	13.0	
Ecstasy	0.1	0.1	0.0	0.5	0.9	1.0	2.6	1.9	4.4	4.2	6.6	4.4	7.3	8.9	8.0	

† See the Monitoring The Future website (www.monitoringthefuture.org).
MTF-only surveys grades 8, 10 and 12, and does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

Table 5. Percentage of Students Who Used ATODs During The Past 30 Days

	In the past 30 days, on how many occasions (if any) have you (One or more occasions)	Grade 6				Grade 8				Grade 10				Grade 12			
		2008	2010	2012	MTF 2011	2008	2010	2012	MTF 2011	2008	2010	2012	MTF 2011	2008	2010	2012	MTF 2011
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	5.7	2.9	1.7	12.7	18.4	11.8	13.6	6.1	39.1	33.3	33.8	27.2	50.3	47.5	48.5	40.0
Cigarettes	smoked cigarettes?	0.8	0.9	0.4	6.1	7.0	5.2	5.7	17.1	17.1	13.0	11.9	11.8	21.6	17.4	17.1	18.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	0.6	0.1	0.3	3.5	3.4	3.0	3.7	7.9	7.9	8.9	6.7	6.6	7.4	9.2	9.0	8.3
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.3	0.0	0.3	7.2	4.1	3.8	5.2	15.1	15.1	14.5	18.2	17.6	22.2	20.1	25.7	22.6
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	3.8	4.0	2.1	3.2	6.0	3.4	3.9	4.7	4.7	4.0	2.4	1.7	2.3	3.0	2.0	1.0
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "sirooms" or "psilocybin")?	0.0	0.0	0.0	1.0	0.4	0.5	0.4	1.0	1.0	2.1	0.7	1.4	1.9	4.0	3.3	1.5
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	0.1	0.1	0.0	0.8	0.5	0.5	0.5	1.0	1.0	1.0	0.9	0.7	2.5	2.3	1.6	1.1
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.4	0.1	0.0	0.4	0.4	0.3	0.4	0.2	0.2	1.1	0.4	0.5	0.6	0.7	0.6	0.6
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.5	0.3	0.0	1.8	1.1	1.4	1.2	3.5	3.5	3.2	3.7	3.1	2.9	4.5	5.0	3.7
Sedatives †	used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	0.3	0.8	0.5	n/a	1.2	1.8	1.8	n/a	4.5	3.5	3.1	n/a	3.7	4.1	2.6	1.8
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	0.3	0.1	0.1	1.0	0.4	0.3	0.4	2.4	2.4	1.9	1.0	1.9	1.9	2.3	2.2	2.3
Heroin	used heroin?	0.0	0.0	0.1	0.4	0.3	0.5	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.0	0.6	0.4
Other Narcotics †	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	0.0	0.0	0.1	n/a	0.6	0.5	0.8	n/a	3.9	4.0	4.2	n/a	5.4	7.0	5.1	3.6
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.0	0.0	0.0	0.6	0.3	0.4	0.3	0.4	0.4	1.1	1.2	1.6	1.5	1.9	2.9	2.3

† See the Monitoring The Future website (www.monitoringthefuture.org). MTF only surveys grades 8, 10 and 12, and does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

Data Tables

Table 6. Percentage of Students With Problem ATOD Use

Problem Use	Grade 6				Grade 8				Grade 10				Grade 12			
	2008		2010		2008		2010		2008		2010		2008		2010	
	MTF 2011		MTF 2011		MTF 2011		MTF 2011		MTF 2011		MTF 2011		MTF 2011		MTF 2011	
Binge Drinking	3.2		1.3		0.9		10.3		5.0		6.4		6.4		16.4	
How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	3.2		1.3		0.9		10.3		5.0		6.4		6.4		16.4	
1/2 Pack of Cigarettes/Day	0.1		0.0		0.0		1.1		0.5		0.7		0.7		2.2	
During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.1		0.0		0.0		1.1		0.5		0.7		0.7		2.2	
Alcohol and Driving	n/a		0.5		0.4		n/a		1.2		1.1		n/a		3.1	
During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	n/a		0.5		0.4		n/a		1.2		1.1		n/a		3.1	
Riding with a Drinking Driver	n/a		13.9		12.0		n/a		18.7		15.2		n/a		21.0	
During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	n/a		13.9		12.0		n/a		18.7		15.2		n/a		21.0	

* Questions not in 2008.

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

How many times in the past year (12 months) have you: ('A few times' or more)	Grade 6				Grade 8				Grade 10				Grade 12			
	2008		2010		2008		2010		2008		2010		2008		2010	
	BH Norm		BH Norm		BH Norm		BH Norm		BH Norm		BH Norm		BH Norm		BH Norm	
Been Suspended from School	6.2	8.3	5.2	13.0	11.2	8.5	9.7	15.1	13.0	9.8	9.6	12.6	8.2	7.1	9.2	9.2
Been Drunk or High at School	0.9	1.1	0.8	3.9	5.3	4.0	5.9	7.5	18.7	16.1	15.5	15.0	17.5	14.7	20.6	17.7
Sold Illegal Drugs	0.4	0.2	0.4	2.1	1.6	1.8	2.0	2.5	6.4	6.7	7.9	6.5	8.7	8.9	10.1	7.8
Stolen or Tried to Steal a Motor Vehicle	1.2	0.7	0.3	2.9	1.2	0.9	0.7	2.3	2.3	2.2	1.0	2.6	1.6	1.1	2.4	1.9
Been Arrested	1.0	1.8	1.0	3.7	5.4	3.6	3.0	5.2	7.7	5.6	4.5	6.7	6.2	5.2	7.1	6.1
Attacked Someone with the Idea of Seriously Hurting Them	11.4	10.4	8.1	12.7	13.0	10.4	9.5	16.0	16.4	12.6	9.5	15.1	10.7	7.9	7.7	11.9
Carried a Handgun	4.8	3.5	4.5	5.7	3.5	3.6	3.4	4.8	5.5	3.0	4.2	5.2	3.8	3.3	3.8	5.2
Carried a Handgun to School	0.3	0.1	0.3	1.3	0.3	0.2	0.2	0.8	0.6	0.8	0.4	0.9	0.4	0.7	1.1	1.0

Table 8. Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: (A few times* or more)	Grade 6				Grade 8				Grade 10				Grade 12			
	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm
Gambled in the Past Year	44.6	32.3	27.8	48.7	46.5	40.6	35.6	55.0	47.3	42.3	36.1	53.8	50.9	44.5	35.7	52.6
Bet on Cards	14.7	10.2	7.0	18.7	19.2	14.5	13.4	25.8	24.2	20.6	12.9	27.0	25.9	21.1	14.6	26.7
Gambled on the Internet	3.9	3.4	2.8	4.0	5.1	3.5	4.4	4.5	6.4	4.8	3.0	4.0	5.0	6.0	5.3	3.7
Bet on Sports	23.2	13.0	12.0	18.5	23.9	17.8	16.3	22.8	25.7	18.2	18.8	22.5	22.6	15.7	13.2	20.5
Played the Lottery	17.0	15.8	12.4	16.1	23.1	21.2	18.3	24.0	25.3	21.6	17.8	23.5	30.4	28.4	19.3	23.9
Bet on Games of Skill	19.4	11.8	8.6	16.8	16.3	13.4	11.9	20.1	17.4	13.8	11.3	20.5	15.7	12.9	8.9	18.8
Bet on Video Poker	4.0	3.1	2.8	4.4	3.5	3.9	3.7	5.7	5.2	4.8	3.9	5.3	3.4	5.7	5.3	5.4
Bet on Dice	8.9	8.1	4.9	12.3	7.2	5.4	6.6	12.1	9.9	7.4	4.3	11.2	11.9	7.2	5.6	10.0
Played Bingo for money	13.2	8.0	6.2	27.7	9.3	6.6	8.8	22.7	9.6	7.3	4.8	17.7	7.6	7.6	6.6	14.0
Bet on Horses	5.0	3.7	3.7	4.0	3.1	3.0	3.7	4.6	4.5	2.9	3.2	4.7	2.4	3.4	3.0	4.6
Gambled at a Casino	1.8	0.7	0.8	1.0	1.8	1.4	2.6	1.8	2.7	2.4	1.6	2.3	3.5	4.7	3.0	6.3

Table 9. Percentage of Students Reporting Protection

Protective Factors	Grade 6				Grade 8				Grade 10				Grade 12			
	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm
Community Domain																
Rewards for Prosocial Involvement	45.0	44.8	45.7	46.2	45.7	45.8	45.3	49.2	39.3	41.0	37.7	44.2	40.2	40.6	39.9	44.1
Family Domain																
Family Attachment	53.2	57.5	60.5	53.0	48.5	51.6	50.9	51.9	48.6	55.1	55.4	54.3	57.0	55.7	57.2	55.4
Opportunity for Prosocial Involvement	53.7	62.0	64.8	58.6	57.4	63.6	63.4	60.7	46.6	56.3	55.1	53.1	52.2	52.7	55.6	53.8
Rewards for Prosocial Involvement	52.8	49.1	56.0	52.9	44.5	48.3	43.3	47.7	45.8	48.4	48.6	53.0	50.2	47.4	48.8	52.4
School Domain																
Opportunity for Prosocial Involvement	74.0	72.4	73.3	57.3	73.3	68.5	61.7	59.3	66.7	64.2	63.8	61.6	67.9	63.8	61.5	62.9
Rewards for Prosocial Involvement	61.1	56.3	57.2	49.0	65.5	56.2	51.7	58.2	70.4	70.7	69.1	69.6	78.0	68.7	65.8	70.7
Peer-Individual Domain																
Religiosity	28.6	26.0	27.8	50.9	34.6	39.7	31.7	53.5	30.9	30.0	30.5	48.9	24.5	27.4	24.9	44.3
Belief in the Moral Order	67.2	69.2	75.9	57.9	67.9	71.6	70.8	64.6	45.4	54.9	58.4	52.9	52.2	56.3	58.5	53.8
Interaction with Prosocial Peers *	n/a	59.8	62.1	57.8	n/a	51.8	44.9	54.3	n/a	46.0	44.8	56.0	n/a	47.5	44.7	58.5
Prosocial Involvement	63.2	58.8	59.9	52.2	62.4	63.7	58.3	50.7	55.7	59.5	61.7	53.7	60.3	57.9	58.9	54.3
Rewards for Prosocial Involvement	52.7	48.2	54.7	45.7	56.4	50.1	45.3	51.7	57.7	56.9	51.5	59.7	50.3	47.2	42.0	51.8
High Protection																
High Protection Youth **	55.7	74.5	79.2	59.6	59.9	63.8	59.8	55.2	52.4	63.3	64.3	57.0	58.8	63.3	61.4	57.0

* Interaction with Prosocial Peers was not included in 2008.

** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Because the High Protection score is based on all current Protective Factors, no value can be calculated prior to 2010. What is reported is the original value.

Table 10. Percentage of Students Reporting Risk

Risk Factors	Grade 6				Grade 8				Grade 10				Grade 12			
	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm	2008	2010	2012	BH Norm
Community Domain																
Low Neighborhood Attachment	41.4	37.4	37.4	47.0	35.1	32.3	36.3	36.6	49.6	45.1	50.3	42.8	52.8	55.5	54.4	47.0
Laws & Norms Favor Drug Use	34.9	29.9	28.7	42.4	44.0	36.7	39.9	39.8	52.0	43.5	45.9	39.7	58.4	60.7	59.5	47.4
Perceived Availability of Drugs	46.4	36.8	32.8	45.1	35.5	30.5	32.4	35.5	45.9	37.8	37.1	40.5	44.3	46.0	40.8	42.7
Family Domain																
Poor Family Management	48.3	45.8	44.2	49.8	43.4	38.8	41.6	42.7	48.6	41.7	37.7	40.3	49.2	42.6	40.1	45.4
Family Conflict	44.3	41.6	37.5	43.2	38.1	33.8	35.9	36.8	45.2	38.5	43.2	41.6	44.6	41.7	39.5	38.8
Sibling Drug Use	27.9	25.2	23.3	30.8	48.3	42.0	37.3	44.5	42.9	39.7	41.3	39.2	48.0	47.4	43.3	46.6
Exposure to Adult Antisocial Behavior	53.4	47.1	46.6	52.0	41.9	36.4	39.6	40.0	57.3	50.8	49.6	46.8	53.4	51.6	48.3	42.5
Parent Attitudes Favor Antisocial Behavior	32.9	34.0	31.9	36.3	51.3	47.5	45.2	46.9	60.0	56.4	55.1	52.3	59.1	58.5	55.0	50.3
Parent Attitudes Favor Drug Use	11.9	11.4	7.8	15.8	29.7	25.4	23.3	26.0	50.5	49.3	48.2	40.8	46.2	49.5	48.2	38.6
School Domain																
Academic Failure	36.4	34.1	32.3	41.3	44.2	37.9	41.7	42.8	47.8	39.3	38.7	45.1	43.2	40.8	39.1	41.8
Low Commitment to School	42.5	39.3	37.5	48.5	47.6	42.9	45.7	44.8	48.5	40.4	40.5	42.4	42.2	43.0	43.2	42.9
Peer-Individual Domain																
Rebelliousness	36.0	28.3	22.6	38.4	40.3	31.6	30.9	39.0	53.7	39.9	38.0	45.5	45.8	39.6	32.8	43.6
Early Initiation of Antisocial Behavior	21.4	21.9	19.1	28.1	28.7	25.7	27.3	33.7	41.3	32.6	30.2	37.0	36.3	31.3	32.3	36.4
Early Initiation of Drug Use	28.5	20.0	15.6	31.0	36.0	32.8	32.3	34.4	44.2	36.4	35.3	35.9	46.5	43.2	41.3	41.4
Attitudes Favorable to Antisocial Behavior	39.4	35.3	35.4	43.5	38.7	33.6	32.4	36.2	52.6	44.7	41.4	44.6	45.0	43.6	41.6	41.9
Attitudes Favorable to Drug Use	16.9	15.6	12.5	23.1	34.2	29.3	32.3	32.1	51.0	45.8	48.8	43.5	47.6	49.8	50.9	43.1
Perceived Risk of Drug Use	40.6	44.3	47.0	49.1	36.0	39.5	45.1	37.1	52.9	55.7	64.6	47.8	43.5	49.4	60.5	40.3
Interaction with Antisocial Peers	33.8	37.0	28.8	45.7	28.4	24.1	27.1	34.5	43.8	30.3	31.5	36.8	34.2	27.4	29.0	33.9
Friend's Use of Drugs	20.1	17.9	11.3	27.4	42.6	32.8	36.1	38.7	50.9	39.6	40.1	41.8	43.2	37.8	36.9	38.1
Rewards for Antisocial Behavior	20.4	19.8	17.9	26.2	35.2	33.3	37.9	35.2	49.1	52.0	57.2	45.9	58.9	61.9	62.8	49.3
Depressive Symptoms	35.4	32.1	28.4	37.6	39.4	33.6	36.2	40.4	44.0	37.8	39.1	41.6	36.8	36.0	37.3	37.7
Gang Involvement	7.9	6.1	5.4	7.8	10.0	6.9	6.5	8.9	10.7	5.5	6.4	7.4	6.7	5.2	5.0	5.5
High Risk																
High Risk Youth *	37.3	37.6	34.1	44.9	44.6	38.9	41.5	42.6	56.7	48.7	49.5	44.7	51.9	52.5	51.2	44.8

* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives (6th grade: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 or more factors).

Student Alcohol Table

Table 11. Sources and Places of Student Alcohol Use

If you drank alcohol (not just a sip or taste) in the past year (12 months), how did you get it?	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2010	2012	2010	2012	2010	2012	2010	2012	2010	2012
Sample size *	71	48	230	258	528	520	500	469	1,329	1,295
I bought it myself from a store.	4.2	4.2	2.2	1.6	2.8	2.5	7.6	5.1	4.6	3.3
I got it at a party.	23.9	31.3	42.2	43.4	67.6	65.4	80.8	76.8	65.8	63.9
I gave someone else money to buy it for me.	4.2	4.2	13.0	15.5	33.7	33.8	57.2	56.1	37.4	37.1
I got it from someone I know age 21 or older	33.8	20.8	44.8	46.9	59.5	54.6	73.0	73.8	60.6	58.8
I got it from someone I know under age 21.	12.7	14.6	29.6	27.5	45.3	44.4	50.0	43.5	42.6	39.6
I got it from a family member or relative other than my parents.	50.7	29.2	44.3	39.9	42.0	39.6	43.8	40.1	43.6	39.5
I got it from home with my parents' permission.	32.4	29.2	41.3	38.0	36.9	38.3	41.8	44.1	39.3	40.0
I got it from home without my parents' permission.	23.9	20.8	42.6	43.8	44.9	45.8	36.6	34.3	40.3	40.3
I got it in another way.	25.4	33.3	22.6	22.5	20.3	16.7	13.4	13.4	18.4	17.3

During the past year (12 months) did you drink alcohol at any of the following places?	Grade 6		Grade 8		Grade 10		Grade 12		Total	
	2010	2012	2010	2012	2010	2012	2010	2012	2010	2012
Sample size *	76	52	250	261	532	522	490	460	1,348	1,295
At my home or someone else's home without any parent permission.	22.4	19.2	46.0	50.2	61.5	62.5	63.3	58.5	57.0	56.8
At my home with my parent's permission.	47.4	51.9	50.4	50.2	45.9	47.1	47.1	54.1	47.3	50.4
At someone else's home with their parent's permission.	19.7	17.3	21.6	19.5	36.3	33.7	54.9	56.3	39.4	38.2
At an open area like a park, beach, or back road.	13.2	11.5	26.0	24.1	33.3	28.7	41.0	43.0	33.6	32.2
At public events such as a sporting event, festival, or concert.	13.2	3.8	16.4	13.8	15.6	17.4	26.5	23.0	19.6	18.1
At a restaurant, bar, or a nightclub.	9.2	17.3	8.0	8.4	7.9	8.0	16.3	13.0	11.1	10.3
In a car	7.9	5.8	13.6	14.2	26.1	20.1	30.6	28.5	24.4	21.3
At a school dance, a game, or other event.	13.2	13.5	12.4	10.7	12.2	14.4	16.5	13.3	13.9	13.2
At school during the day.	5.3	5.8	6.8	5.0	7.9	9.0	5.3	9.6	6.6	8.3
Near school.	9.2	5.8	10.4	7.3	10.9	10.3	11.4	10.2	10.9	9.5
In another place.	35.5	30.8	31.2	27.2	32.5	29.3	27.3	27.4	30.6	28.3

* Sample size represents the number of youth who answered the question, not including students reporting no use in the past year. In the case of smaller sample sizes, caution should be exercised before generalizing results and yearly trends to the entire community.

DFC and Youth Perception Tables

Table 12. Drug Free Communities Report *

Outcomes	Definition	Substance	Communities That Care 2012															
			Grade 6		Grade 8		Grade 10		Grade 12		Total †		Male		Female			
			Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number		
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	70.7	768	66.4	1007	59.8	940	58.1	688	63.9	3403	60.2	1627	67.3	1759		
	smoke 1 or more packs of cigarettes per day	Cigarettes	82.1	773	82.6	1013	87.1	946	87.3	691	84.7	3423	85.1	1637	84.4	1770		
	smoke marijuana regularly	Marijuana	86.5	753	76.6	993	62.3	932	54.5	683	70.4	3361	66.4	1614	74.2	1731		
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	97.6	679	91.0	946	80.8	930	68.3	681	84.7	3236	83.5	1535	85.7	1684		
	smoke cigarettes	Cigarettes	99.1	679	96.7	948	93.3	929	87.5	680	94.3	3236	93.8	1536	94.7	1683		
	smoke marijuana	Marijuana	99.1	674	95.5	940	89.2	930	85.6	681	92.4	3225	90.7	1529	93.9	1679		
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	98.5	786	85.8	1039	62.2	957	50.3	700	75.0	3482	73.8	1675	76.2	1790		
	smoke cigarettes	Cigarettes	98.6	786	87.2	1037	77.6	956	66.7	702	83.0	3481	82.5	1678	83.3	1786		
	smoke marijuana	Marijuana	99.1	785	85.9	1039	65.9	954	59.2	701	78.0	3479	75.0	1676	81.0	1786		
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	1.7	757	13.6	1020	33.8	946	48.5	691	23.6	3414	24.9	1643	22.5	1754		
		Cigarettes	0.4	746	5.7	985	11.9	944	17.1	689	8.6	3364	8.7	1610	8.4	1737		
		Marijuana	0.3	756	5.2	1014	18.2	945	25.7	682	11.8	3397	13.9	1630	9.8	1750		
			Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number		
Average Age of Onset **	average age	Alcohol	10.3	110	11.6	394	13.2	611	14.2	542	13.0	1657	12.7	823	13.2	826		
		Cigarettes	10.5	33	11.6	225	12.6	291	13.7	296	12.6	845	12.6	410	12.7	432		
		Marijuana	10.3	7	12.2	116	13.7	318	14.4	323	13.8	764	13.6	419	14.0	340		

*The "Number" column represents the sample size (the number of youth who answered the question). The "Percent" column represents the percentage of youth in the sample answering the question as specified.

**For Average Age of Onset, "Number" represents the number of youth who reported any age of first use for the specified substance other than "Never Used."

†The "Total" column represents responses from students in all grades surveyed.

Table 13. Youth Perceptions of Substance Use

Now think about all the students in your grade at school. How many of them do you think:	Substance	Communities That Care 2012										Total	
		Grade 6		Grade 8		Grade 10		Grade 12					
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
a. smoke one or more cigarettes a day?	None (0%)	604	76.6	284	27.3	111	11.5	60	8.5	1059	30.3		
	Few (1-10%)	142	18.0	315	30.3	156	16.2	92	13.0	705	20.2		
	Some (11-30%)	22	2.8	207	19.9	216	22.5	185	26.1	630	18.0		
	Half or less (31-50%)	15	1.9	108	10.4	212	22.0	157	22.2	492	14.1		
	Half or more (51-70%)	3	0.4	72	6.9	148	15.4	128	18.1	351	10.0		
	Most (71-90%)	2	0.3	38	3.7	89	9.3	68	9.6	197	5.6		
	Almost All (91-100%)	1	0.1	15	1.4	30	3.1	18	2.5	64	1.8		
b. drank alcohol sometime in the past month?	None (0%)	560	71.2	270	26.1	73	7.6	38	5.4	941	27.0		
	Few (1-10%)	179	22.7	310	29.9	81	8.4	32	4.5	602	17.2		
	Some (11-30%)	31	3.9	173	16.7	129	13.4	68	9.6	401	11.5		
	Half or less (31-50%)	6	0.8	131	12.6	161	16.8	105	14.9	403	11.5		
	Half or more (51-70%)	6	0.8	71	6.9	190	19.8	155	21.9	422	12.1		
	Most (71-90%)	3	0.4	65	6.3	232	24.2	226	32.0	526	15.1		
	Almost All (91-100%)	2	0.3	16	1.5	94	9.8	83	11.7	195	5.6		
c. used marijuana sometime in the past month?	None (0%)	700	89.2	397	38.3	109	11.3	58	8.2	1264	36.2		
	Few (1-10%)	57	7.3	270	26.1	132	13.7	73	10.3	532	15.2		
	Some (11-30%)	16	2.0	137	13.2	155	16.1	112	15.8	420	12.0		
	Half or less (31-50%)	6	0.8	88	8.5	142	14.8	136	19.2	372	10.7		
	Half or more (51-70%)	4	0.5	64	6.2	150	15.6	152	21.4	370	10.6		
	Most (71-90%)	0	0.0	57	5.5	184	19.1	121	17.1	362	10.4		
	Almost All (91-100%)	2	0.3	23	2.2	89	9.3	57	8.0	171	4.9		
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	707	89.9	511	49.3	169	17.6	95	13.4	1482	42.5		
	Few (1-10%)	48	6.1	294	28.4	304	31.7	245	34.6	891	25.5		
	Some (11-30%)	14	1.8	103	9.9	185	19.3	151	21.3	453	13.0		
	Half or less (31-50%)	8	1.0	52	5.0	111	11.6	95	13.4	266	7.6		
	Half or more (51-70%)	4	0.5	38	3.7	97	10.1	71	10.0	210	6.0		
	Most (71-90%)	3	0.4	27	2.6	58	6.1	36	5.1	124	3.6		
	Almost All (91-100%)	2	0.3	11	1.1	34	3.5	15	2.1	62	1.8		

Contacts for Prevention

NATIONAL RESOURCES

United States Department of Health and
Human Services (USDHHS)
Substance Abuse and Mental Health
Service Administration (SAMHSA)
1 Choke Cherry Rd., Rm. 8-1054
Rockville, Maryland 20857
240-276-2000

info@samhsa.hhs.org

www.samhsa.gov

(From this web-site, the programs and
services provided by the Center for
Substance Abuse Prevention, Center for
Substance Abuse Treatment, and Center for
Mental Health Services can be accessed)

Center for Substance Abuse Prevention
(CSAP)

1 Choke Cherry Rd., Ste 4-1057

Rockville, Maryland 20857

240-276-2420

info@samhsa.hhs.org

<http://prevention.samhsa.gov/>

CSAP's Centers for the Advancement of
Prevention Technologies (all five CSAP
Centers can be accessed through this web
site)

<http://captus.samhsa.gov/home.cfm>

National Institutes of Health (NIH)
National Institute on Drug Abuse (NIDA)
6001 Executive Blvd., Rm. 5213
Bethesda, Maryland 20892-9561
301-443-1124

Information@lists.nida.nih.gov

<http://www.nida.nih.gov/>

STATE RESOURCES

New York State

Office of Alcoholism and Substance Abuse
Services (OASAS),

Division of Prevention and Treatment

prevention@oasas.state.ny.us

www.oasas.state.ny.us

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