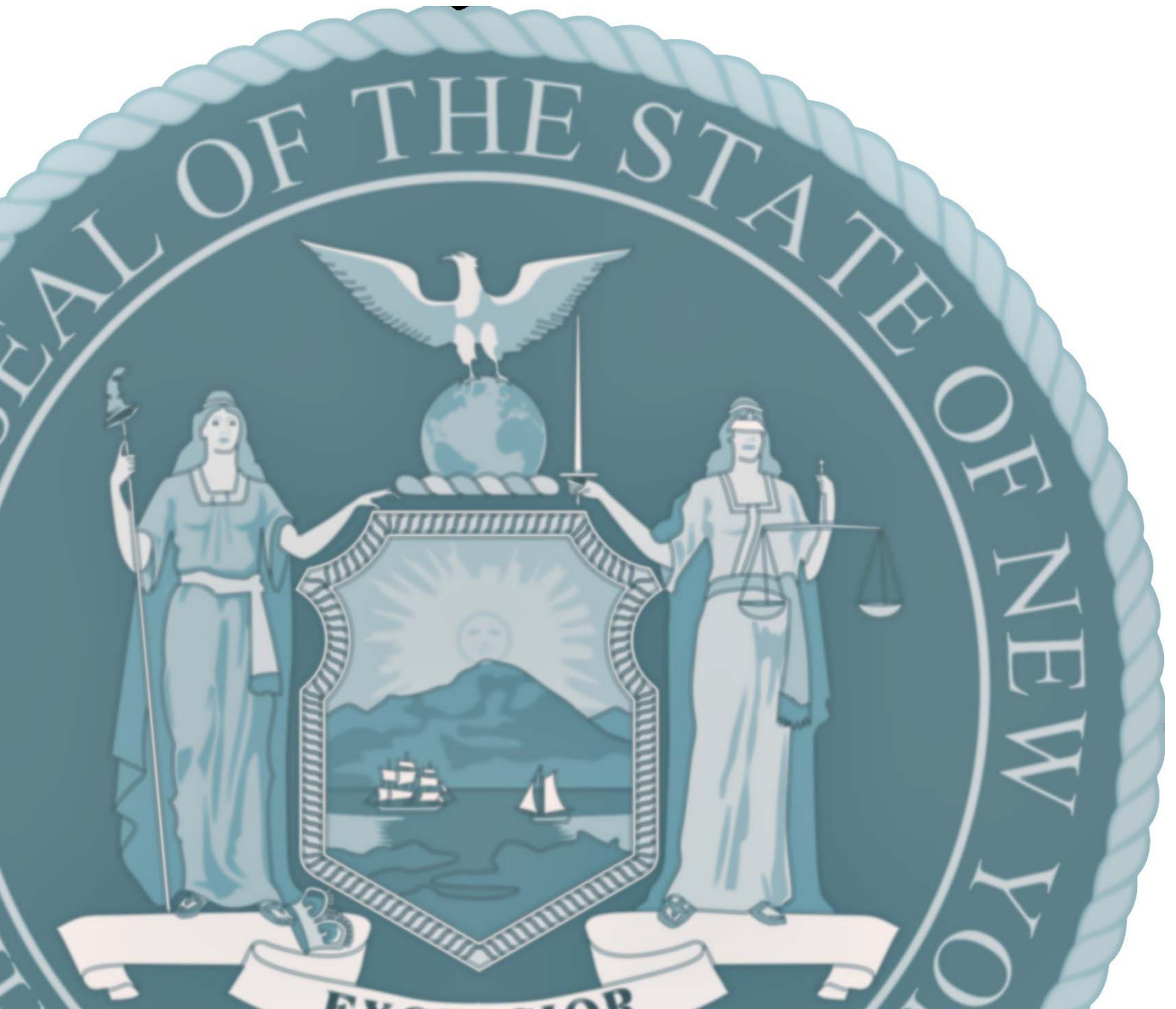


2015 New York Prevention Needs Assessment Survey



Survey Results for:
Cattaraugus County

Sponsored by:
CAREs, Inc.
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2015 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2015. 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. The sample size for this survey administration was 5,694 students. If 60% or more of the students sample participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% 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 have 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

Table 1. Characteristics of Participants

Student Totals	Cattaraugus County					
	2011		2013		2015	
	Number	Percent	Number	Percent	Number	Percent
Total Students	2101	100	1760	100	4413	100
Grade						
6	197	9.4	n/a	n/a	570	12.9
7	n/a	n/a	165	9.4	604	13.7
8	268	12.8	176	10.0	618	14.0
9	437	20.8	396	22.5	743	16.8
10	409	19.5	342	19.4	641	14.5
11	423	20.1	355	20.2	614	13.9
12	367	17.5	326	18.5	623	14.1
Gender						
Male	977	46.7	850	48.5	2195	49.9
Female	1114	53.3	903	51.5	2203	50.1
Ethnicity*						
Native American	146	7.0	85	4.7	315	7.2
Asian	31	1.5	18	1.0	62	1.4
African American	56	2.7	46	2.5	116	2.6
Pacific Islander	7	0.3	3	0.2	19	0.4
Hispanic	33	1.6	89	4.9	66	1.5
White	1688	80.6	1488	81.6	3504	79.8
Multi-racial or Other	132	6.3	94	5.2	307	7.0

* In 2013 Hispanic was it's own question. It has been grouped with ethnicity and the percents recalculated.

Table 1. represents the total survey population. Students were given the option to skip questions, and not all students completed the survey. The percentages in remaining tables/figures of this report reflect the percent of students responding to each question, rather than the percent of the total survey population.

Risk and Protective Factors

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

have found that children who live in families with high levels of conflict are 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 20 risk factors and the six 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 for Adolescent Problem Behavior	Problem Behaviors					
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓	
Media Portrayals of the Behavior	✓				✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	
Peer / Individual						
Early & Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	✓	
Gang Involvement	✓	✓			✓	
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	✓	
Early Imitation of the Problem Behavior	✓	✓	✓	✓	✓	
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 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 were 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.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Since the PNA survey has recently been given to over 460,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their

appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

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*.

Antisocial Behavior, Driving and Alcohol, and Gambling Charts

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

Driving and Alcohol is a measure of the percentage of students who report drinking and driving, or being a passenger in a car where the driver had been drinking in the past 30 days.

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. The number of factors is listed on the charts and tables. High Protection Youth is defined as the percentage of students who have more than a specified number of protective factors operating in their lives and is also listed on the tables and graphs.

Additional Tables

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 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 CSAP Grants, such as the parent attitudes regarding drinking, police response to drinking, and problems associated with drinking.

After the CSAP questions 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.

After 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.

Finally, there are any extra questions your agency might have asked.

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 PNA reports these data in the substance use and antisocial behavior charts and tables presented on the following pages.
2. 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.
3. 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.

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.

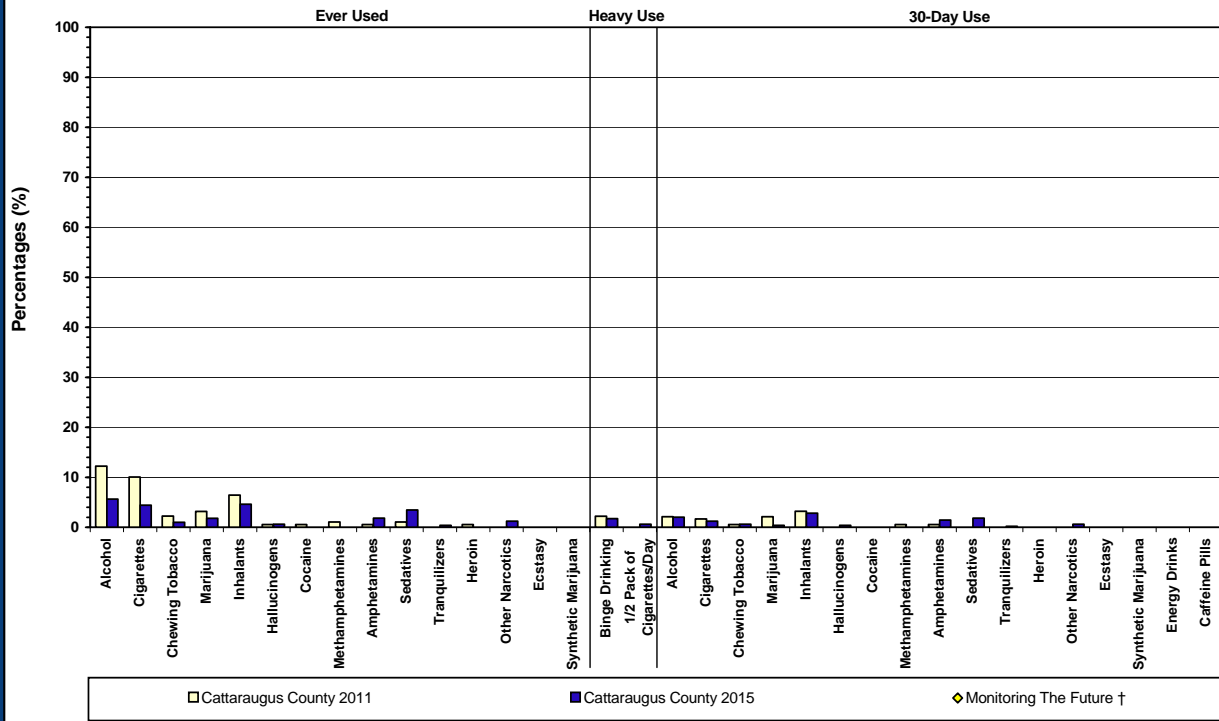
Risk and protective factor data can be used to identify exactly where the community needs to take action.

Promising approaches for any prevention goal are available 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.

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

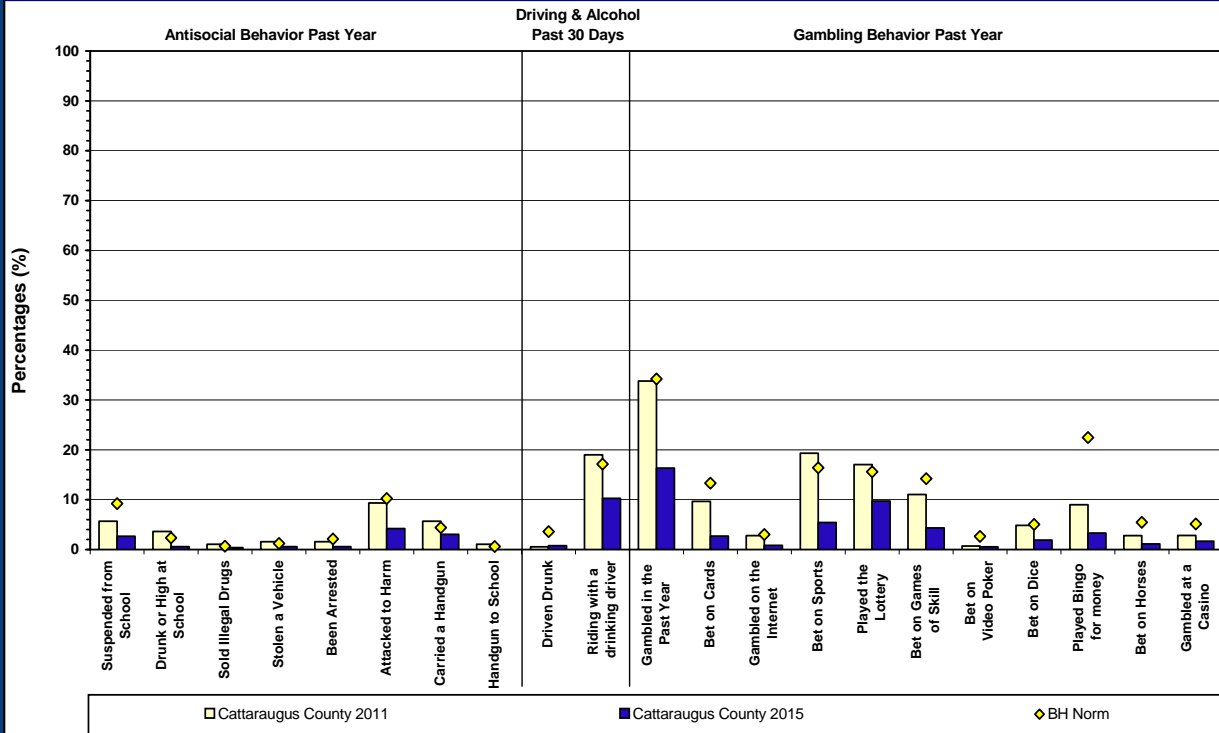
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 6



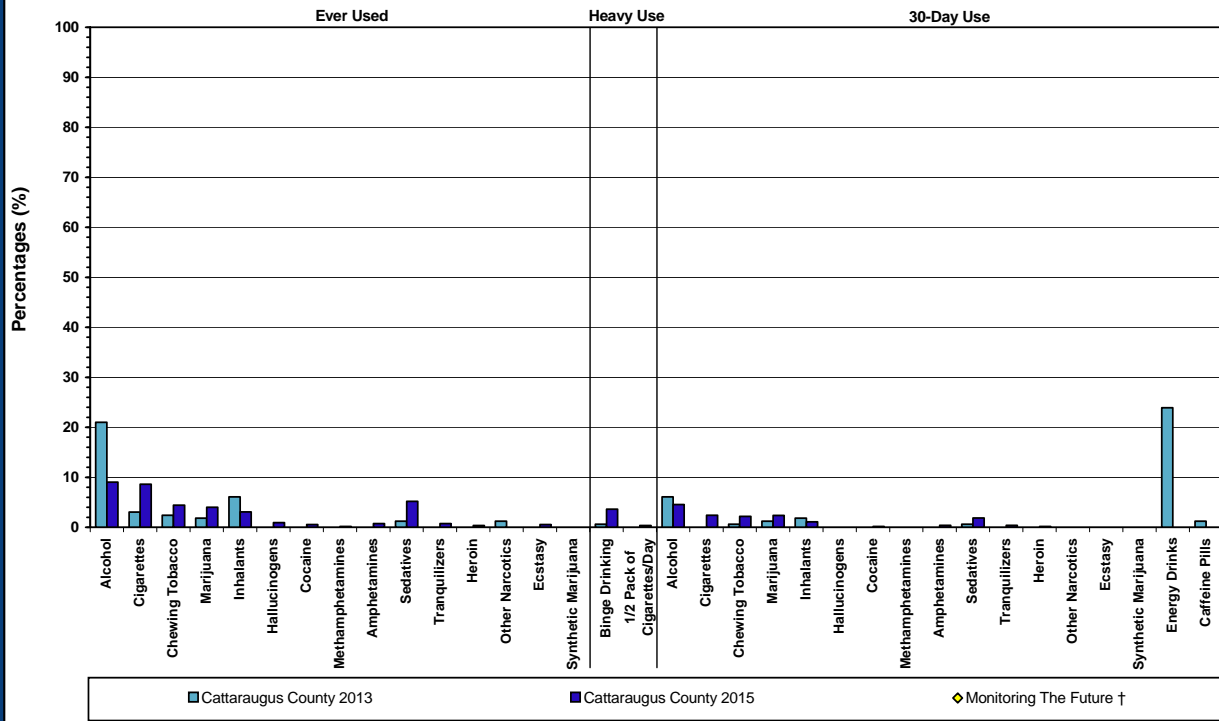
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 6



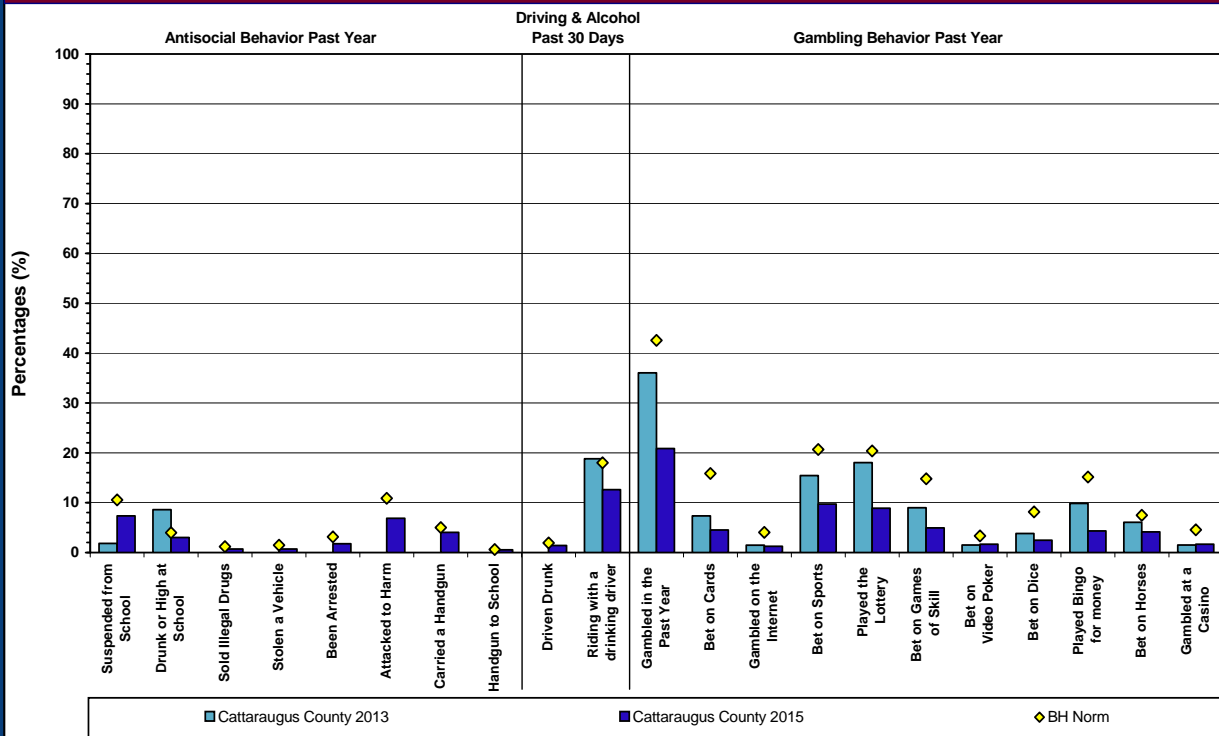
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 7



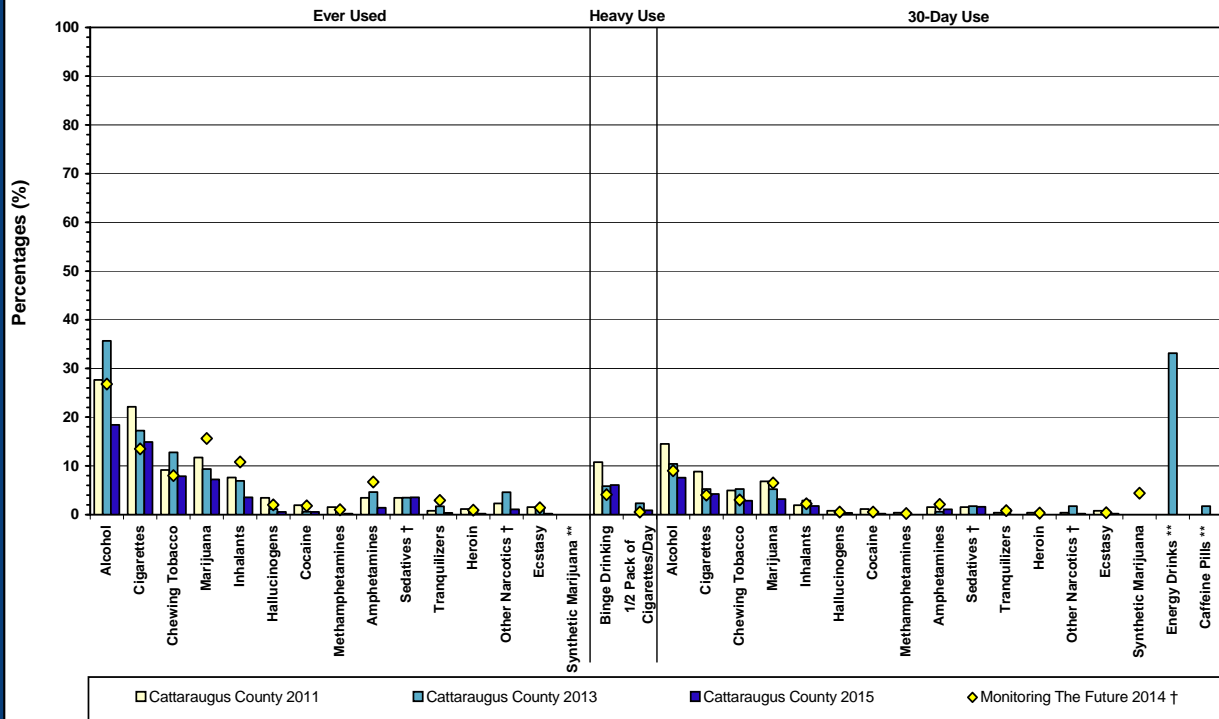
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 7



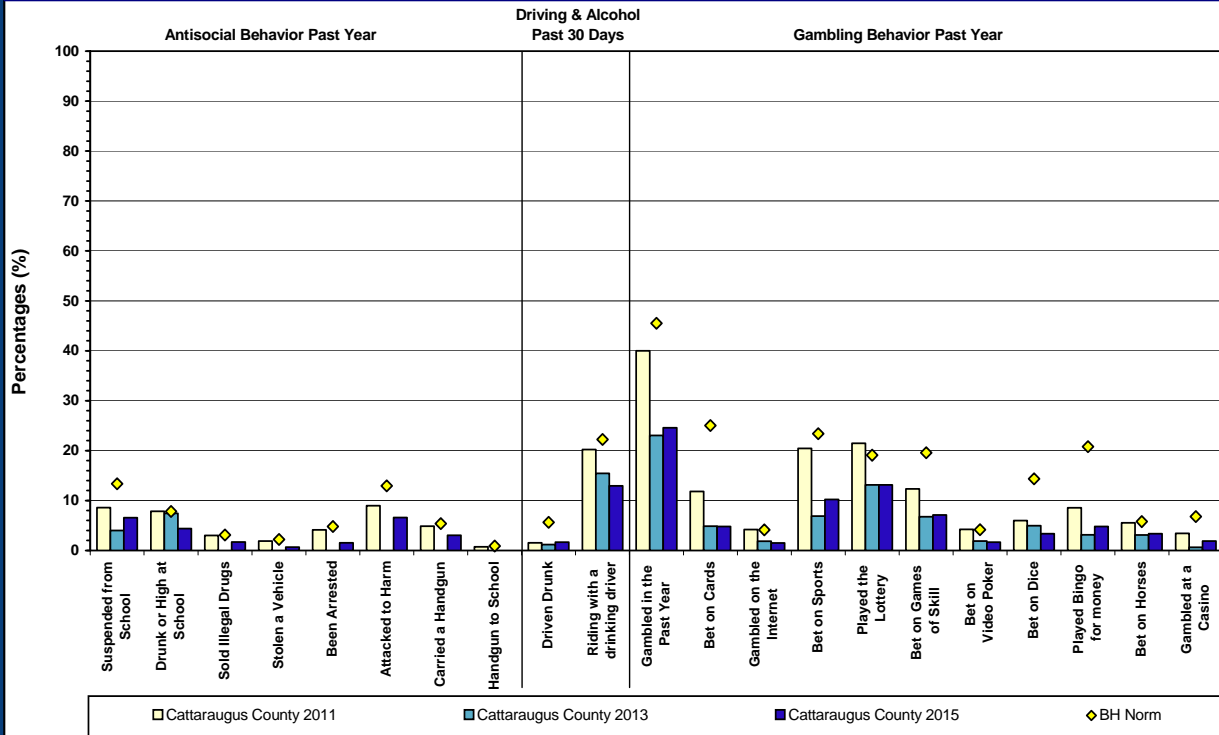
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 8



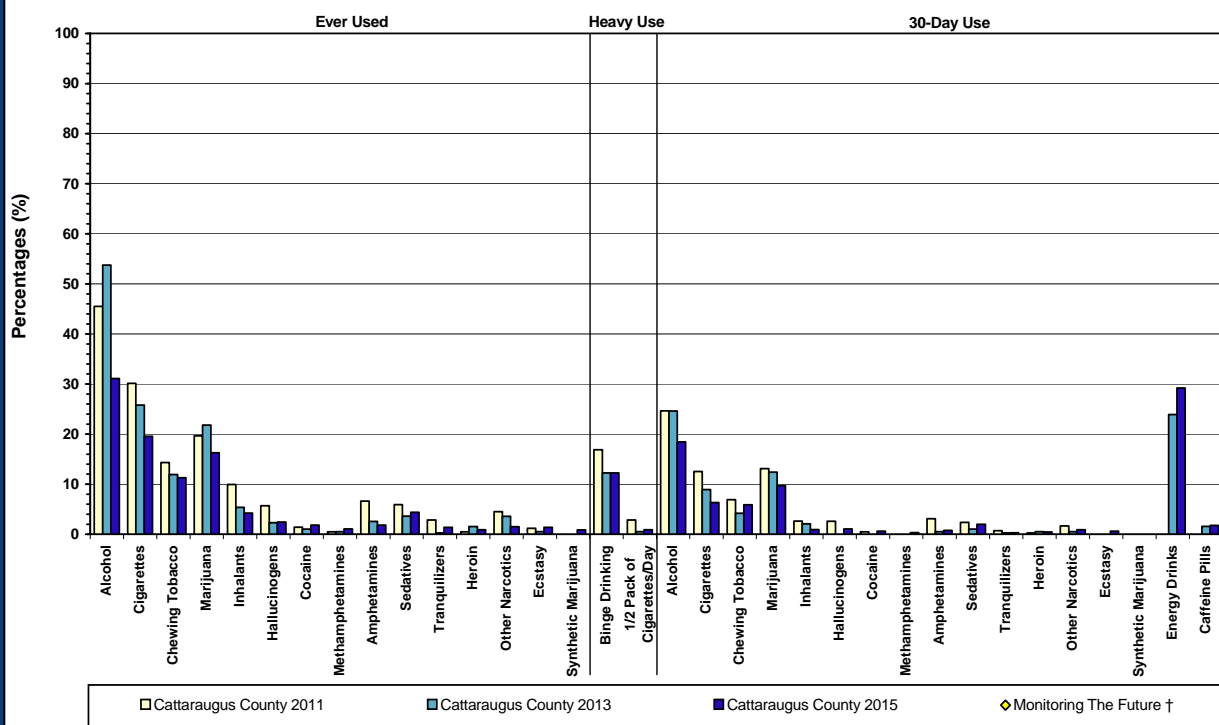
† Monitoring The Future does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.
 ** MTF either does not collect data on that substance at all, or not at that level.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 8



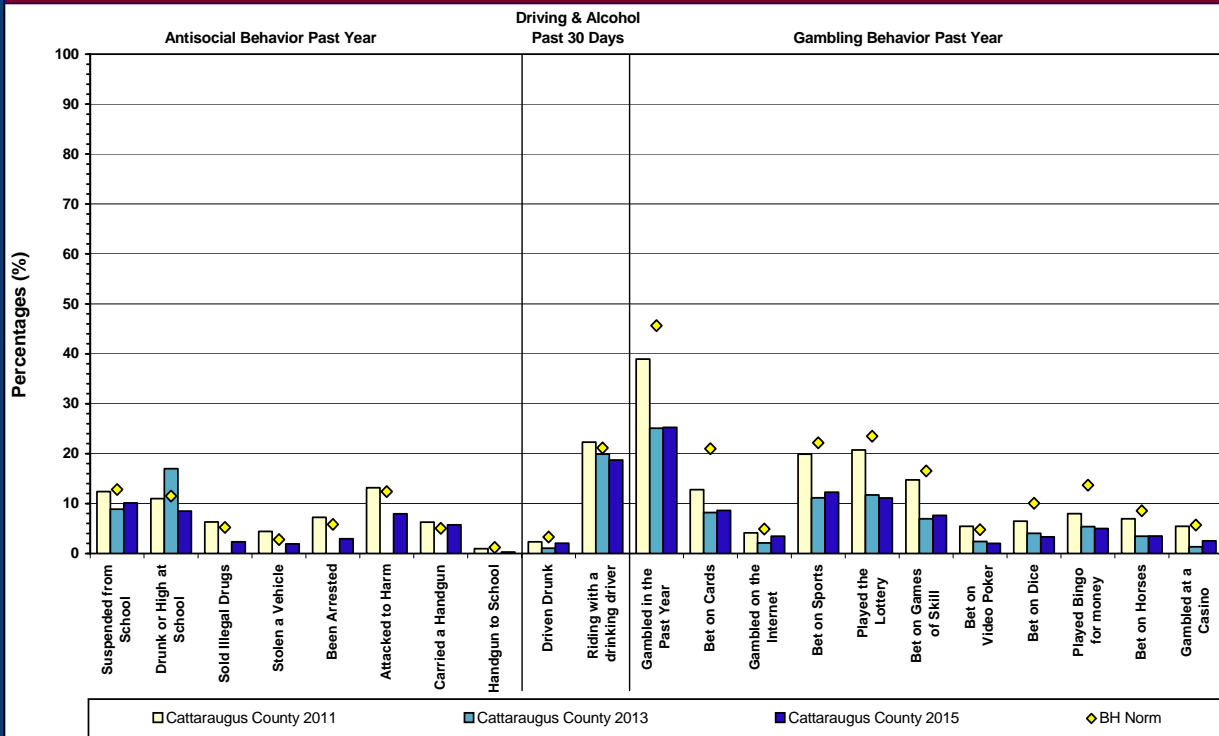
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 9



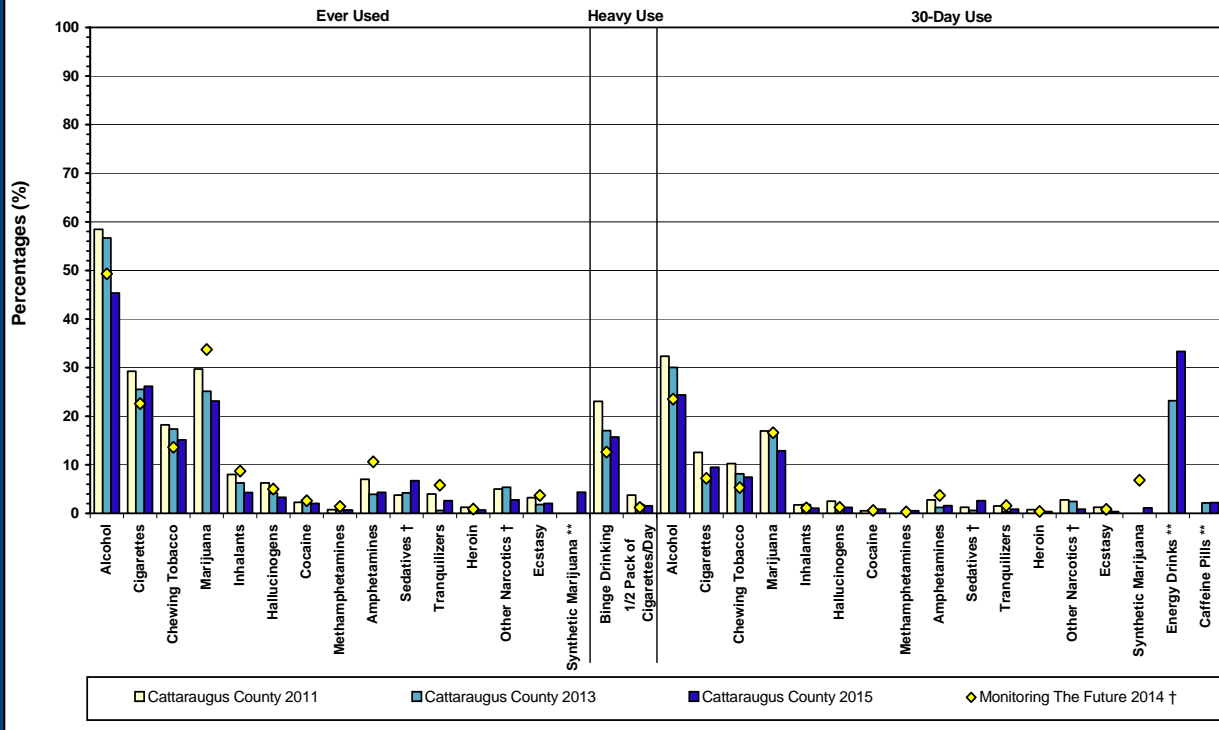
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 9



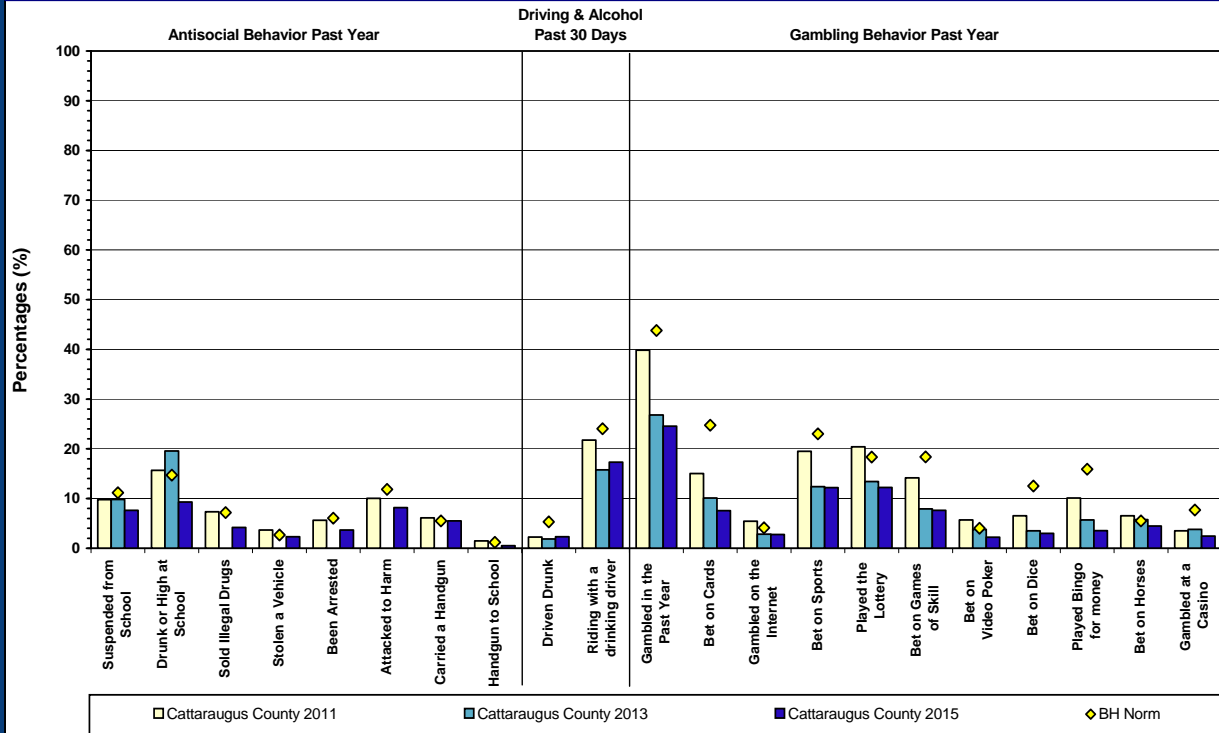
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 10



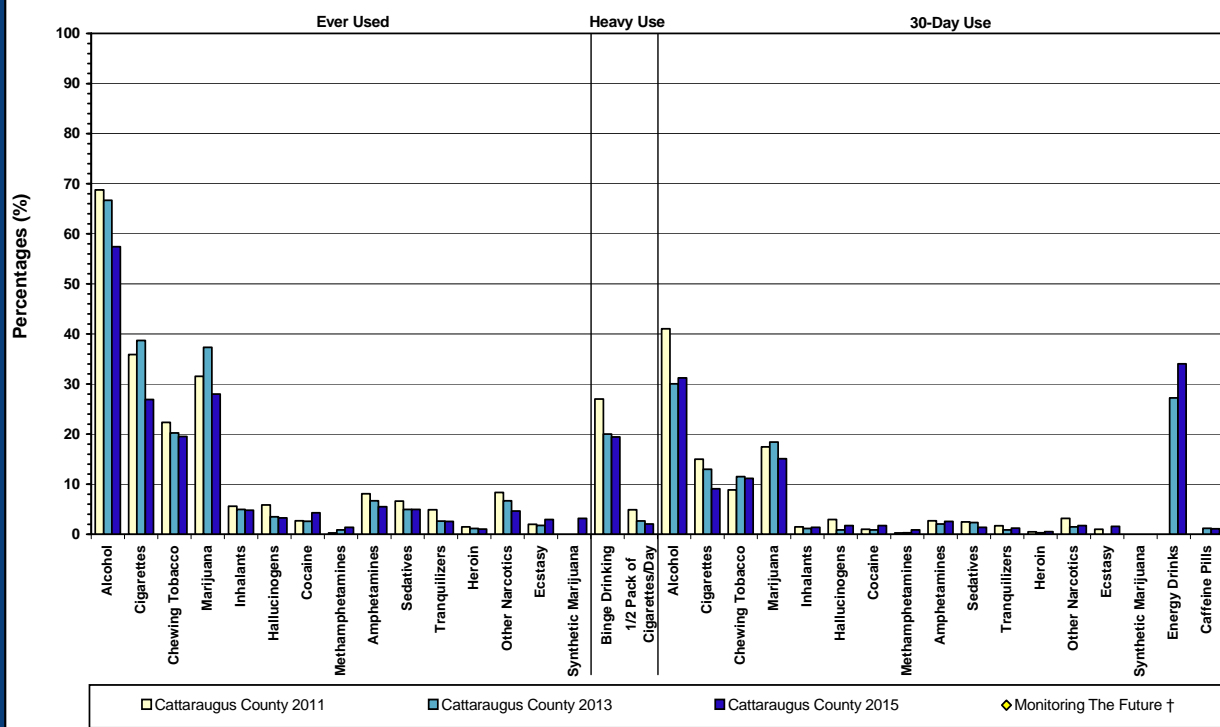
† Monitoring The Future does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.
 ** MTF either does not collect data on that substance at all, or not at that level.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 10



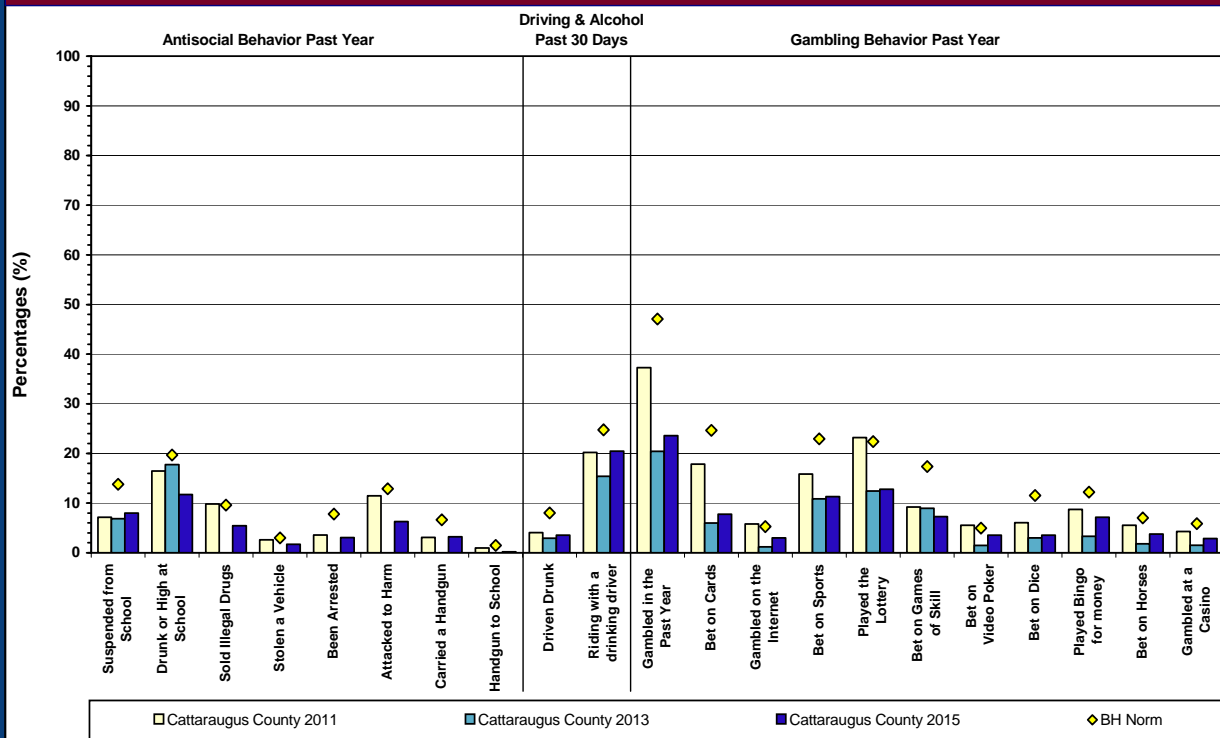
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 11



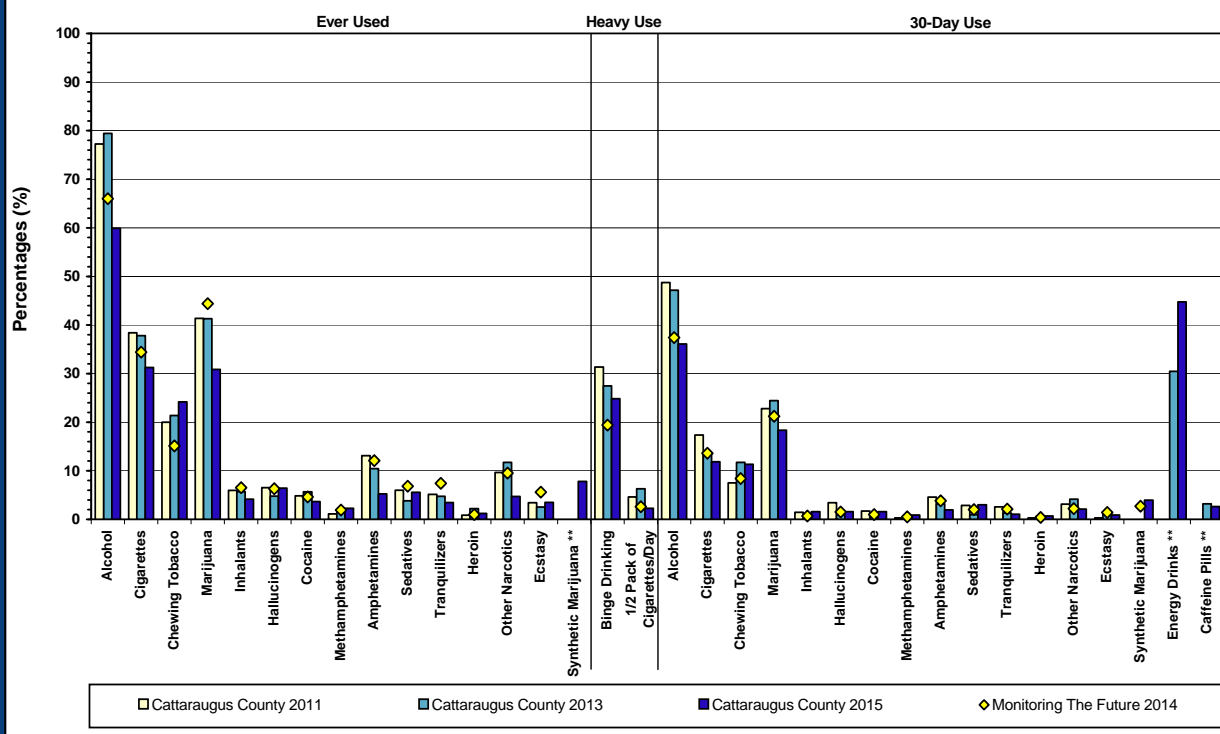
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 11



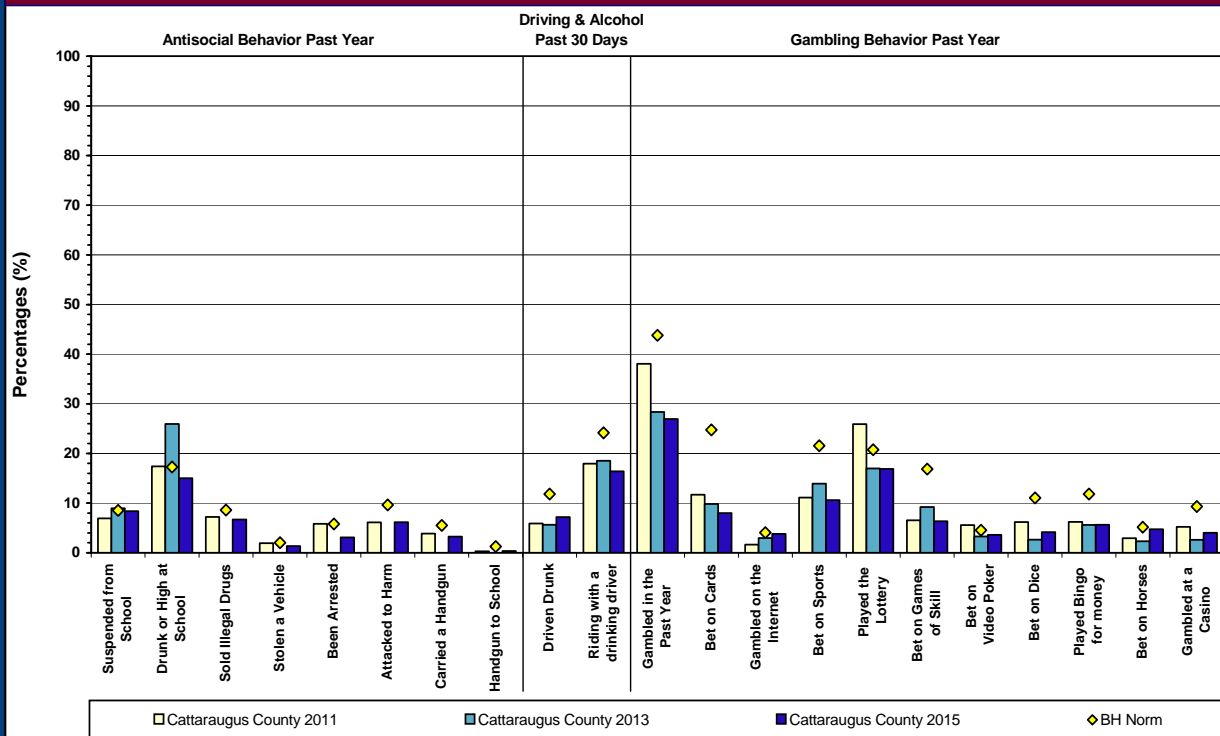
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, Grade 12



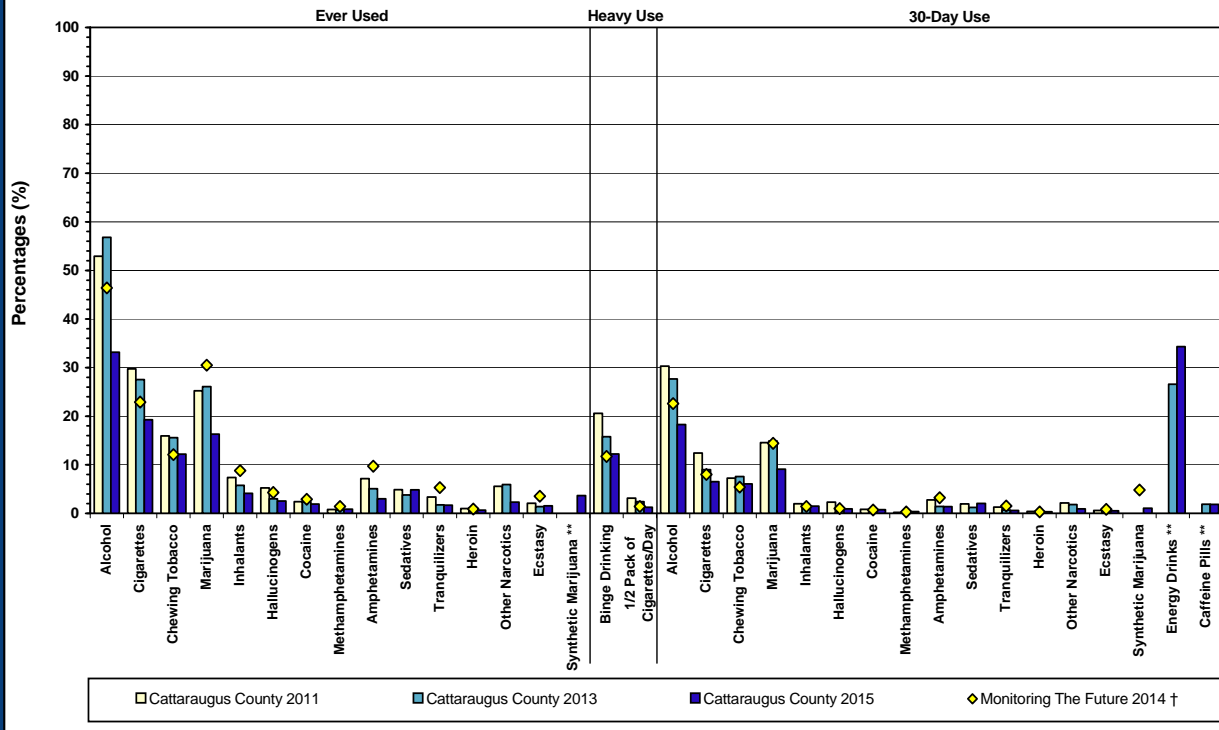
** MTF either does not collect data on that substance at all, or not at that level.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, Grade 12



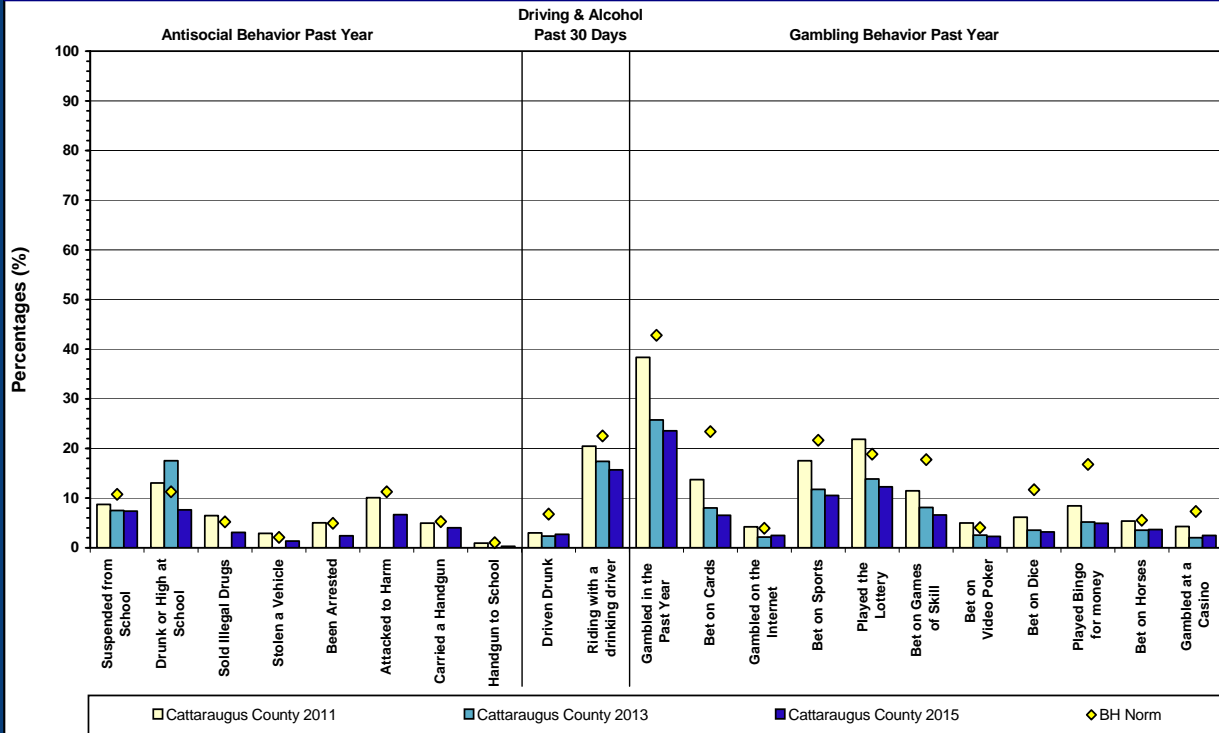
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2015 Cattaraugus County Student Survey, All Grades



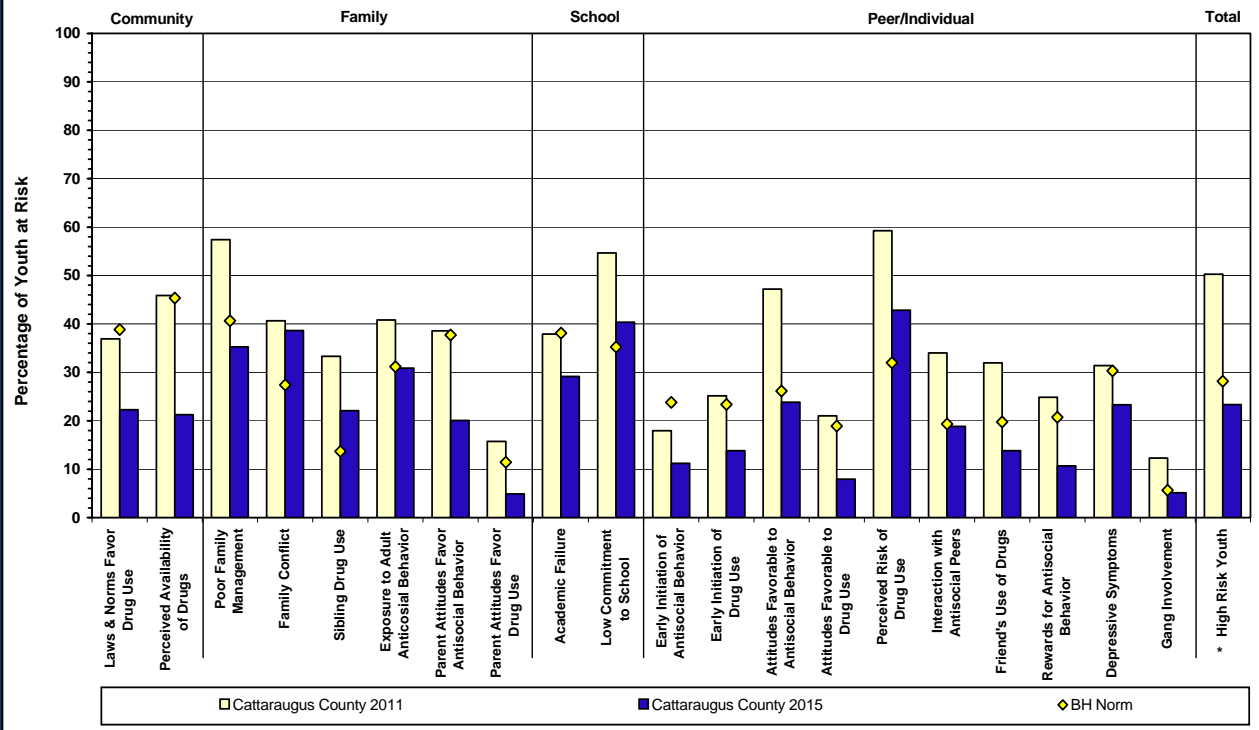
† Monitoring The Future does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.
 ** MTF either does not collect data on that substance at all, or not at that level.

ANTISOCIAL BEHAVIOR AND GAMBLING
2015 Cattaraugus County Student Survey, All Grades



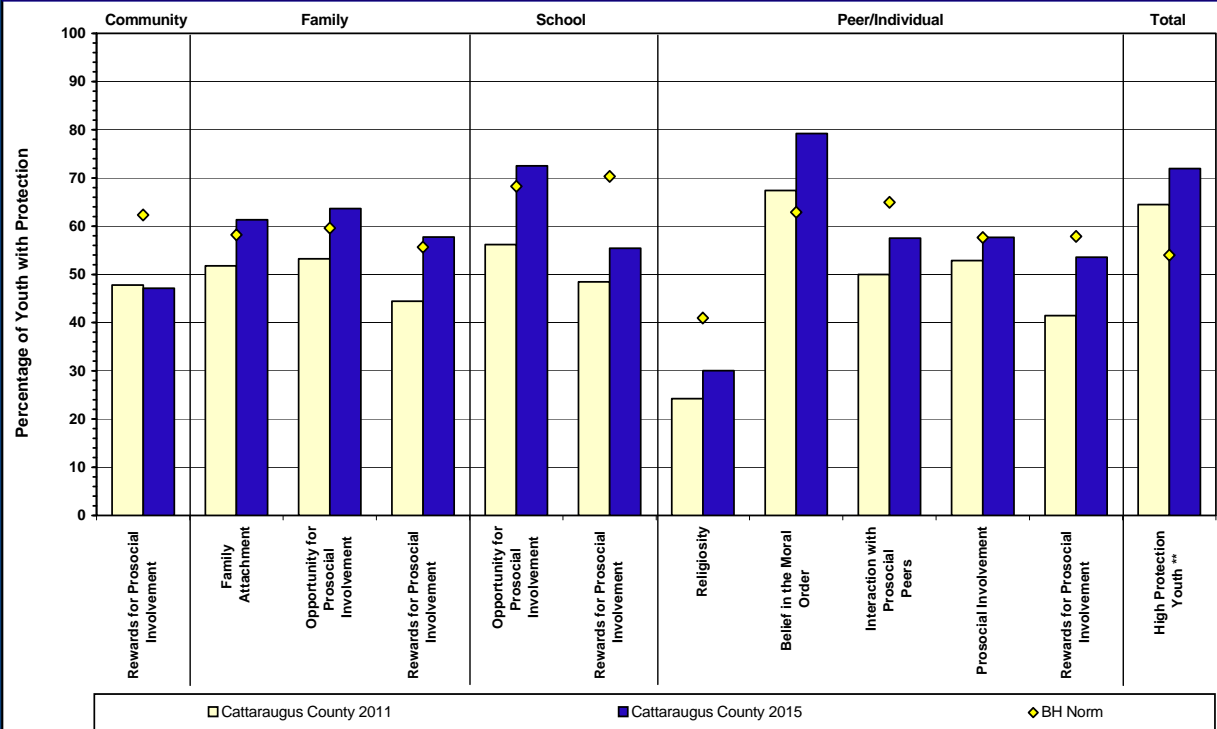
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

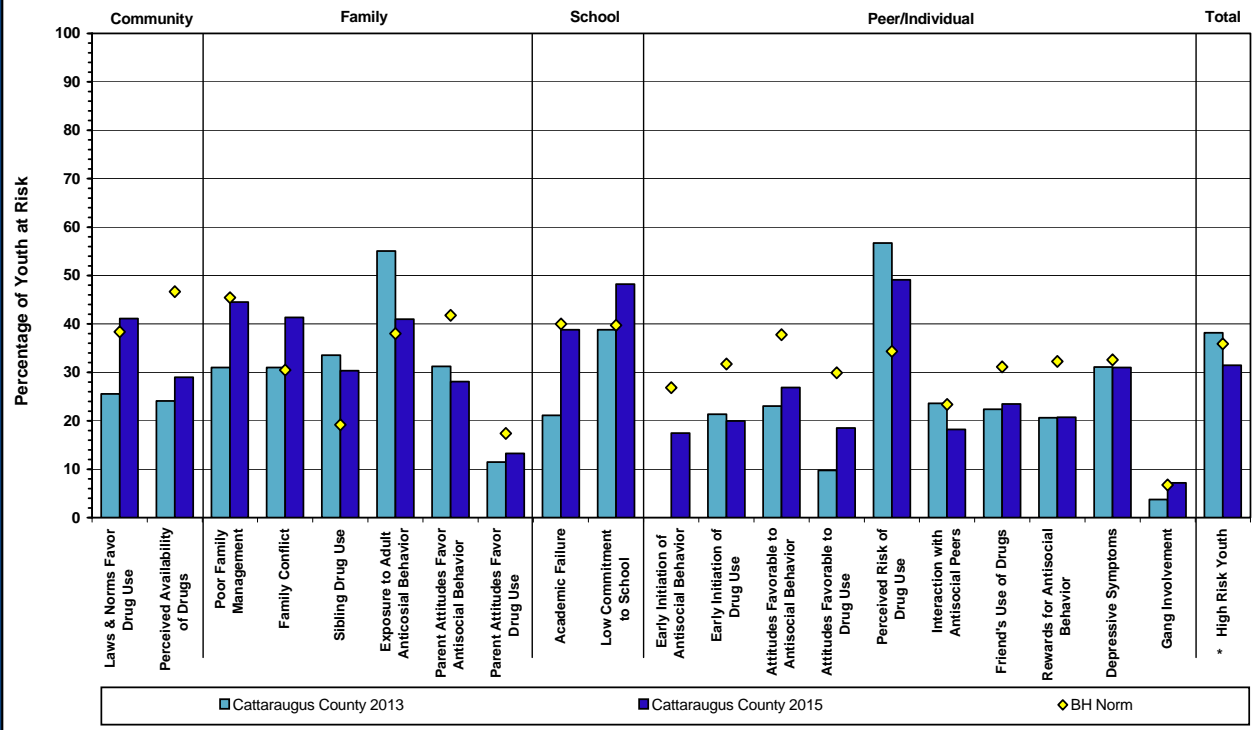
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 6



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

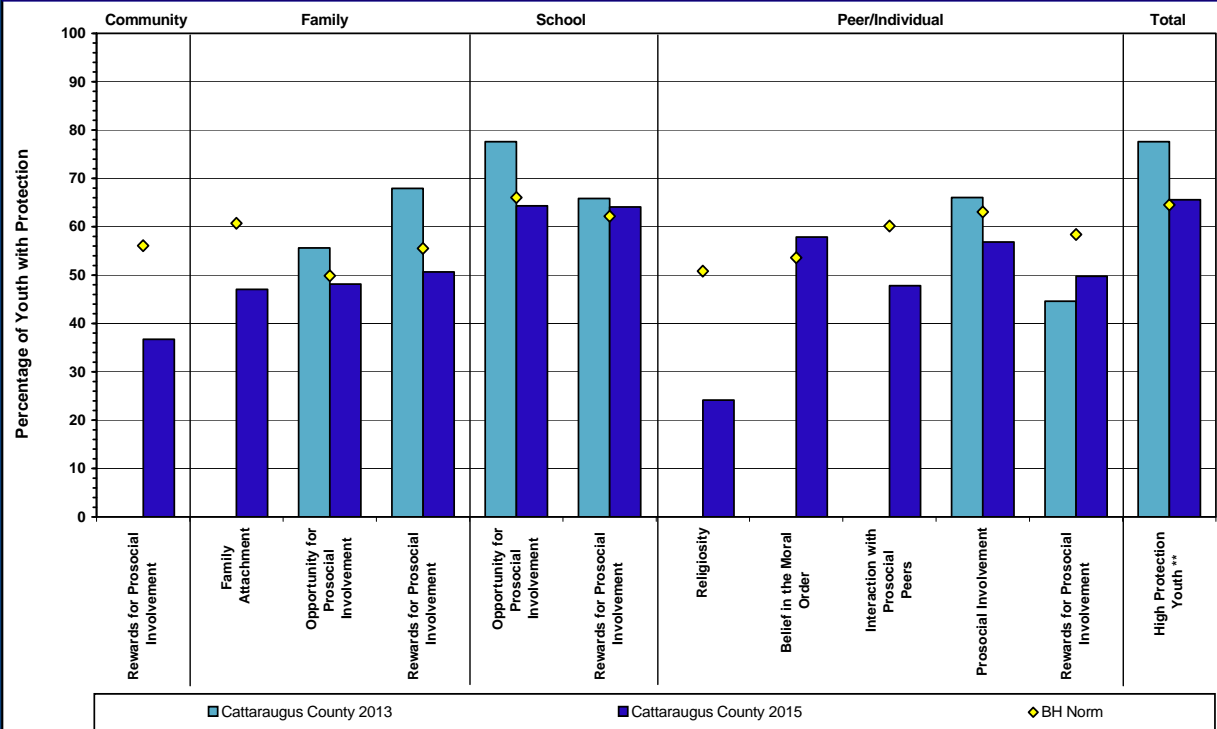
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County Student Survey, Grade 7



* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

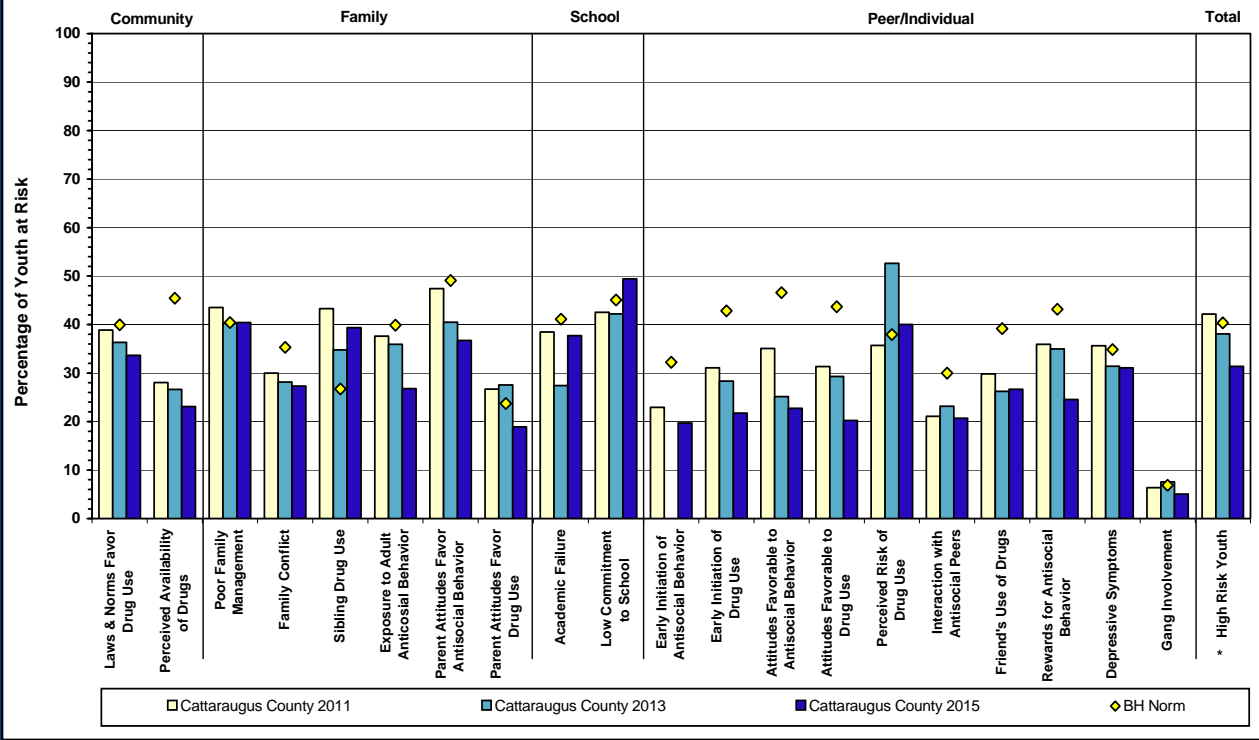
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 7



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

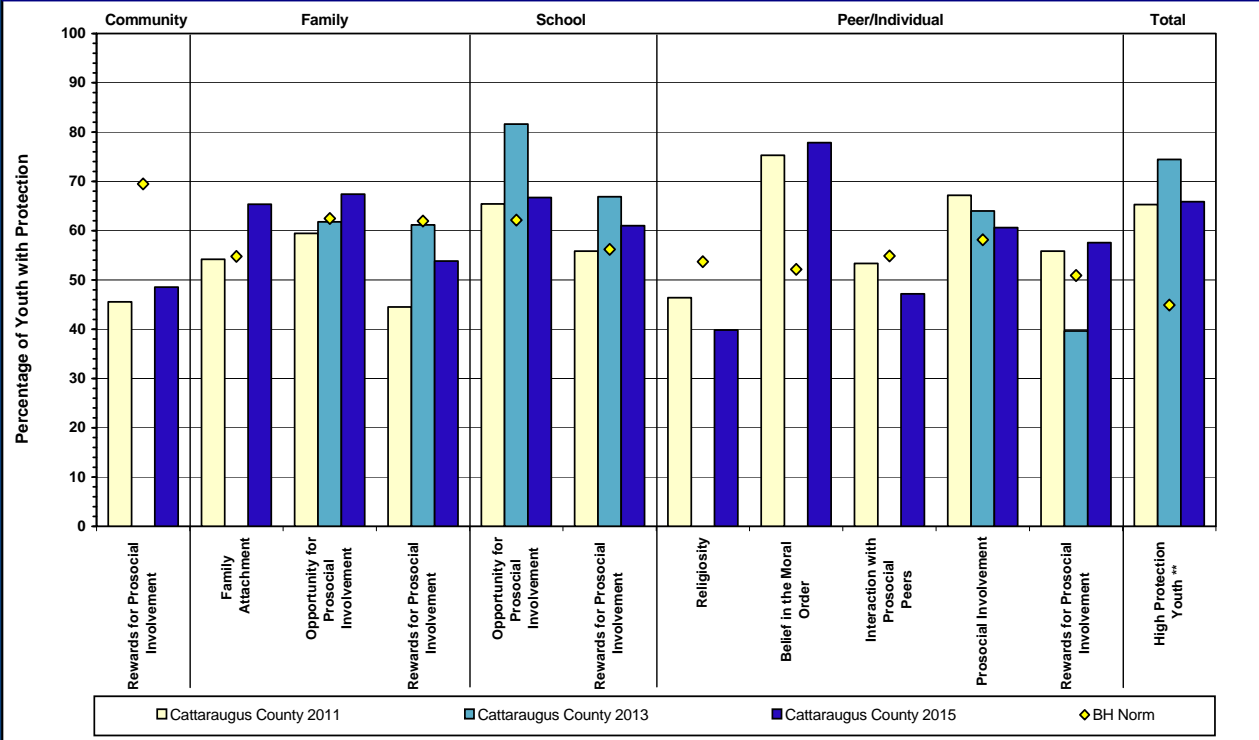
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

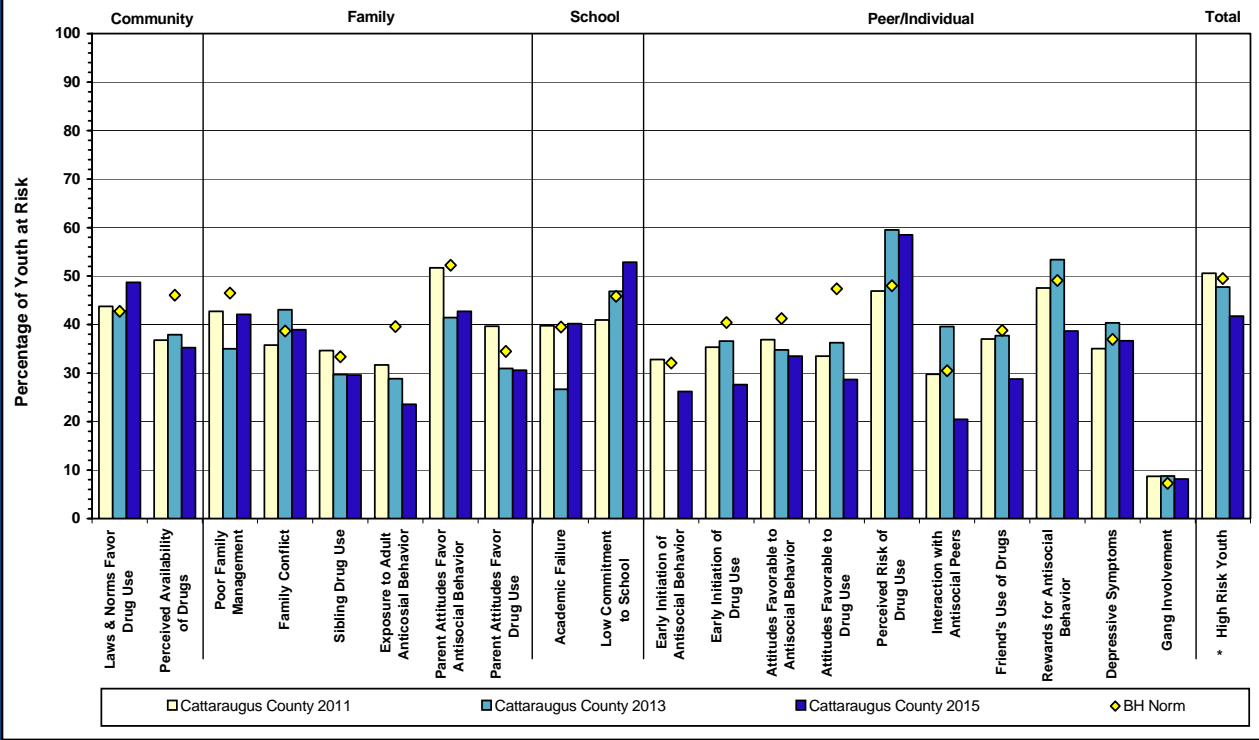
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 8



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

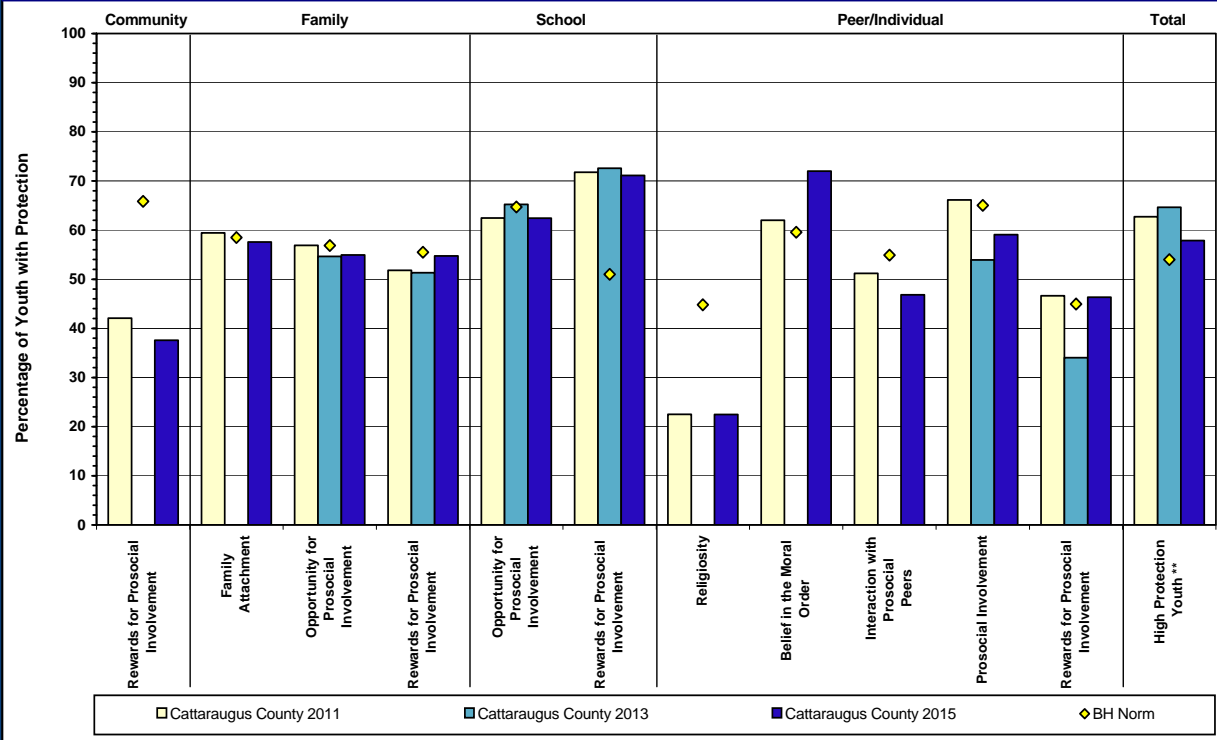
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County Student Survey, Grade 9



* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

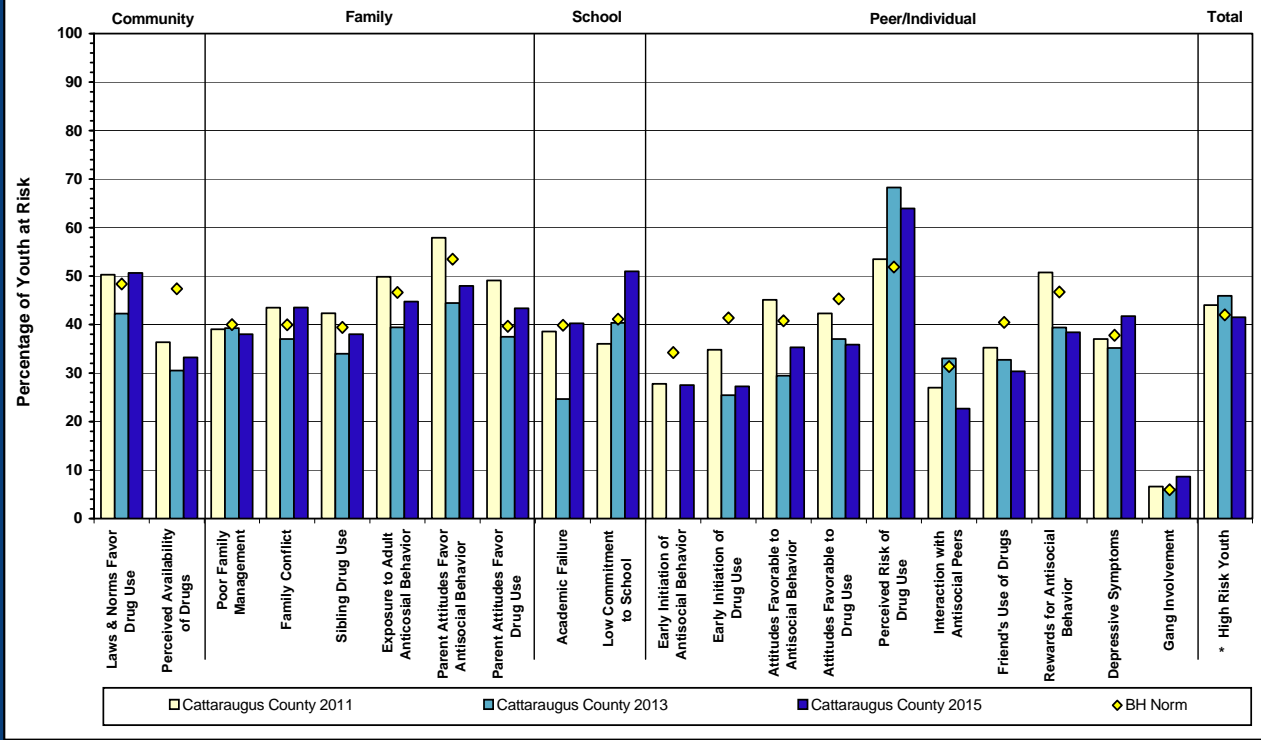
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 9



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

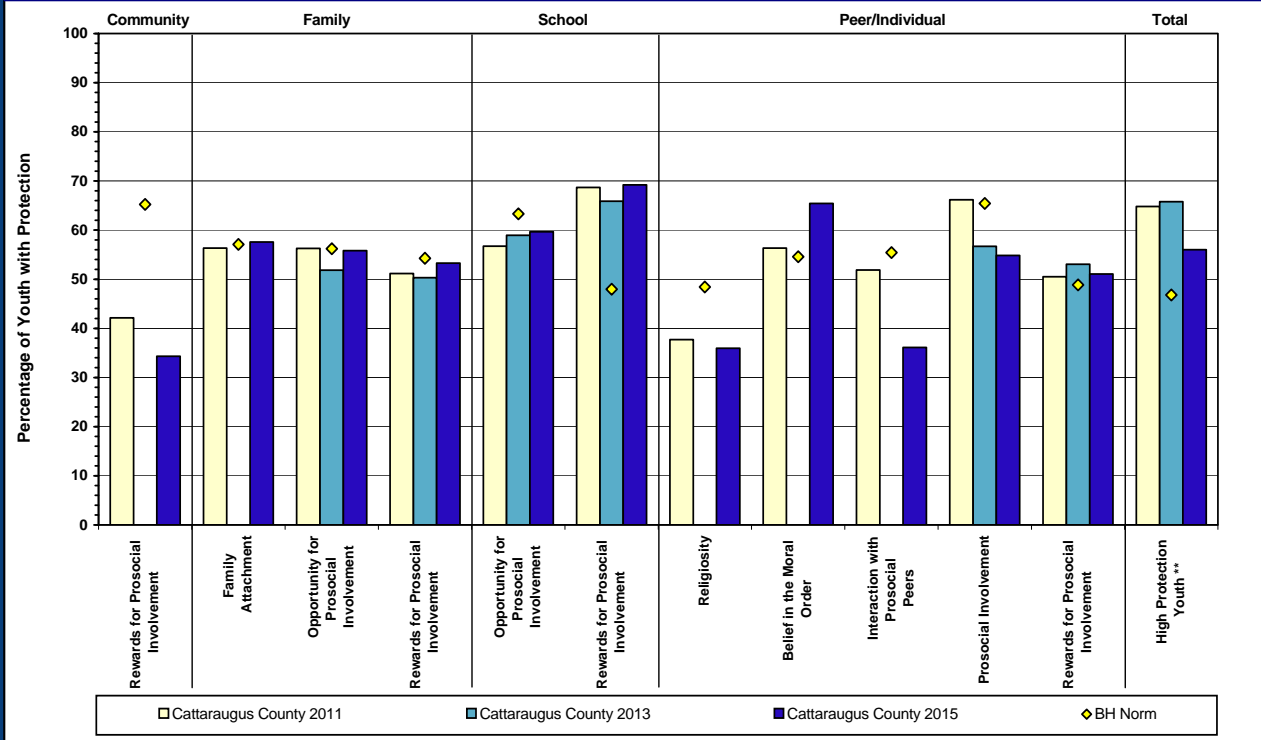
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

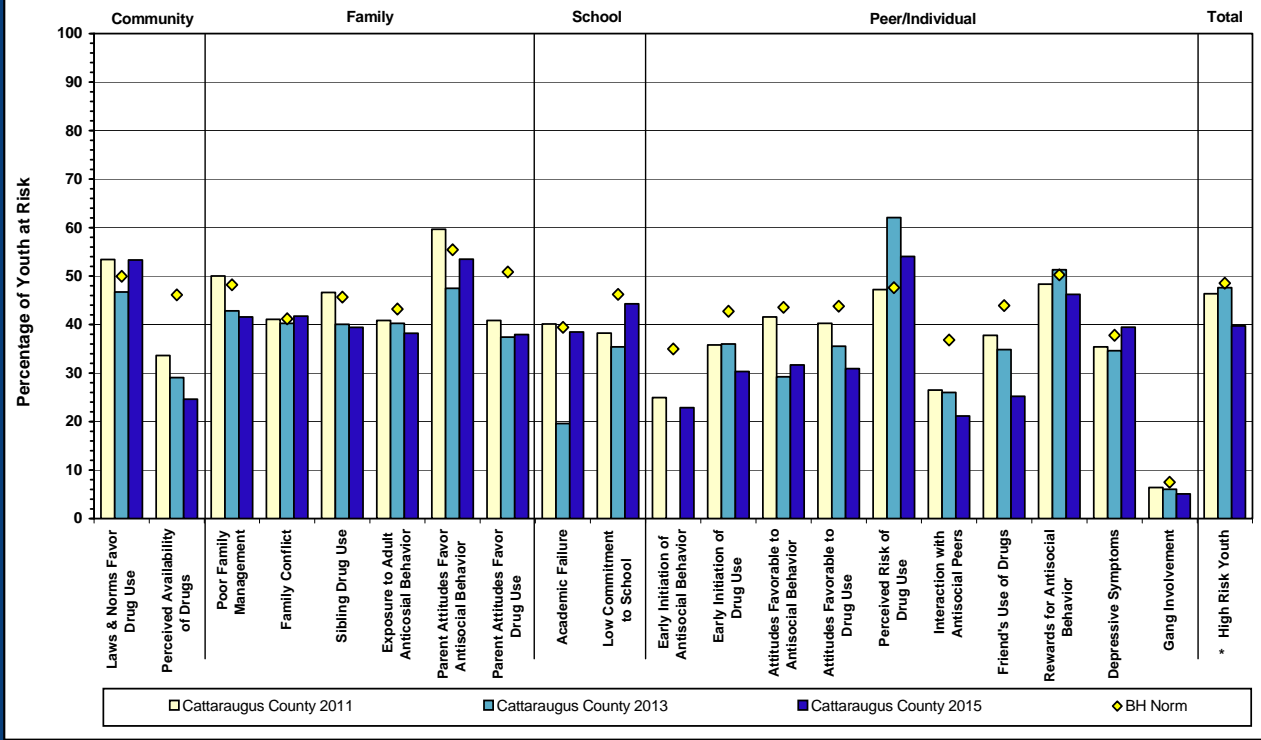
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 10



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

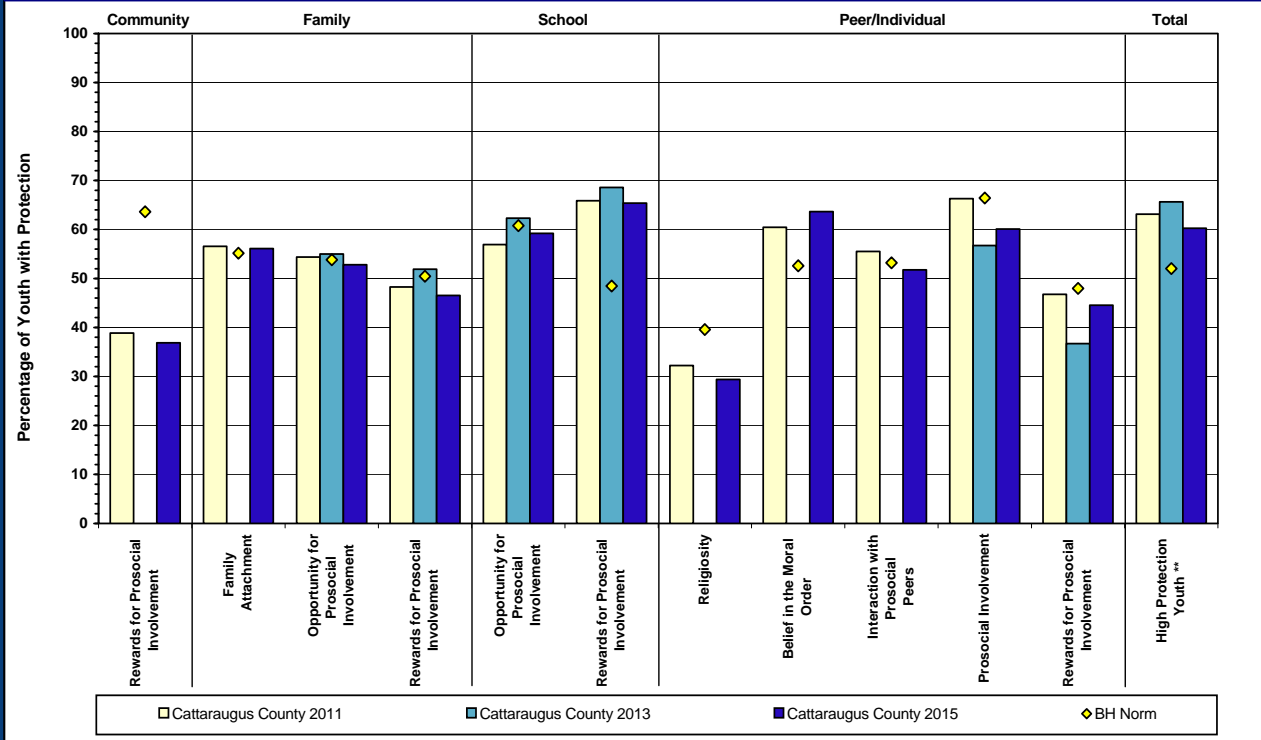
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County Student Survey, Grade 11



* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

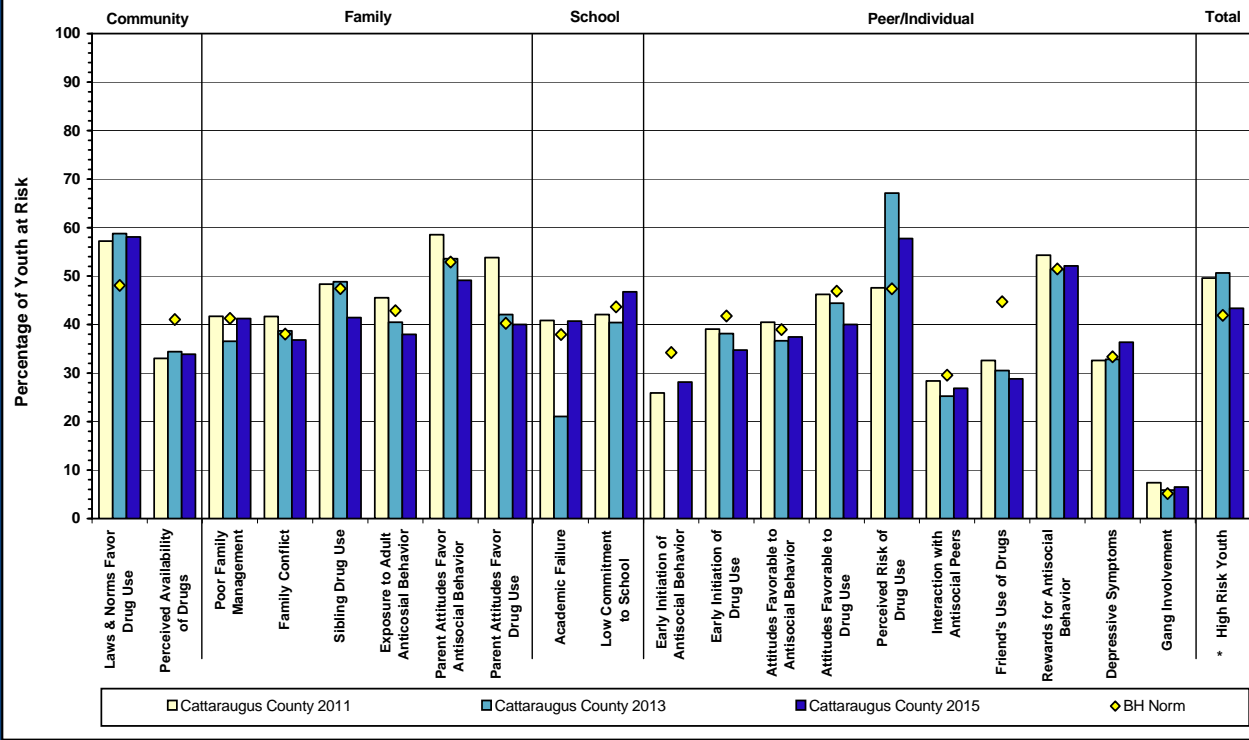
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 11



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

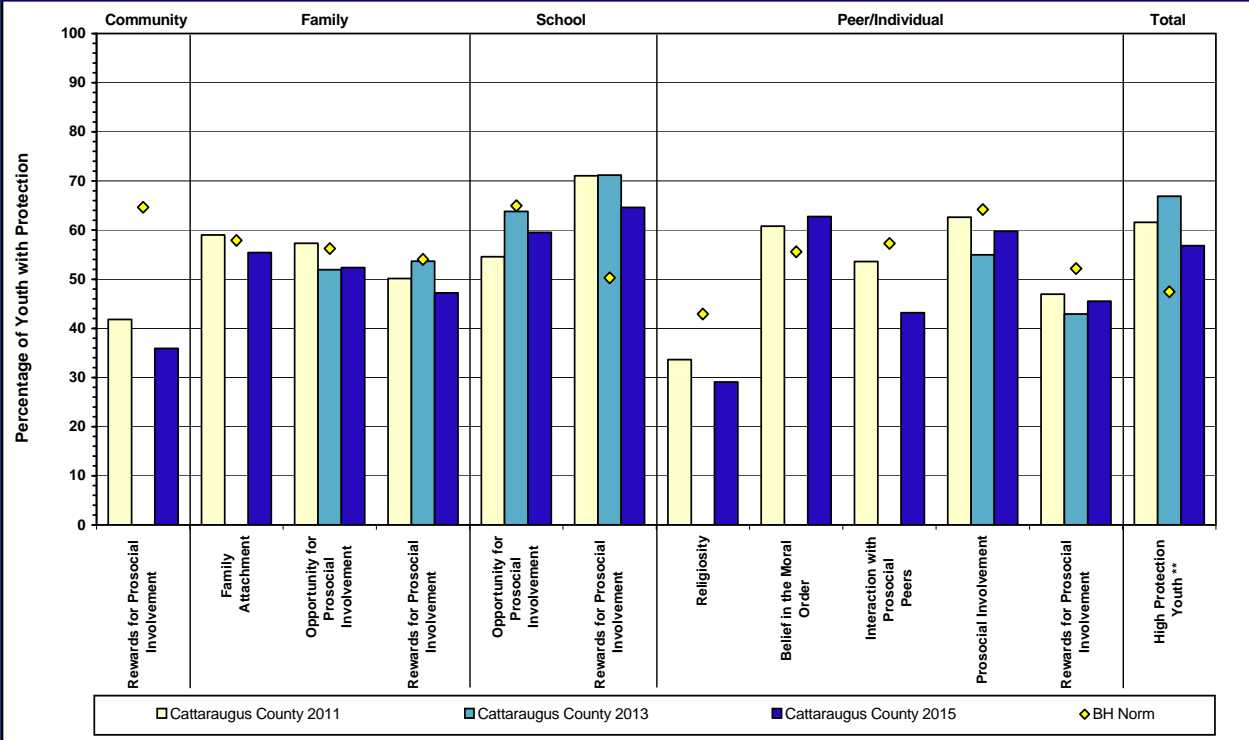
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

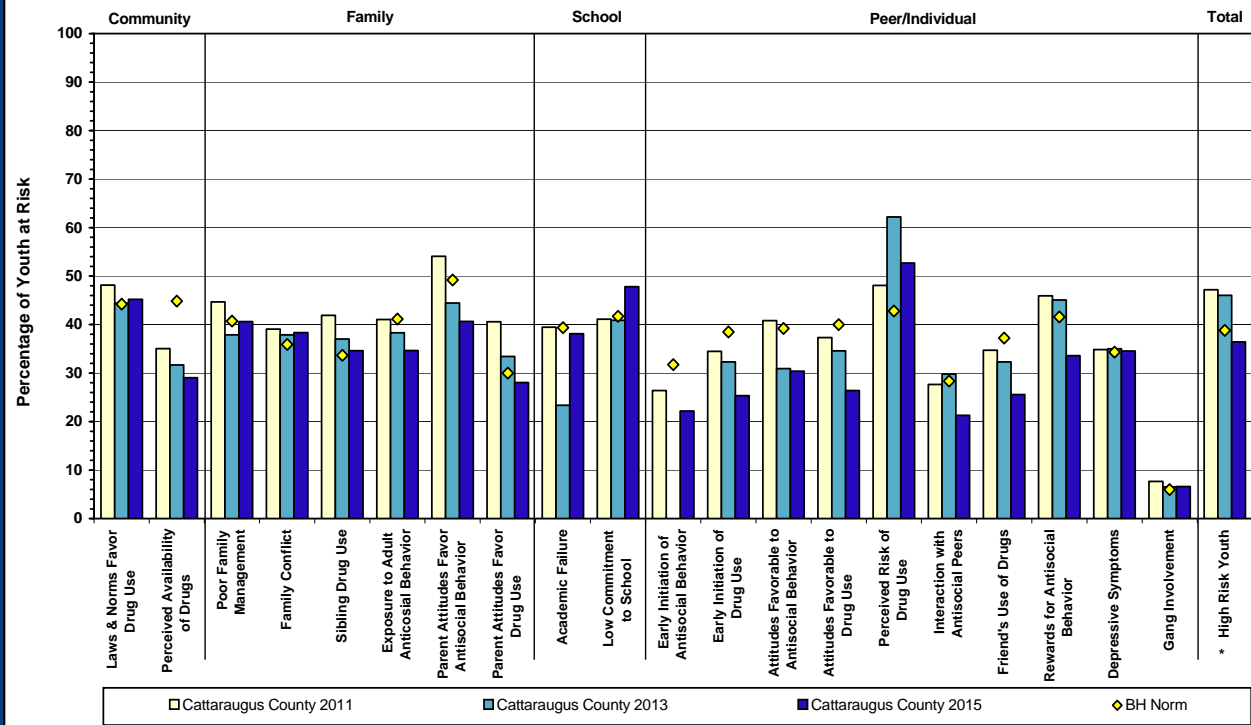
PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, Grade 12



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

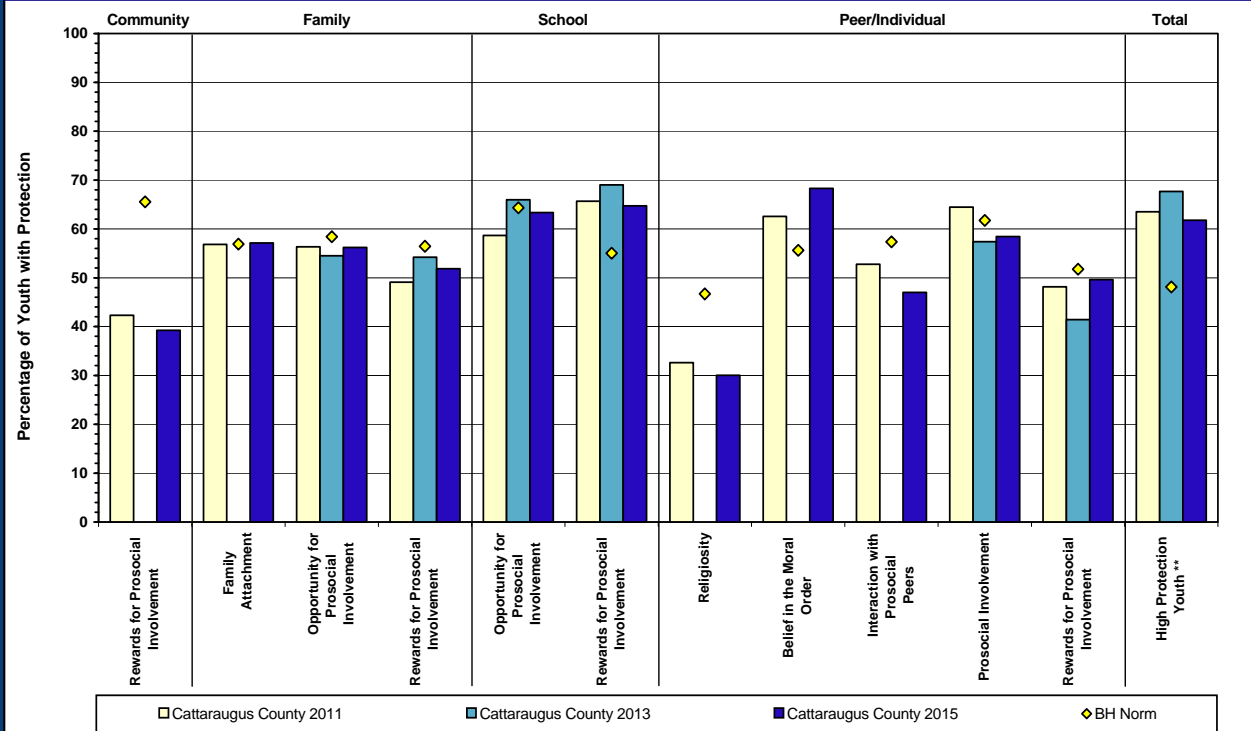
Risk and Protective Factor Profiles

RISK PROFILE 2015 Cattaraugus County Student Survey, All Grades



* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

PROTECTIVE PROFILE 2015 Cattaraugus County Student Survey, All Grades



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

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>	
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	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
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

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>	
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

Number of Youth	Grade 6		Grade 7		Grade 8				Grade 9		
	2011	2015	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015
	197	570	165	604	268	176	618	†	437	396	743

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

Substance	Grade 6		Grade 7		Grade 8				Grade 9		
	2011	2015	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015
Alcohol	12.2	5.6	21.0	9.0	27.7	35.6	18.4	26.8	45.5	53.7	31.1
Cigarettes	10.1	4.4	3.0	8.6	22.1	17.2	14.9	13.5	30.1	25.8	19.5
Chewing Tobacco	2.2	1.0	2.4	4.4	9.2	12.8	7.9	8.0	14.3	11.9	11.3
Marijuana	3.2	1.8	1.8	4.0	11.7	9.4	7.2	15.6	19.7	21.8	16.3
Inhalants	6.4	4.6	6.1	3.1	7.6	6.9	3.5	10.8	10.0	5.4	4.2
Hallucinogens	0.5	0.6	0.0	0.9	3.4	1.1	0.5	2.0	5.7	2.3	2.4
Cocaine	0.5	0.0	0.0	0.5	1.9	0.6	0.5	1.8	1.4	1.0	1.8
Methamphetamines	1.1	0.0	0.0	0.2	1.5	0.0	0.2	1.0	0.5	0.5	1.1
Amphetamines	0.5	1.8	0.0	0.7	3.4	4.6	1.4	6.7	6.6	2.6	1.8
Sedatives †	1.1	3.4	1.2	5.2	3.4	3.4	3.5	n/a	5.9	3.6	4.4
Tranquilizers	0.0	0.4	0.0	0.7	0.8	1.7	0.4	2.9	2.8	0.3	1.4
Heroin	0.5	0.0	0.0	0.4	1.1	0.6	0.2	0.9	0.5	1.5	0.9
Other Narcotics †	0.0	1.2	1.2	0.0	2.3	4.6	1.1	n/a	4.5	3.6	1.5
Ecstasy	0.0	0.0	0.0	0.6	1.5	1.2	0.2	1.4	1.2	0.5	1.4
Synthetic Marijuana **	n/a	0.0	n/a	0.0	n/a	n/a	0.0	n/a	n/a	n/a	0.9

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org).

MTF only surveys grades 8, 10 and 12, and does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.

** MTF either does not collect data on that substance at all, or not at that level.

Data Tables

Table 3. (continued) Number of Students Who Completed the Survey

Number of Youth	Grade 10				Grade 11			Grade 12				Total			
	2011	2013	2015	MTF 2014	2011	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015	MTF 2014
	409	342	641	†	423	355	614	367	326	623	†	2101	1760	4413	†

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

Substance	Grade 10				Grade 11			Grade 12				Total			
	2011	2013	2015	MTF 2014	2011	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015	MTF 2014
Alcohol	58.5	56.7	45.3	49.3	68.8	66.7	57.4	77.2	79.4	59.9	66.0	52.9	56.8	33.2	46.4
Cigarettes	29.3	25.5	26.2	22.6	35.9	38.7	26.9	38.4	37.8	31.3	34.4	29.7	27.5	19.2	22.9
Chewing Tobacco	18.2	17.4	15.1	13.6	22.4	20.2	19.5	20.0	21.4	24.2	15.1	16.0	15.6	12.2	12.1
Marijuana	29.7	25.1	23.1	33.7	31.5	37.3	28.0	41.4	41.3	30.8	44.4	25.2	26.1	16.3	30.5
Inhalants	8.0	6.3	4.3	8.7	5.6	4.9	4.8	5.9	5.7	4.2	6.5	7.4	5.7	4.1	8.8
Hallucinogens	6.3	4.2	3.3	5.0	5.9	3.5	3.2	6.5	4.7	6.4	6.3	5.2	3.0	2.5	4.3
Cocaine	2.3	2.7	2.1	2.6	2.7	2.6	4.3	4.8	5.7	3.6	4.6	2.4	2.4	1.9	2.9
Methamphetamines	0.8	0.6	0.7	1.4	0.2	0.9	1.4	1.1	1.6	2.3	1.9	0.8	0.7	0.9	1.4
Amphetamines	7.0	3.9	4.3	10.6	8.1	6.7	5.5	13.1	10.4	5.2	12.1	7.1	5.1	3.0	9.7
Sedatives †	3.8	4.2	6.7	n/a	6.6	5.0	4.9	6.0	3.8	5.6	6.8	4.9	3.8	4.8	n/a
Tranquilizers	4.0	0.6	2.6	5.8	4.9	2.6	2.6	5.1	4.7	3.5	7.4	3.3	1.7	1.7	5.3
Heroin	1.3	0.6	0.7	0.9	1.5	1.2	1.0	0.9	2.2	1.2	1.0	1.0	1.2	0.6	0.9
Other Narcotics †	5.0	5.4	2.8	n/a	8.3	6.7	4.6	9.7	11.7	4.7	9.5	5.6	5.9	2.3	n/a
Ecstasy	3.2	1.8	2.1	3.7	2.0	1.7	2.9	3.4	2.5	3.5	5.6	2.1	1.4	1.6	3.5
Synthetic Marijuana **	n/a	n/a	4.3	n/a	n/a	n/a	3.2	n/a	n/a	7.8	n/a	n/a	n/a	3.7	n/a

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org).

MTF only surveys grades 8, 10 and 12, and does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.

** MTF either does not collect data on that substance at all, or not at that level.

Data Tables

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

Substance	Grade 6		Grade 7		Grade 8				Grade 9		
	2011	2015	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015
Alcohol	2.1	2.0	6.1	4.5	14.5	10.4	7.6	9.0	24.6	24.6	18.4
Cigarettes	1.7	1.2	0.0	2.4	8.8	5.2	4.2	4.0	12.5	8.9	6.3
Chewing Tobacco	0.6	0.6	0.6	2.2	5.0	5.2	2.8	3.0	6.9	4.2	5.9
Marijuana	2.1	0.4	1.2	2.4	6.8	5.2	3.2	6.5	13.1	12.4	9.7
Inhalants	3.2	2.8	1.8	1.1	1.9	2.9	1.8	2.2	2.6	2.1	0.9
Hallucinogens	0.0	0.4	0.0	0.0	0.8	0.6	0.4	0.5	2.6	0.0	1.1
Cocaine	0.0	0.0	0.0	0.2	1.1	0.0	0.2	0.5	0.5	0.0	0.6
Methamphetamines	0.5	0.0	0.0	0.0	0.4	0.0	0.0	0.2	0.0	0.0	0.3
Amphetamines	0.5	1.4	0.0	0.4	1.5	0.6	1.1	2.1	3.1	0.5	0.8
Sedatives †	0.0	1.8	0.6	1.9	1.5	1.7	1.6	n/a	2.4	1.0	2.0
Tranquilizers	0.0	0.2	0.0	0.4	0.4	1.1	0.0	0.8	0.7	0.3	0.3
Heroin	0.0	0.0	0.0	0.2	0.4	0.6	0.0	0.3	0.2	0.5	0.5
Other Narcotics †	0.0	0.6	0.0	0.0	0.4	1.7	0.2	n/a	1.7	0.5	0.9
Ecstasy	0.0	0.0	0.0	0.0	0.8	0.6	0.2	0.4	0.0	0.0	0.6
Synthetic Marijuana	n/a	0.0	n/a	0.0	n/a	n/a	0.0	4.4	n/a	n/a	0.0
Energy Drinks **	n/a	0.0	23.9	0.0	n/a	33.1	0.0	n/a	n/a	23.9	29.2
Caffeine Pills **	n/a	0.0	1.2	0.0	n/a	1.7	0.0	n/a	n/a	1.6	1.7

Table 6. Percentage of Students With Problem ATOD Use

Problem Use	2011	2015	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015
Binge Drinking	2.2	1.8	0.6	3.6	10.8	5.8	6.1	4.1	16.9	12.2	12.3
1/2 Pack of Cigarettes/Day	0.0	0.6	0.0	0.4	0.0	2.3	0.9	0.5	2.8	0.5	0.9
Alcohol and Driving	2011	2015	2013	2015	2011	2013	2015	BH Norm	2011	2013	2015
Drinking and Driving	0.5	0.8	0.0	1.4	1.5	1.2	1.7	5.6	2.3	1.0	2.0
Riding with a Drinking Driver	19.0	10.3	18.8	12.6	20.2	15.4	12.9	22.3	22.3	19.9	18.7

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org).

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** MTF either does not collect data on that substance at all, or not at that level.

Data Tables

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

Substance	Grade 10				Grade 11			Grade 12				Total			
	2011	2013	2015	MTF 2014	2011	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015	MTF 2014
Alcohol	32.3	30.0	24.4	23.5	41.0	30.0	31.2	48.7	47.1	36.1	37.4	30.3	27.7	18.3	22.6
Cigarettes	12.5	6.9	9.5	7.2	15.0	13.0	9.1	17.3	13.5	11.8	13.6	12.4	9.0	6.5	8.0
Chewing Tobacco	10.3	8.1	7.4	5.3	8.8	11.5	11.1	7.5	11.7	11.3	8.4	7.2	7.6	6.1	5.4
Marijuana	17.0	16.9	12.8	16.6	17.4	18.4	15.1	22.8	24.4	18.3	21.2	14.6	14.9	9.1	14.4
Inhalants	1.8	1.8	1.0	1.1	1.5	1.2	1.4	1.4	0.6	1.6	0.7	2.0	1.6	1.5	1.4
Hallucinogens	2.5	0.9	1.2	1.2	2.9	0.9	1.7	3.4	1.0	1.6	1.5	2.3	0.6	0.9	1.0
Cocaine	0.5	0.6	0.9	0.6	1.0	0.9	1.7	1.7	0.6	1.6	1.0	0.8	0.4	0.7	0.7
Methamphetamines	0.0	0.3	0.5	0.3	0.2	0.3	0.9	0.3	0.0	0.9	0.5	0.2	0.1	0.4	0.3
Amphetamines	2.8	1.2	1.6	3.7	2.7	2.0	2.6	4.6	3.2	1.9	3.8	2.8	1.4	1.4	3.2
Sedatives †	1.3	0.6	2.6	n/a	2.5	2.3	1.4	2.9	1.0	3.0	2.0	1.9	1.2	2.0	n/a
Tranquilizers	1.5	0.3	0.9	1.6	1.7	0.9	1.2	2.6	1.3	1.0	2.1	1.3	0.6	0.6	1.5
Heroin	0.8	0.6	0.3	0.4	0.5	0.3	0.5	0.3	0.6	0.7	0.4	0.4	0.5	0.3	0.3
Other Narcotics †	2.8	2.4	0.9	n/a	3.2	1.5	1.7	3.1	4.1	2.1	2.2	2.1	1.8	0.9	n/a
Ecstasy	1.2	1.2	0.3	0.8	1.0	0.0	1.6	0.3	1.3	0.9	1.4	0.6	0.5	0.5	0.8
Synthetic Marijuana	n/a	n/a	1.1	6.8	n/a	n/a	0.0	n/a	n/a	3.9	2.7	n/a	n/a	1.1	4.8
Energy Drinks **	n/a	23.2	33.3	n/a	n/a	27.2	34.0	n/a	30.5	44.7	n/a	n/a	26.6	34.3	n/a
Caffeine Pills **	n/a	2.1	2.2	n/a	n/a	1.2	1.1	n/a	3.2	2.6	n/a	n/a	1.9	1.9	n/a

Table 6. (continued) Percentage of Students With Problem ATOD Use

Problem Use	2011	2013	2015	MTF 2014	2011	2013	2015	2011	2013	2015	MTF 2014	2011	2013	2015	MTF 2014
Binge Drinking	23.1	17.0	15.7	12.6	27.0	20.0	19.4	31.4	27.4	24.8	19.4	20.6	15.8	12.2	11.7
1/2 Pack of Cigarettes/Day	3.8	1.8	1.5	1.2	4.9	2.7	2.1	4.6	6.3	2.3	2.6	3.1	2.4	1.2	1.4
Alcohol and Driving	2011	2013	2015	BH Norm	2011	2013	2015	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Drinking and Driving	2.3	1.8	2.3	5.3	4.1	2.9	3.6	5.9	5.6	7.2	11.8	3.0	2.4	2.7	6.8
Riding with a Drinking Driver	21.8	15.8	17.3	24.0	20.2	15.4	20.5	18.0	18.5	16.4	24.1	20.4	17.4	15.7	22.5

† See the Monitoring The Future (MTF) website (www.monitoringthefuture.org).

MTF only surveys grades 8, 10 and 12, and does not publish 8th, 10th, or combined grade "Sedatives" or "Other Narcotics" values.

** MTF either does not collect data on that substance at all, or not at that level.

Data Tables

ATOD Questions

Cigarettes	"Have you ever smoked cigarettes?" And "How frequently have you smoked cigarettes during the past 30 days?"
Chewing Tobacco	"Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)? " and "How frequently have you used smokeless tobacco during the past 30 days?"
On how many occasions (if any) have you:	
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime (or during the past 30 days) -- more than just a few sips?
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil) in your lifetime (or during the past 30 days)?
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime (or during the past 30 days)?
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin) in your lifetime (or during the past 30 days)?
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form) in your lifetime (or during the past 30 days)?
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth) in your lifetime (or during the past 30 days)?
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them, in your lifetime (or during the past 30 days)?
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, in your lifetime (or during the past 30 days)?
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them, in your lifetime (or during the past 30 days)?
Heroin	used heroin in your lifetime (or during the past 30 days)?
Other Narcotics	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, in your lifetime (or during the past 30 days)?
Ecstasy	used MDMA (X,E, or ecstasy) in your lifetime (or during the past 30 days)?
Synthetic Marijuana	used "synthetic marijuana" ("K2", "Spice") to get high in your lifetime (or during the past 30 days)?
Energy Drinks	drank energy drinks with caffeine (like Red Bull, Monster, Rockstar, or 5-Hour-Energy during the past 30 days)?
Caffeine Pills	used caffeine pills (No-Doz, Vivarin, Dexatrim) during the past 30 days?
Problem Use	
Binge Drinking	Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a wine cooler, a shot glass of liquor, or a mixed drink.)
1/2 Pack of Cigarettes/Day	How frequently have you smoked cigarettes during the past 30 days?
Alcohol and Driving	
Drinking and Driving	During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?
Riding with a Drinking Driver	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?

Data Tables

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

How many times in the past year (12 months) have you: (One or more times)	Grade 6			Grade 7			Grade 8				Grade 9			
	2011	2015	BH Norm	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Been Suspended from School	5.7	2.6	9.2	1.8	7.4	10.6	8.6	4.0	6.6	13.4	12.4	8.9	10.1	12.8
Been Drunk or High at School	3.6	0.6	2.3	8.6	3.0	4.0	7.8	7.4	4.4	7.8	11.0	17.0	8.5	11.5
Sold Illegal Drugs	1.0	0.4	0.7	n/a	0.7	1.2	3.0	n/a	1.7	3.1	6.3	n/a	2.3	5.2
Stolen or Tried to Steal a Motor Vehicle	1.5	0.6	1.2	n/a	0.7	1.5	1.9	n/a	0.7	2.2	4.4	n/a	1.9	2.8
Been Arrested	1.6	0.6	2.1	n/a	1.8	3.1	4.1	n/a	1.5	4.8	7.2	n/a	2.9	5.8
Attacked Someone with the Idea of Seriously Hurting Them	9.3	4.2	10.2	n/a	6.9	10.8	9.0	n/a	6.6	12.9	13.2	n/a	7.9	12.4
Carried a Handgun	5.7	3.0	4.4	n/a	4.0	5.0	4.9	n/a	3.0	5.4	6.3	n/a	5.7	5.0
Carried a Handgun to School	1.0	0.0	0.6	n/a	0.5	0.6	0.8	n/a	0.0	0.9	0.9	n/a	0.3	1.2

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

How many times in the past year (12 months) have you: (One or more times)	Grade 10				Grade 11				Grade 12				Total			
	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Been Suspended from School	9.8	9.8	7.6	11.2	7.1	6.9	8.0	13.8	6.9	9.0	8.4	8.5	8.8	7.5	7.4	10.8
Been Drunk or High at School	15.7	19.6	9.3	14.7	16.5	17.8	11.7	19.7	17.4	25.9	15.0	17.3	13.0	17.5	7.6	11.3
Sold Illegal Drugs	7.4	n/a	4.2	7.2	9.8	n/a	5.4	9.6	7.2	n/a	6.7	8.6	6.5	n/a	3.1	5.2
Stolen or Tried to Steal a Motor Vehicle	3.7	n/a	2.3	2.7	2.6	n/a	1.7	3.0	1.9	n/a	1.4	2.0	2.9	n/a	1.3	2.1
Been Arrested	5.6	n/a	3.7	6.0	3.6	n/a	3.1	7.8	5.8	n/a	3.1	5.8	5.0	n/a	2.4	4.9
Attacked Someone with the Idea of Seriously Hurting Them	10.0	n/a	8.2	11.8	11.5	n/a	6.3	12.9	6.1	n/a	6.1	9.6	10.1	n/a	6.7	11.3
Carried a Handgun	6.1	n/a	5.5	5.5	3.1	n/a	3.2	6.6	3.9	n/a	3.2	5.5	4.9	n/a	4.0	5.3
Carried a Handgun to School	1.5	n/a	0.5	1.2	1.0	n/a	0.2	1.5	0.3	n/a	0.3	1.2	0.9	n/a	0.3	1.0

Data Tables

Table 8. Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: (<i>'A few times' or more</i>)	Grade 6			Grade 7			Grade 8				Grade 9			
	2011	2015	BH Norm	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Gambled in the Past Year	33.8	16.3	34.2	36.0	20.9	42.6	40.0	23.0	24.6	45.5	38.9	25.1	25.2	45.6
Bet on Cards	9.7	2.7	13.3	7.4	4.5	15.8	11.8	4.8	4.8	25.0	12.8	8.2	8.6	21.0
Gambled on the Internet	2.8	0.8	3.0	1.5	1.2	4.0	4.2	1.8	1.5	4.1	4.1	2.1	3.5	4.9
Bet on Sports	19.3	5.4	16.4	15.4	9.7	20.6	20.4	6.9	10.2	23.4	19.9	11.1	12.3	22.2
Played the Lottery	17.0	9.7	15.6	18.0	8.9	20.4	21.5	13.1	13.1	19.1	20.7	11.7	11.1	23.5
Bet on Games of Skill	11.0	4.3	14.2	9.0	4.9	14.8	12.3	6.7	7.1	19.6	14.7	7.0	7.6	16.5
Bet on Video Poker	0.7	0.5	2.6	1.5	1.6	3.3	4.2	1.9	1.7	4.2	5.4	2.4	2.0	4.8
Bet on Dice	4.8	1.9	5.0	3.8	2.5	8.1	6.0	5.0	3.3	14.3	6.4	4.0	3.3	10.1
Played Bingo for money	9.0	3.3	22.4	9.8	4.3	15.1	8.5	3.1	4.8	20.8	8.0	5.4	5.0	13.7
Bet on Horses	2.8	1.1	5.4	6.1	4.1	7.4	5.5	3.1	3.4	5.8	6.9	3.5	3.5	8.6
Gambled at a Casino	2.8	1.6	5.1	1.5	1.7	4.5	3.4	0.6	1.9	6.8	5.4	1.3	2.5	5.7

Table 8. (Contd.) Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: (<i>'A few times' or more</i>)	Grade 10				Grade 11				Grade 12				Total			
	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Gambled in the Past Year	39.8	26.8	24.5	43.8	37.3	20.4	23.6	47.1	38.1	28.3	26.9	43.8	38.4	25.8	23.6	42.8
Bet on Cards	15.0	10.1	7.6	24.7	17.8	6.0	7.8	24.6	11.7	9.8	8.0	24.7	13.7	8.0	6.5	23.4
Gambled on the Internet	5.4	2.8	2.8	4.1	5.8	1.2	3.0	5.3	1.6	3.0	3.8	4.1	4.2	2.1	2.5	3.9
Bet on Sports	19.5	12.4	12.2	23.0	15.8	10.8	11.3	22.9	11.1	13.9	10.6	21.6	17.5	11.8	10.5	21.7
Played the Lottery	20.4	13.4	12.2	18.3	23.2	12.4	12.8	22.4	25.9	17.0	16.9	20.8	21.8	13.8	12.3	18.8
Bet on Games of Skill	14.2	7.9	7.6	18.4	9.2	9.0	7.3	17.4	6.5	9.2	6.3	16.9	11.5	8.1	6.6	17.7
Bet on Video Poker	5.7	3.8	2.2	4.0	5.5	1.5	3.5	4.9	5.6	3.3	3.6	4.5	5.0	2.5	2.3	4.1
Bet on Dice	6.5	3.5	3.0	12.5	6.1	3.0	3.6	11.5	6.2	2.6	4.2	11.1	6.1	3.5	3.2	11.7
Played Bingo for money	10.1	5.7	3.5	15.9	8.7	3.3	7.1	12.2	6.2	5.6	5.6	11.8	8.4	5.2	4.9	16.8
Bet on Horses	6.5	5.8	4.5	5.5	5.5	1.8	3.8	7.0	2.9	2.3	4.7	5.2	5.4	3.5	3.7	5.5
Gambled at a Casino	3.5	3.8	2.4	7.7	4.3	1.5	2.9	5.9	5.2	2.6	4.0	9.3	4.3	2.0	2.5	7.3

Data Tables

Table 9. Percentage of Students Reporting Protection †

Protective Factors	Grade 6			Grade 7			Grade 8				Grade 9			
	2011	2015	BH Norm	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Community Domain														
Rewards for Prosocial Involvement	47.8	47.1	62.3	n/a	36.7	56.1	45.5	n/a	48.5	69.5	42.1	n/a	37.6	65.8
Family Domain														
Family Attachment	51.8	61.3	58.2	n/a	47.1	60.7	54.2	n/a	65.3	54.8	59.4	n/a	57.6	58.5
Opportunity for Prosocial Involvement	53.2	63.7	59.6	55.6	48.1	49.9	59.4	61.8	67.4	62.5	56.9	54.6	54.9	56.9
Rewards for Prosocial Involvement	44.4	57.7	55.7	67.9	50.7	55.5	44.5	61.2	53.8	61.9	51.8	51.3	54.7	55.5
School Domain														
Opportunity for Prosocial Involvement	56.2	72.5	68.3	77.6	64.3	66.0	65.4	81.6	66.7	62.1	62.4	65.2	62.4	64.7
Rewards for Prosocial Involvement	48.4	55.4	70.3	65.8	64.1	62.2	55.9	66.9	61.0	56.2	71.8	72.6	71.1	51.0
Peer-Individual Domain														
Religiosity	24.2	30.0	40.9	n/a	24.1	50.8	46.4	n/a	39.8	53.7	22.5	n/a	22.5	44.8
Belief in the Moral Order	67.4	79.2	62.9	n/a	57.9	53.6	75.3	n/a	77.9	52.1	62.0	n/a	72.0	59.5
Interaction with Prosocial Peers	50.0	57.5	64.9	n/a	47.8	60.1	53.3	n/a	47.2	54.9	51.2	n/a	46.8	54.9
Prosocial Involvement	52.8	57.7	57.7	66.1	56.8	63.1	67.2	64.0	60.6	58.1	66.1	53.9	59.1	65.0
Rewards for Prosocial Involvement	41.5	53.5	57.9	44.6	49.7	58.4	55.9	39.6	57.6	50.9	46.6	34.0	46.3	44.9
High Protection														
High Protection Youth **	64.5	71.9	54.0	77.6	65.6	64.5	65.3	74.4	65.9	44.9	62.7	64.6	57.9	54.0

† Scales in blue had items removed in 2013 and can not be recalculated to match 2011 and 2015. What is reported is the 2013 value.

** 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 not all scales were asked in 2013, what is reported is the 2013 value. 2011 has been recalculated.

Data Tables

Table 9. (Contd.) Percentage of Students Reporting Protection †

Protective Factors	Grade 10				Grade 11				Grade 12				Total			
	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Community Domain																
Rewards for Prosocial Involvement	42.1	n/a	34.3	65.2	38.9	n/a	36.9	63.6	41.8	n/a	35.9	64.6	42.3	n/a	39.2	65.5
Family Domain																
Family Attachment	56.3	n/a	57.6	57.1	56.6	n/a	56.1	55.2	59.0	n/a	55.4	57.9	56.8	n/a	57.1	56.9
Opportunity for Prosocial Involvement	56.3	51.8	55.8	56.2	54.4	55.0	52.8	53.8	57.3	51.9	52.4	56.2	56.3	54.5	56.2	58.4
Rewards for Prosocial Involvement	51.1	50.3	53.3	54.3	48.3	51.9	46.5	50.5	50.1	53.7	47.2	54.0	49.1	54.2	51.9	56.4
School Domain																
Opportunity for Prosocial Involvement	56.7	58.9	59.6	63.3	56.9	62.3	59.2	60.8	54.6	63.8	59.5	64.9	58.6	66.0	63.3	64.3
Rewards for Prosocial Involvement	68.7	65.9	69.2	48.0	65.9	68.6	65.4	48.5	71.0	71.2	64.6	50.3	65.7	69.0	64.7	55.0
Peer-Individual Domain																
Religiosity	37.7	n/a	36.0	48.4	32.2	n/a	29.4	39.6	33.6	n/a	29.1	42.9	32.6	n/a	30.0	46.7
Belief in the Moral Order	56.3	n/a	65.4	54.6	60.4	n/a	63.6	52.6	60.8	n/a	62.7	55.6	62.6	n/a	68.3	55.6
Interaction with Prosocial Peers	51.9	n/a	36.1	55.4	55.5	n/a	51.8	53.2	53.6	n/a	43.2	57.3	52.8	n/a	47.0	57.3
Prosocial Involvement	66.2	56.7	54.8	65.4	66.3	56.7	60.1	66.4	62.6	55.0	59.7	64.2	64.5	57.4	58.4	61.7
Rewards for Prosocial Involvement	50.5	53.0	51.1	48.8	46.8	36.7	44.5	48.0	47.0	42.9	45.5	52.2	48.1	41.4	49.6	51.7
High Protection																
High Protection Youth **	64.8	65.8	56.0	46.8	63.1	65.6	60.3	52.0	61.6	66.9	56.8	47.4	63.5	67.7	61.8	48.1

† Scales in blue had items removed in 2013 and can not be recalculated to match 2011 and 2015. What is reported is the 2013 value.

** 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 not all scales were asked in 2013, what is reported is the 2013 value. 2011 has been recalculated.

Data Tables

Table 10. Percentage of Students Reporting Risk †

Risk Factors	Grade 6			Grade 7			Grade 8				Grade 9			
	2011	2015	BH Norm	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Community Domain														
Laws & Norms Favor Drug Use	36.9	22.3	38.8	25.5	41.1	38.4	38.8	36.3	33.6	40.0	43.8	42.8	48.7	42.7
Perceived Availability of Drugs	45.9	21.3	45.3	24.1	29.0	46.7	28.0	26.6	23.1	45.4	36.8	37.9	35.2	46.1
Family Domain														
Poor Family Management	57.4	35.3	40.7	31.0	44.5	45.4	43.5	40.2	40.4	40.4	42.7	35.0	42.1	46.5
Family Conflict	40.6	38.6	27.4	31.0	41.3	30.5	30.0	28.1	27.3	35.3	35.8	43.0	38.9	38.7
Sibling Drug Use	33.3	22.1	13.7	33.5	30.3	19.2	43.3	34.8	39.4	26.7	34.6	29.7	29.6	33.3
Exposure to Adult Antisocial Behavior	40.8	30.9	31.1	55.1	41.0	38.0	37.6	35.9	26.8	39.9	31.7	28.8	23.6	39.6
Parent Attitudes Favor Antisocial Behavior	38.6	20.0	37.7	31.2	28.1	41.8	47.4	40.5	36.7	49.1	51.7	41.4	42.7	52.2
Parent Attitudes Favor Drug Use	15.8	4.9	11.4	11.5	13.3	17.4	26.7	27.5	18.9	23.7	39.7	30.9	30.6	34.5
School Domain														
Academic Failure	37.9	29.1	38.1	21.1	38.8	40.0	38.5	27.4	37.7	41.1	39.8	26.6	40.2	39.5
Low Commitment to School	54.6	40.3	35.2	38.8	48.2	39.7	42.5	42.2	49.4	45.1	40.9	46.8	52.9	45.8
Peer-Individual Domain														
Early Initiation of Antisocial Behavior	17.9	11.2	23.8	n/a	17.5	26.9	22.9	n/a	19.7	32.2	32.8	n/a	26.2	32.1
Early Initiation of Drug Use	25.1	13.8	23.4	21.3	20.0	31.7	31.1	28.3	21.7	42.8	35.3	36.6	27.6	40.4
Attitudes Favorable to Antisocial Behavior	47.2	23.8	26.1	23.0	26.9	37.8	35.1	25.1	22.7	46.6	36.9	34.8	33.5	41.2
Attitudes Favorable to Drug Use	21.0	7.9	18.9	9.8	18.5	29.9	31.3	29.3	20.2	43.7	33.5	36.3	28.7	47.4
Perceived Risk of Drug Use	59.3	42.8	32.0	56.7	49.1	34.3	35.7	52.6	40.0	37.9	46.9	59.5	58.5	48.0
Interaction with Antisocial Peers	34.0	18.8	19.3	23.6	18.2	23.4	21.1	23.2	20.7	30.0	29.7	39.6	20.5	30.5
Friend's Use of Drugs	32.0	13.8	19.7	22.4	23.5	31.1	29.8	26.2	26.7	39.2	37.0	37.7	28.8	38.8
Rewards for Antisocial Behavior	24.9	10.7	20.7	20.6	20.7	32.3	35.9	35.0	24.5	43.2	47.5	53.4	38.7	49.1
Depressive Symptoms	31.4	23.3	30.3	31.1	31.0	32.6	35.6	31.4	31.1	34.8	35.0	40.4	36.6	36.9
Gang Involvement	12.3	5.1	5.6	3.7	7.2	6.7	6.4	7.6	5.1	6.9	8.7	8.8	8.2	7.3
High Risk														
High Risk Youth *	50.3	23.3	28.1	38.2	31.5	35.9	42.2	38.1	31.4	40.3	50.6	47.7	41.7	49.5

† Scales in blue had items removed in 2013 and can not be recalculated to match 2011 and 2015. What is reported is the 2013 value.

* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors). Because not all scales were asked in 2013, what is reported is the 2013 value. 2011 has been recalculated.

Data Tables

Table 10. (Contd.) Percentage of Students Reporting Risk †

Risk Factors	Grade 10				Grade 11				Grade 12				Total			
	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm	2011	2013	2015	BH Norm
Community Domain																
Laws & Norms Favor Drug Use	50.3	42.3	50.6	48.4	53.4	46.7	53.3	49.9	57.2	58.8	58.1	48.1	48.1	44.4	45.2	44.2
Perceived Availability of Drugs	36.4	30.5	33.2	47.4	33.6	29.1	24.6	46.1	33.0	34.4	33.9	41.0	35.0	31.7	29.0	44.8
Family Domain																
Poor Family Management	39.0	39.3	38.0	40.0	50.0	42.8	41.6	48.2	41.7	36.6	41.2	41.2	44.6	37.8	40.6	40.7
Family Conflict	43.5	37.0	43.5	39.9	41.1	40.2	41.7	41.2	41.6	38.7	36.8	38.0	39.1	37.9	38.3	35.9
Sibling Drug Use	42.3	34.0	38.0	39.4	46.6	40.1	39.4	45.7	48.3	48.8	41.4	47.4	41.9	37.0	34.6	33.6
Exposure to Adult Antisocial Behavior	49.9	39.4	44.7	46.6	40.8	40.2	38.2	43.2	45.5	40.5	38.0	42.9	41.0	38.3	34.6	41.1
Parent Attitudes Favor Antisocial Behavior	57.9	44.4	48.0	53.5	59.6	47.5	53.5	55.4	58.5	53.6	49.1	52.9	54.1	44.4	40.7	49.2
Parent Attitudes Favor Drug Use	49.1	37.5	43.4	39.6	40.9	37.4	38.0	50.8	53.8	42.1	40.0	40.3	40.6	33.4	28.0	30.0
School Domain																
Academic Failure	38.6	24.6	40.3	39.8	40.1	19.6	38.5	39.4	40.8	21.1	40.7	37.9	39.4	23.4	38.1	39.4
Low Commitment to School	36.0	40.4	51.0	41.1	38.2	35.4	44.3	46.2	42.1	40.4	46.8	43.6	41.1	40.9	47.8	41.7
Peer-Individual Domain																
Early Initiation of Antisocial Behavior	27.8	n/a	27.5	34.2	24.9	n/a	22.9	35.0	25.9	n/a	28.1	34.2	26.4	n/a	22.2	31.7
Early Initiation of Drug Use	34.8	25.4	27.2	41.4	35.8	36.0	30.3	42.7	39.1	38.1	34.7	41.8	34.5	32.3	25.3	38.5
Attitudes Favorable to Antisocial Behavior	45.1	29.5	35.3	40.8	41.6	29.2	31.7	43.5	40.5	36.6	37.4	39.0	40.8	30.9	30.4	39.2
Attitudes Favorable to Drug Use	42.3	37.0	35.9	45.3	40.2	35.5	30.9	43.8	46.2	44.4	40.0	46.9	37.3	34.6	26.4	40.0
Perceived Risk of Drug Use	53.5	68.3	63.9	51.9	47.2	62.1	54.0	47.6	47.6	67.1	57.7	47.4	48.1	62.2	52.7	42.8
Interaction with Antisocial Peers	27.0	33.0	22.7	31.3	26.5	26.0	21.1	36.8	28.4	25.2	26.9	29.6	27.6	29.8	21.3	28.3
Friend's Use of Drugs	35.3	32.7	30.3	40.4	37.8	34.9	25.2	43.9	32.6	30.5	28.8	44.7	34.7	32.3	25.6	37.2
Rewards for Antisocial Behavior	50.7	39.4	38.4	46.7	48.3	51.3	46.2	50.2	54.3	51.4	52.1	51.5	45.9	45.0	33.6	41.6
Depressive Symptoms	37.0	35.2	41.7	37.8	35.4	34.6	39.5	37.8	32.6	32.8	36.4	33.4	34.8	35.0	34.5	34.3
Gang Involvement	6.6	6.0	8.6	5.9	6.4	6.0	5.1	7.5	7.4	5.9	6.5	5.2	7.6	6.5	6.6	6.0
High Risk																
High Risk Youth *	44.0	45.9	41.5	42.0	46.3	47.6	39.7	48.6	49.6	50.6	43.3	41.9	47.2	46.0	36.4	38.8

† Scales in blue had items removed in 2013 and can not be recalculated to match 2011 and 2015. What is reported is the 2013 value.

* 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: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors). Because not all scales were asked in 2013, what is reported is the 2013 value. 2011 has been recalculated.

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 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
	2011	2015	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015
Sample size *	18	31	20	45	70	42	91	166	148	185	224	159	238	258	193	303	255	220	316	991	782	1,209
I bought it myself from a store.	5.6	0.0	0.0	2.2	1.4	0.0	2.2	6.0	4.1	1.6	4.0	2.5	2.1	5.8	4.1	3.3	5.9	7.7	7.0	5.1	4.5	3.6
I got it at a party.	44.4	16.1	20.0	37.8	58.6	40.5	42.9	67.5	60.8	58.9	75.0	58.5	58.0	76.0	77.2	68.0	81.2	77.3	74.4	73.9	66.9	62.0
I gave someone else money to buy it for me.	11.1	6.5	0.0	11.1	25.7	14.3	16.5	30.7	23.0	28.1	53.6	36.5	33.2	60.1	52.3	39.3	59.6	59.1	49.4	50.3	42.1	35.4
I got it from someone I know age 21 or older.	44.4	12.9	30.0	28.9	54.3	45.2	34.1	51.8	54.7	49.2	63.8	53.5	49.6	64.7	64.8	61.1	68.6	75.0	66.1	62.3	61.5	53.8
I got it from someone I know under age 21.	16.7	6.5	5.0	24.4	37.1	21.4	28.6	36.7	40.5	29.7	45.1	27.7	37.0	48.4	42.5	37.3	46.7	36.8	39.2	43.9	35.4	34.7
I got it from a family member or relative other than my parents.	38.9	16.1	35.0	26.7	38.6	54.8	34.1	41.6	42.6	36.8	38.4	32.7	34.9	41.9	44.0	43.9	40.0	48.2	36.7	40.3	43.0	37.1
I got it from home with my parents' permission.	38.9	41.9	70.0	40.0	37.1	42.9	31.9	32.5	39.2	34.6	30.8	42.8	44.1	38.0	40.4	47.2	38.4	46.8	40.8	35.5	43.4	41.4
I got it from home without my parents' permission.	27.8	9.7	20.0	24.4	40.0	35.7	29.7	41.6	36.5	38.9	37.9	38.4	38.7	37.6	35.8	36.6	32.9	39.5	31.3	37.1	37.1	34.3
I got it at work.	5.6	6.5	5.0	0.0	5.7	2.4	2.2	5.4	2.7	4.9	4.0	3.8	3.8	7.4	2.1	3.3	5.1	6.8	6.0	5.5	4.0	4.2
I bought it over the internet.	11.1	3.2	n/a	4.4	2.9	n/a	2.2	3.0	n/a	3.2	1.3	n/a	2.5	1.9	n/a	1.0	0.8	n/a	1.6	1.9	n/a	2.1
I got it in another way.	38.9	25.8	n/a	17.8	20.0	n/a	20.9	25.9	n/a	16.8	14.7	n/a	12.2	14.0	n/a	8.3	11.0	n/a	7.6	16.2	n/a	11.9

During the past year (12 months) did you drink alcohol at any of the following places?	Grade 6		Grade 7		Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Total		
	2011	2015	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015	2011	2013	2015
Sample size *	25	28	23	65	76	39	96	172	138	180	221	142	238	254	179	307	238	208	312	986	729	1,226
At my home or someone else's home without any parent permission.	28.0	17.9	17.4	26.2	44.7	38.5	39.6	50.6	58.7	57.2	64.7	52.8	53.8	63.0	58.7	51.8	65.1	61.1	53.8	59.4	55.8	50.4
At my home with my parent's permission.	48.0	60.7	69.6	53.8	44.7	66.7	37.5	43.6	46.4	41.1	38.5	54.9	50.0	45.3	49.7	52.1	45.8	63.0	51.0	43.6	55.4	48.9
At someone else's home with their parent's permission.	12.0	17.9	26.1	15.4	28.9	41.0	22.9	33.1	37.0	28.3	37.6	43.7	39.1	50.0	61.5	45.6	54.2	59.1	52.9	42.7	50.5	39.6
At an open area like a park, beach, or back road.	28.0	17.9	8.7	20.0	31.6	12.8	19.8	34.9	30.4	21.1	38.0	28.9	21.8	40.2	36.9	27.4	46.6	37.5	28.8	39.4	32.1	24.6
At public events such as a sporting event, festival, or concert.	12.0	7.1	8.7	10.8	15.8	7.7	15.6	17.4	15.9	18.3	19.0	20.4	15.1	24.0	24.0	19.9	29.4	31.7	24.0	22.1	22.6	18.7
At a restaurant, bar, or a nightclub.	16.0	3.6	8.7	6.2	5.3	2.6	4.2	11.6	7.2	7.8	9.0	5.6	6.7	8.7	8.9	6.8	14.7	16.8	7.1	10.6	9.9	6.7
In a car.	8.0	7.1	4.3	13.8	15.8	10.3	14.6	24.4	19.6	18.3	26.2	19.0	18.9	31.5	25.7	22.5	28.2	27.9	20.5	26.5	22.4	19.2
At a school dance, a game, or other event.	12.0	7.1	4.3	7.7	13.2	5.1	12.5	11.0	15.9	7.2	12.2	8.5	6.3	11.0	10.6	8.8	13.9	14.4	7.7	12.2	11.8	8.0
At school during the day.	8.0	3.6	4.3	4.6	9.2	2.6	10.4	7.0	5.8	7.2	5.4	9.2	5.0	10.2	8.4	6.5	6.7	6.7	5.8	7.6	7.1	6.3
Near school.	8.0	10.7	n/a	6.2	17.1	n/a	6.3	15.1	n/a	7.8	10.0	n/a	7.1	10.6	n/a	6.8	11.8	n/a	4.5	12.0	n/a	6.4
In another place.	44.0	35.7	n/a	18.5	31.6	n/a	30.2	36.6	n/a	30.0	31.7	n/a	24.8	30.3	n/a	25.1	27.7	n/a	25.6	31.5	n/a	26.2

* 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.

CSAP Questions

Table 12. CSAP Questions

Question	Response	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>For the following for questions, during the past 12 months, have you talked with at least one of your parents (by parents, we mean either your biological parents, adoptive parents, stepparents, foster parents, or other adult caregivers whether or not they live with you) about :</i>																	
The dangers of underage drinking?	Yes	251	65.5	277	56.3	330	60.8	324	53.2	272	49.8	298	52.6	277	49.6	2029	54.9
	No	132	34.5	215	43.7	213	39.2	285	46.8	274	50.2	269	47.4	281	50.4	1669	45.1
The dangers of tobacco use?	Yes	270	70.5	300	61.5	352	65.2	343	56.7	304	56.0	323	57.3	295	53.1	2187	59.4
	No	113	29.5	188	38.5	188	34.8	262	43.3	239	44.0	241	42.7	261	46.9	1492	40.6
When parents find out their kids have been drinking they may discuss it, take away privileges, add chores, take away cell phones, use of the car, etc. In the past 12 months, if your parents found out you were drinking, how did they usually respond? (Select one option).	I didn't drink.	362	86.8	449	86.3	469	84.4	474	74.9	372	65.8	318	55.4	309	54.4	2753	71.8
	I drank but I was not caught.	1	0.2	12	2.3	30	5.4	58	9.2	78	13.8	103	17.9	108	19.0	390	10.2
	I was caught but there were no consequences.	0	0.0	3	0.6	3	0.5	25	3.9	44	7.8	74	12.9	76	13.4	225	5.9
	There were minor consequences.	3	0.7	10	1.9	7	1.3	25	3.9	36	6.4	47	8.2	49	8.6	177	4.6
	There were major consequences.	51	12.2	46	8.8	47	8.5	51	8.1	35	6.2	32	5.6	26	4.6	288	7.5
If the police caught you drinking, which of the following would most likely happen? (Select one option).	There would be no consequence.	20	4.9	40	7.9	43	7.8	52	8.3	48	8.6	55	9.6	65	11.6	323	8.5
	I would be given a warning and then let go.	19	4.7	41	8.1	29	5.3	76	12.1	62	11.1	84	14.7	93	16.6	404	10.7
	I would be taken home to my parents.	198	48.5	249	48.9	270	49.2	310	49.2	305	54.5	286	49.9	272	48.5	1890	49.9
	I would be arrested but would get no penalty.	52	12.7	48	9.4	67	12.2	73	11.6	54	9.6	40	7.0	33	5.9	367	9.7
	I would be arrested and the court would impose a penalty.	119	29.2	131	25.7	140	25.5	119	18.9	91	16.3	108	18.8	98	17.5	806	21.3
<i>For the following for questions, during the past 12 months, how many times has each of the following things happened?</i>																	
You had problems at school or work because you had been drinking.	Never	418	99.1	512	98.5	554	99.3	619	97.5	553	98.0	561	97.6	558	98.2	3775	98.3
	Once	0	0.0	6	1.2	3	0.5	9	1.4	5	0.9	2	0.3	8	1.4	33	0.9
	Twice	2	0.5	1	0.2	0	0.0	4	0.6	3	0.5	6	1.0	0	0.0	16	0.4
	Three or four times	0	0.0	0	0.0	0	0.0	1	0.2	1	0.2	4	0.7	0	0.0	6	0.2
	Five or more times	2	0.5	1	0.2	1	0.2	2	0.3	2	0.4	2	0.3	2	0.4	12	0.3

CSAP Questions

Table 12. (Contd.) CSAP Questions

Question	Response	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>For the following for questions, during the past 12 months, how many times has each of the following things happened?</i>																	
You had problems with your friends because you had been drinking.	Never	421	100.0	510	98.3	546	97.8	612	96.1	528	94.1	548	95.3	541	95.1	3706	96.5
	Once	0	0.0	9	1.7	9	1.6	14	2.2	22	3.9	14	2.4	18	3.2	86	2.2
	Twice	0	0.0	0	0.0	2	0.4	5	0.8	6	1.1	7	1.2	6	1.1	26	0.7
	Three or four times	0	0.0	0	0.0	0	0.0	5	0.8	4	0.7	4	0.7	2	0.4	15	0.4
	Five or more times	0	0.0	0	0.0	1	0.2	1	0.2	1	0.2	2	0.3	2	0.4	7	0.2
You had problems with someone you were dating because you had been drinking.	Never	421	100.0	511	98.6	548	98.2	605	95.1	525	93.4	534	93.2	525	92.3	3669	95.6
	Once	0	0.0	6	1.2	7	1.3	22	3.5	20	3.6	20	3.5	25	4.4	100	2.6
	Twice	0	0.0	1	0.2	2	0.4	4	0.6	12	2.1	8	1.4	8	1.4	35	0.9
	Three or four times	0	0.0	0	0.0	0	0.0	2	0.3	4	0.7	7	1.2	6	1.1	19	0.5
	Five or more times	0	0.0	0	0.0	1	0.2	3	0.5	1	0.2	4	0.7	5	0.9	14	0.4
You were hung over.	Never	420	99.8	505	97.9	536	96.1	572	90.4	476	84.5	439	76.7	429	75.7	3377	88.2
	Once	1	0.2	9	1.7	12	2.2	27	4.3	32	5.7	55	9.6	39	6.9	175	4.6
	Twice	0	0.0	0	0.0	4	0.7	13	2.1	23	4.1	27	4.7	43	7.6	110	2.9
	Three or four times	0	0.0	1	0.2	2	0.4	9	1.4	10	1.8	20	3.5	27	4.8	69	1.8
	Five or more times	0	0.0	1	0.2	4	0.7	12	1.9	22	3.9	31	5.4	29	5.1	99	2.6
You were sick to your stomach or threw up after drinking.	Never	420	99.8	509	98.1	540	96.8	595	94.0	508	90.6	470	82.0	470	82.9	3512	91.6
	Once	0	0.0	6	1.2	11	2.0	20	3.2	29	5.2	50	8.7	39	6.9	155	4.0
	Twice	0	0.0	2	0.4	4	0.7	7	1.1	8	1.4	30	5.2	28	4.9	79	2.1
	Three or four times	0	0.0	2	0.4	0	0.0	8	1.3	5	0.9	13	2.3	19	3.4	47	1.2
	Five or more times	1	0.2	0	0.0	3	0.5	3	0.5	11	2.0	10	1.7	11	1.9	39	1.0
You got into a sexual situation that you later regretted because you had been drinking.	Never	420	99.8	513	98.8	552	98.9	610	96.4	539	95.7	524	91.4	527	93.1	3685	96.1
	Once	0	0.0	5	1.0	5	0.9	13	2.1	13	2.3	33	5.8	25	4.4	94	2.5
	Twice	0	0.0	1	0.2	0	0.0	5	0.8	4	0.7	9	1.6	4	0.7	23	0.6
	Three or four times	0	0.0	0	0.0	1	0.2	2	0.3	3	0.5	4	0.7	6	1.1	16	0.4
	Five or more times	1	0.2	0	0.0	0	0.0	3	0.5	4	0.7	3	0.5	4	0.7	15	0.4
You got into a physical fight because you had been drinking.	Never	421	100.0	510	98.3	550	98.9	609	95.8	547	97.2	544	95.1	541	95.6	3722	97.1
	Once	0	0.0	7	1.3	4	0.7	19	3.0	5	0.9	15	2.6	16	2.8	66	1.7
	Twice	0	0.0	1	0.2	1	0.2	4	0.6	5	0.9	7	1.2	6	1.1	24	0.6
	Three or four times	0	0.0	0	0.0	0	0.0	2	0.3	5	0.9	4	0.7	0	0.0	11	0.3
	Five or more times	0	0.0	1	0.2	1	0.2	2	0.3	1	0.2	2	0.3	3	0.5	10	0.3
You were drunk at school or work.	Never	418	99.8	511	99.2	549	99.1	621	98.1	547	97.5	546	95.5	545	96.5	3737	97.9
	Once	1	0.2	2	0.4	3	0.5	8	1.3	7	1.2	9	1.6	9	1.6	39	1.0
	Twice	0	0.0	0	0.0	1	0.2	3	0.5	4	0.7	7	1.2	5	0.9	20	0.5
	Three or four times	0	0.0	1	0.2	1	0.2	0	0.0	0	0.0	6	1.0	2	0.4	10	0.3
	Five or more times	0	0.0	1	0.2	0	0.0	1	0.2	3	0.5	4	0.7	4	0.7	13	0.3

DFC and Youth Perception Tables

Table 13. Drug Free Communities Report *

Outcomes	Definition	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total †		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
How much do you think people risk harming themselves (physically or in other ways) if they: (Moderate risk or Great Risk)	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	71.2	510	70.5	555	69.6	578	64.7	668	62.1	597	66.3	584	65.6	582	67.0	4074	63.6	1994	70.2	2069
	have five or more drinks of an alcoholic beverage once or twice a week?	75.0	508	71.5	551	75.6	577	72.4	670	67.9	598	71.1	581	67.1	580	71.4	4065	66.9	1988	75.9	2065
	smoke 1 or more packs of cigarettes per day.	79.3	507	76.4	556	81.9	579	78.3	673	76.9	598	78.7	586	78.3	581	78.5	4080	78.6	1993	78.5	2075
	smoke marijuana once or twice a week?	75.3	507	71.1	554	70.2	577	57.0	670	49.3	600	49.2	583	42.7	581	58.8	4072	57.4	1990	60.2	2070
	use prescription pain relievers that are not prescribed to them?	81.3	508	80.1	553	84.8	579	81.6	670	81.2	597	83.4	583	82.0	582	82.1	4072	80.4	1989	83.6	2071
How wrong do your parents feel it would be for YOU to: (Wrong or Very Wrong)	have one or two drinks of an alcoholic beverage nearly every day?	99.3	428	98.7	525	97.5	561	96.7	637	94.9	565	94.6	575	92.6	570	96.2	3861	96.3	1862	96.1	1986
	smoke cigarettes	99.5	428	97.7	528	97.3	561	95.4	636	95.2	564	93.8	577	92.8	570	95.8	3864	96.2	1864	95.4	1987
	smoke marijuana	99.3	427	96.6	527	95.0	559	92.3	633	89.4	564	88.1	573	87.2	571	92.2	3854	92.9	1868	91.7	1973
	use prescription pain relievers that are not prescribed to them?	99.5	429	98.7	524	98.4	558	97.8	637	97.2	567	97.0	574	97.2	567	97.9	3856	98.2	1860	97.6	1983
How wrong do your friends feel it would be for you to: (Wrong or Very Wrong)	have one or two drinks of an alcoholic beverage nearly every day?	98.1	538	93.1	569	87.1	590	79.4	705	72.6	610	69.5	594	61.1	592	79.8	4198	79.3	2065	80.3	2120
	smoke cigarettes	98.5	537	92.6	571	88.6	589	86.6	707	80.5	609	79.1	593	70.6	591	85.0	4197	84.6	2065	85.5	2119
	smoke marijuana	98.5	536	92.1	567	85.0	588	74.2	702	66.8	609	65.7	592	59.2	591	76.9	4185	77.5	2056	76.4	2116
	use prescription pain relievers that are not prescribed to them?	98.7	535	95.8	570	94.1	589	92.4	706	88.2	609	89.4	593	85.5	592	91.9	4194	91.6	2063	92.3	2118
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?	Neither Approve nor Disapprove	23.2	120	21.2	117	19.3	110	23.6	155	23.4	138	28.1	163	28.3	163	23.9	966	25.9	509	22.0	453
	Somewhat Disapprove	3.5	18	6.4	35	9.6	55	14.0	92	19.5	115	17.4	101	21.4	123	13.3	539	14.2	280	12.5	257
	Strongly Disapprove	63.9	331	61.0	336	59.9	342	46.9	308	43.0	253	40.9	237	39.4	227	50.3	2034	47.1	927	53.4	1102
	Don't know or can't say	9.5	49	11.4	63	11.2	64	15.5	102	14.1	83	13.6	79	10.9	63	12.4	503	12.8	252	12.1	250
Past 30 day use of (at least one use in the Past 30 Days):	Alcohol	2.0	498	4.5	550	7.6	567	18.4	667	24.4	591	31.2	586	36.1	579	18.3	4038	17.3	1969	19.1	2056
	Cigarettes	1.2	494	2.4	542	4.2	568	6.3	664	9.5	581	9.1	583	11.8	574	6.5	4006	6.0	1948	7.0	2045
	Marijuana	0.4	500	2.4	549	3.2	566	9.7	661	12.8	576	15.1	583	18.3	573	9.1	4008	8.2	1952	9.9	2045
	Any Prescription Drug	3.4	494	2.2	546	2.5	570	2.9	663	4.1	581	4.6	585	5.0	575	3.5	4014	2.8	1955	4.3	2046
Average Age of Onset **		Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.
	Alcohol	10.3	59	11.2	106	11.6	160	12.4	284	12.9	332	13.6	377	14.1	385	12.9	1703	12.7	782	13.2	913
	Cigarettes	10.2	27	11.4	46	11.6	91	12.2	147	12.1	163	12.7	167	13.1	191	12.3	832	12.2	377	12.4	452
	Marijuana	10.2	6	11.8	32	12.0	53	12.6	137	13.1	162	13.7	184	14.3	204	13.3	778	13.2	368	13.4	405
Prescription Pain Relievers	.	0	.	0	.	0	12.7	3	13.8	4	14.3	6	14.5	6	14.0	19	13.3	6	14.3	13	

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

**For Average Age of Onset, "Num." 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.

DFC and Youth Perception Tables

Table 14. Youth Perceptions of Substance Use

Now think about all the students in your grade at school. How many of them do you think:	Substance	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
a. smoke one or more cigarettes a day?	None (0%)	418	76.0	292	50.1	211	34.6	166	23.1	126	20.4	87	14.5	89	14.8	1389	32.4
	Few (1-10%)	105	19.1	193	33.1	205	33.6	192	26.7	140	22.6	120	20.0	123	20.5	1078	25.2
	Some (11-30%)	19	3.5	60	10.3	100	16.4	157	21.9	150	24.2	170	28.3	196	32.6	852	19.9
	Half or less (31-50%)	4	0.7	20	3.4	54	8.9	97	13.5	97	15.7	104	17.3	95	15.8	471	11.0
	Half or more (51-70%)	3	0.5	9	1.5	29	4.8	63	8.8	65	10.5	76	12.7	58	9.7	303	7.1
	Most (71-90%)	1	0.2	2	0.3	6	1.0	30	4.2	31	5.0	33	5.5	28	4.7	131	3.1
	Almost All (91-100%)	0	0.0	7	1.2	5	0.8	13	1.8	10	1.6	10	1.7	12	2.0	57	1.3
b. drank alcohol sometime in the past month?	None (0%)	419	76.2	342	58.6	228	37.4	165	23.0	103	16.7	67	11.2	65	10.8	1389	32.5
	Few (1-10%)	101	18.4	147	25.2	164	26.9	123	17.1	94	15.2	43	7.2	36	6.0	708	16.5
	Some (11-30%)	20	3.6	56	9.6	113	18.6	141	19.6	98	15.9	76	12.7	69	11.5	573	13.4
	Half or less (31-50%)	5	0.9	19	3.3	52	8.5	111	15.5	116	18.8	119	19.8	110	18.3	532	12.4
	Half or more (51-70%)	4	0.7	12	2.1	27	4.4	86	12.0	110	17.8	128	21.3	133	22.1	500	11.7
	Most (71-90%)	1	0.2	4	0.7	18	3.0	63	8.8	79	12.8	126	21.0	132	22.0	423	9.9
	Almost All (91-100%)	0	0.0	4	0.7	7	1.1	29	4.0	18	2.9	41	6.8	56	9.3	155	3.6
c. used marijuana sometime in the past month?	None (0%)	475	86.7	376	64.5	268	44.1	186	26.0	121	19.7	79	13.2	76	12.7	1581	37.0
	Few (1-10%)	59	10.8	126	21.6	149	24.5	131	18.3	95	15.4	89	14.8	87	14.5	736	17.2
	Some (11-30%)	7	1.3	42	7.2	79	13.0	131	18.3	105	17.1	121	20.2	104	17.3	589	13.8
	Half or less (31-50%)	3	0.5	16	2.7	55	9.0	82	11.5	92	15.0	99	16.5	114	19.0	461	10.8
	Half or more (51-70%)	2	0.4	8	1.4	32	5.3	81	11.3	99	16.1	99	16.5	88	14.7	409	9.6
	Most (71-90%)	0	0.0	4	0.7	15	2.5	73	10.2	63	10.2	76	12.7	91	15.2	322	7.5
	Almost All (91-100%)	2	0.4	11	1.9	10	1.6	32	4.5	40	6.5	37	6.2	40	6.7	172	4.0
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	470	85.6	404	69.4	306	50.2	259	36.1	186	30.3	125	20.9	118	19.7	1868	43.8
	Few (1-10%)	69	12.6	130	22.3	172	28.2	199	27.7	189	30.8	211	35.3	242	40.5	1212	28.4
	Some (11-30%)	6	1.1	23	4.0	76	12.5	105	14.6	114	18.6	110	18.4	114	19.1	548	12.8
	Half or less (31-50%)	2	0.4	13	2.2	26	4.3	66	9.2	52	8.5	55	9.2	52	8.7	266	6.2
	Half or more (51-70%)	0	0.0	4	0.7	13	2.1	40	5.6	41	6.7	39	6.5	37	6.2	174	4.1
	Most (71-90%)	1	0.2	4	0.7	9	1.5	28	3.9	25	4.1	38	6.4	23	3.8	128	3.0
	Almost All (91-100%)	1	0.2	4	0.7	7	1.1	21	2.9	7	1.1	19	3.2	12	2.0	71	1.7

Extra Questions

Table 15. Extra Questions

Question	Response	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Have you ever tried electronic cigarettes or e-cigarettes?	Yes	10	2.8	43	9.1	75	14.2	139	23.6	169	32.3	211	38.0	207	38.2	854	23.9
	No	350	97.2	431	90.9	453	85.8	451	76.4	355	67.7	344	62.0	335	61.8	2719	76.1
During the past 30 days, on how many days did you use electronic cigarettes or e-cigarettes?	Never	353	99.4	449	94.9	487	92.4	518	87.5	449	85.7	447	81.1	425	78.6	3128	87.8
	1 or 2 days	1	0.3	9	1.9	25	4.7	29	4.9	34	6.5	41	7.4	51	9.4	190	5.3
	3 to 5 days	1	0.3	3	0.6	7	1.3	18	3.0	16	3.1	22	4.0	19	3.5	86	2.4
	6 to 9 days	0	0.0	3	0.6	2	0.4	4	0.7	7	1.3	9	1.6	17	3.1	42	1.2
	10 to 19 days	0	0.0	3	0.6	1	0.2	12	2.0	8	1.5	13	2.4	11	2.0	48	1.3
	20 to 39 days	0	0.0	2	0.4	2	0.4	3	0.5	0	0.0	10	1.8	4	0.7	21	0.6
	40+ days	0	0.0	4	0.8	3	0.6	8	1.4	10	1.9	9	1.6	14	2.6	48	1.3
If you have ever tried a tobacco product, which one did you try first?	I have never tried any tobacco product	333	95.1	408	89.5	429	83.5	435	74.9	340	65.6	333	61.3	304	56.5	2582	73.8
	Cigarettes	9	2.6	23	5.0	43	8.4	79	13.6	93	18.0	102	18.8	102	19.0	451	12.9
	Cigars, cigarillos or little cigars	2	0.6	4	0.9	2	0.4	7	1.2	10	1.9	21	3.9	33	6.1	79	2.3
	Tobacco in a hookah or waterpipe	1	0.3	3	0.7	3	0.6	8	1.4	4	0.8	5	0.9	4	0.7	28	0.8
	Electronic cigarettes, e-cigarettes, vape pens, or e-hookahs	2	0.6	11	2.4	19	3.7	23	4.0	41	7.9	38	7.0	31	5.8	165	4.7
	Chewing tobacco, snuff or dip	0	0.0	3	0.7	11	2.1	20	3.4	17	3.3	33	6.1	54	10.0	138	3.9
	Snus (moist smokeless tobacco usually sold in small pouches)	0	0.0	2	0.4	0	0.0	1	0.2	2	0.4	3	0.6	6	1.1	14	0.4
	Other	3	0.9	2	0.4	7	1.4	8	1.4	11	2.1	8	1.5	4	0.7	43	1.2
If you wanted to get e-cigarettes, vape pens, or e-hookahs, how easy would it be for you to get some?	Very hard	313	89.7	327	70.8	341	66.2	277	47.5	179	34.5	170	30.7	110	20.5	1717	48.8
	Sort of hard	22	6.3	56	12.1	75	14.6	113	19.4	91	17.5	108	19.5	73	13.6	538	15.3
	Sort of easy	7	2.0	43	9.3	62	12.0	90	15.4	127	24.5	118	21.3	150	27.9	597	17.0
	Very easy	7	2.0	36	7.8	37	7.2	103	17.7	122	23.5	158	28.5	204	38.0	667	19.0
Do you think you will use an electronic cigarette, e-cigarette, vape pen, or e-hookah at any time during the next year?	NO!	341	96.3	404	86.0	420	80.8	405	69.1	314	59.8	329	59.5	296	54.9	2509	70.7
	no	10	2.8	42	8.9	57	11.0	102	17.4	112	21.3	106	19.2	115	21.3	544	15.3
	yes	2	0.6	15	3.2	33	6.3	53	9.0	66	12.6	78	14.1	95	17.6	342	9.6
	YES!	1	0.3	9	1.9	10	1.9	26	4.4	33	6.3	40	7.2	33	6.1	152	4.3
If one of your best friends offered you an electronic cigarette, e-cigarette, vape pen, or e-hookah, would you use it?	NO!	338	95.2	390	84.2	393	75.4	371	63.2	276	52.6	289	52.2	263	49.0	2320	65.5
	no	12	3.4	48	10.4	61	11.7	107	18.2	103	19.6	99	17.9	106	19.7	536	15.1
	yes	4	1.1	17	3.7	56	10.7	70	11.9	105	20.0	113	20.4	126	23.5	491	13.9
	YES!	1	0.3	8	1.7	11	2.1	39	6.6	41	7.8	53	9.6	42	7.8	195	5.5

Extra Questions

Table 15. (Contd.) Extra Questions

Question	Response	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
		Does anyone who lives with you now: Smoke cigarettes?	Yes	136	38.0	204	42.9	222	42.0	253	42.6	235	44.7	239	42.9	206	37.9
	No	222	62.0	271	57.1	306	58.0	341	57.4	291	55.3	318	57.1	337	62.1	2086	58.3
Does anyone who lives with you now: Use e-cigarettes, vape pens or e-hookahs?	Yes	35	9.8	60	12.6	62	11.8	85	14.3	78	14.8	83	14.9	62	11.4	465	13.0
	No	323	90.2	415	87.4	465	88.2	509	85.7	449	85.2	474	85.1	481	88.6	3116	87.0
Does anyone who lives with you now: Use other tobacco products?	Yes	41	11.5	62	13.1	86	16.3	96	16.2	91	17.3	96	17.2	95	17.5	567	15.8
	No	317	88.5	413	86.9	441	83.7	498	83.8	435	82.7	461	82.8	448	82.5	3013	84.2
No one lives with me now who uses any form of tobacco.	Yes	189	52.8	224	47.2	243	46.1	268	45.1	222	42.2	264	47.4	262	48.2	1672	46.7
	No	169	47.2	251	52.8	284	53.9	326	54.9	304	57.8	293	52.6	282	51.8	1909	53.3
During the past 30 days, how often did you feel nervous?	All of the time	26	7.4	47	10.0	47	9.0	84	14.3	70	13.5	79	14.3	88	16.4	441	12.5
	Most of the time	28	8.0	45	9.6	46	8.8	67	11.4	74	14.3	79	14.3	71	13.3	410	11.6
	Some of the time	78	22.3	102	21.7	131	25.0	148	25.3	138	26.7	138	25.0	136	25.4	871	24.6
	A little of the time	121	34.6	144	30.6	156	29.8	122	20.8	117	22.6	136	24.6	112	20.9	908	25.7
	None of the time	97	27.7	132	28.1	143	27.3	165	28.2	118	22.8	121	21.9	128	23.9	904	25.6
During the past 30 days, how often did you feel hopeless?	All of the time	26	7.5	43	9.3	38	7.3	75	12.9	58	11.2	62	11.3	63	11.8	365	10.4
	Most of the time	12	3.5	39	8.4	37	7.1	44	7.5	49	9.4	47	8.6	42	7.9	270	7.7
	Some of the time	34	9.8	38	8.2	55	10.6	67	11.5	74	14.3	94	17.2	90	16.9	452	12.9
	A little of the time	52	15.0	71	15.3	92	17.7	87	14.9	99	19.1	106	19.4	91	17.1	598	17.0
	None of the time	223	64.3	273	58.8	297	57.2	310	53.2	239	46.1	238	43.5	247	46.3	1827	52.0
During the past 30 days, how often did you feel restless or fidgety?	All of the time	25	7.2	51	10.9	54	10.4	80	13.7	67	13.1	83	15.1	80	15.2	440	12.6
	Most of the time	16	4.6	51	10.9	45	8.7	62	10.6	71	13.9	68	12.4	64	12.1	377	10.8
	Some of the time	60	17.2	59	12.7	65	12.6	102	17.4	102	19.9	103	18.8	118	22.4	609	17.4
	A little of the time	65	18.7	96	20.6	111	21.5	97	16.6	98	19.1	109	19.9	101	19.2	677	19.3
	None of the time	182	52.3	209	44.8	242	46.8	244	41.7	174	34.0	186	33.9	164	31.1	1401	40.0
During the past 30 days, how often did you feel so depressed that nothing could cheer you up?	All of the time	24	6.9	51	10.9	49	9.4	78	13.4	56	10.9	54	9.8	67	12.6	379	10.8
	Most of the time	8	2.3	23	4.9	27	5.2	40	6.9	48	9.3	47	8.5	43	8.1	236	6.7
	Some of the time	29	8.4	49	10.4	47	9.1	61	10.5	67	13.0	74	13.5	66	12.4	393	11.2
	A little of the time	59	17.0	65	13.8	81	15.6	81	13.9	83	16.1	96	17.5	89	16.7	554	15.8
	None of the time	227	65.4	282	60.0	315	60.7	323	55.4	260	50.6	279	50.7	268	50.3	1954	55.6

Extra Questions

Table 15. (Contd.) Extra Questions

Question	Response																
		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
During the past 30 days, how often did you feel that everything was an effort?	All of the time	43	12.4	68	14.6	76	14.7	83	14.2	72	14.1	82	14.9	85	16.0	509	14.5
	Most of the time	34	9.8	59	12.7	52	10.1	70	12.0	68	13.3	79	14.4	57	10.8	419	12.0
	Some of the time	57	16.4	62	13.3	64	12.4	107	18.3	97	18.9	109	19.9	104	19.6	600	17.1
	A little of the time	60	17.2	72	15.5	81	15.7	102	17.5	98	19.1	96	17.5	109	20.6	618	17.6
	None of the time	154	44.3	205	44.0	243	47.1	222	38.0	177	34.6	183	33.3	175	33.0	1359	38.8
During the past 30 days, how often did you feel worthless?	All of the time	25	7.2	51	10.9	48	9.2	85	14.7	62	12.1	76	13.9	65	12.3	412	11.8
	Most of the time	11	3.2	35	7.5	25	4.8	32	5.5	40	7.8	30	5.5	42	7.9	215	6.1
	Some of the time	21	6.1	29	6.2	41	7.9	41	7.1	54	10.5	68	12.5	62	11.7	316	9.0
	A little of the time	31	9.0	50	10.7	64	12.3	80	13.8	68	13.2	79	14.5	78	14.7	450	12.9
	None of the time	257	74.5	301	64.6	341	65.7	342	59.0	290	56.4	293	53.7	283	53.4	2107	60.2
Are you currently enrolled in school?	Yes	306	92.7	429	92.1	498	96.0	554	96.2	505	99.0	542	98.7	532	99.4	3366	96.6
	No	24	7.3	37	7.9	21	4.0	22	3.8	5	1.0	7	1.3	3	0.6	119	3.4

NATIONAL RESOURCES

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

(From this web-site, the programs and services provided by the 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)
6001 Executive Blvd., Rm. 5213
Bethesda, Maryland 20892-9561
301-443-1124

<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

National Council on Alcoholism & Other
Drug Dependencies/Putnam
67 Gleneida Avenue
Carmel, NY 10512
845-225-4646
www.putnamncadd.org

Putnam Family & Community Services
1808 Route Six
Carmel, NY 10512
845-225-2700
www.pfcsinc.org

Putnam County Departments of Mental
Health and Social Services
110 Old Route Six
Building Two
Carmel, NY 10512
845-808-1500
www.putnamcountyny.com/

This Report Was Prepared by Bach Harrison L.L.C.

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