
2008 Arizona Youth Survey

Apache County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

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Introduction

2008 Arizona Youth Survey Summary for Apache County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	309	100	357	100	299	100	25,695	100
Grade								
8	309	100.0	357	100.0	299	100.0	25,695	100.0
Gender								
Male	144	47.2	167	47.6	153	51.9	12,462	49.5
Female	161	52.8	184	52.4	142	48.1	12,730	50.5
Ethnicity*								
Native American	288	93.8	323	94.2	281	87.3	2,416	7.7
African American	0	0.0	2	0.6	6	1.9	1,962	6.3
Hispanic	2	0.7	1	0.3	17	5.3	11,563	37.0
White	13	4.2	12	3.5	12	3.7	13,824	44.3
Asian	0	0.0	0	0.0	3	0.9	951	3.0
Pacific Islander	0	0.0	0	0.0	3	0.9	511	1.6

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

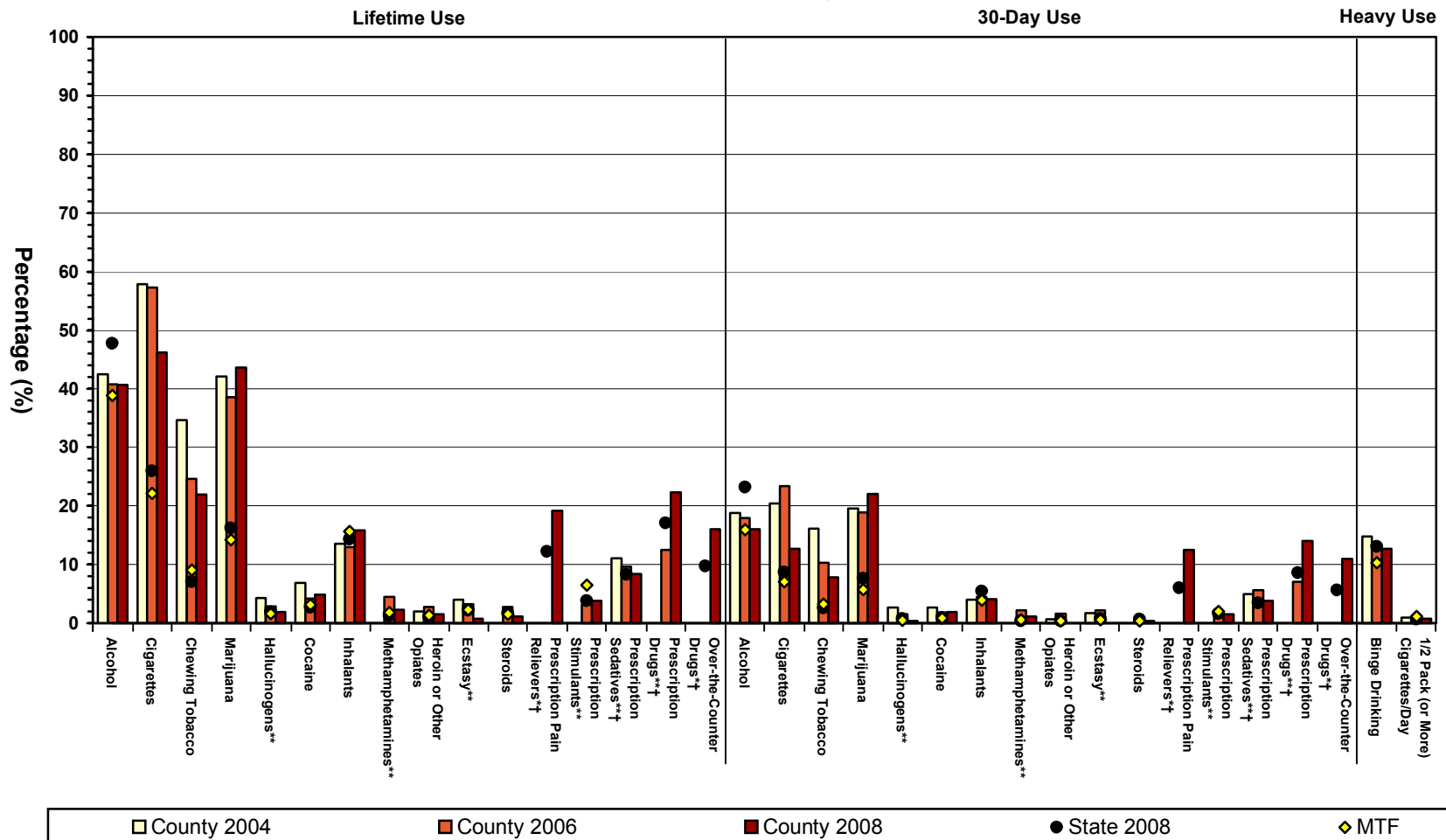
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Apache County, Grade 8



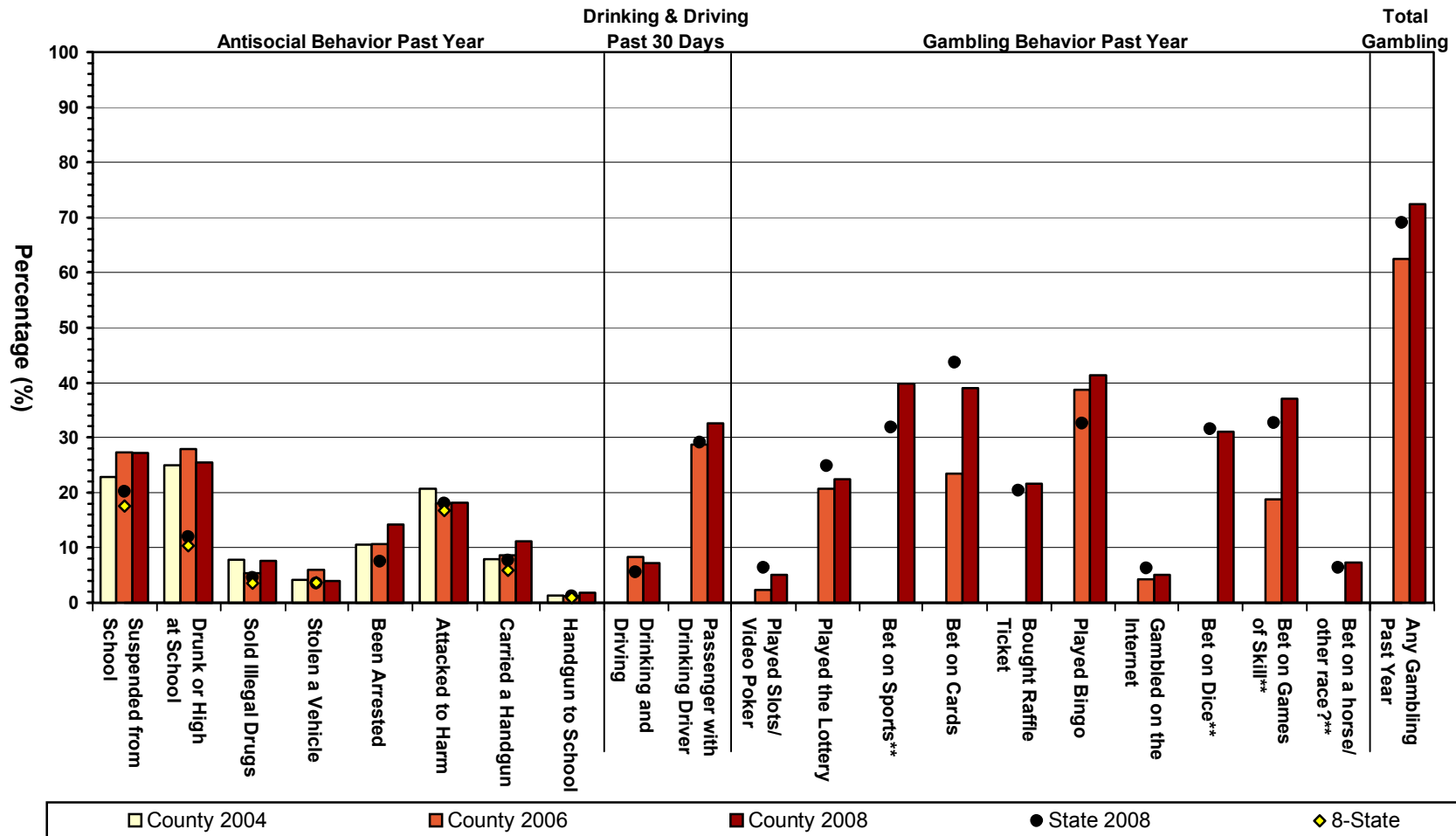
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Apache County, Grade 8

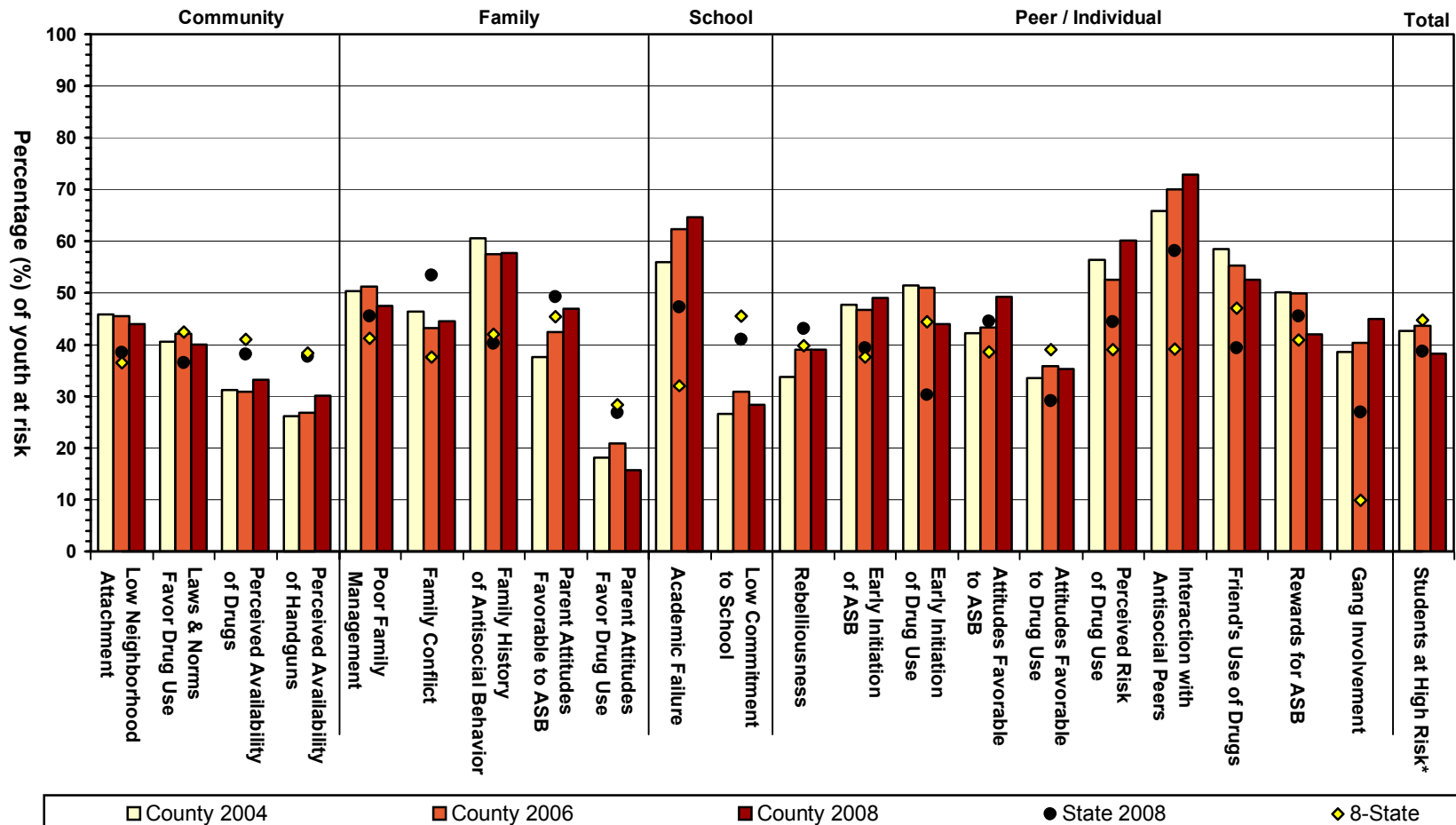


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

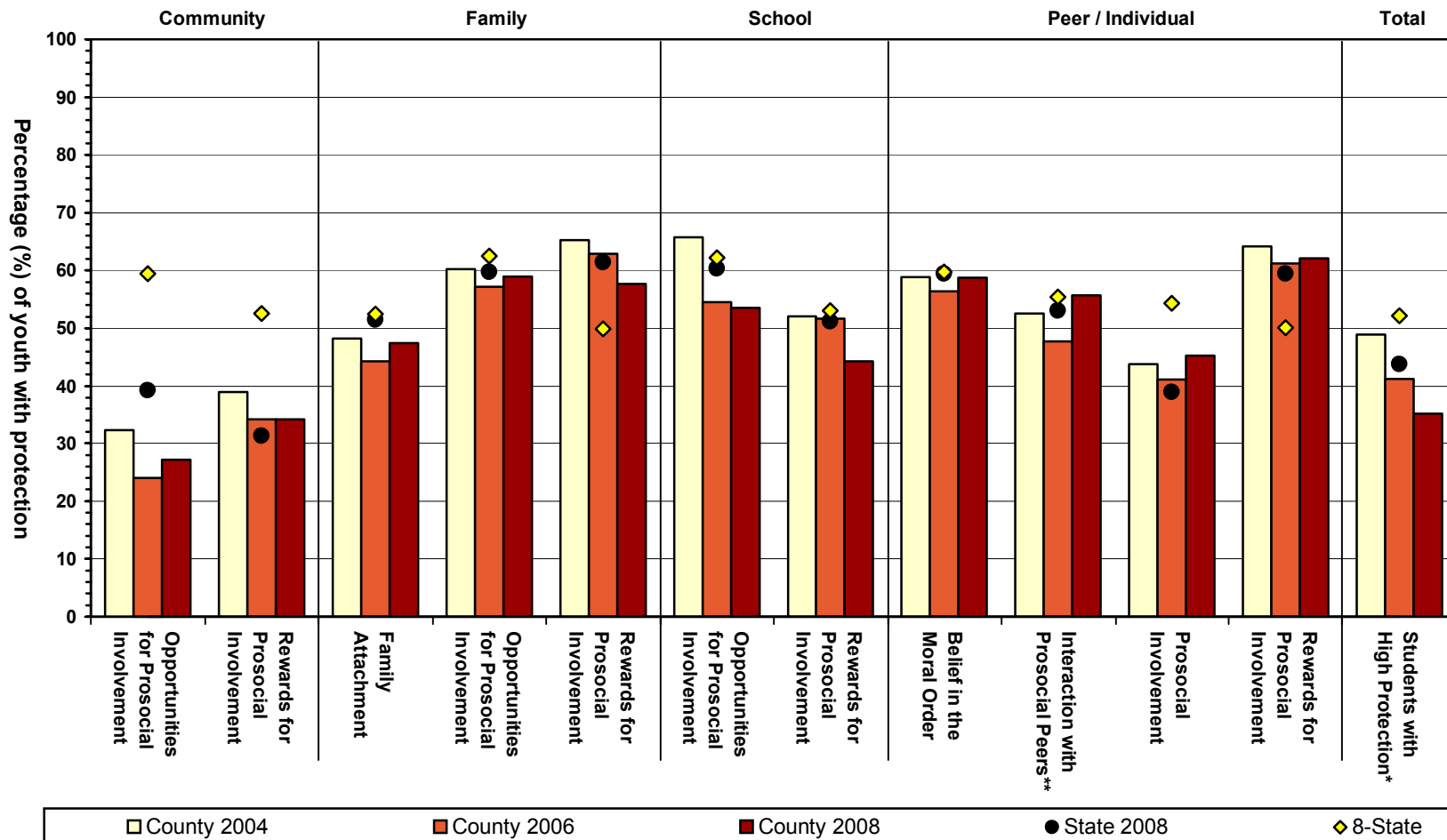
RISK PROFILE 2008 Apache County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Apache County, Grade 8



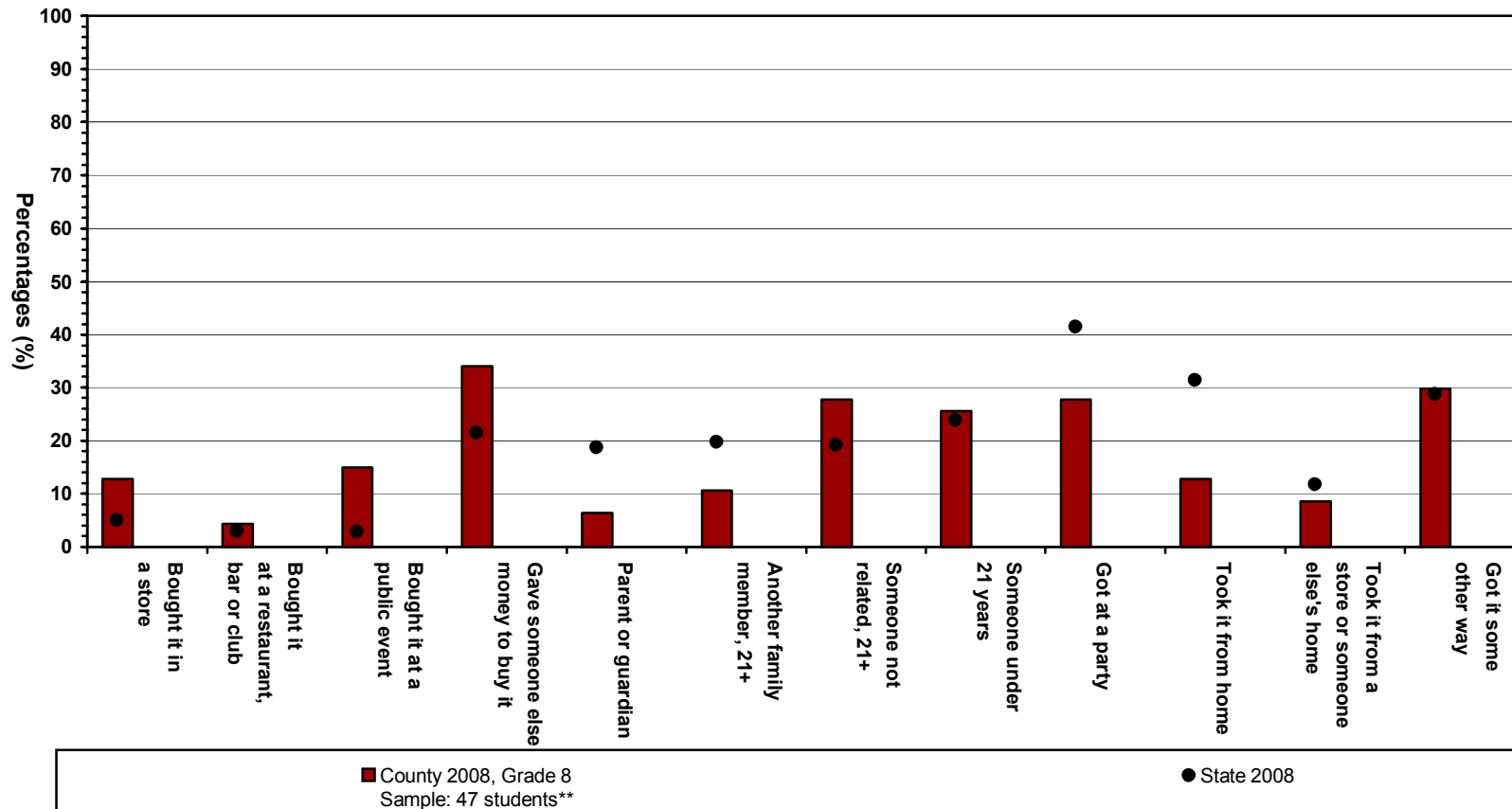
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL* 2008 Apache County Student Survey, Grade 8

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



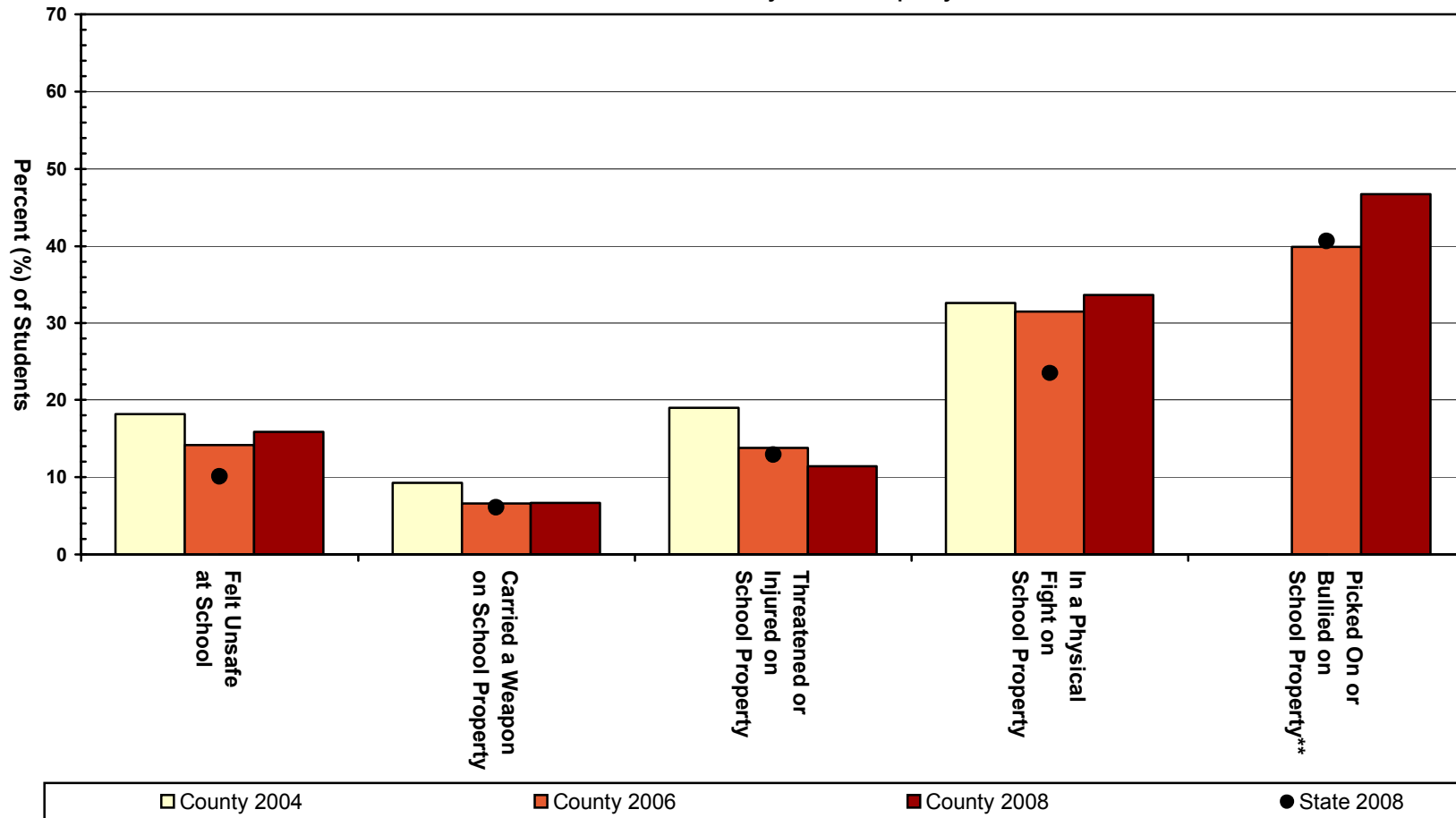
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Apache County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8			
		County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	42.5	40.8	40.7	47.8
Cigarettes	smoked cigarettes?	57.9	57.3	46.2	25.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	34.6	24.6	21.9	7.1
Marijuana	used marijuana?	42.1	38.6	43.7	16.2
Hallucinogens**	used LSD or other hallucinogens?	4.3	2.9	1.9	1.9
Cocaine	used cocaine or crack?	6.9	4.2	4.9	2.7
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	13.5	13.0	15.8	14.3
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	4.5	2.3	1.2
Heroin or Other Opiates	used heroin or other opiates?	2.0	2.8	1.5	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	4.0	3.2	0.8	2.2
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	2.8	1.1	1.7
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	19.2	12.2
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	7.3	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	3.1	3.8	3.8
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	11.1	9.6	8.4	8.3
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	12.5	22.3	17.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	16.0	9.7

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8			
		County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	18.8	17.9	16.0	23.2
Cigarettes	smoked cigarettes?	20.4	23.4	12.7	8.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	16.1	10.3	7.8	2.6
Marijuana	used marijuana?	19.5	18.9	22.0	7.6
Hallucinogens**	used LSD or other hallucinogens?	2.7	1.5	0.4	0.8
Cocaine	used cocaine or crack?	2.7	1.8	1.9	1.0
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.0	4.5	4.1	5.4
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	2.2	1.1	0.4
Heroin or Other Opiates	used heroin or other opiates?	0.7	1.6	0.0	0.4
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.7	2.2	0.0	0.8
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.6	0.4	0.7
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	12.5	6.0
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.3	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.9	1.5	1.6
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.0	5.6	3.8	3.4
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	7.1	14.0	8.6
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	11.0	5.6

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8			
		County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	14.8	13.0	12.7	13.1
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.0	0.9	0.8	0.7

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8			
		County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)					
Suspended from School		22.8	27.3	27.2	20.2
Drunk or High at School		25.0	27.9	25.5	12.0
Sold Illegal Drugs		7.8	5.4	7.6	4.6
Stolen or Tried to Steal a Motor Vehicle		4.2	6.0	4.0	3.6
Been Arrested		10.5	10.6	14.2	7.5
Attacked Someone with the Idea of Seriously Hurting Them		20.7	18.1	18.2	18.1
Carried a Handgun		7.9	8.6	11.2	7.7
Carried a Handgun to School		1.3	1.2	1.8	1.2
During the past 30 days, how many times did you: (One or more times)					
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	8.3	7.2	5.6
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	28.7	32.6	29.1

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8			
	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	62.5	72.4	69.1
Played a slot machine, poker machine or other gambling machine?	n/a	2.3	5.1	6.4
Played the lottery or scratch-off tickets?	n/a	20.7	22.4	24.8
Bet on sports?*	n/a	n/a	39.9	31.8
Played cards?	n/a	23.4	39.0	43.7
Bought a raffle ticket?	n/a	n/a	21.6	20.4
Played bingo?	n/a	38.7	41.4	32.6
Gambled on the Internet?	n/a	4.3	5.1	6.3
Played a dice game?*	n/a	n/a	31.0	31.5
Bet on a game of personal skill such as pool or a video game?*	n/a	18.8	37.1	32.7
Bet on a horse or other animal race?*	n/a	n/a	7.3	6.4

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8			
	County 2004	County 2006	County 2008	State 2008
Community Domain				
Opportunities for Prosocial Involvement	32.3	24.0	27.2	39.3
Rewards for Prosocial Involvement	39.0	34.2	34.2	31.3
Family Domain				
Family Attachment	48.2	44.3	47.4	51.5
Opportunities for Prosocial Involvement	60.2	57.2	59.0	59.7
Rewards for Prosocial Involvement	65.3	62.9	57.7	61.4
School Domain				
Opportunities for Prosocial Involvement	65.7	54.5	53.5	60.3
Rewards for Prosocial Involvement	52.1	51.7	44.3	51.2
Peer-Individual Domain				
Belief in the Moral Order	58.9	56.4	58.8	59.4
Interaction with Prosocial Peers*	52.6	47.7	55.7	53.1
Prosocial Involvement	43.8	41.1	45.3	39.0
Rewards for Prosocial Involvement	64.2	61.2	62.1	59.4
Total Protection				
Students with High Protection**	48.9	41.2	35.1	43.8

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8			
	County 2004	County 2006	County 2008	State 2008
Community Domain				
Low Neighborhood Attachment	45.9	45.5	44.0	38.5
Laws & Norms Favor Drug Use	40.6	42.1	40.1	36.6
Perceived Availability of Drugs	31.2	30.9	33.3	38.2
Perceived Availability of Handguns	26.1	26.8	30.1	37.8
Family Domain				
Poor Family Management	50.4	51.3	47.5	45.5
Family Conflict	46.4	43.3	44.6	53.5
Family History of Antisocial Behavior	60.6	57.5	57.7	40.3
Parent Attitudes Favorable to ASB	37.7	42.5	47.0	49.3
Parent Attitudes Favor Drug Use	18.1	20.9	15.7	26.8
School Domain				
Academic Failure	56.0	62.3	64.6	47.3
Low Commitment to School	26.6	30.9	28.3	41.0
Peer-Individual Domain				
Rebelliousness	33.8	39.1	39.1	43.1
Early Initiation of ASB	47.7	46.8	49.1	39.4
Early Initiation of Drug Use	51.5	51.0	44.0	30.3
Attitudes Favorable to ASB	42.3	43.4	49.3	44.6
Attitudes Favorable to Drug Use	33.6	35.9	35.4	29.1
Perceived Risk of Drug Use	56.4	52.6	60.2	44.5
Interaction with Antisocial Peers	65.9	70.0	72.9	58.2
Friend's Use of Drugs	58.5	55.3	52.6	39.4
Rewards for ASB	50.2	49.9	42.0	45.6
Gang Involvement	38.6	40.4	45.0	26.9
Total Risk				
Students at High Risk*	42.7	43.7	38.3	38.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8	
	County 2008	State 2008
<i>Sample size*</i>	47	4,418
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	12.8	5.0
I bought it at a restaurant, bar, or club	4.3	3.0
I bought it at a public event such as a concert or sporting event	14.9	2.9
I gave someone else money to buy it for me	34.0	21.4
My parent or guardian gave it to me	6.4	18.7
Another family member who is 21 or older gave it to me	10.6	19.7
Someone not related to me who is 21 or older gave it to me	27.7	19.2
Someone under the age of 21 gave it to me	25.5	23.8
I got it at a party	27.7	41.5
I took it from home	12.8	31.4
I took it from a store or someone else's home	8.5	11.7
I got it some other way	29.8	28.7

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8			
		County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	81.0	86.2	88.6	87.1
	1 time	9.8	6.3	6.2	6.6
	2-3 times	5.6	4.0	2.6	3.5
	4-5 times	1.3	1.4	0.7	1.0
	6-7 times	0.3	0.9	0.4	0.4
	8-9 times	0.0	0.0	0.4	0.3
	10-11 times	0.0	0.6	0.7	0.1
	12 or more times	2.0	0.6	0.4	0.9
During the past 12 months, how many times were you in a physical fight on school property?	0 times	67.4	68.5	66.3	76.5
	1 time	14.1	16.8	16.7	12.9
	2-3 times	12.2	8.1	12.6	6.9
	4-5 times	3.9	2.6	2.2	1.7
	6-7 times	0.7	1.2	1.1	0.6
	8-9 times	0.0	0.0	0.0	0.4
	10-11 times	0.0	0.6	0.7	0.3
	12 or more times	1.6	2.3	0.4	0.7
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	60.1	53.3	59.4
	1 time	n/a	18.2	22.1	13.2
	2-3 times	n/a	17.9	9.9	11.5
	4-5 times	n/a		5.1	4.3
	6-7 times	n/a		1.5	1.9
	8-9 times	n/a		1.1	1.2
	10-11 times	n/a		1.8	0.8
	12 or more times	n/a	3.8	5.1	7.7
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	81.8	85.8	84.1	89.9
	1 day	9.2	6.9	9.6	5.8
	2-3 days	5.0	3.5	3.3	2.7
	4-5 days	1.0	1.4	1.1	0.6
	6 or more days	3.0	2.3	1.9	1.0
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	90.7	93.4	93.3	93.9
	1 day	3.3	3.5	4.4	3.1
	2-3 days	2.7	1.7	2.2	1.3
	4-5 days	0.3	0.3	0.0	0.5
	6 or more days	3.0	1.2	0.0	1.2

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured in the 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008					
			Grade 8		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at <i>Moderate</i> or <i>Great Risk</i> of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	65.3	245	62.7	118	67.7	124
	smoke 1 or more packs or cigarettes per day	Cigarettes	67.7	248	65.0	120	71.2	125
	smoke marijuana regularly	Marijuana	66.0	241	63.2	117	68.6	121
Perception of Parent Disapproval (Parents feel it would be <i>Wrong</i> or <i>Very Wrong</i> to...)	drink beer, wine, or hard liquor regularly	Alcohol	96.8	218	95.1	103	98.2	112
	smoke cigarettes	Cigarettes	95.8	216	95.1	103	96.4	110
	smoke marijuana	Marijuana	95.3	211	93.1	101	97.2	108
Perception of Peer Disapproval (I think it is <i>Wrong</i> or <i>Very Wrong</i> for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	81.4	280	76.1	142	87.4	135
	smoke cigarettes	Cigarettes	79.3	280	76.1	142	83.0	135
	smoke marijuana	Marijuana	74.2	279	69.5	141	80.7	135
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	16.0	268	18.5	135	13.8	130
		Cigarettes	12.7	259	14.2	127	11.6	129
		Marijuana	22.0	268	28.9	135	14.6	130
			Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	43.4	279	42.8	145	42.7	131
		Average age:	12.1 years		12.2 years		12.1 years	
	smoked a cigarette, even just a puff?	Cigarettes	48.2	282	49.7	143	45.6	136
		Average age:	11.6 years		11.7 years		11.6 years	
	smoked marijuana?	Marijuana	40.1	282	49.3	142	29.9	137
		Average age:	12 years		12 years		12 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

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Division of Behavioral Health Services
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Arizona Prevention Resource Center

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Center for Violence Prevention and Community Safety

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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
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Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

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Elise Mikkelsen
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Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Cochise County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

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Arizona Department of Health Services

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and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Cochise County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,746	100	1,576	100	1,163	100	54,734	100
Grade								
8	733	42.0	837	53.1	414	35.6	25,695	46.9
10	562	32.2	549	34.8	487	41.9	16,089	29.4
12	451	25.8	190	12.1	262	22.5	12,950	23.7
Gender								
Male	788	45.8	712	46.2	543	47.7	26,213	48.8
Female	933	54.2	829	53.8	596	52.3	27,514	51.2
Ethnicity*								
Native American	28	1.6	30	2.0	101	6.8	4,812	7.4
African American	76	4.4	68	4.5	100	6.7	3,915	6.0
Hispanic	773	45.0	564	37.0	619	41.7	21,525	32.9
White	668	38.9	717	47.0	598	40.3	31,887	48.8
Asian	45	2.6	44	2.9	50	3.4	2,117	3.2
Pacific Islander	24	1.4	25	1.6	16	1.1	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

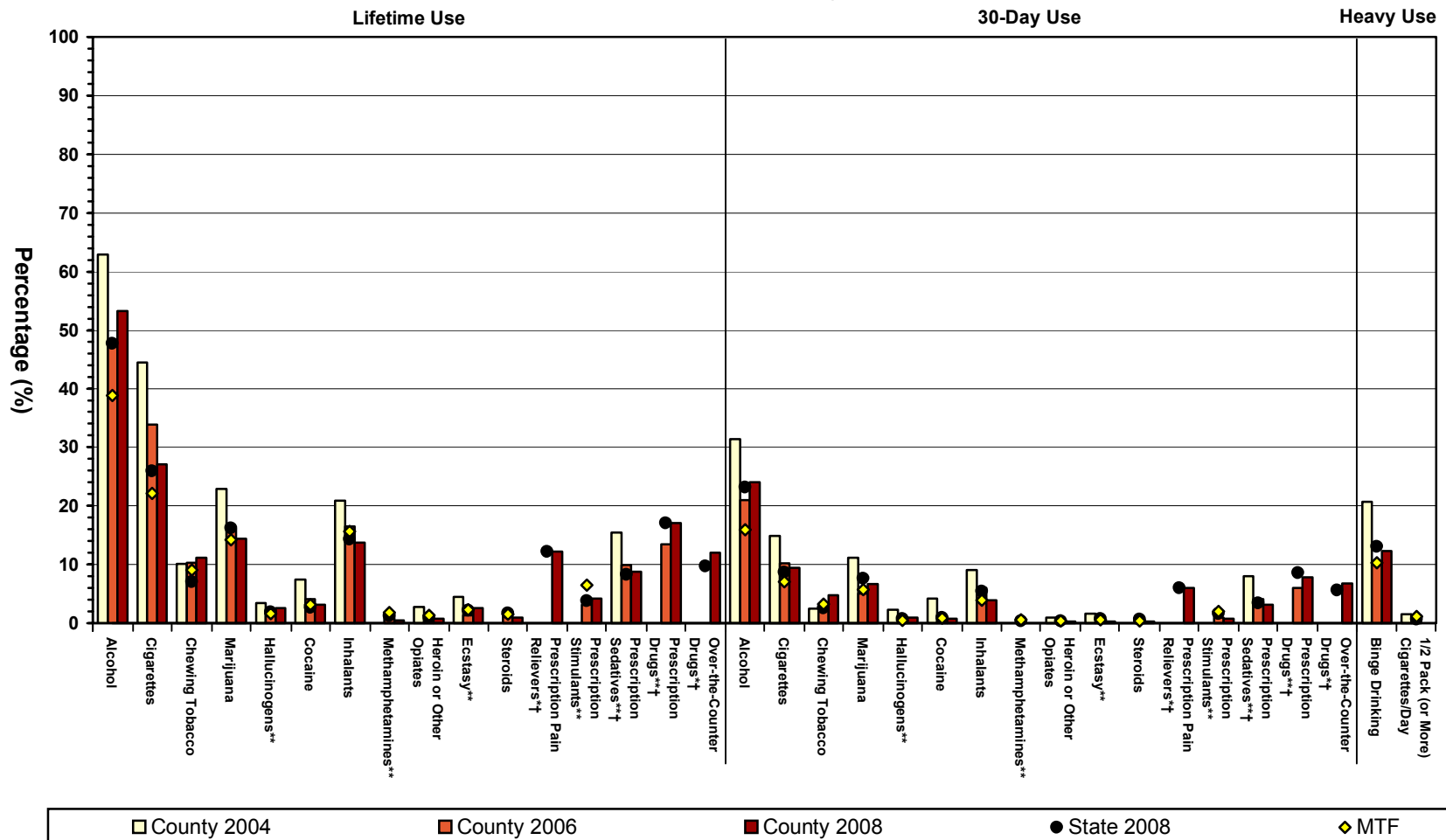
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Cochise County, Grade 8



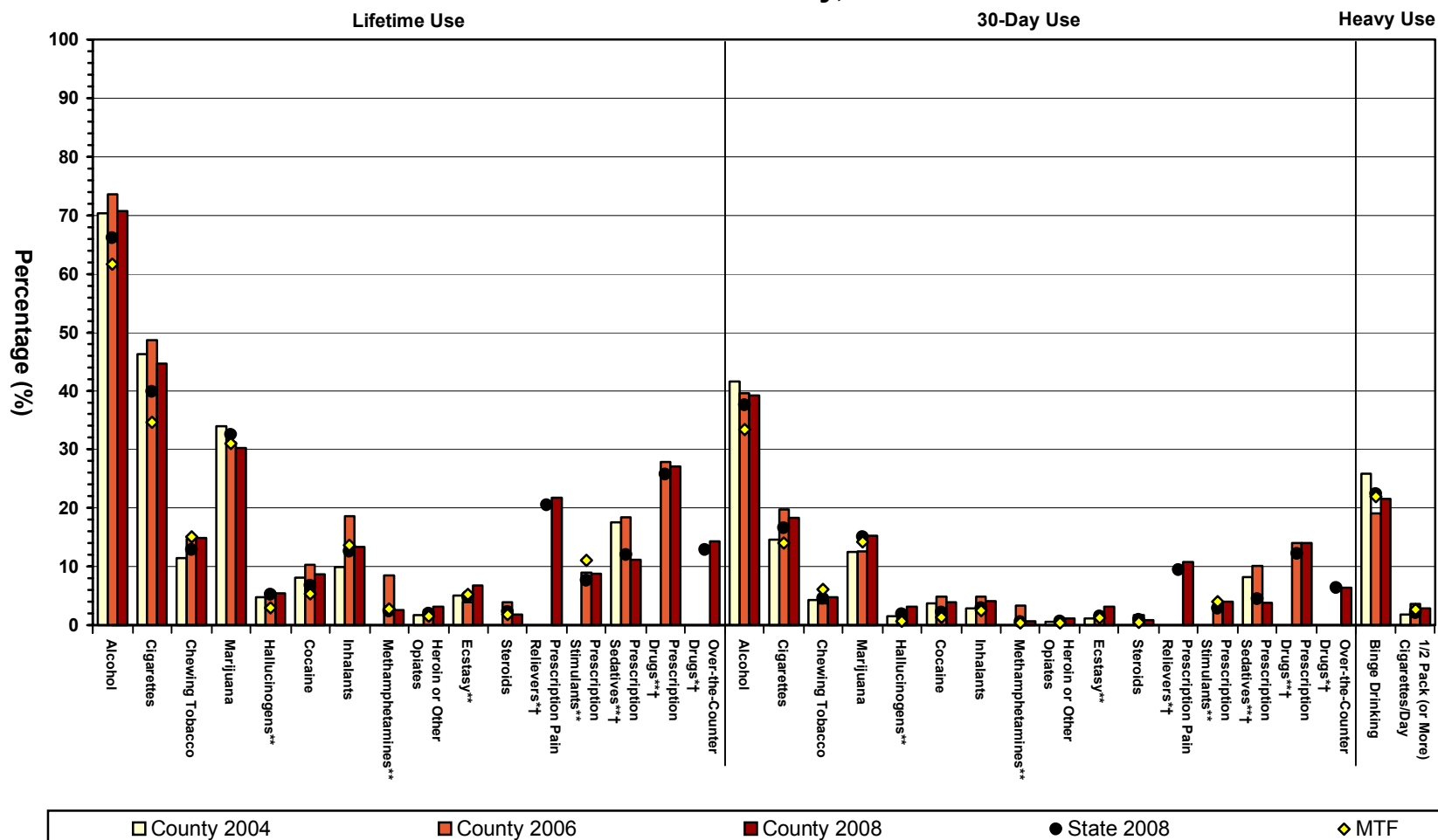
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Cochise County, Grade 10



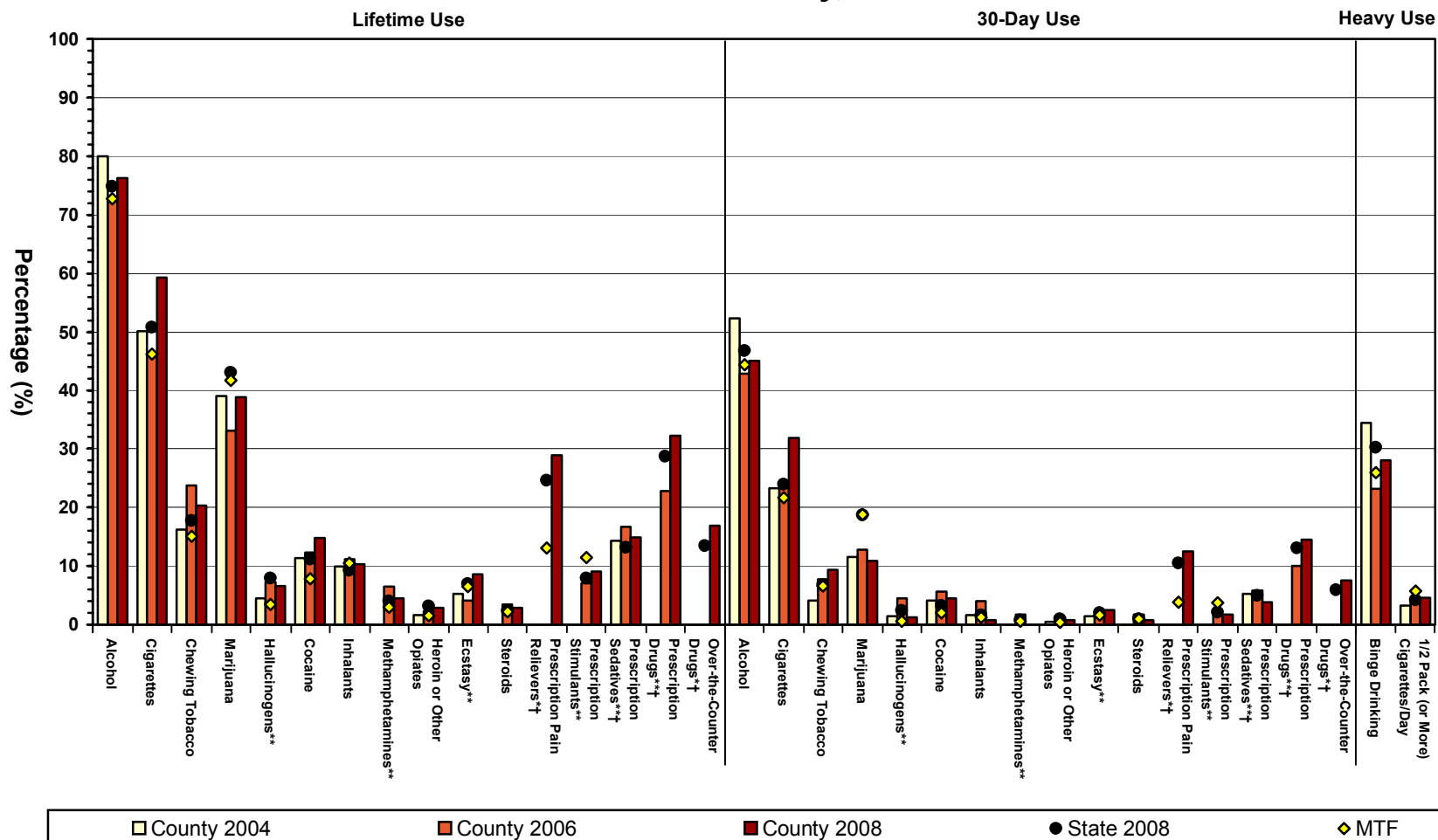
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Cochise County, Grade 12



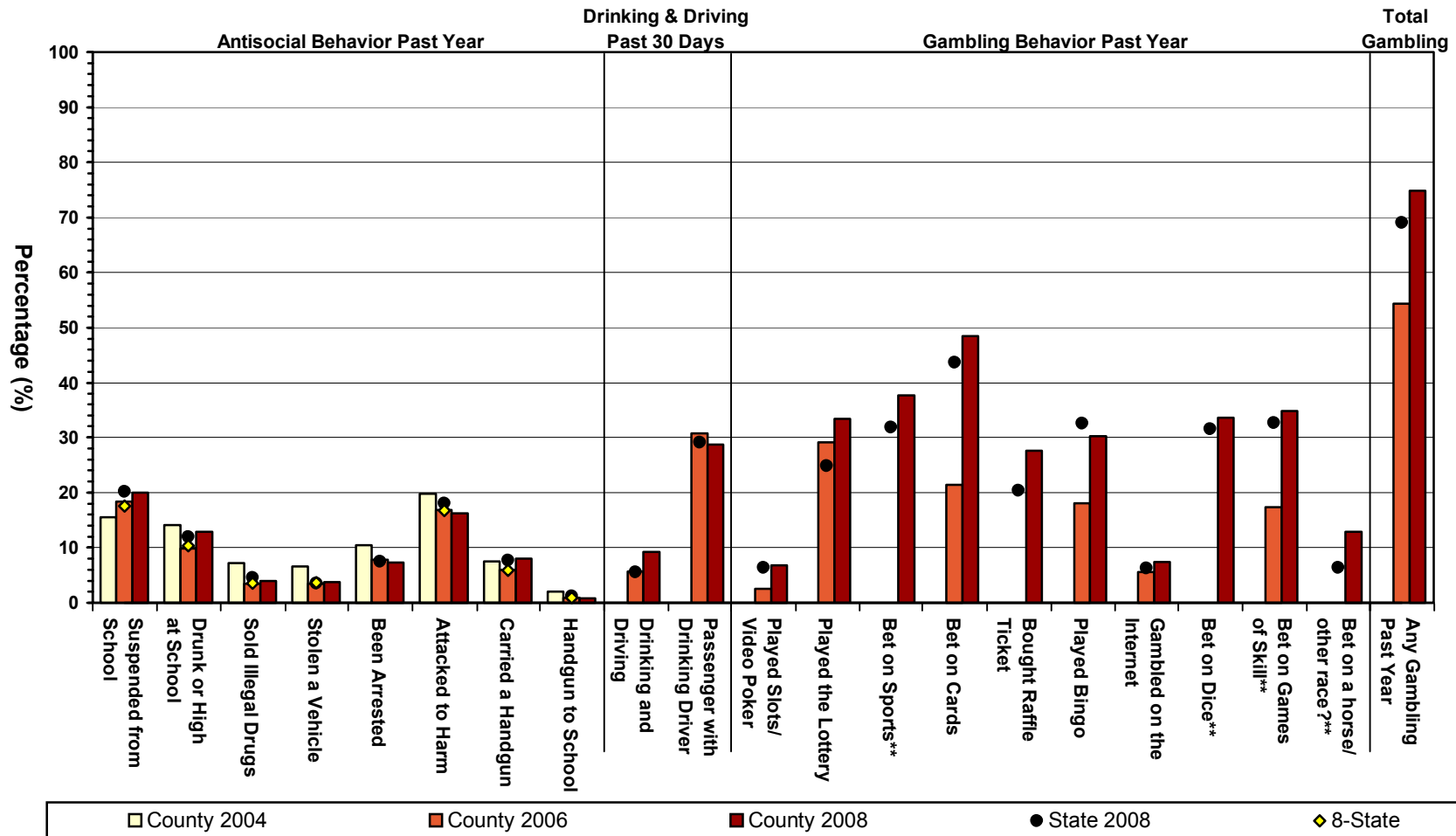
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Cochise County, Grade 8

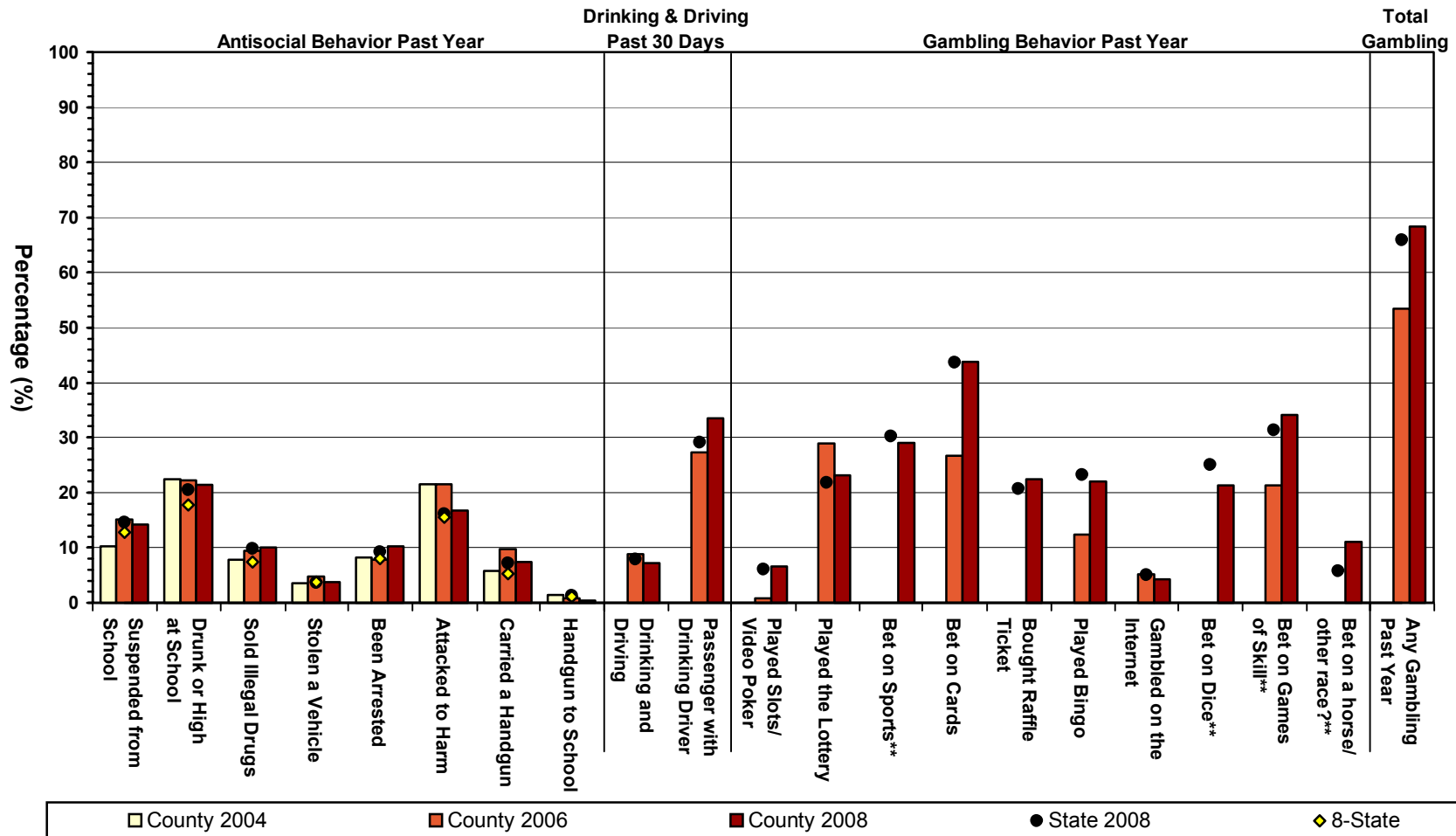


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Cochise County, Grade 10

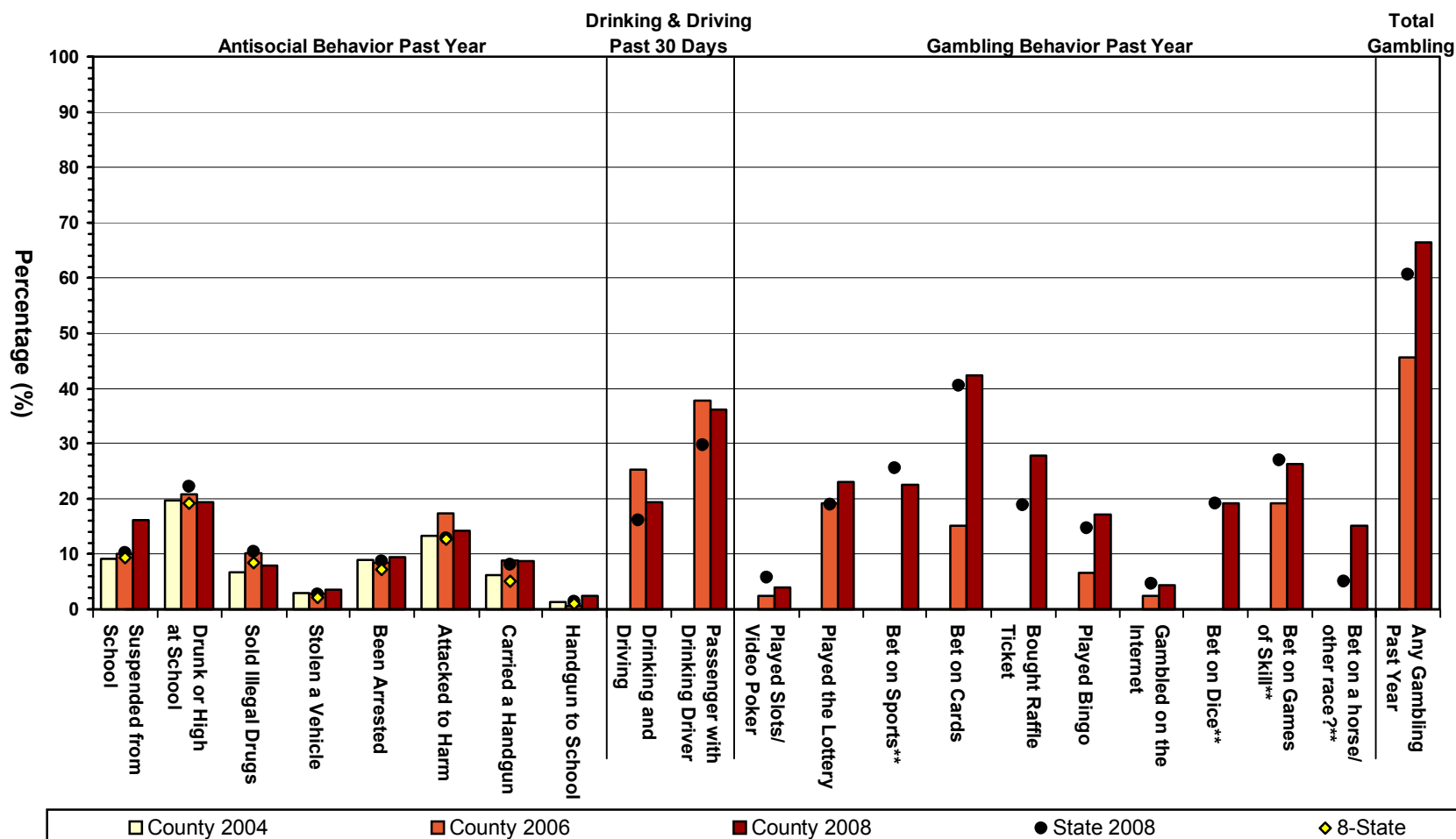


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Cochise County, Grade 12



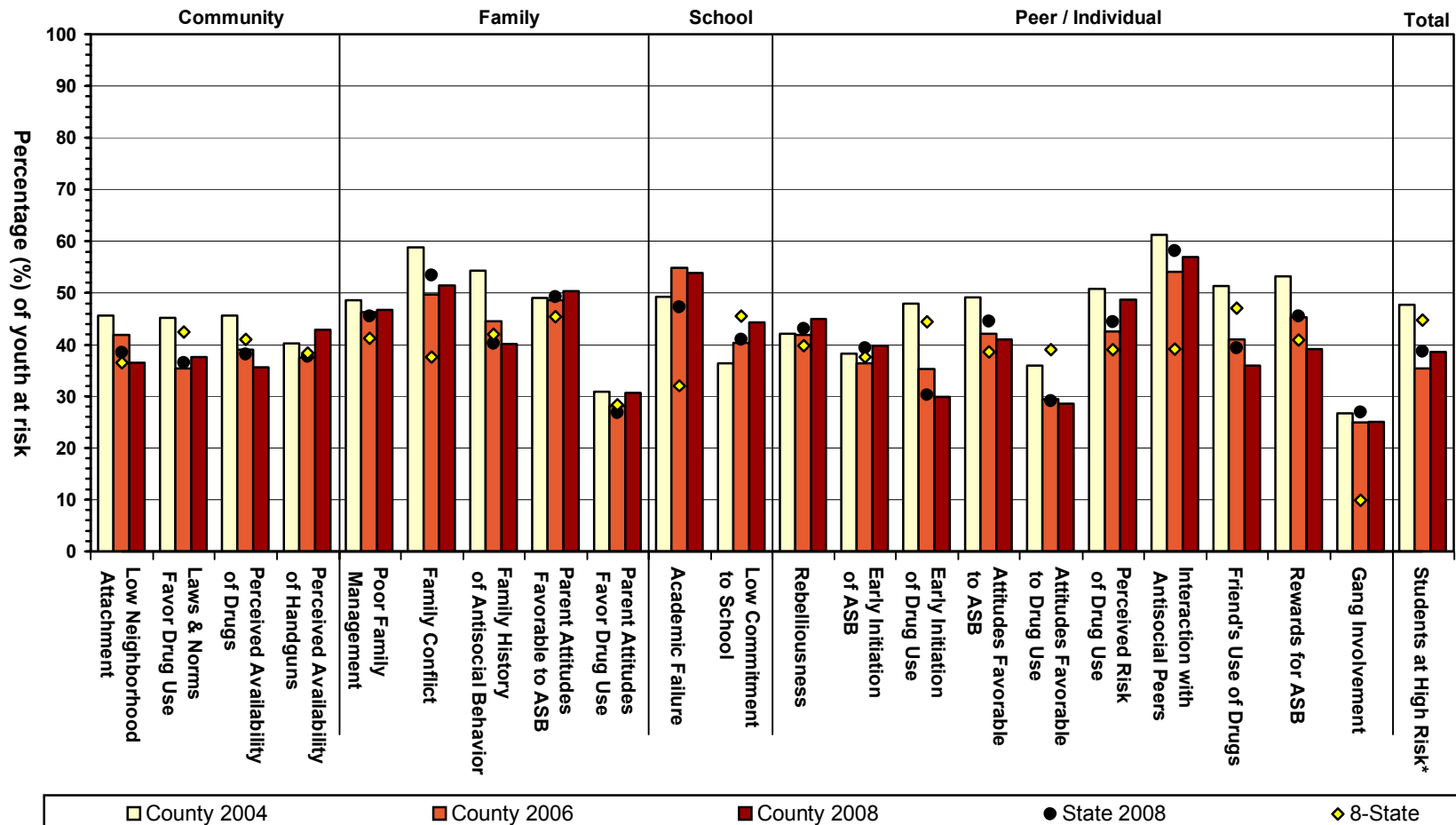
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Risk and Protective Factor Profiles

RISK PROFILE

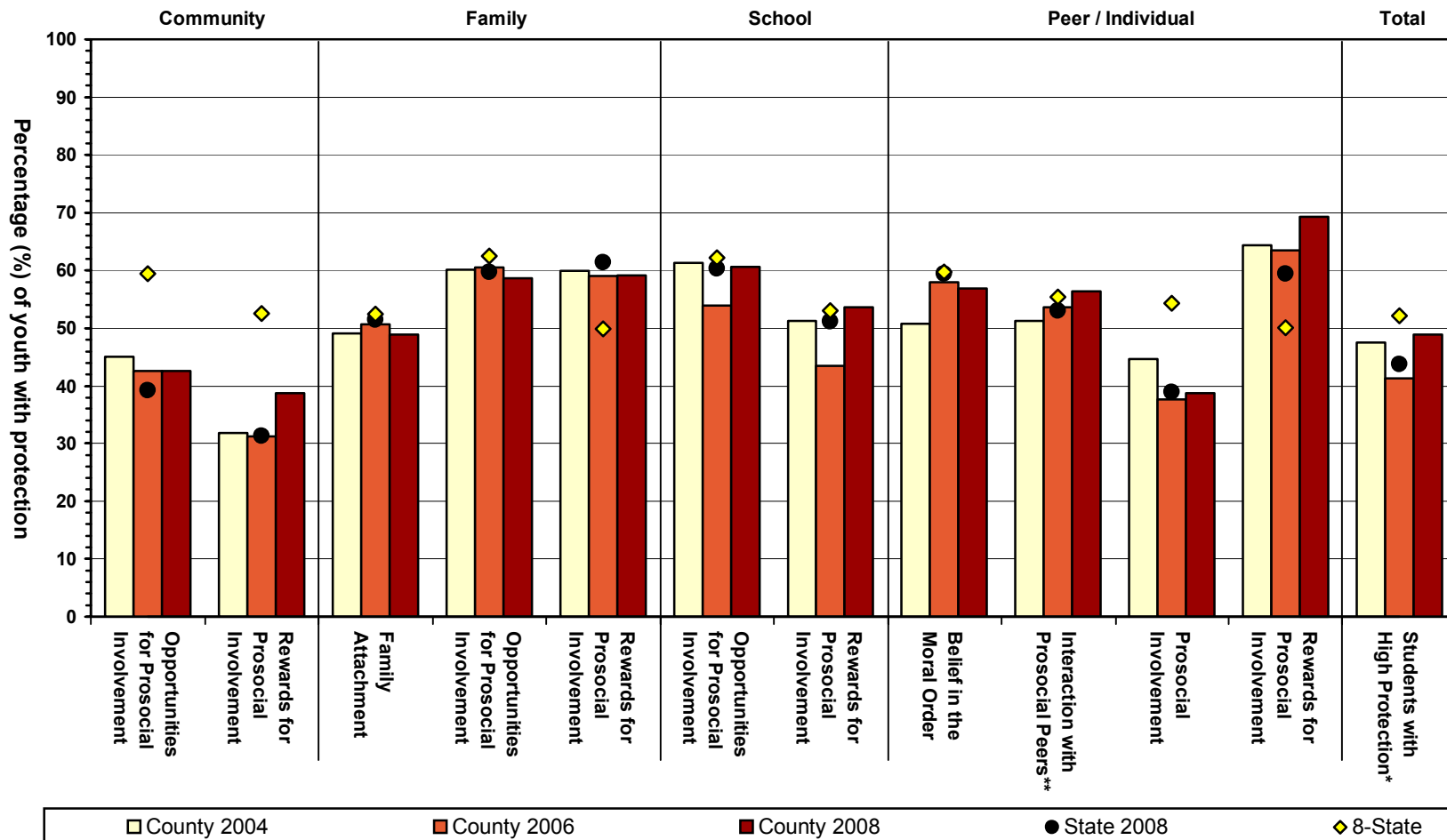
2008 Cochise County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Cochise County, Grade 8



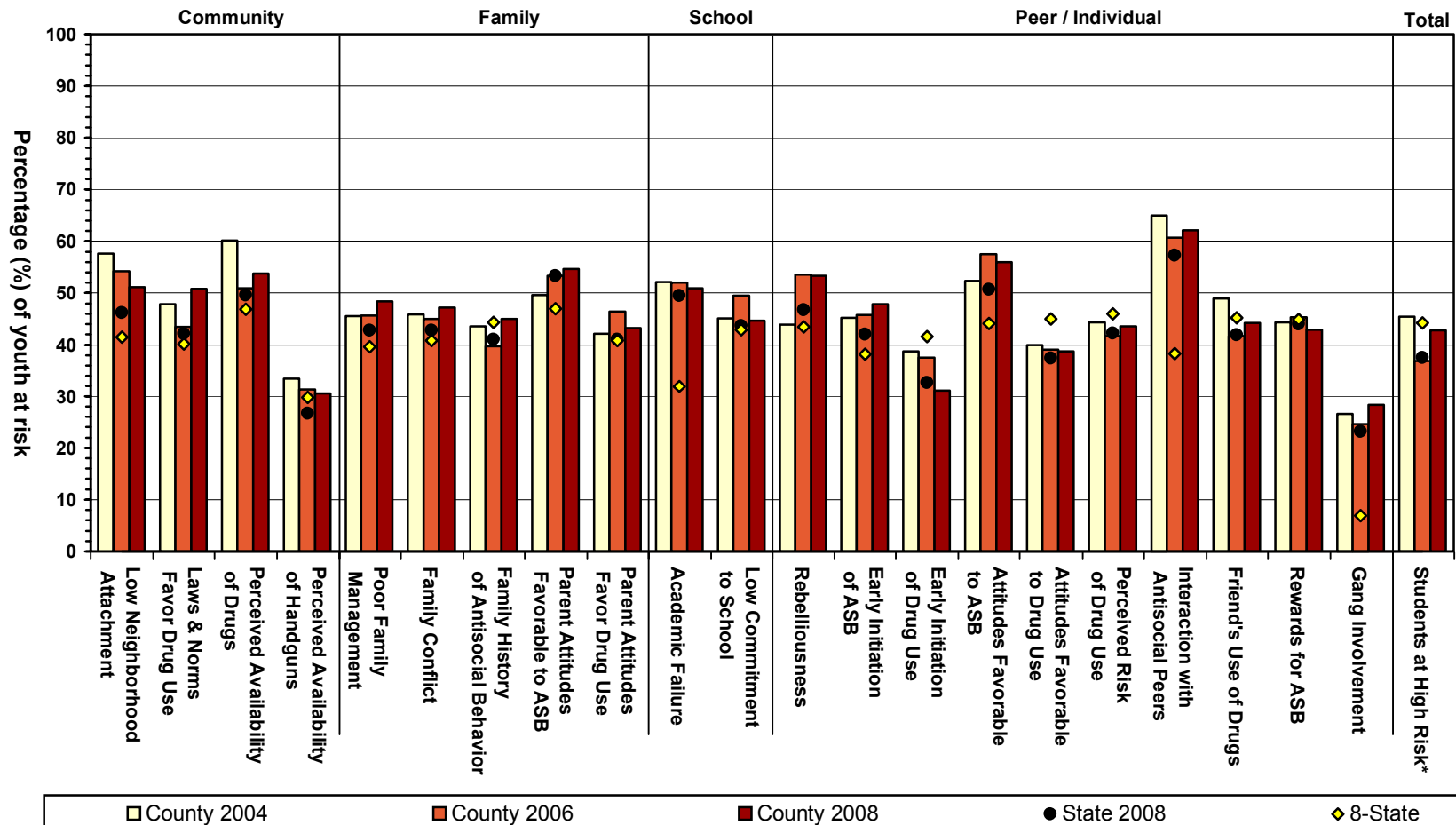
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

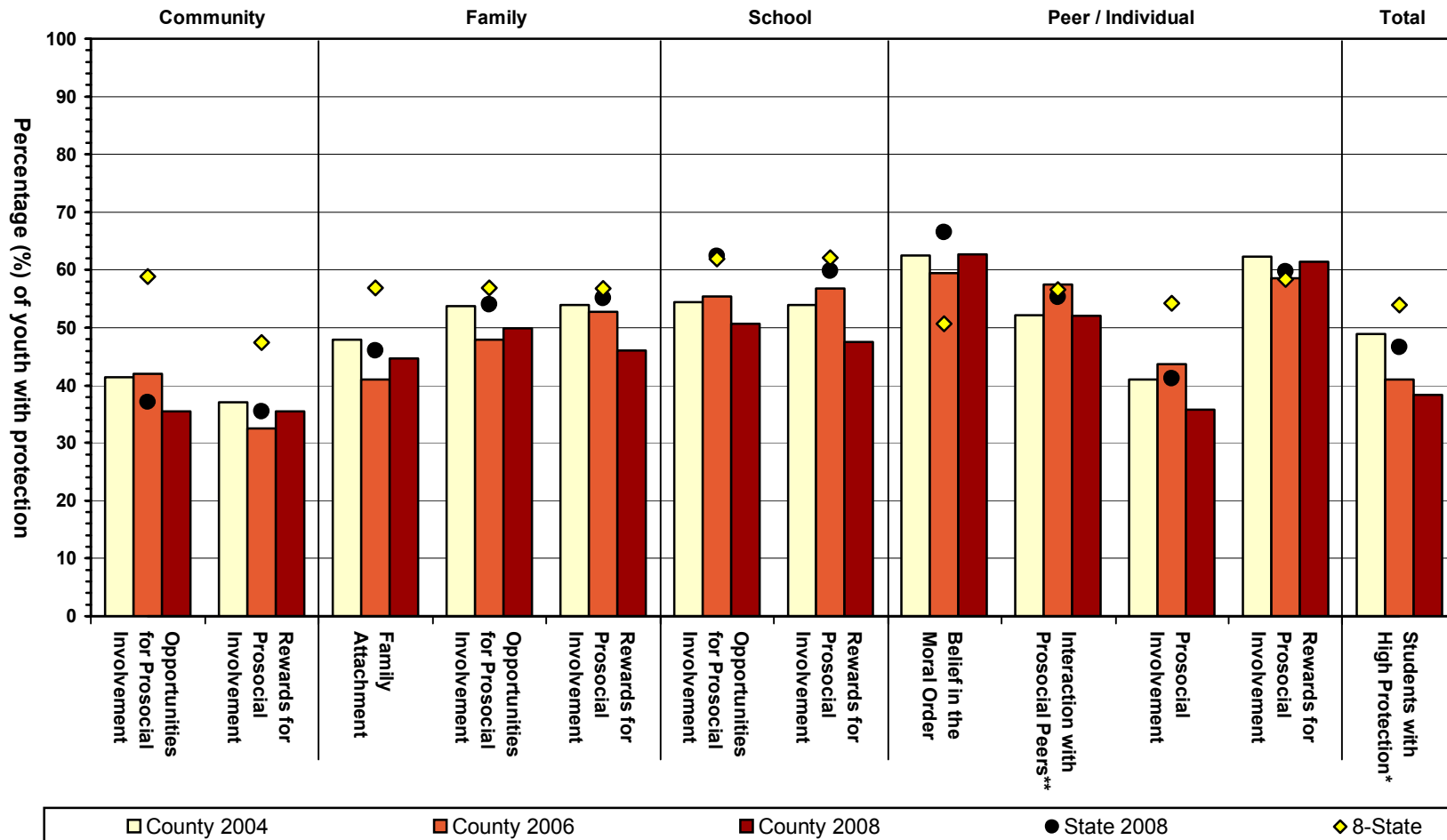
2008 Cochise County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Cochise County, Grade 10



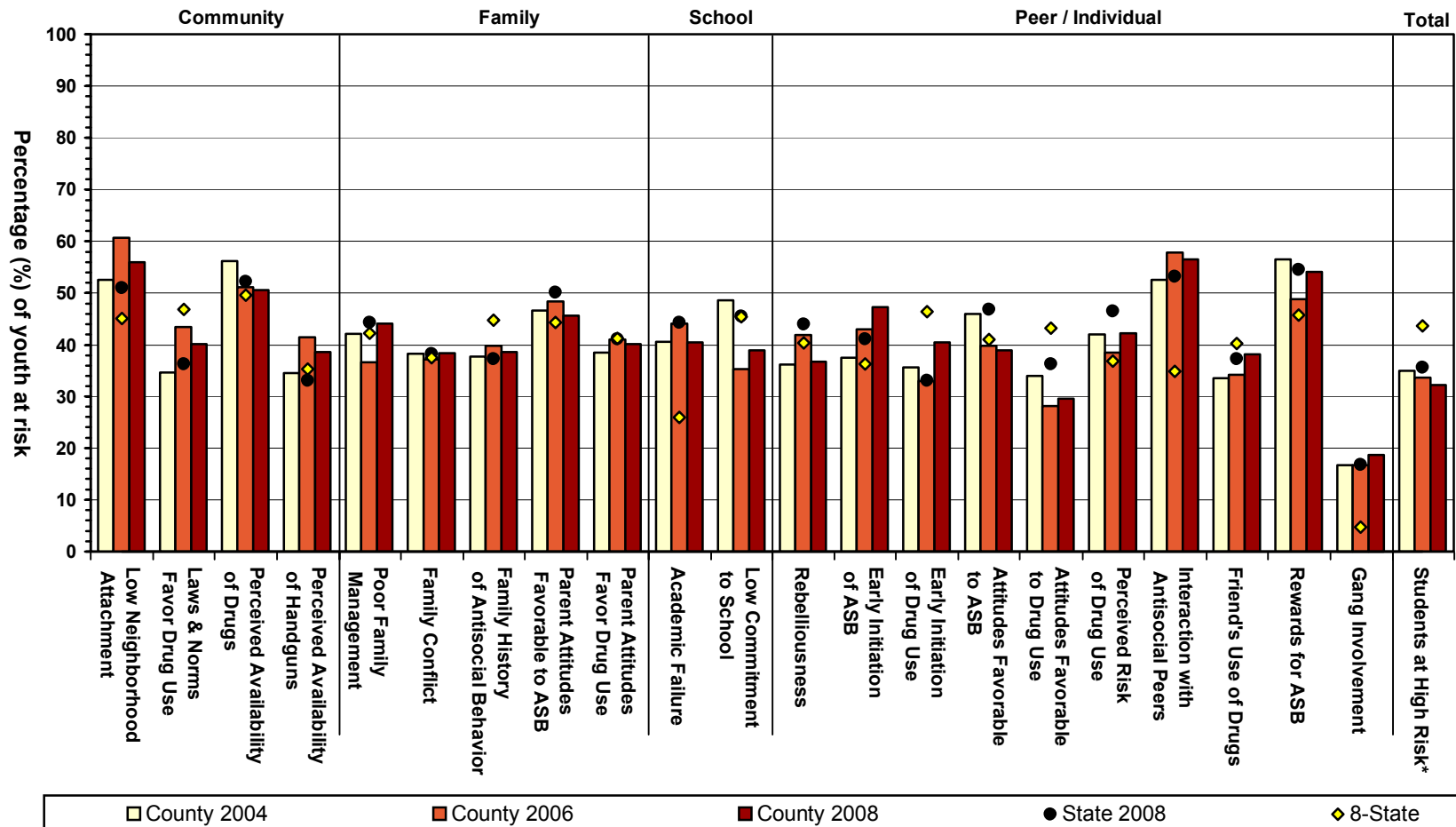
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

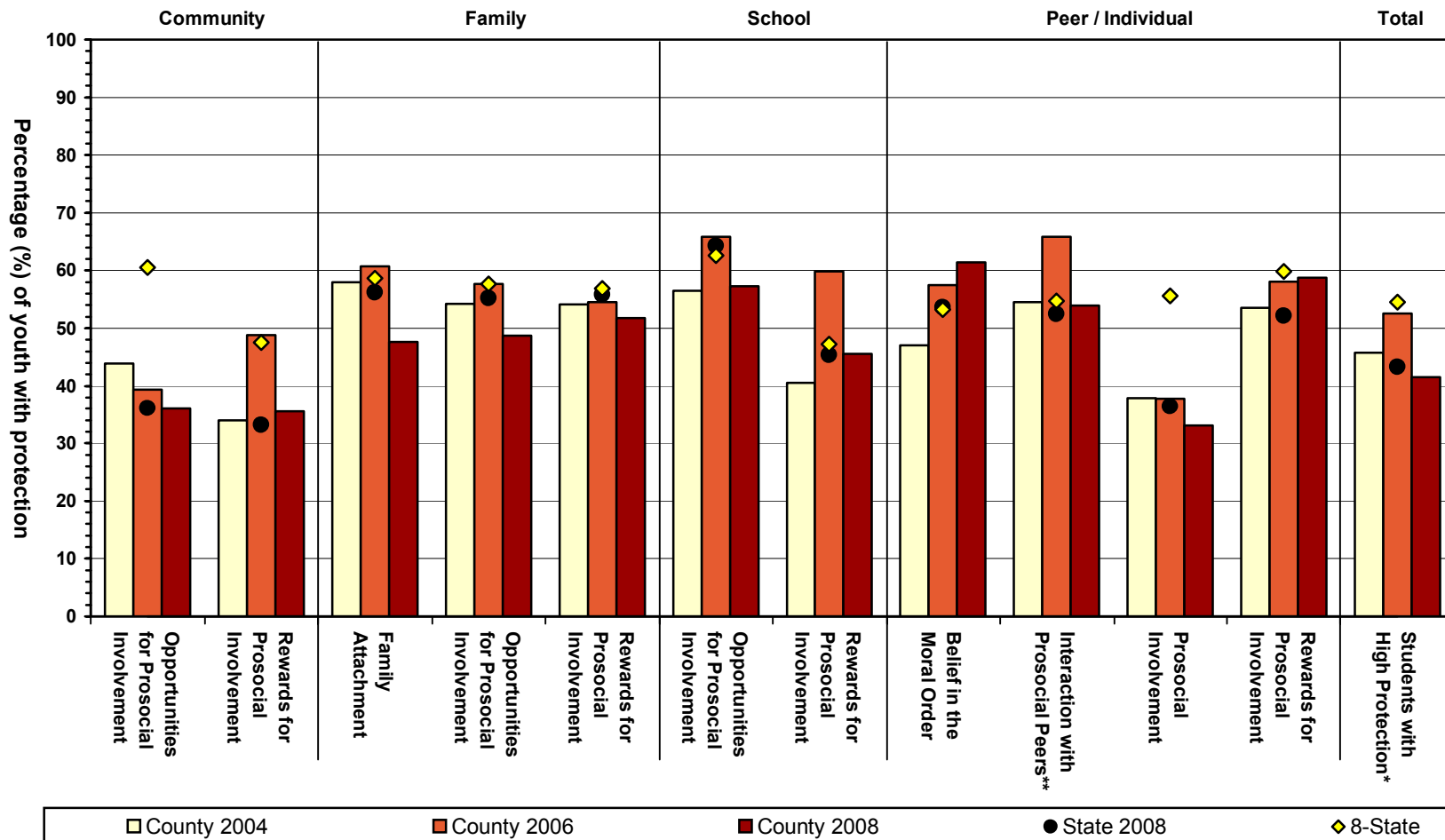
2008 Cochise County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Cochise County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

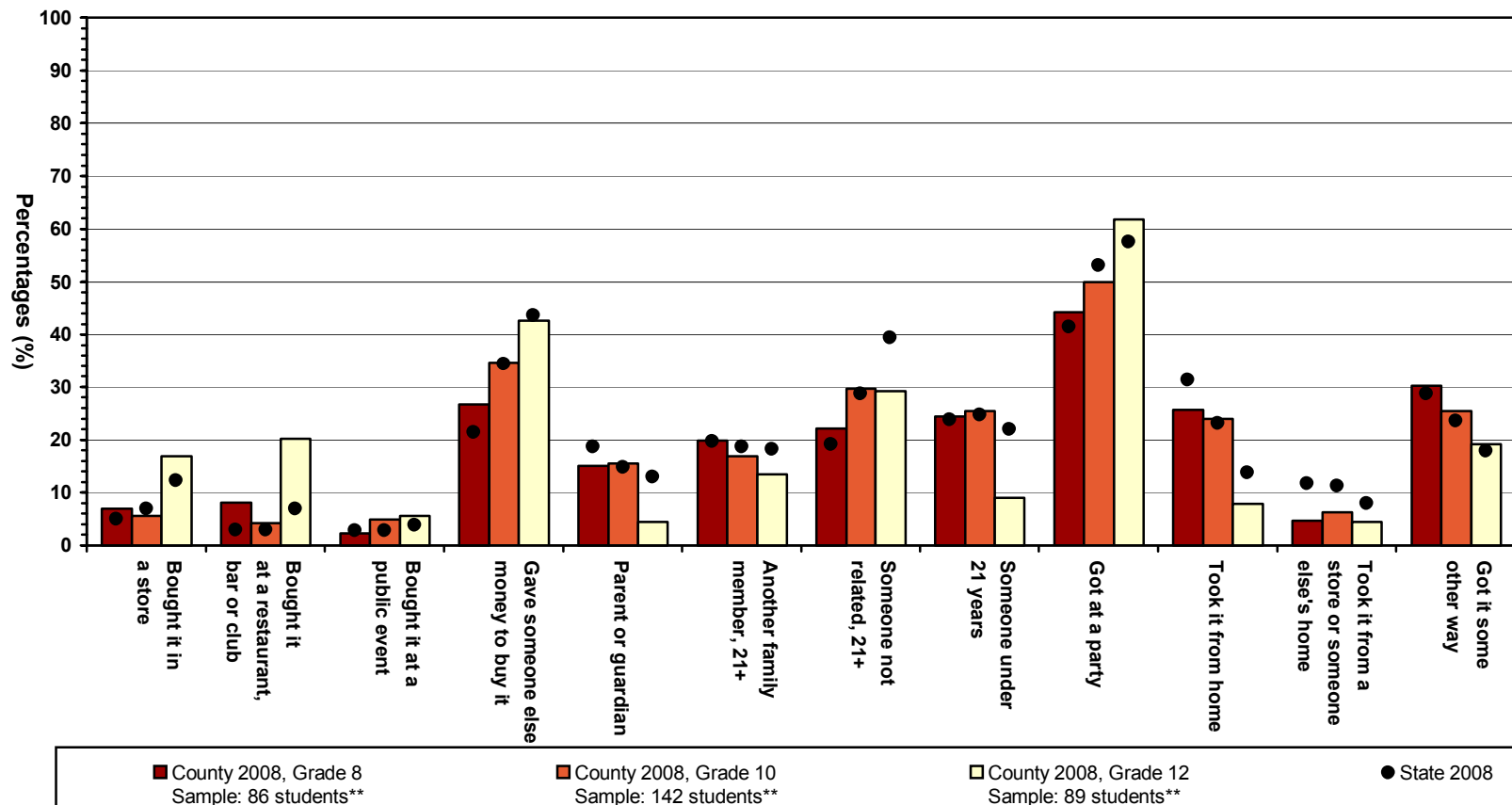
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Cochise County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



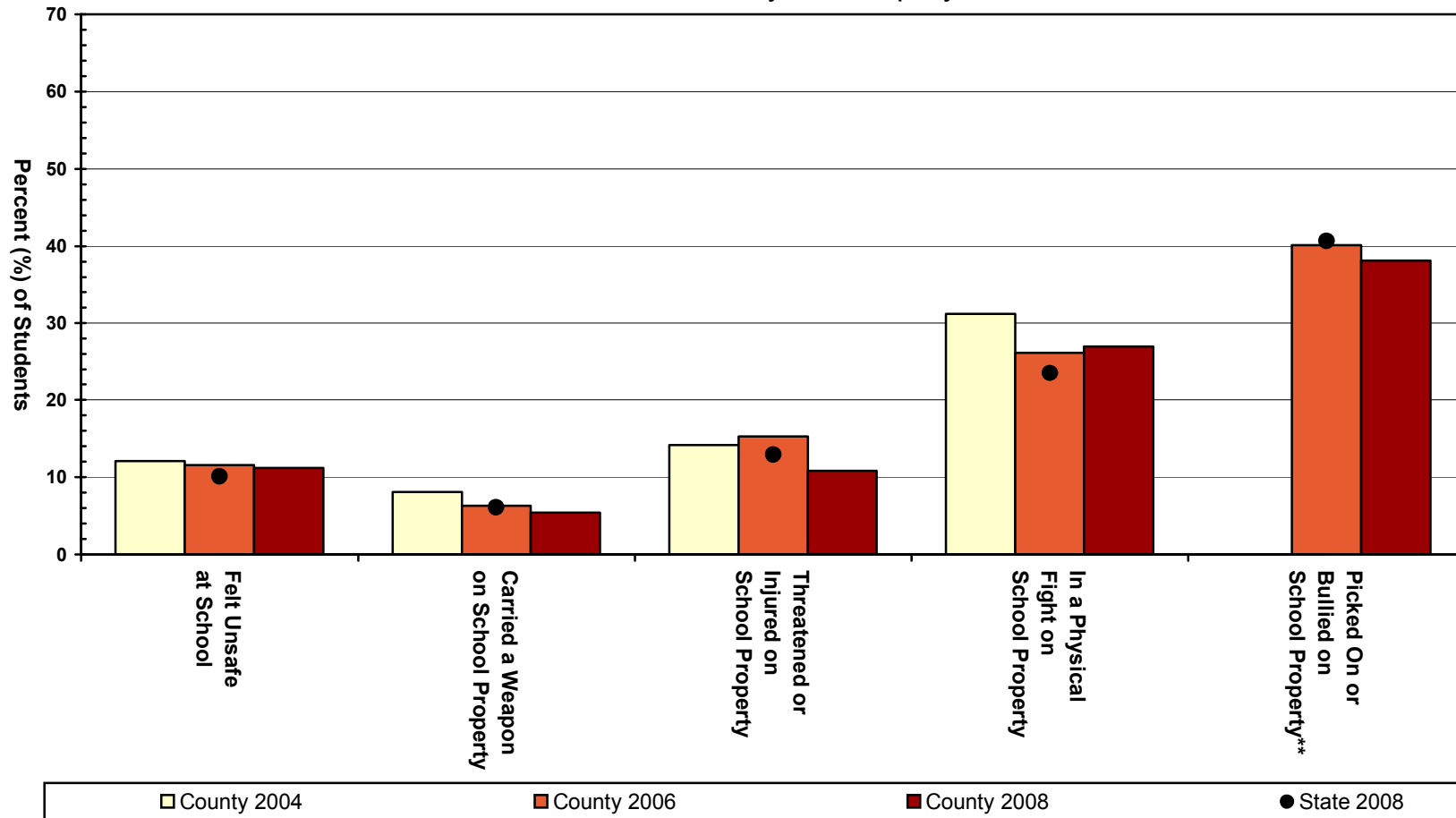
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Cochise County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



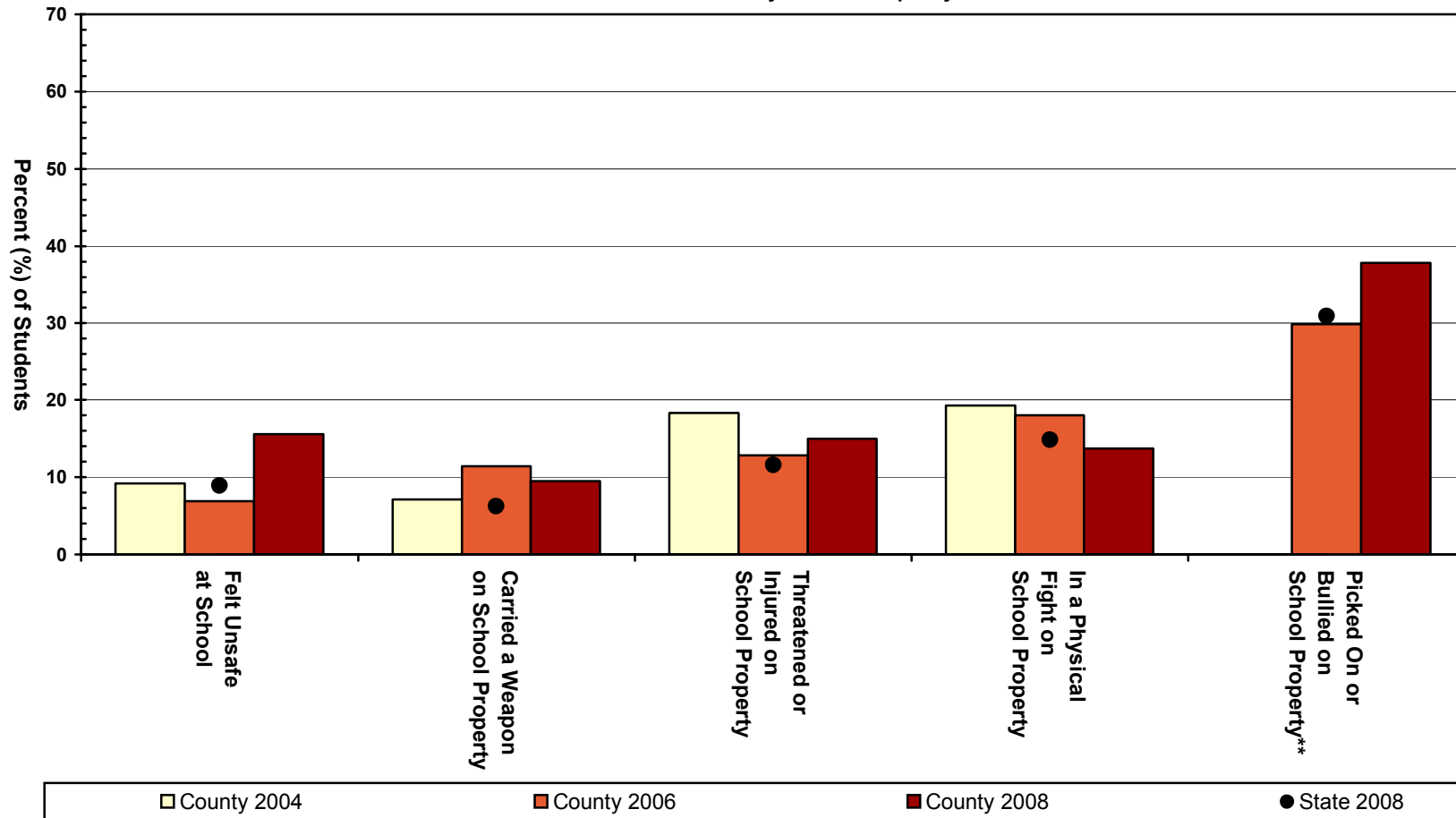
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Cochise County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



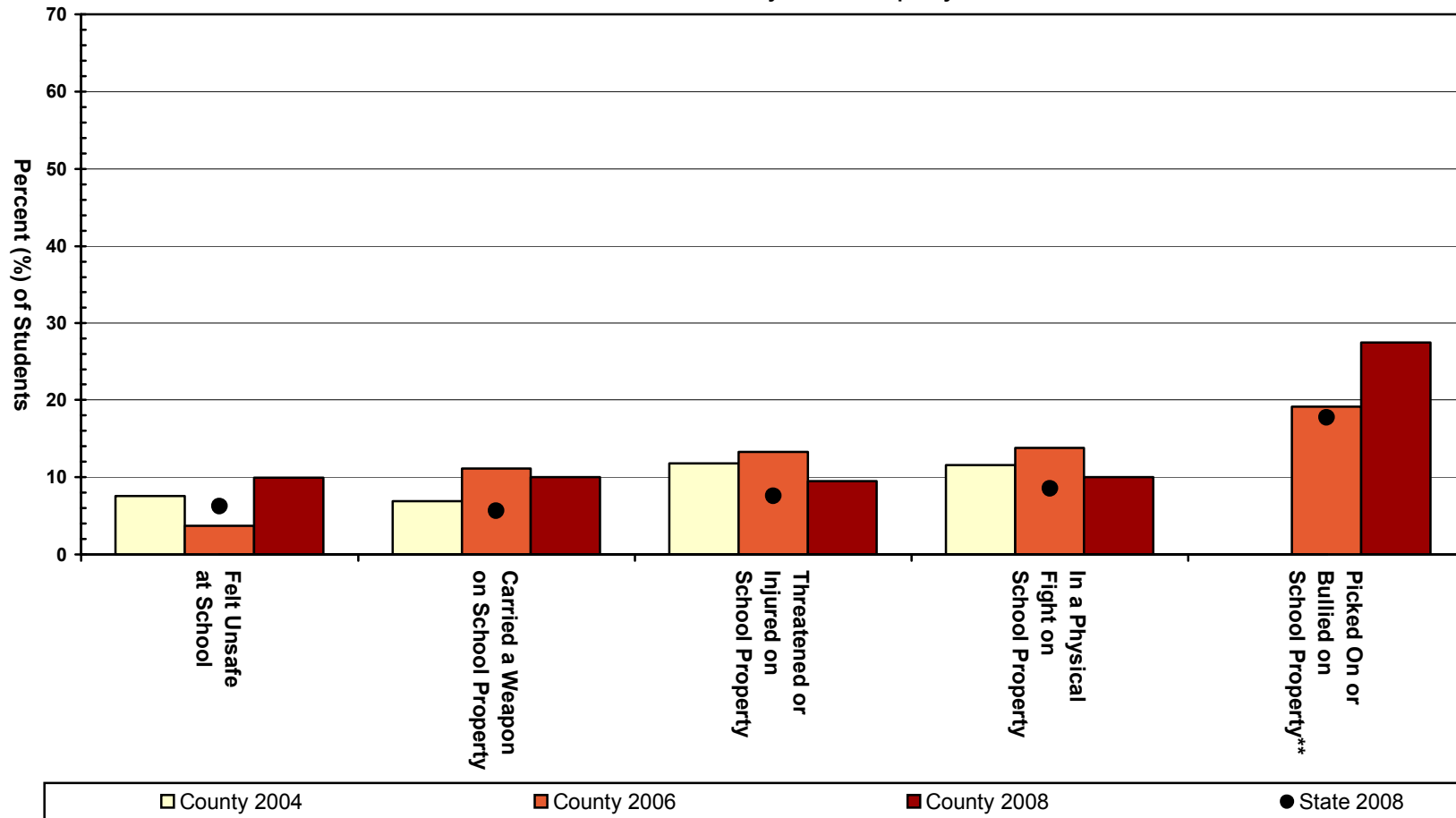
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Cochise County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	62.9	48.2	53.3	47.8	70.4	73.6	70.7	66.2	80.0	72.4	76.3	74.8
Cigarettes	smoked cigarettes?	44.5	33.8	27.1	25.9	46.3	48.7	44.7	39.9	50.1	46.2	59.3	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	10.1	10.3	11.2	7.1	11.4	14.7	14.9	12.9	16.2	23.7	20.3	17.7
Marijuana	used marijuana?	22.9	16.1	14.4	16.2	33.9	31.2	30.2	32.5	39.1	33.1	38.9	43.1
Hallucinogens**	used LSD or other hallucinogens?	3.4	1.8	2.6	1.9	4.8	5.5	5.4	5.2	4.5	7.2	6.6	7.9
Cocaine	used cocaine or crack?	7.4	4.1	3.1	2.7	8.1	10.3	8.7	6.8	11.3	12.3	14.8	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	20.9	16.5	13.7	14.3	9.9	18.6	13.3	12.6	9.9	11.2	10.3	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.6	0.5	1.2	n/a	8.5	2.6	2.4	n/a	6.5	4.5	4.0
Heroin or Other Opiates	used heroin or other opiates?	2.8	0.8	0.8	1.0	1.7	2.6	3.1	2.0	1.6	2.3	2.9	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	4.5	1.3	2.6	2.2	5.1	3.9	6.8	4.9	5.2	4.1	8.6	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.8	1.0	1.7	n/a	3.9	1.8	2.3	n/a	3.4	2.9	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	12.2	12.2	n/a	n/a	21.7	20.5	n/a	n/a	28.9	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	4.9	n/a	n/a	n/a	7.4	n/a	n/a	n/a	5.9	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	3.1	4.2	3.8	n/a	9.0	8.8	7.6	n/a	7.1	9.1	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	15.4	9.9	8.8	8.3	17.5	18.4	11.2	12.0	14.3	16.7	14.9	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	13.4	17.1	17.1	n/a	27.8	27.1	25.7	n/a	22.8	32.2	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	12.0	9.7	n/a	n/a	14.3	12.9	n/a	n/a	16.9	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	31.4	21.0	24.0	23.2	41.7	39.7	39.3	37.7	52.3	42.9	45.1	46.8
Cigarettes	smoked cigarettes?	14.9	10.2	9.4	8.7	14.6	19.7	18.3	16.6	23.3	23.4	31.8	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.5	2.5	4.8	2.6	4.3	3.7	4.8	4.6	4.1	7.7	9.3	6.8
Marijuana	used marijuana?	11.2	5.1	6.7	7.6	12.5	12.6	15.3	15.1	11.5	12.8	10.9	18.7
Hallucinogens**	used LSD or other hallucinogens?	2.3	1.0	1.0	0.8	1.5	1.9	3.1	1.9	1.4	4.5	1.2	2.4
Cocaine	used cocaine or crack?	4.2	1.1	0.8	1.0	3.7	4.9	3.9	2.2	4.1	5.6	4.5	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	9.1	6.0	3.9	5.4	2.9	4.9	4.1	3.0	1.6	4.0	0.8	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.6	0.0	0.4	n/a	3.3	0.7	0.6	n/a	1.7	0.0	0.8
Heroin or Other Opiates	used heroin or other opiates?	1.0	0.1	0.3	0.4	0.6	0.7	1.1	0.7	0.5	1.2	0.8	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.6	0.3	0.3	0.8	1.1	1.3	3.1	1.5	1.4	1.2	2.5	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.7	0.3	0.7	n/a	1.7	0.9	1.0	n/a	1.7	0.8	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	6.0	6.0	n/a	n/a	10.8	9.4	n/a	n/a	12.5	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.5	n/a	n/a	n/a	3.3	n/a	n/a	n/a	2.7	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.0	0.8	1.6	n/a	2.8	4.0	2.9	n/a	1.8	1.7	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	8.0	4.1	3.1	3.4	8.2	10.1	3.8	4.5	5.2	5.8	3.8	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	6.0	7.8	8.6	n/a	14.0	14.0	12.2	n/a	10.0	14.5	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	6.8	5.6	n/a	n/a	6.4	6.4	n/a	n/a	7.5	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	20.7	10.4	12.3	13.1	25.8	19.1	21.5	22.4	34.4	23.2	28.0	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.5	1.3	0.0	0.7	1.8	3.6	2.9	2.1	3.2	3.9	4.6	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		15.5	18.4	20.0	20.2	10.2	15.1	14.2	14.6	9.1	10.0	16.1	10.2
Drunk or High at School		14.1	9.8	12.9	12.0	22.4	22.2	21.4	20.5	19.7	20.8	19.4	22.2
Sold Illegal Drugs		7.2	3.4	4.0	4.6	7.8	9.4	10.0	9.8	6.7	10.1	7.9	10.4
Stolen or Tried to Steal a Motor Vehicle		6.6	3.4	3.8	3.6	3.6	4.8	3.8	3.7	2.9	2.8	3.5	2.7
Been Arrested		10.4	7.8	7.3	7.5	8.2	7.8	10.2	9.2	8.9	8.4	9.4	8.7
Attacked Someone with the Idea of Seriously Hurting Them		19.8	16.8	16.2	18.1	21.5	21.5	16.7	16.1	13.3	17.3	14.2	12.9
Carried a Handgun		7.5	6.0	8.0	7.7	5.8	9.7	7.4	7.2	6.2	8.8	8.7	8.1
Carried a Handgun to School		2.0	0.9	0.8	1.2	1.4	0.8	0.4	1.3	1.3	0.6	2.4	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	5.7	9.2	5.6	n/a	8.8	7.2	7.9	n/a	25.3	19.4	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	30.7	28.7	29.1	n/a	27.3	33.5	29.1	n/a	37.8	36.1	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	54.4	74.8	69.1	n/a	53.4	68.4	65.9	n/a	45.6	66.4	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.5	6.8	6.4	n/a	0.8	6.6	6.1	n/a	2.4	4.0	5.8
Played the lottery or scratch-off tickets?	n/a	29.1	33.4	24.8	n/a	28.9	23.1	21.8	n/a	19.2	23.0	19.0
Bet on sports?*	n/a	n/a	37.7	31.8	n/a	n/a	29.0	30.2	n/a	n/a	22.5	25.6
Played cards?	n/a	21.4	48.5	43.7	n/a	26.7	43.8	43.7	n/a	15.1	42.4	40.6
Bought a raffle ticket?	n/a	n/a	27.6	20.4	n/a	n/a	22.4	20.7	n/a	n/a	27.8	18.9
Played bingo?	n/a	18.1	30.2	32.6	n/a	12.4	22.0	23.2	n/a	6.6	17.1	14.7
Gambled on the Internet?	n/a	5.6	7.4	6.3	n/a	5.2	4.3	5.1	n/a	2.4	4.4	4.7
Played a dice game?*	n/a	n/a	33.6	31.5	n/a	n/a	21.3	25.1	n/a	n/a	19.2	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	17.3	34.8	32.7	n/a	21.3	34.1	31.3	n/a	19.2	26.3	27.0
Bet on a horse or other animal race?*	n/a	n/a	12.9	6.4	n/a	n/a	11.1	5.8	n/a	n/a	15.1	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	45.1	42.6	42.6	39.3	41.4	42.0	35.4	37.1	43.9	39.4	36.0	36.1
Rewards for Prosocial Involvement	31.8	31.2	38.8	31.3	37.0	32.5	35.4	35.4	34.0	48.8	35.5	33.2
Family Domain												
Family Attachment	49.1	50.7	48.9	51.5	47.9	41.0	44.7	46.1	58.0	60.7	47.6	56.2
Opportunities for Prosocial Involvement	60.1	60.5	58.7	59.7	53.7	47.9	49.9	54.0	54.2	57.7	48.7	55.2
Rewards for Prosocial Involvement	59.9	59.1	59.2	61.4	53.9	52.8	46.1	55.1	54.1	54.5	51.8	55.8
School Domain												
Opportunities for Prosocial Involvement	61.3	53.9	60.6	60.3	54.4	55.4	50.7	62.4	56.5	65.8	57.3	64.3
Rewards for Prosocial Involvement	51.3	43.5	53.6	51.2	53.9	56.8	47.5	59.8	40.6	59.8	45.6	45.4
Peer-Individual Domain												
Belief in the Moral Order	50.8	58.0	56.9	59.4	62.5	59.4	62.7	66.5	47.0	57.5	61.4	53.6
Interaction with Prosocial Peers*	51.3	53.6	56.4	53.1	52.2	57.5	52.1	55.3	54.5	65.8	53.9	52.5
Prosocial Involvement	44.7	37.7	38.8	39.0	41.0	43.7	35.7	41.2	37.9	37.8	33.1	36.4
Rewards for Prosocial Involvement	64.4	63.5	69.3	59.4	62.3	58.6	61.4	59.7	53.5	58.1	58.8	52.2
Total Protection												
Students with High Protection**	47.5	41.3	48.9	43.8	48.9	41.0	38.4	46.7	45.8	52.6	41.5	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	45.7	41.9	36.6	38.5	57.6	54.2	51.2	46.2	52.6	60.7	56.0	51.0
Laws & Norms Favor Drug Use	45.2	35.5	37.6	36.6	47.9	43.5	50.8	42.1	34.7	43.5	40.2	36.3
Perceived Availability of Drugs	45.7	39.1	35.7	38.2	60.2	50.9	53.8	49.6	56.2	51.1	50.6	52.2
Perceived Availability of Handguns	40.3	37.5	42.9	37.8	33.5	31.4	30.5	26.7	34.6	41.5	38.6	33.1
Family Domain												
Poor Family Management	48.6	46.3	46.8	45.5	45.5	45.7	48.4	42.8	42.2	36.7	44.1	44.3
Family Conflict	58.8	49.7	51.5	53.5	45.9	45.0	47.2	42.8	38.3	37.2	38.4	38.3
Family History of Antisocial Behavior	54.3	44.6	40.2	40.3	43.6	39.7	45.0	41.1	37.8	39.8	38.6	37.3
Parent Attitudes Favorable to ASB	49.1	48.6	50.4	49.3	49.6	53.4	54.7	53.4	46.7	48.4	45.7	50.2
Parent Attitudes Favor Drug Use	30.9	28.1	30.6	26.8	42.2	46.4	43.3	41.1	38.5	41.1	40.2	41.2
School Domain												
Academic Failure	49.3	54.9	53.9	47.3	52.1	52.0	50.9	49.5	40.6	44.1	40.5	44.4
Low Commitment to School	36.4	40.4	44.3	41.0	45.1	49.5	44.7	43.7	48.6	35.4	39.0	45.6
Peer-Individual Domain												
Rebelliousness	42.2	41.9	45.0	43.1	43.9	53.6	53.4	46.8	36.2	41.9	36.8	44.0
Early Initiation of ASB	38.3	36.4	39.8	39.4	45.2	45.8	47.9	42.0	37.5	43.0	47.3	41.2
Early Initiation of Drug Use	48.0	35.3	29.9	30.3	38.8	37.5	31.1	32.7	35.7	33.0	40.5	33.1
Attitudes Favorable to ASB	49.2	42.1	41.1	44.6	52.4	57.5	56.0	50.7	46.0	39.8	39.0	46.9
Attitudes Favorable to Drug Use	36.0	29.4	28.5	29.1	40.0	39.1	38.8	37.4	34.0	28.1	29.5	36.3
Perceived Risk of Drug Use	50.8	42.6	48.7	44.5	44.4	41.7	43.6	42.3	42.0	38.5	42.3	46.5
Interaction with Antisocial Peers	61.2	54.1	57.0	58.2	65.0	60.7	62.1	57.3	52.6	57.8	56.5	53.2
Friend's Use of Drugs	51.4	41.1	36.0	39.4	49.0	41.7	44.2	41.9	33.6	34.2	38.2	37.3
Rewards for ASB	53.2	45.3	39.2	45.6	44.4	45.3	42.9	44.0	56.5	48.9	54.1	54.6
Gang Involvement	26.7	24.9	25.0	26.9	26.6	24.6	28.3	23.2	16.7	16.7	18.7	16.8
Total Risk												
Students at High Risk*	47.7	35.5	38.6	38.7	45.4	36.9	42.8	37.5	35.0	33.7	32.3	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	86	4,418	142	4,872	89	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	7.0	5.0	5.6	6.9	16.9	12.3
I bought it at a restaurant, bar, or club	8.1	3.0	4.2	3.0	20.2	7.0
I bought it at a public event such as a concert or sporting event	2.3	2.9	4.9	2.9	5.6	3.9
I gave someone else money to buy it for me	26.7	21.4	34.5	34.4	42.7	43.7
My parent or guardian gave it to me	15.1	18.7	15.5	14.8	4.5	13.0
Another family member who is 21 or older gave it to me	19.8	19.7	16.9	18.7	13.5	18.2
Someone not related to me who is 21 or older gave it to me	22.1	19.2	29.6	28.7	29.2	39.5
Someone under the age of 21 gave it to me	24.4	23.8	25.4	24.8	9.0	22.0
I got it at a party	44.2	41.5	50.0	53.1	61.8	57.6
I took it from home	25.6	31.4	23.9	23.2	7.9	13.8
I took it from a store or someone else's home	4.7	11.7	6.3	11.3	4.5	8.0
I got it some other way	30.2	28.7	25.4	23.6	19.1	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	85.8	84.7	89.2	87.1	81.7	87.2	85.0	88.4	88.2	86.7	90.5	92.4
	1 time	7.8	9.2	5.3	6.6	8.0	5.4	8.6	5.9	5.6	6.9	6.3	3.9
	2-3 times	4.2	3.1	3.5	3.5	6.0	4.6	4.1	3.0	2.9	3.7	0.4	2.0
	4-5 times	1.1	1.5	1.0	1.0	1.4	1.0	0.6	0.8	1.6	1.1	0.8	0.6
	6-7 times	0.4	0.5	0.3	0.4	0.5	0.2	0.4	0.4	0.2	0.0	0.4	0.2
	8-9 times	0.0	0.4	0.0	0.3	0.2	0.2	0.2	0.3	0.2	1.1	0.4	0.2
	10-11 times	0.3	0.1	0.0	0.1	0.4	0.0	0.2	0.2	0.2	0.5	0.0	0.1
	12 or more times	0.4	0.5	0.8	0.9	1.8	1.4	0.9	1.1	1.1	0.0	1.2	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	68.8	73.8	73.0	76.5	80.7	82.0	86.3	85.2	88.4	86.2	90.0	91.5
	1 time	15.6	14.4	17.4	12.9	8.9	10.9	8.1	8.8	6.7	8.0	7.2	5.0
	2-3 times	10.6	6.6	7.3	6.9	6.5	4.9	2.8	3.9	3.8	4.8	1.2	2.1
	4-5 times	2.5	3.1	1.3	1.7	1.4	0.8	1.1	0.7	0.0	0.0	0.4	0.4
	6-7 times	0.4	1.1	0.8	0.6	0.7	0.4	0.9	0.4	0.0	1.1	0.0	0.3
	8-9 times	0.6	0.2	0.0	0.4	0.5	0.6	0.2	0.2	0.4	0.0	0.0	0.2
	10-11 times	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.1	0.2	0.0	0.4	0.1
	12 or more times	1.5	0.6	0.3	0.7	1.3	0.4	0.6	0.7	0.4	0.0	0.8	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	59.9	61.9	59.4	n/a	70.1	62.2	69.1	n/a	80.9	72.5	82.3
	1 time	n/a	18.8	10.4	13.2	n/a	14.3	9.2	10.3	n/a	6.4	8.0	6.6
	2-3 times	n/a	16.1	14.4	11.5	n/a	10.9	10.9	9.6	n/a	8.5	7.6	5.7
	4-5 times	n/a		2.8	4.3	n/a		4.1	3.2	n/a		3.6	1.5
	6-7 times	n/a		2.0	1.9	n/a		1.9	1.4	n/a		3.6	0.8
	8-9 times	n/a		0.5	1.2	n/a		2.1	1.1	n/a		0.8	0.5
	10-11 times	n/a		1.0	0.8	n/a		1.1	0.6	n/a		0.4	0.3
	12 or more times	n/a	5.2	7.1	7.7	n/a	4.7	8.4	4.6	n/a	4.3	3.6	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	87.9	88.4	88.8	89.9	90.8	93.1	84.4	91.1	92.4	96.3	90.1	93.8
	1 day	6.0	6.8	5.3	5.8	5.1	3.3	9.1	5.1	3.4	2.7	7.1	3.3
	2-3 days	3.6	3.2	3.6	2.7	2.2	2.2	4.1	2.2	2.2	0.5	1.6	1.8
	4-5 days	0.8	0.6	0.5	0.6	0.7	0.6	1.1	0.6	0.9	0.5	0.8	0.4
	6 or more days	1.7	0.9	1.8	1.0	1.3	0.8	1.3	1.0	1.1	0.0	0.4	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	91.9	93.7	94.6	93.9	92.9	88.6	90.5	93.8	93.1	88.9	90.0	94.4
	1 day	3.2	2.5	2.8	3.1	1.8	2.8	2.8	2.2	1.1	2.6	2.4	1.5
	2-3 days	2.1	1.6	0.5	1.3	1.8	1.8	1.9	1.2	0.4	0.5	1.2	1.1
	4-5 days	0.6	1.0	0.3	0.5	0.9	1.4	1.3	0.5	0.0	0.5	0.4	0.5
	6 or more days	2.2	1.1	1.8	1.2	2.5	5.5	3.5	2.2	5.4	7.4	6.0	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	59.1	374	59.4	443	58.6	239	52.3	480	66.1	558
	smoke 1 or more packs or cigarettes per day	Cigarettes	82.5	378	87.9	447	91.2	239	84.7	483	89.5	562
	smoke marijuana regularly	Marijuana	78.3	368	73.1	442	74.6	236	72.4	474	78.2	554
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	90.6	360	82.8	400	77.2	228	82.7	439	85.7	532
	smoke cigarettes	Cigarettes	96.9	357	90.6	404	83.5	230	90.9	441	91.7	533
	smoke marijuana	Marijuana	95.2	353	92.8	402	93.4	227	93.8	439	93.9	526
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	76.1	402	58.6	476	61.1	257	64.9	524	65.9	590
	smoke cigarettes	Cigarettes	88.3	403	71.9	477	62.6	257	77.5	525	74.1	591
	smoke marijuana	Marijuana	88.3	403	73.8	477	77.1	258	78.5	526	80.5	591
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	24.0	387	39.3	461	45.1	244	34.4	497	36.5	576
		Cigarettes	9.4	384	18.3	447	31.8	239	16.4	489	19.7	563
		Marijuana	6.7	386	15.3	459	10.9	239	12.5	495	10.4	570
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	55.2	391	73.4	478	80.1	256	66.5	517	71.2	587
		Average age:	11.8 years		13.2 years		13.8 years		12.7 years		13.2 years	
	smoked a cigarette, even just a puff?	Cigarettes	26.1	398	44.7	474	62.0	258	39.2	523	44.5	586
		Average age:	11.7 years		12.6 years		13.5 years		12.6 years		12.7 years	
	smoked marijuana?	Marijuana	14.6	397	30.3	476	42.6	258	28.8	524	26.8	586
		Average age:	11.9 years		13.5 years		14.1 years		13.2 years		13.7 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

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Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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White Mountain Apache Tribe

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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Coconino County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

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Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Coconino County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,225	100	1,107	100	1,129	100	54,734	100
Grade								
8	200	16.3	470	42.5	379	33.6	25,695	46.9
10	595	48.6	337	30.4	400	35.4	16,089	29.4
12	430	35.1	300	27.1	350	31.0	12,950	23.7
Gender								
Male	635	52.3	545	50.0	541	48.7	26,213	48.8
Female	579	47.7	545	50.0	571	51.3	27,514	51.2
Ethnicity*								
Native American	414	34.2	415	38.6	245	18.5	4,812	7.4
African American	15	1.2	20	1.9	45	3.4	3,915	6.0
Hispanic	124	10.2	180	16.7	264	19.9	21,525	32.9
White	586	48.4	415	38.6	729	55.0	31,887	48.8
Asian	10	0.8	3	0.3	28	2.1	2,117	3.2
Pacific Islander	3	0.2	2	0.2	14	1.1	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

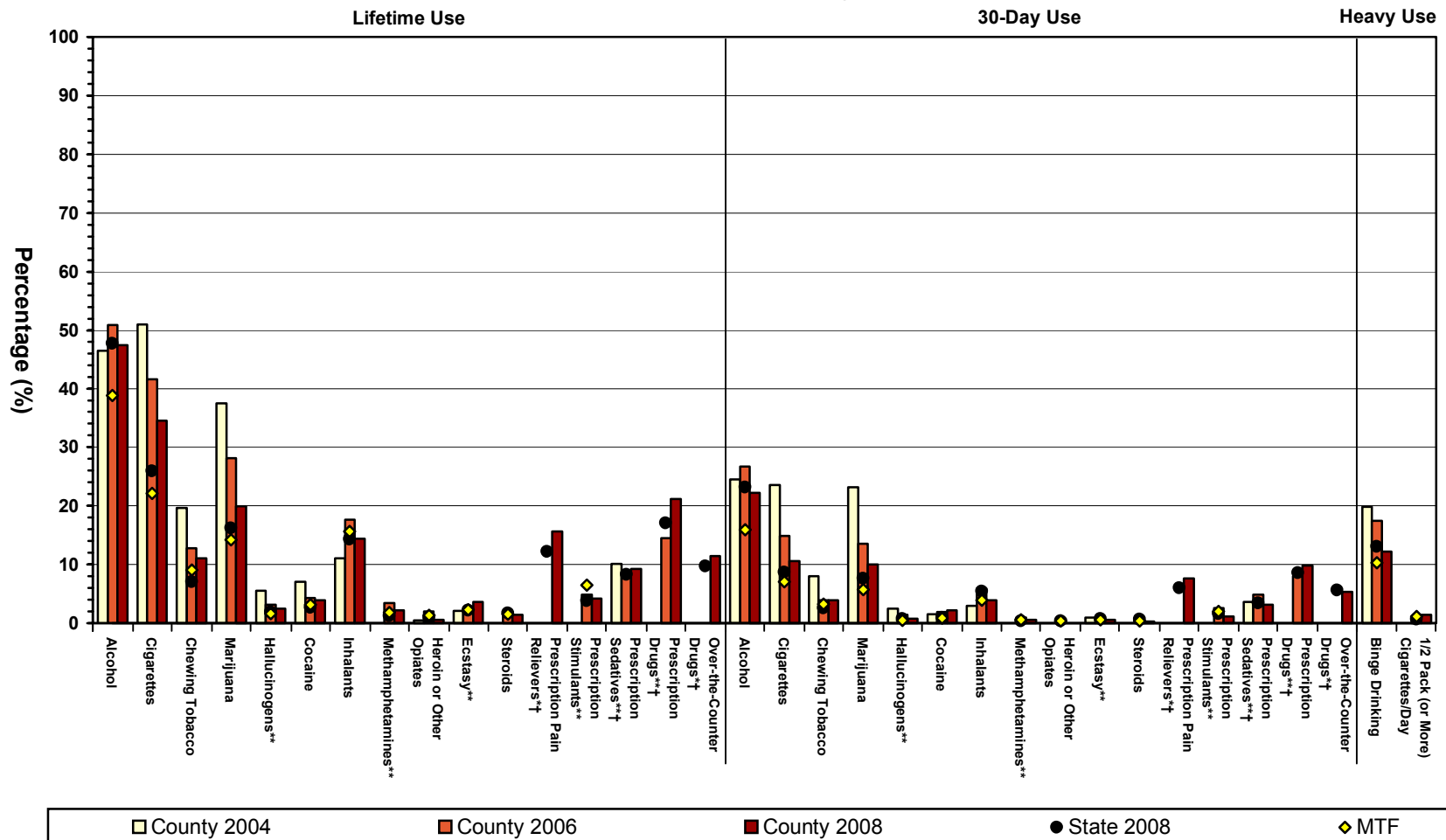
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Coconino County, Grade 8



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

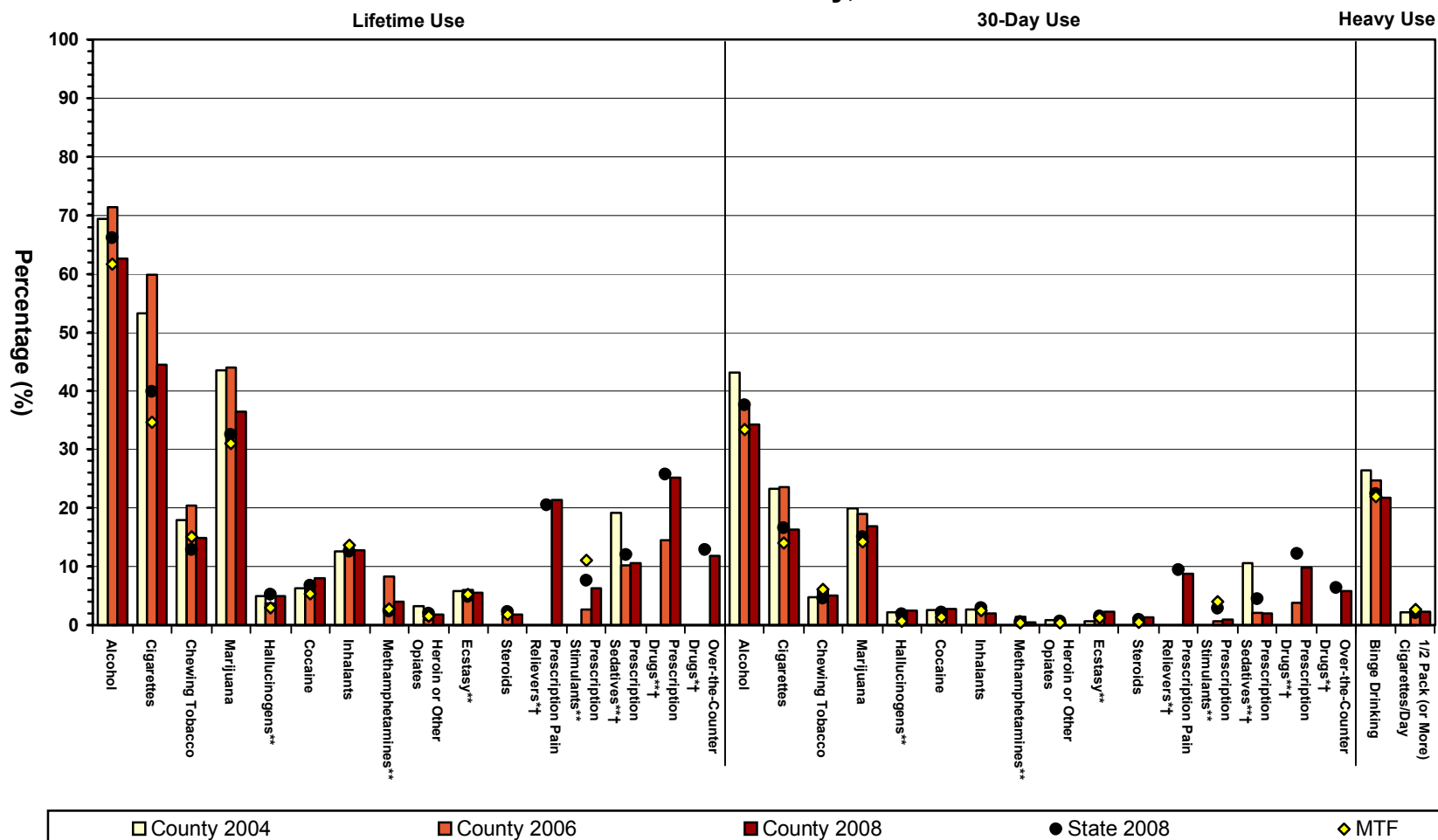
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Coconino County, Grade 10



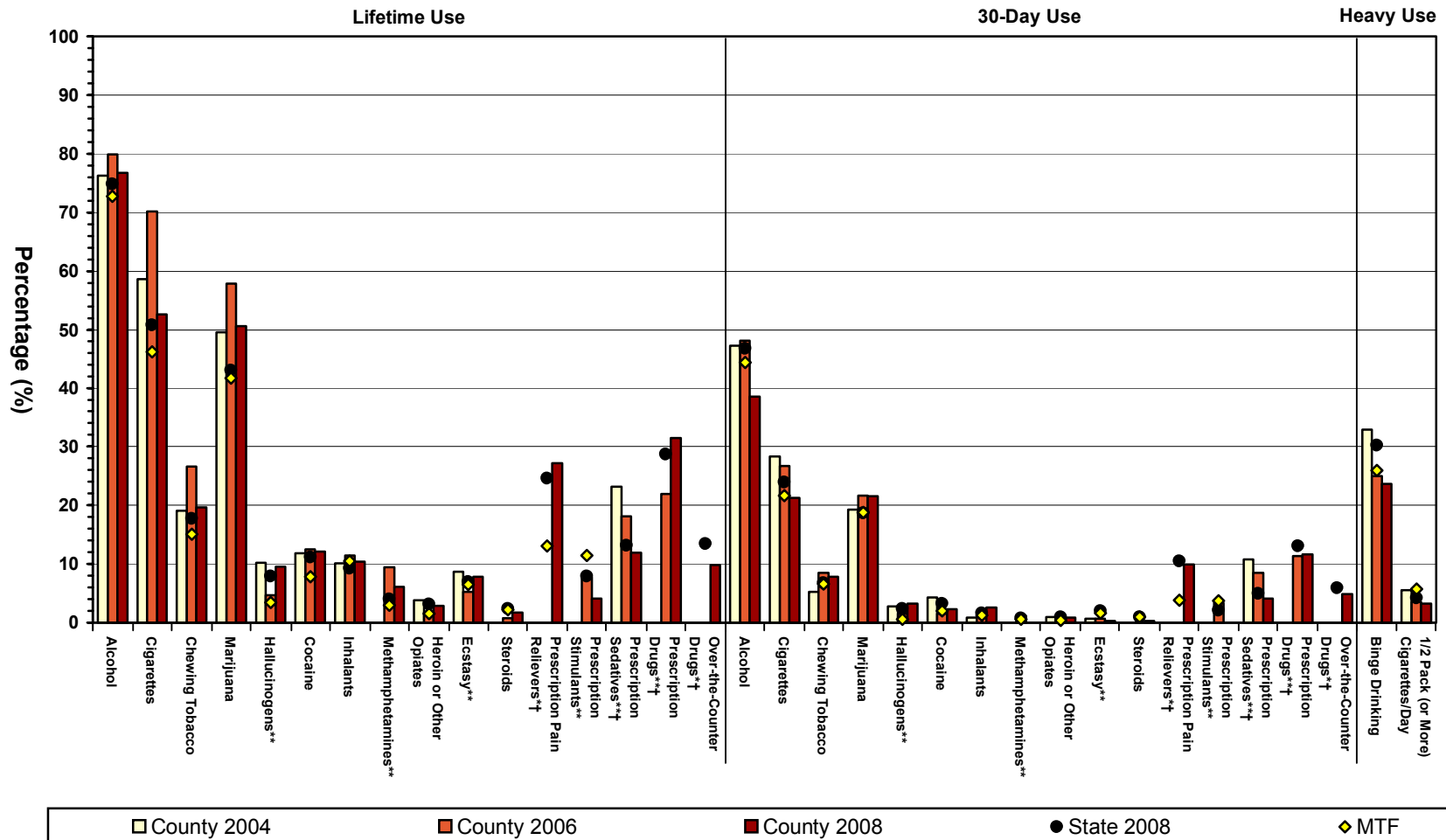
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Coconino County, Grade 12



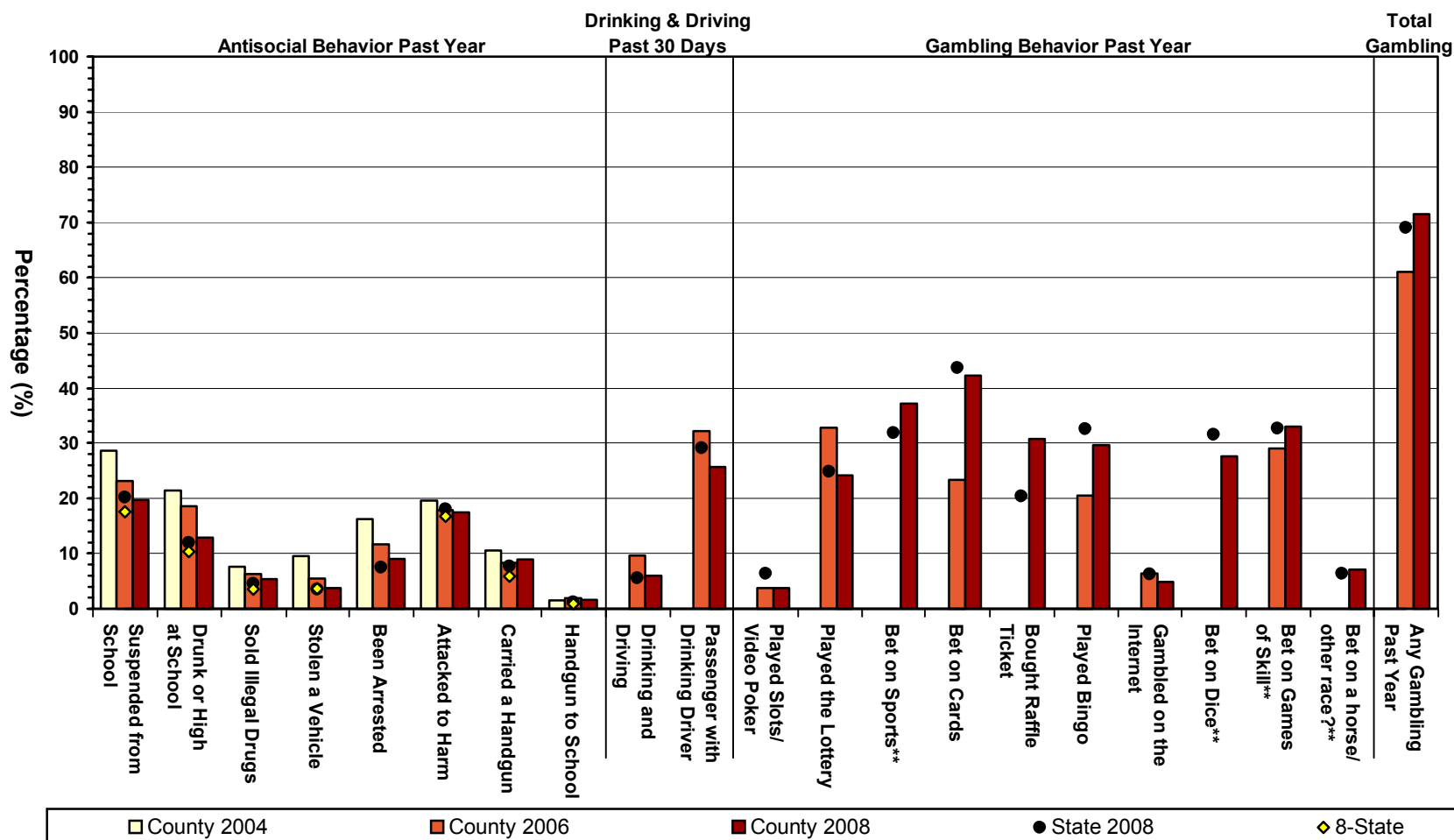
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Coconino County, Grade 8

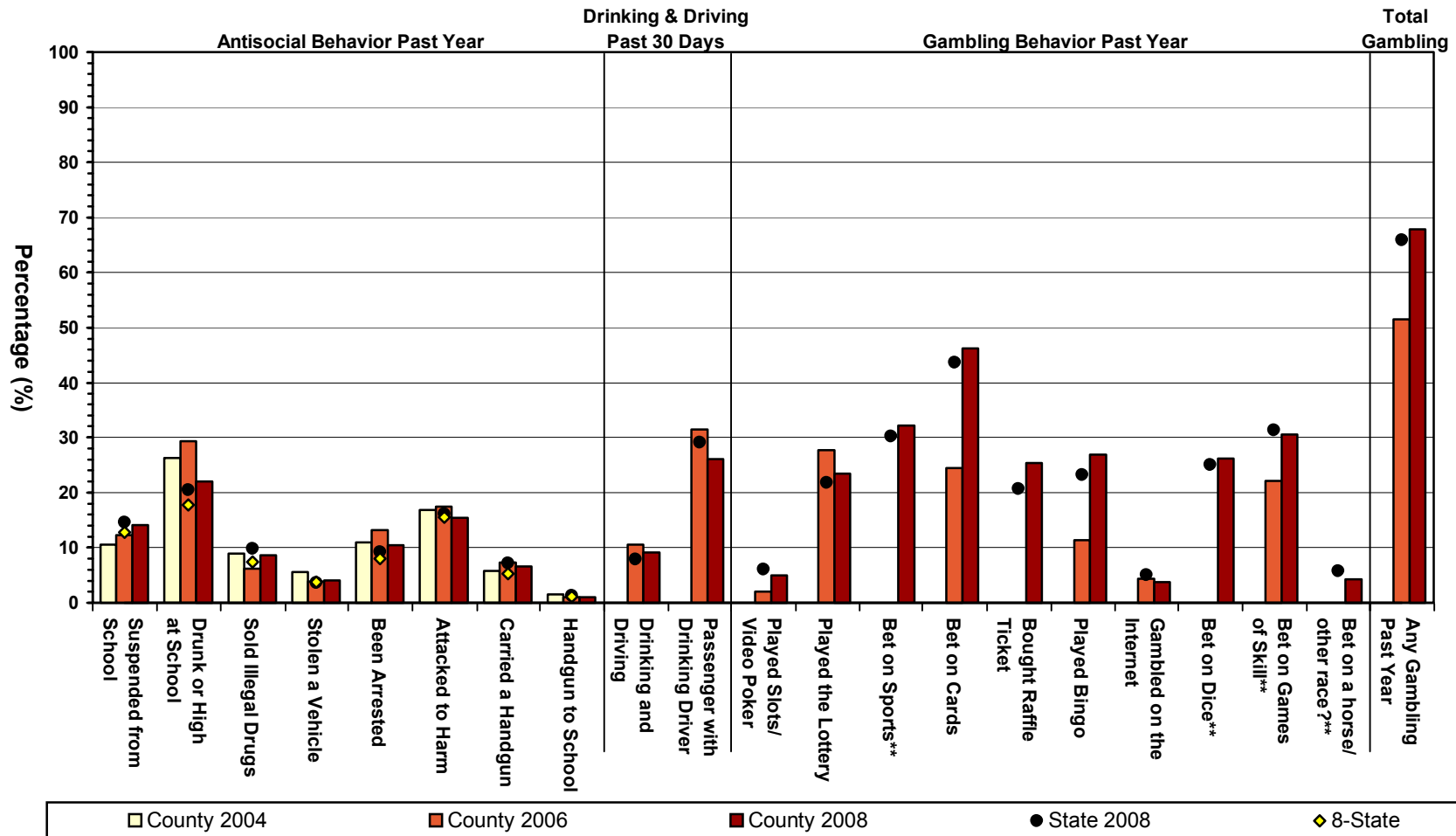


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Coconino County, Grade 10

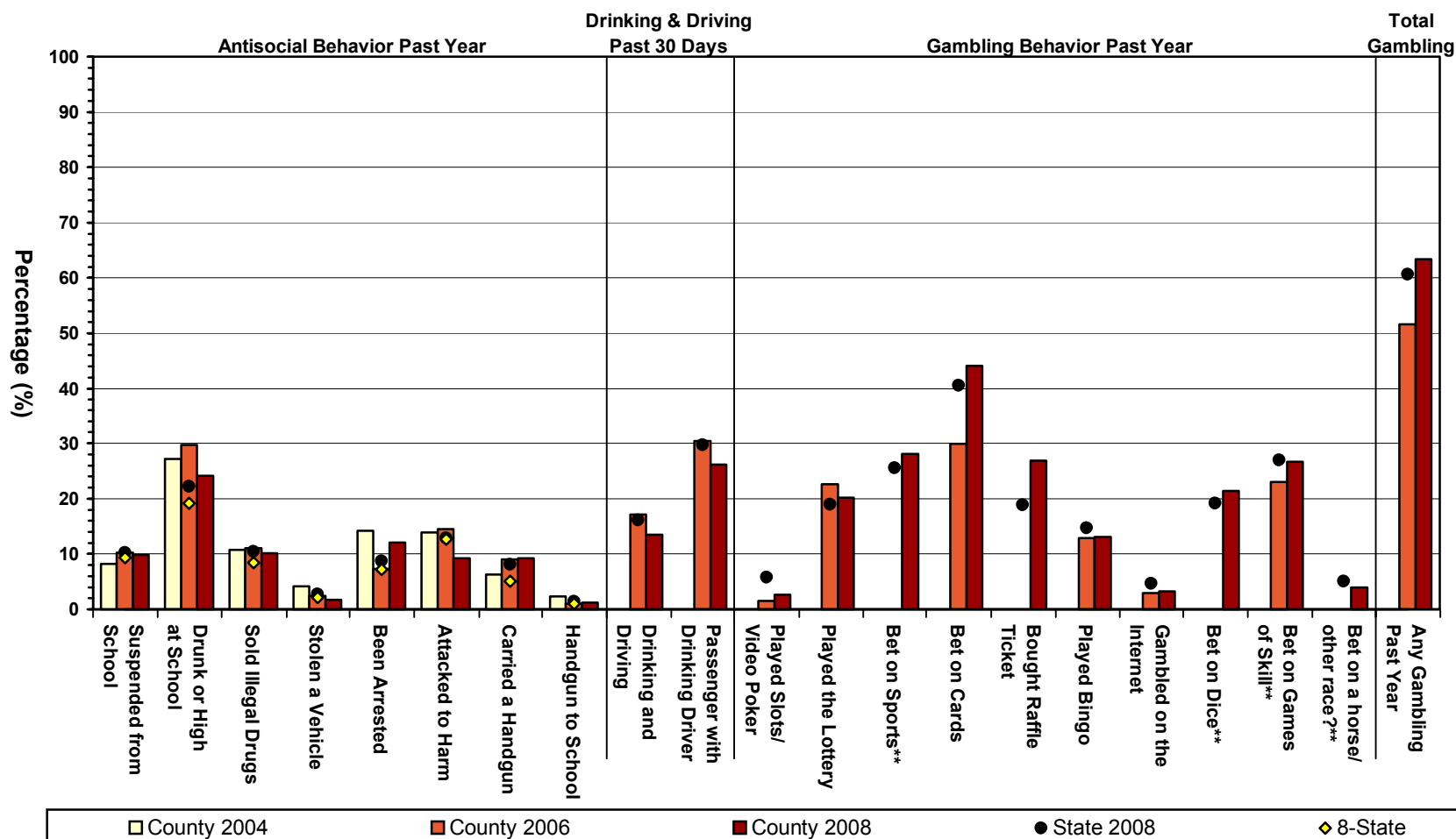


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Antisocial Behavior and Gambling

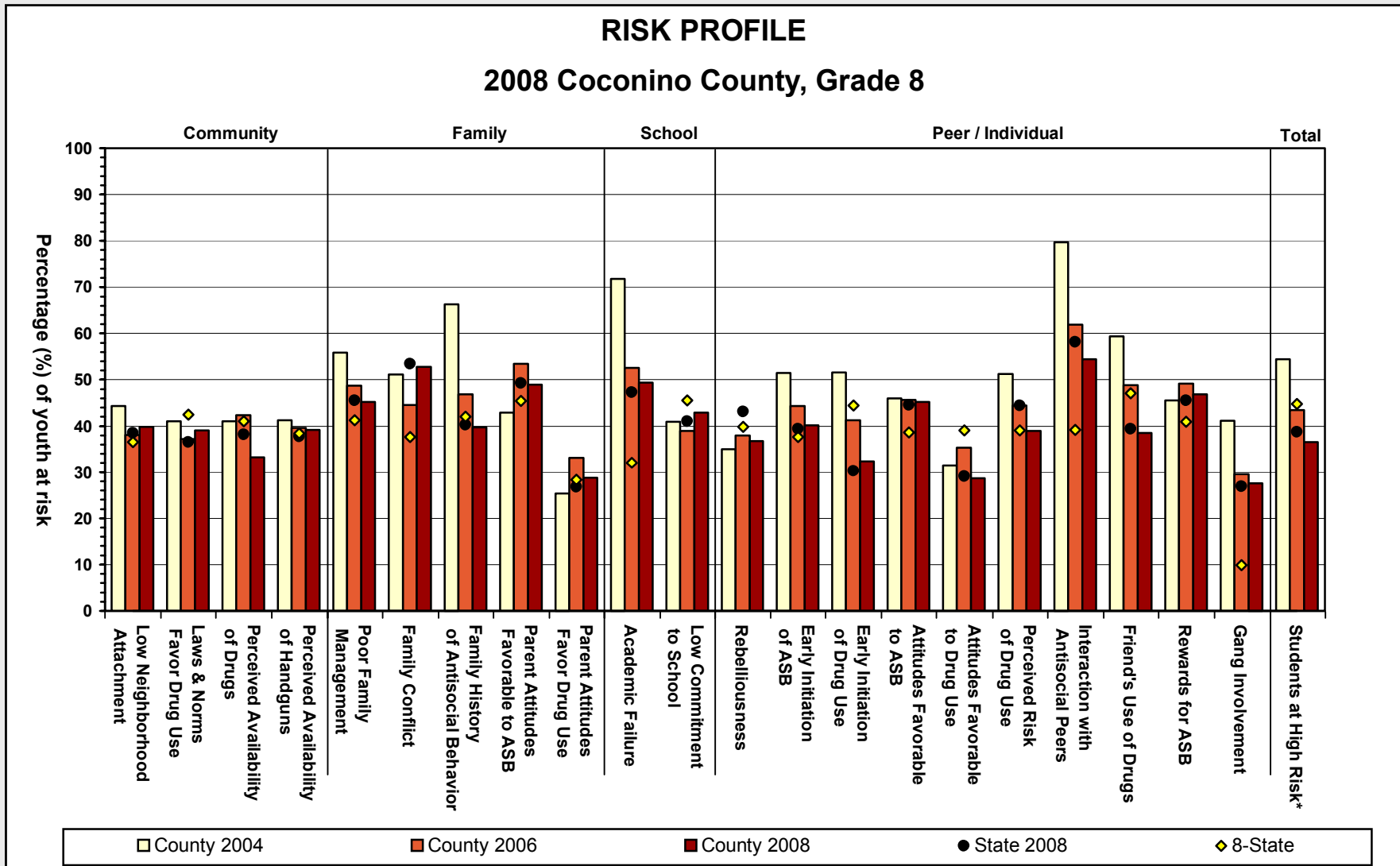
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Coconino County, Grade 12



* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

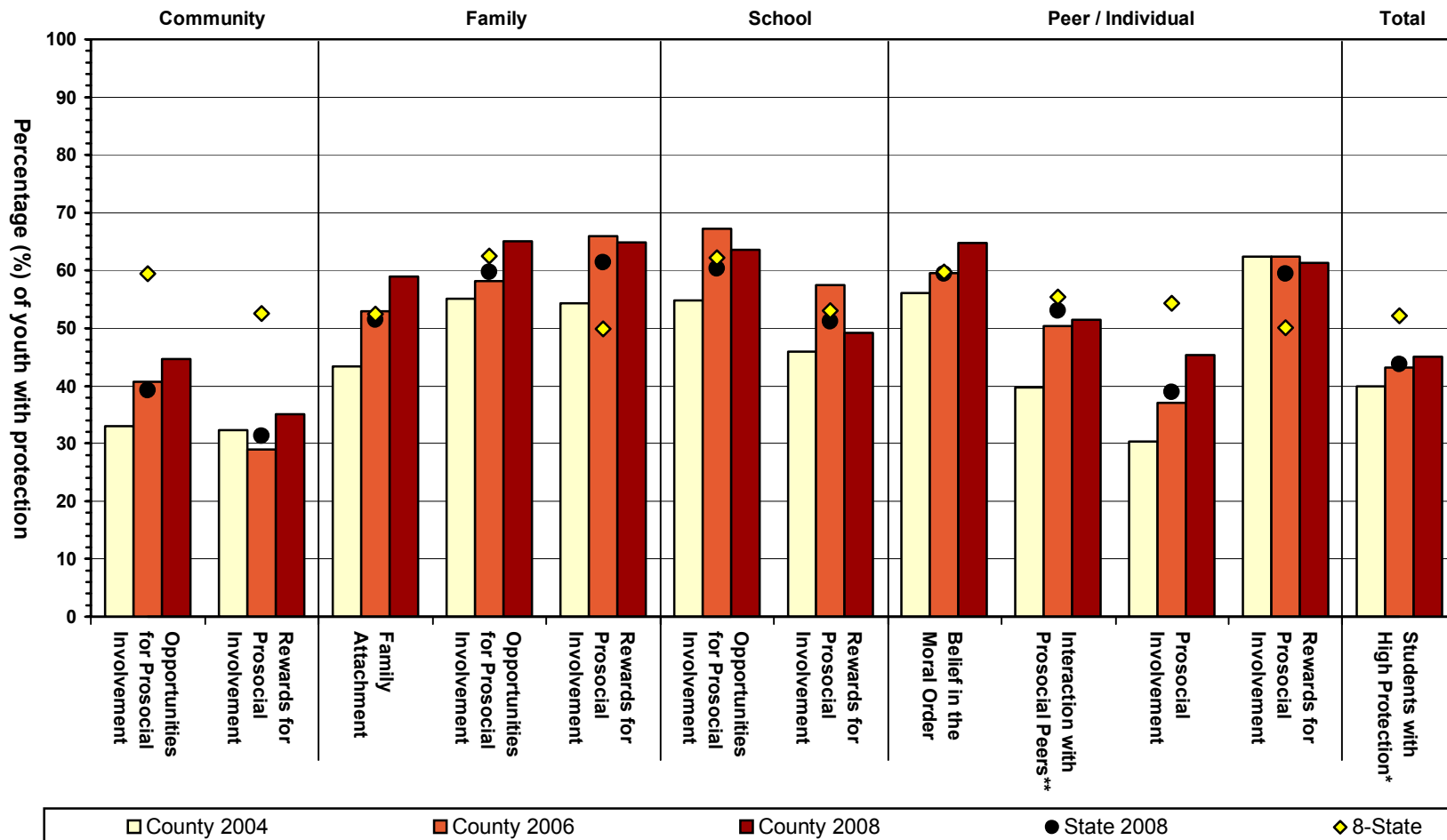
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Coconino County, Grade 8



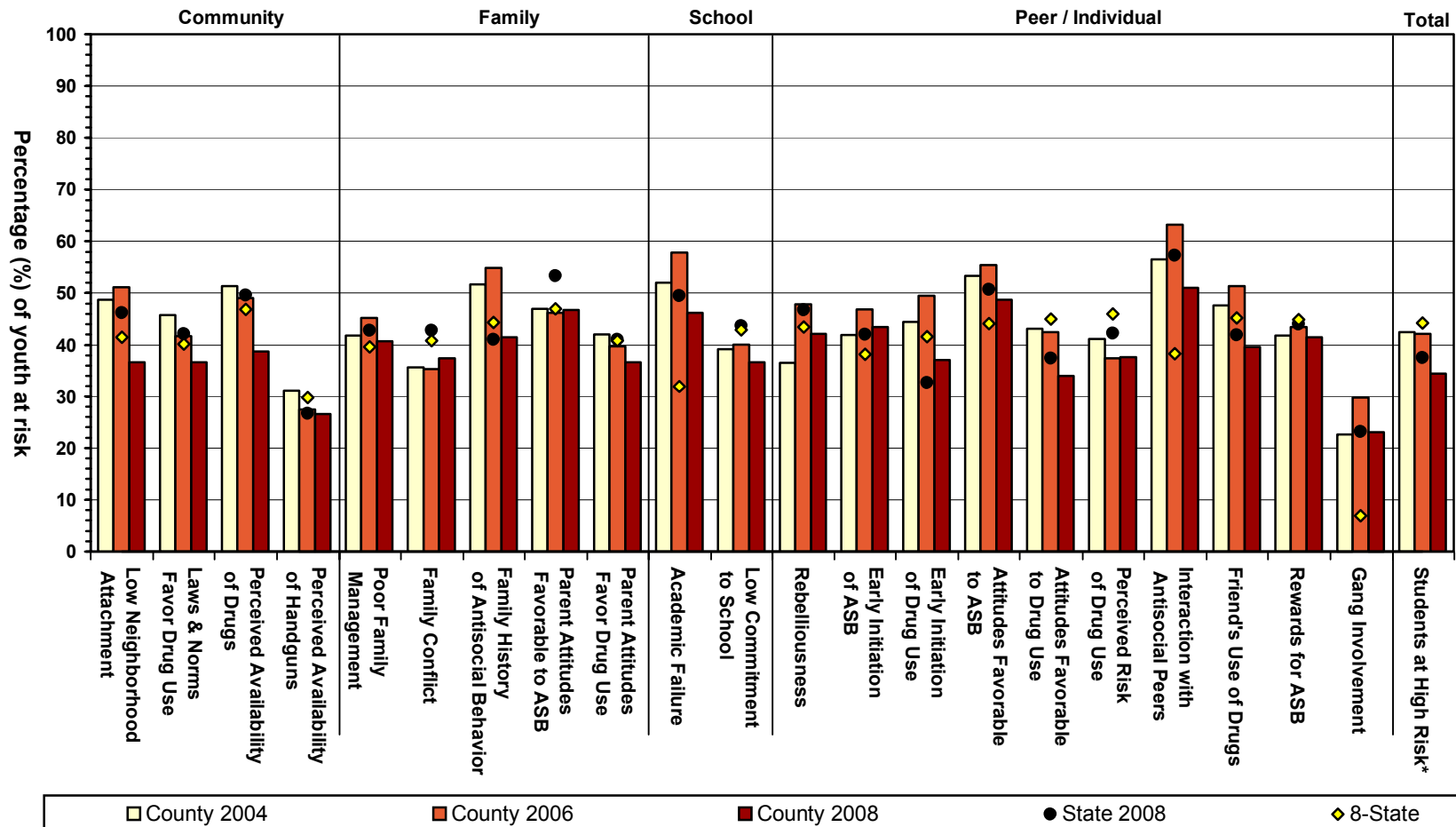
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

2008 Coconino County, Grade 10

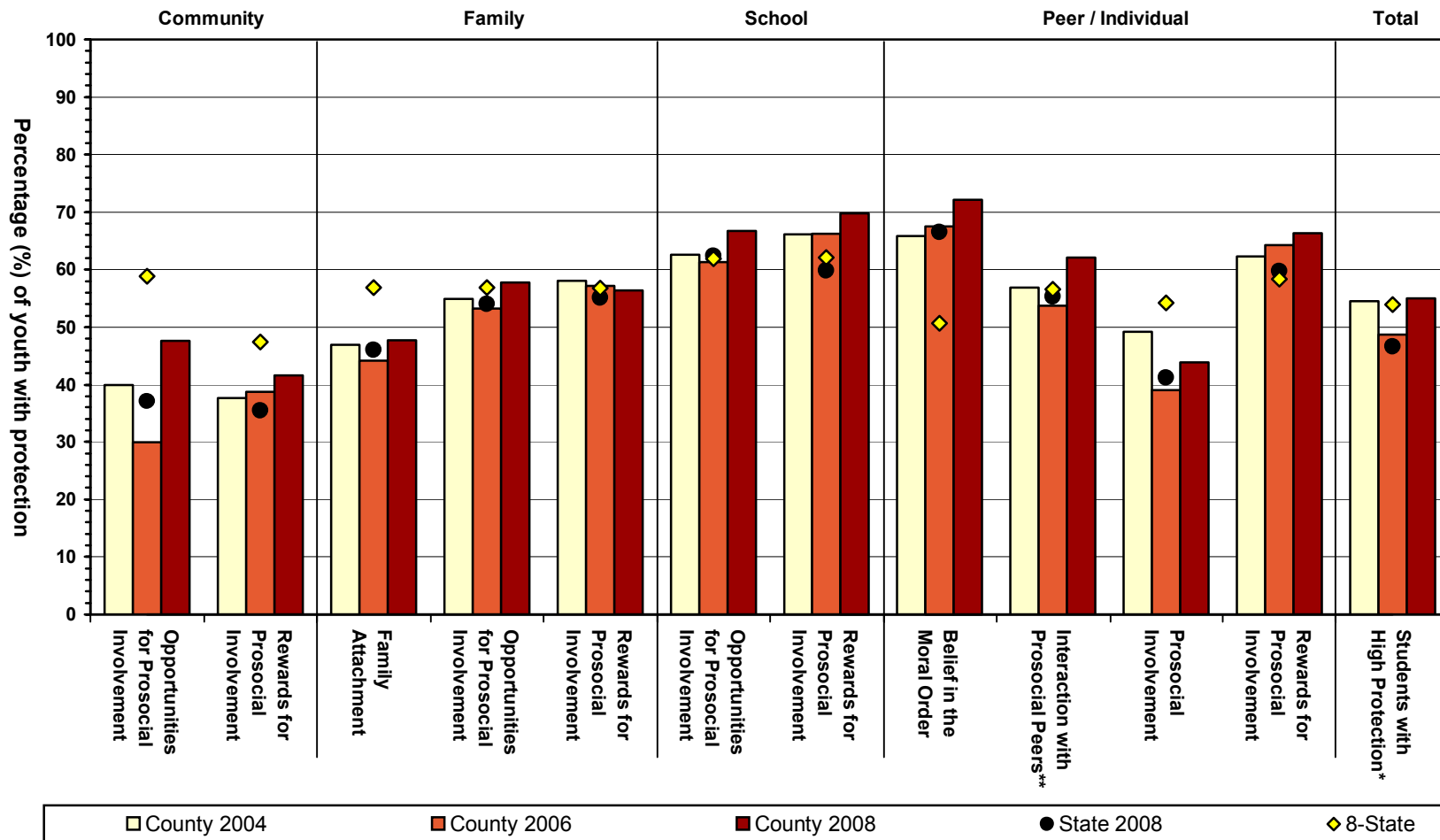


* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Coconino County, Grade 10



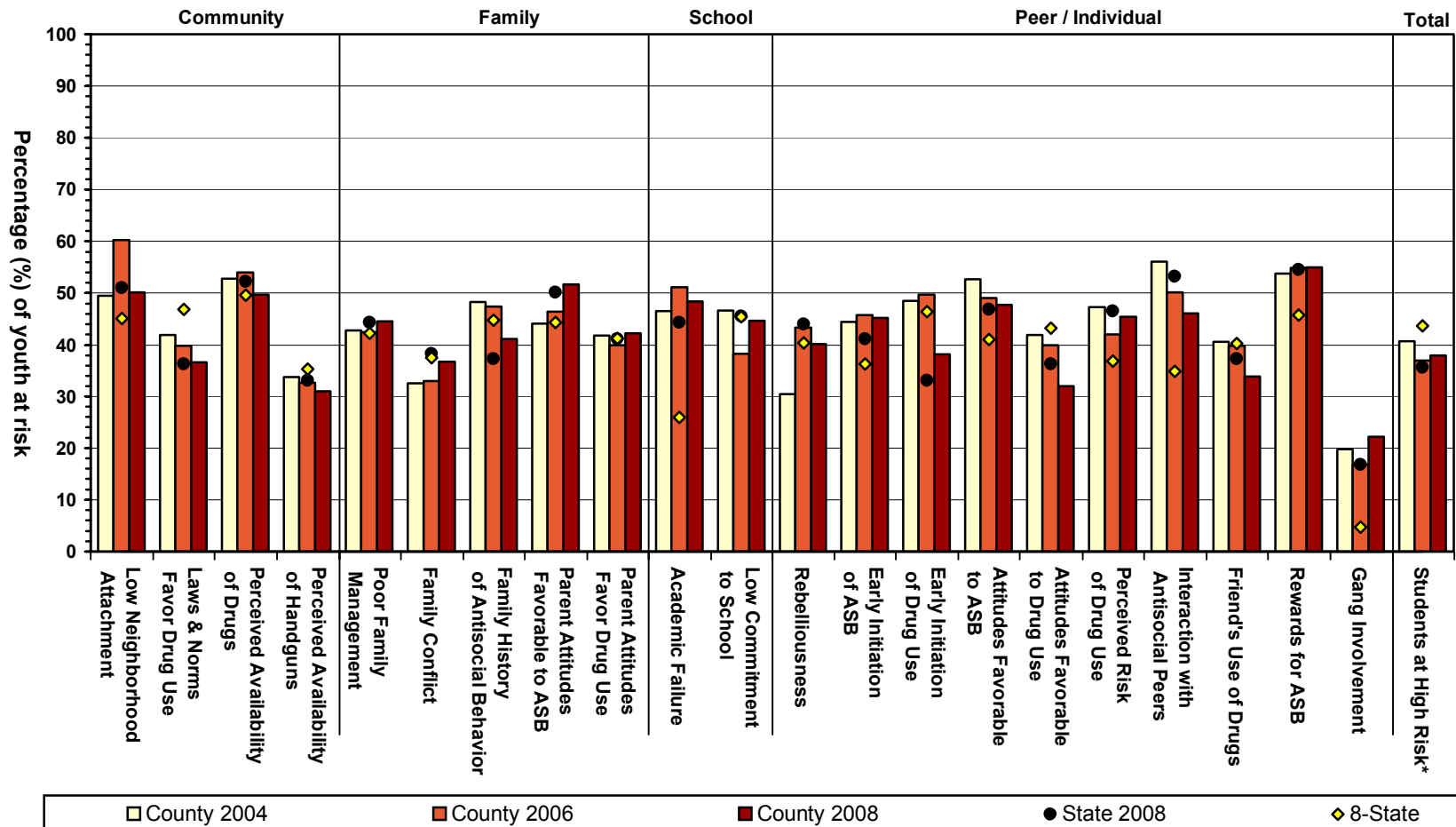
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

2008 Coconino County, Grade 12

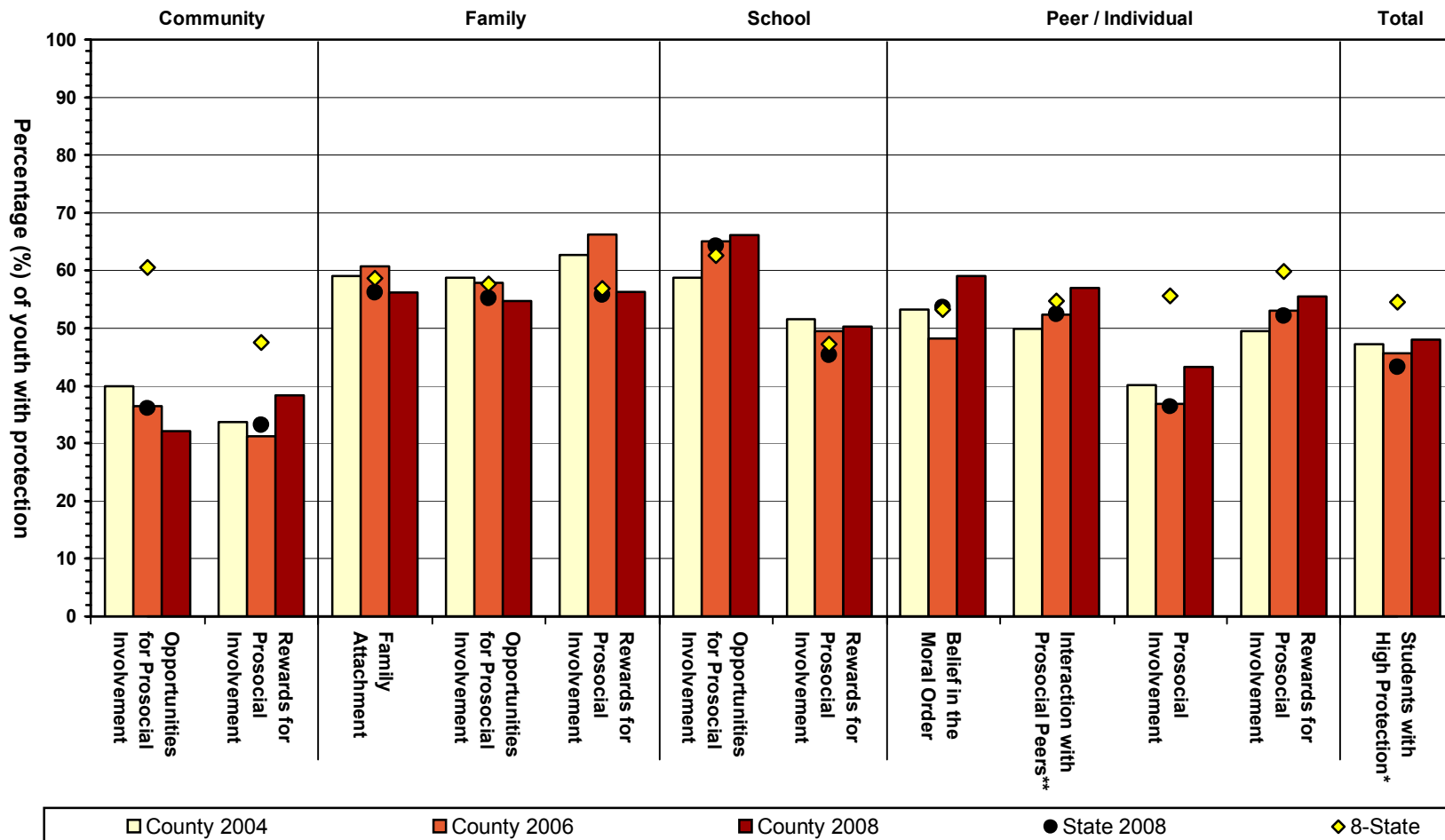


* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Coconino County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

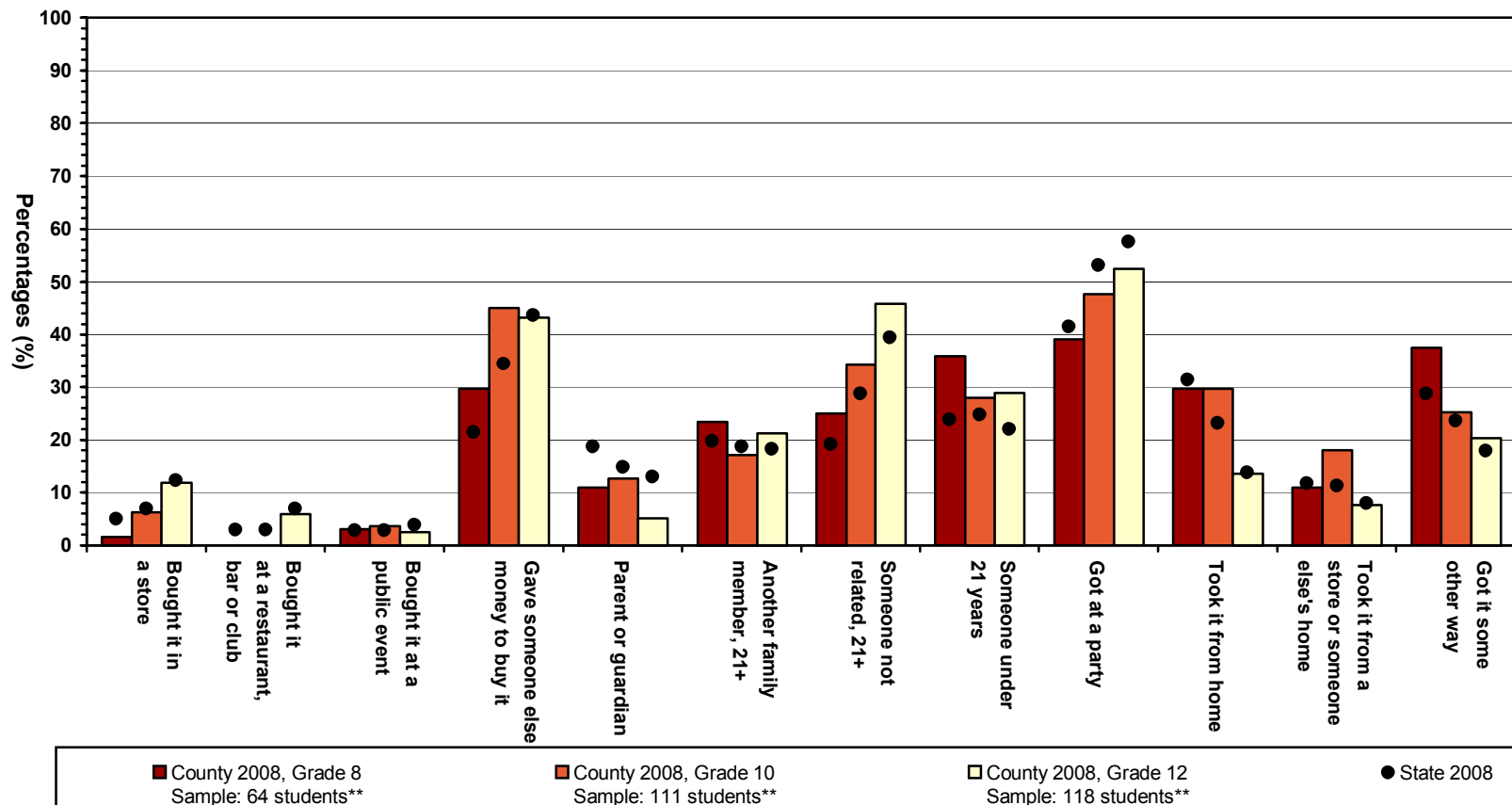
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Coconino County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



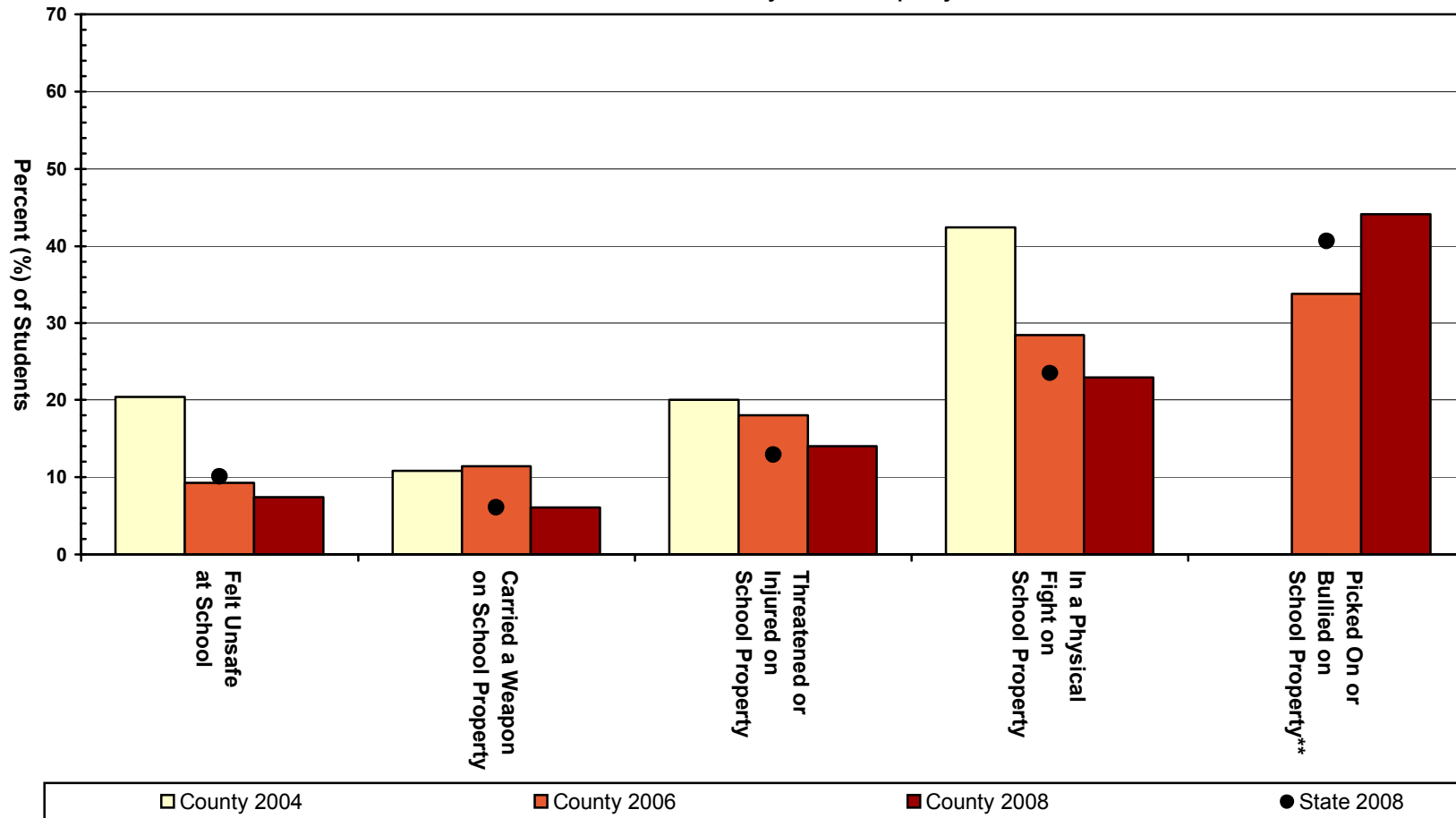
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Coconino County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



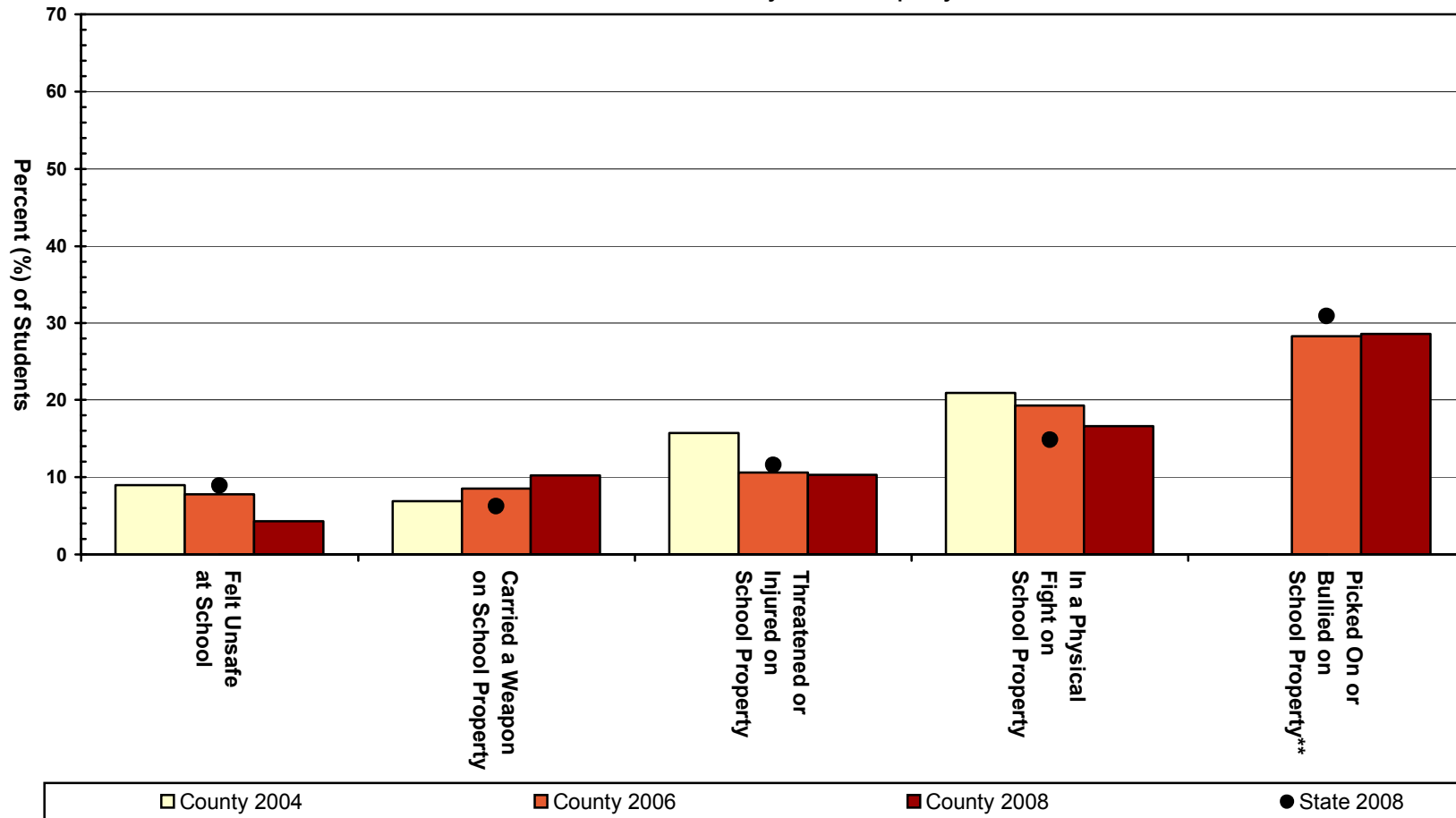
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Coconino County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



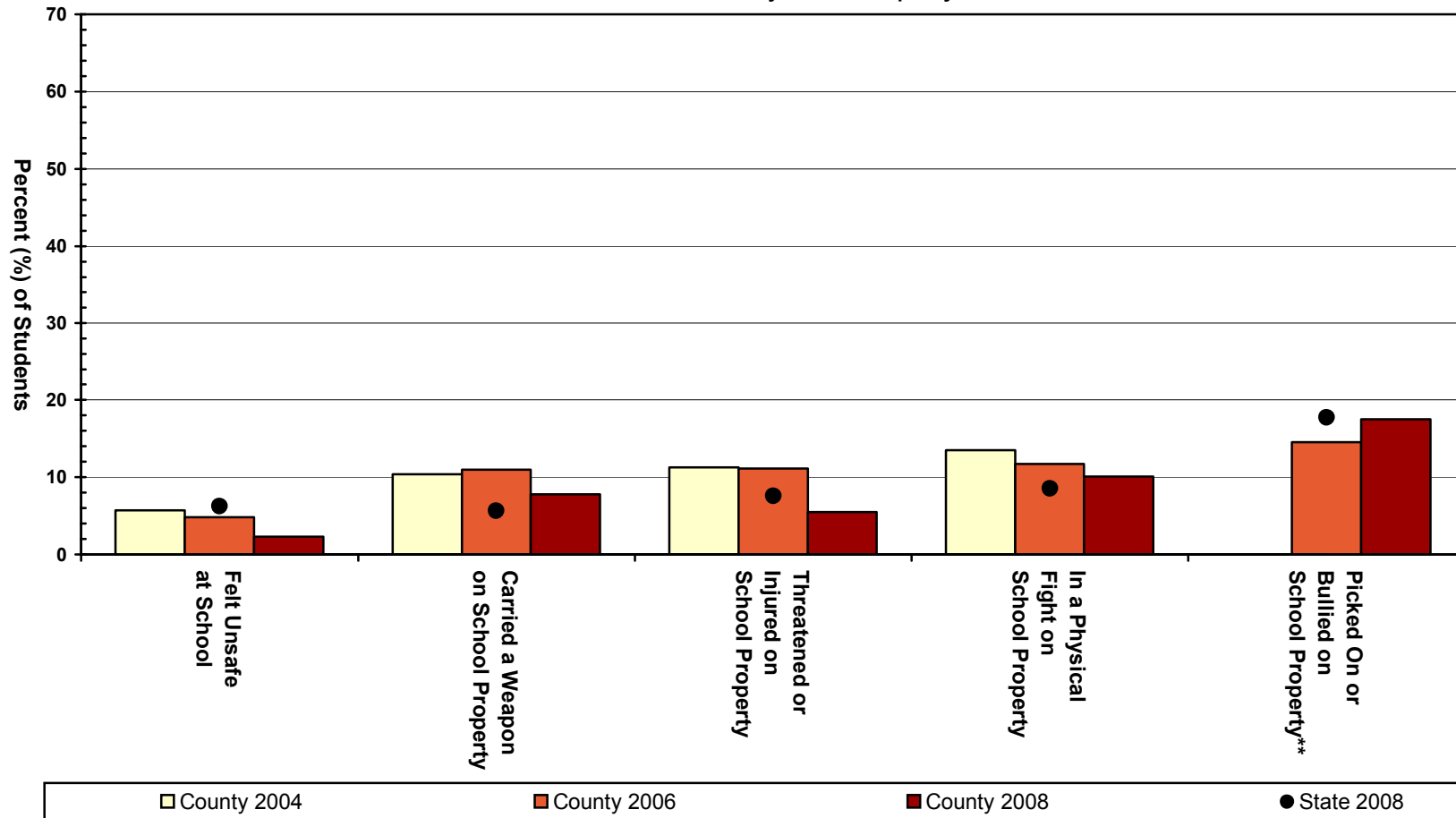
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Coconino County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	46.5	50.9	47.5	47.8	69.4	71.4	62.6	66.2	76.3	79.9	76.7	74.8
Cigarettes	smoked cigarettes?	51.0	41.7	34.5	25.9	53.3	59.9	44.5	39.9	58.6	70.2	52.6	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	19.6	12.8	11.1	7.1	17.9	20.4	14.9	12.9	19.1	26.6	19.6	17.7
Marijuana	used marijuana?	37.6	28.1	19.9	16.2	43.6	44.0	36.4	32.5	49.6	57.9	50.6	43.1
Hallucinogens**	used LSD or other hallucinogens?	5.5	3.1	2.5	1.9	5.0	3.7	5.0	5.2	10.2	4.7	9.5	7.9
Cocaine	used cocaine or crack?	7.1	4.3	3.9	2.7	6.3	7.0	8.0	6.8	11.8	12.5	12.1	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	11.1	17.6	14.4	14.3	12.6	12.3	12.8	12.6	10.1	11.4	10.4	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	3.4	2.2	1.2	n/a	8.3	4.0	2.4	n/a	9.4	6.1	4.0
Heroin or Other Opiates	used heroin or other opiates?	0.5	2.0	0.6	1.0	3.2	1.0	1.8	2.0	3.8	1.8	2.9	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.1	2.0	3.6	2.2	5.8	6.0	5.5	4.9	8.7	5.2	7.8	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.7	1.4	1.7	n/a	1.4	1.8	2.3	n/a	0.8	1.7	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	15.6	12.2	n/a	n/a	21.4	20.5	n/a	n/a	27.2	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	6.1	n/a	n/a	n/a	6.5	n/a	n/a	n/a	11.5	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.9	4.2	3.8	n/a	2.7	6.3	7.6	n/a	7.7	4.1	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	10.1	8.8	9.2	8.3	19.2	10.2	10.6	12.0	23.2	18.1	11.9	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	14.5	21.2	17.1	n/a	14.5	25.2	25.7	n/a	21.9	31.5	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	11.4	9.7	n/a	n/a	11.8	12.9	n/a	n/a	9.8	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.5	26.7	22.2	23.2	43.2	37.9	34.2	37.7	47.3	48.1	38.6	46.8
Cigarettes	smoked cigarettes?	23.5	14.9	10.6	8.7	23.3	23.5	16.3	16.6	28.3	26.7	21.3	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	8.0	3.9	3.9	2.6	4.8	6.0	5.1	4.6	5.2	8.5	7.8	6.8
Marijuana	used marijuana?	23.2	13.5	10.0	7.6	19.9	19.0	16.9	15.1	19.3	21.6	21.5	18.7
Hallucinogens**	used LSD or other hallucinogens?	2.5	1.4	0.8	0.8	2.2	1.0	2.5	1.9	2.8	1.5	3.2	2.4
Cocaine	used cocaine or crack?	1.5	1.9	2.2	1.0	2.6	2.4	2.8	2.2	4.3	1.5	2.3	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	3.0	5.9	3.9	5.4	2.7	3.3	2.0	3.0	0.9	1.1	2.6	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.0	0.6	0.4	n/a	1.4	0.5	0.6	n/a	1.1	0.0	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.0	0.8	0.0	0.4	0.9	0.7	0.0	0.7	1.0	0.7	0.9	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.0	0.7	0.6	0.8	0.7	1.4	2.3	1.5	0.7	0.7	0.3	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.5	0.3	0.7	n/a	0.7	1.3	1.0	n/a	0.0	0.3	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	7.6	6.0	n/a	n/a	8.8	9.4	n/a	n/a	9.9	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.0	n/a	n/a	n/a	2.2	n/a	n/a	n/a	4.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	2.6	1.1	1.6	n/a	0.7	1.0	2.9	n/a	3.3	0.0	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	3.6	4.9	3.1	3.4	10.6	2.1	2.0	4.5	10.8	8.5	4.1	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	8.0	9.8	8.6	n/a	3.8	9.8	12.2	n/a	11.3	11.6	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	5.3	5.6	n/a	n/a	5.8	6.4	n/a	n/a	4.9	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	19.8	17.4	12.2	13.1	26.4	24.7	21.7	22.4	32.9	25.0	23.6	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.0	0.5	1.4	0.7	2.2	2.2	2.3	2.1	5.5	3.5	3.2	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		28.6	23.1	19.7	20.2	10.5	12.3	14.1	14.6	8.2	10.2	9.8	10.2
Drunk or High at School		21.4	18.6	12.9	12.0	26.3	29.3	22.0	20.5	27.2	29.7	24.1	22.2
Sold Illegal Drugs		7.6	6.3	5.4	4.6	8.9	6.2	8.6	9.8	10.8	11.1	10.1	10.4
Stolen or Tried to Steal a Motor Vehicle		9.5	5.5	3.8	3.6	5.6	3.9	4.1	3.7	4.2	2.4	1.7	2.7
Been Arrested		16.2	11.7	9.0	7.5	11.0	13.2	10.4	9.2	14.2	7.3	12.1	8.7
Attacked Someone with the Idea of Seriously Hurting Them		19.6	17.8	17.4	18.1	16.8	17.4	15.4	16.1	13.9	14.5	9.2	12.9
Carried a Handgun		10.5	8.3	8.9	7.7	5.8	7.3	6.6	7.2	6.3	9.0	9.2	8.1
Carried a Handgun to School		1.5	1.9	1.6	1.2	1.5	1.0	1.0	1.3	2.3	1.0	1.2	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	9.6	6.0	5.6	n/a	10.5	9.1	7.9	n/a	17.1	13.5	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	32.1	25.7	29.1	n/a	31.4	26.1	29.1	n/a	30.4	26.2	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	61.1	71.5	69.1	n/a	51.5	67.8	65.9	n/a	51.6	63.4	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	3.8	3.8	6.4	n/a	2.0	5.0	6.1	n/a	1.5	2.6	5.8
Played the lottery or scratch-off tickets?	n/a	32.8	24.1	24.8	n/a	27.7	23.4	21.8	n/a	22.6	20.2	19.0
Bet on sports?*	n/a	n/a	37.2	31.8	n/a	n/a	32.2	30.2	n/a	n/a	28.1	25.6
Played cards?	n/a	23.3	42.3	43.7	n/a	24.4	46.2	43.7	n/a	29.9	44.1	40.6
Bought a raffle ticket?	n/a	n/a	30.7	20.4	n/a	n/a	25.4	20.7	n/a	n/a	26.9	18.9
Played bingo?	n/a	20.5	29.6	32.6	n/a	11.4	26.9	23.2	n/a	12.9	13.1	14.7
Gambled on the Internet?	n/a	6.4	4.9	6.3	n/a	4.4	3.8	5.1	n/a	2.9	3.2	4.7
Played a dice game?*	n/a	n/a	27.6	31.5	n/a	n/a	26.2	25.1	n/a	n/a	21.4	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	29.0	33.0	32.7	n/a	22.1	30.5	31.3	n/a	23.0	26.7	27.0
Bet on a horse or other animal race?*	n/a	n/a	7.1	6.4	n/a	n/a	4.3	5.8	n/a	n/a	4.0	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	33.0	40.7	44.7	39.3	40.0	29.9	47.6	37.1	40.0	36.4	32.1	36.1
Rewards for Prosocial Involvement	32.3	28.9	35.0	31.3	37.7	38.8	41.6	35.4	33.7	31.2	38.4	33.2
Family Domain												
Family Attachment	43.4	53.0	59.0	51.5	46.9	44.2	47.7	46.1	59.1	60.7	56.2	56.2
Opportunities for Prosocial Involvement	55.1	58.2	65.1	59.7	54.9	53.2	57.8	54.0	58.8	57.9	54.7	55.2
Rewards for Prosocial Involvement	54.3	65.9	64.9	61.4	58.1	57.2	56.4	55.1	62.7	66.2	56.3	55.8
School Domain												
Opportunities for Prosocial Involvement	54.8	67.2	63.6	60.3	62.6	61.3	66.7	62.4	58.8	65.1	66.1	64.3
Rewards for Prosocial Involvement	46.0	57.5	49.2	51.2	66.1	66.2	69.8	59.8	51.6	49.5	50.3	45.4
Peer-Individual Domain												
Belief in the Moral Order	56.1	59.5	64.8	59.4	65.8	67.5	72.1	66.5	53.2	48.2	59.1	53.6
Interaction with Prosocial Peers*	39.8	50.4	51.5	53.1	56.9	53.7	62.1	55.3	49.9	52.4	57.0	52.5
Prosocial Involvement	30.3	37.1	45.4	39.0	49.2	39.1	43.9	41.2	40.2	36.8	43.3	36.4
Rewards for Prosocial Involvement	62.4	62.4	61.3	59.4	62.3	64.3	66.3	59.7	49.5	53.1	55.5	52.2
Total Protection												
Students with High Protection**	40.0	43.2	45.1	43.8	54.5	48.7	55.0	46.7	47.2	45.7	48.0	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	44.3	38.1	39.9	38.5	48.7	51.1	36.7	46.2	49.5	60.3	50.2	51.0
Laws & Norms Favor Drug Use	41.1	37.2	39.1	36.6	45.8	41.7	36.7	42.1	41.9	39.9	36.7	36.3
Perceived Availability of Drugs	41.0	42.4	33.3	38.2	51.4	49.1	38.8	49.6	52.8	54.0	49.7	52.2
Perceived Availability of Handguns	41.3	39.6	39.2	37.8	31.1	27.4	26.6	26.7	33.8	32.7	31.0	33.1
Family Domain												
Poor Family Management	55.9	48.7	45.2	45.5	41.8	45.2	40.7	42.8	42.8	42.5	44.6	44.3
Family Conflict	51.1	44.6	52.8	53.5	35.7	35.4	37.4	42.8	32.6	33.0	36.8	38.3
Family History of Antisocial Behavior	66.3	46.9	39.7	40.3	51.7	54.9	41.5	41.1	48.3	47.4	41.2	37.3
Parent Attitudes Favorable to ASB	42.9	53.5	49.0	49.3	47.0	46.2	46.8	53.4	44.1	46.4	51.7	50.2
Parent Attitudes Favor Drug Use	25.4	33.2	28.8	26.8	42.0	39.7	36.7	41.1	41.8	40.0	42.3	41.2
School Domain												
Academic Failure	71.8	52.6	49.4	47.3	52.0	57.9	46.2	49.5	46.5	51.2	48.4	44.4
Low Commitment to School	40.9	39.0	42.9	41.0	39.2	40.1	36.7	43.7	46.7	38.3	44.7	45.6
Peer-Individual Domain												
Rebelliousness	35.0	38.0	36.8	43.1	36.5	47.9	42.1	46.8	30.4	43.4	40.2	44.0
Early Initiation of ASB	51.5	44.4	40.2	39.4	41.9	46.9	43.5	42.0	44.5	45.8	45.2	41.2
Early Initiation of Drug Use	51.6	41.3	32.4	30.3	44.5	49.5	37.1	32.7	48.5	49.7	38.2	33.1
Attitudes Favorable to ASB	46.0	45.7	45.2	44.6	53.3	55.4	48.7	50.7	52.7	49.1	47.8	46.9
Attitudes Favorable to Drug Use	31.5	35.3	28.6	29.1	43.1	42.5	34.0	37.4	41.9	40.0	32.0	36.3
Perceived Risk of Drug Use	51.3	44.5	39.0	44.5	41.2	37.4	37.7	42.3	47.3	42.0	45.4	46.5
Interaction with Antisocial Peers	79.7	61.9	54.5	58.2	56.5	63.2	51.0	57.3	56.1	50.2	46.1	53.2
Friend's Use of Drugs	59.4	48.8	38.5	39.4	47.6	51.4	39.6	41.9	40.6	39.8	33.9	37.3
Rewards for ASB	45.6	49.2	46.9	45.6	41.8	43.5	41.5	44.0	53.8	54.9	55.0	54.6
Gang Involvement	41.2	29.5	27.6	26.9	22.6	29.8	23.0	23.2	19.8	16.8	22.2	16.8
Total Risk												
Students at High Risk*	54.5	43.5	36.6	38.7	42.5	42.1	34.5	37.5	40.7	37.0	38.0	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	64	4,418	111	4,872	118	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	1.6	5.0	6.3	6.9	11.9	12.3
I bought it at a restaurant, bar, or club	0.0	3.0	0.0	3.0	5.9	7.0
I bought it at a public event such as a concert or sporting event	3.1	2.9	3.6	2.9	2.5	3.9
I gave someone else money to buy it for me	29.7	21.4	45.0	34.4	43.2	43.7
My parent or guardian gave it to me	10.9	18.7	12.6	14.8	5.1	13.0
Another family member who is 21 or older gave it to me	23.4	19.7	17.1	18.7	21.2	18.2
Someone not related to me who is 21 or older gave it to me	25.0	19.2	34.2	28.7	45.8	39.5
Someone under the age of 21 gave it to me	35.9	23.8	27.9	24.8	28.8	22.0
I got it at a party	39.1	41.5	47.7	53.1	52.5	57.6
I took it from home	29.7	31.4	29.7	23.2	13.6	13.8
I took it from a store or someone else's home	10.9	11.7	18.0	11.3	7.6	8.0
I got it some other way	37.5	28.7	25.2	23.6	20.3	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	80.0	82.0	86.0	87.1	84.3	89.4	89.7	88.4	88.7	88.9	94.5	92.4
	1 time	8.2	8.8	7.1	6.6	7.6	5.0	4.8	5.9	5.2	4.2	2.3	3.9
	2-3 times	7.2	3.9	4.4	3.5	4.4	3.4	4.0	3.0	3.3	4.8	1.4	2.0
	4-5 times	2.6	3.1	0.8	1.0	1.2	1.2	0.3	0.8	0.9	1.0	0.9	0.6
	6-7 times	0.5	0.4	0.3	0.4	0.7	0.0	0.0	0.4	1.2	0.3	0.3	0.2
	8-9 times	0.0	0.2	0.0	0.3	0.5	0.3	0.3	0.3	0.0	0.0	0.3	0.2
	10-11 times	0.5	0.0	0.3	0.1	0.2	0.3	0.0	0.2	0.2	0.0	0.0	0.1
	12 or more times	1.0	1.5	1.1	0.9	1.2	0.3	1.0	1.1	0.5	0.7	0.3	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	57.6	71.5	77.1	76.5	79.1	80.7	83.4	85.2	86.5	88.3	89.9	91.5
	1 time	18.2	12.8	11.6	12.9	12.2	10.9	9.3	8.8	6.4	6.9	5.8	5.0
	2-3 times	15.7	10.4	6.4	6.9	4.9	5.9	4.5	3.9	3.3	3.4	2.9	2.1
	4-5 times	4.0	2.0	3.0	1.7	1.5	0.6	1.0	0.7	1.9	0.0	0.6	0.4
	6-7 times	2.5	0.4	1.1	0.6	1.0	0.3	0.3	0.4	0.2	0.0	0.0	0.3
	8-9 times	0.0	0.9	0.3	0.4	0.3	0.6	0.5	0.2	0.5	0.0	0.3	0.2
	10-11 times	0.5	0.4	0.0	0.3	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1
	12 or more times	1.5	1.5	0.6	0.7	0.9	0.9	1.0	0.7	1.2	1.4	0.6	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	66.2	55.9	59.4	n/a	71.7	71.4	69.1	n/a	85.5	82.5	82.3
	1 time	n/a	14.4	14.0	13.2	n/a	11.8	11.6	10.3	n/a	7.2	4.9	6.6
	2-3 times	n/a	15.6	12.9	11.5	n/a	12.5	6.3	9.6	n/a	5.9	5.2	5.7
	4-5 times	n/a		4.7	4.3	n/a		3.0	3.2	n/a		2.6	1.5
	6-7 times	n/a		1.1	1.9	n/a		1.8	1.4	n/a		0.6	0.8
	8-9 times	n/a		1.7	1.2	n/a		0.8	1.1	n/a		0.9	0.5
	10-11 times	n/a		1.9	0.8	n/a		0.8	0.6	n/a		0.0	0.3
	12 or more times	n/a	3.8	7.7	7.7	n/a	4.0	4.5	4.6	n/a	1.4	3.4	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	79.6	90.7	92.6	89.9	91.0	92.2	95.7	91.1	94.3	95.2	97.7	93.8
	1 day	12.2	4.7	4.4	5.8	5.1	2.8	2.3	5.1	3.1	2.8	1.4	3.3
	2-3 days	4.6	2.2	1.9	2.7	1.2	3.1	0.8	2.2	0.7	1.0	0.9	1.8
	4-5 days	1.5	1.1	0.5	0.6	1.4	0.3	1.0	0.6	0.9	1.0	0.0	0.4
	6 or more days	2.0	1.3	0.5	1.0	1.4	1.6	0.3	1.0	0.9	0.0	0.0	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	89.2	88.6	93.9	93.9	93.1	91.5	89.8	93.8	89.6	89.0	92.2	94.4
	1 day	7.2	3.4	3.6	3.1	3.2	1.6	3.3	2.2	2.1	1.4	1.7	1.5
	2-3 days	1.5	2.9	1.4	1.3	1.5	2.8	1.5	1.2	1.4	1.7	1.2	1.1
	4-5 days	0.5	1.3	0.0	0.5	0.5	1.3	1.0	0.5	0.5	1.0	0.6	0.5
	6 or more days	1.5	3.8	1.1	1.2	1.7	2.8	4.3	2.2	6.4	6.9	4.3	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	67.1	343	69.6	392	68.2	337	63.1	502	73.2	556
	smoke 1 or more packs or cigarettes per day	Cigarettes	87.2	345	93.1	392	91.7	339	89.5	505	92.1	557
	smoke marijuana regularly	Marijuana	84.6	338	78.4	379	68.4	329	71.5	492	82.6	541
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	94.1	306	84.4	384	78.1	329	85.2	472	85.4	533
	smoke cigarettes	Cigarettes	97.4	305	93.0	387	85.2	331	90.3	473	92.9	536
	smoke marijuana	Marijuana	96.4	303	91.4	385	86.9	329	91.1	471	91.5	532
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	82.0	367	68.8	397	60.2	347	68.3	530	72.3	566
	smoke cigarettes	Cigarettes	87.2	367	79.6	398	70.0	347	76.2	530	81.7	567
	smoke marijuana	Marijuana	87.4	365	77.8	396	66.0	347	74.4	528	79.8	565
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	22.2	360	34.2	398	38.6	345	35.4	523	28.1	565
		Cigarettes	10.6	349	16.3	393	21.3	342	20.4	510	12.5	560
		Marijuana	10.0	360	16.9	397	21.5	344	18.7	520	13.5	565
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	49.9	365	65.3	395	78.7	348	66.9	528	62.5	565
		Average age:	11.8 years		13 years		14 years		12.9 years		13.3 years	
	smoked a cigarette, even just a puff?	Cigarettes	32.5	363	47.0	394	54.8	347	48.6	527	41.5	561
		Average age:	11.5 years		12.5 years		13.1 years		12.5 years		12.5 years	
	smoked marijuana?	Marijuana	20.1	363	38.2	393	52.3	346	39.0	526	34.6	560
		Average age:	12 years		13.2 years		14.2 years		13.3 years		13.5 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

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Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
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Navajo Nation

Department of Behavioral Health Services
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White Mountain Apache Tribe

Apache Behavioral Health Services
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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Gila County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Gila County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	832	100	831	100	835	100	54,734	100
Grade								
8	215	25.8	360	43.3	369	44.2	25,695	46.9
10	342	41.1	284	34.2	264	31.6	16,089	29.4
12	275	33.1	187	22.5	202	24.2	12,950	23.7
Gender								
Male	410	50.0	393	48.4	391	47.7	26,213	48.8
Female	410	50.0	419	51.6	428	52.3	27,514	51.2
Ethnicity*								
Native American	186	22.8	173	21.3	176	16.8	4,812	7.4
African American	9	1.1	4	0.5	28	2.7	3,915	6.0
Hispanic	172	21.1	163	20.0	302	28.8	21,525	32.9
White	385	47.2	428	52.6	508	48.5	31,887	48.8
Asian	4	0.5	5	0.6	15	1.4	2,117	3.2
Pacific Islander	6	0.7	2	0.2	19	1.8	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

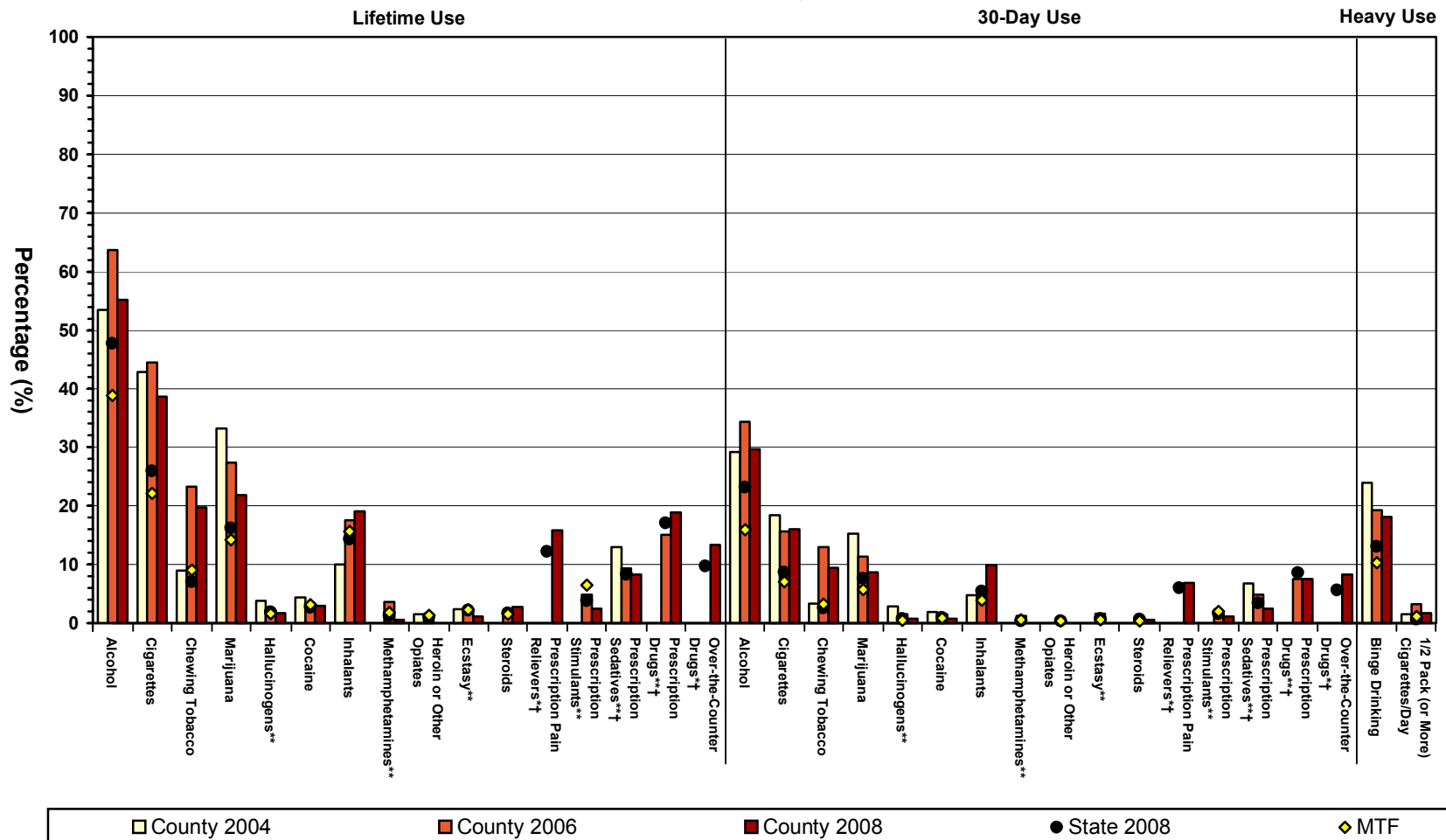
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Gila County, Grade 8



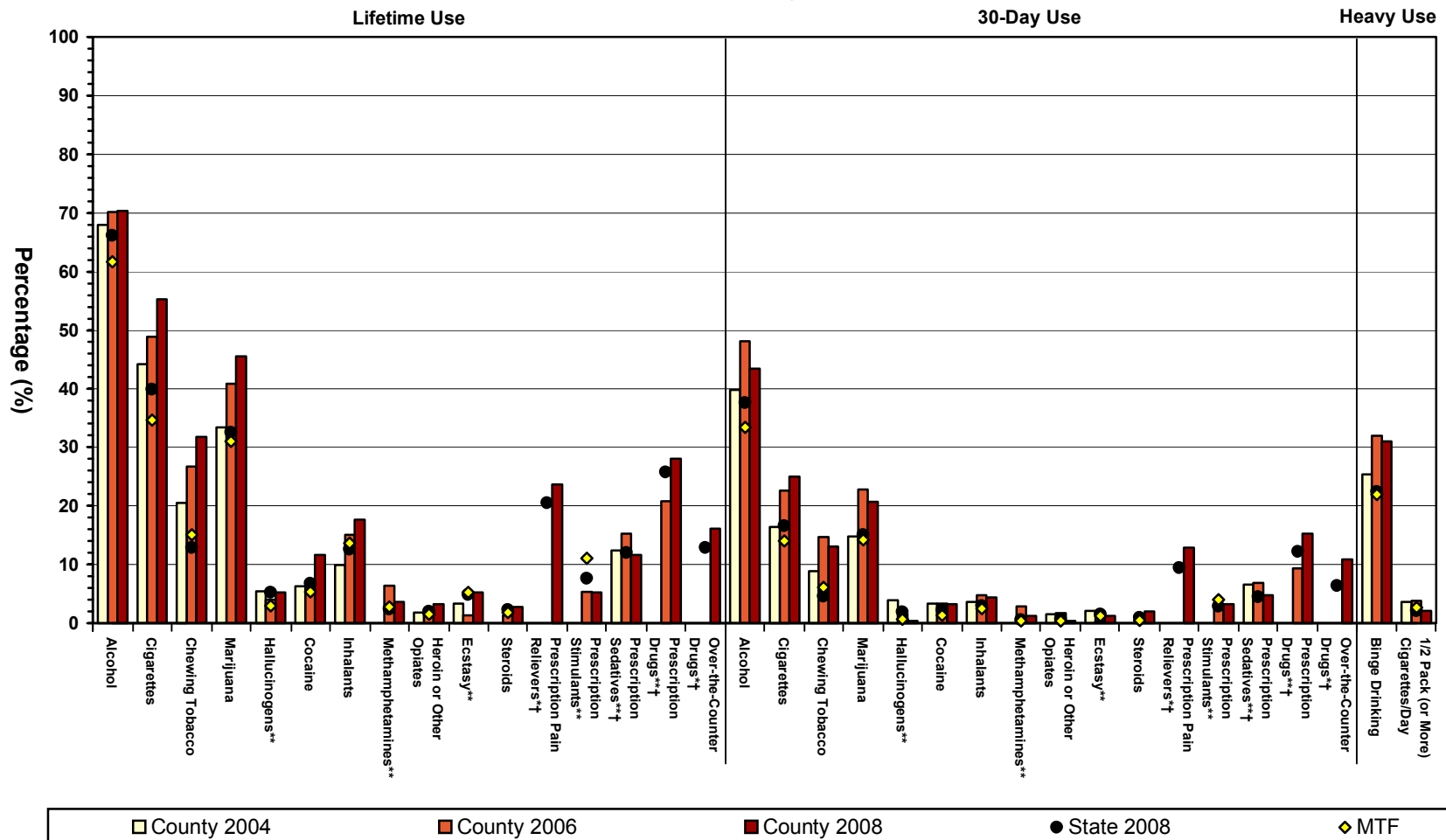
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Gila County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

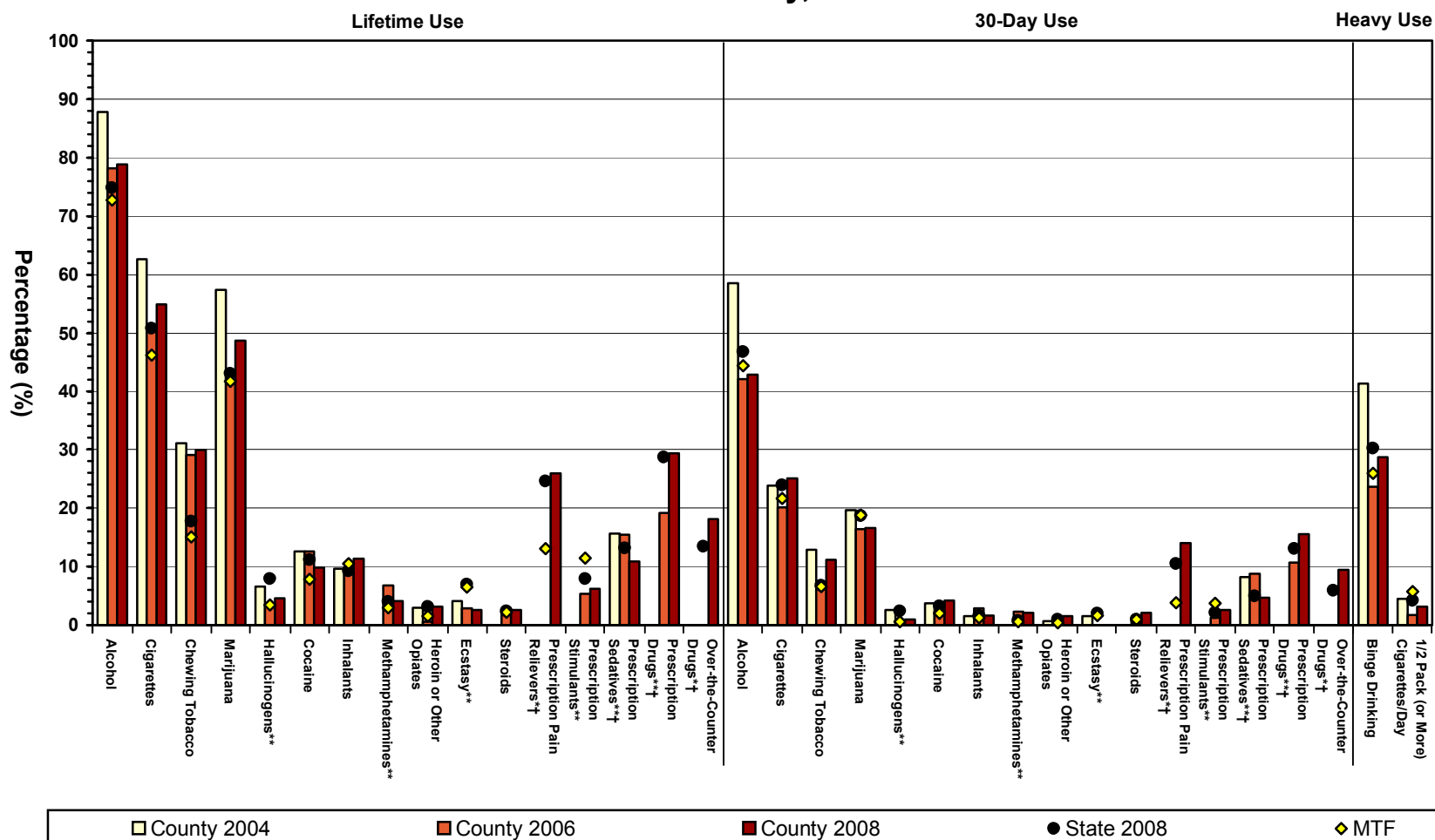
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Gila County, Grade 12



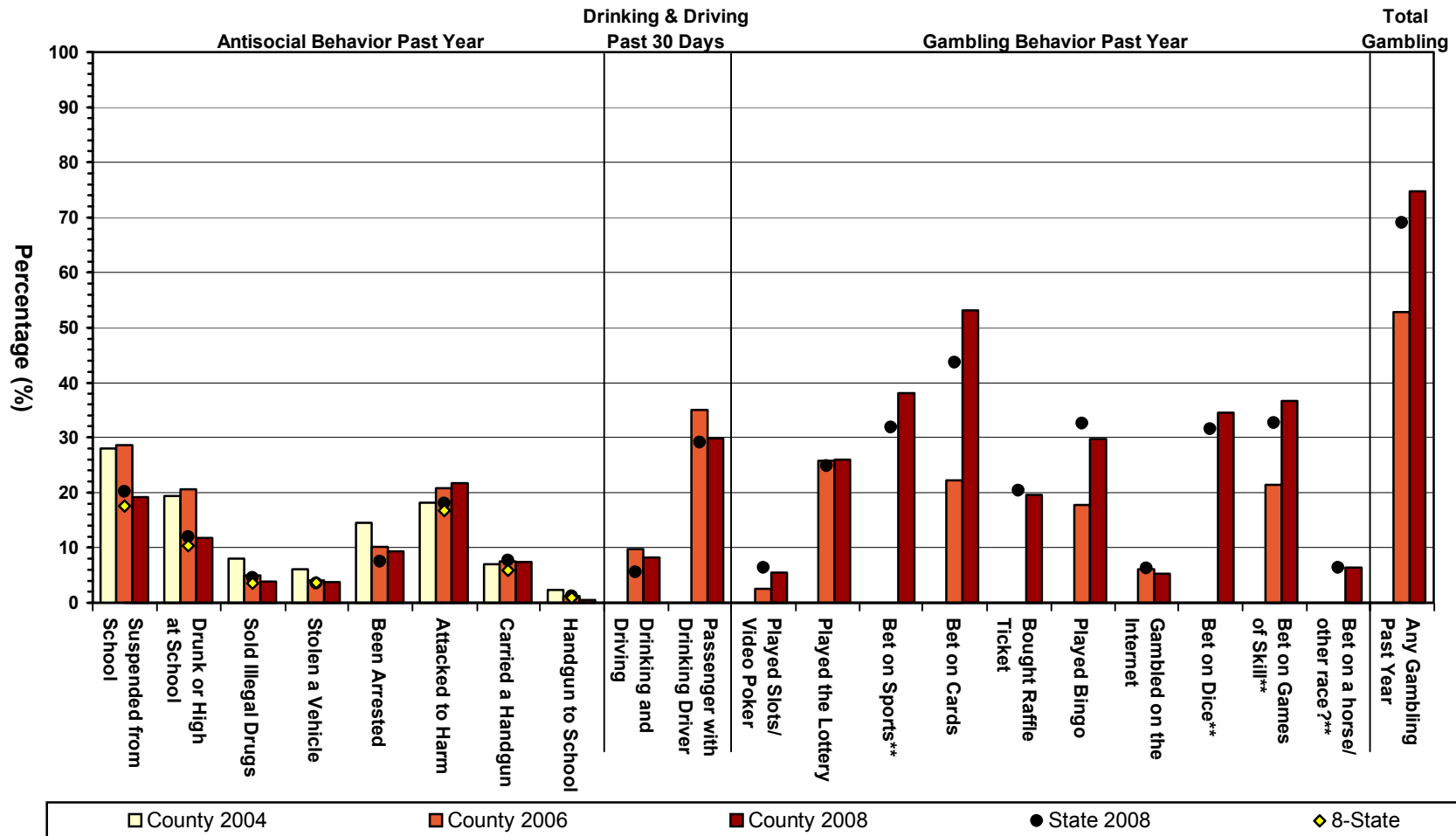
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Gila County, Grade 8

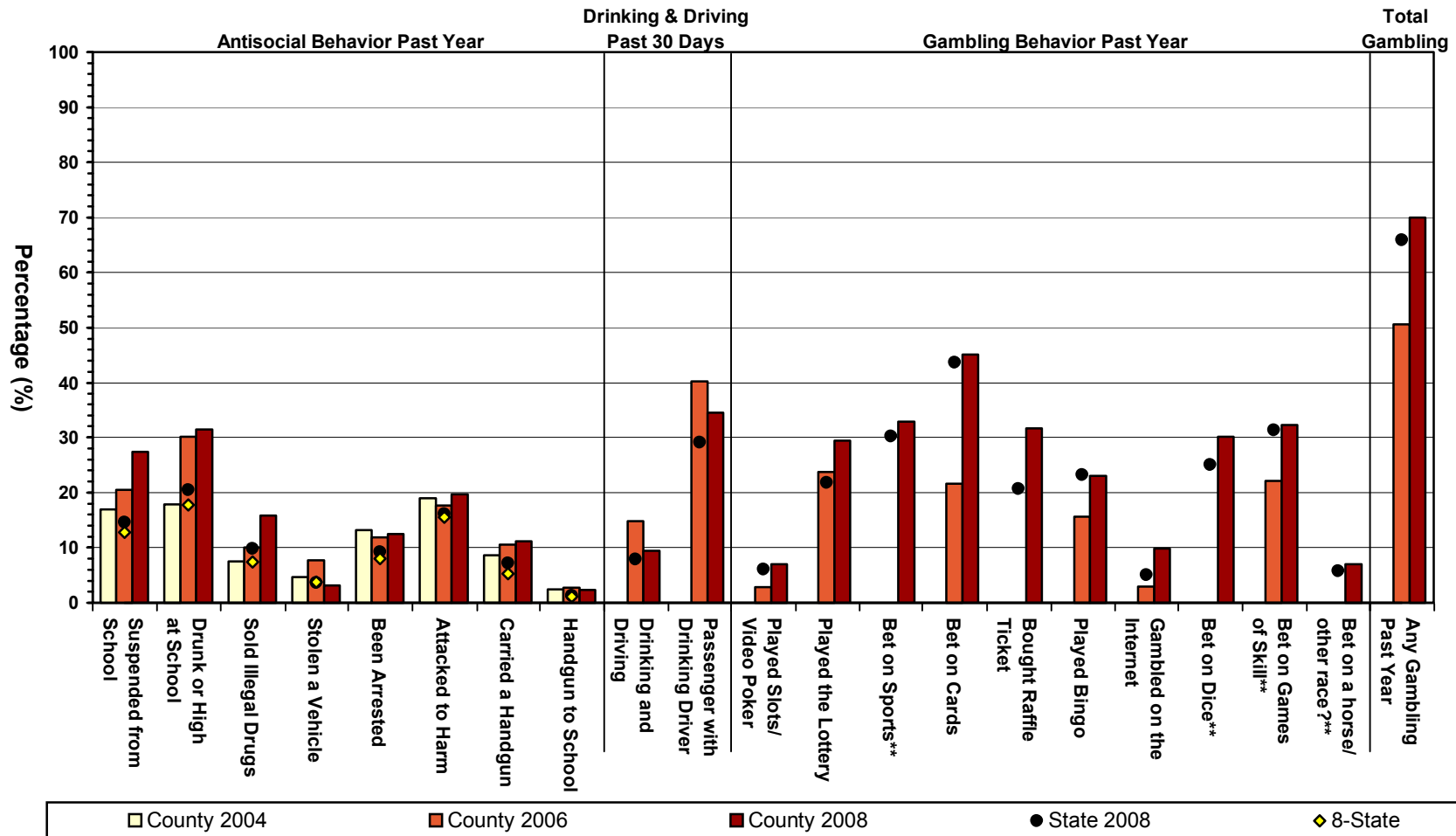


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Gila County, Grade 10

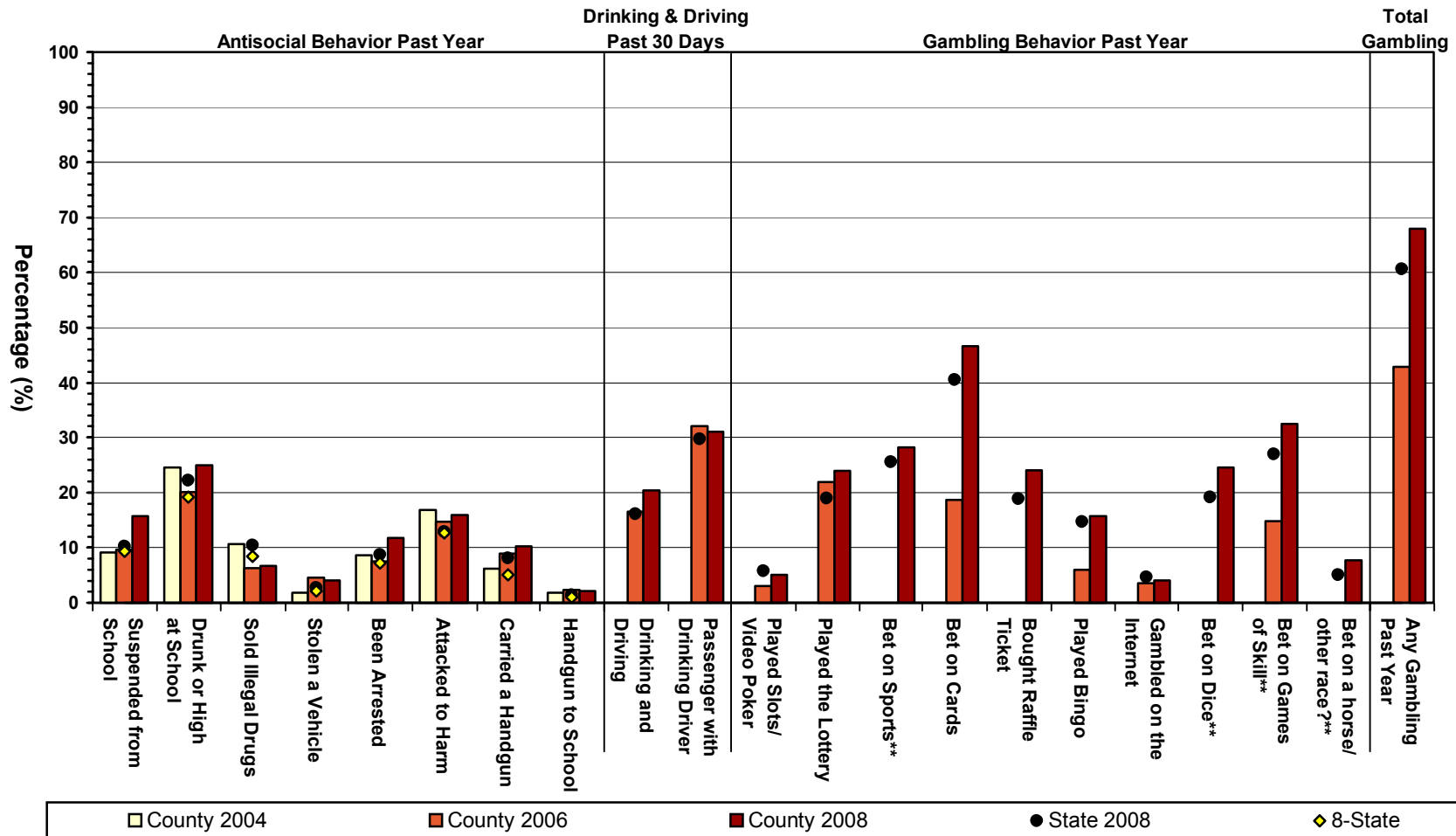


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

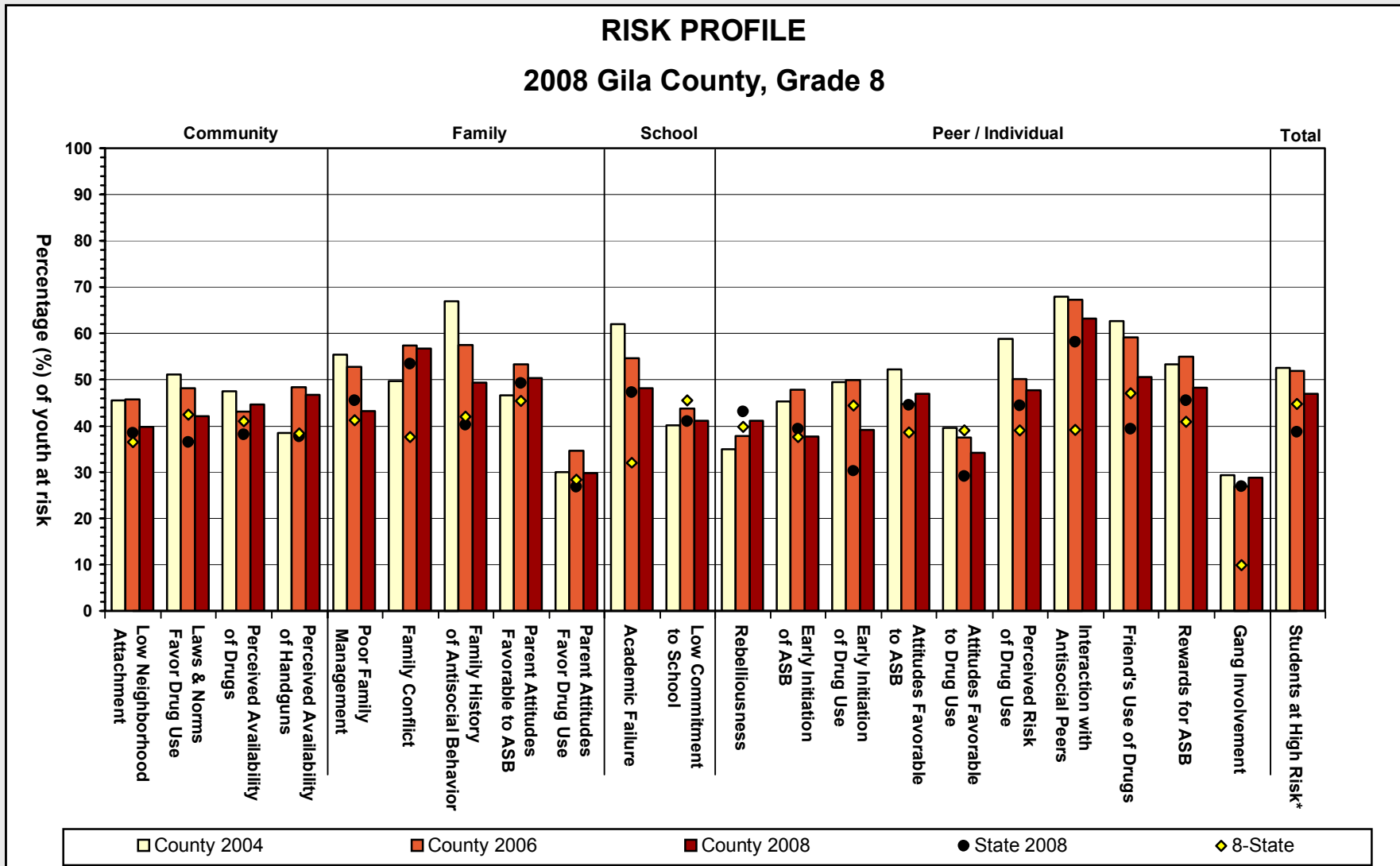
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Gila County, Grade 12



* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

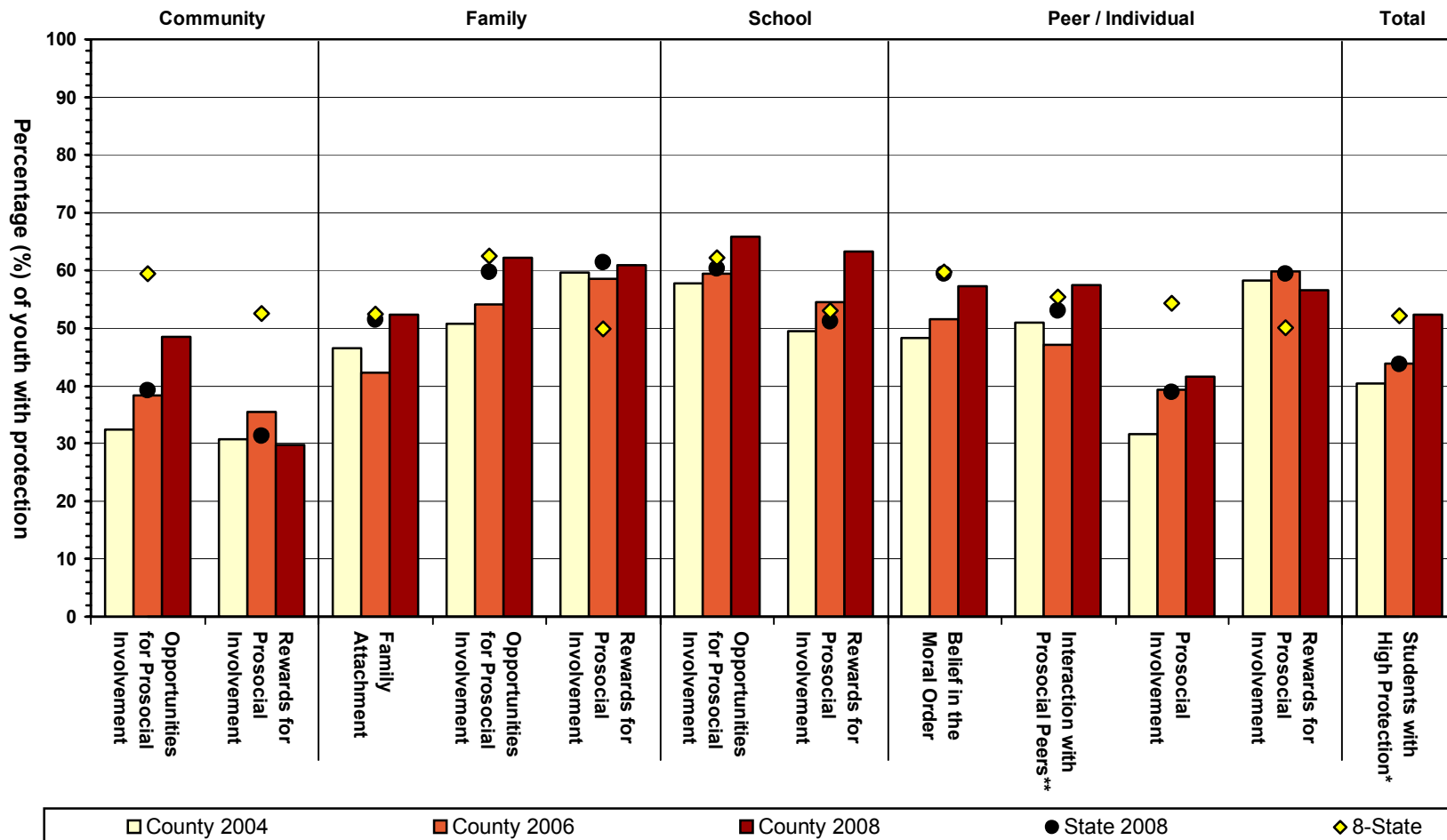
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Gila County, Grade 8



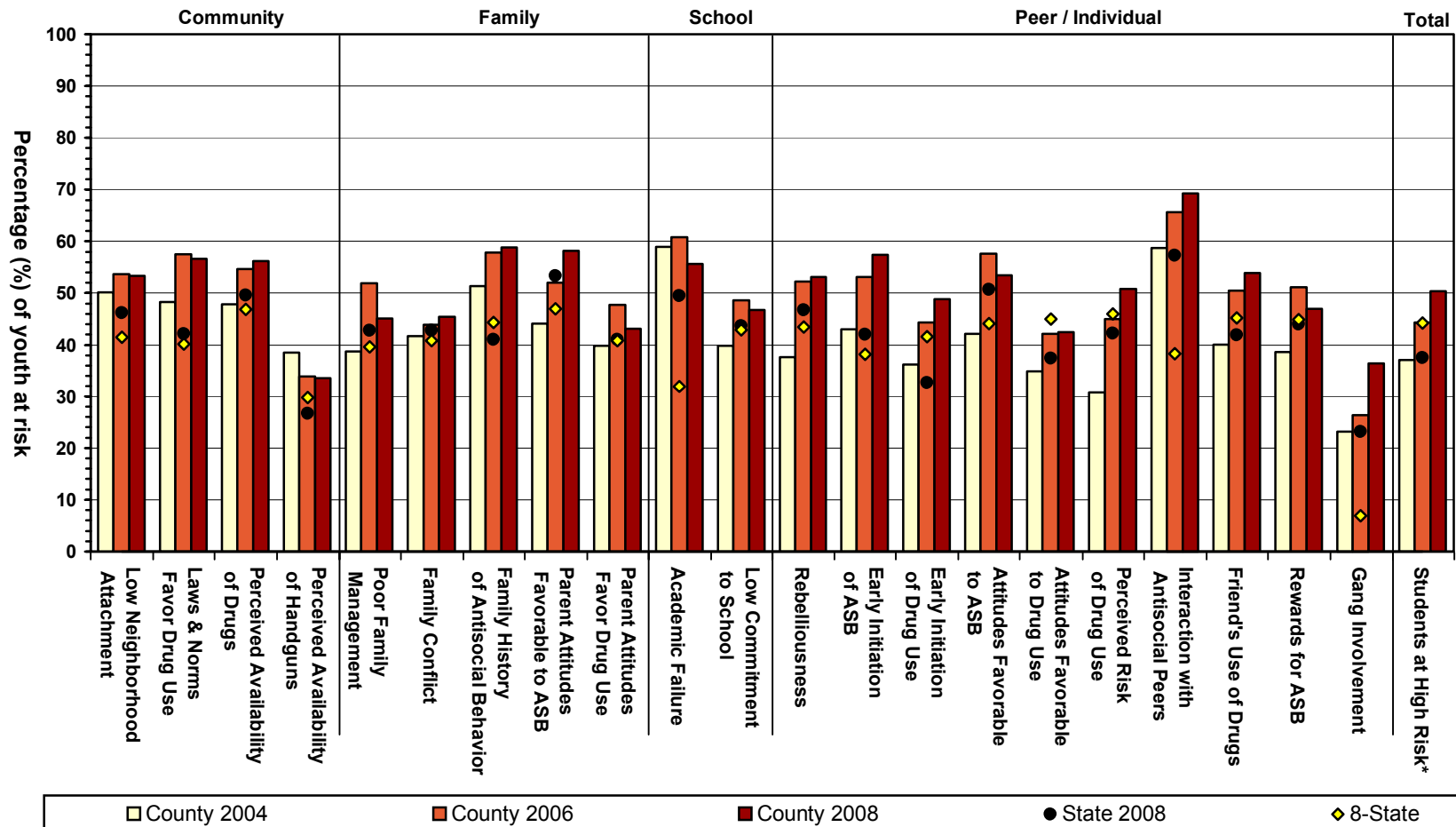
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

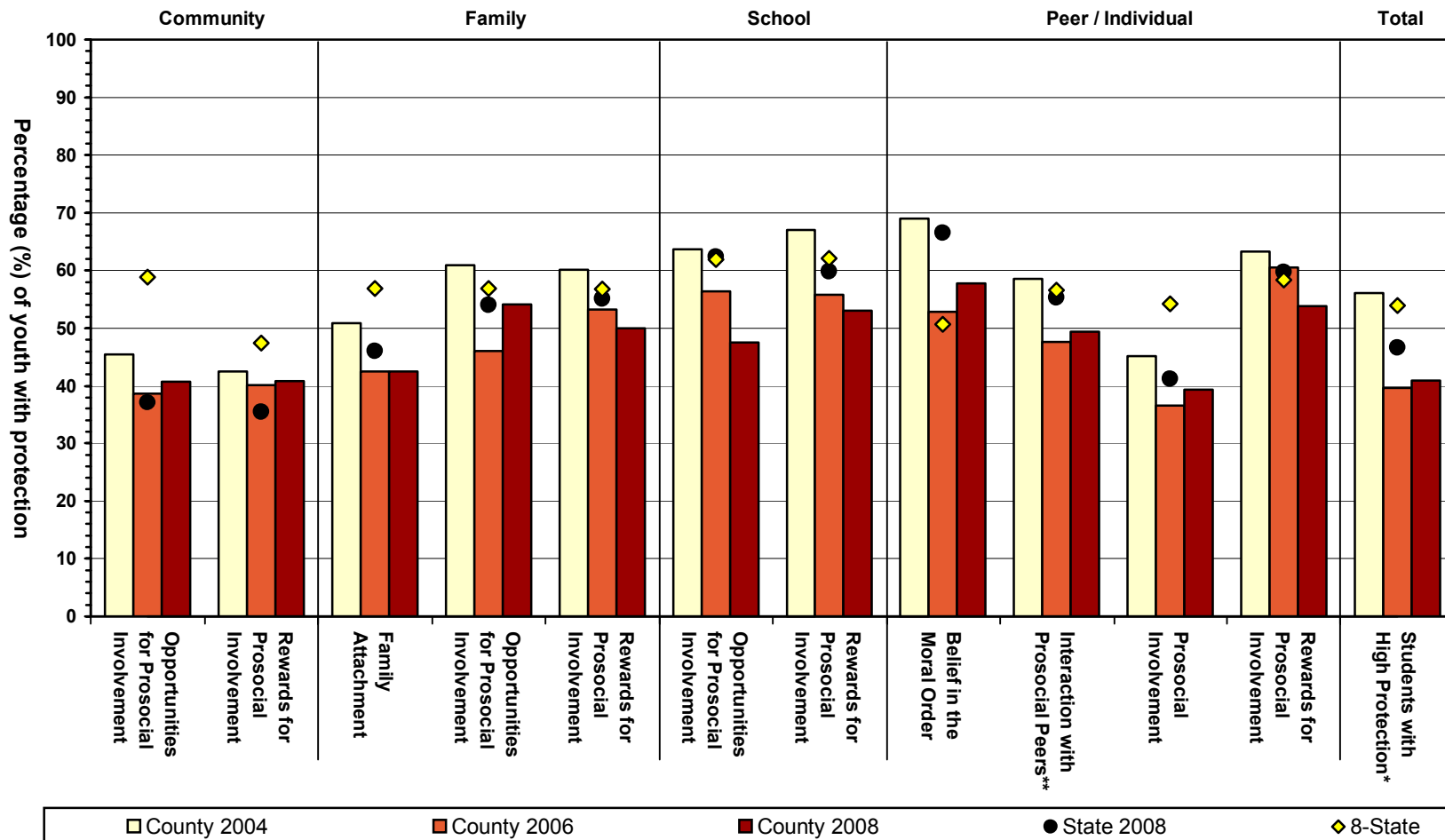
2008 Gila County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Gila County, Grade 10



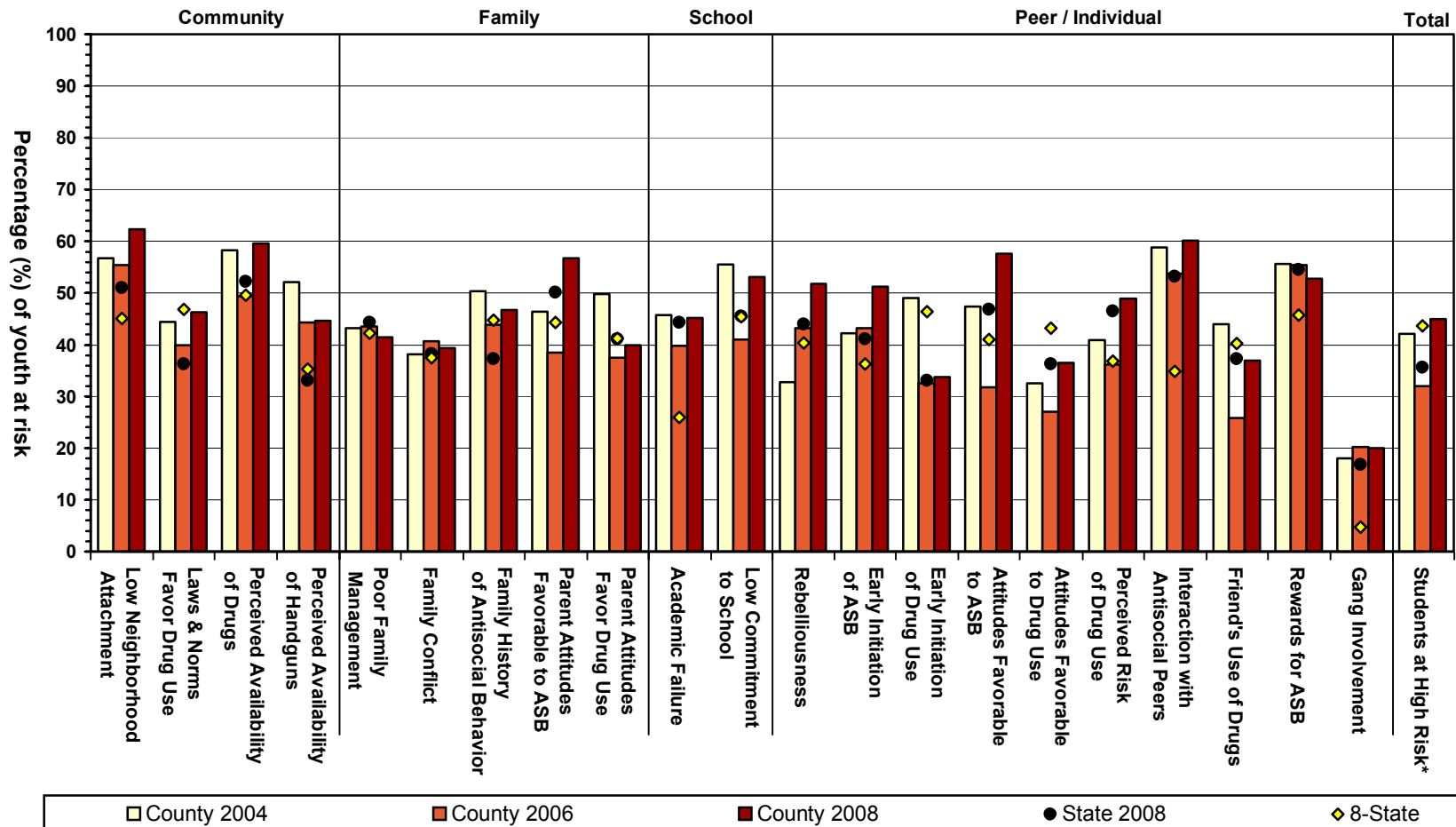
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

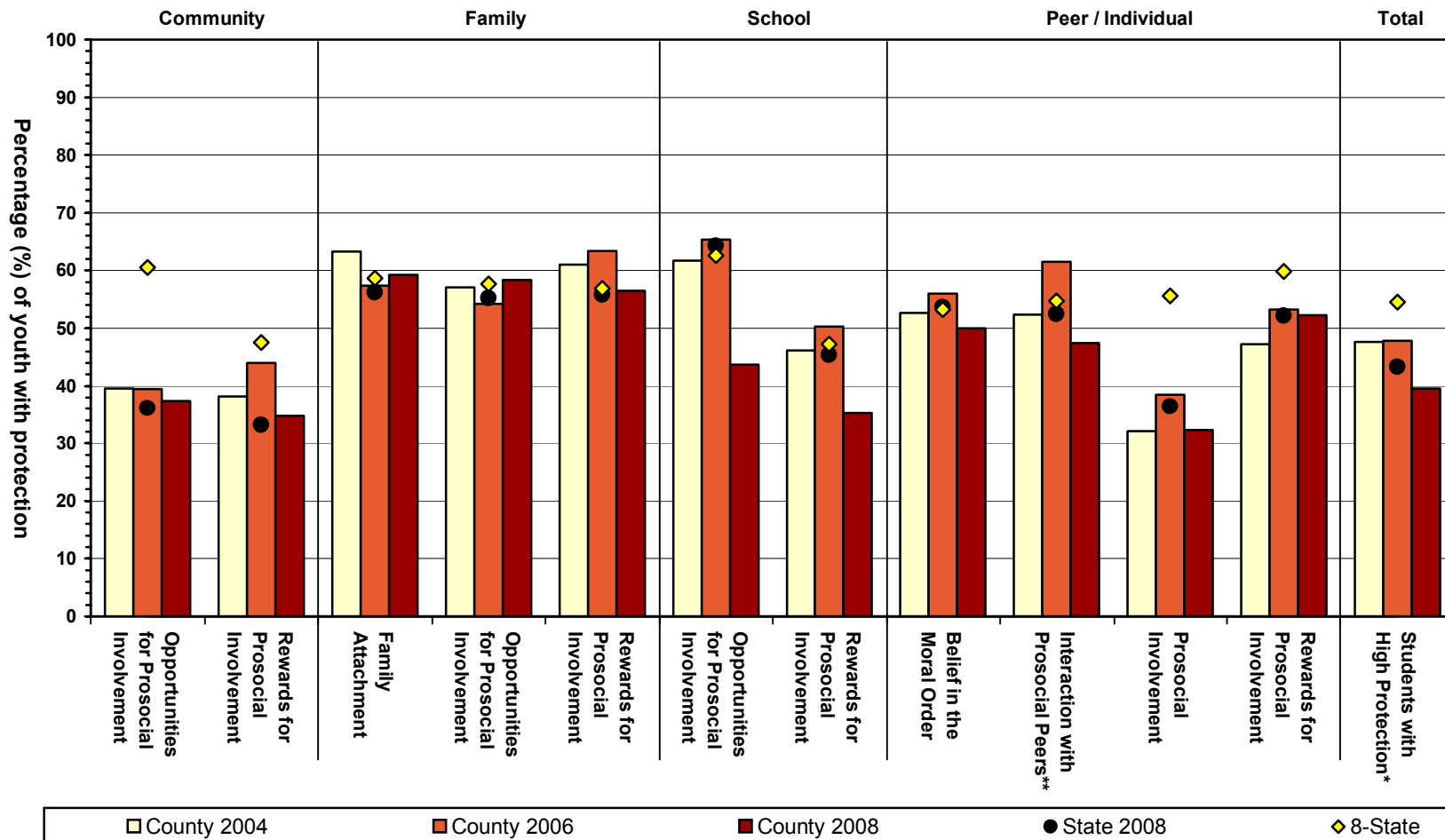
2008 Gila County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Gila County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

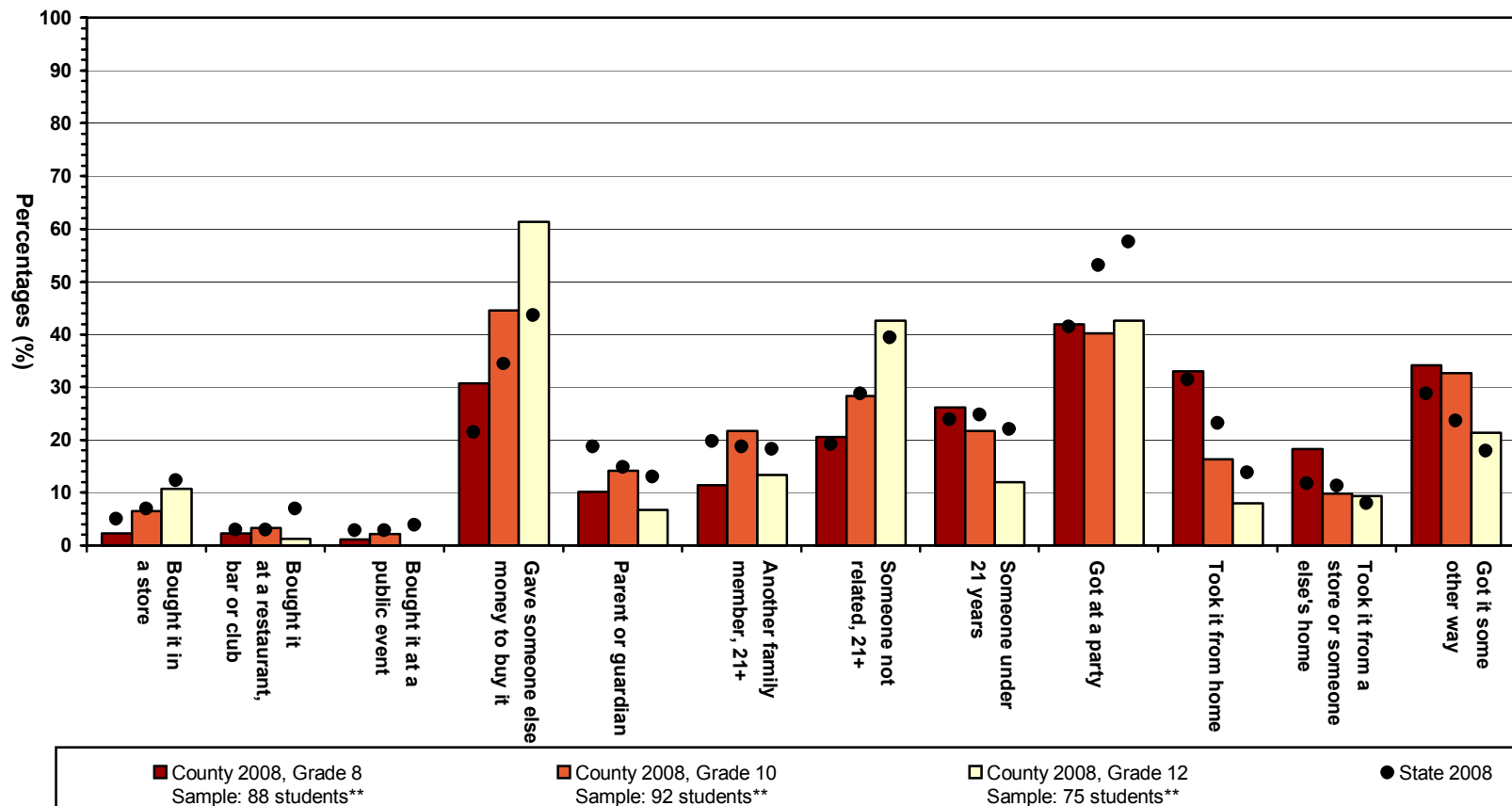
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Gila County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



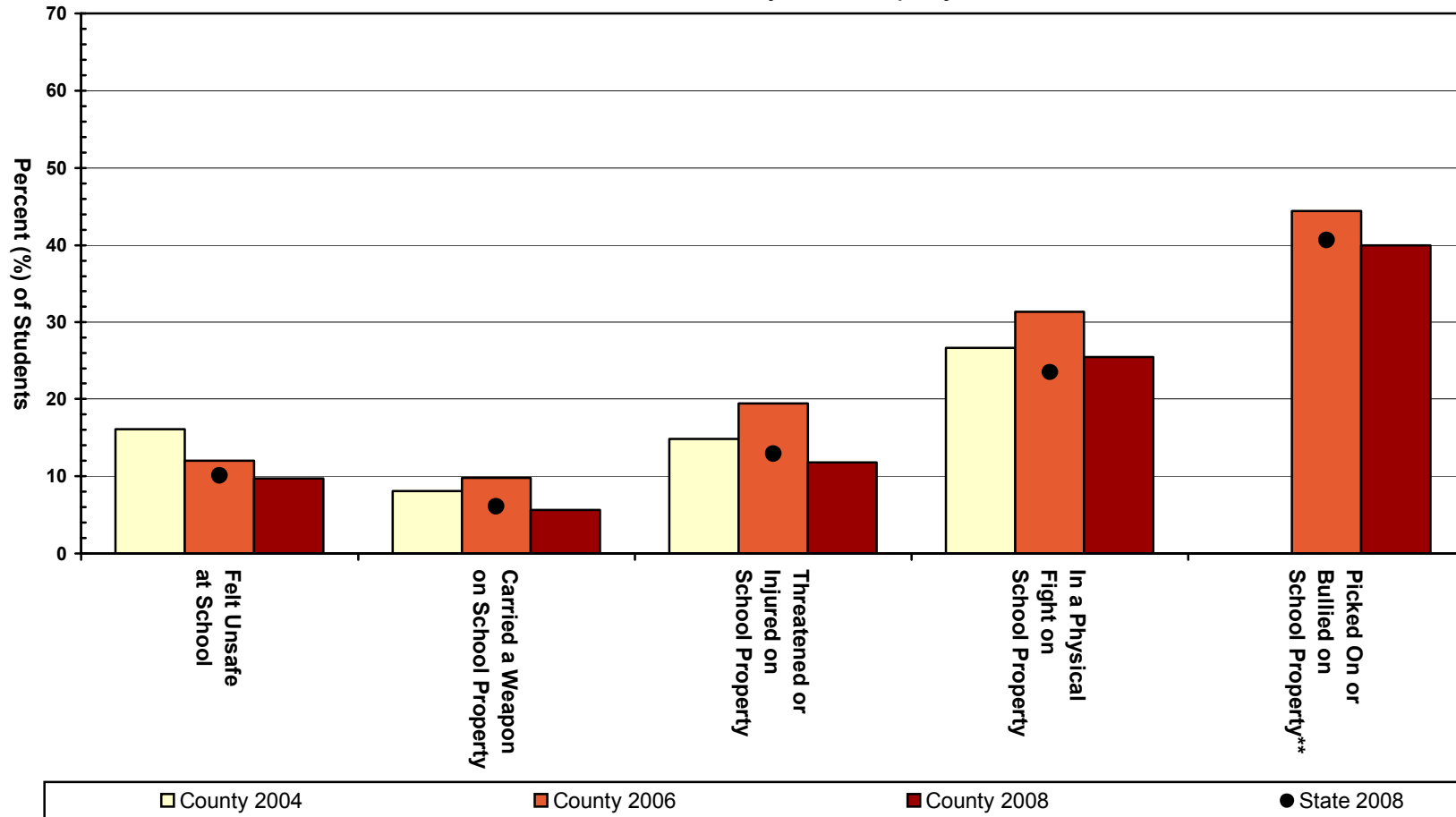
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Gila County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



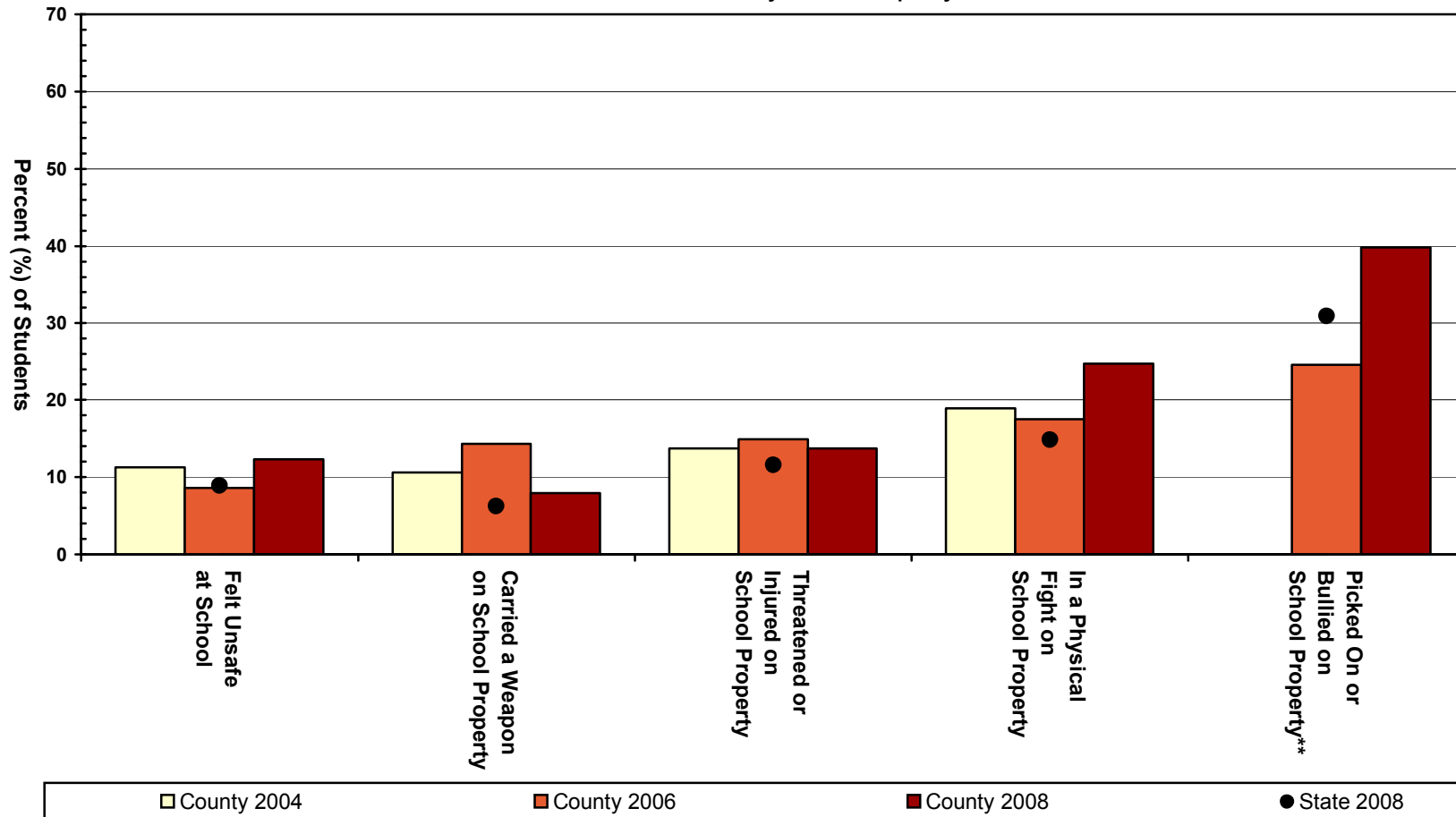
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Gila County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



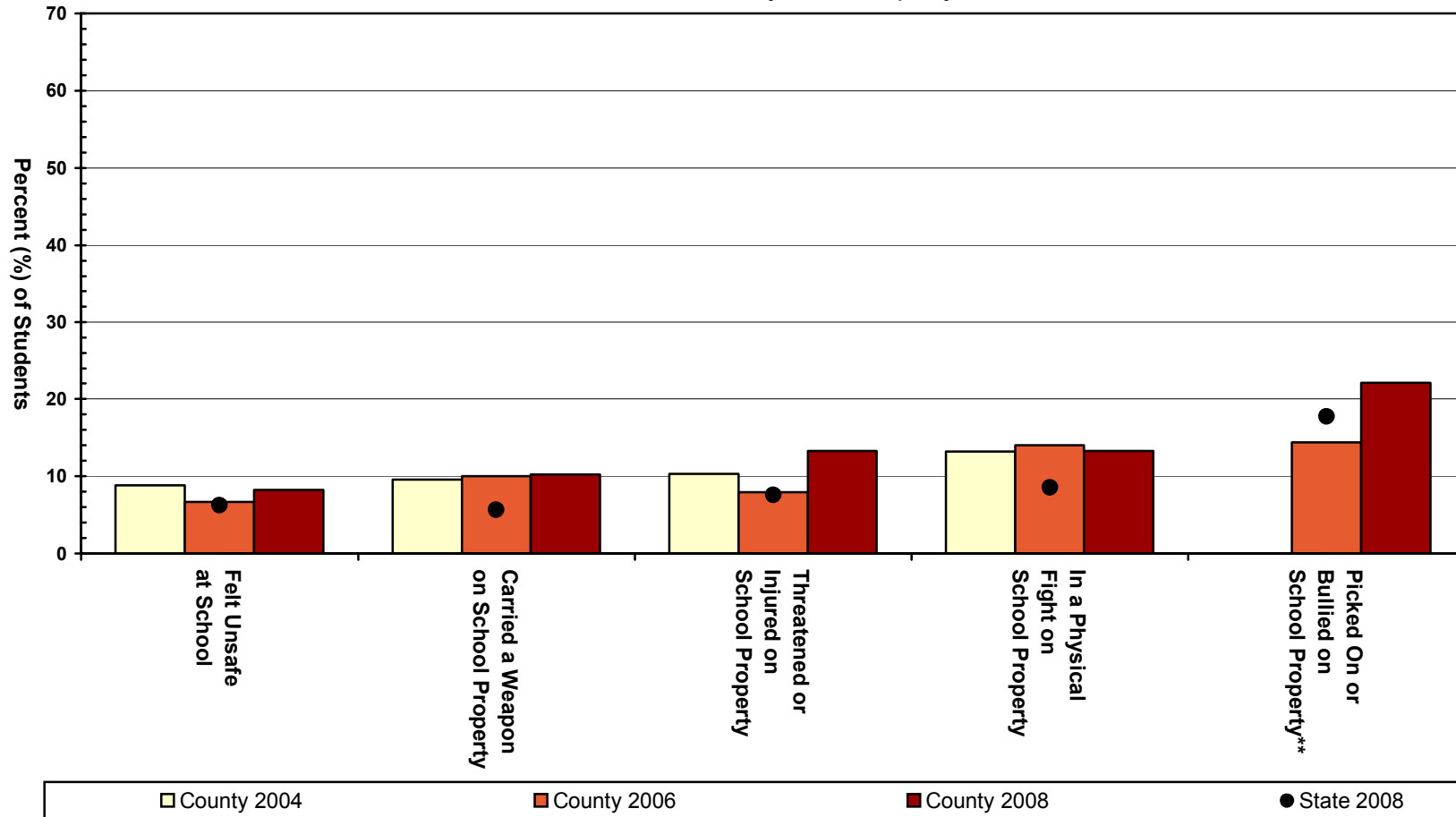
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Gila County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	53.5	63.7	55.2	47.8	68.0	70.2	70.4	66.2	87.8	78.2	78.8	74.8
Cigarettes	smoked cigarettes?	42.9	44.5	38.7	25.9	44.2	48.9	55.3	39.9	62.6	50.3	54.9	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	9.0	23.3	19.7	7.1	20.5	26.7	31.7	12.9	31.1	29.1	29.9	17.7
Marijuana	used marijuana?	33.2	27.4	21.8	16.2	33.4	40.9	45.6	32.5	57.4	43.2	48.7	43.1
Hallucinogens**	used LSD or other hallucinogens?	3.8	2.1	1.7	1.9	5.4	4.0	5.2	5.2	6.6	3.5	4.6	7.9
Cocaine	used cocaine or crack?	4.4	3.4	3.0	2.7	6.3	6.5	11.6	6.8	12.6	12.6	9.8	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	10.0	17.5	19.1	14.3	9.9	15.1	17.6	12.6	9.6	9.2	11.3	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	3.6	0.6	1.2	n/a	6.4	3.6	2.4	n/a	6.8	4.1	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.5	0.6	0.0	1.0	1.8	2.5	3.2	2.0	3.0	0.6	3.1	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.4	2.2	1.1	2.2	3.3	1.3	5.2	4.9	4.1	2.9	2.6	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.5	2.8	1.7	n/a	1.3	2.8	2.3	n/a	2.4	2.6	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	15.8	12.2	n/a	n/a	23.6	20.5	n/a	n/a	25.9	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	3.8	n/a	n/a	n/a	5.4	n/a	n/a	n/a	7.7	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.9	2.5	3.8	n/a	5.3	5.2	7.6	n/a	5.3	6.2	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	13.0	9.3	8.3	8.3	12.4	15.3	11.6	12.0	15.6	15.4	10.9	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	15.1	18.9	17.1	n/a	20.8	28.0	25.7	n/a	19.2	29.4	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	13.3	9.7	n/a	n/a	16.1	12.9	n/a	n/a	18.1	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	29.2	34.3	29.6	23.2	39.8	48.1	43.5	37.7	58.5	42.1	42.9	46.8
Cigarettes	smoked cigarettes?	18.4	15.6	16.0	8.7	16.4	22.6	25.0	16.6	23.8	20.1	25.1	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	3.3	13.0	9.4	2.6	8.9	14.7	13.1	4.6	12.9	7.3	11.2	6.8
Marijuana	used marijuana?	15.3	11.3	8.7	7.6	14.8	22.8	20.7	15.1	19.6	16.4	16.6	18.7
Hallucinogens**	used LSD or other hallucinogens?	2.9	1.5	0.8	0.8	3.9	1.6	0.4	1.9	2.6	0.6	1.0	2.4
Cocaine	used cocaine or crack?	1.9	1.5	0.8	1.0	3.3	3.3	3.2	2.2	3.7	2.3	4.2	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.8	5.5	9.9	5.4	3.6	4.8	4.4	3.0	1.5	2.9	1.6	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.2	0.0	0.4	n/a	2.9	1.2	0.6	n/a	2.3	2.1	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.0	0.0	0.0	0.4	1.5	1.7	0.4	0.7	0.7	0.0	1.5	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.0	1.6	0.0	0.8	2.1	0.4	1.2	1.5	1.5	0.0	0.0	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.9	0.6	0.7	n/a	1.3	2.0	1.0	n/a	0.6	2.1	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	6.9	6.0	n/a	n/a	12.9	9.4	n/a	n/a	14.0	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.4	n/a	n/a	n/a	3.3	n/a	n/a	n/a	4.1	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.8	1.1	1.6	n/a	2.5	3.2	2.9	n/a	1.2	2.6	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	6.8	4.9	2.5	3.4	6.6	6.9	4.8	4.5	8.2	8.8	4.7	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	7.5	7.5	8.6	n/a	9.3	15.3	12.2	n/a	10.7	15.5	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	8.3	5.6	n/a	n/a	10.9	6.4	n/a	n/a	9.4	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	23.9	19.3	18.1	13.1	25.4	31.9	31.0	22.4	41.4	23.6	28.7	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.5	3.2	1.7	0.7	3.6	3.8	2.1	2.1	4.5	1.7	3.1	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		28.0	28.6	19.2	20.2	16.9	20.5	27.4	14.6	9.1	9.6	15.7	10.2
Drunk or High at School		19.4	20.6	11.8	12.0	17.9	30.1	31.4	20.5	24.5	20.1	25.0	22.2
Sold Illegal Drugs		8.0	5.0	3.9	4.6	7.5	10.0	15.8	9.8	10.6	6.3	6.7	10.4
Stolen or Tried to Steal a Motor Vehicle		6.1	4.1	3.8	3.6	4.7	7.7	3.1	3.7	1.8	4.6	4.1	2.7
Been Arrested		14.5	10.1	9.3	7.5	13.2	11.9	12.5	9.2	8.6	7.5	11.8	8.7
Attacked Someone with the Idea of Seriously Hurting Them		18.2	20.8	21.7	18.1	19.0	17.6	19.7	16.1	16.8	14.7	15.9	12.9
Carried a Handgun		7.0	7.5	7.4	7.7	8.6	10.5	11.2	7.2	6.2	8.9	10.2	8.1
Carried a Handgun to School		2.3	1.2	0.5	1.2	2.4	2.7	2.3	1.3	1.8	2.3	2.1	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	9.7	8.2	5.6	n/a	14.8	9.4	7.9	n/a	16.5	20.4	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	35.0	29.8	29.1	n/a	40.3	34.5	29.1	n/a	32.0	31.0	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	52.8	74.7	69.1	n/a	50.6	70.0	65.9	n/a	42.9	68.0	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.5	5.5	6.4	n/a	2.8	7.0	6.1	n/a	3.0	5.1	5.8
Played the lottery or scratch-off tickets?	n/a	25.8	26.0	24.8	n/a	23.7	29.4	21.8	n/a	21.9	23.9	19.0
Bet on sports?*	n/a	n/a	38.1	31.8	n/a	n/a	32.9	30.2	n/a	n/a	28.2	25.6
Played cards?	n/a	22.2	53.1	43.7	n/a	21.6	45.1	43.7	n/a	18.7	46.7	40.6
Bought a raffle ticket?	n/a	n/a	19.6	20.4	n/a	n/a	31.6	20.7	n/a	n/a	24.0	18.9
Played bingo?	n/a	17.7	29.7	32.6	n/a	15.6	23.0	23.2	n/a	6.0	15.7	14.7
Gambled on the Internet?	n/a	6.1	5.3	6.3	n/a	2.9	9.8	5.1	n/a	3.6	4.1	4.7
Played a dice game?*	n/a	n/a	34.5	31.5	n/a	n/a	30.1	25.1	n/a	n/a	24.5	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	21.4	36.7	32.7	n/a	22.1	32.3	31.3	n/a	14.8	32.5	27.0
Bet on a horse or other animal race?*	n/a	n/a	6.4	6.4	n/a	n/a	7.0	5.8	n/a	n/a	7.7	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	32.4	38.4	48.5	39.3	45.5	38.7	40.7	37.1	39.6	39.5	37.4	36.1
Rewards for Prosocial Involvement	30.7	35.4	29.7	31.3	42.5	40.2	40.8	35.4	38.2	44.0	34.7	33.2
Family Domain												
Family Attachment	46.6	42.3	52.4	51.5	50.9	42.5	42.5	46.1	63.3	57.4	59.3	56.2
Opportunities for Prosocial Involvement	50.8	54.1	62.2	59.7	60.9	46.1	54.1	54.0	57.1	54.2	58.4	55.2
Rewards for Prosocial Involvement	59.6	58.6	60.9	61.4	60.1	53.2	50.0	55.1	61.0	63.4	56.5	55.8
School Domain												
Opportunities for Prosocial Involvement	57.8	59.4	65.8	60.3	63.7	56.4	47.5	62.4	61.7	65.4	43.7	64.3
Rewards for Prosocial Involvement	49.5	54.5	63.3	51.2	67.0	55.8	53.1	59.8	46.2	50.3	35.2	45.4
Peer-Individual Domain												
Belief in the Moral Order	48.3	51.6	57.3	59.4	69.0	52.9	57.8	66.5	52.7	56.0	50.0	53.6
Interaction with Prosocial Peers*	51.0	47.1	57.5	53.1	58.6	47.6	49.4	55.3	52.4	61.5	47.4	52.5
Prosocial Involvement	31.6	39.4	41.6	39.0	45.2	36.5	39.4	41.2	32.1	38.5	32.3	36.4
Rewards for Prosocial Involvement	58.3	59.8	56.6	59.4	63.3	60.5	53.8	59.7	47.2	53.2	52.3	52.2
Total Protection												
Students with High Protection**	40.5	43.9	52.4	43.8	56.1	39.7	40.9	46.7	47.6	47.8	39.6	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	45.5	45.8	39.9	38.5	50.2	53.7	53.4	46.2	56.7	55.4	62.3	51.0
Laws & Norms Favor Drug Use	51.2	48.2	42.1	36.6	48.3	57.5	56.6	42.1	44.5	40.0	46.3	36.3
Perceived Availability of Drugs	47.5	43.1	44.7	38.2	47.9	54.7	56.2	49.6	58.3	49.4	59.6	52.2
Perceived Availability of Handguns	38.5	48.4	46.8	37.8	38.5	33.9	33.6	26.7	52.1	44.4	44.7	33.1
Family Domain												
Poor Family Management	55.4	52.8	43.2	45.5	38.8	51.9	45.1	42.8	43.2	43.6	41.5	44.3
Family Conflict	49.7	57.4	56.7	53.5	41.7	43.9	45.4	42.8	38.2	40.7	39.4	38.3
Family History of Antisocial Behavior	67.0	57.5	49.4	40.3	51.4	57.8	58.8	41.1	50.4	43.9	46.8	37.3
Parent Attitudes Favorable to ASB	46.7	53.3	50.4	49.3	44.1	52.0	58.2	53.4	46.4	38.5	56.8	50.2
Parent Attitudes Favor Drug Use	30.0	34.7	29.7	26.8	39.9	47.8	43.1	41.1	49.8	37.5	40.0	41.2
School Domain												
Academic Failure	62.0	54.7	48.2	47.3	58.9	60.8	55.7	49.5	45.8	39.8	45.2	44.4
Low Commitment to School	40.2	43.8	41.2	41.0	39.8	48.6	46.8	43.7	55.5	41.0	53.1	45.6
Peer-Individual Domain												
Rebelliousness	35.0	37.9	41.2	43.1	37.7	52.2	53.1	46.8	32.8	43.2	51.8	44.0
Early Initiation of ASB	45.3	47.9	37.8	39.4	43.0	53.1	57.4	42.0	42.3	43.2	51.3	41.2
Early Initiation of Drug Use	49.5	50.0	39.2	30.3	36.2	44.3	48.8	32.7	49.1	32.6	33.8	33.1
Attitudes Favorable to ASB	52.3	44.8	47.0	44.6	42.1	57.6	53.5	50.7	47.4	31.8	57.6	46.9
Attitudes Favorable to Drug Use	39.6	37.5	34.2	29.1	34.9	42.1	42.5	37.4	32.6	27.0	36.5	36.3
Perceived Risk of Drug Use	58.8	50.2	47.7	44.5	30.7	45.0	50.8	42.3	40.9	36.2	49.0	46.5
Interaction with Antisocial Peers	68.0	67.3	63.2	58.2	58.7	65.6	69.3	57.3	58.8	53.8	60.1	53.2
Friend's Use of Drugs	62.7	59.2	50.6	39.4	40.1	50.5	53.9	41.9	44.0	25.8	37.0	37.3
Rewards for ASB	53.4	55.0	48.3	45.6	38.6	51.1	47.0	44.0	55.6	55.4	52.8	54.6
Gang Involvement	29.3	26.9	28.8	26.9	23.2	26.3	36.4	23.2	18.0	20.2	20.0	16.8
Total Risk												
Students at High Risk*	52.6	51.9	47.0	38.7	37.1	44.3	50.4	37.5	42.2	32.1	45.0	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	88	4,418	92	4,872	75	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	2.3	5.0	6.5	6.9	10.7	12.3
I bought it at a restaurant, bar, or club	2.3	3.0	3.3	3.0	1.3	7.0
I bought it at a public event such as a concert or sporting event	1.1	2.9	2.2	2.9	0.0	3.9
I gave someone else money to buy it for me	30.7	21.4	44.6	34.4	61.3	43.7
My parent or guardian gave it to me	10.2	18.7	14.1	14.8	6.7	13.0
Another family member who is 21 or older gave it to me	11.4	19.7	21.7	18.7	13.3	18.2
Someone not related to me who is 21 or older gave it to me	20.5	19.2	28.3	28.7	42.7	39.5
Someone under the age of 21 gave it to me	26.1	23.8	21.7	24.8	12.0	22.0
I got it at a party	42.0	41.5	40.2	53.1	42.7	57.6
I took it from home	33.0	31.4	16.3	23.2	8.0	13.8
I took it from a store or someone else's home	18.2	11.7	9.8	11.3	9.3	8.0
I got it some other way	34.1	28.7	32.6	23.6	21.3	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	85.2	80.6	88.2	87.1	86.3	85.1	86.3	88.4	89.7	92.1	86.7	92.4
	1 time	8.6	10.0	6.9	6.6	5.7	6.3	6.2	5.9	4.0	3.4	5.1	3.9
	2-3 times	1.4	4.8	3.3	3.5	3.6	3.7	4.3	3.0	3.3	2.3	3.1	2.0
	4-5 times	2.4	2.0	1.1	1.0	0.9	0.7	1.2	0.8	1.1	0.6	1.0	0.6
	6-7 times	0.0	0.3	0.3	0.4	0.9	0.7	0.4	0.4	0.4	0.6	1.0	0.2
	8-9 times	0.0	1.1	0.3	0.3	0.6	1.1	0.0	0.3	0.0	0.6	1.0	0.2
	10-11 times	0.5	0.0	0.0	0.1	0.3	1.1	0.4	0.2	0.4	0.0	0.0	0.1
	12 or more times	1.9	1.1	0.0	0.9	1.8	1.1	1.2	1.1	1.1	0.6	2.1	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	73.3	68.6	74.5	76.5	81.1	82.5	75.2	85.2	86.8	86.0	86.7	91.5
	1 time	15.2	16.3	14.3	12.9	11.2	9.3	16.1	8.8	8.8	10.1	8.7	5.0
	2-3 times	8.1	10.9	8.8	6.9	3.8	6.0	5.5	3.9	3.3	1.7	3.6	2.1
	4-5 times	1.4	2.6	1.1	1.7	1.5	0.4	2.4	0.7	0.4	1.1	0.5	0.4
	6-7 times	0.5	0.0	0.3	0.6	0.0	0.0	0.0	0.4	0.4	0.6	0.0	0.3
	8-9 times	0.0	0.3	0.5	0.4	0.0	0.4	0.0	0.2	0.4	0.6	0.0	0.2
	10-11 times	0.5	0.3	0.0	0.3	0.0	0.4	0.0	0.1	0.0	0.0	0.5	0.1
	12 or more times	1.0	1.1	0.5	0.7	2.4	1.1	0.8	0.7	0.0	0.0	0.0	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	55.6	60.0	59.4	n/a	75.4	60.2	69.1	n/a	85.6	77.9	82.3
	1 time	n/a	21.2	13.1	13.2	n/a	13.3	10.2	10.3	n/a	6.1	7.2	6.6
	2-3 times	n/a	16.0	13.3	11.5	n/a	6.8	14.2	9.6	n/a	4.4	4.1	5.7
	4-5 times	n/a		2.8	4.3	n/a		5.1	3.2	n/a		2.6	1.5
	6-7 times	n/a		2.8	1.9	n/a		2.8	1.4	n/a		1.0	0.8
	8-9 times	n/a		1.4	1.2	n/a		1.2	1.1	n/a		0.5	0.5
	10-11 times	n/a		0.8	0.8	n/a		0.4	0.6	n/a		0.0	0.3
	12 or more times	n/a	7.2	5.8	7.7	n/a	4.5	5.9	4.6	n/a	3.9	6.7	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	83.9	88.0	90.3	89.9	88.7	91.4	87.7	91.1	91.2	93.3	91.8	93.8
	1 day	7.1	7.2	6.7	5.8	3.0	3.7	4.7	5.1	4.0	3.4	4.1	3.3
	2-3 days	4.3	3.7	1.9	2.7	3.6	3.0	4.7	2.2	2.2	2.2	2.6	1.8
	4-5 days	1.9	0.0	0.0	0.6	2.1	0.0	1.2	0.6	1.1	1.1	0.5	0.4
	6 or more days	2.8	1.1	1.1	1.0	2.7	1.9	1.6	1.0	1.5	0.0	1.0	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	91.9	90.2	94.4	93.9	89.4	85.7	92.1	93.8	90.4	90.0	89.8	94.4
	1 day	3.8	5.2	3.1	3.1	3.2	3.0	1.6	2.2	1.8	1.1	1.5	1.5
	2-3 days	1.0	2.3	1.4	1.3	0.9	2.3	1.6	1.2	0.7	0.6	2.5	1.1
	4-5 days	0.0	0.6	0.3	0.5	1.2	1.1	0.4	0.5	1.1	2.8	0.5	0.5
	6 or more days	3.3	1.7	0.8	1.2	5.3	7.9	4.3	2.2	5.9	5.6	5.6	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	56.8	354	57.3	241	55.7	194	52.6	369	60.5	408
	smoke 1 or more packs or cigarettes per day	Cigarettes	85.6	354	83.5	242	85.9	192	84.2	366	85.9	410
	smoke marijuana regularly	Marijuana	82.5	349	66.8	229	72.0	189	72.5	357	77.4	398
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	87.9	338	81.2	229	81.9	188	83.4	349	85.0	394
	smoke cigarettes	Cigarettes	94.2	344	91.8	231	86.8	190	89.8	353	93.2	400
	smoke marijuana	Marijuana	95.9	340	90.4	229	90.0	190	90.9	352	94.4	395
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	72.1	365	62.2	259	50.5	198	65.4	382	61.7	426
	smoke cigarettes	Cigarettes	80.3	366	67.8	258	62.9	197	72.7	381	72.1	426
	smoke marijuana	Marijuana	82.8	366	67.8	258	68.0	197	74.9	382	73.9	425
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	29.6	361	43.5	248	42.9	198	32.6	377	41.8	416
		Cigarettes	16.0	357	25.0	244	25.1	195	19.5	369	22.0	414
		Marijuana	8.7	356	20.7	246	16.6	193	14.3	370	14.6	411
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	58.2	364	77.0	257	83.0	200	66.7	381	73.2	426
		Average age:	11.8 years		12.8 years		14 years		12.6 years		12.9 years	
	smoked a cigarette, even just a puff?	Cigarettes	35.3	363	55.3	257	56.3	197	43.4	378	49.6	425
		Average age:	11.6 years		12.4 years		13.6 years		12.4 years		12.6 years	
	smoked marijuana?	Marijuana	20.1	363	49.8	257	50.5	198	34.5	380	39.6	424
		Average age:	12 years		13 years		14.1 years		12.9 years		13.3 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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White Mountain Apache Tribe

Apache Behavioral Health Services
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Colorado River Indian Tribes

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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

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Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Graham County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
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Governor's Youth Commission

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Introduction

2008 Arizona Youth Survey Summary for Graham County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	500	100	885	100	788	100	54,734	100
Grade								
8	169	33.8	307	34.7	289	36.7	25,695	46.9
10	212	42.4	283	32.0	245	31.1	16,089	29.4
12	119	23.8	295	33.3	254	32.2	12,950	23.7
Gender								
Male	223	45.1	417	47.8	386	49.5	26,213	48.8
Female	271	54.9	455	52.2	394	50.5	27,514	51.2
Ethnicity*								
Native American	52	10.5	54	6.3	99	10.4	4,812	7.4
African American	10	2.0	11	1.3	37	3.9	3,915	6.0
Hispanic	173	35.1	260	30.3	293	30.6	21,525	32.9
White	224	45.4	491	57.2	512	53.6	31,887	48.8
Asian	5	1.0	3	0.3	7	0.7	2,117	3.2
Pacific Islander	3	0.6	3	0.3	8	0.8	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

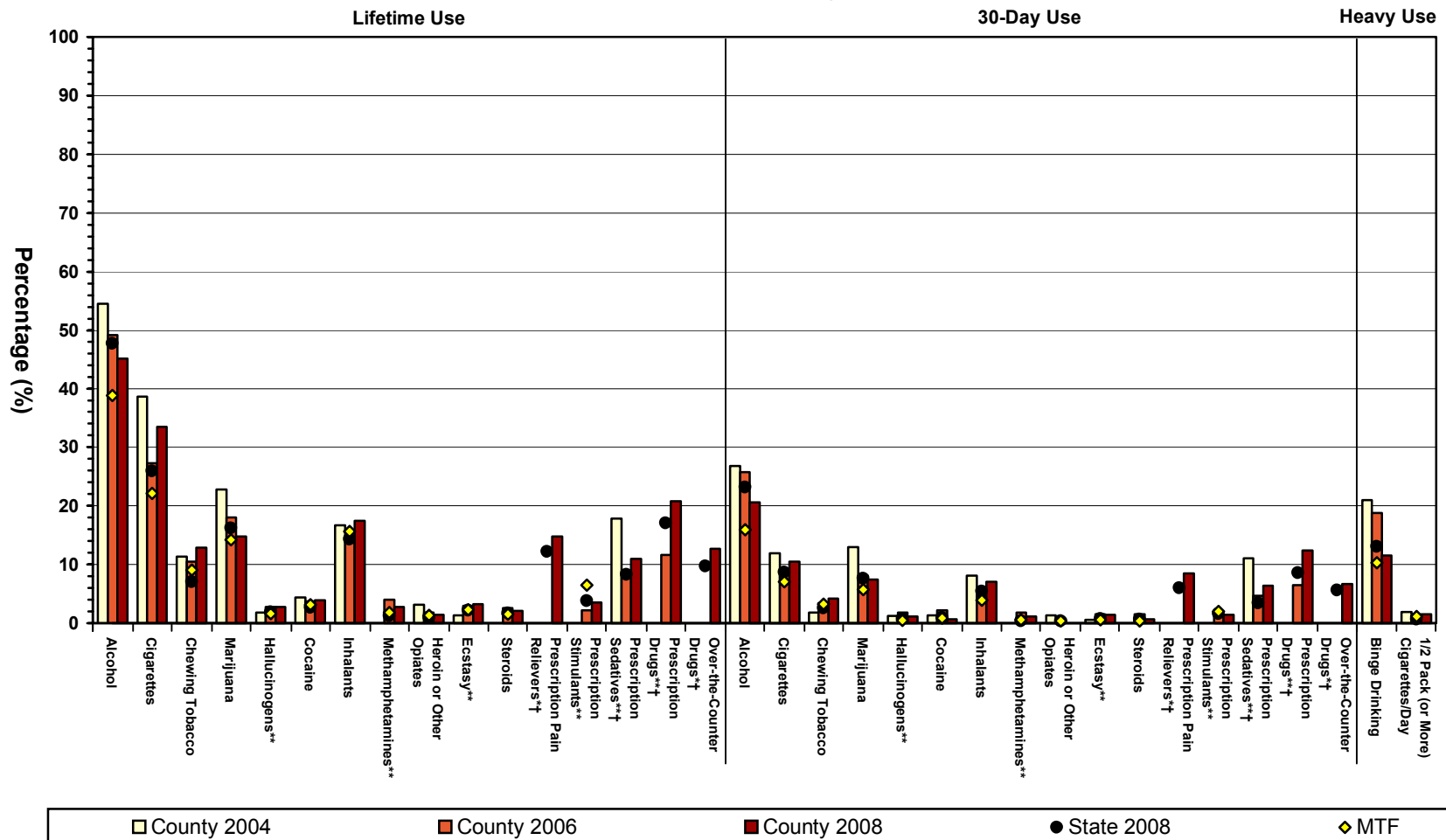
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Graham County, Grade 8



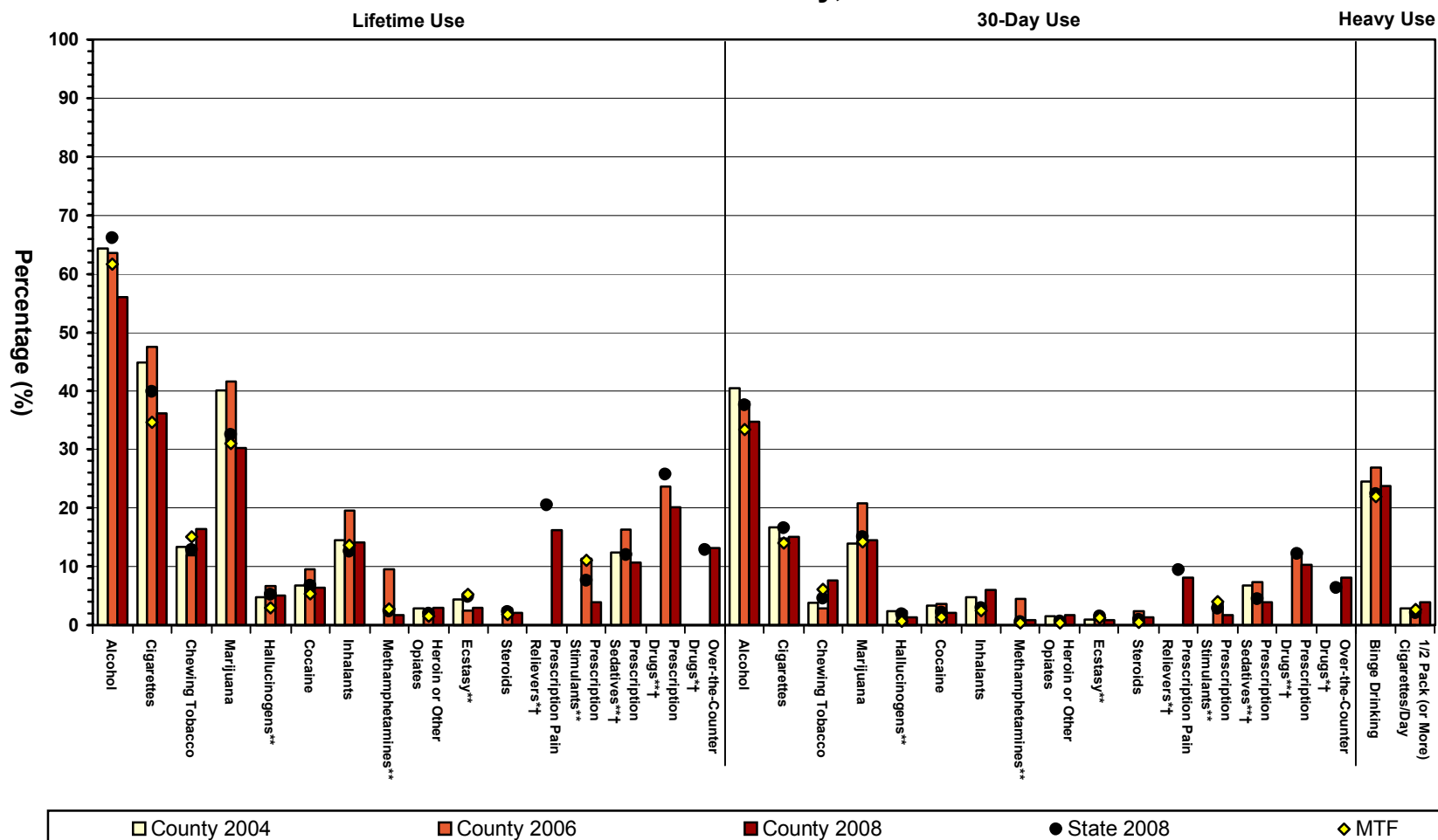
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Graham County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

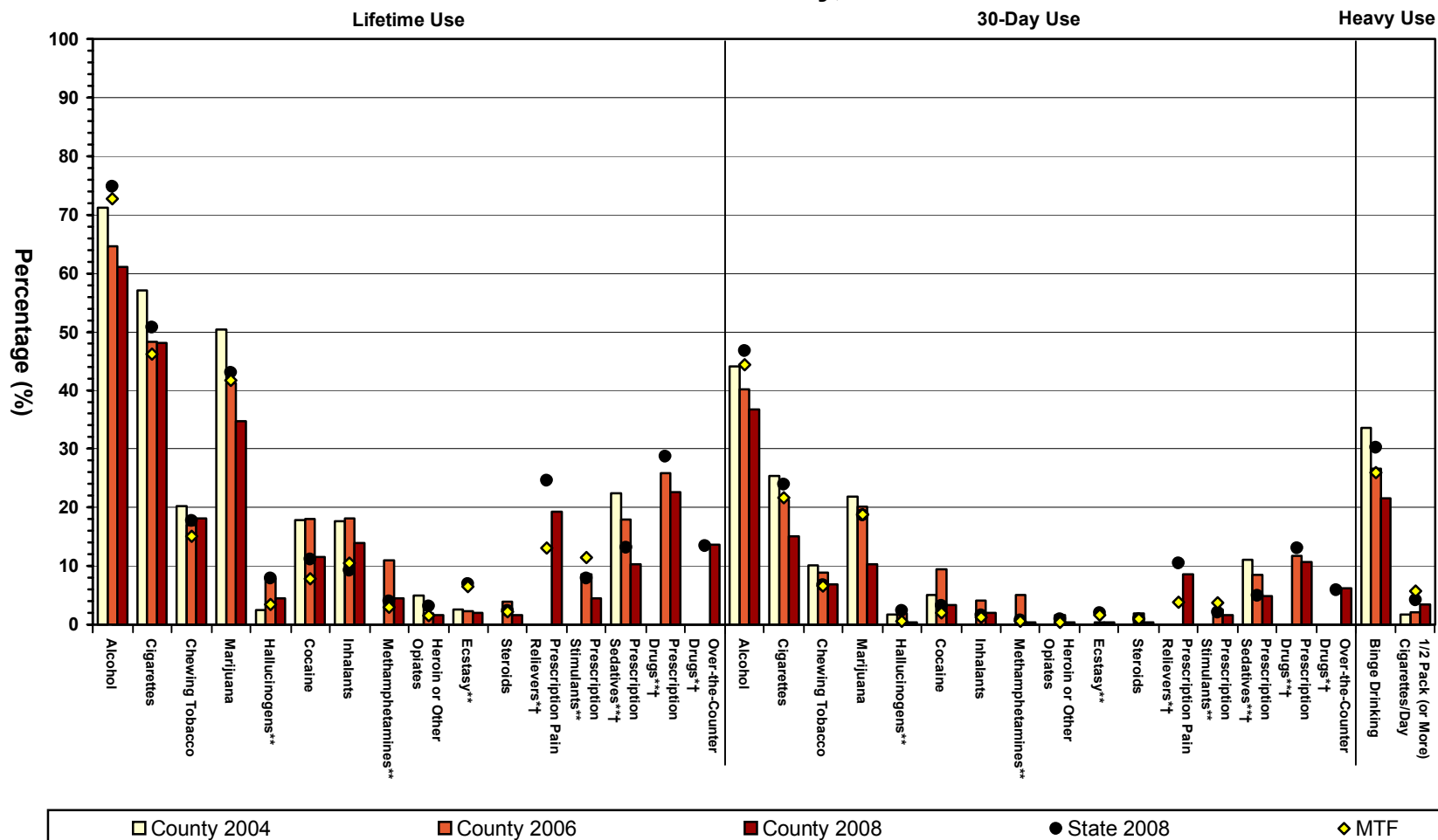
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Graham County, Grade 12



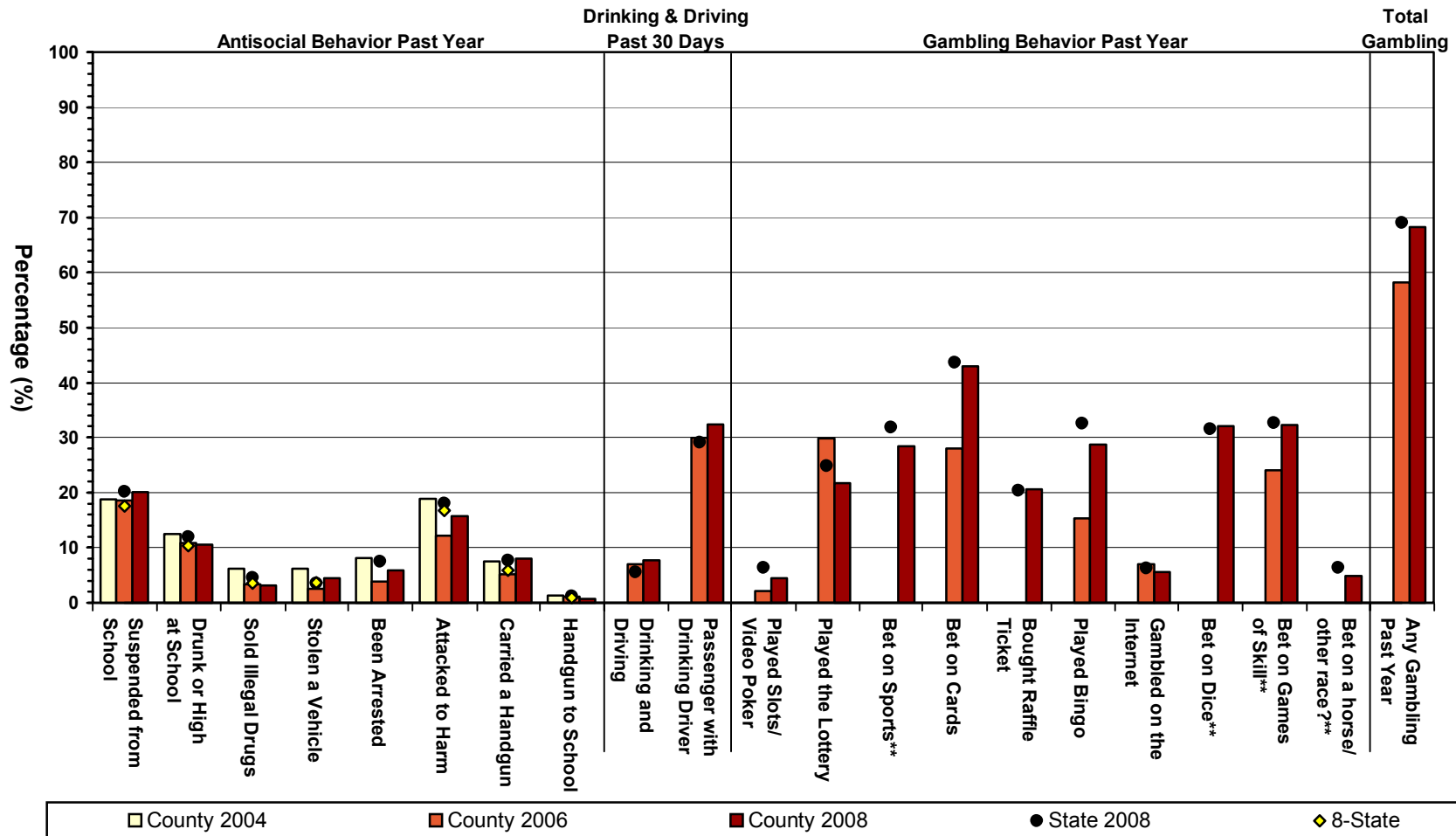
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Graham County, Grade 8

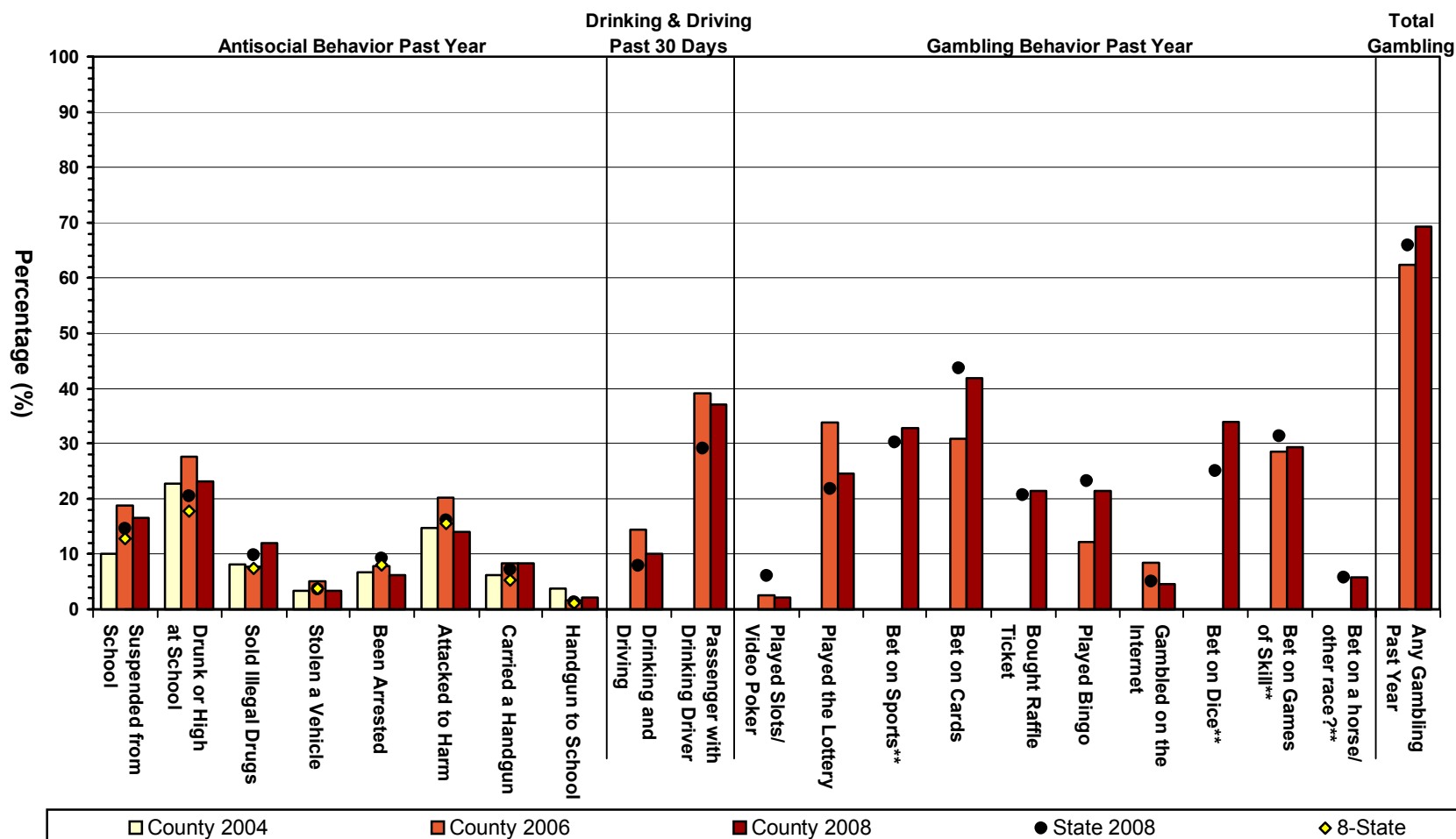


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Graham County, Grade 10

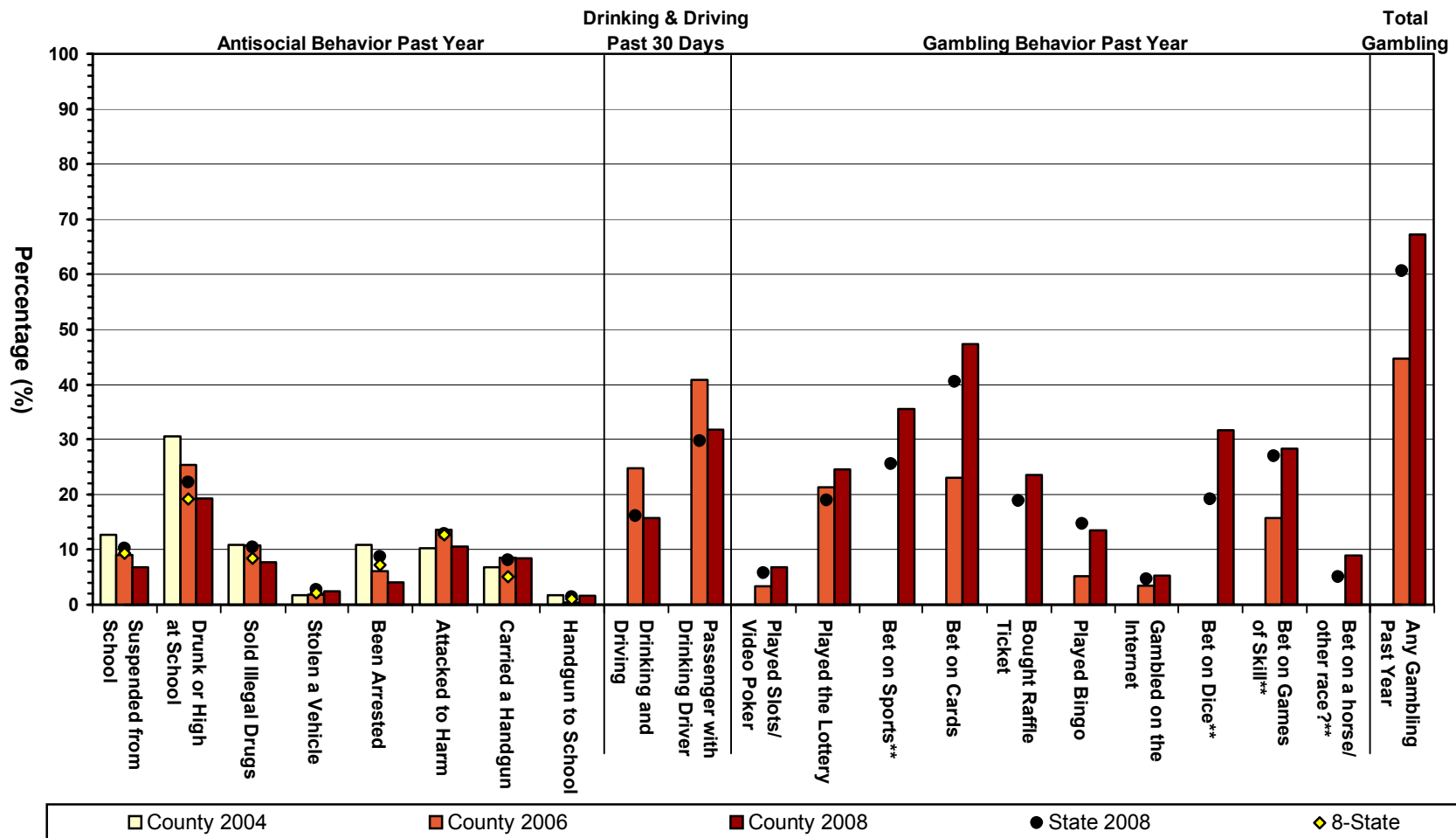


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Graham County, Grade 12

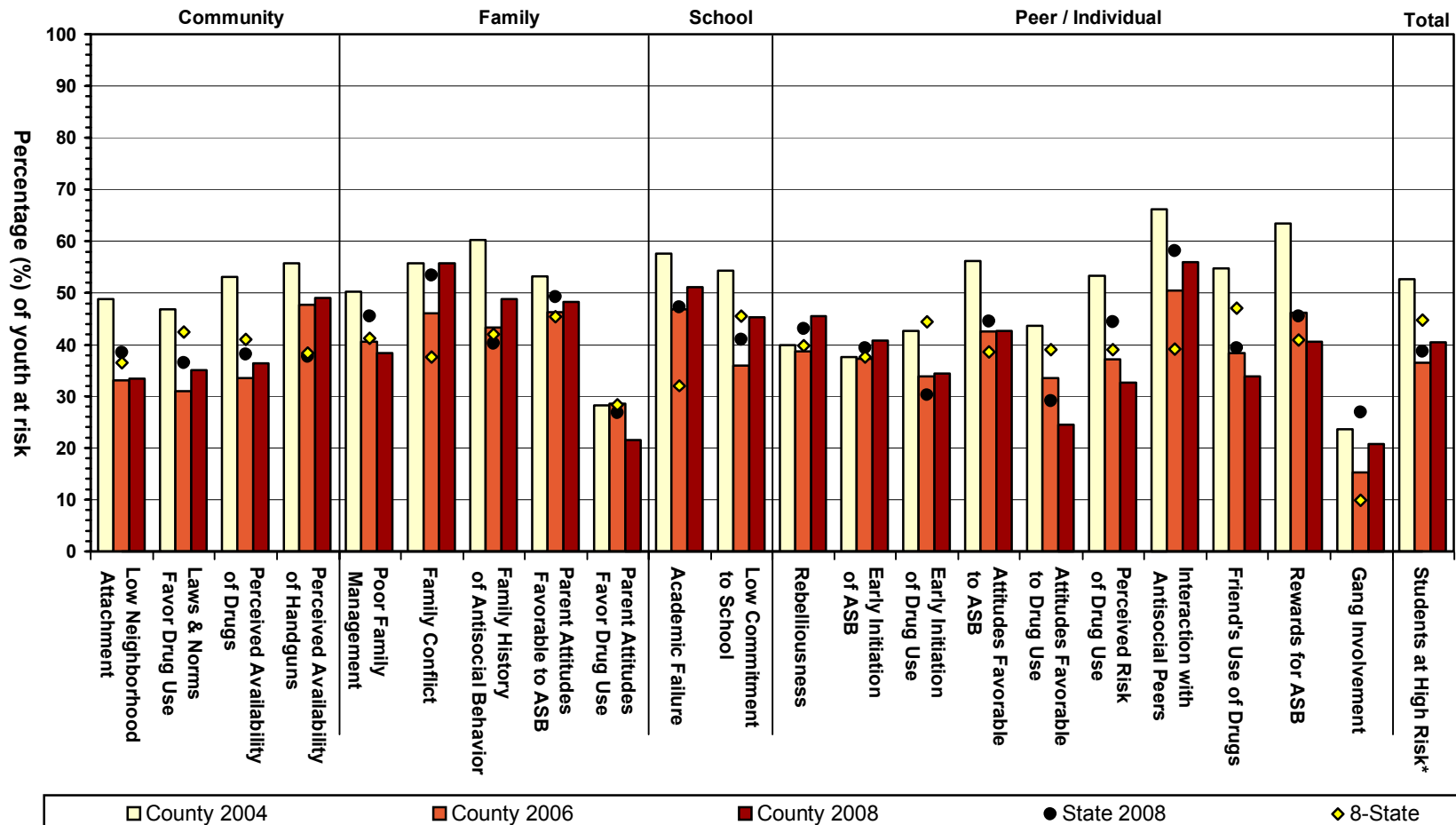


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

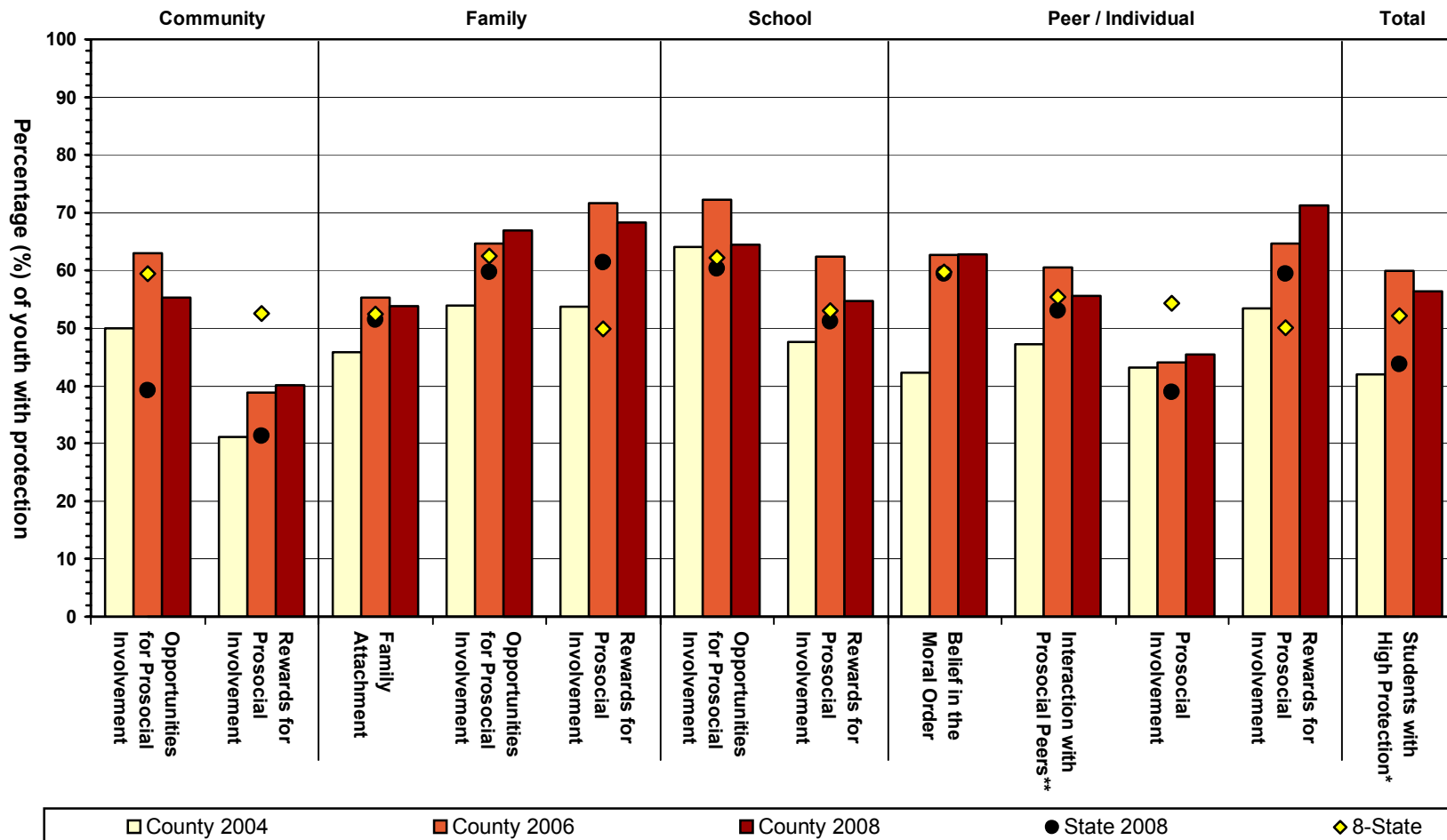
RISK PROFILE 2008 Graham County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Graham County, Grade 8

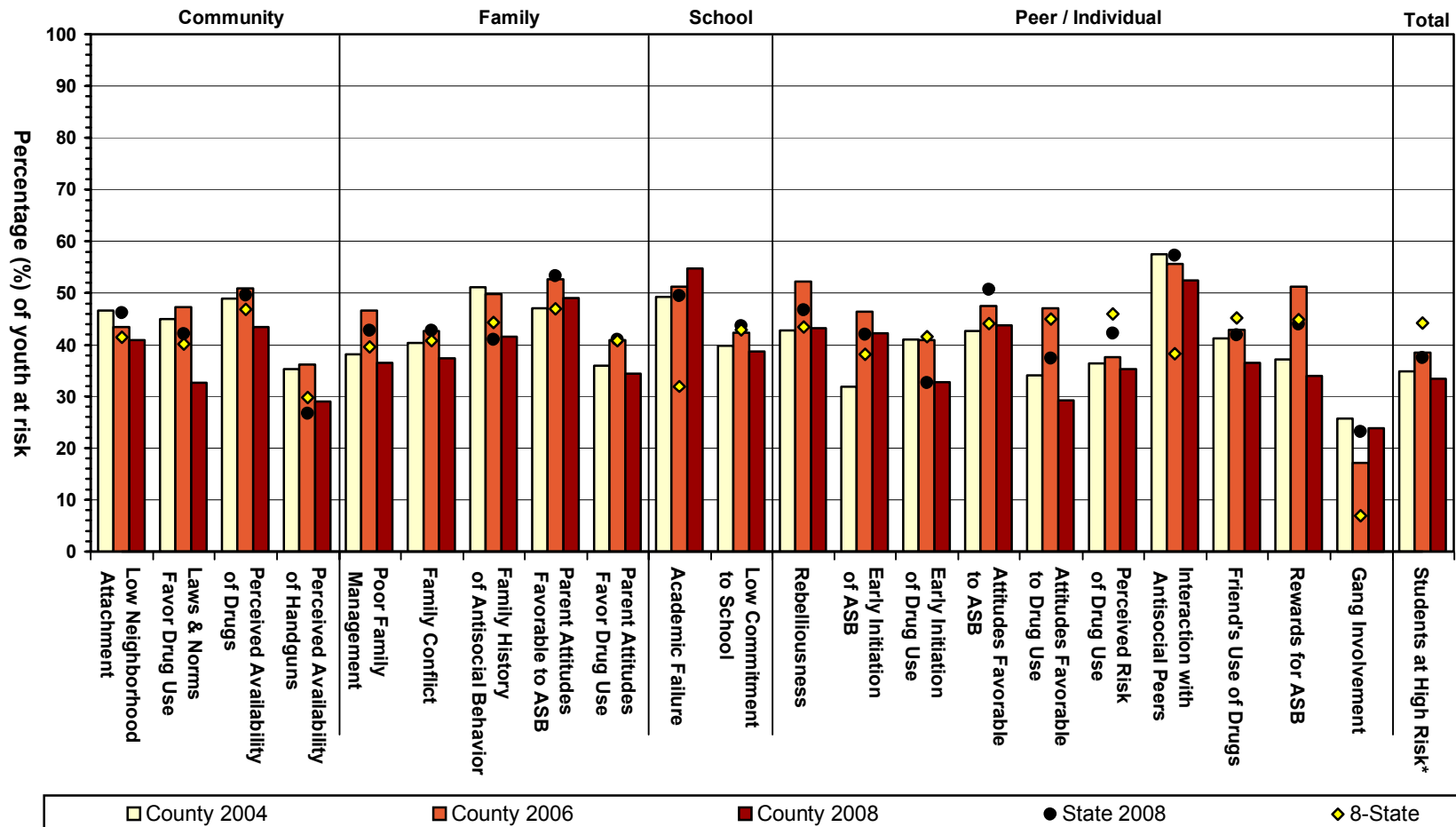


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

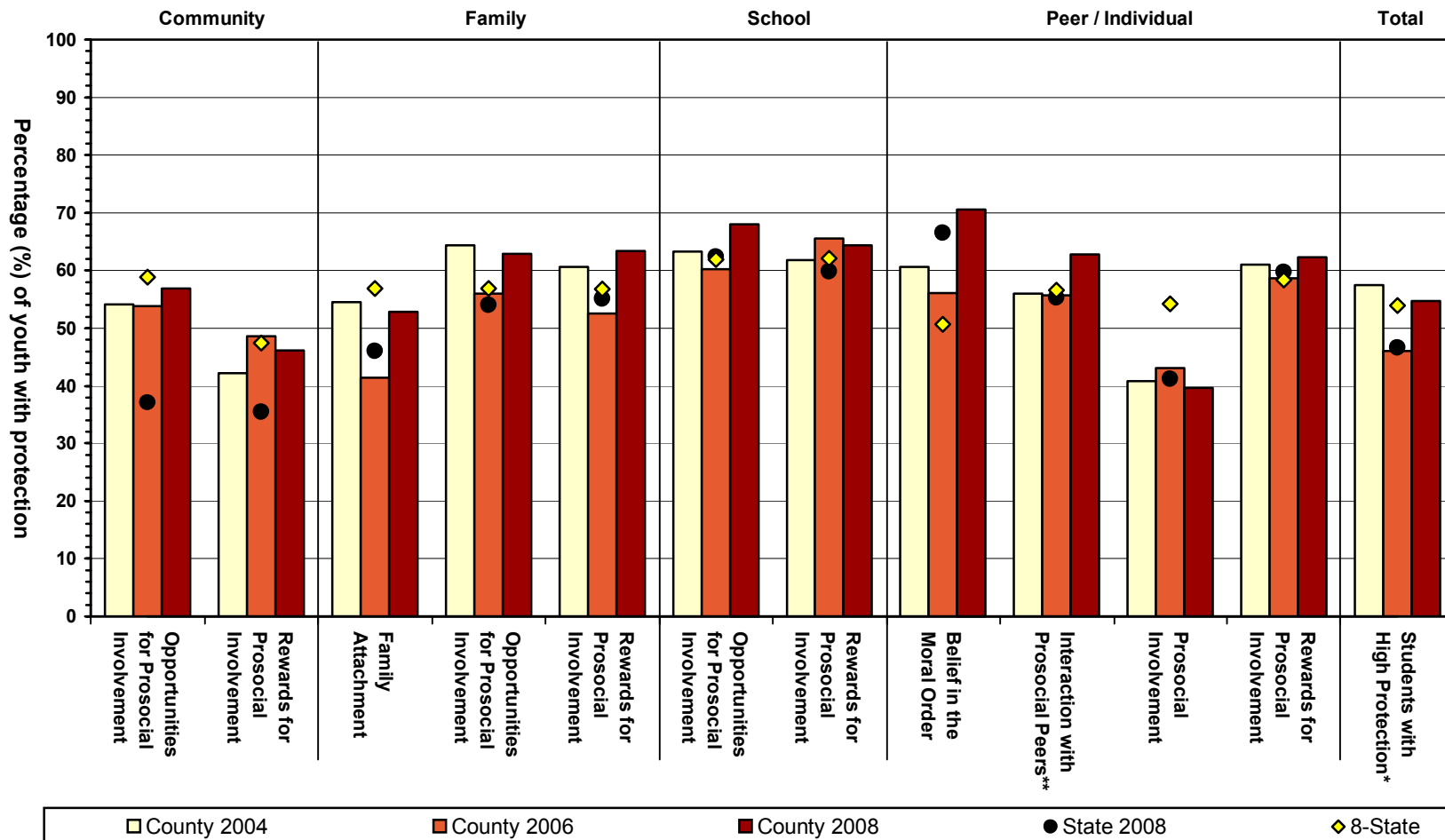
RISK PROFILE 2008 Graham County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Graham County, Grade 10

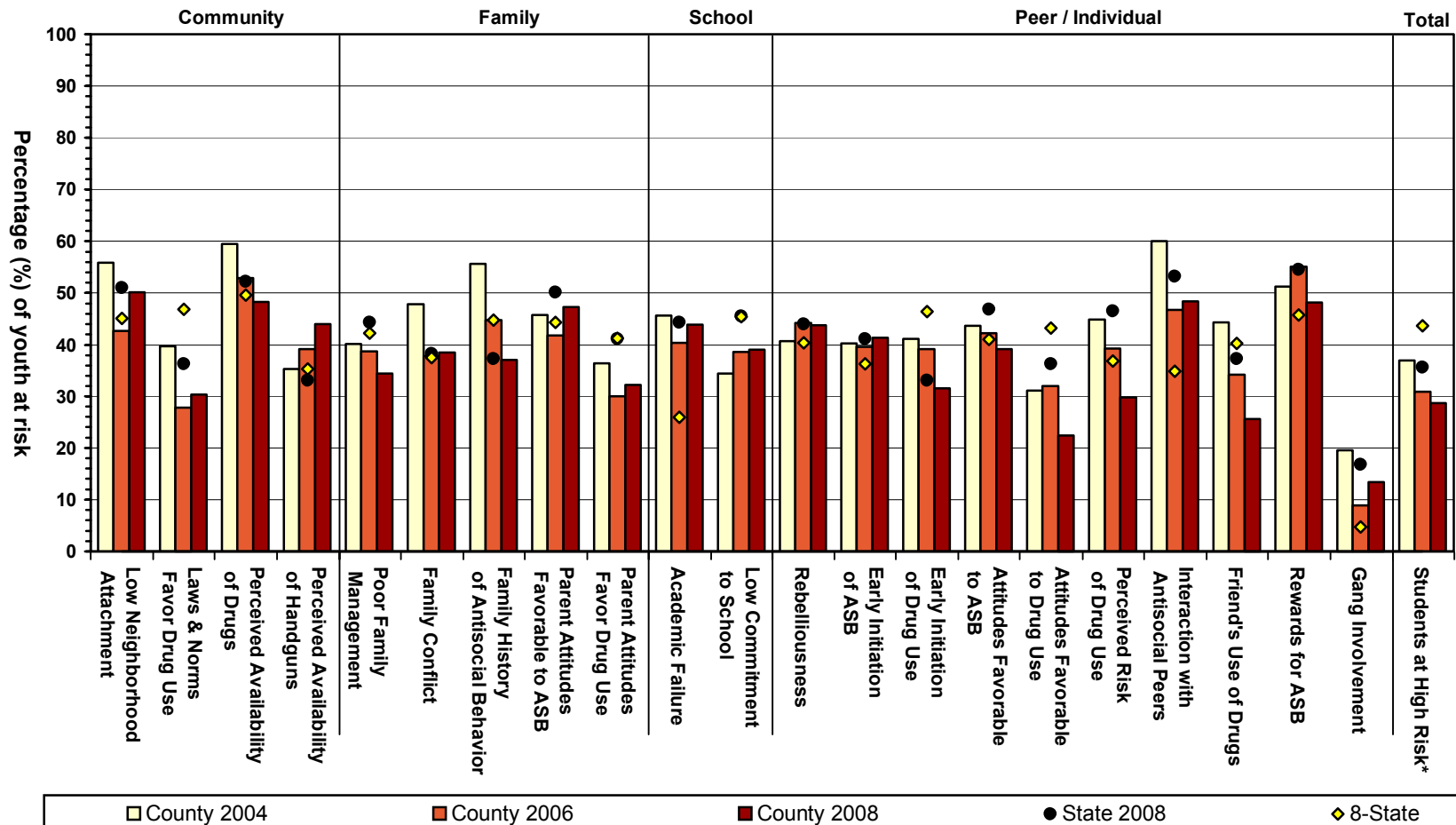


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

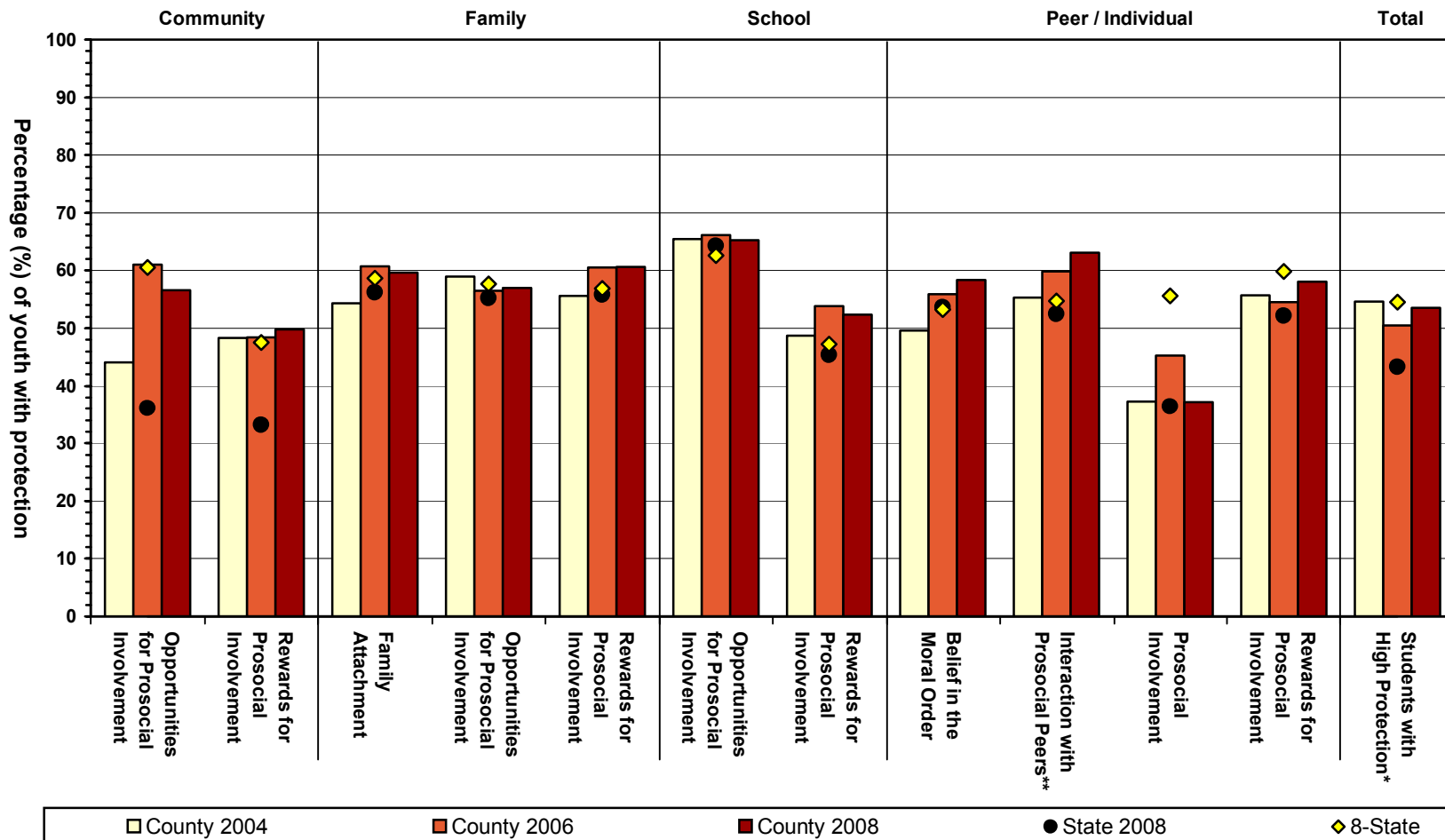
RISK PROFILE 2008 Graham County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Graham County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

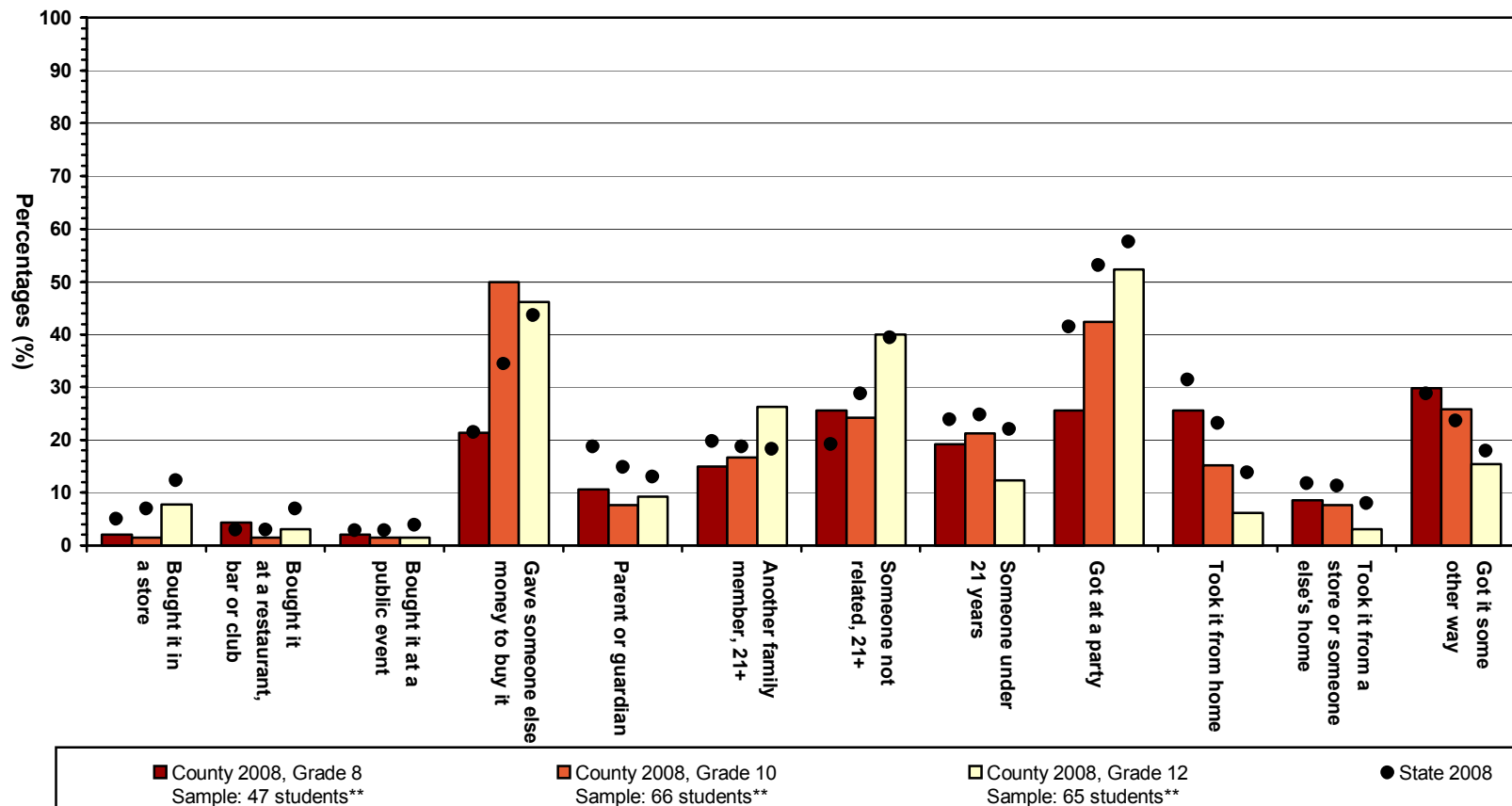
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Graham County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



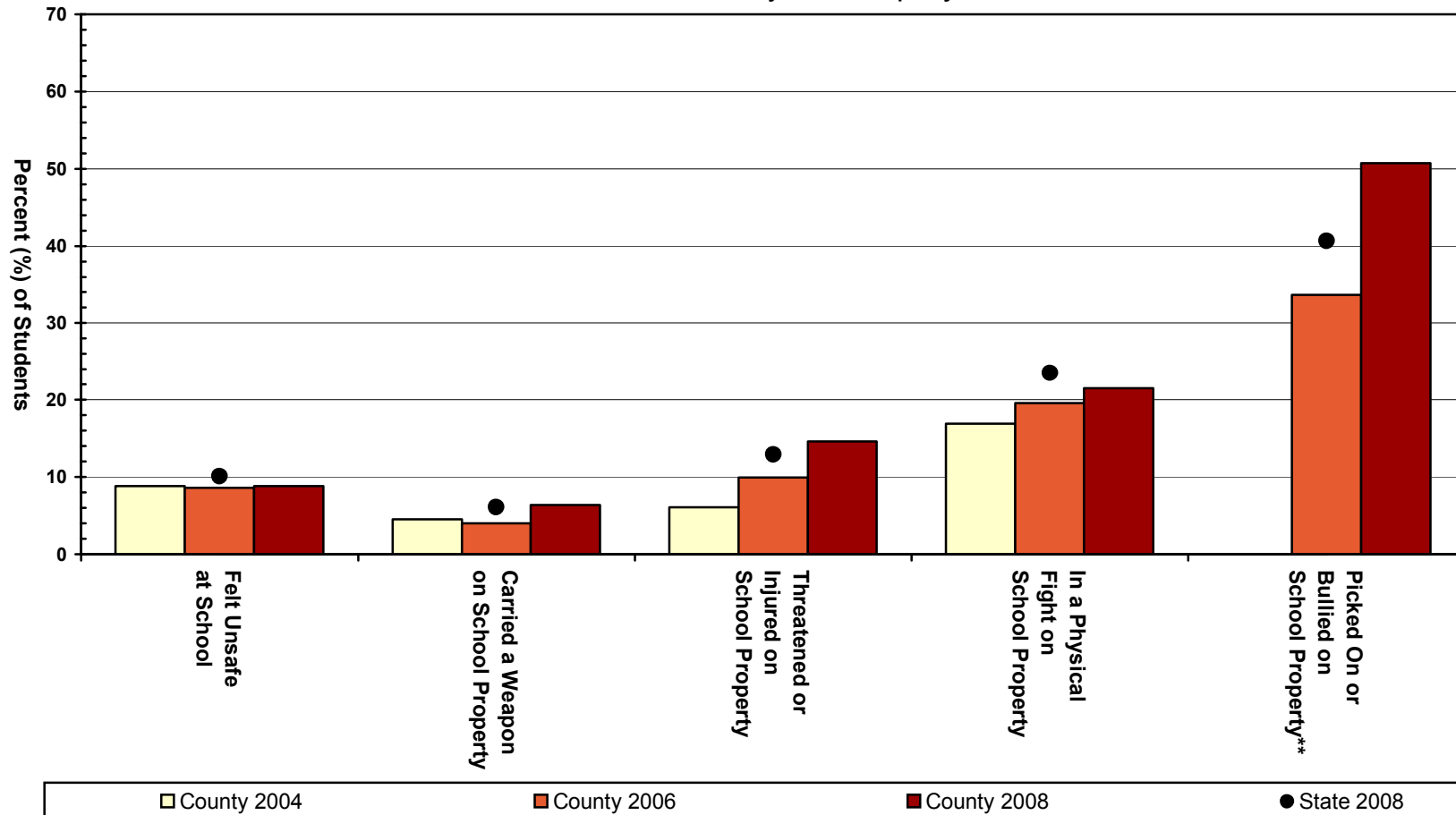
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Graham County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



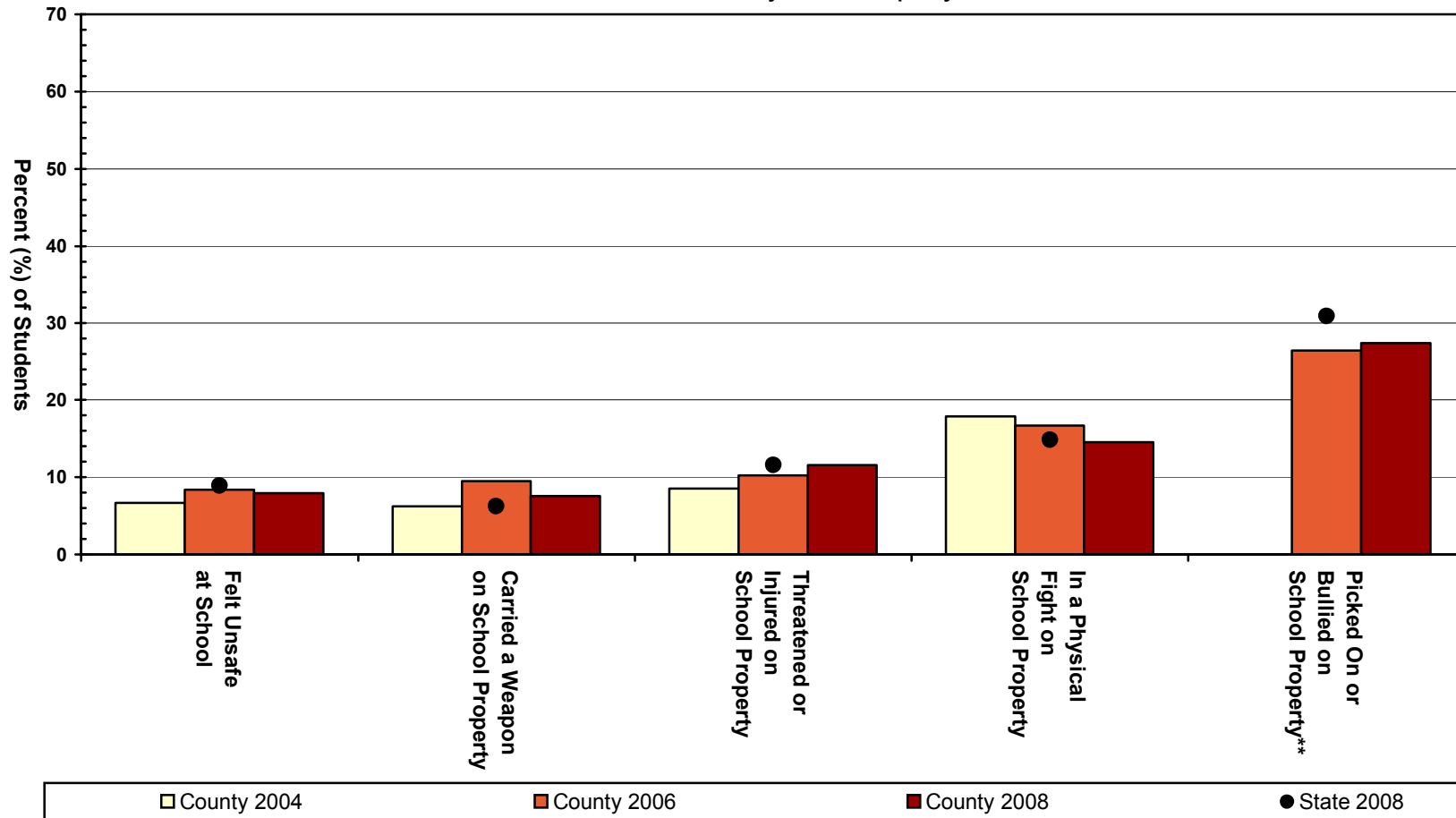
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Graham County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



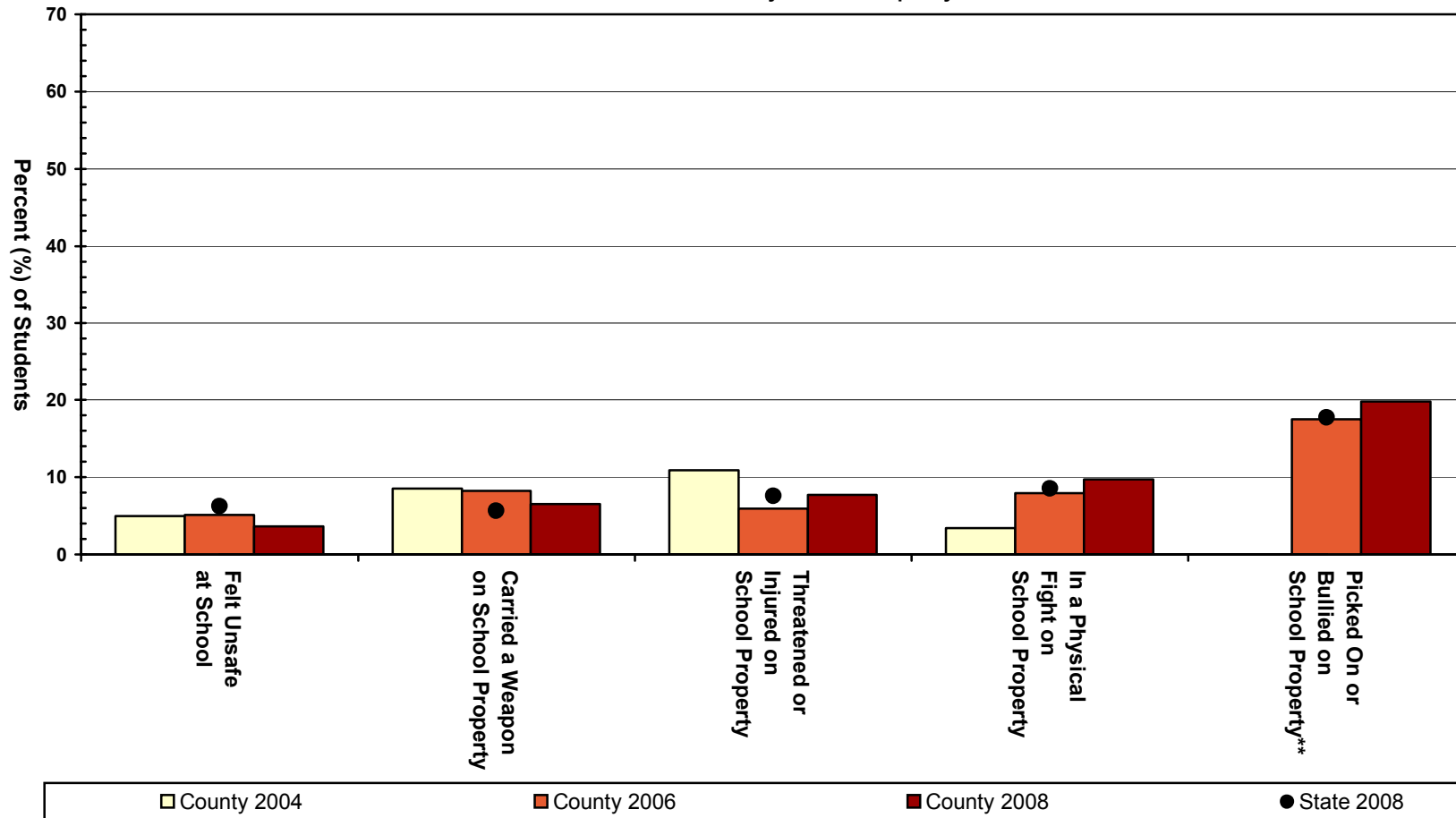
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Graham County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	54.5	49.2	45.2	47.8	64.3	63.6	56.1	66.2	71.2	64.6	61.1	74.8
Cigarettes	smoked cigarettes?	38.7	27.3	33.5	25.9	44.9	47.6	36.1	39.9	57.1	48.3	48.1	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	11.3	10.5	12.9	7.1	13.3	11.9	16.4	12.9	20.2	17.0	18.1	17.7
Marijuana	used marijuana?	22.8	18.0	14.8	16.2	40.1	41.7	30.2	32.5	50.4	41.3	34.7	43.1
Hallucinogens**	used LSD or other hallucinogens?	1.8	2.8	2.8	1.9	4.8	6.7	5.1	5.2	2.5	7.8	4.5	7.9
Cocaine	used cocaine or crack?	4.4	3.7	3.9	2.7	6.8	9.5	6.4	6.8	17.8	18.0	11.5	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	16.7	13.9	17.4	14.3	14.5	19.5	14.1	12.6	17.6	18.1	13.9	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	4.0	2.8	1.2	n/a	9.5	1.7	2.4	n/a	11.0	4.5	4.0
Heroin or Other Opiates	used heroin or other opiates?	3.1	1.8	1.4	1.0	2.9	2.1	3.0	2.0	5.0	1.9	1.6	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.3	3.0	3.2	2.2	4.4	2.5	3.0	4.9	2.6	2.3	2.0	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	2.6	2.1	1.7	n/a	2.9	2.1	2.3	n/a	3.9	1.6	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	14.8	12.2	n/a	n/a	16.2	20.5	n/a	n/a	19.3	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	4.9	n/a	n/a	n/a	7.2	n/a	n/a	n/a	10.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	2.2	3.5	3.8	n/a	11.3	3.9	7.6	n/a	8.6	4.5	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	17.8	8.9	11.0	8.3	12.4	16.3	10.7	12.0	22.4	17.9	10.3	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	11.6	20.8	17.1	n/a	23.6	20.1	25.7	n/a	25.8	22.6	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	12.7	9.7	n/a	n/a	13.2	12.9	n/a	n/a	13.6	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	26.8	25.7	20.6	23.2	40.5	38.2	34.7	37.7	44.1	40.2	36.8	46.8
Cigarettes	smoked cigarettes?	11.9	9.0	10.5	8.7	16.7	14.8	15.1	16.6	25.4	21.3	15.1	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.8	3.4	4.2	2.6	3.8	2.9	7.6	4.6	10.1	8.9	6.9	6.8
Marijuana	used marijuana?	13.0	8.1	7.4	7.6	13.9	20.8	14.5	15.1	21.8	20.1	10.3	18.7
Hallucinogens**	used LSD or other hallucinogens?	1.2	1.8	1.1	0.8	2.4	2.4	1.3	1.9	1.7	1.9	0.4	2.4
Cocaine	used cocaine or crack?	1.3	2.2	0.7	1.0	3.3	3.6	2.1	2.2	5.1	9.4	3.3	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	8.1	4.7	7.1	5.4	4.8	3.6	6.0	3.0	0.0	4.1	2.0	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.8	1.1	0.4	n/a	4.5	0.9	0.6	n/a	5.1	0.4	0.8
Heroin or Other Opiates	used heroin or other opiates?	1.3	0.8	0.0	0.4	1.5	0.8	1.7	0.7	0.0	1.6	0.4	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.6	1.5	1.4	0.8	1.0	1.7	0.9	1.5	0.0	0.4	0.4	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.5	0.7	0.7	n/a	2.4	1.3	1.0	n/a	1.9	0.4	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	8.5	6.0	n/a	n/a	8.1	9.4	n/a	n/a	8.6	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.9	n/a	n/a	n/a	4.4	n/a	n/a	n/a	3.4	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.4	1.4	1.6	n/a	4.0	1.7	2.9	n/a	2.6	1.6	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	11.1	4.7	6.4	3.4	6.8	7.3	3.9	4.5	11.1	8.5	4.9	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	6.5	12.4	8.6	n/a	12.4	10.3	12.2	n/a	11.7	10.7	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	6.7	5.6	n/a	n/a	8.1	6.4	n/a	n/a	6.2	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	21.0	18.8	11.5	13.1	24.5	26.9	23.7	22.4	33.6	26.6	21.5	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.9	1.4	1.5	0.7	2.9	2.6	3.9	2.1	1.7	2.1	3.4	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		18.8	18.6	20.1	20.2	10.0	18.8	16.5	14.6	12.7	9.0	6.8	10.2
Drunk or High at School		12.5	10.9	10.5	12.0	22.7	27.6	23.1	20.5	30.5	25.4	19.3	22.2
Sold Illegal Drugs		6.2	3.3	3.1	4.6	8.1	7.7	12.0	9.8	10.9	10.8	7.7	10.4
Stolen or Tried to Steal a Motor Vehicle		6.2	2.5	4.5	3.6	3.3	5.1	3.3	3.7	1.7	1.8	2.4	2.7
Been Arrested		8.1	3.9	5.9	7.5	6.7	7.8	6.2	9.2	10.9	6.1	4.1	8.7
Attacked Someone with the Idea of Seriously Hurting Them		18.9	12.2	15.7	18.1	14.7	20.2	14.0	16.1	10.2	13.6	10.5	12.9
Carried a Handgun		7.5	5.2	8.0	7.7	6.2	8.3	8.3	7.2	6.8	8.5	8.4	8.1
Carried a Handgun to School		1.3	1.1	0.7	1.2	3.8	1.6	2.1	1.3	1.7	0.4	1.6	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	7.0	7.7	5.6	n/a	14.4	10.0	7.9	n/a	24.7	15.7	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	29.9	32.4	29.1	n/a	39.1	37.1	29.1	n/a	40.9	31.7	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	58.2	68.3	69.1	n/a	62.4	69.3	65.9	n/a	44.7	67.2	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.1	4.5	6.4	n/a	2.5	2.1	6.1	n/a	3.3	6.8	5.8
Played the lottery or scratch-off tickets?	n/a	29.8	21.7	24.8	n/a	33.8	24.5	21.8	n/a	21.3	24.5	19.0
Bet on sports?*	n/a	n/a	28.4	31.8	n/a	n/a	32.8	30.2	n/a	n/a	35.5	25.6
Played cards?	n/a	28.0	43.0	43.7	n/a	30.8	41.9	43.7	n/a	23.0	47.4	40.6
Bought a raffle ticket?	n/a	n/a	20.6	20.4	n/a	n/a	21.4	20.7	n/a	n/a	23.5	18.9
Played bingo?	n/a	15.3	28.7	32.6	n/a	12.2	21.4	23.2	n/a	5.2	13.5	14.7
Gambled on the Internet?	n/a	7.0	5.6	6.3	n/a	8.4	4.6	5.1	n/a	3.4	5.3	4.7
Played a dice game?*	n/a	n/a	32.0	31.5	n/a	n/a	33.9	25.1	n/a	n/a	31.6	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	24.0	32.3	32.7	n/a	28.5	29.3	31.3	n/a	15.7	28.3	27.0
Bet on a horse or other animal race?*	n/a	n/a	4.9	6.4	n/a	n/a	5.8	5.8	n/a	n/a	8.9	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	50.0	63.0	55.3	39.3	54.1	53.8	56.9	37.1	44.1	61.0	56.6	36.1
Rewards for Prosocial Involvement	31.1	38.9	40.2	31.3	42.2	48.6	46.2	35.4	48.3	48.4	49.8	33.2
Family Domain												
Family Attachment	45.9	55.3	53.8	51.5	54.5	41.4	52.9	46.1	54.3	60.7	59.6	56.2
Opportunities for Prosocial Involvement	53.9	64.7	66.9	59.7	64.4	56.0	62.9	54.0	59.0	56.5	57.0	55.2
Rewards for Prosocial Involvement	53.7	71.7	68.3	61.4	60.6	52.6	63.4	55.1	55.6	60.5	60.6	55.8
School Domain												
Opportunities for Prosocial Involvement	64.1	72.2	64.5	60.3	63.3	60.2	68.0	62.4	65.5	66.1	65.3	64.3
Rewards for Prosocial Involvement	47.6	62.4	54.7	51.2	61.8	65.6	64.4	59.8	48.7	53.8	52.4	45.4
Peer-Individual Domain												
Belief in the Moral Order	42.3	62.7	62.8	59.4	60.6	56.1	70.6	66.5	49.6	55.9	58.4	53.6
Interaction with Prosocial Peers*	47.2	60.5	55.6	53.1	56.0	55.7	62.8	55.3	55.3	59.8	63.1	52.5
Prosocial Involvement	43.2	44.1	45.5	39.0	40.8	43.1	39.7	41.2	37.3	45.3	37.2	36.4
Rewards for Prosocial Involvement	53.4	64.7	71.3	59.4	61.0	58.7	62.3	59.7	55.7	54.5	58.1	52.2
Total Protection												
Students with High Protection**	42.0	59.9	56.4	43.8	57.5	46.1	54.7	46.7	54.6	50.5	53.5	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	48.8	33.1	33.5	38.5	46.6	43.5	40.9	46.2	55.9	42.7	50.2	51.0
Laws & Norms Favor Drug Use	46.9	31.0	35.1	36.6	45.0	47.3	32.7	42.1	39.7	27.8	30.3	36.3
Perceived Availability of Drugs	53.1	33.6	36.4	38.2	49.0	50.9	43.5	49.6	59.5	52.9	48.3	52.2
Perceived Availability of Handguns	55.8	47.7	49.1	37.8	35.4	36.2	29.0	26.7	35.3	39.2	44.0	33.1
Family Domain												
Poor Family Management	50.3	40.6	38.4	45.5	38.2	46.7	36.6	42.8	40.2	38.8	34.5	44.3
Family Conflict	55.8	46.1	55.8	53.5	40.4	42.7	37.4	42.8	47.9	37.9	38.5	38.3
Family History of Antisocial Behavior	60.3	43.4	48.9	40.3	51.2	49.8	41.6	41.1	55.6	44.8	37.1	37.3
Parent Attitudes Favorable to ASB	53.2	46.3	48.3	49.3	47.1	52.7	49.1	53.4	45.8	41.8	47.3	50.2
Parent Attitudes Favor Drug Use	28.2	28.5	21.5	26.8	36.0	40.9	34.5	41.1	36.4	30.0	32.3	41.2
School Domain												
Academic Failure	57.6	46.9	51.1	47.3	49.3	51.3	54.8	49.5	45.7	40.4	43.9	44.4
Low Commitment to School	54.3	36.0	45.3	41.0	39.8	42.4	38.8	43.7	34.5	38.6	39.1	45.6
Peer-Individual Domain												
Rebelliousness	40.0	38.7	45.6	43.1	42.8	52.2	43.3	46.8	40.7	44.2	43.8	44.0
Early Initiation of ASB	37.7	37.3	40.8	39.4	31.9	46.4	42.3	42.0	40.3	39.6	41.4	41.2
Early Initiation of Drug Use	42.7	33.9	34.5	30.3	41.1	40.9	32.8	32.7	41.2	39.2	31.6	33.1
Attitudes Favorable to ASB	56.2	42.6	42.7	44.6	42.7	47.5	43.8	50.7	43.7	42.3	39.2	46.9
Attitudes Favorable to Drug Use	43.7	33.6	24.5	29.1	34.1	47.1	29.2	37.4	31.1	32.1	22.4	36.3
Perceived Risk of Drug Use	53.4	37.2	32.7	44.5	36.4	37.7	35.4	42.3	44.9	39.3	29.7	46.5
Interaction with Antisocial Peers	66.2	50.5	56.0	58.2	57.5	55.7	52.5	57.3	60.0	46.8	48.4	53.2
Friend's Use of Drugs	54.8	38.4	33.9	39.4	41.3	42.9	36.6	41.9	44.3	34.2	25.6	37.3
Rewards for ASB	63.4	46.2	40.6	45.6	37.2	51.3	34.0	44.0	51.3	55.1	48.2	54.6
Gang Involvement	23.6	15.3	20.7	26.9	25.7	17.1	23.8	23.2	19.5	8.9	13.4	16.8
Total Risk												
Students at High Risk*	52.7	36.5	40.5	38.7	34.9	38.5	33.5	37.5	37.0	30.8	28.7	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	47	4,418	66	4,872	65	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	2.1	5.0	1.5	6.9	7.7	12.3
I bought it at a restaurant, bar, or club	4.3	3.0	1.5	3.0	3.1	7.0
I bought it at a public event such as a concert or sporting event	2.1	2.9	1.5	2.9	1.5	3.9
I gave someone else money to buy it for me	21.3	21.4	50.0	34.4	46.2	43.7
My parent or guardian gave it to me	10.6	18.7	7.6	14.8	9.2	13.0
Another family member who is 21 or older gave it to me	14.9	19.7	16.7	18.7	26.2	18.2
Someone not related to me who is 21 or older gave it to me	25.5	19.2	24.2	28.7	40.0	39.5
Someone under the age of 21 gave it to me	19.1	23.8	21.2	24.8	12.3	22.0
I got it at a party	25.5	41.5	42.4	53.1	52.3	57.6
I took it from home	25.5	31.4	15.2	23.2	6.2	13.8
I took it from a store or someone else's home	8.5	11.7	7.6	11.3	3.1	8.0
I got it some other way	29.8	28.7	25.8	23.6	15.4	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	93.9	90.1	85.4	87.1	91.5	89.8	88.4	88.4	89.1	94.1	92.3	92.4
	1 time	2.5	4.0	6.6	6.6	3.3	2.9	5.8	5.9	3.4	3.5	5.2	3.9
	2-3 times	1.2	3.0	4.5	3.5	2.8	4.4	2.1	3.0	2.5	2.4	1.6	2.0
	4-5 times	1.2	1.0	0.3	1.0	0.5	1.1	1.7	0.8	0.8	0.0	0.0	0.6
	6-7 times	0.0	0.3	1.7	0.4	0.0	0.7	0.4	0.4	0.8	0.0	0.0	0.2
	8-9 times	0.0	0.3	0.0	0.3	0.9	0.4	0.0	0.3	0.8	0.0	0.4	0.2
	10-11 times	0.0	0.3	0.7	0.1	0.5	0.0	0.0	0.2	0.0	0.0	0.0	0.1
	12 or more times	1.2	1.0	0.7	0.9	0.5	0.7	1.7	1.1	2.5	0.0	0.4	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	83.1	80.4	78.5	76.5	82.1	83.3	85.5	85.2	96.6	92.1	90.3	91.5
	1 time	11.2	11.6	13.5	12.9	11.8	10.5	8.7	8.8	1.7	5.8	6.5	5.0
	2-3 times	1.9	4.7	5.2	6.9	3.8	3.6	2.5	3.9	0.8	1.7	1.2	2.1
	4-5 times	1.2	1.3	2.1	1.7	0.9	0.7	1.2	0.7	0.8	0.0	0.8	0.4
	6-7 times	1.2	1.0	0.3	0.6	0.0	0.4	0.4	0.4	0.0	0.0	0.4	0.3
	8-9 times	0.6	0.3	0.0	0.4	0.9	0.0	0.0	0.2	0.0	0.3	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.3	0.5	0.0	0.0	0.1	0.0	0.0	0.4	0.1
	12 or more times	0.6	0.7	0.3	0.7	0.0	1.4	1.7	0.7	0.0	0.0	0.4	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	66.3	49.3	59.4	n/a	73.5	72.6	69.1	n/a	82.5	80.2	82.3
	1 time	n/a	15.0	14.0	13.2	n/a	9.6	11.2	10.3	n/a	8.6	7.7	6.6
	2-3 times	n/a	15.0	11.5	11.5	n/a	12.1	7.1	9.6	n/a	7.2	8.5	5.7
	4-5 times	n/a		7.0	4.3	n/a		2.5	3.2	n/a		1.6	1.5
	6-7 times	n/a		3.1	1.9	n/a		2.5	1.4	n/a		0.0	0.8
	8-9 times	n/a		2.1	1.2	n/a		0.4	1.1	n/a		0.4	0.5
	10-11 times	n/a		1.4	0.8	n/a		0.4	0.6	n/a		0.0	0.3
	12 or more times	n/a	3.7	11.5	7.7	n/a	4.8	3.3	4.6	n/a	1.7	1.6	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	91.2	91.4	91.2	89.9	93.3	91.6	92.1	91.1	95.0	94.9	96.4	93.8
	1 day	5.0	4.3	4.2	5.8	3.3	2.9	3.8	5.1	0.0	3.4	3.2	3.3
	2-3 days	1.9	2.0	3.2	2.7	1.9	2.9	1.7	2.2	2.5	0.7	0.0	1.8
	4-5 days	0.0	0.7	0.4	0.6	0.5	1.1	0.0	0.6	1.7	0.3	0.0	0.4
	6 or more days	1.9	1.7	1.1	1.0	1.0	1.5	2.5	1.0	0.8	0.7	0.4	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	95.5	96.0	93.6	93.9	93.8	90.5	92.4	93.8	91.5	91.8	93.5	94.4
	1 day	1.3	0.7	4.6	3.1	1.4	4.0	0.4	2.2	1.7	1.4	0.8	1.5
	2-3 days	1.3	2.3	1.1	1.3	1.0	0.7	2.1	1.2	1.7	0.3	1.2	1.1
	4-5 days	0.0	0.0	0.0	0.5	0.5	1.5	0.0	0.5	0.8	0.7	1.2	0.5
	6 or more days	1.9	1.0	0.7	1.2	3.3	3.3	5.0	2.2	4.2	5.8	3.3	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	69.4	278	64.6	229	74.0	235	65.6	358	73.1	379
	smoke 1 or more packs or cigarettes per day	Cigarettes	85.7	279	85.7	230	93.6	236	86.9	360	89.2	380
	smoke marijuana regularly	Marijuana	85.1	275	79.4	223	81.3	230	80.1	352	84.1	371
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	92.5	265	86.4	221	81.5	222	90.6	339	84.3	364
	smoke cigarettes	Cigarettes	94.7	265	92.3	220	89.7	223	92.6	339	92.0	364
	smoke marijuana	Marijuana	96.2	265	92.2	217	95.1	223	96.1	336	93.2	365
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	79.0	286	70.0	243	70.8	250	74.3	382	72.8	390
	smoke cigarettes	Cigarettes	84.6	286	81.8	242	70.4	250	79.9	383	78.9	388
	smoke marijuana	Marijuana	89.1	285	78.6	243	80.3	249	80.4	382	86.1	388
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	20.6	282	34.7	236	36.8	247	27.5	371	32.5	388
		Cigarettes	10.5	277	15.1	232	15.1	239	13.5	364	13.2	379
		Marijuana	7.4	283	14.5	234	10.3	243	11.4	367	9.8	388
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	48.8	287	58.7	242	64.8	253	53.9	384	60.0	390
		Average age:	11.9 years		13.1 years		14.1 years		13 years		13.2 years	
	smoked a cigarette, even just a puff?	Cigarettes	33.8	284	39.3	242	50.4	252	40.6	382	40.7	388
		Average age:	11.6 years		12.6 years		13.5 years		12.4 years		12.9 years	
	smoked marijuana?	Marijuana	16.8	286	31.7	240	39.3	252	29.1	381	27.8	389
		Average age:	12.4 years		12.7 years		13.8 years		12.7 years		13.6 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

Bill Burnett
Community Partnership of Southern Arizona (CPSA)
(520) 618-8807

Gila, La Paz, Pinal, and Yuma Counties

Linda Weinberg
Cenpatico Behavioral Health of Arizona
(866) 495-6738

Apache, Coconino, Mohave, Navajo, and Yavapai Counties

Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
(928) 214-2177

Maricopa County

Juan Aristizabal
Magellan
(602) 797-8256

Gila River Indian Community

Joan Grey
Gila River Regional Behavioral Health Authority
(602) 528-7136

Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
(520) 879-6067

Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
(928) 338-4811

Colorado River Indian Tribes

(928) 669-6577

Other State and National Contacts:

Arizona Criminal Justice Commission

Michelle Neitch/ Phillip Stevenson
(602) 364-1173/(602) 364-1157
www.azcjc.gov

Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Greenlee County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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Michelle Anderson, *Arizona Department of Juvenile Corrections*
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Nicole Yancey Johnson, *Arizona Early Childhood Development
and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Greenlee County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	248	100	239	100	162	100	54,734	100
Grade								
8	98	39.5	85	35.6	79	48.8	25,695	46.9
10	75	30.2	85	35.6	57	35.2	16,089	29.4
12	75	30.2	69	28.9	26	16.0	12,950	23.7
Gender								
Male	125	51.4	108	47.0	69	43.7	26,213	48.8
Female	118	48.6	122	53.0	89	56.3	27,514	51.2
Ethnicity*								
Native American	7	2.8	4	1.7	17	7.1	4,812	7.4
African American	0	0.0	5	2.2	12	5.0	3,915	6.0
Hispanic	136	55.1	108	47.0	116	48.3	21,525	32.9
White	88	35.6	92	40.0	90	37.5	31,887	48.8
Asian	0	0.0	1	0.4	3	1.3	2,117	3.2
Pacific Islander	0	0.0	0	0.0	2	0.8	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

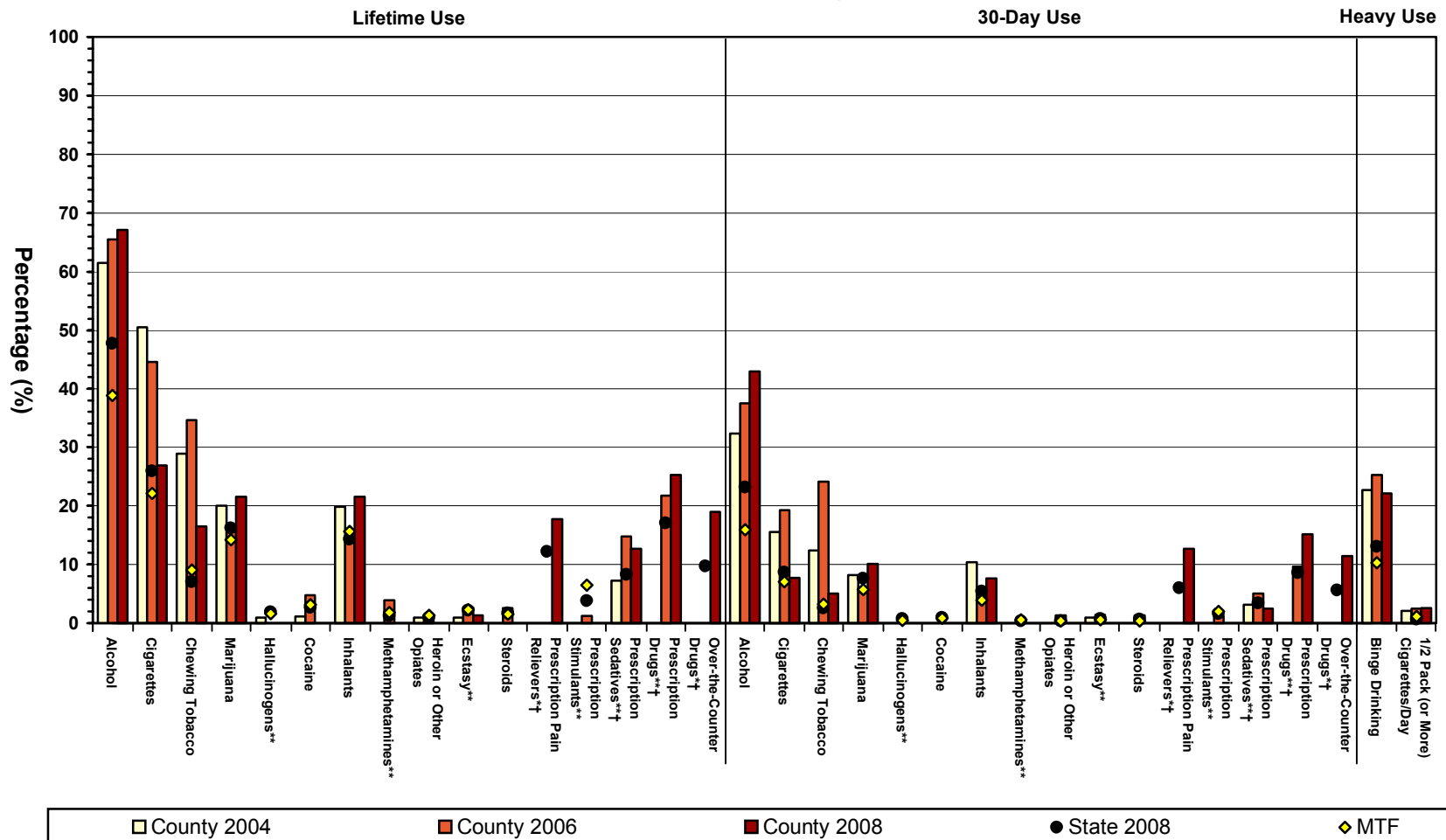
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Greenlee County, Grade 8



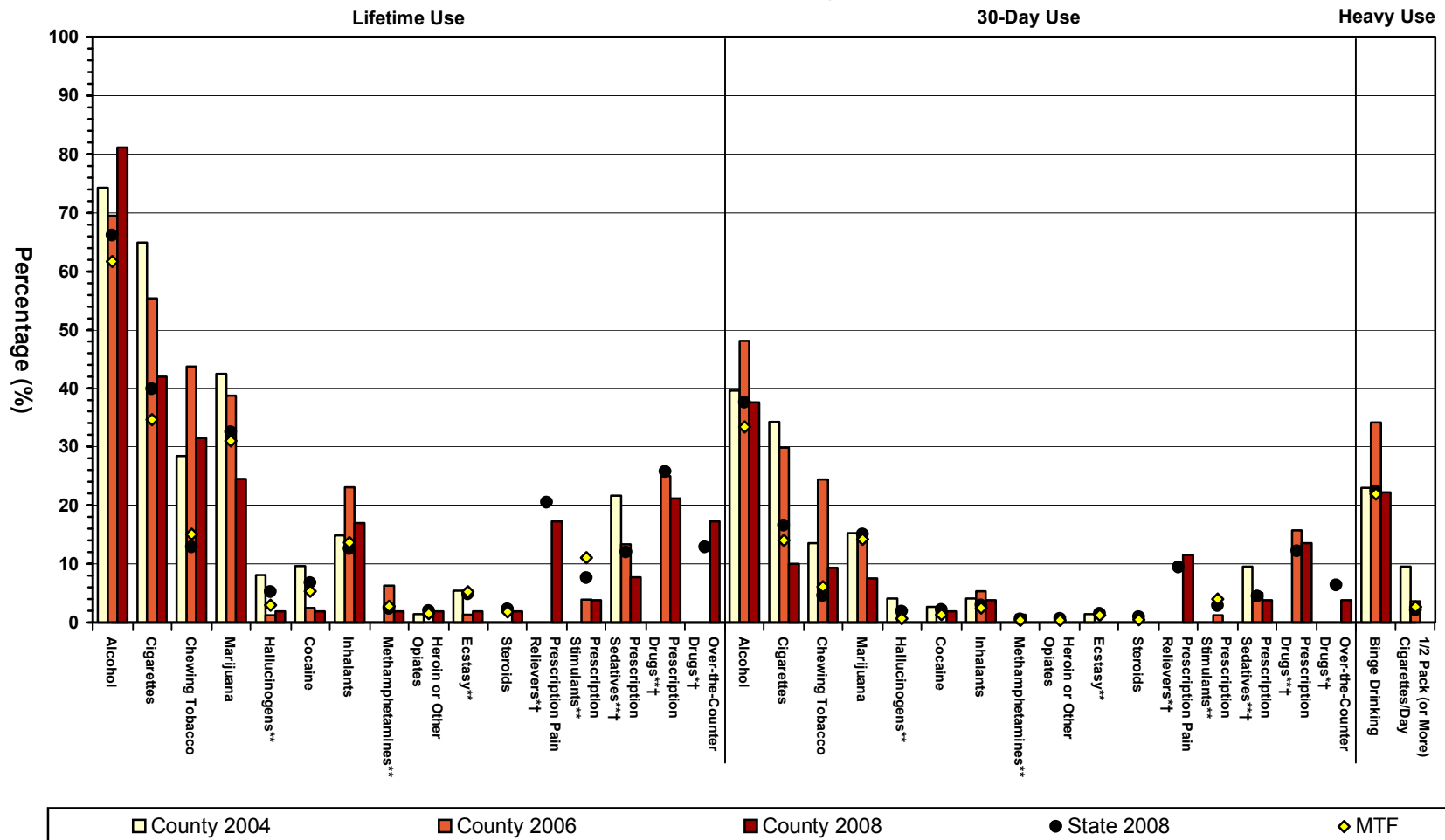
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Greenlee County, Grade 10



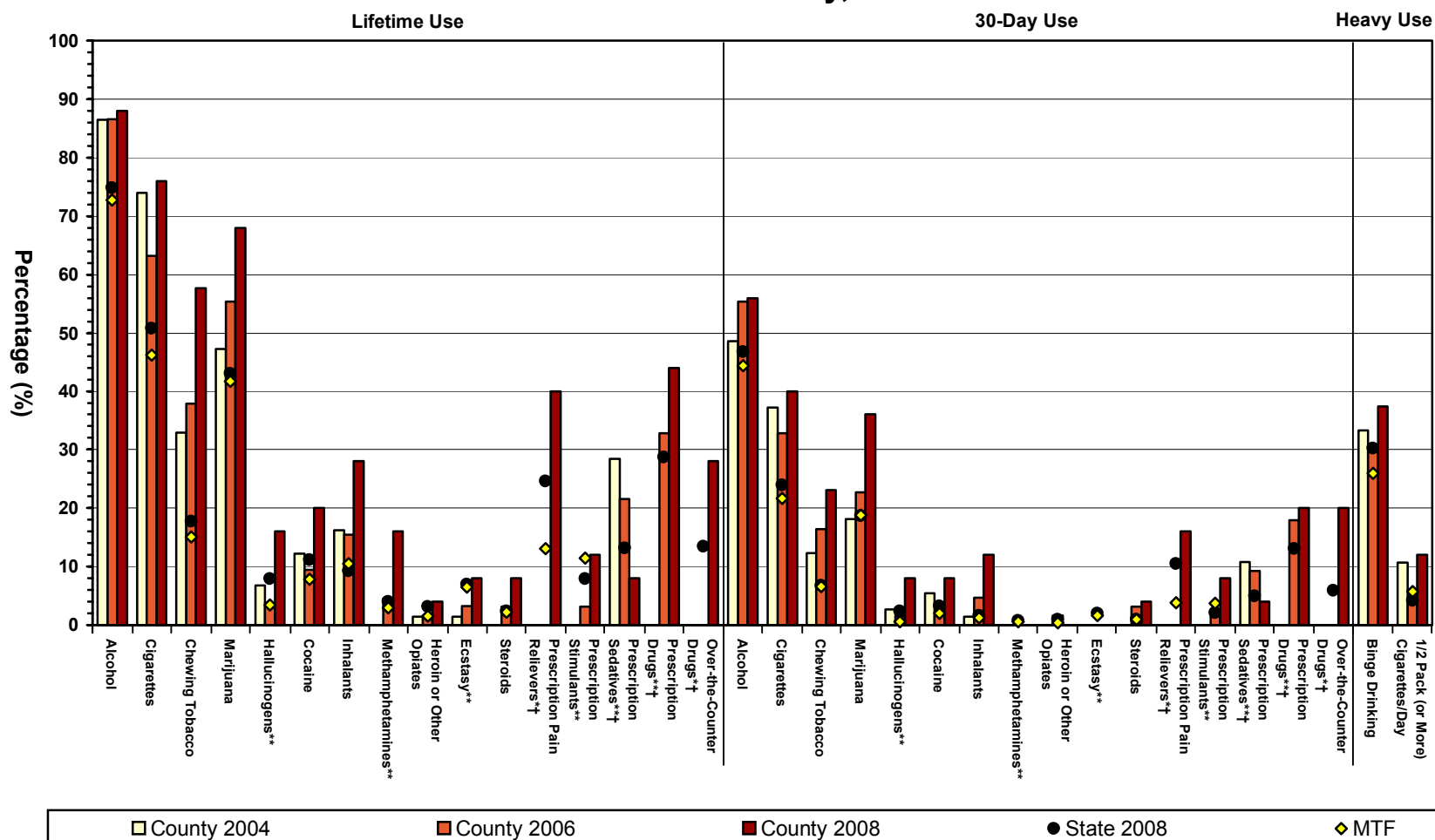
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Greenlee County, Grade 12



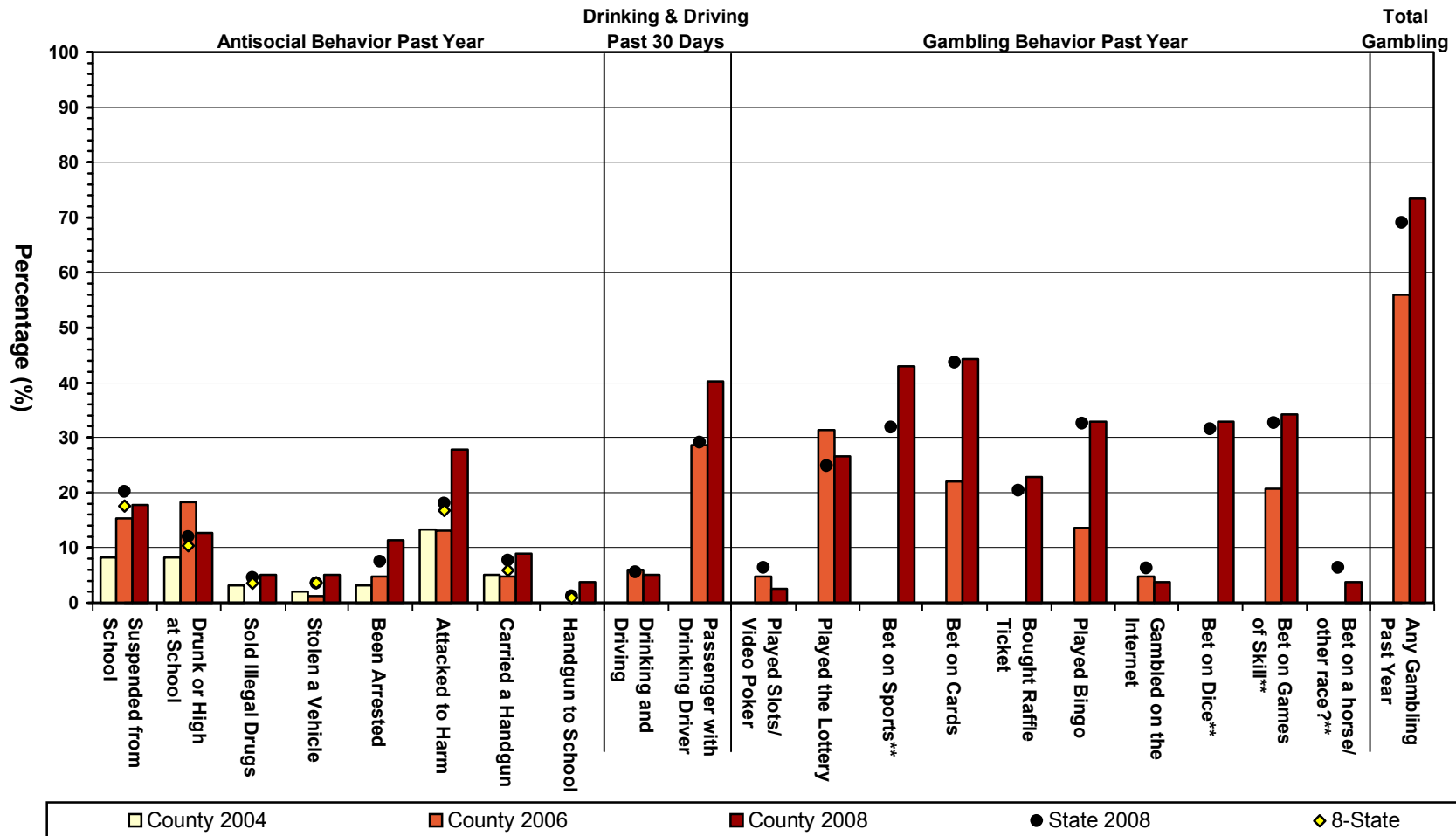
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Greenlee County, Grade 8

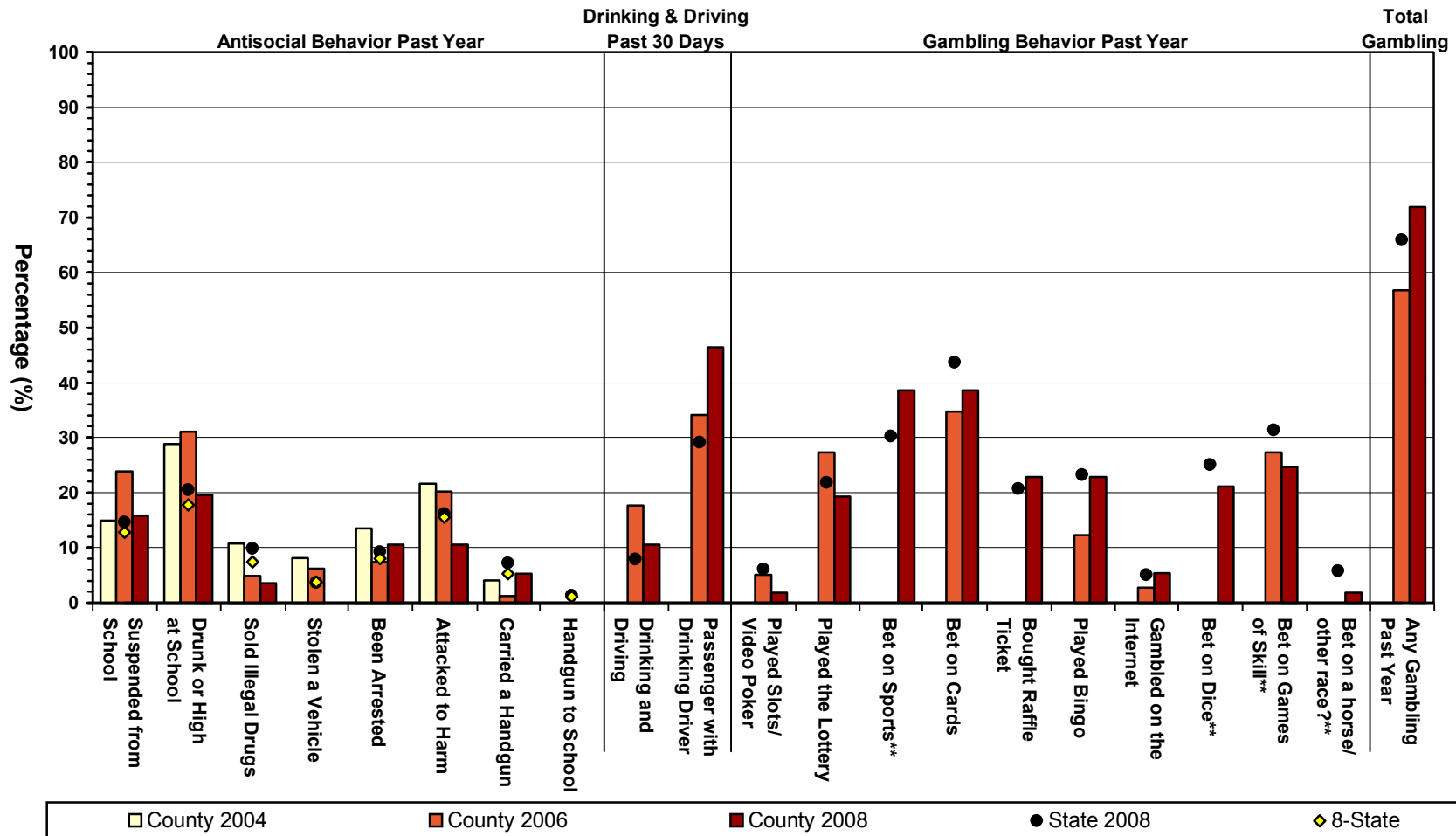


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Greenlee County, Grade 10

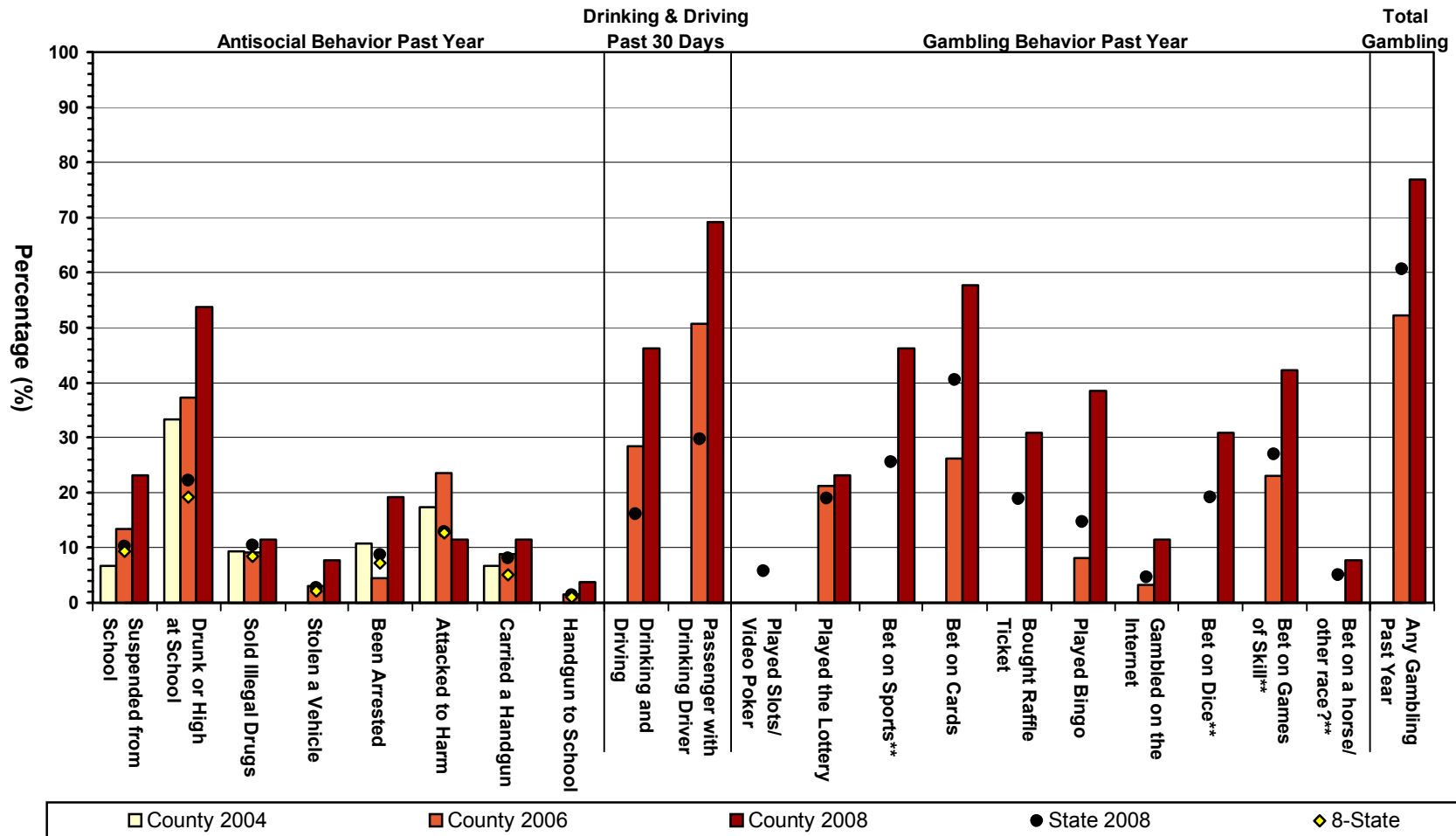


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Greenlee County, Grade 12



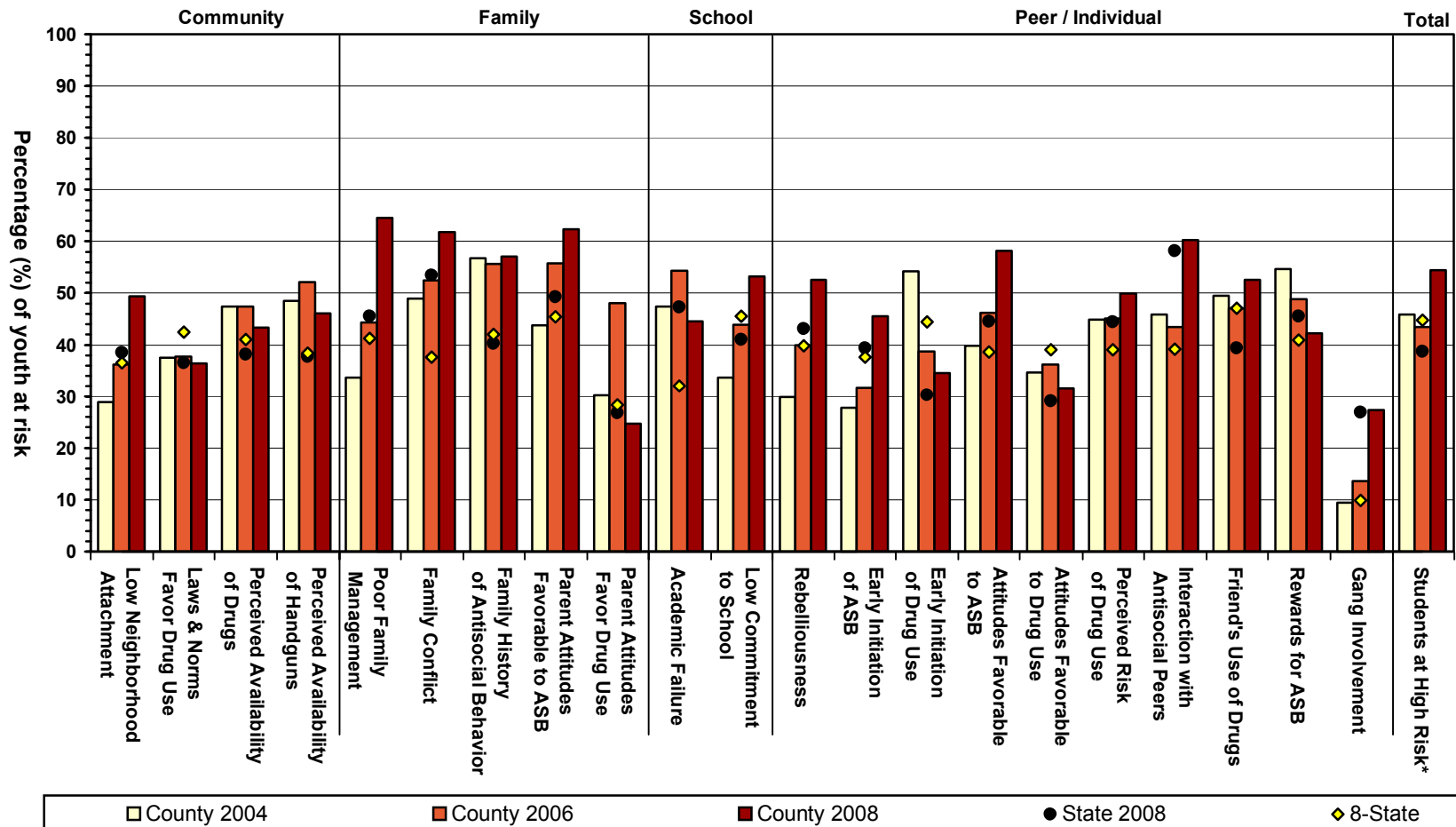
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

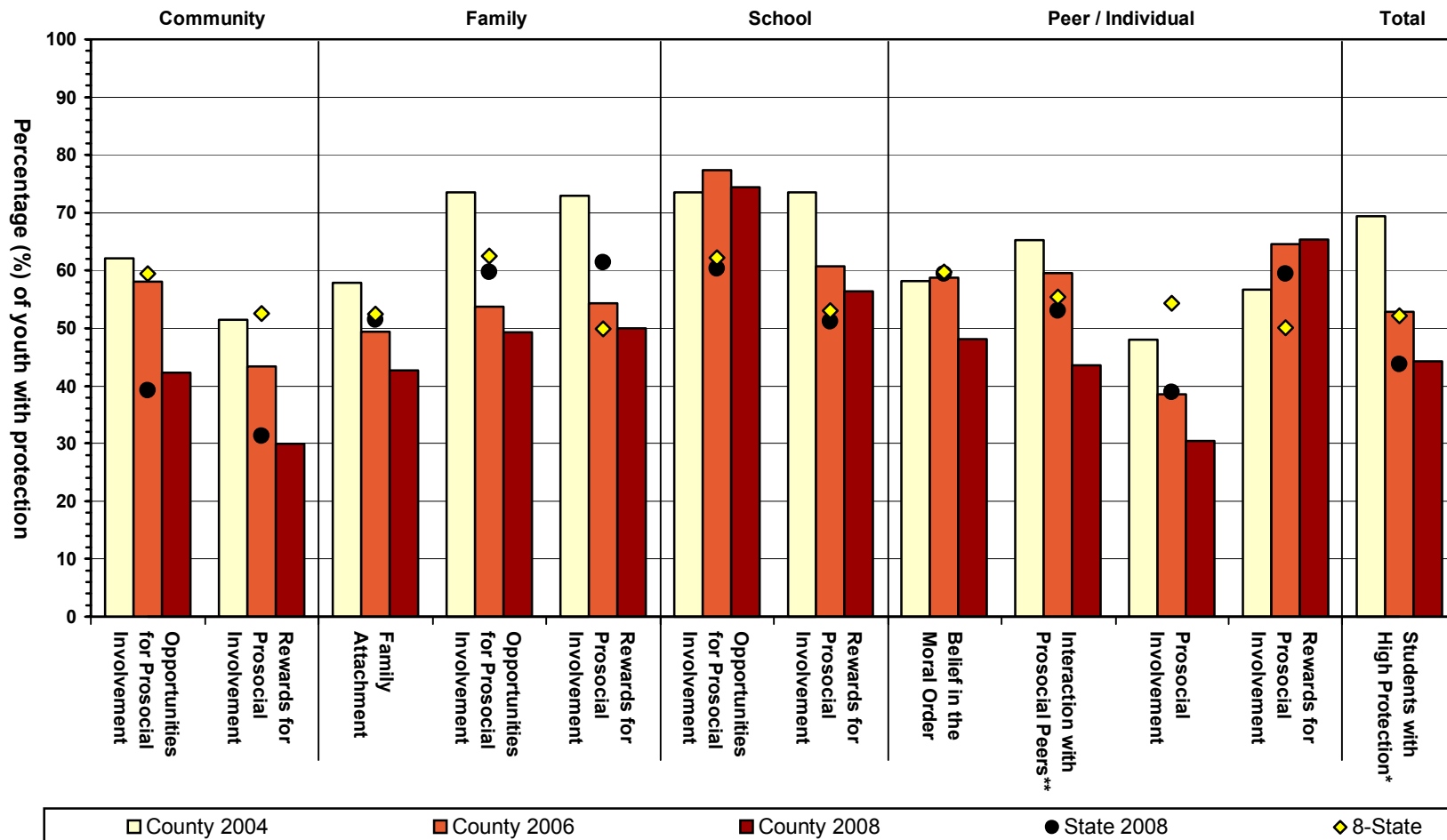
2008 Greenlee County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Greenlee County, Grade 8



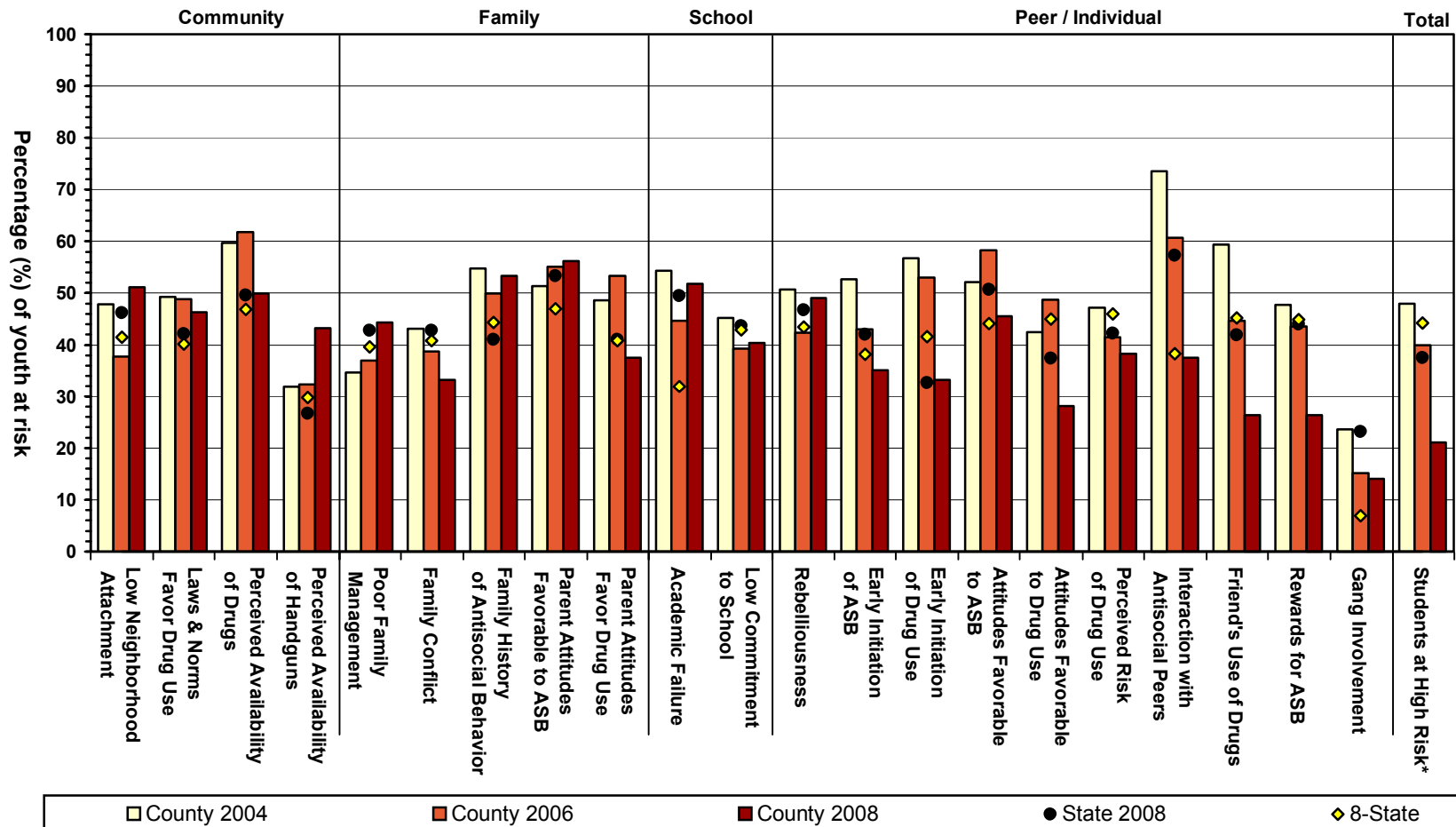
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

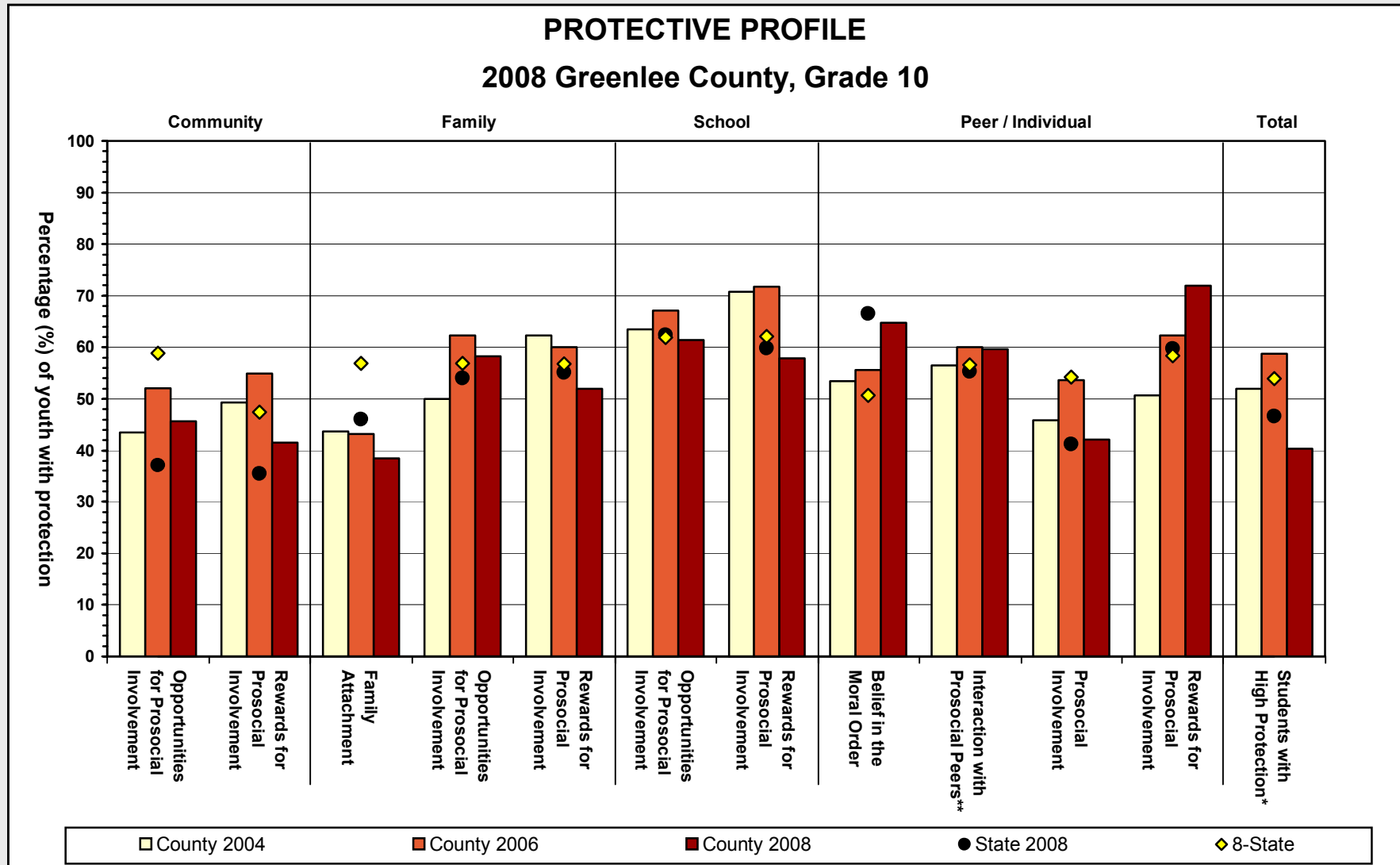
RISK PROFILE

2008 Greenlee County, 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. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles



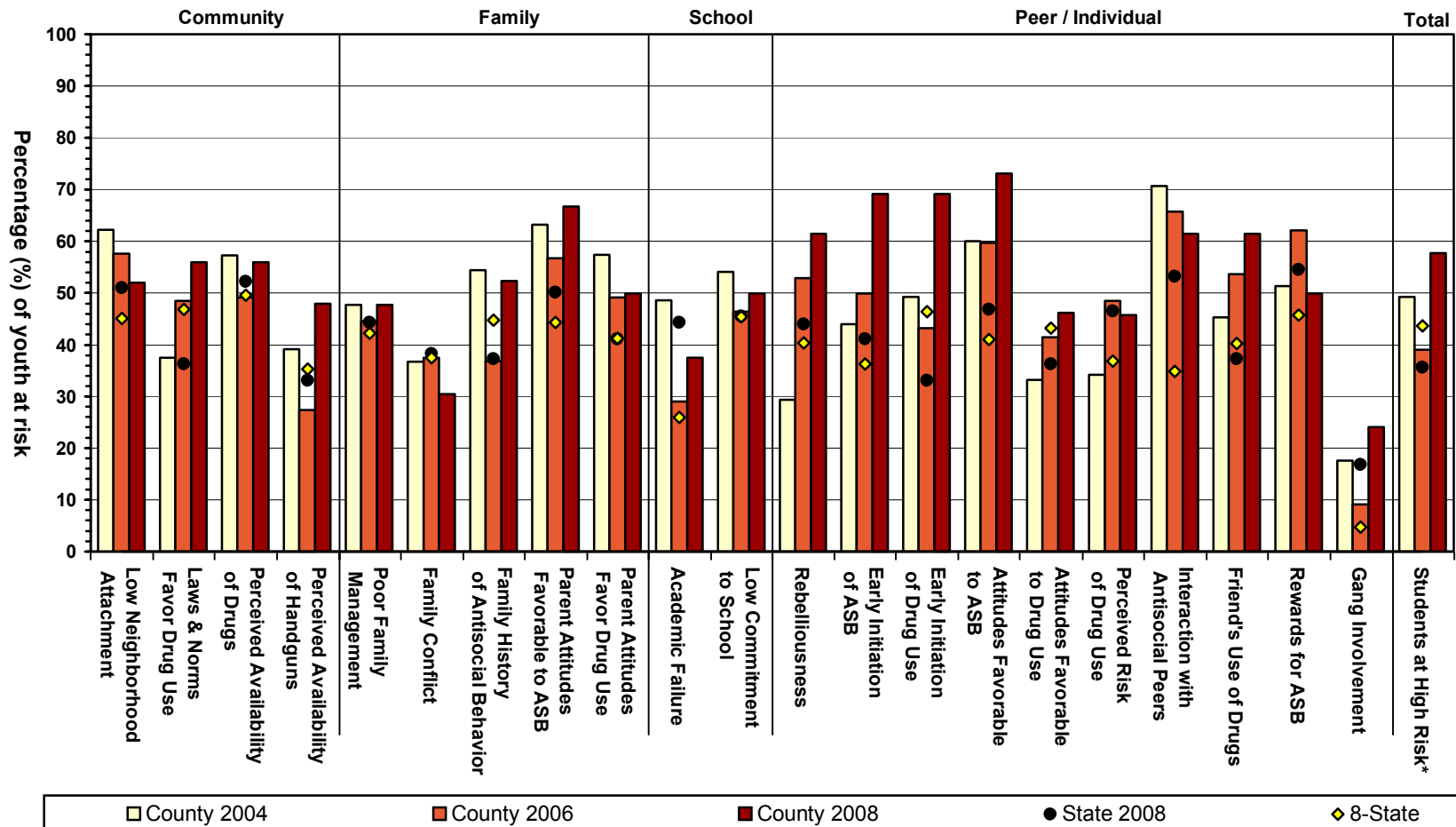
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

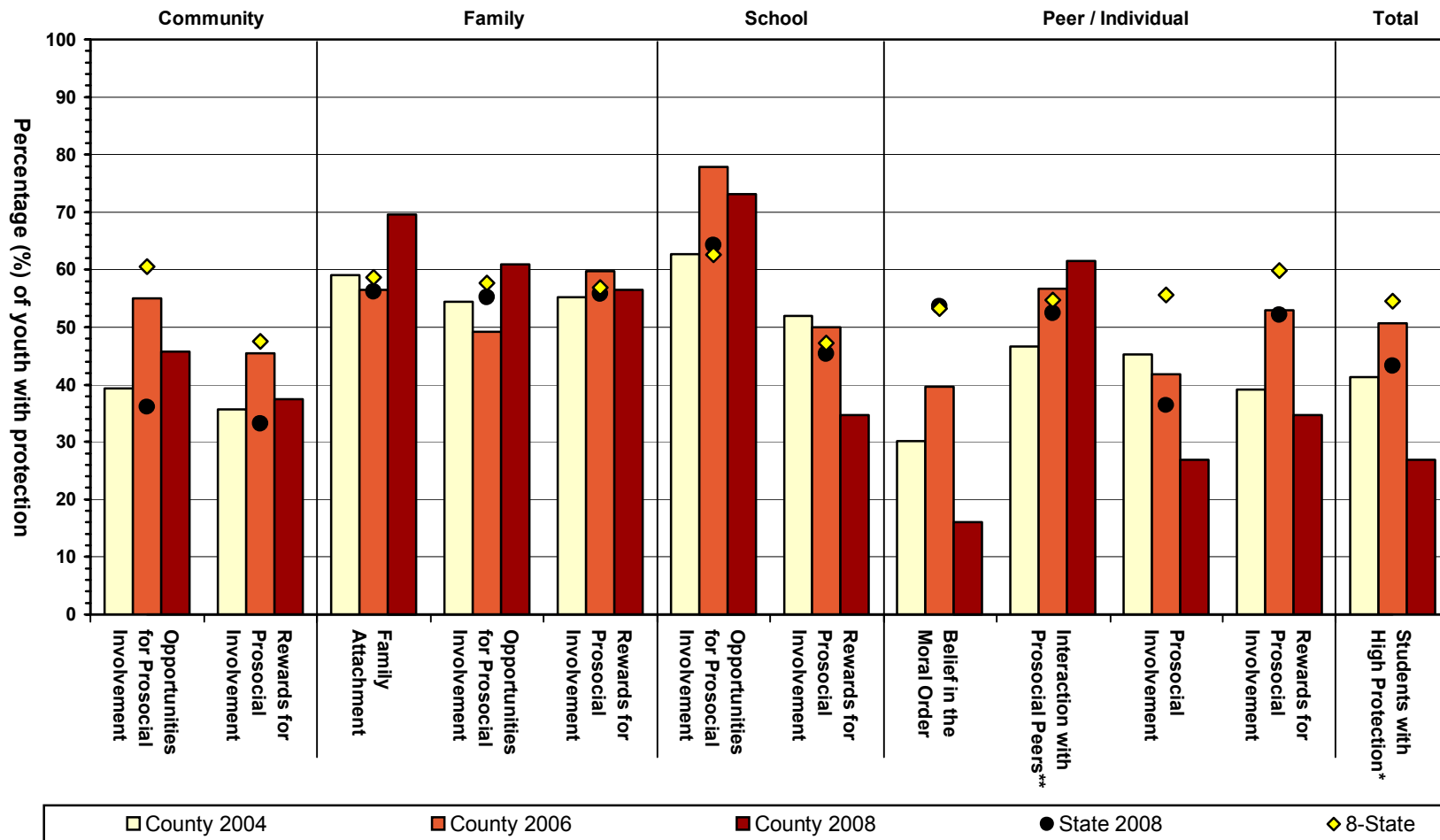
2008 Greenlee County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Greenlee County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

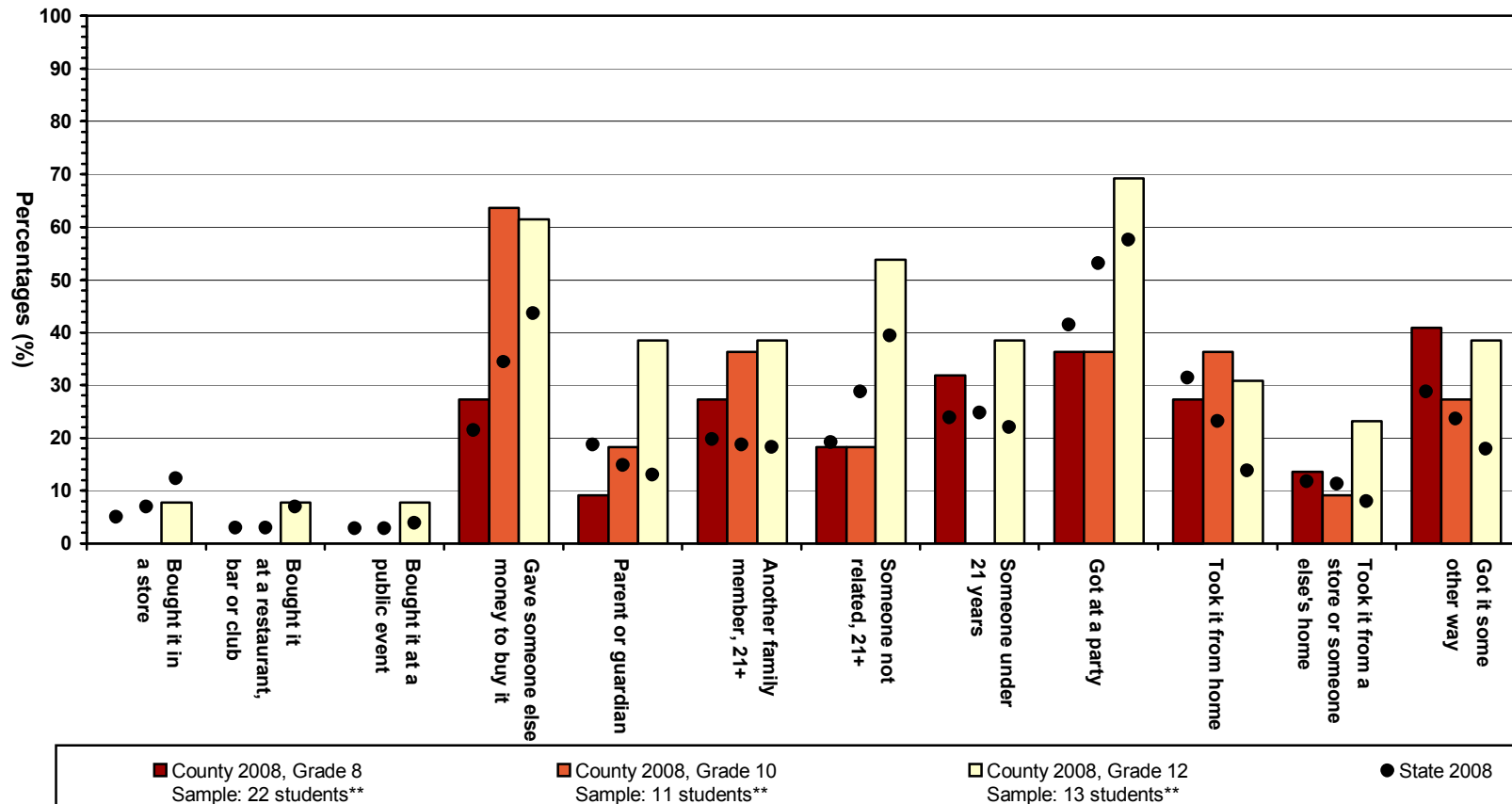
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Greenlee County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



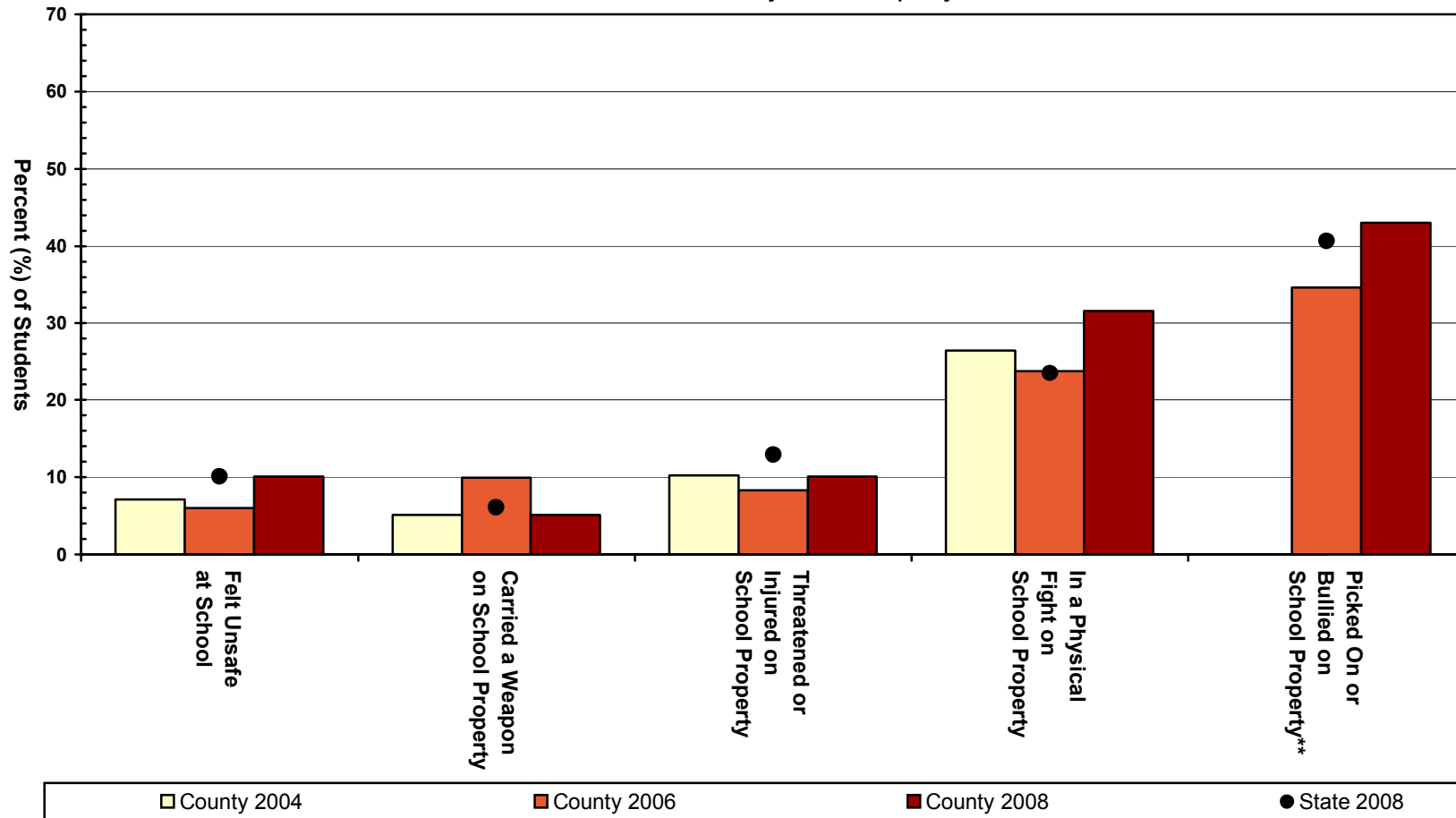
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Greenlee County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



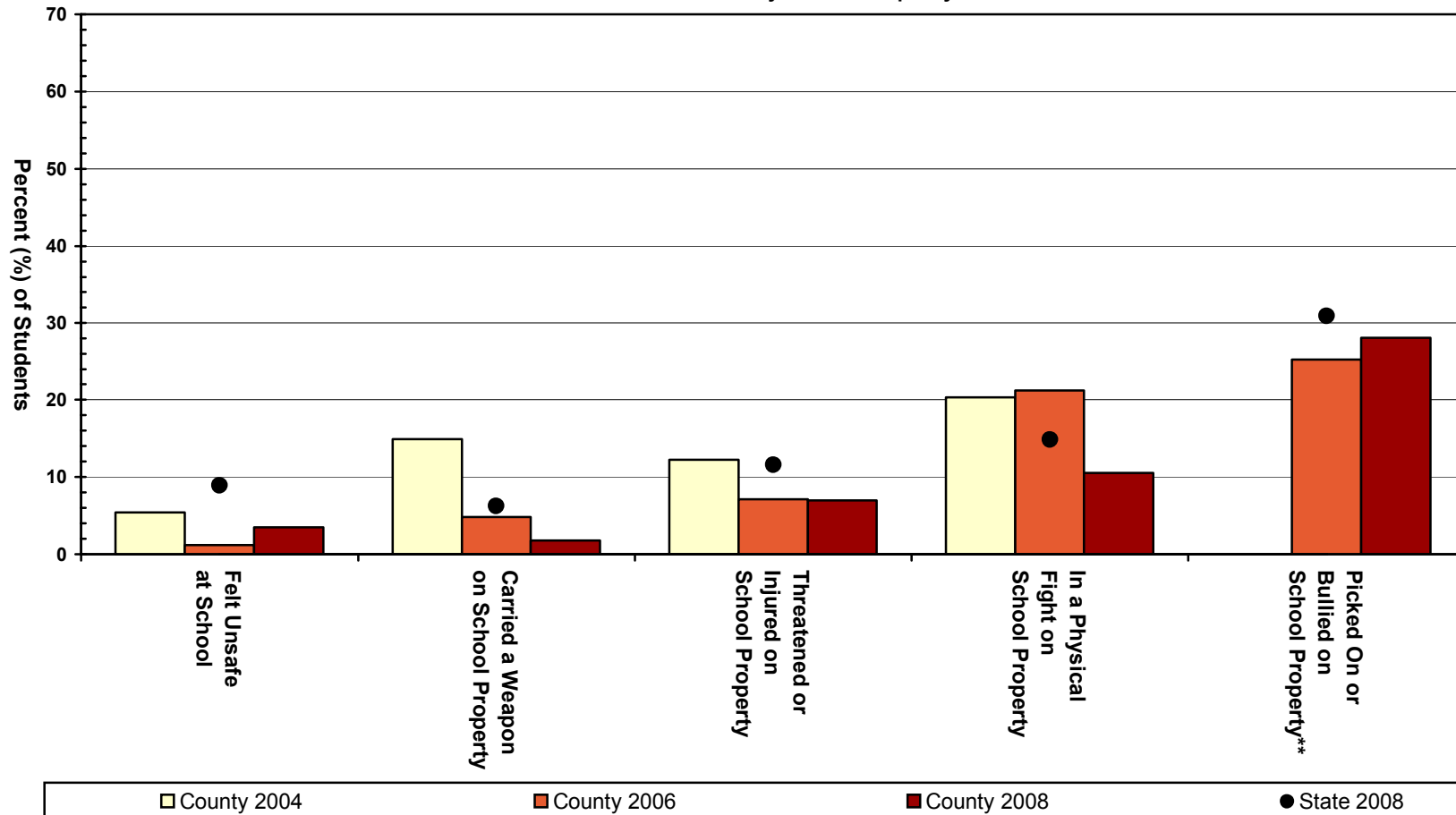
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Greenlee County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



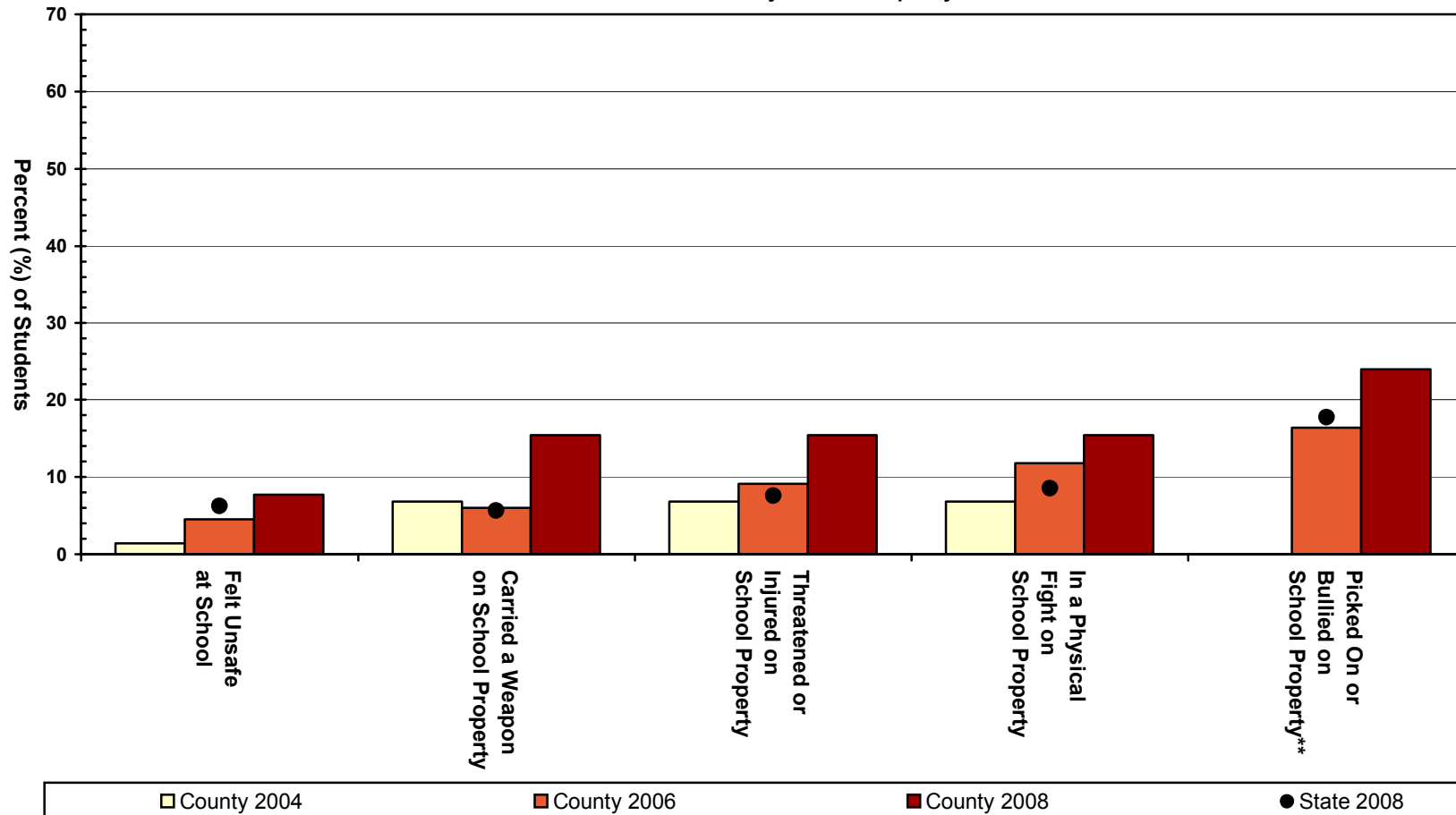
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Greenlee County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	61.5	65.5	67.1	47.8	74.3	69.5	81.1	66.2	86.5	86.6	88.0	74.8
Cigarettes	smoked cigarettes?	50.5	44.6	26.9	25.9	64.9	55.4	42.0	39.9	74.0	63.2	76.0	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	28.9	34.6	16.5	7.1	28.4	43.8	31.5	12.9	32.9	37.9	57.7	17.7
Marijuana	used marijuana?	20.0	15.5	21.5	16.2	42.5	38.8	24.5	32.5	47.3	55.4	68.0	43.1
Hallucinogens**	used LSD or other hallucinogens?	1.0	0.0	0.0	1.9	8.1	1.2	1.9	5.2	6.8	3.1	16.0	7.9
Cocaine	used cocaine or crack?	1.1	4.8	0.0	2.7	9.6	2.5	1.9	6.8	12.2	9.4	20.0	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	19.8	14.5	21.5	14.3	14.9	23.1	17.0	12.6	16.2	15.4	28.0	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	3.9	0.0	1.2	n/a	6.3	1.9	2.4	n/a	4.6	16.0	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.0	1.2	0.0	1.0	1.4	0.0	1.9	2.0	1.4	1.6	4.0	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.0	2.7	1.3	2.2	5.4	1.3	1.9	4.9	1.4	3.2	8.0	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	2.6	0.0	1.7	n/a	0.0	1.9	2.3	n/a	3.1	8.0	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	17.7	12.2	n/a	n/a	17.3	20.5	n/a	n/a	40.0	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.0	n/a	n/a	n/a	12.2	n/a	n/a	n/a	20.3	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.2	0.0	3.8	n/a	3.9	3.8	7.6	n/a	3.1	12.0	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	7.2	14.8	12.7	8.3	21.6	13.3	7.7	12.0	28.4	21.5	8.0	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	21.7	25.3	17.1	n/a	25.0	21.2	25.7	n/a	32.8	44.0	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	19.0	9.7	n/a	n/a	17.3	12.9	n/a	n/a	28.0	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	32.3	37.6	43.0	23.2	39.7	48.1	37.7	37.7	48.6	55.4	56.0	46.8
Cigarettes	smoked cigarettes?	15.5	19.3	7.7	8.7	34.2	29.8	10.0	16.6	37.3	32.8	40.0	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	12.4	24.1	5.1	2.6	13.5	24.4	9.3	4.6	12.3	16.4	23.1	6.8
Marijuana	used marijuana?	8.2	6.0	10.1	7.6	15.3	14.7	7.5	15.1	18.1	22.7	36.0	18.7
Hallucinogens**	used LSD or other hallucinogens?	0.0	0.0	0.0	0.8	4.1	0.0	0.0	1.9	2.7	1.5	8.0	2.4
Cocaine	used cocaine or crack?	0.0	0.0	0.0	1.0	2.7	0.0	1.9	2.2	5.4	1.6	8.0	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	10.4	6.1	7.6	5.4	4.1	5.3	3.8	3.0	1.4	4.7	12.0	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.0	0.0	0.4	n/a	1.3	0.0	0.6	n/a	0.0	0.0	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.0	1.3	0.0	0.4	0.0	0.0	0.0	0.7	0.0	1.6	0.0	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.0	1.4	0.0	0.8	1.4	0.0	0.0	1.5	0.0	0.0	0.0	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.3	0.0	0.7	n/a	0.0	0.0	1.0	n/a	3.1	4.0	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	12.7	6.0	n/a	n/a	11.5	9.4	n/a	n/a	16.0	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	0.0	n/a	n/a	n/a	2.7	n/a	n/a	n/a	9.5	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.2	0.0	1.6	n/a	1.2	0.0	2.9	n/a	1.5	8.0	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	3.1	5.1	2.5	3.4	9.5	5.1	3.8	4.5	10.8	9.2	4.0	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	9.6	15.2	8.6	n/a	15.7	13.5	12.2	n/a	17.9	20.0	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	11.4	5.6	n/a	n/a	3.8	6.4	n/a	n/a	20.0	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	22.7	25.3	22.1	13.1	23.0	34.1	22.2	22.4	33.3	29.9	37.5	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	2.1	2.5	2.6	0.7	9.5	3.6	0.0	2.1	10.7	4.5	12.0	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		8.2	15.3	17.7	20.2	14.9	23.8	15.8	14.6	6.7	13.4	23.1	10.2
Drunk or High at School		8.2	18.3	12.7	12.0	28.8	31.0	19.6	20.5	33.3	37.3	53.8	22.2
Sold Illegal Drugs		3.1	0.0	5.1	4.6	10.8	4.9	3.5	9.8	9.3	9.1	11.5	10.4
Stolen or Tried to Steal a Motor Vehicle		2.0	1.2	5.1	3.6	8.1	6.2	0.0	3.7	0.0	3.0	7.7	2.7
Been Arrested		3.1	4.8	11.4	7.5	13.5	7.4	10.5	9.2	10.7	4.5	19.2	8.7
Attacked Someone with the Idea of Seriously Hurting Them		13.3	13.1	27.8	18.1	21.6	20.2	10.5	16.1	17.3	23.5	11.5	12.9
Carried a Handgun		5.1	4.8	8.9	7.7	4.1	1.2	5.3	7.2	6.7	8.8	11.5	8.1
Carried a Handgun to School		0.0	0.0	3.8	1.2	0.0	0.0	0.0	1.3	0.0	1.5	3.8	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	6.0	5.1	5.6	n/a	17.6	10.5	7.9	n/a	28.4	46.2	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	28.6	40.3	29.1	n/a	34.1	46.4	29.1	n/a	50.7	69.2	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	56.0	73.4	69.1	n/a	56.8	71.9	65.9	n/a	52.2	76.9	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	4.8	2.5	6.4	n/a	5.1	1.8	6.1	n/a	0.0	0.0	5.8
Played the lottery or scratch-off tickets?	n/a	31.3	26.6	24.8	n/a	27.3	19.3	21.8	n/a	21.2	23.1	19.0
Bet on sports?*	n/a	n/a	43.0	31.8	n/a	n/a	38.6	30.2	n/a	n/a	46.2	25.6
Played cards?	n/a	22.0	44.3	43.7	n/a	34.7	38.6	43.7	n/a	26.2	57.7	40.6
Bought a raffle ticket?	n/a	n/a	22.8	20.4	n/a	n/a	22.8	20.7	n/a	n/a	30.8	18.9
Played bingo?	n/a	13.6	32.9	32.6	n/a	12.3	22.8	23.2	n/a	8.1	38.5	14.7
Gambled on the Internet?	n/a	4.8	3.8	6.3	n/a	2.7	5.4	5.1	n/a	3.2	11.5	4.7
Played a dice game?*	n/a	n/a	32.9	31.5	n/a	n/a	21.1	25.1	n/a	n/a	30.8	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	20.7	34.2	32.7	n/a	27.3	24.6	31.3	n/a	23.0	42.3	27.0
Bet on a horse or other animal race?*	n/a	n/a	3.8	6.4	n/a	n/a	1.8	5.8	n/a	n/a	7.7	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	62.1	58.1	42.3	39.3	43.5	52.1	45.7	37.1	39.4	55.0	45.8	36.1
Rewards for Prosocial Involvement	51.5	43.4	29.9	31.3	49.3	54.9	41.5	35.4	35.6	45.5	37.5	33.2
Family Domain												
Family Attachment	57.9	49.4	42.7	51.5	43.7	43.2	38.5	46.1	59.1	56.5	69.6	56.2
Opportunities for Prosocial Involvement	73.5	53.7	49.3	59.7	50.0	62.3	58.3	54.0	54.4	49.2	60.9	55.2
Rewards for Prosocial Involvement	72.9	54.3	50.0	61.4	62.3	60.0	52.0	55.1	55.2	59.7	56.5	55.8
School Domain												
Opportunities for Prosocial Involvement	73.5	77.4	74.4	60.3	63.5	67.1	61.4	62.4	62.7	77.9	73.1	64.3
Rewards for Prosocial Involvement	73.5	60.7	56.4	51.2	70.8	71.8	57.9	59.8	52.0	50.0	34.6	45.4
Peer-Individual Domain												
Belief in the Moral Order	58.2	58.8	48.1	59.4	53.4	55.6	64.8	66.5	30.1	39.7	16.0	53.6
Interaction with Prosocial Peers*	65.3	59.5	43.6	53.1	56.5	60.0	59.6	55.3	46.7	56.7	61.5	52.5
Prosocial Involvement	48.0	38.6	30.4	39.0	45.9	53.6	42.1	41.2	45.3	41.8	26.9	36.4
Rewards for Prosocial Involvement	56.7	64.6	65.4	59.4	50.7	62.3	71.9	59.7	39.2	53.0	34.6	52.2
Total Protection												
Students with High Protection**	69.4	52.9	44.3	43.8	52.0	58.8	40.4	46.7	41.3	50.7	26.9	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	28.9	36.2	49.4	38.5	47.9	37.8	51.2	46.2	62.2	57.6	52.0	51.0
Laws & Norms Favor Drug Use	37.5	37.8	36.4	36.6	49.3	48.8	46.3	42.1	37.5	48.5	56.0	36.3
Perceived Availability of Drugs	47.4	47.4	43.4	38.2	59.7	61.8	50.0	49.6	57.3	49.2	56.0	52.2
Perceived Availability of Handguns	48.5	52.1	46.1	37.8	31.9	32.4	43.2	26.7	39.2	27.3	48.0	33.1
Family Domain												
Poor Family Management	33.7	44.4	64.5	45.5	34.7	37.0	44.4	42.8	47.8	44.6	47.8	44.3
Family Conflict	49.0	52.5	61.8	53.5	43.1	38.8	33.3	42.8	36.8	37.5	30.4	38.3
Family History of Antisocial Behavior	56.7	55.7	57.1	40.3	54.8	50.0	53.3	41.1	54.4	36.9	52.4	37.3
Parent Attitudes Favorable to ASB	43.8	55.8	62.3	49.3	51.4	55.1	56.2	53.4	63.2	56.7	66.7	50.2
Parent Attitudes Favor Drug Use	30.2	48.1	24.7	26.8	48.6	53.4	37.5	41.1	57.4	49.2	50.0	41.2
School Domain												
Academic Failure	47.4	54.3	44.6	47.3	54.3	44.7	51.8	49.5	48.6	29.0	37.5	44.4
Low Commitment to School	33.7	43.9	53.2	41.0	45.2	39.3	40.4	43.7	54.1	46.4	50.0	45.6
Peer-Individual Domain												
Rebelliousness	29.9	40.0	52.6	43.1	50.7	42.4	49.1	46.8	29.3	52.9	61.5	44.0
Early Initiation of ASB	27.8	31.7	45.6	39.4	52.7	43.0	35.1	42.0	44.0	50.0	69.2	41.2
Early Initiation of Drug Use	54.2	38.8	34.6	30.3	56.8	53.0	33.3	32.7	49.3	43.3	69.2	33.1
Attitudes Favorable to ASB	39.8	46.2	58.2	44.6	52.1	58.3	45.6	50.7	60.0	59.7	73.1	46.9
Attitudes Favorable to Drug Use	34.7	36.2	31.6	29.1	42.5	48.7	28.1	37.4	33.3	41.5	46.2	36.3
Perceived Risk of Drug Use	44.9	45.1	50.0	44.5	47.2	41.5	38.3	42.3	34.2	48.5	45.8	46.5
Interaction with Antisocial Peers	45.9	43.5	60.3	58.2	73.5	60.7	37.5	57.3	70.7	65.7	61.5	53.2
Friend's Use of Drugs	49.5	47.1	52.6	39.4	59.4	44.7	26.3	41.9	45.3	53.7	61.5	37.3
Rewards for ASB	54.7	48.8	42.3	45.6	47.8	43.6	26.3	44.0	51.4	62.1	50.0	54.6
Gang Involvement	9.4	13.6	27.3	26.9	23.6	15.2	14.0	23.2	17.6	9.1	24.0	16.8
Total Risk												
Students at High Risk*	45.9	43.5	54.4	38.7	48.0	40.0	21.1	37.5	49.3	39.1	57.7	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	22	4,418	11	4,872	13	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	0.0	5.0	0.0	6.9	7.7	12.3
I bought it at a restaurant, bar, or club	0.0	3.0	0.0	3.0	7.7	7.0
I bought it at a public event such as a concert or sporting event	0.0	2.9	0.0	2.9	7.7	3.9
I gave someone else money to buy it for me	27.3	21.4	63.6	34.4	61.5	43.7
My parent or guardian gave it to me	9.1	18.7	18.2	14.8	38.5	13.0
Another family member who is 21 or older gave it to me	27.3	19.7	36.4	18.7	38.5	18.2
Someone not related to me who is 21 or older gave it to me	18.2	19.2	18.2	28.7	53.8	39.5
Someone under the age of 21 gave it to me	31.8	23.8	0.0	24.8	38.5	22.0
I got it at a party	36.4	41.5	36.4	53.1	69.2	57.6
I took it from home	27.3	31.4	36.4	23.2	30.8	13.8
I took it from a store or someone else's home	13.6	11.7	9.1	11.3	23.1	8.0
I got it some other way	40.9	28.7	27.3	23.6	38.5	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.8	91.7	89.9	87.1	87.8	92.9	93.0	88.4	93.2	90.9	84.6	92.4
	1 time	5.1	3.6	8.9	6.6	9.5	2.4	5.3	5.9	4.1	3.0	7.7	3.9
	2-3 times	3.1	4.8	0.0	3.5	1.4	2.4	1.8	3.0	0.0	3.0	0.0	2.0
	4-5 times	1.0	0.0	1.3	1.0	0.0	1.2	0.0	0.8	0.0	0.0	3.8	0.6
	6-7 times	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.2
	8-9 times	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.3	1.4	0.0	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.2	0.0	3.0	0.0	0.1
	12 or more times	1.0	0.0	0.0	0.9	1.4	1.2	0.0	1.1	1.4	0.0	3.8	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	73.5	76.2	68.4	76.5	79.7	78.8	89.5	85.2	93.2	88.2	84.6	91.5
	1 time	11.2	10.7	17.7	12.9	9.5	10.6	7.0	8.8	2.7	7.4	7.7	5.0
	2-3 times	14.3	9.5	7.6	6.9	8.1	10.6	0.0	3.9	4.1	2.9	3.8	2.1
	4-5 times	1.0	1.2	1.3	1.7	1.4	0.0	0.0	0.7	0.0	1.5	0.0	0.4
	6-7 times	0.0	0.0	0.0	0.6	0.0	0.0	3.5	0.4	0.0	0.0	0.0	0.3
	8-9 times	0.0	1.2	3.8	0.4	1.4	0.0	0.0	0.2	0.0	0.0	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1
	12 or more times	0.0	1.2	1.3	0.7	0.0	0.0	0.0	0.7	0.0	0.0	3.8	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	65.4	57.0	59.4	n/a	74.7	71.9	69.1	n/a	83.6	76.0	82.3
	1 time	n/a	19.8	19.0	13.2	n/a	12.0	7.0	10.3	n/a	6.0	4.0	6.6
	2-3 times	n/a		13.9	11.5	n/a		15.8	9.6	n/a		0.0	5.7
	4-5 times	n/a		3.8	4.3	n/a		0.0	3.2	n/a		8.0	1.5
	6-7 times	n/a	9.9	0.0	1.9	n/a	12.0	0.0	1.4	n/a	7.5	0.0	0.8
	8-9 times	n/a		0.0	1.2	n/a		0.0	1.1	n/a		8.0	0.5
	10-11 times	n/a		1.3	0.8	n/a		0.0	0.6	n/a		0.0	0.3
	12 or more times	n/a	4.9	5.1	7.7	n/a	1.2	5.3	4.6	n/a	3.0	4.0	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92.9	94.0	89.9	89.9	94.6	98.8	96.5	91.1	98.6	95.5	92.3	93.8
	1 day	6.1	2.4	5.1	5.8	2.7	1.2	1.8	5.1	0.0	3.0	0.0	3.3
	2-3 days	1.0	2.4	3.8	2.7	2.7	0.0	1.8	2.2	0.0	0.0	7.7	1.8
	4-5 days	0.0	1.2	1.3	0.6	0.0	0.0	0.0	0.6	1.4	0.0	0.0	0.4
	6 or more days	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	1.5	0.0	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	94.9	90.1	94.9	93.9	85.1	95.2	98.2	93.8	93.2	94.0	84.6	94.4
	1 day	1.0	3.7	3.8	3.1	0.0	1.2	1.8	2.2	5.5	0.0	3.8	1.5
	2-3 days	2.0	2.5	0.0	1.3	1.4	0.0	0.0	1.2	0.0	0.0	3.8	1.1
	4-5 days	1.0	0.0	0.0	0.5	1.4	0.0	0.0	0.5	0.0	0.0	0.0	0.5
	6 or more days	1.0	3.7	1.3	1.2	12.2	3.6	0.0	2.2	1.4	6.0	7.7	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	57.7	78	59.6	47	44.0	25	49.2	65	60.5	81
	smoke 1 or more packs or cigarettes per day	Cigarettes	85.9	78	83.0	47	84.0	25	83.3	66	86.2	80
	smoke marijuana regularly	Marijuana	83.1	77	77.8	45	77.3	22	82.3	62	78.2	78
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	93.5	77	78.8	33	72.7	22	86.2	58	87.1	70
	smoke cigarettes	Cigarettes	98.7	77	90.6	32	75.0	24	94.9	59	91.4	70
	smoke marijuana	Marijuana	97.4	76	93.8	32	95.8	24	98.3	59	94.2	69
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	73.4	79	75.4	57	36.0	25	68.1	69	68.2	88
	smoke cigarettes	Cigarettes	86.1	79	82.5	57	61.5	26	87.0	69	76.4	89
	smoke marijuana	Marijuana	84.8	79	82.5	57	61.5	26	81.2	69	79.8	89
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	43.0	79	37.7	53	56.0	25	44.1	68	42.4	85
		Cigarettes	7.7	78	10.0	50	40.0	25	11.9	67	14.6	82
		Marijuana	10.1	79	7.5	53	36.0	25	16.2	68	10.6	85
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	63.3	79	84.2	57	88.5	26	71.0	69	77.5	89
		Average age:	11.5 years		13.2 years		13.3 years		12.1 years		12.8 years	
	smoked a cigarette, even just a puff?	Cigarettes	24.7	77	45.6	57	84.6	26	43.3	67	41.6	89
		Average age:	11.4 years		12.3 years		13.3 years		12.7 years		12.2 years	
	smoked marijuana?	Marijuana	17.9	78	26.3	57	73.1	26	29.4	68	29.2	89
		Average age:	12.1 years		14.1 years		13.6 years		12.8 years		13.6 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: (Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

La Paz County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for La Paz County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,673	100	376	100	349	100	54,734	100
Grade								
8	935	55.9	145	38.6	118	33.8	25,695	46.9
10	482	28.8	167	44.4	124	35.5	16,089	29.4
12	256	15.3	64	17.0	107	30.7	12,950	23.7
Gender								
Male	788	47.9	172	47.4	189	55.4	26,213	48.8
Female	857	52.1	191	52.6	152	44.6	27,514	51.2
Ethnicity*								
Native American	85	5.2	59	16.3	95	21.6	4,812	7.4
African American	21	1.3	7	1.9	20	4.6	3,915	6.0
Hispanic	1,136	69.5	130	35.9	157	35.8	21,525	32.9
White	307	18.8	146	40.3	155	35.3	31,887	48.8
Asian	17	1.0	2	0.6	5	1.1	2,117	3.2
Pacific Islander	3	0.2	3	0.8	7	1.6	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

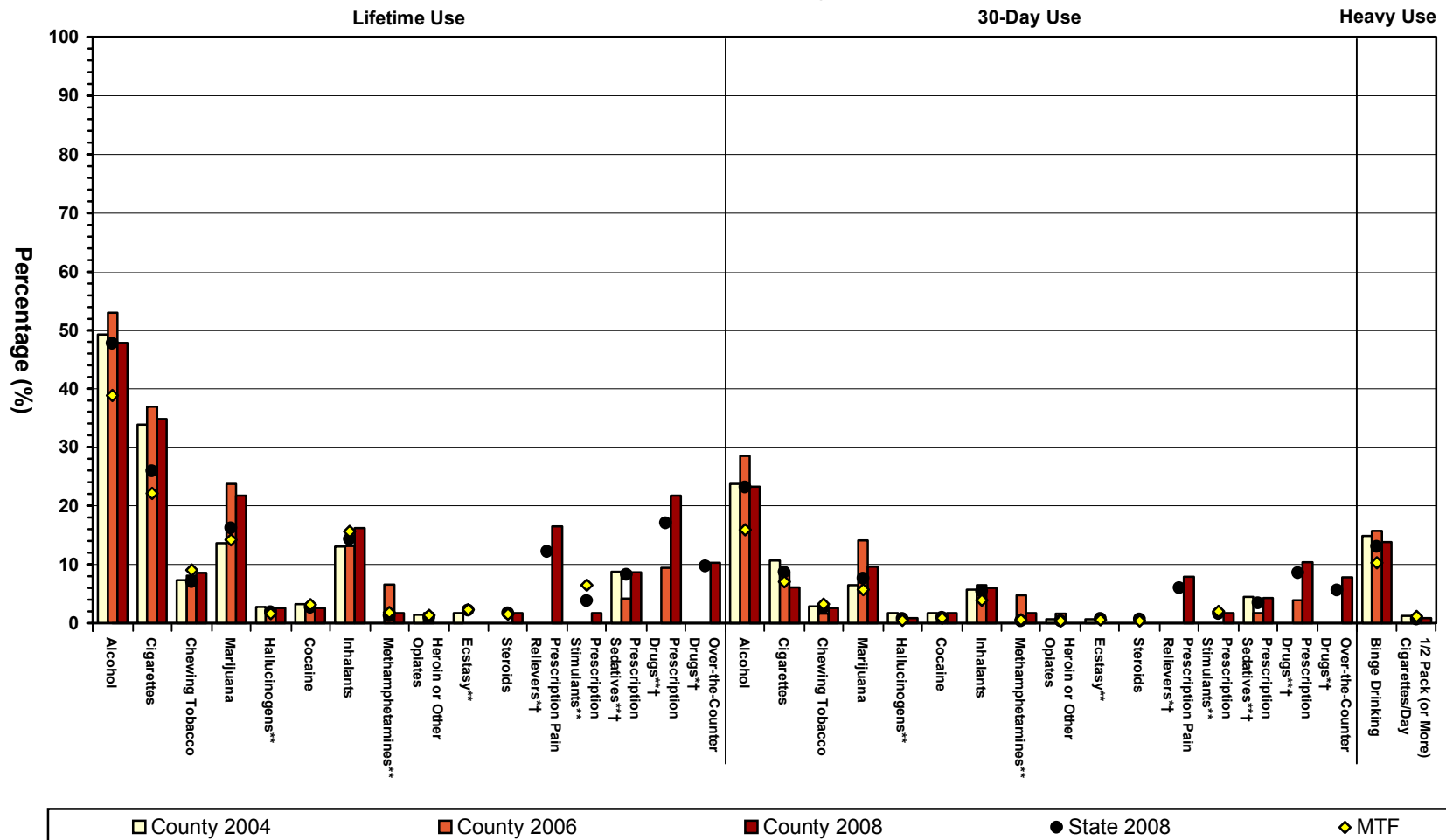
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 La Paz County, Grade 8



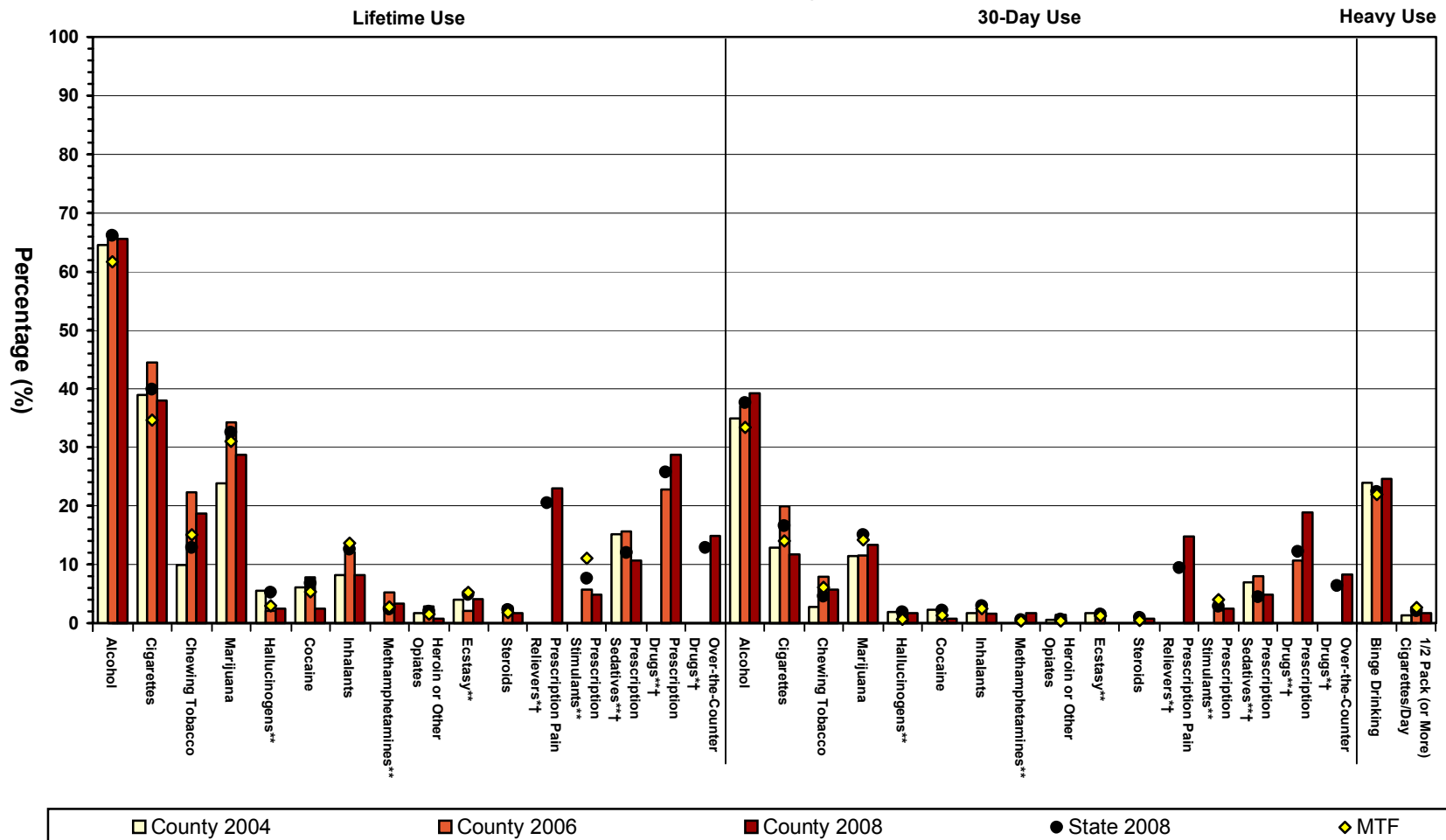
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 La Paz County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

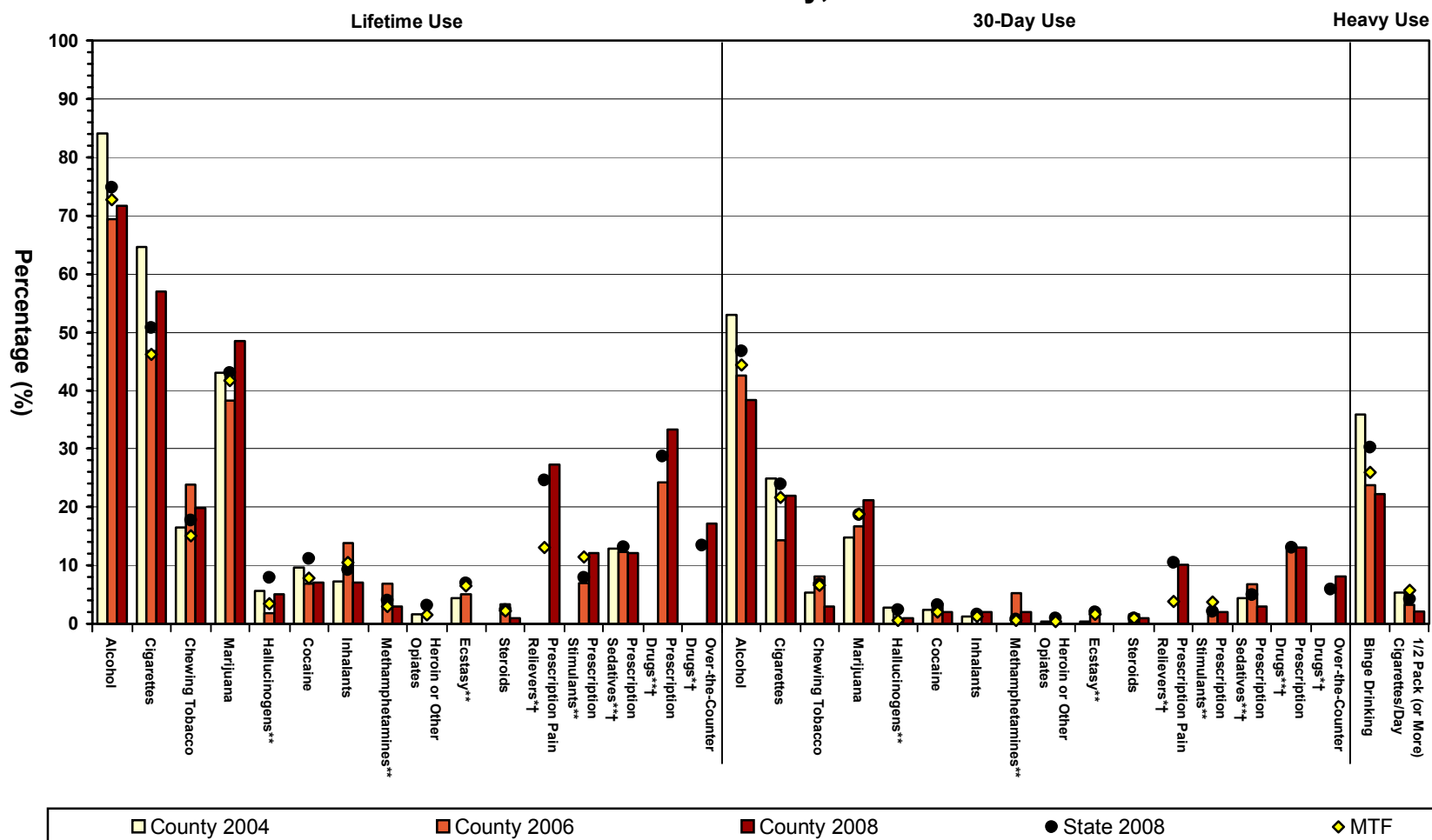
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 La Paz County, Grade 12



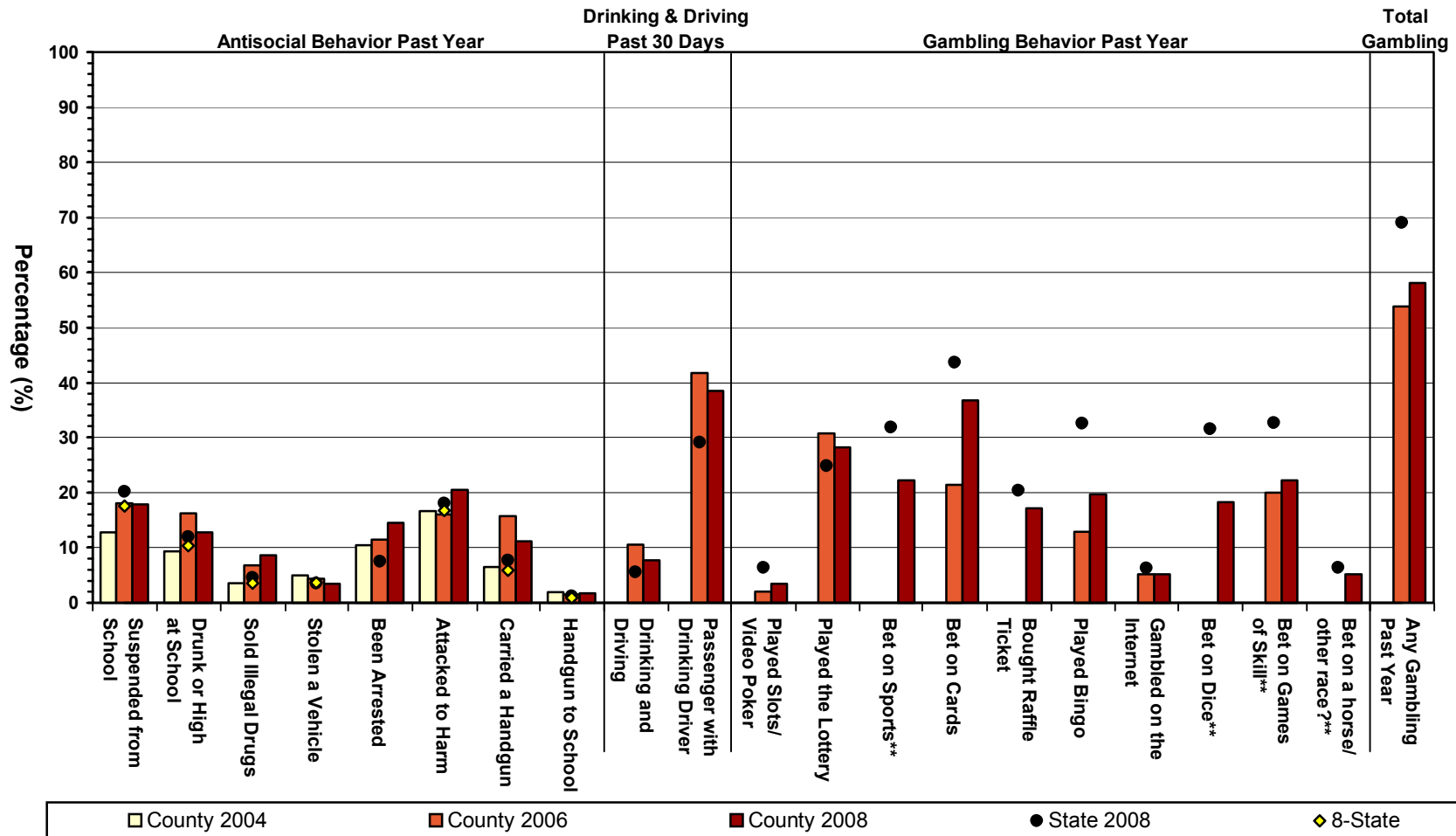
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 La Paz County, Grade 8

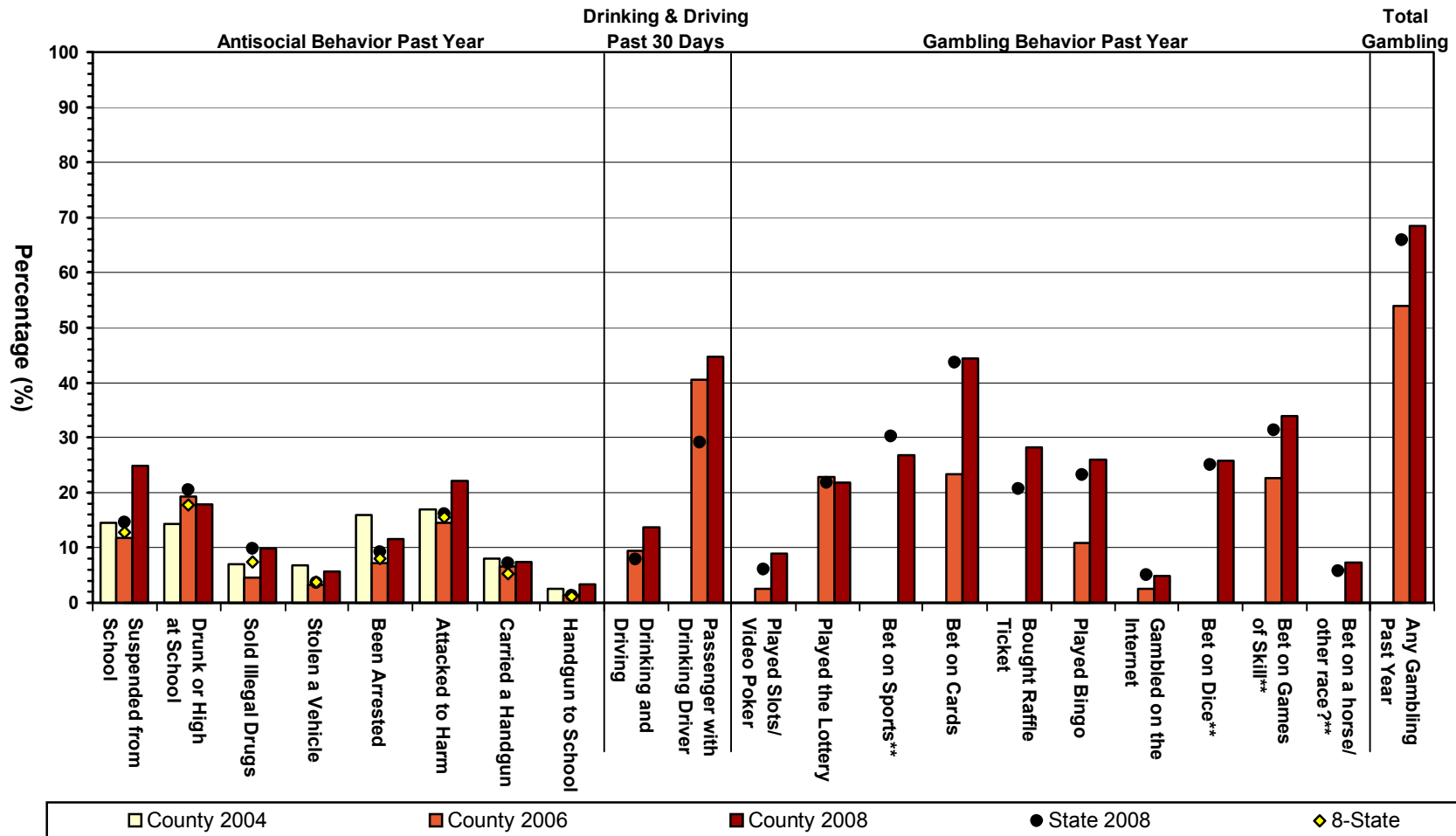


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 La Paz County, Grade 10

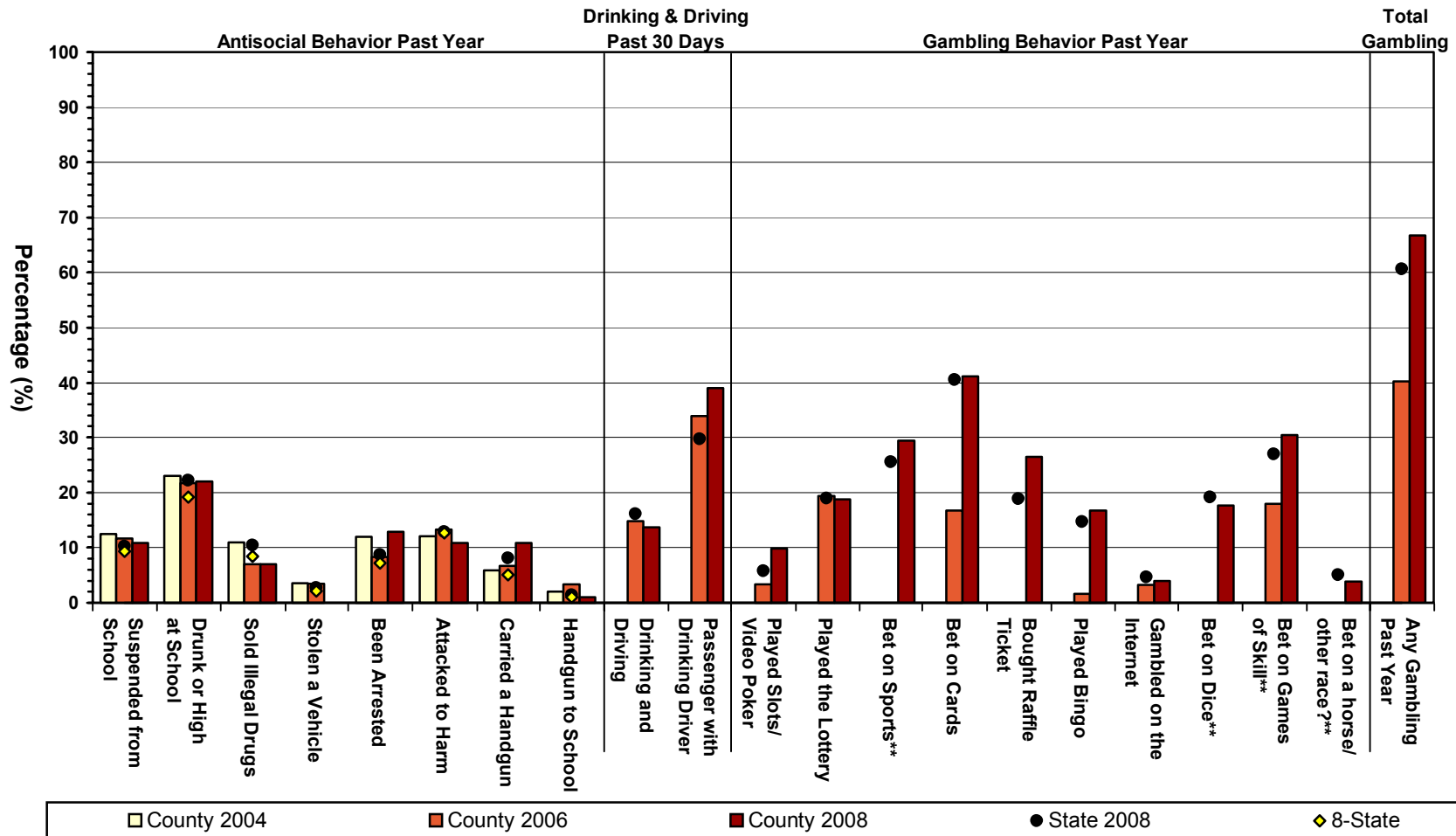


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 La Paz County, Grade 12



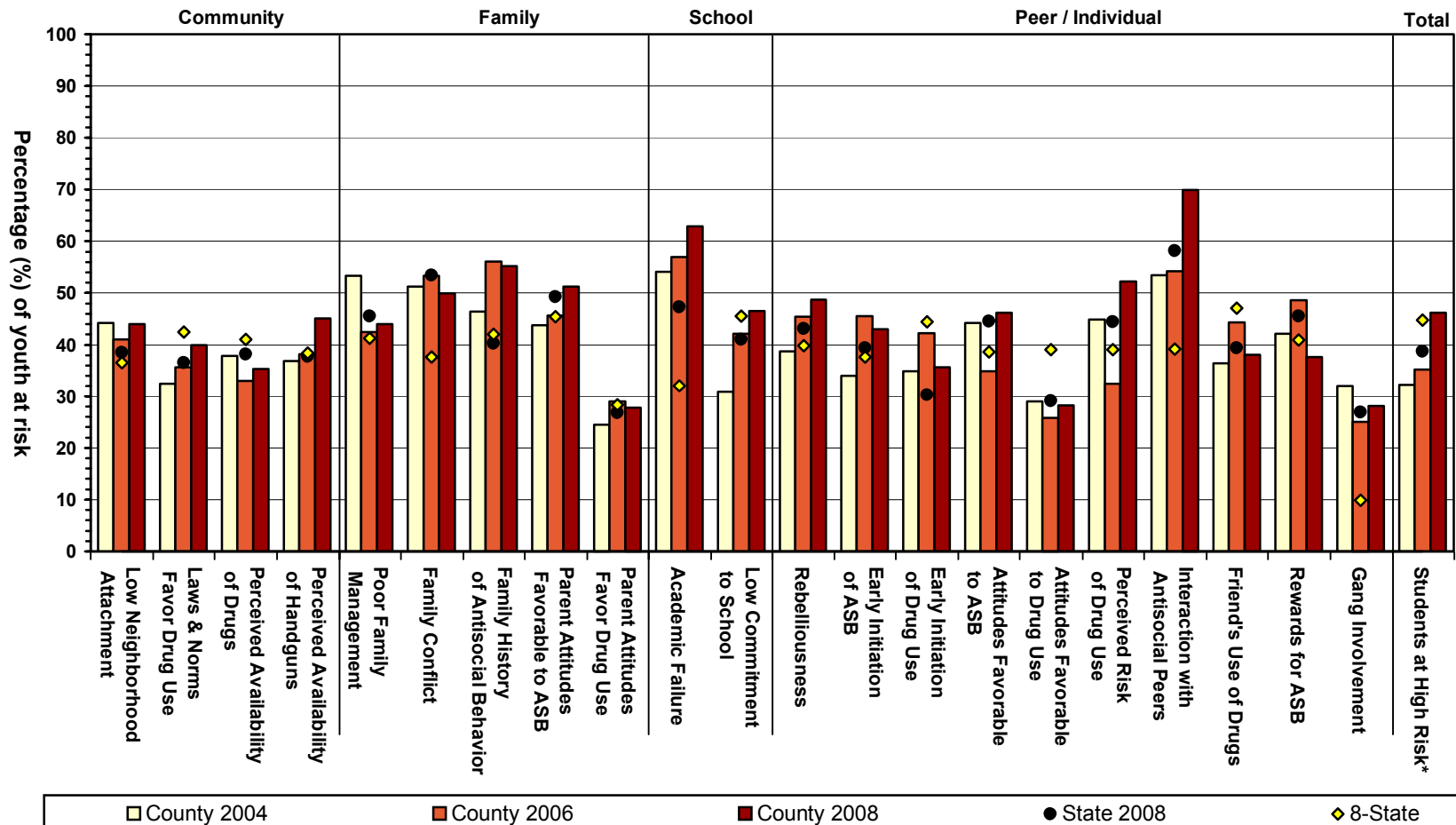
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

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Risk and Protective Factor Profiles

RISK PROFILE

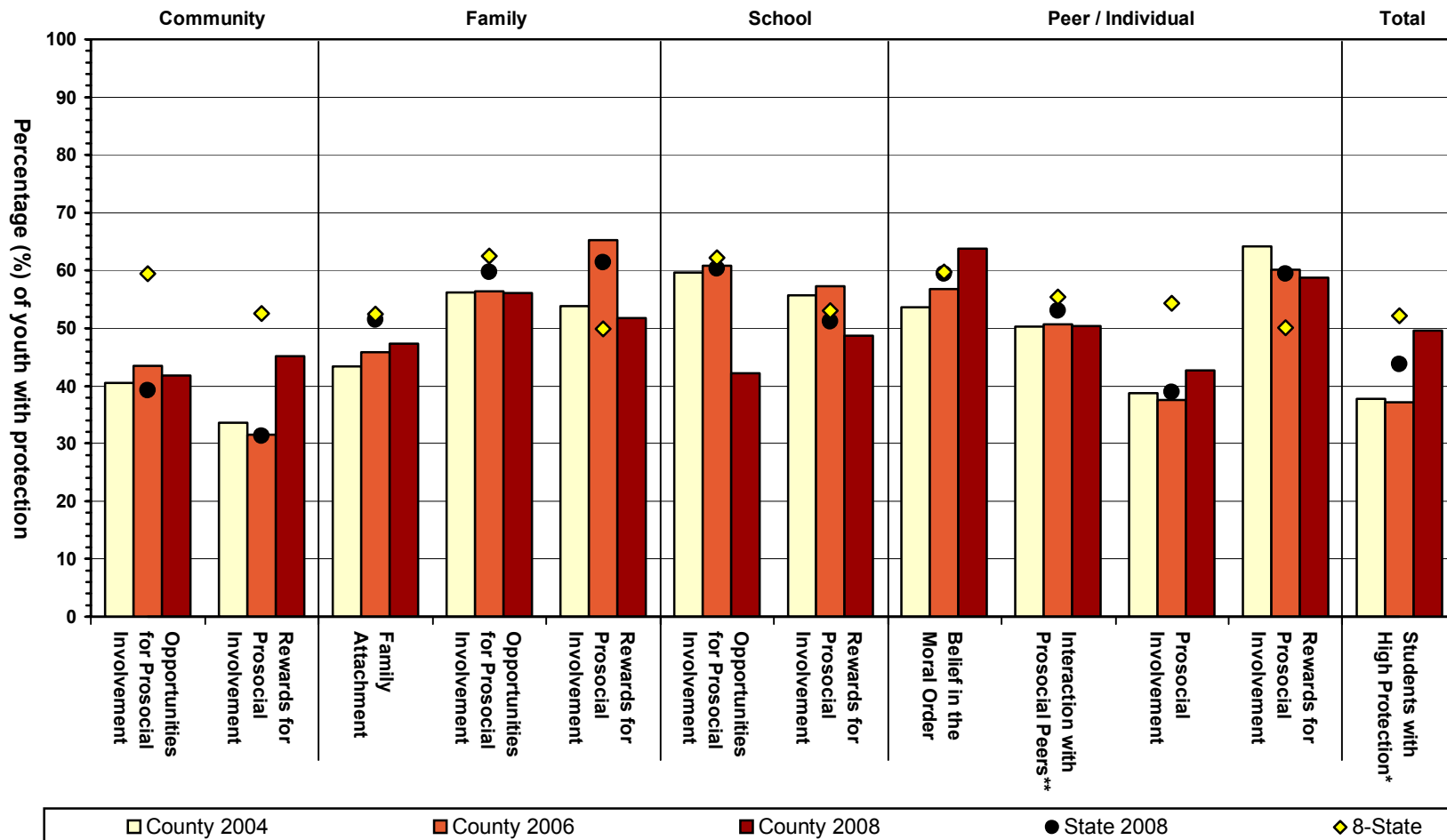
2008 La Paz County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 La Paz County, Grade 8

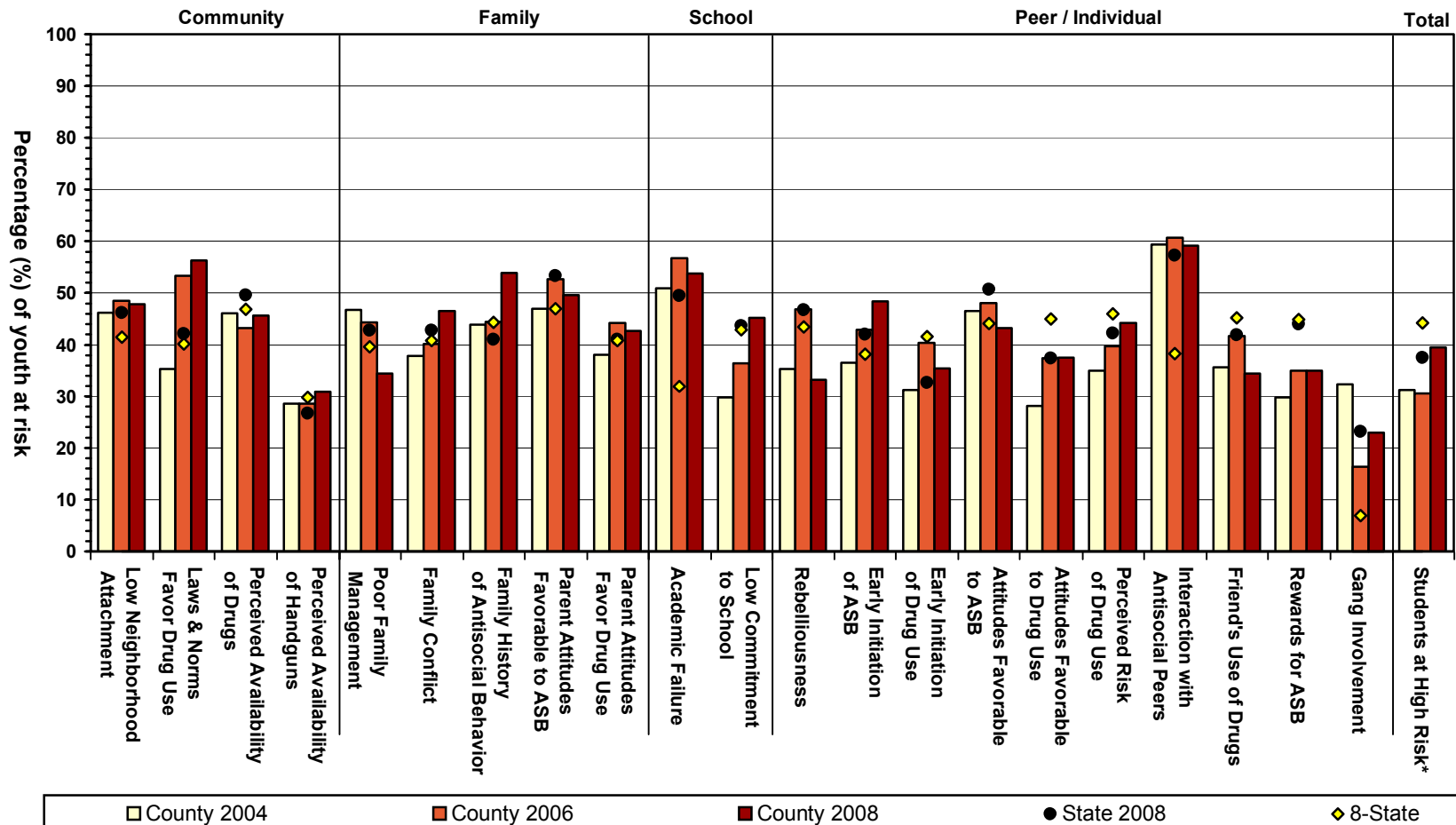


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

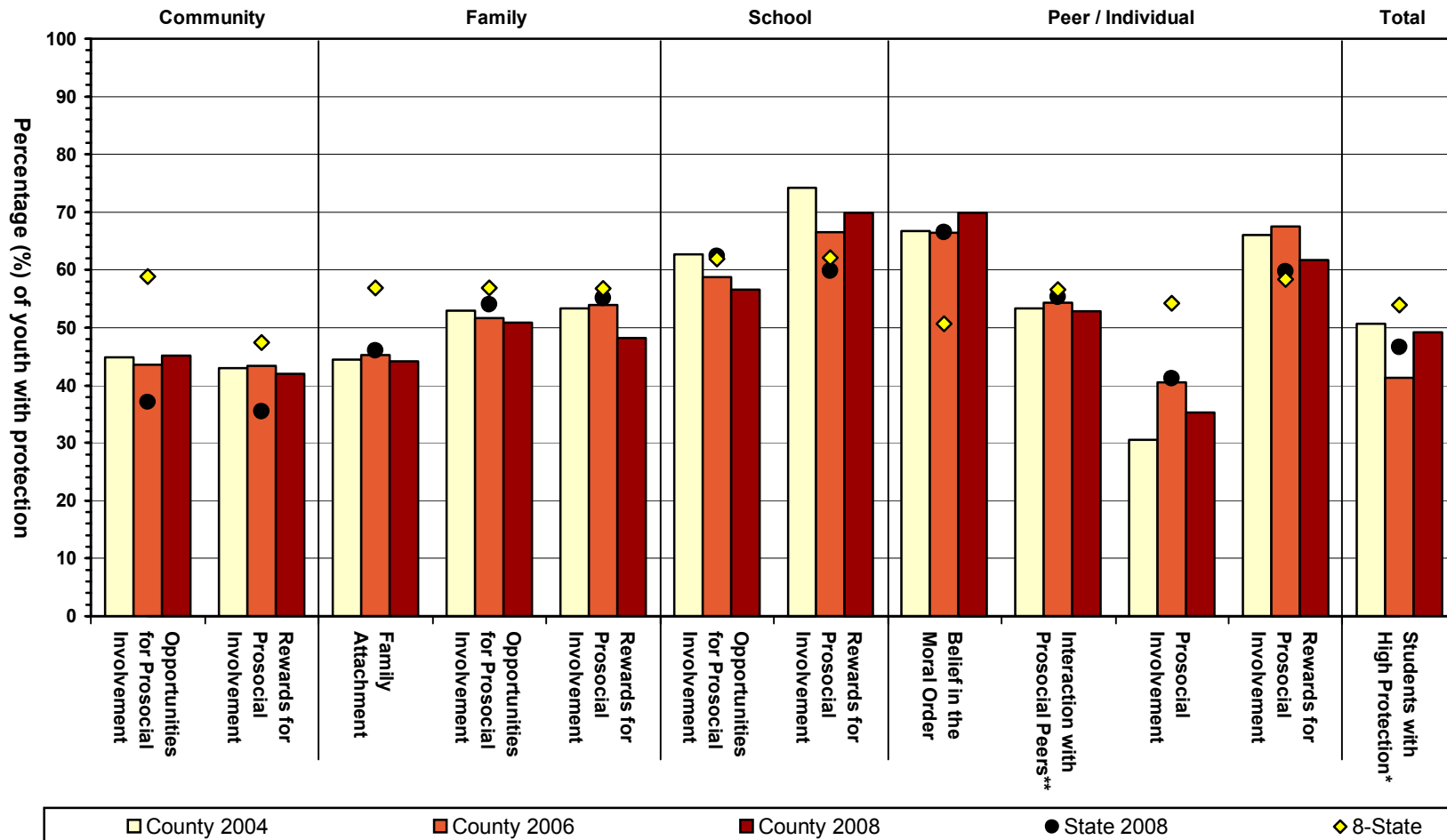
RISK PROFILE 2008 La Paz County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 La Paz County, Grade 10

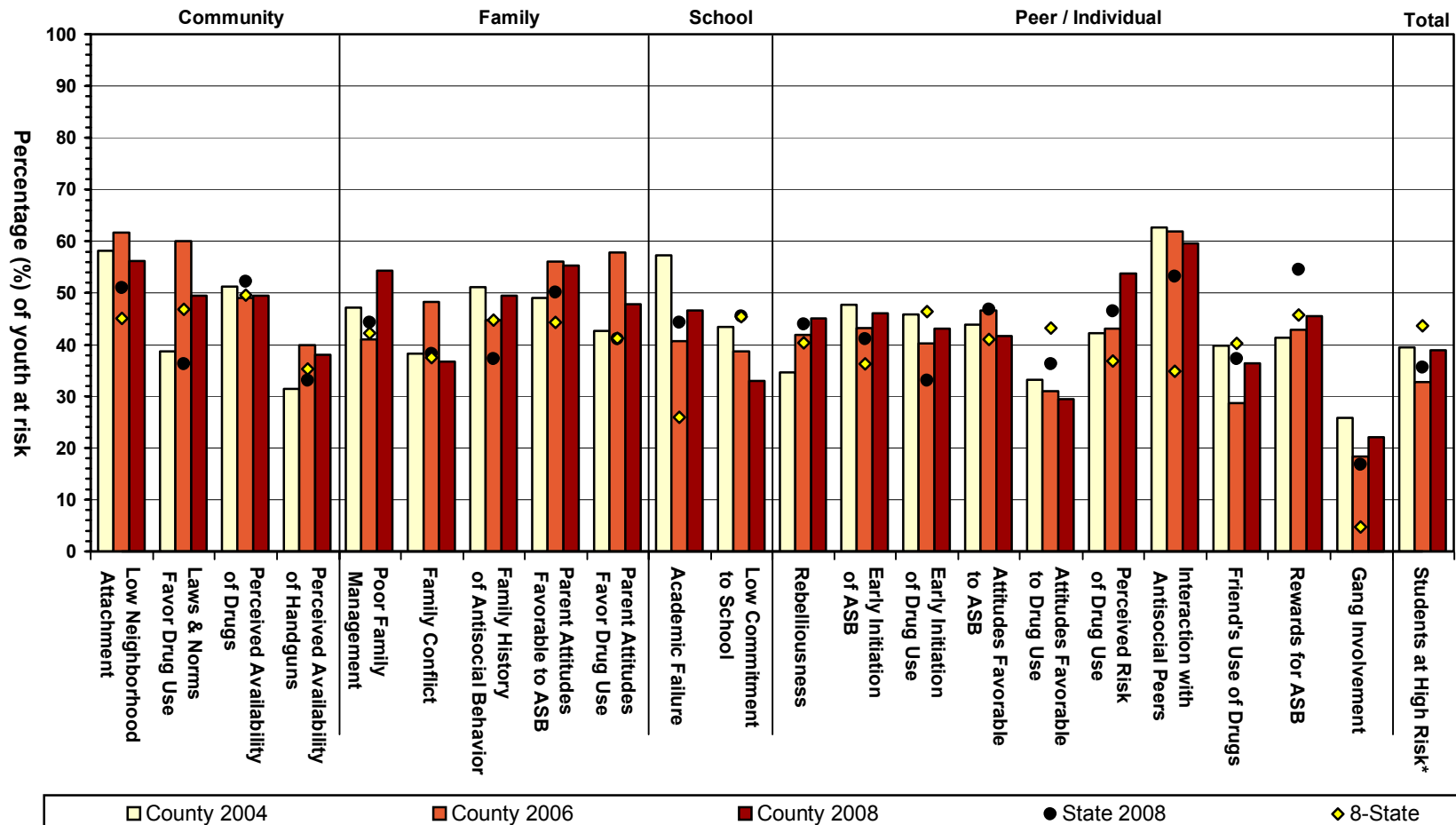


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

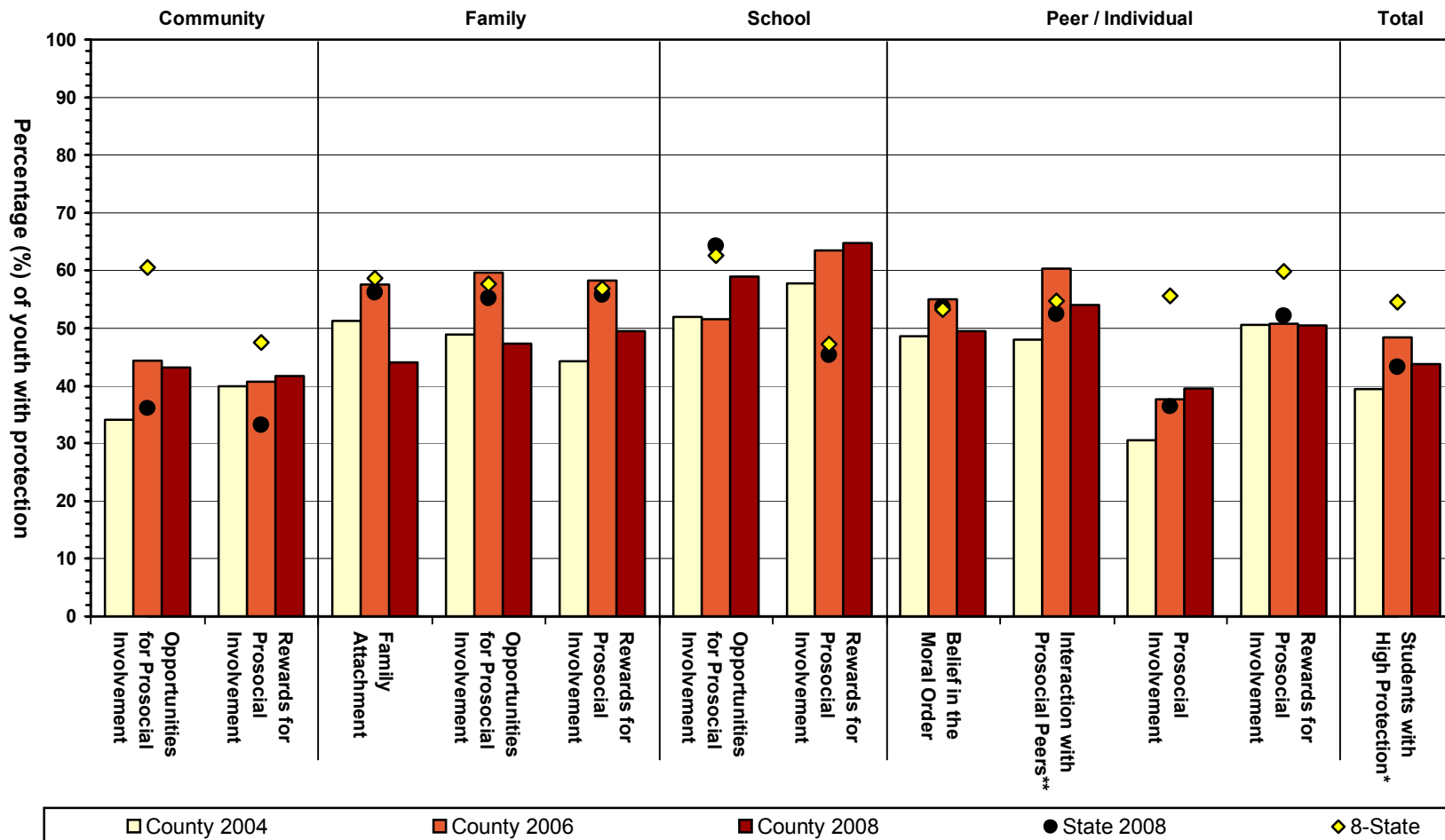
RISK PROFILE 2008 La Paz County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 La Paz County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

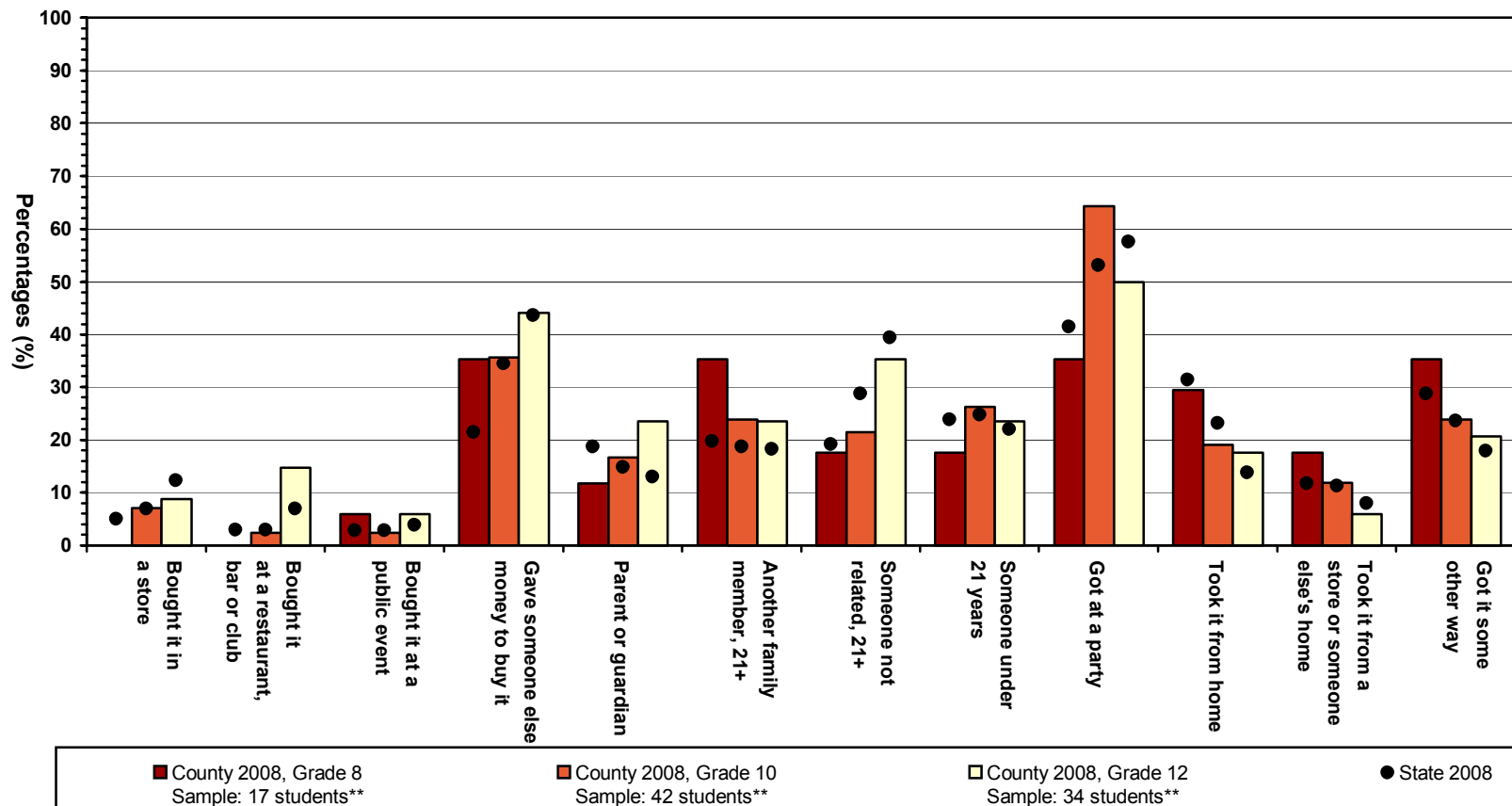
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 La Paz County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



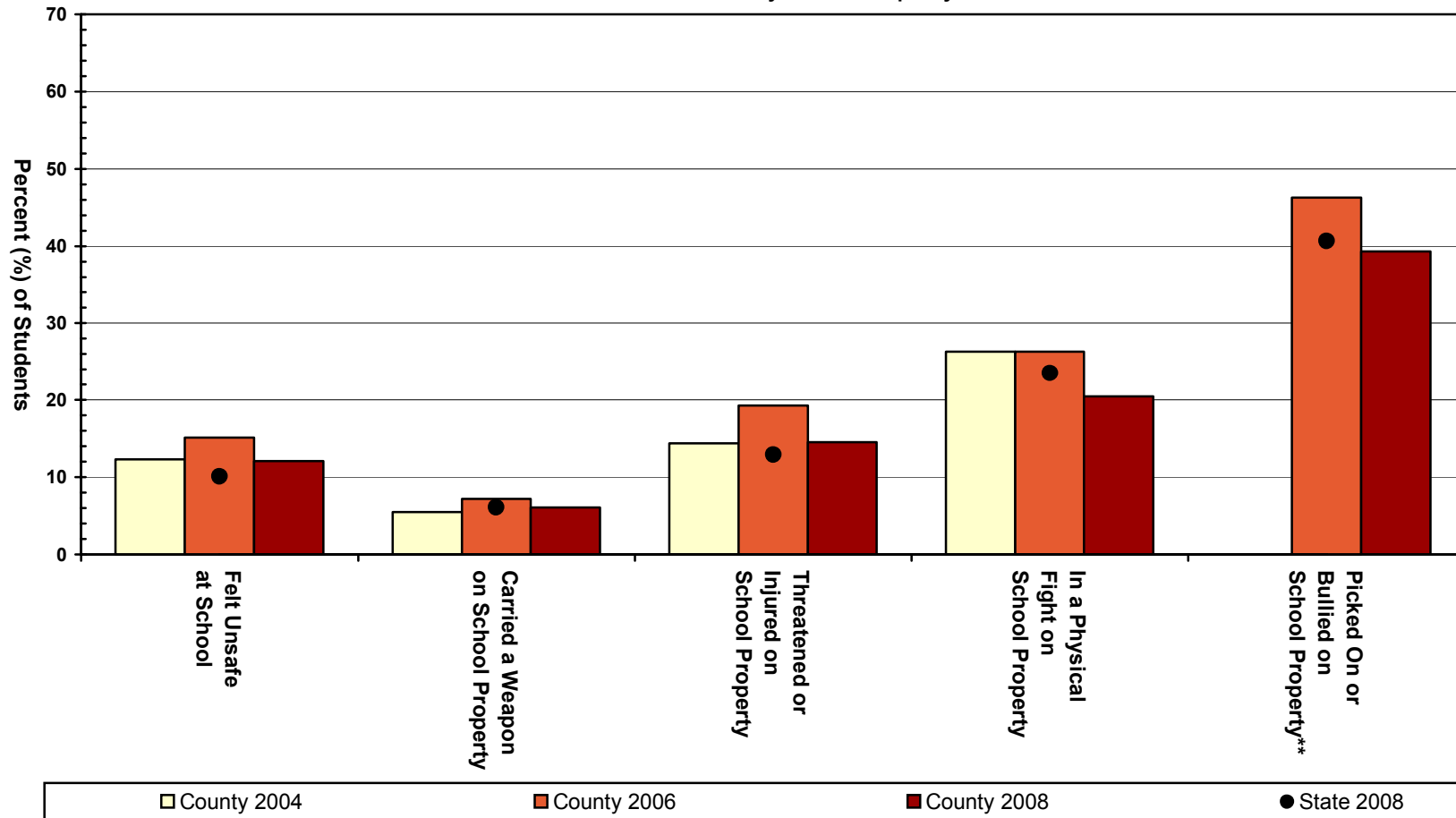
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

**Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 La Paz County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



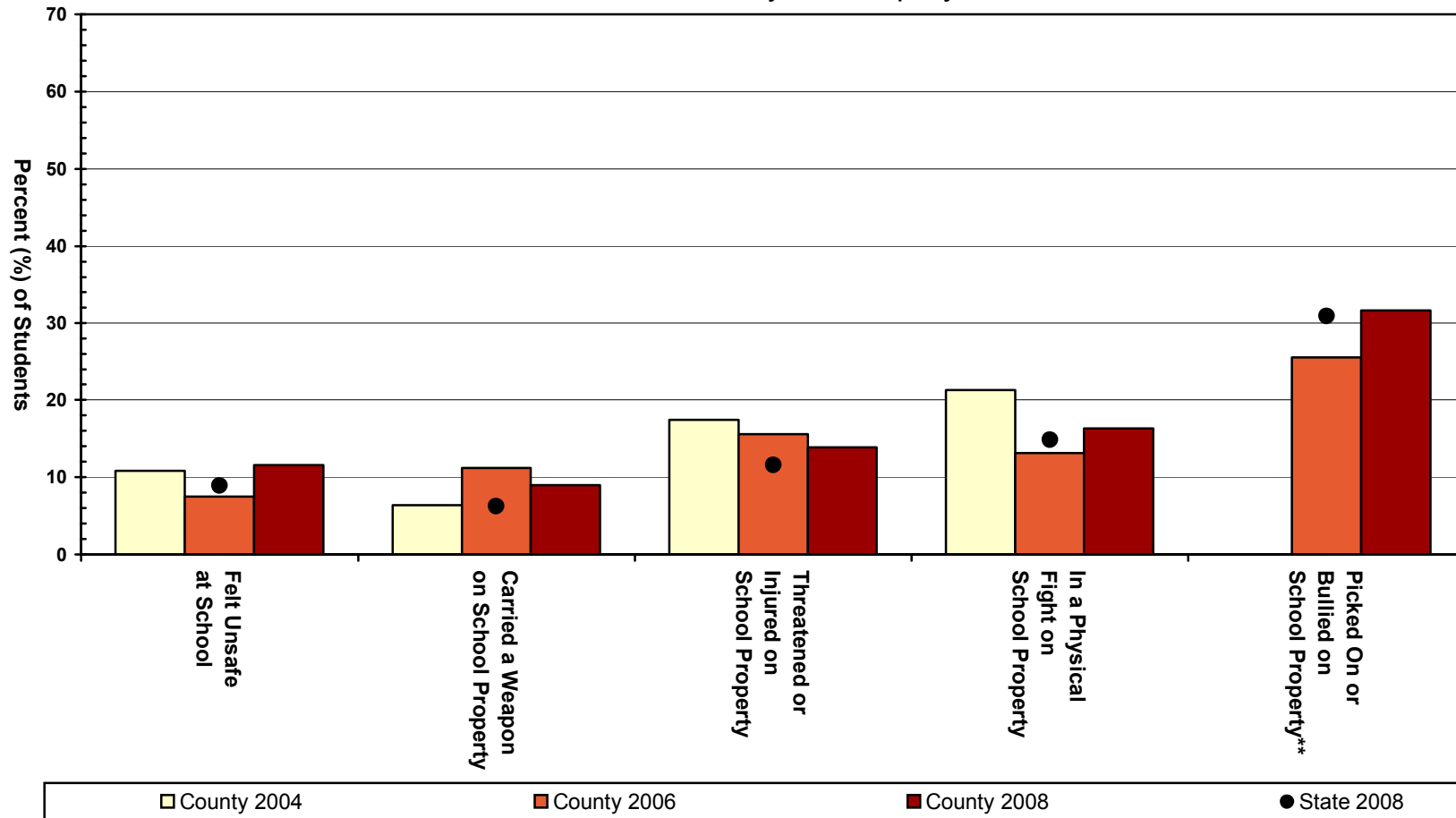
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 La Paz County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



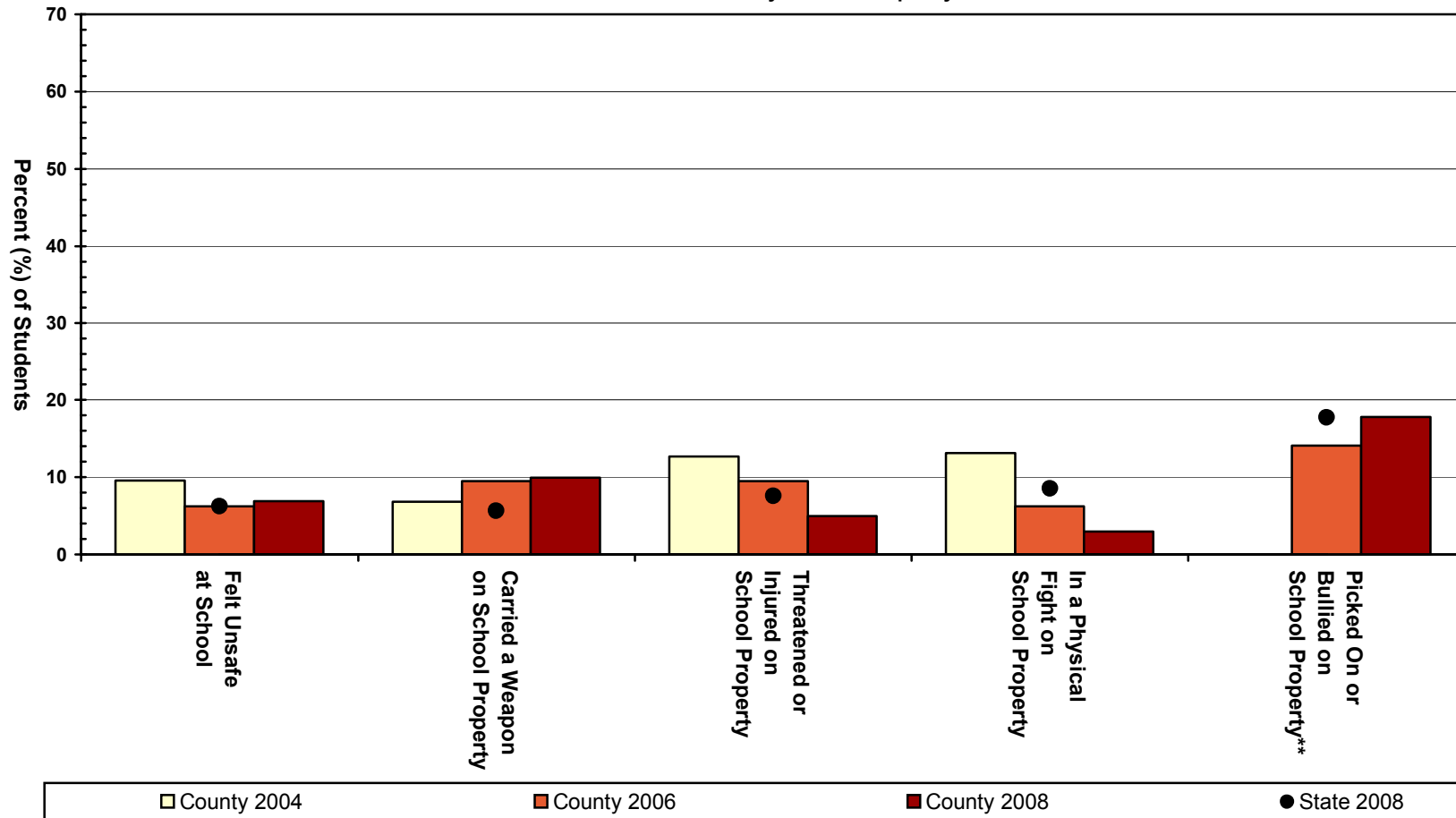
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 La Paz County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	49.3	53.0	47.9	47.8	64.5	66.2	65.6	66.2	84.1	69.4	71.7	74.8
Cigarettes	smoked cigarettes?	33.8	37.0	34.8	25.9	39.0	44.5	38.0	39.9	64.6	46.8	57.0	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	7.3	8.1	8.6	7.1	9.9	22.3	18.7	12.9	16.5	23.8	19.8	17.7
Marijuana	used marijuana?	13.6	23.7	21.7	16.2	23.8	34.2	28.7	32.5	43.1	38.3	48.5	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.8	1.6	2.6	1.9	5.5	2.1	2.5	5.2	5.6	1.8	5.1	7.9
Cocaine	used cocaine or crack?	3.2	3.1	2.6	2.7	6.1	7.8	2.5	6.8	9.6	6.9	7.1	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	13.1	13.2	16.2	14.3	8.2	12.1	8.2	12.6	7.2	13.8	7.1	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	6.6	1.7	1.2	n/a	5.2	3.3	2.4	n/a	6.9	3.0	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.4	1.7	0.0	1.0	1.7	2.9	0.8	2.0	1.6	0.0	0.0	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.7	0.0	0.0	2.2	4.0	2.1	4.1	4.9	4.4	5.1	0.0	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.0	1.7	1.7	n/a	2.9	1.7	2.3	n/a	3.3	1.0	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	16.5	12.2	n/a	n/a	23.0	20.5	n/a	n/a	27.3	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	3.7	n/a	n/a	n/a	6.6	n/a	n/a	n/a	9.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	0.0	1.7	3.8	n/a	5.7	4.9	7.6	n/a	7.0	12.1	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	8.8	4.2	8.7	8.3	15.2	15.6	10.7	12.0	12.9	12.3	12.1	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	9.4	21.7	17.1	n/a	22.8	28.7	25.7	n/a	24.2	33.3	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	10.3	9.7	n/a	n/a	14.9	12.9	n/a	n/a	17.2	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	23.7	28.5	23.3	23.2	34.9	37.1	39.3	37.7	53.0	42.6	38.4	46.8
Cigarettes	smoked cigarettes?	10.7	8.7	6.1	8.7	12.9	19.9	11.7	16.6	24.9	14.3	21.9	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.9	1.6	2.6	2.6	2.8	7.9	5.7	4.6	5.3	8.1	3.0	6.8
Marijuana	used marijuana?	6.5	14.1	9.6	7.6	11.4	11.5	13.3	15.1	14.8	16.7	21.2	18.7
Hallucinogens**	used LSD or other hallucinogens?	1.7	0.8	0.9	0.8	1.9	0.7	1.7	1.9	2.8	0.0	1.0	2.4
Cocaine	used cocaine or crack?	1.7	1.6	1.7	1.0	2.3	0.7	0.8	2.2	2.4	3.4	2.0	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.7	6.5	6.0	5.4	1.7	2.2	1.6	3.0	1.2	0.0	2.0	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	4.8	1.7	0.4	n/a	0.7	1.7	0.6	n/a	5.2	2.0	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.7	1.6	0.0	0.4	0.6	1.4	0.0	0.7	0.4	0.0	0.0	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.7	0.0	0.0	0.8	1.7	1.4	0.0	1.5	0.4	1.8	0.0	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.0	0.0	0.7	n/a	0.0	0.8	1.0	n/a	1.6	1.0	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	7.9	6.0	n/a	n/a	14.8	9.4	n/a	n/a	10.1	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.0	n/a	n/a	n/a	2.3	n/a	n/a	n/a	3.6	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	0.0	1.7	1.6	n/a	2.2	2.5	2.9	n/a	1.9	2.0	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	4.5	1.7	4.3	3.4	7.0	8.0	4.9	4.5	4.4	6.8	3.0	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	3.9	10.4	8.6	n/a	10.7	18.9	12.2	n/a	12.9	13.1	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	7.8	5.6	n/a	n/a	8.3	6.4	n/a	n/a	8.1	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	14.9	15.7	13.8	13.1	23.9	22.7	24.6	22.4	35.8	23.7	22.2	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.2	0.8	0.9	0.7	1.3	2.0	1.7	2.1	5.3	3.2	2.1	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		12.8	18.1	17.9	20.2	14.5	11.8	24.8	14.6	12.5	11.7	10.9	10.2
Drunk or High at School		9.3	16.2	12.8	12.0	14.3	19.3	17.9	20.5	23.0	21.7	22.0	22.2
Sold Illegal Drugs		3.5	6.8	8.6	4.6	7.0	4.6	9.8	9.8	11.0	7.0	7.0	10.4
Stolen or Tried to Steal a Motor Vehicle		5.0	4.4	3.4	3.6	6.8	3.2	5.7	3.7	3.5	3.4	0.0	2.7
Been Arrested		10.4	11.5	14.5	7.5	15.9	7.2	11.6	9.2	12.0	8.3	12.9	8.7
Attacked Someone with the Idea of Seriously Hurting Them		16.6	16.0	20.5	18.1	16.9	14.5	22.1	16.1	12.1	13.3	10.9	12.9
Carried a Handgun		6.5	15.7	11.2	7.7	8.0	6.6	7.4	7.2	5.9	6.7	10.9	8.1
Carried a Handgun to School		1.9	1.5	1.7	1.2	2.5	1.4	3.3	1.3	2.0	3.3	1.0	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	10.5	7.7	5.6	n/a	9.4	13.7	7.9	n/a	14.8	13.7	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	41.8	38.5	29.1	n/a	40.6	44.7	29.1	n/a	33.9	39.0	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	53.9	58.1	69.1	n/a	54.0	68.5	65.9	n/a	40.3	66.7	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.0	3.4	6.4	n/a	2.5	8.9	6.1	n/a	3.3	9.8	5.8
Played the lottery or scratch-off tickets?	n/a	30.7	28.2	24.8	n/a	22.8	21.8	21.8	n/a	19.4	18.8	19.0
Bet on sports?*	n/a	n/a	22.2	31.8	n/a	n/a	26.8	30.2	n/a	n/a	29.4	25.6
Played cards?	n/a	21.4	36.8	43.7	n/a	23.3	44.4	43.7	n/a	16.7	41.2	40.6
Bought a raffle ticket?	n/a	n/a	17.1	20.4	n/a	n/a	28.2	20.7	n/a	n/a	26.5	18.9
Played bingo?	n/a	12.9	19.7	32.6	n/a	10.9	26.0	23.2	n/a	1.6	16.7	14.7
Gambled on the Internet?	n/a	5.2	5.2	6.3	n/a	2.5	4.9	5.1	n/a	3.2	4.0	4.7
Played a dice game?*	n/a	n/a	18.3	31.5	n/a	n/a	25.8	25.1	n/a	n/a	17.6	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	20.0	22.2	32.7	n/a	22.6	33.9	31.3	n/a	18.0	30.4	27.0
Bet on a horse or other animal race?*	n/a	n/a	5.2	6.4	n/a	n/a	7.3	5.8	n/a	n/a	3.9	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	40.6	43.5	41.8	39.3	44.9	43.6	45.2	37.1	34.1	44.4	43.2	36.1
Rewards for Prosocial Involvement	33.6	31.5	45.2	31.3	43.0	43.4	42.0	35.4	40.0	40.7	41.7	33.2
Family Domain												
Family Attachment	43.4	45.9	47.3	51.5	44.5	45.3	44.2	46.1	51.3	57.6	44.1	56.2
Opportunities for Prosocial Involvement	56.2	56.4	56.1	59.7	53.0	51.7	50.9	54.0	48.9	59.6	47.3	55.2
Rewards for Prosocial Involvement	53.8	65.3	51.8	61.4	53.3	53.9	48.2	55.1	44.3	58.3	49.5	55.8
School Domain												
Opportunities for Prosocial Involvement	59.6	60.8	42.2	60.3	62.7	58.8	56.6	62.4	52.0	51.6	59.0	64.3
Rewards for Prosocial Involvement	55.7	57.3	48.7	51.2	74.2	66.5	69.9	59.8	57.8	63.5	64.8	45.4
Peer-Individual Domain												
Belief in the Moral Order	53.6	56.8	63.8	59.4	66.7	66.4	69.9	66.5	48.6	55.0	49.5	53.6
Interaction with Prosocial Peers*	50.3	50.7	50.4	53.1	53.3	54.3	52.9	55.3	48.0	60.3	54.0	52.5
Prosocial Involvement	38.8	37.6	42.7	39.0	30.5	40.6	35.2	41.2	30.5	37.7	39.6	36.4
Rewards for Prosocial Involvement	64.2	60.1	58.8	59.4	66.0	67.5	61.7	59.7	50.6	50.8	50.5	52.2
Total Protection												
Students with High Protection**	37.8	37.2	49.6	43.8	50.7	41.3	49.2	46.7	39.5	48.4	43.8	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	44.2	41.1	44.0	38.5	46.2	48.5	47.9	46.2	58.2	61.7	56.2	51.0
Laws & Norms Favor Drug Use	32.5	35.7	40.0	36.6	35.4	53.4	56.3	42.1	38.8	60.0	49.5	36.3
Perceived Availability of Drugs	37.9	33.0	35.4	38.2	46.1	43.3	45.7	49.6	51.3	49.1	49.5	52.2
Perceived Availability of Handguns	36.9	38.2	45.1	37.8	28.5	28.5	30.8	26.7	31.5	40.0	38.1	33.1
Family Domain												
Poor Family Management	53.4	42.5	44.0	45.5	46.8	44.3	34.5	42.8	47.2	41.0	54.3	44.3
Family Conflict	51.3	53.4	50.0	53.5	37.9	40.2	46.5	42.8	38.3	48.3	36.8	38.3
Family History of Antisocial Behavior	46.4	56.1	55.2	40.3	43.9	44.5	53.9	41.1	51.1	44.8	49.5	37.3
Parent Attitudes Favorable to ASB	43.8	45.7	51.3	49.3	47.0	52.7	49.6	53.4	49.1	56.1	55.3	50.2
Parent Attitudes Favor Drug Use	24.5	29.0	27.8	26.8	38.1	44.2	42.7	41.1	42.7	57.9	47.9	41.2
School Domain												
Academic Failure	54.1	57.0	62.9	47.3	50.9	56.8	53.8	49.5	57.3	40.7	46.6	44.4
Low Commitment to School	30.9	42.1	46.5	41.0	29.8	36.4	45.2	43.7	43.5	38.7	33.0	45.6
Peer-Individual Domain												
Rebelliousness	38.8	45.4	48.7	43.1	35.3	46.9	33.3	46.8	34.7	41.9	45.1	44.0
Early Initiation of ASB	34.0	45.5	43.0	39.4	36.5	42.9	48.4	42.0	47.7	43.3	46.1	41.2
Early Initiation of Drug Use	34.9	42.3	35.7	30.3	31.2	40.4	35.5	32.7	45.9	40.3	43.1	33.1
Attitudes Favorable to ASB	44.2	34.9	46.2	44.6	46.5	48.1	43.3	50.7	43.9	46.6	41.7	46.9
Attitudes Favorable to Drug Use	29.0	25.8	28.2	29.1	28.1	37.4	37.5	37.4	33.3	31.0	29.4	36.3
Perceived Risk of Drug Use	44.9	32.5	52.2	44.5	35.0	39.7	44.2	42.3	42.3	43.1	53.8	46.5
Interaction with Antisocial Peers	53.5	54.2	69.9	58.2	59.4	60.7	59.2	57.3	62.7	61.9	59.6	53.2
Friend's Use of Drugs	36.4	44.4	38.1	39.4	35.7	41.7	34.5	41.9	39.8	28.6	36.4	37.3
Rewards for ASB	42.2	48.6	37.7	45.6	29.7	35.0	35.0	44.0	41.4	42.9	45.5	54.6
Gang Involvement	32.0	25.0	28.1	26.9	32.4	16.4	22.9	23.2	25.8	18.3	22.1	16.8
Total Risk												
Students at High Risk*	32.3	35.2	46.2	38.7	31.2	30.5	39.5	37.5	39.5	32.8	39.0	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	17	4,418	42	4,872	34	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	0.0	5.0	7.1	6.9	8.8	12.3
I bought it at a restaurant, bar, or club	0.0	3.0	2.4	3.0	14.7	7.0
I bought it at a public event such as a concert or sporting event	5.9	2.9	2.4	2.9	5.9	3.9
I gave someone else money to buy it for me	35.3	21.4	35.7	34.4	44.1	43.7
My parent or guardian gave it to me	11.8	18.7	16.7	14.8	23.5	13.0
Another family member who is 21 or older gave it to me	35.3	19.7	23.8	18.7	23.5	18.2
Someone not related to me who is 21 or older gave it to me	17.6	19.2	21.4	28.7	35.3	39.5
Someone under the age of 21 gave it to me	17.6	23.8	26.2	24.8	23.5	22.0
I got it at a party	35.3	41.5	64.3	53.1	50.0	57.6
I took it from home	29.4	31.4	19.0	23.2	17.6	13.8
I took it from a store or someone else's home	17.6	11.7	11.9	11.3	5.9	8.0
I got it some other way	35.3	28.7	23.8	23.6	20.6	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	85.6	80.7	85.5	87.1	82.6	84.4	86.1	88.4	87.3	90.5	95.0	92.4
	1 time	8.2	12.9	6.0	6.6	8.2	8.1	4.9	5.9	5.2	3.2	3.0	3.9
	2-3 times	3.7	4.3	2.6	3.5	3.6	1.9	6.6	3.0	4.8	3.2	0.0	2.0
	4-5 times	1.0	1.4	2.6	1.0	1.9	1.2	0.8	0.8	1.2	0.0	0.0	0.6
	6-7 times	0.2	0.0	0.9	0.4	0.4	1.2	0.8	0.4	0.4	0.0	0.0	0.2
	8-9 times	0.2	0.0	0.9	0.3	0.4	0.6	0.8	0.3	0.0	0.0	1.0	0.2
	10-11 times	0.1	0.0	0.0	0.1	0.4	0.0	0.0	0.2	0.4	0.0	0.0	0.1
	12 or more times	1.0	0.7	1.7	0.9	2.5	2.5	0.0	1.1	0.8	3.2	1.0	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	73.7	73.7	79.5	76.5	78.7	86.9	83.7	85.2	86.9	93.8	97.0	91.5
	1 time	12.7	11.7	10.3	12.9	10.9	7.5	9.8	8.8	6.4	3.1	1.0	5.0
	2-3 times	8.6	9.5	6.0	6.9	6.3	3.1	4.1	3.9	4.0	1.6	0.0	2.1
	4-5 times	2.9	2.2	1.7	1.7	1.1	0.6	0.8	0.7	1.6	0.0	1.0	0.4
	6-7 times	1.0	1.5	0.0	0.6	0.8	0.6	0.8	0.4	0.0	0.0	0.0	0.3
	8-9 times	0.2	0.7	0.9	0.4	0.6	0.0	0.0	0.2	1.2	0.0	0.0	0.2
	10-11 times	0.0	0.0	1.7	0.3	0.4	0.6	0.0	0.1	0.0	0.0	0.0	0.1
	12 or more times	0.9	0.7	0.0	0.7	1.1	0.6	0.8	0.7	0.0	1.6	1.0	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	53.7	60.7	59.4	n/a	74.4	68.3	69.1	n/a	85.9	82.2	82.3
	1 time	n/a	21.3	9.4	13.2	n/a	15.0	7.5	10.3	n/a	9.4	8.9	6.6
	2-3 times	n/a	18.4	8.5	11.5	n/a	6.9	10.0	9.6	n/a	4.7	5.0	5.7
	4-5 times	n/a		8.5	4.3	n/a		4.2	3.2	n/a		1.0	1.5
	6-7 times	n/a		0.9	1.9	n/a		2.5	1.4	n/a		0.0	0.8
	8-9 times	n/a		1.7	1.2	n/a		0.8	1.1	n/a		0.0	0.5
	10-11 times	n/a		0.9	0.8	n/a		0.8	0.6	n/a		0.0	0.3
	12 or more times	n/a	6.6	9.4	7.7	n/a	3.8	5.8	4.6	n/a	0.0	3.0	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	87.7	84.9	87.9	89.9	89.2	92.5	88.4	91.1	90.4	93.8	93.1	93.8
	1 day	6.4	8.6	5.2	5.8	6.6	5.0	7.4	5.1	2.4	4.7	4.0	3.3
	2-3 days	3.8	2.2	3.4	2.7	3.0	1.9	2.5	2.2	2.8	0.0	1.0	1.8
	4-5 days	0.8	2.9	1.7	0.6	0.2	0.6	0.0	0.6	2.8	0.0	1.0	0.4
	6 or more days	1.3	1.4	1.7	1.0	1.1	0.0	1.7	1.0	1.6	1.6	1.0	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	94.5	92.8	93.9	93.9	93.6	88.8	91.0	93.8	93.2	90.5	90.1	94.4
	1 day	2.5	4.3	3.5	3.1	1.9	5.0	3.3	2.2	2.0	1.6	3.0	1.5
	2-3 days	0.9	2.2	0.0	1.3	2.1	2.5	0.8	1.2	1.6	3.2	1.0	1.1
	4-5 days	0.2	0.0	1.7	0.5	0.9	0.0	0.0	0.5	1.2	0.0	0.0	0.5
	6 or more days	1.9	0.7	0.9	1.2	1.5	3.8	4.9	2.2	2.0	4.8	5.9	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	50.4	115	58.3	120	58.1	93	53.2	173	58.5	147
	smoke 1 or more packs or cigarettes per day	Cigarettes	68.7	115	81.7	120	87.1	93	74.6	173	84.4	147
	smoke marijuana regularly	Marijuana	79.1	110	74.6	114	60.9	92	65.9	167	78.7	141
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	92.0	112	80.2	116	76.3	93	81.9	171	84.0	144
	smoke cigarettes	Cigarettes	94.8	115	88.8	116	85.1	94	85.5	173	94.4	144
	smoke marijuana	Marijuana	96.5	114	90.5	116	81.9	94	88.4	173	91.6	143
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	76.9	117	66.7	120	65.0	103	65.4	182	74.7	150
	smoke cigarettes	Cigarettes	88.9	117	81.7	120	69.9	103	79.1	182	84.7	150
	smoke marijuana	Marijuana	88.8	116	75.8	120	73.5	102	75.7	181	84.6	149
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	23.3	116	39.3	122	38.4	99	31.9	182	34.7	147
		Cigarettes	6.1	115	11.7	120	21.9	96	16.9	178	8.2	146
		Marijuana	9.6	114	13.3	120	21.2	99	16.8	179	11.0	146
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	56.0	116	70.0	120	77.5	102	66.9	181	69.1	149
		Average age:	11.9 years		12.9 years		14.3 years		13 years		13.3 years	
	smoked a cigarette, even just a puff?	Cigarettes	33.9	115	44.3	122	64.7	102	51.6	182	40.3	149
		Average age:	11.3 years		12.3 years		12.7 years		12.1 years		12.5 years	
	smoked marijuana?	Marijuana	21.9	114	29.5	122	52.9	102	36.8	182	30.4	148
		Average age:	11.5 years		13.3 years		13.7 years		12.5 years		14 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Maricopa County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

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Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Maricopa County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	21,970	100	36,654	100	32,929	100	54,734	100
Grade								
8	11,337	51.6	17,172	46.8	16,911	51.4	25,695	46.9
10	5,918	26.9	11,310	30.9	8,647	26.3	16,089	29.4
12	4,715	21.5	8,172	22.3	7,371	22.4	12,950	23.7
Gender								
Male	10,270	47.6	17,228	48.2	15,699	48.6	26,213	48.8
Female	11,324	52.4	18,518	51.8	16,590	51.4	27,514	51.2
Ethnicity*								
Native American	466	2.2	839	2.4	1,824	4.7	4,812	7.4
African American	1,085	5.0	1,913	5.4	2,625	6.8	3,915	6.0
Hispanic	6,267	29.0	12,064	33.8	12,006	31.0	21,525	32.9
White	12,047	55.7	17,807	50.0	20,061	51.8	31,887	48.8
Asian	584	2.7	1,009	2.8	1,489	3.8	2,117	3.2
Pacific Islander	181	0.8	327	0.9	710	1.8	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

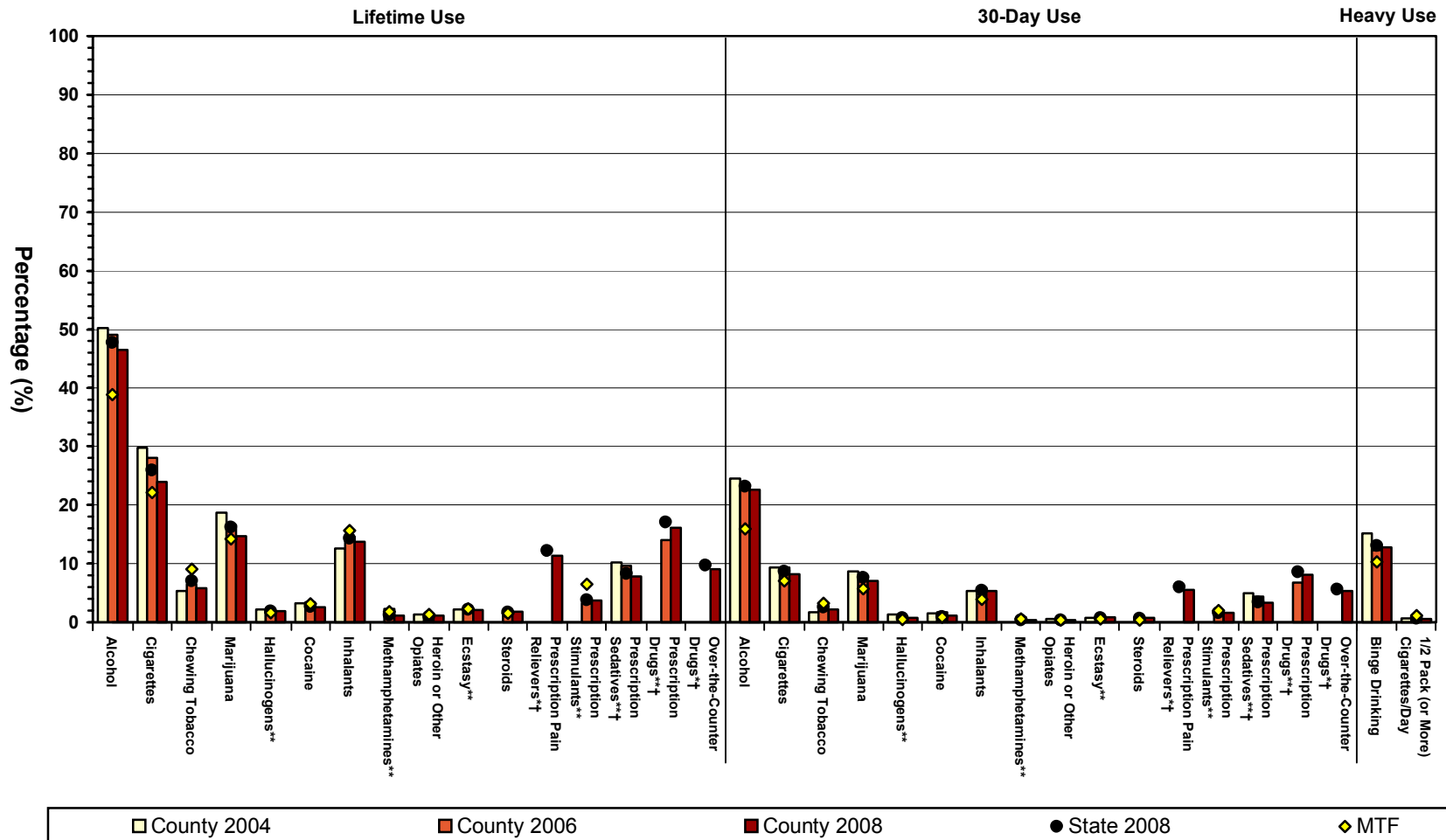
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Maricopa County, Grade 8



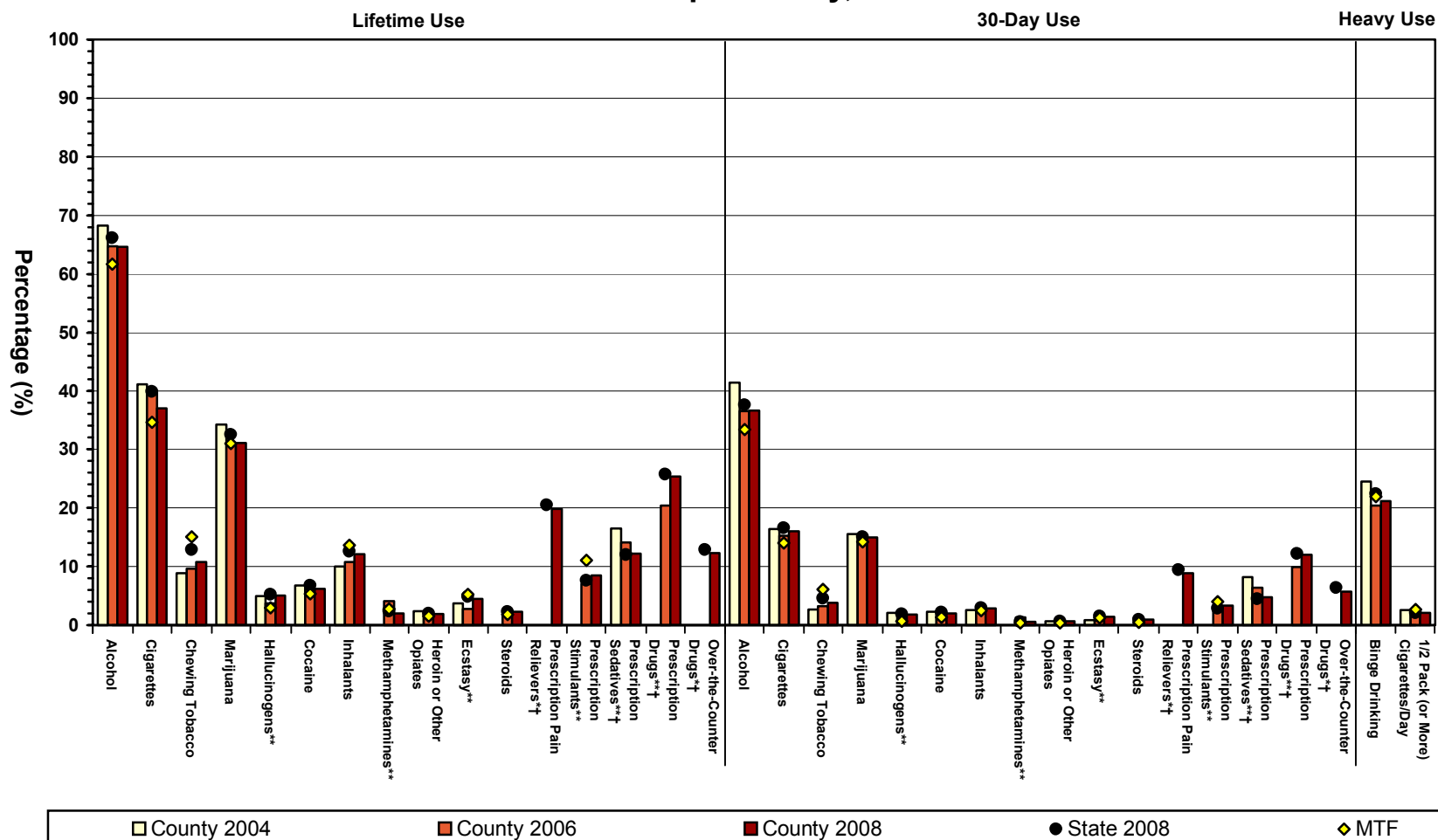
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Maricopa County, Grade 10



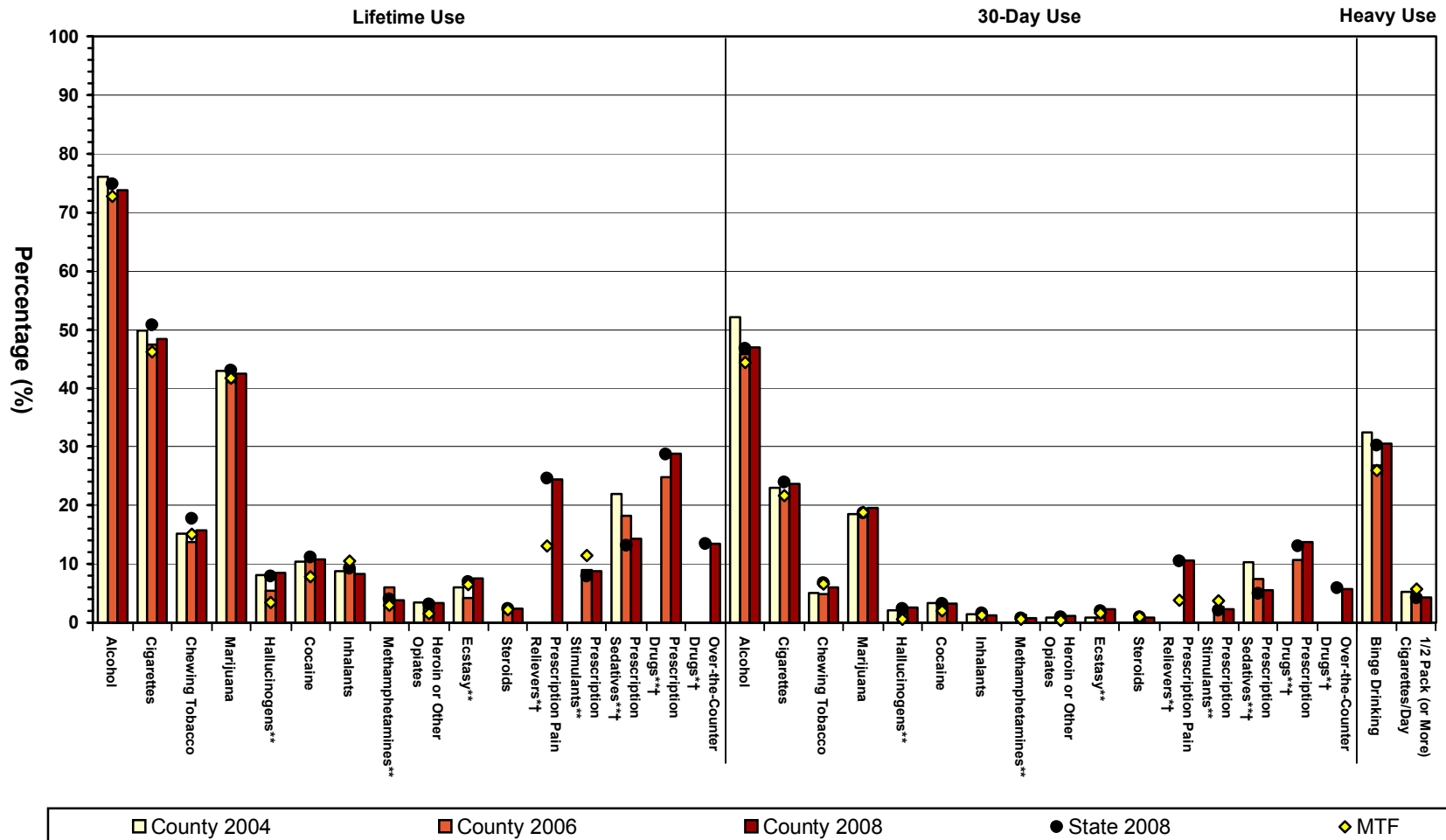
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Maricopa County, Grade 12



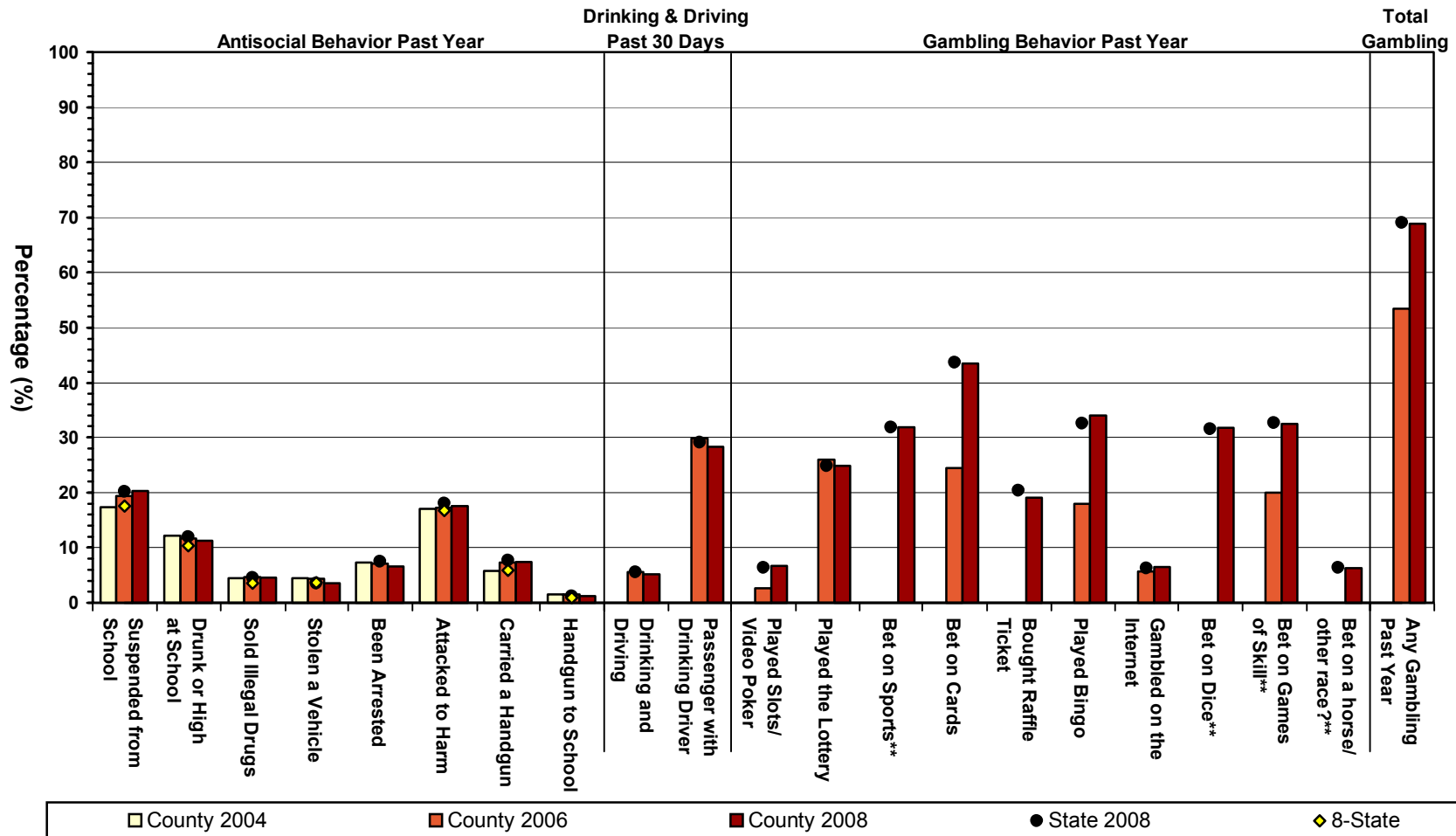
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

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† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Maricopa County, Grade 8

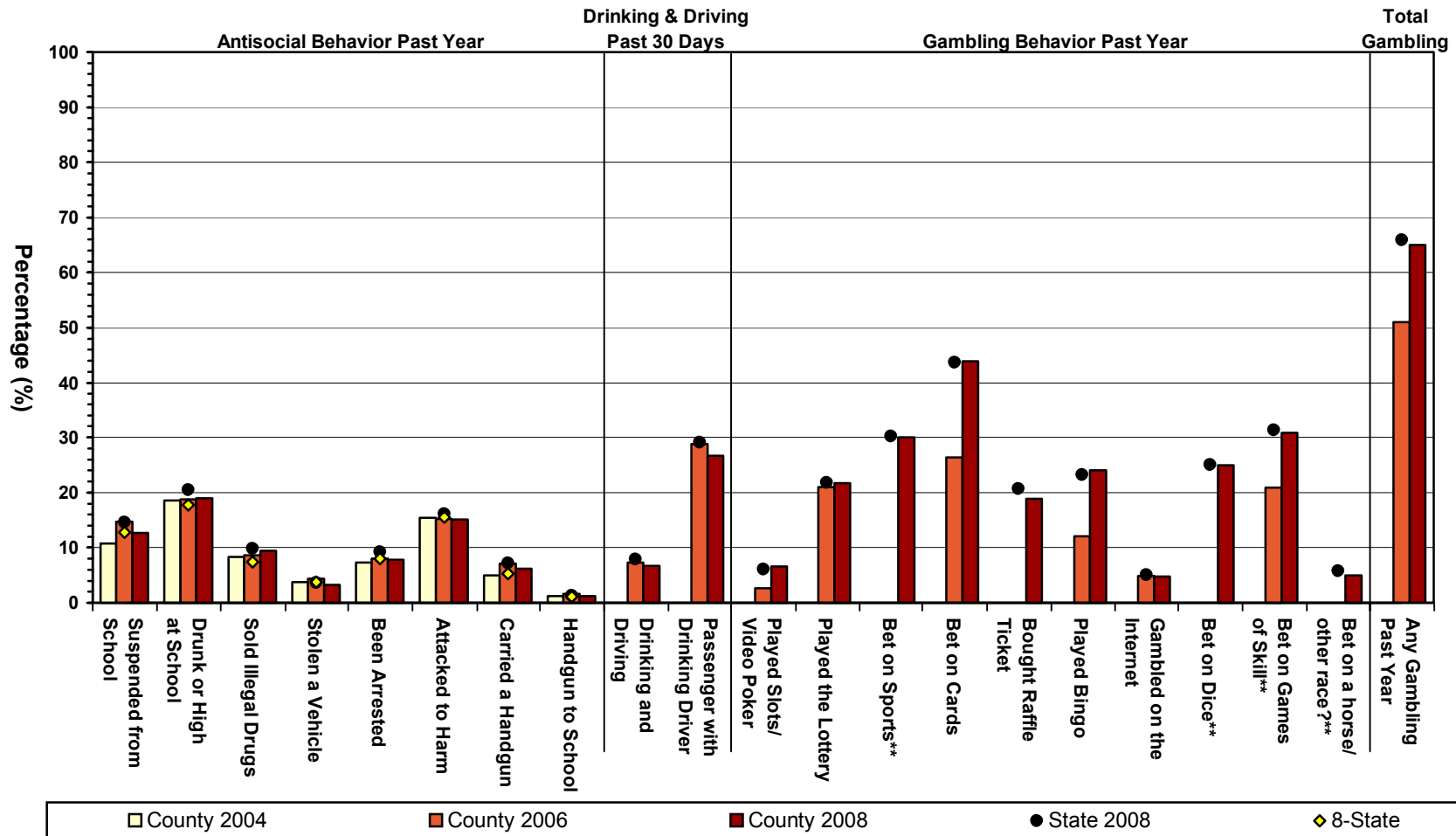


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Maricopa County, Grade 10

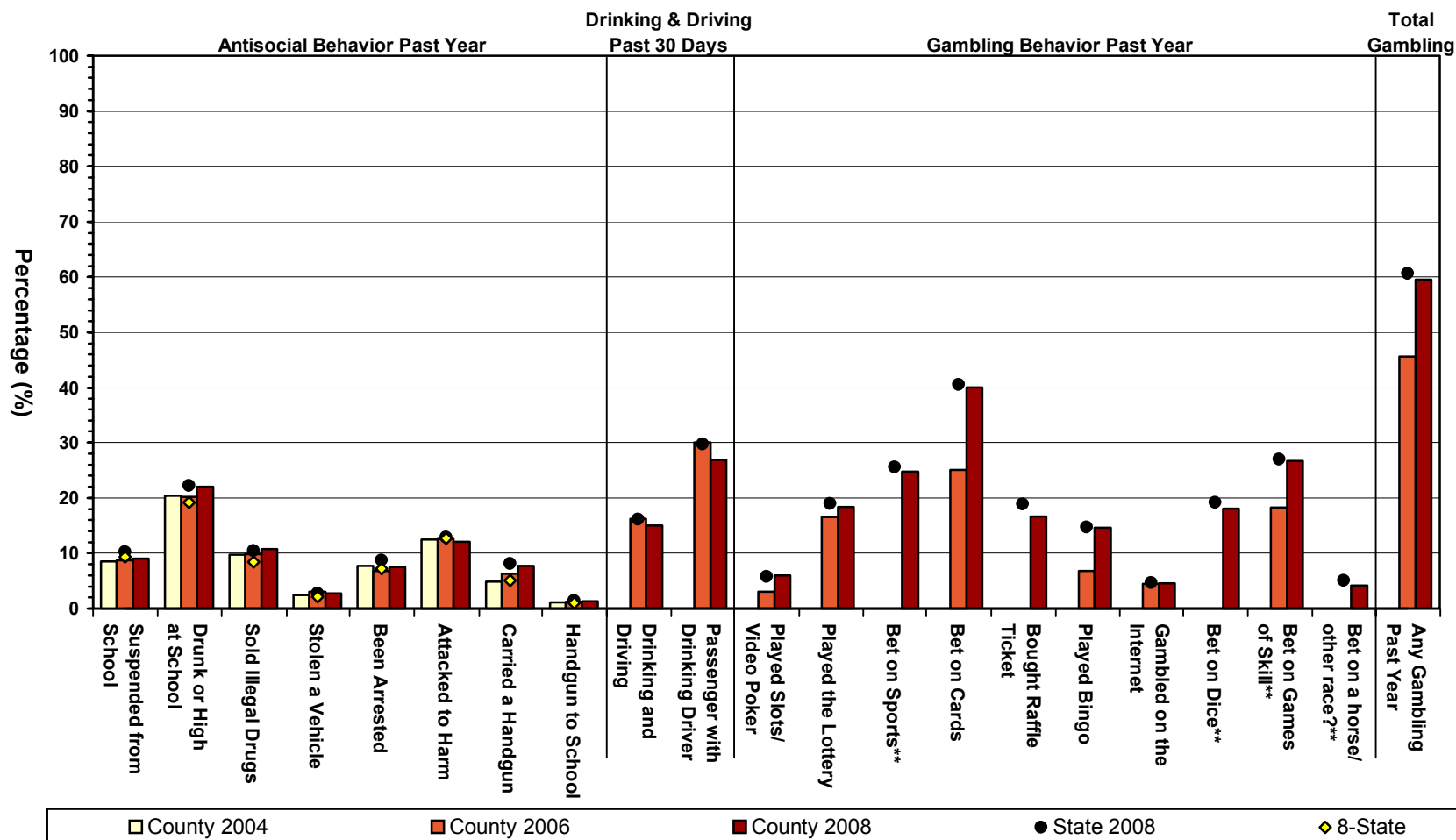


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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Maricopa County, Grade 12



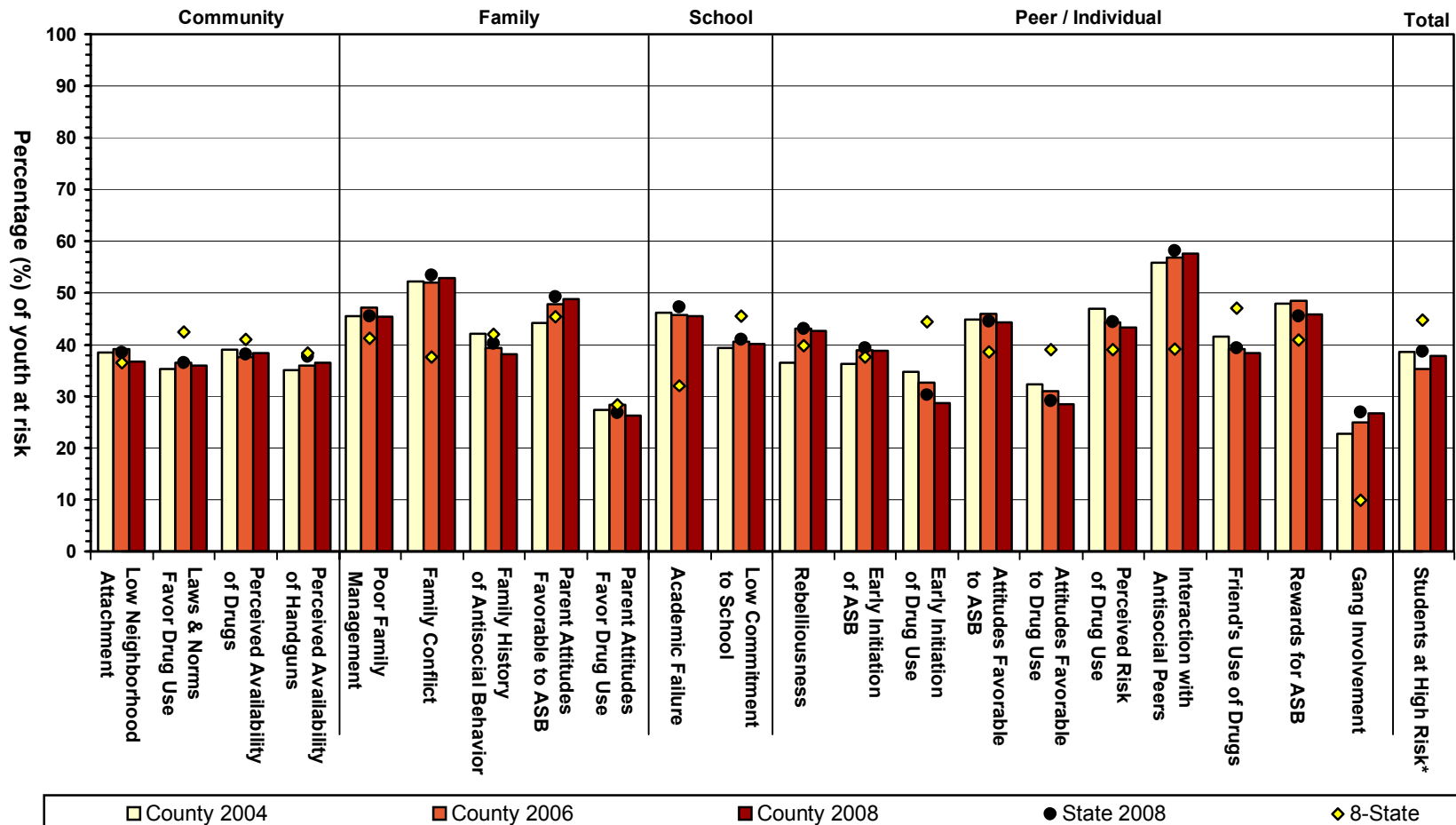
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

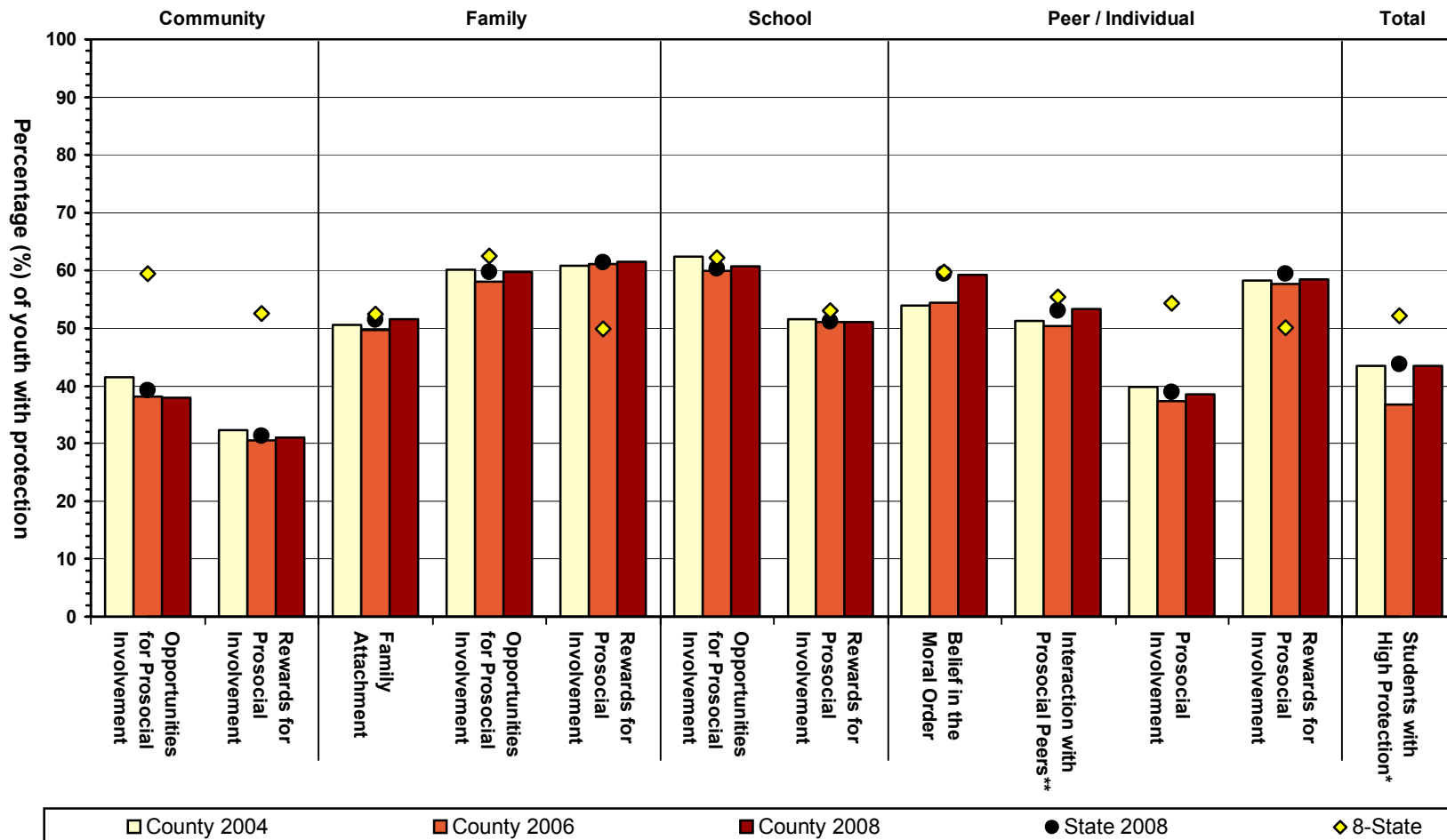
2008 Maricopa County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Maricopa County, Grade 8



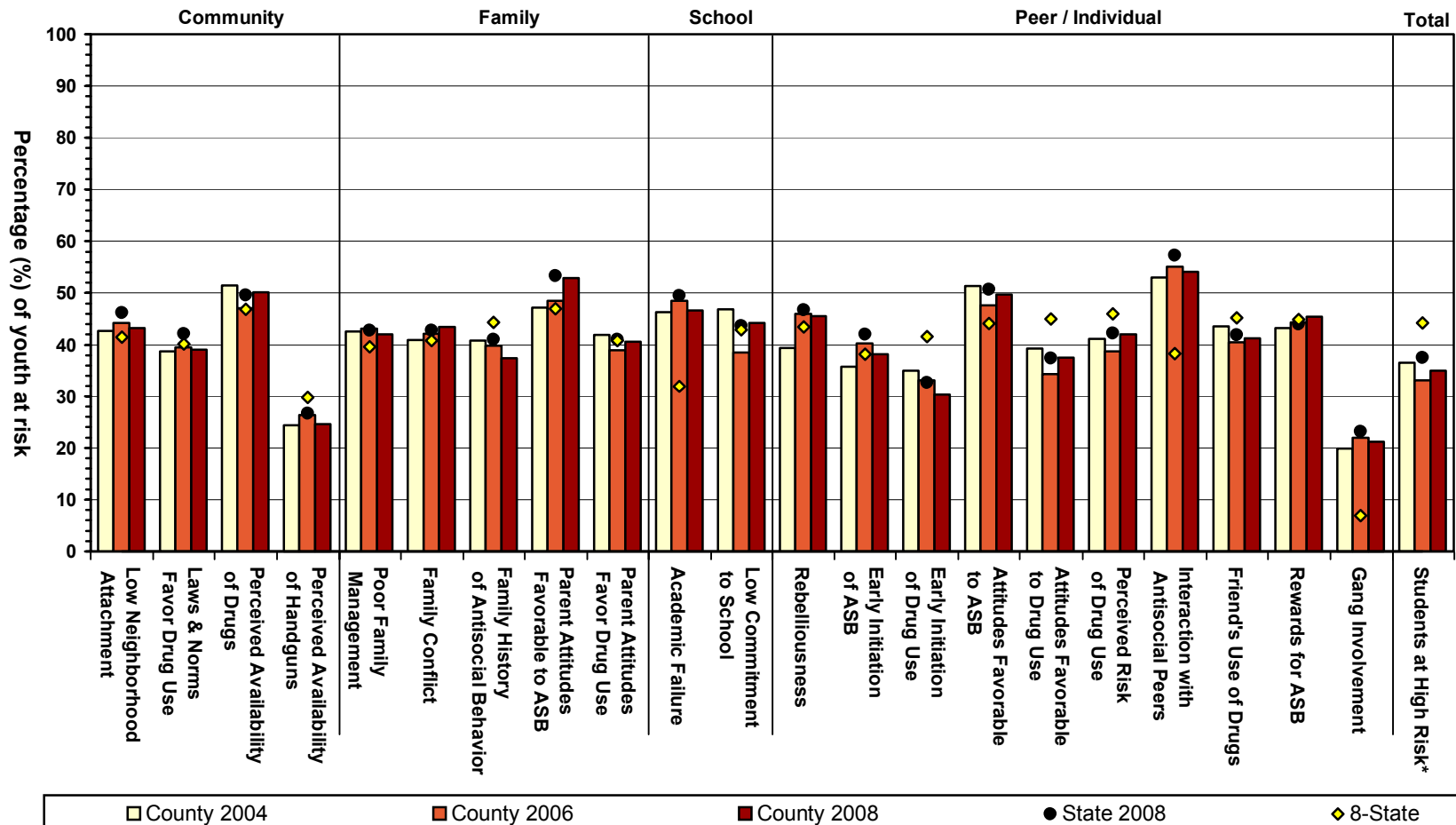
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

2008 Maricopa County, Grade 10

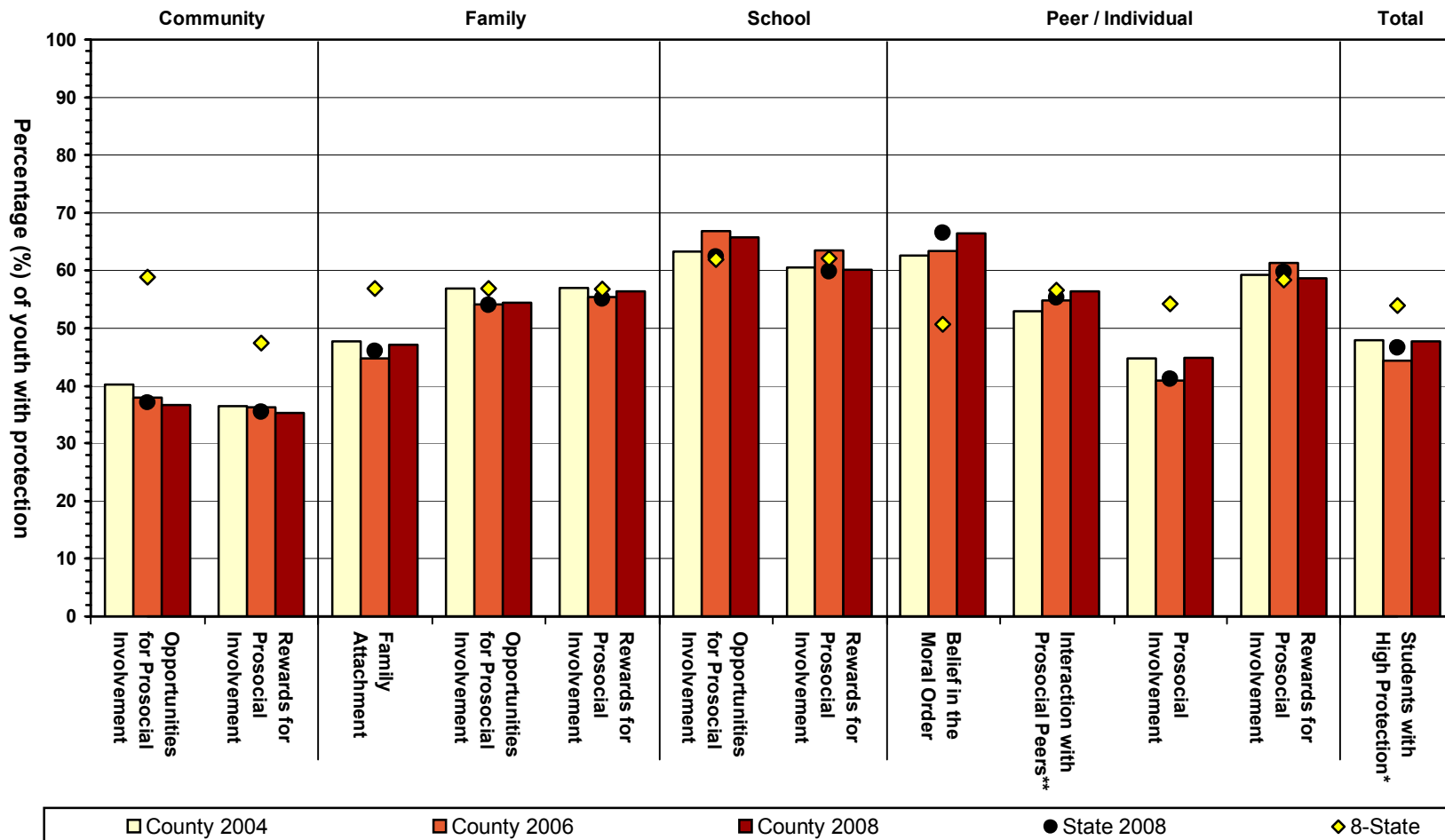


* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Maricopa County, Grade 10



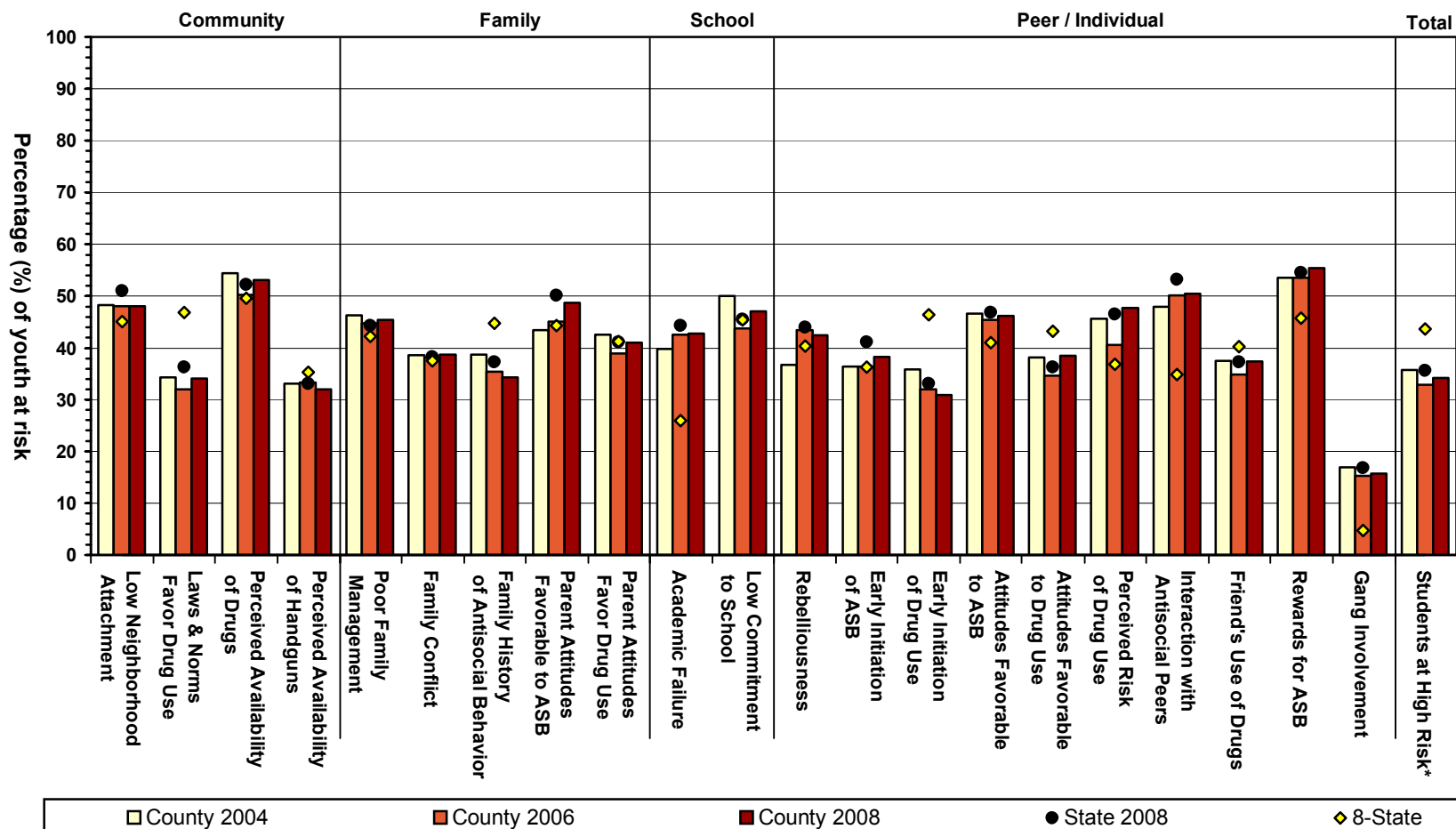
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

2008 Maricopa County, Grade 12

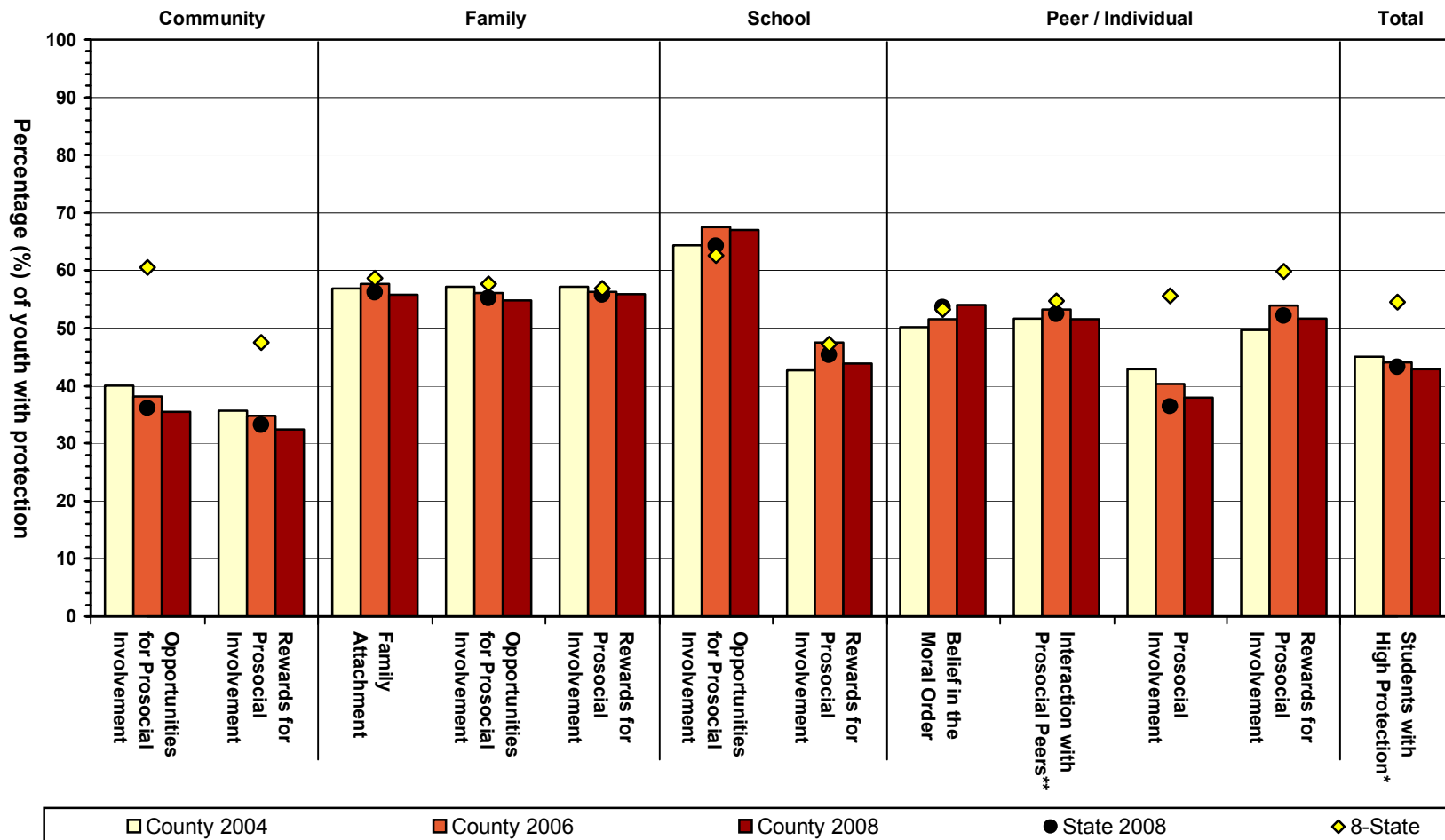


* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Maricopa County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

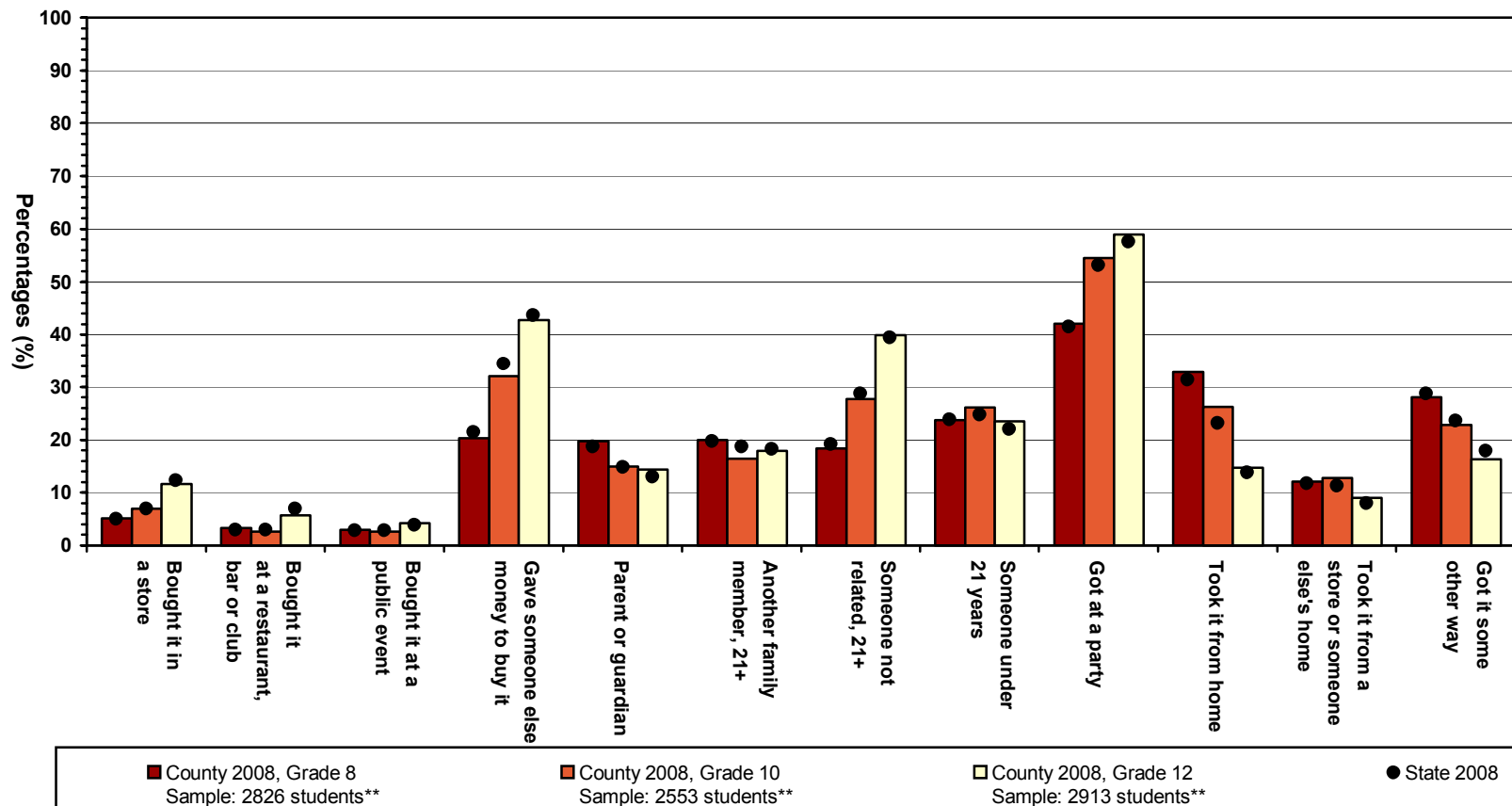
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Maricopa County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



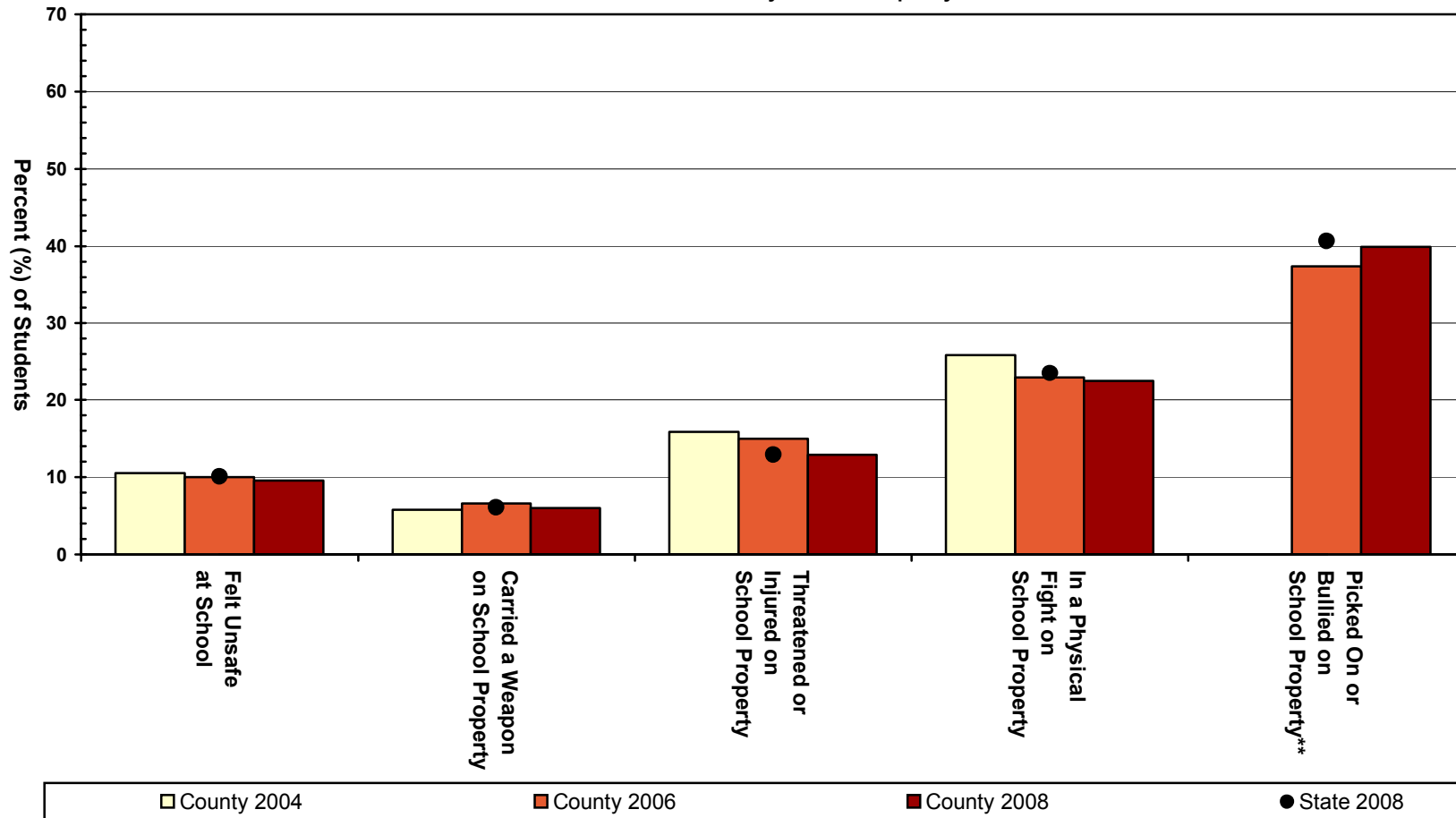
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Maricopa County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



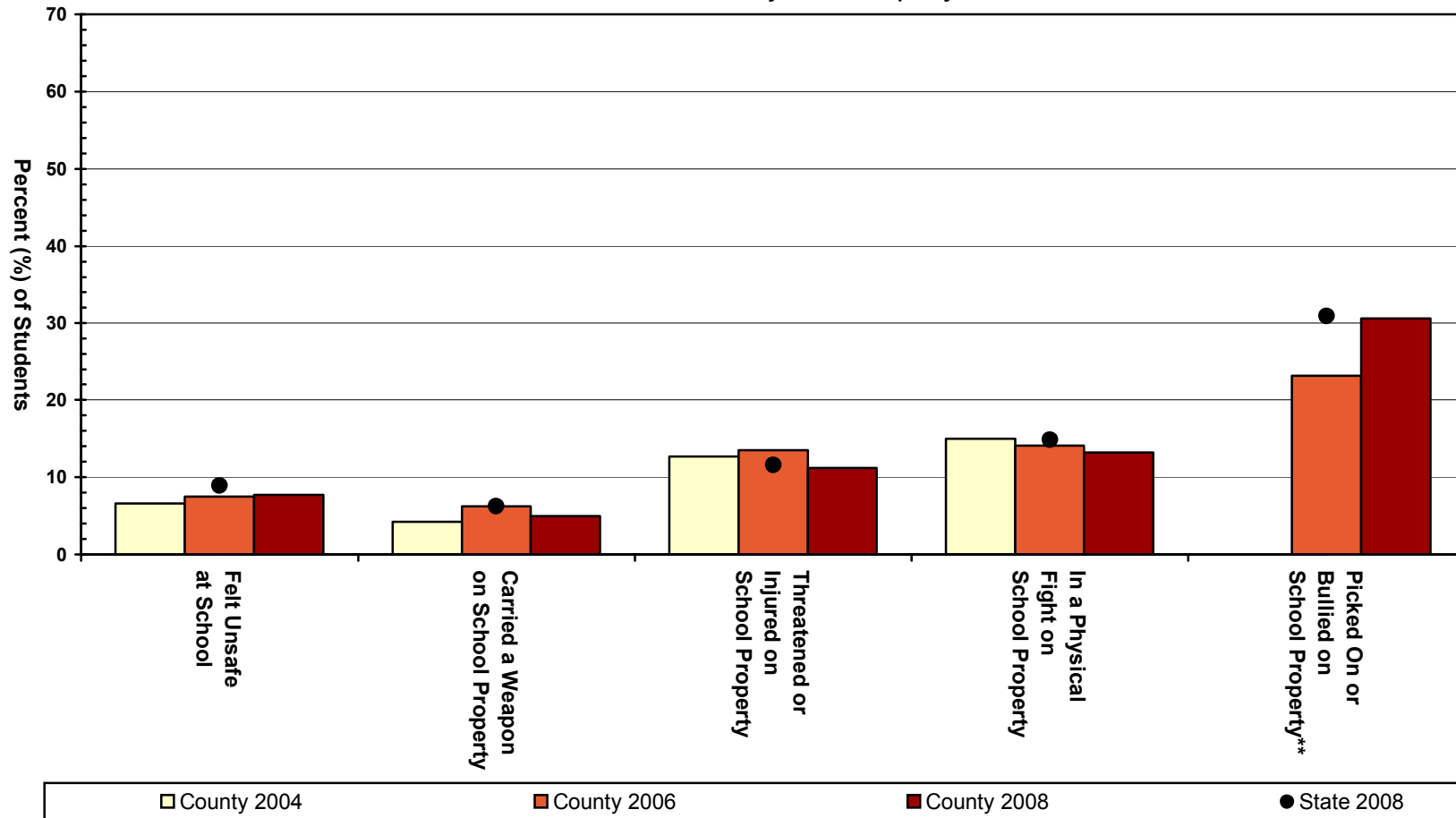
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Maricopa County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



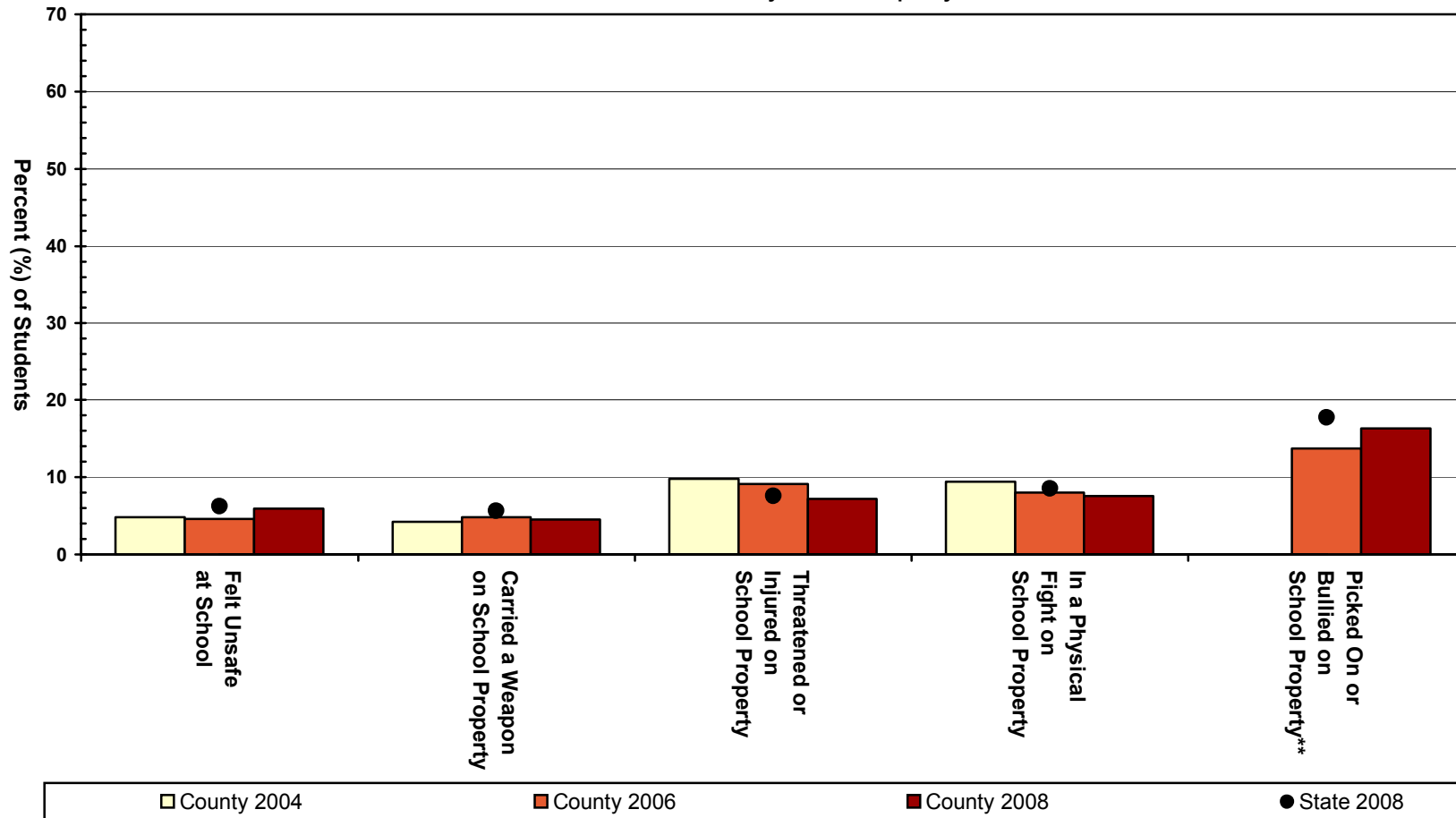
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Maricopa County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	50.2	49.1	46.5	47.8	68.3	64.7	64.6	66.2	76.1	72.8	73.8	74.8
Cigarettes	smoked cigarettes?	29.7	28.0	23.9	25.9	41.2	39.9	37.1	39.9	49.9	47.5	48.4	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	5.3	6.5	5.8	7.1	8.9	9.6	10.8	12.9	15.2	13.7	15.7	17.7
Marijuana	used marijuana?	18.7	16.6	14.7	16.2	34.2	31.1	31.1	32.5	43.0	41.1	42.5	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.2	1.8	1.9	1.9	5.0	3.7	5.1	5.2	8.1	5.4	8.5	7.9
Cocaine	used cocaine or crack?	3.2	3.4	2.6	2.7	6.8	6.3	6.2	6.8	10.4	10.8	10.8	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	12.6	14.6	13.7	14.3	10.0	10.8	12.1	12.6	8.8	9.2	8.3	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	2.3	1.1	1.2	n/a	4.1	2.0	2.4	n/a	6.0	3.8	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.3	1.3	1.1	1.0	2.4	2.0	1.9	2.0	3.4	3.1	3.3	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.2	1.7	2.1	2.2	3.7	2.8	4.5	4.9	6.0	4.2	7.5	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.6	1.8	1.7	n/a	1.9	2.3	2.3	n/a	2.4	2.4	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	11.3	12.2	n/a	n/a	19.8	20.5	n/a	n/a	24.4	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.9	n/a	n/a	n/a	6.1	n/a	n/a	n/a	7.4	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	3.2	3.7	3.8	n/a	7.1	8.5	7.6	n/a	9.0	8.8	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	10.2	9.6	7.8	8.3	16.5	14.1	12.2	12.0	21.9	18.2	14.3	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	14.0	16.1	17.1	n/a	20.4	25.4	25.7	n/a	24.8	28.8	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	9.1	9.7	n/a	n/a	12.3	12.9	n/a	n/a	13.4	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.5	23.0	22.6	23.2	41.5	36.5	36.6	37.7	52.1	45.9	47.0	46.8
Cigarettes	smoked cigarettes?	9.3	9.3	8.2	8.7	16.4	15.3	16.0	16.6	23.0	21.3	23.6	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.7	2.1	2.2	2.6	2.7	3.2	3.8	4.6	5.1	4.9	6.0	6.8
Marijuana	used marijuana?	8.7	7.7	7.1	7.6	15.5	14.5	15.0	15.1	18.5	18.1	19.5	18.7
Hallucinogens**	used LSD or other hallucinogens?	1.3	0.9	0.8	0.8	2.1	1.6	1.8	1.9	2.1	1.5	2.6	2.4
Cocaine	used cocaine or crack?	1.5	1.7	1.1	1.0	2.3	2.2	2.0	2.2	3.3	3.0	3.2	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.3	5.9	5.3	5.4	2.6	2.8	2.9	3.0	1.4	1.4	1.2	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.9	0.4	0.4	n/a	1.3	0.6	0.6	n/a	1.3	0.8	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.6	0.6	0.4	0.4	0.7	0.6	0.7	0.7	0.9	0.8	1.1	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.8	0.7	0.9	0.8	0.9	0.8	1.4	1.5	0.9	0.9	2.3	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.8	0.8	0.7	n/a	1.0	1.0	1.0	n/a	1.0	0.9	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	5.5	6.0	n/a	n/a	8.9	9.4	n/a	n/a	10.6	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.3	n/a	n/a	n/a	2.4	n/a	n/a	n/a	2.4	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.4	1.6	1.6	n/a	2.9	3.3	2.9	n/a	2.7	2.3	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.0	4.4	3.3	3.4	8.2	6.4	4.8	4.5	10.3	7.4	5.5	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	6.8	8.1	8.6	n/a	9.9	12.0	12.2	n/a	10.7	13.7	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	5.3	5.6	n/a	n/a	5.7	6.4	n/a	n/a	5.7	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	15.2	12.3	12.8	13.1	24.5	20.4	21.2	22.4	32.4	26.8	30.5	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.7	1.0	0.6	0.7	2.6	2.1	2.1	2.1	5.2	4.2	4.3	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		17.3	19.4	20.3	20.2	10.8	14.7	12.7	14.6	8.5	8.7	9.0	10.2
Drunk or High at School		12.2	11.7	11.3	12.0	18.6	18.8	19.0	20.5	20.4	20.2	22.0	22.2
Sold Illegal Drugs		4.5	4.7	4.6	4.6	8.3	8.6	9.4	9.8	9.7	9.8	10.7	10.4
Stolen or Tried to Steal a Motor Vehicle		4.5	4.4	3.6	3.6	3.8	4.4	3.2	3.7	2.4	3.0	2.7	2.7
Been Arrested		7.3	7.1	6.6	7.5	7.3	8.0	7.8	9.2	7.7	6.8	7.5	8.7
Attacked Someone with the Idea of Seriously Hurting Them		17.0	17.2	17.5	18.1	15.4	15.2	15.1	16.1	12.5	12.6	12.1	12.9
Carried a Handgun		5.8	7.3	7.4	7.7	5.0	7.1	6.2	7.2	4.9	6.3	7.7	8.1
Carried a Handgun to School		1.5	1.5	1.2	1.2	1.2	1.6	1.2	1.3	1.1	1.2	1.3	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	5.6	5.2	5.6	n/a	7.3	6.7	7.9	n/a	16.2	15.0	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	29.8	28.3	29.1	n/a	28.8	26.7	29.1	n/a	30.0	26.9	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	53.4	68.9	69.1	n/a	51.0	65.0	65.9	n/a	45.6	59.5	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.6	6.7	6.4	n/a	2.6	6.6	6.1	n/a	3.0	6.0	5.8
Played the lottery or scratch-off tickets?	n/a	26.0	24.8	24.8	n/a	21.0	21.7	21.8	n/a	16.5	18.4	19.0
Bet on sports?*	n/a	n/a	31.8	31.8	n/a	n/a	30.0	30.2	n/a	n/a	24.7	25.6
Played cards?	n/a	24.4	43.5	43.7	n/a	26.4	43.9	43.7	n/a	25.1	40.1	40.6
Bought a raffle ticket?	n/a	n/a	19.1	20.4	n/a	n/a	18.9	20.7	n/a	n/a	16.6	18.9
Played bingo?	n/a	18.0	34.0	32.6	n/a	12.1	24.0	23.2	n/a	6.8	14.6	14.7
Gambled on the Internet?	n/a	5.7	6.5	6.3	n/a	4.9	4.8	5.1	n/a	4.5	4.6	4.7
Played a dice game?*	n/a	n/a	31.7	31.5	n/a	n/a	24.9	25.1	n/a	n/a	18.1	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	20.0	32.5	32.7	n/a	20.9	30.8	31.3	n/a	18.3	26.7	27.0
Bet on a horse or other animal race?*	n/a	n/a	6.3	6.4	n/a	n/a	5.0	5.8	n/a	n/a	4.2	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	41.5	38.2	38.0	39.3	40.3	38.0	36.6	37.1	40.1	38.2	35.4	36.1
Rewards for Prosocial Involvement	32.3	30.5	31.0	31.3	36.4	36.2	35.2	35.4	35.6	34.7	32.4	33.2
Family Domain												
Family Attachment	50.6	49.7	51.6	51.5	47.7	44.8	47.1	46.1	56.9	57.7	55.8	56.2
Opportunities for Prosocial Involvement	60.1	58.1	59.7	59.7	56.9	54.1	54.4	54.0	57.2	56.1	54.8	55.2
Rewards for Prosocial Involvement	60.8	61.1	61.5	61.4	57.0	55.4	56.4	55.1	57.2	56.3	55.9	55.8
School Domain												
Opportunities for Prosocial Involvement	62.4	59.9	60.7	60.3	63.3	66.8	65.7	62.4	64.4	67.5	67.0	64.3
Rewards for Prosocial Involvement	51.6	51.1	51.1	51.2	60.5	63.5	60.1	59.8	42.7	47.5	43.9	45.4
Peer-Individual Domain												
Belief in the Moral Order	53.9	54.4	59.3	59.4	62.6	63.4	66.4	66.5	50.2	51.6	54.0	53.6
Interaction with Prosocial Peers*	51.3	50.4	53.3	53.1	53.0	54.8	56.4	55.3	51.7	53.2	51.6	52.5
Prosocial Involvement	39.9	37.4	38.6	39.0	44.8	40.9	44.9	41.2	42.9	40.4	38.0	36.4
Rewards for Prosocial Involvement	58.3	57.7	58.5	59.4	59.3	61.3	58.7	59.7	49.7	53.9	51.7	52.2
Total Protection												
Students with High Protection**	43.5	36.7	43.5	43.8	47.9	44.4	47.7	46.7	45.1	44.1	42.9	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	38.5	39.2	36.8	38.5	42.7	44.2	43.2	46.2	48.3	48.1	48.1	51.0
Laws & Norms Favor Drug Use	35.4	36.5	36.0	36.6	38.7	39.5	39.1	42.1	34.4	32.0	34.1	36.3
Perceived Availability of Drugs	39.1	37.6	38.4	38.2	51.5	47.1	50.2	49.6	54.4	50.3	53.1	52.2
Perceived Availability of Handguns	35.1	36.0	36.5	37.8	24.4	26.3	24.6	26.7	33.1	33.4	32.0	33.1
Family Domain												
Poor Family Management	45.6	47.2	45.4	45.5	42.6	43.1	42.0	42.8	46.3	44.8	45.4	44.3
Family Conflict	52.3	52.0	52.9	53.5	40.9	42.1	43.5	42.8	38.6	38.2	38.8	38.3
Family History of Antisocial Behavior	42.2	39.4	38.2	40.3	40.8	39.9	37.4	41.1	38.8	35.5	34.4	37.3
Parent Attitudes Favorable to ASB	44.2	47.9	48.9	49.3	47.2	48.5	52.9	53.4	43.5	45.1	48.7	50.2
Parent Attitudes Favor Drug Use	27.3	28.3	26.2	26.8	41.9	39.0	40.6	41.1	42.6	39.0	41.1	41.2
School Domain												
Academic Failure	46.2	45.8	45.6	47.3	46.3	48.5	46.7	49.5	39.9	42.6	42.8	44.4
Low Commitment to School	39.4	40.6	40.2	41.0	46.9	38.5	44.2	43.7	50.1	43.8	47.1	45.6
Peer-Individual Domain												
Rebelliousness	36.5	43.1	42.7	43.1	39.4	46.0	45.5	46.8	36.8	43.5	42.5	44.0
Early Initiation of ASB	36.3	39.0	38.9	39.4	35.8	40.3	38.2	42.0	36.4	36.4	38.3	41.2
Early Initiation of Drug Use	34.8	32.7	28.7	30.3	35.0	33.2	30.3	32.7	35.9	32.1	30.8	33.1
Attitudes Favorable to ASB	44.9	46.0	44.3	44.6	51.4	47.6	49.7	50.7	46.6	45.4	46.2	46.9
Attitudes Favorable to Drug Use	32.4	31.0	28.4	29.1	39.3	34.4	37.5	37.4	38.2	34.7	38.5	36.3
Perceived Risk of Drug Use	47.0	44.3	43.4	44.5	41.2	38.7	42.0	42.3	45.7	40.6	47.8	46.5
Interaction with Antisocial Peers	55.9	56.9	57.6	58.2	53.0	55.1	54.1	57.3	48.0	50.2	50.5	53.2
Friend's Use of Drugs	41.6	39.2	38.4	39.4	43.6	40.5	41.3	41.9	37.5	34.9	37.4	37.3
Rewards for ASB	48.0	48.5	45.9	45.6	43.2	44.4	45.4	44.0	53.6	53.6	55.4	54.6
Gang Involvement	22.7	24.9	26.7	26.9	19.9	22.0	21.2	23.2	16.9	15.3	15.7	16.8
Total Risk												
Students at High Risk*	38.6	35.4	37.9	38.7	36.5	33.2	35.0	37.5	35.8	32.9	34.2	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	2,826	4,418	2,553	4,872	2,913	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	5.1	5.0	6.9	6.9	11.6	12.3
I bought it at a restaurant, bar, or club	3.3	3.0	2.6	3.0	5.7	7.0
I bought it at a public event such as a concert or sporting event	3.0	2.9	2.6	2.9	4.2	3.9
I gave someone else money to buy it for me	20.3	21.4	32.0	34.4	42.8	43.7
My parent or guardian gave it to me	19.7	18.7	14.9	14.8	14.4	13.0
Another family member who is 21 or older gave it to me	20.0	19.7	16.4	18.7	17.9	18.2
Someone not related to me who is 21 or older gave it to me	18.4	19.2	27.7	28.7	39.9	39.5
Someone under the age of 21 gave it to me	23.7	23.8	26.1	24.8	23.5	22.0
I got it at a party	42.1	41.5	54.5	53.1	58.9	57.6
I took it from home	32.8	31.4	26.2	23.2	14.7	13.8
I took it from a store or someone else's home	12.1	11.7	12.8	11.3	9.0	8.0
I got it some other way	28.1	28.7	22.8	23.6	16.3	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	84.1	85.0	87.1	87.1	87.3	86.5	88.8	88.4	90.2	90.9	92.8	92.4
	1 time	8.8	7.3	6.8	6.6	6.7	6.4	6.0	5.9	4.7	4.1	3.6	3.9
	2-3 times	3.8	4.1	3.4	3.5	3.0	3.9	2.6	3.0	3.0	3.0	2.0	2.0
	4-5 times	1.1	1.2	1.0	1.0	1.0	1.2	0.7	0.8	0.7	0.5	0.5	0.6
	6-7 times	0.5	0.6	0.4	0.4	0.5	0.4	0.3	0.4	0.4	0.3	0.2	0.2
	8-9 times	0.4	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.3	0.2	0.2
	10-11 times	0.1	0.3	0.2	0.1	0.2	0.2	0.2	0.2	0.0	0.2	0.2	0.1
	12 or more times	1.2	1.2	0.9	0.9	1.1	1.1	1.0	1.1	0.7	0.7	0.6	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	74.1	77.1	77.5	76.5	85.0	85.9	86.8	85.2	90.6	92.0	92.4	91.5
	1 time	13.9	12.4	12.4	12.9	8.7	8.1	8.0	8.8	5.6	5.0	4.5	5.0
	2-3 times	7.7	6.7	6.6	6.9	4.5	3.9	3.4	3.9	2.4	1.8	1.8	2.1
	4-5 times	2.1	1.8	1.5	1.7	0.9	0.9	0.6	0.7	0.6	0.3	0.3	0.4
	6-7 times	0.7	0.5	0.5	0.6	0.2	0.2	0.4	0.4	0.2	0.1	0.3	0.3
	8-9 times	0.3	0.3	0.4	0.4	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	10-11 times	0.2	0.2	0.3	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	12 or more times	1.0	0.9	0.8	0.7	0.4	0.6	0.5	0.7	0.3	0.4	0.4	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	62.6	60.1	59.4	n/a	76.9	69.4	69.1	n/a	86.3	83.7	82.3
	1 time	n/a	19.1	12.9	13.2	n/a	12.9	10.7	10.3	n/a	7.9	6.3	6.6
	2-3 times	n/a	13.6	11.3	11.5	n/a	7.9	9.6	9.6	n/a	4.5	5.4	5.7
	4-5 times	n/a		4.4	4.3	n/a		3.1	3.2	n/a		1.2	1.5
	6-7 times	n/a		1.8	1.9	n/a		1.3	1.4	n/a		0.6	0.8
	8-9 times	n/a		1.2	1.2	n/a		1.1	1.1	n/a		0.5	0.5
	10-11 times	n/a		0.7	0.8	n/a		0.6	0.6	n/a		0.4	0.3
	12 or more times	n/a	4.7	7.5	7.7	n/a	2.2	4.2	4.6	n/a	1.3	1.9	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	89.5	90.0	90.4	89.9	93.4	92.5	92.3	91.1	95.2	95.4	94.1	93.8
	1 day	5.8	5.6	5.6	5.8	3.6	4.0	4.5	5.1	2.4	2.3	3.1	3.3
	2-3 days	2.8	2.6	2.5	2.7	1.7	2.0	1.8	2.2	1.4	1.2	1.7	1.8
	4-5 days	0.7	0.6	0.6	0.6	0.4	0.5	0.5	0.6	0.5	0.4	0.4	0.4
	6 or more days	1.1	1.1	0.9	1.0	0.8	1.0	0.8	1.0	0.6	0.7	0.7	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	94.2	93.4	94.0	93.9	95.8	93.8	95.0	93.8	95.8	95.2	95.5	94.4
	1 day	2.7	3.1	2.9	3.1	1.5	2.2	2.1	2.2	1.1	1.2	1.1	1.5
	2-3 days	1.4	1.5	1.3	1.3	0.9	1.3	0.9	1.2	0.8	0.8	0.9	1.1
	4-5 days	0.4	0.6	0.5	0.5	0.3	0.6	0.4	0.5	0.4	0.5	0.5	0.5
	6 or more days	1.3	1.5	1.2	1.2	1.5	2.1	1.5	2.2	1.9	2.3	1.9	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	60.4	15,457	63.3	8,057	64.1	6,859	56.4	14,289	67.3	15,537
	smoke 1 or more packs or cigarettes per day	Cigarettes	83.4	15,557	89.2	8,106	90.3	6,880	84.3	14,366	88.7	15,627
	smoke marijuana regularly	Marijuana	81.3	15,138	73.9	7,895	68.3	6,742	72.1	14,021	80.5	15,222
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	90.7	14,188	84.6	7,534	75.5	6,481	84.5	13,149	86.5	14,563
	smoke cigarettes	Cigarettes	96.5	14,268	94.1	7,572	86.8	6,508	92.9	13,219	94.3	14,630
	smoke marijuana	Marijuana	96.4	14,110	94.0	7,524	90.0	6,465	93.6	13,098	94.9	14,506
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	77.9	16,581	61.7	8,510	53.9	7,234	68.4	15,384	68.2	16,341
	smoke cigarettes	Cigarettes	87.1	16,578	75.0	8,506	62.1	7,230	78.2	15,367	78.5	16,343
	smoke marijuana	Marijuana	86.6	16,557	72.9	8,492	66.1	7,215	76.6	15,352	80.2	16,310
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	22.6	16,168	36.6	8,304	47.0	7,064	29.8	14,922	33.5	16,040
		Cigarettes	8.2	15,728	16.0	8,166	23.6	6,937	14.1	14,521	13.3	15,756
		Marijuana	7.1	16,081	15.0	8,239	19.5	6,987	13.2	14,780	10.8	15,955
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	50.9	16,571	68.0	8,519	75.7	7,243	59.6	15,385	62.3	16,345
		Average age:	11.8 years		13.2 years		14.2 years		12.7 years		13.1 years	
	smoked a cigarette, even just a puff?	Cigarettes	25.4	16,587	39.4	8,511	50.6	7,246	34.7	15,375	34.8	16,364
		Average age:	11.6 years		12.9 years		14 years		12.6 years		12.9 years	
	smoked marijuana?	Marijuana	15.0	16,640	32.1	8,525	44.2	7,253	27.2	15,412	24.9	16,402
		Average age:	12.2 years		13.6 years		14.6 years		13.4 years		13.8 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
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Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Mohave County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

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Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Mohave County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,558	100	1,877	100	1,772	100	54,734	100
Grade								
8	567	36.4	459	24.5	549	31.0	25,695	46.9
10	608	39.0	835	44.5	701	39.6	16,089	29.4
12	383	24.6	583	31.1	522	29.5	12,950	23.7
Gender								
Male	723	46.9	894	48.9	851	48.9	26,213	48.8
Female	817	53.1	934	51.1	890	51.1	27,514	51.2
Ethnicity*								
Native American	19	1.2	44	2.4	124	5.9	4,812	7.4
African American	23	1.5	24	1.3	49	2.3	3,915	6.0
Hispanic	345	22.4	343	18.8	344	16.4	21,525	32.9
White	1,055	68.6	1,288	70.7	1,484	70.9	31,887	48.8
Asian	11	0.7	13	0.7	53	2.5	2,117	3.2
Pacific Islander	13	0.8	10	0.5	40	1.9	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

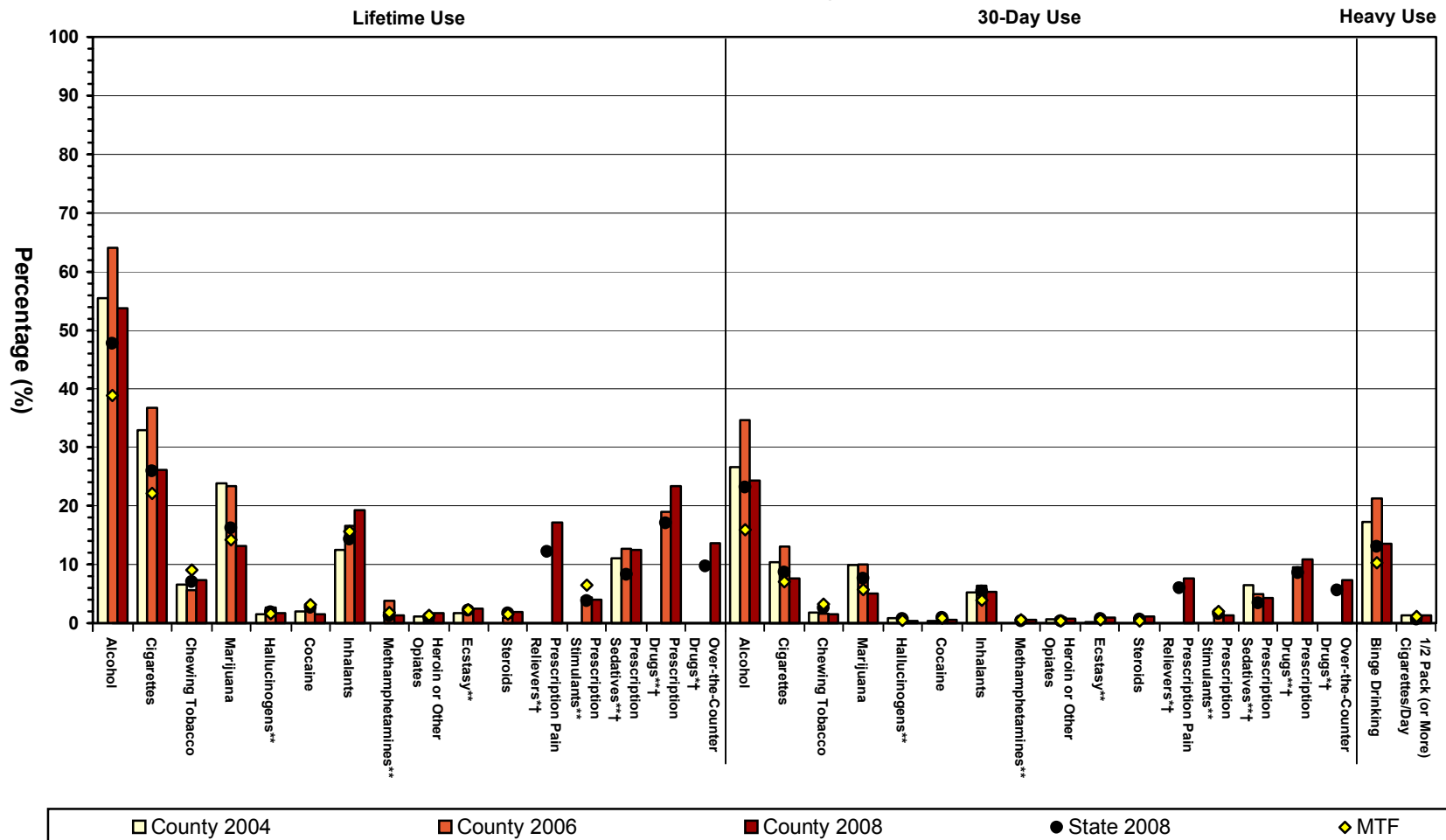
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Mohave County, Grade 8



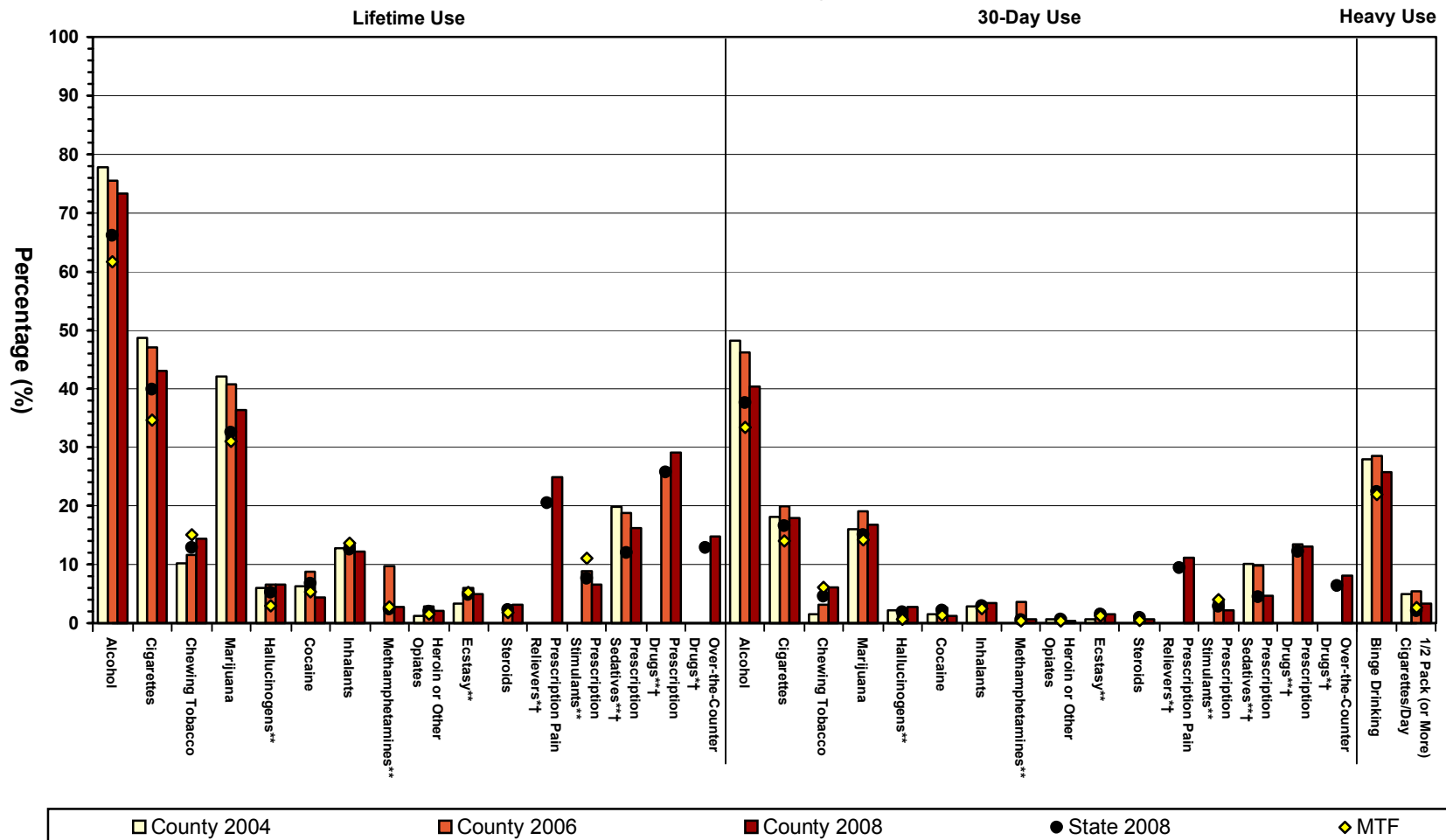
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Mohave County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

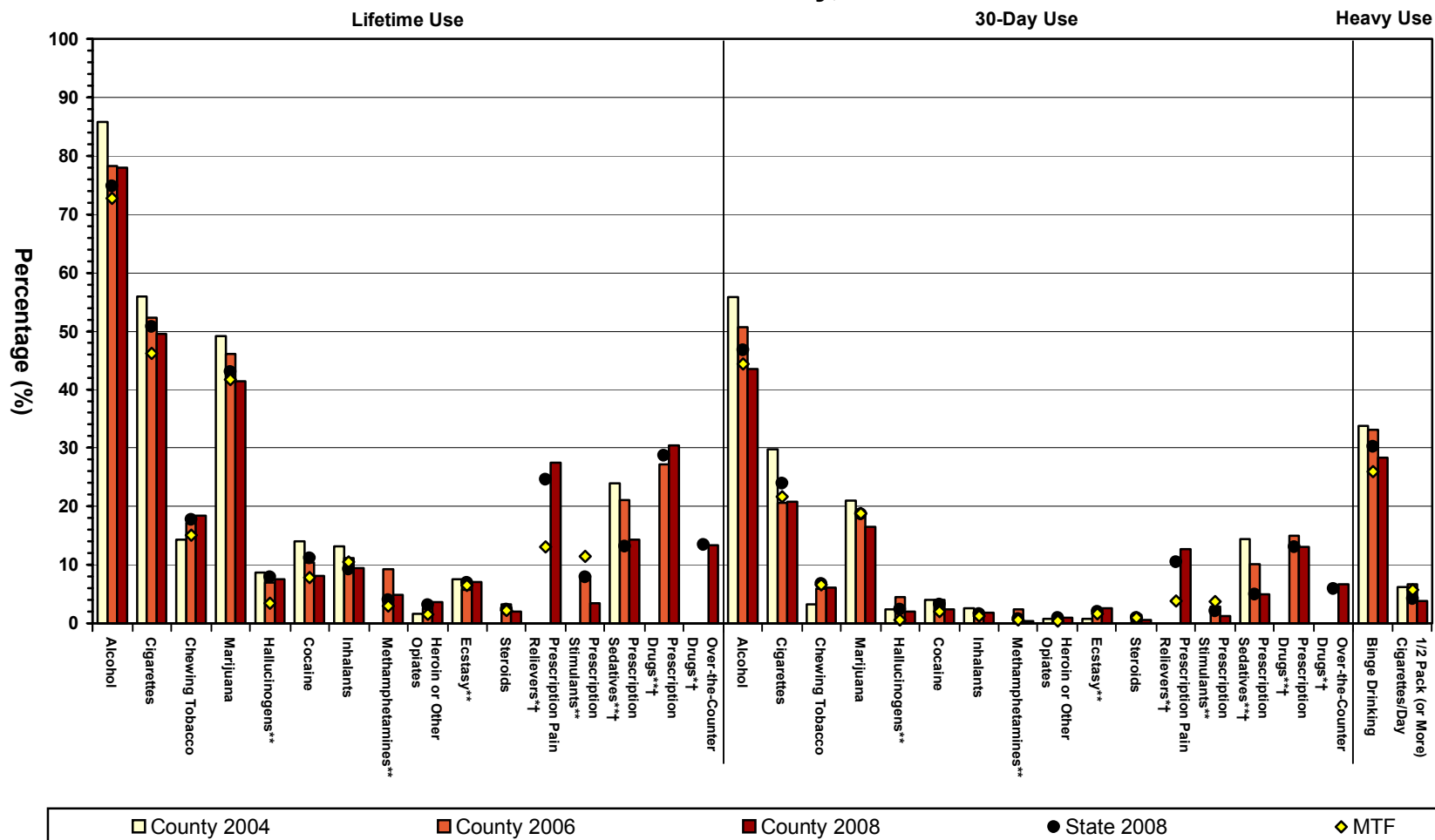
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Mohave County, Grade 12



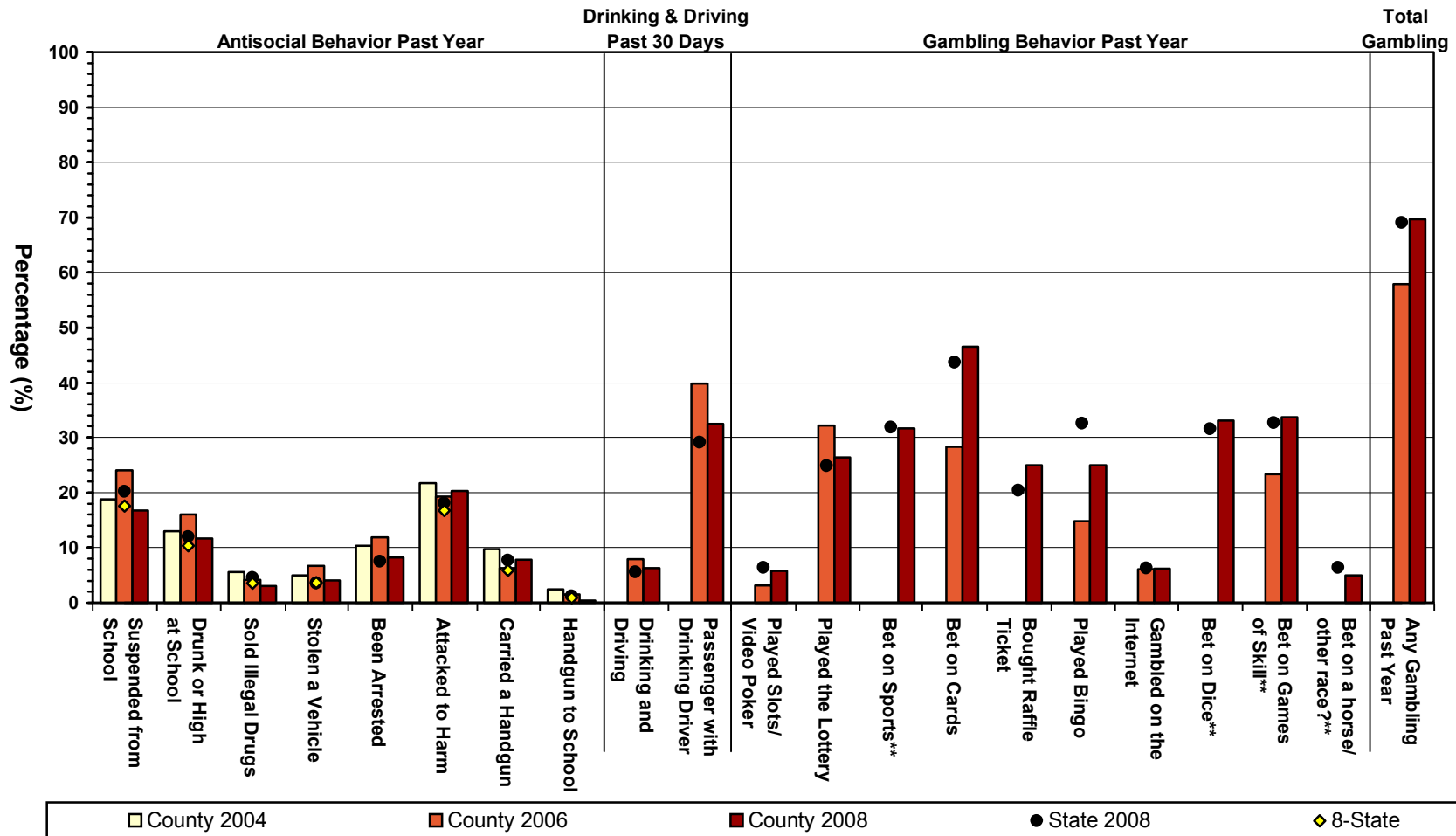
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Mohave County, Grade 8

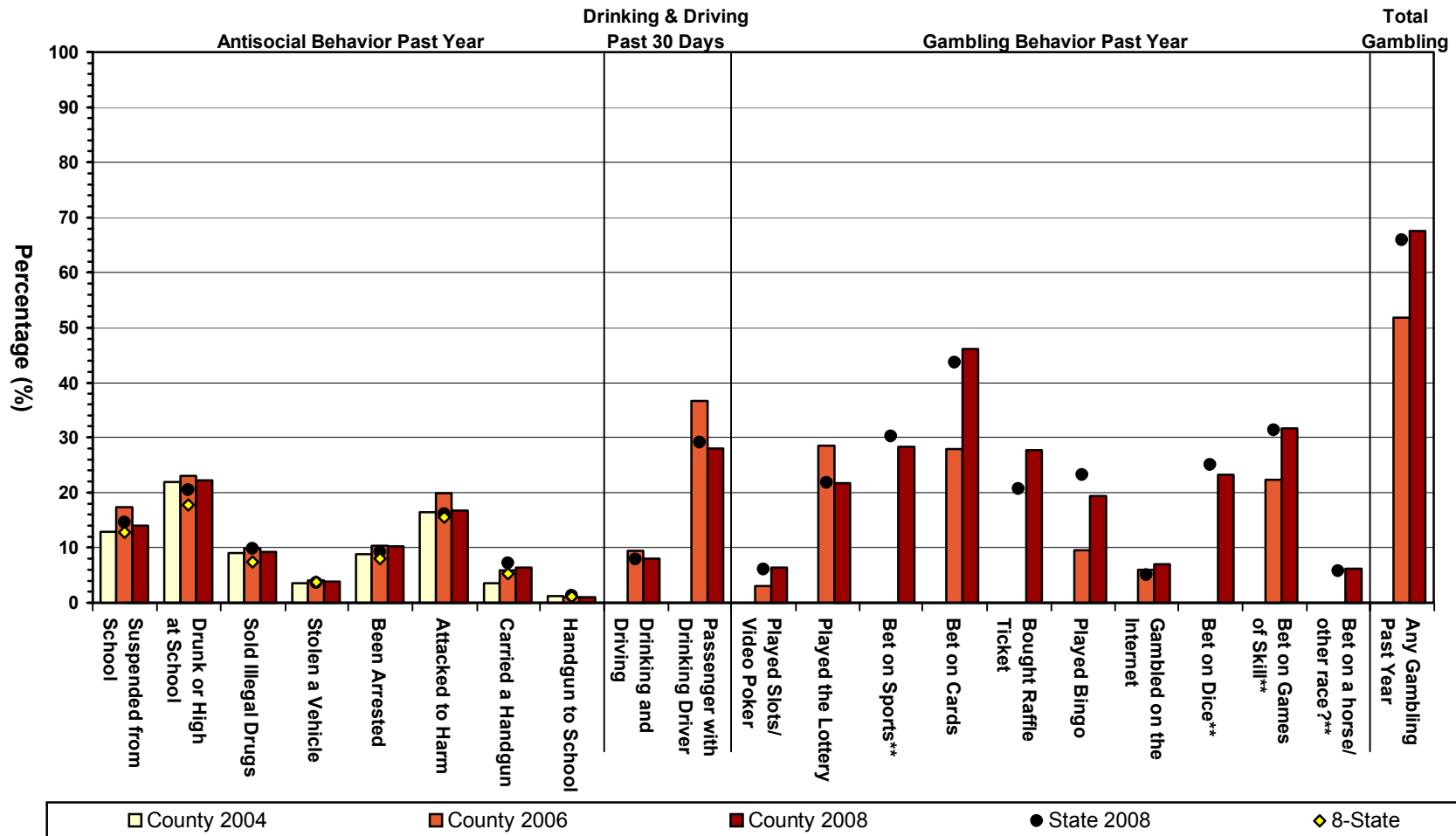


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Mohave County, Grade 10

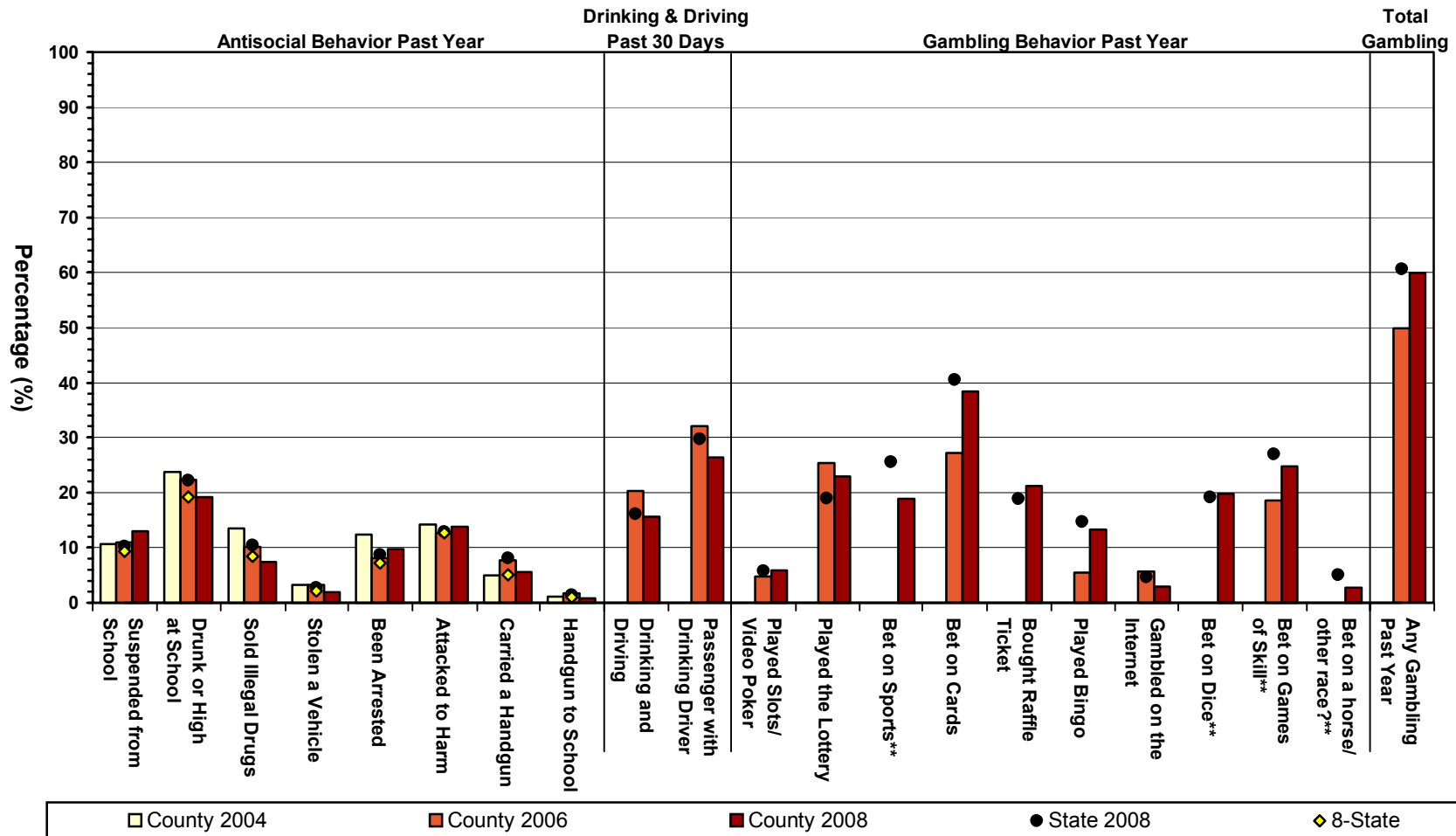


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Mohave County, Grade 12

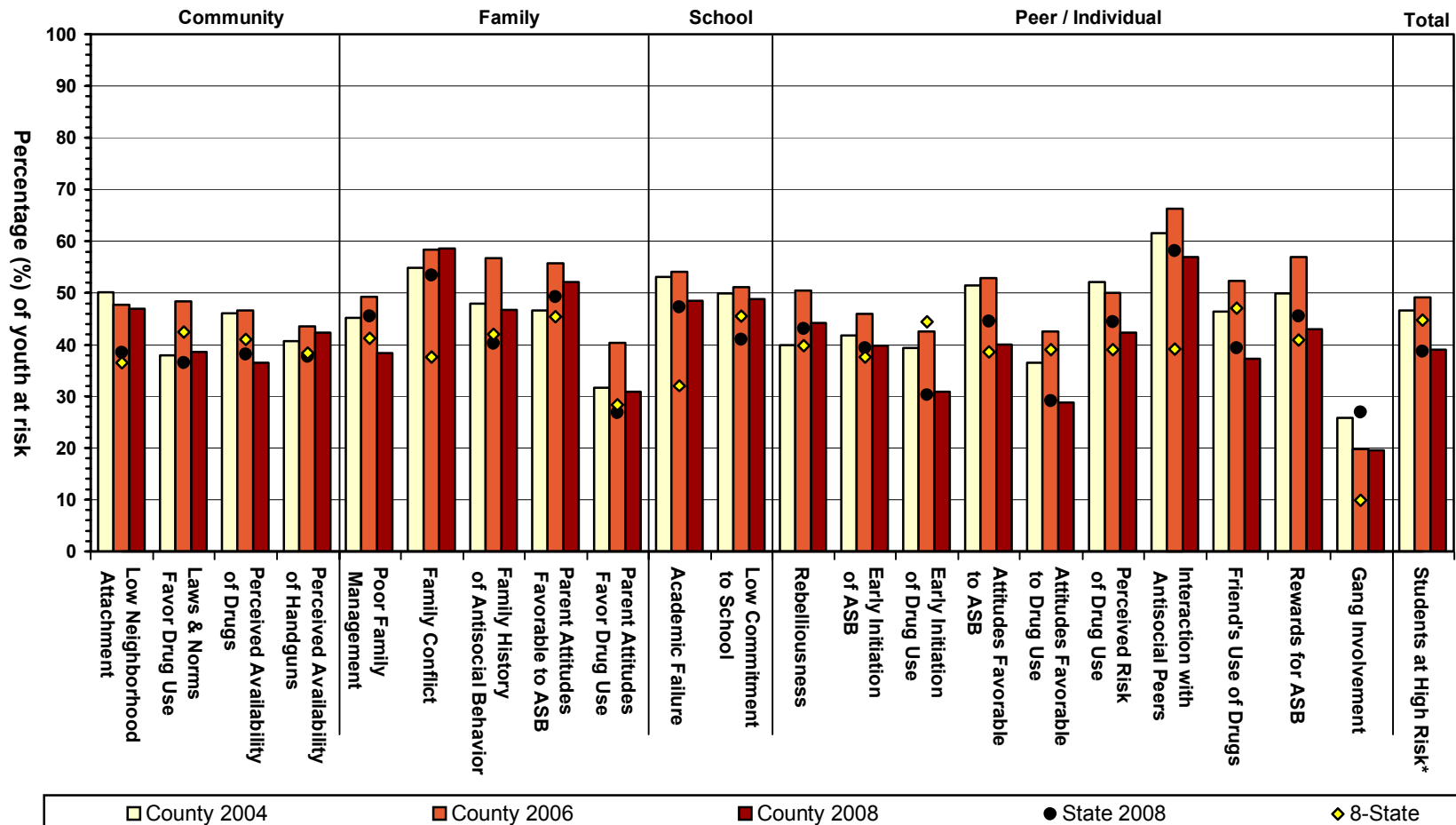


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

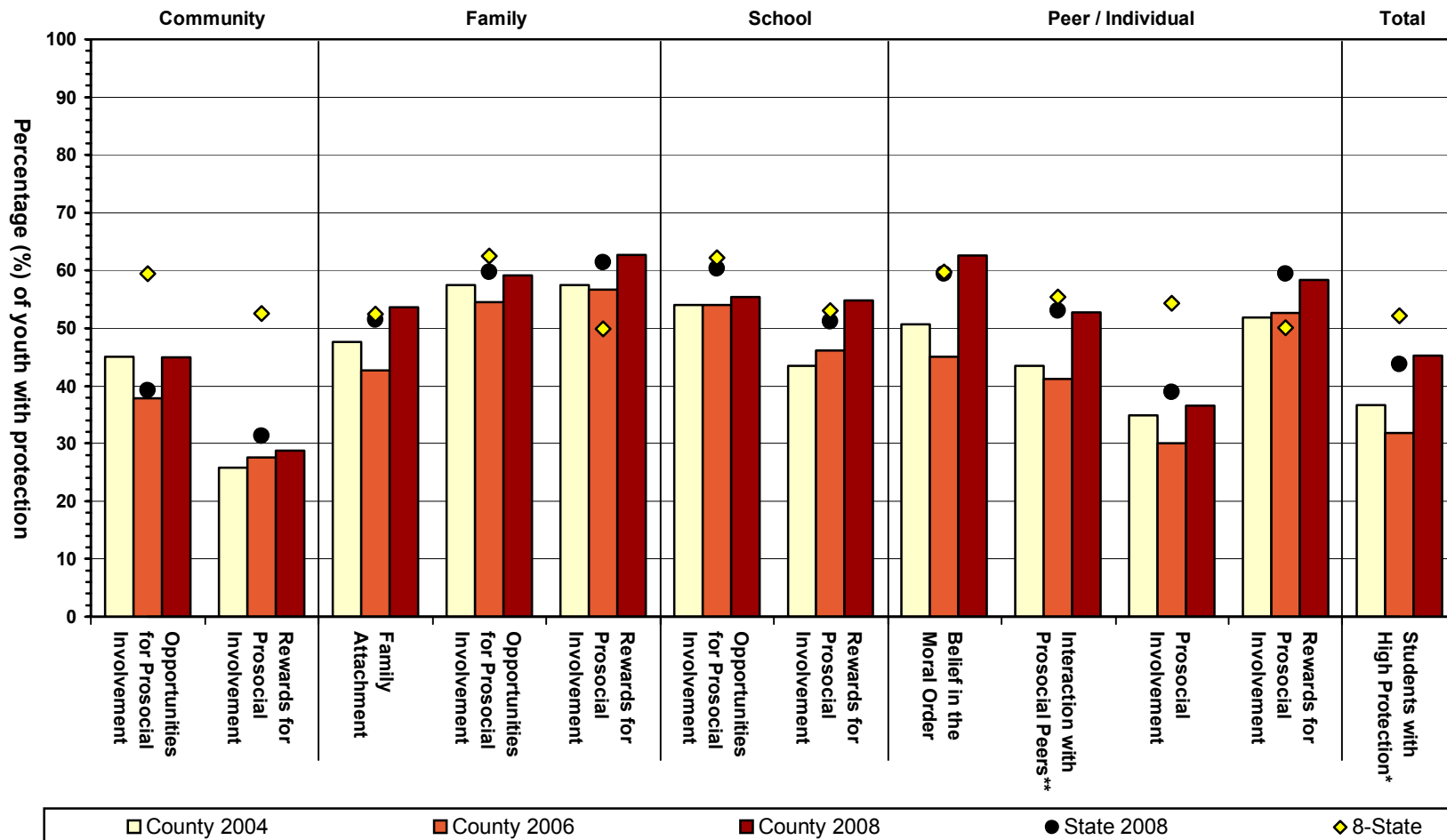
RISK PROFILE 2008 Mohave County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Mohave County, Grade 8



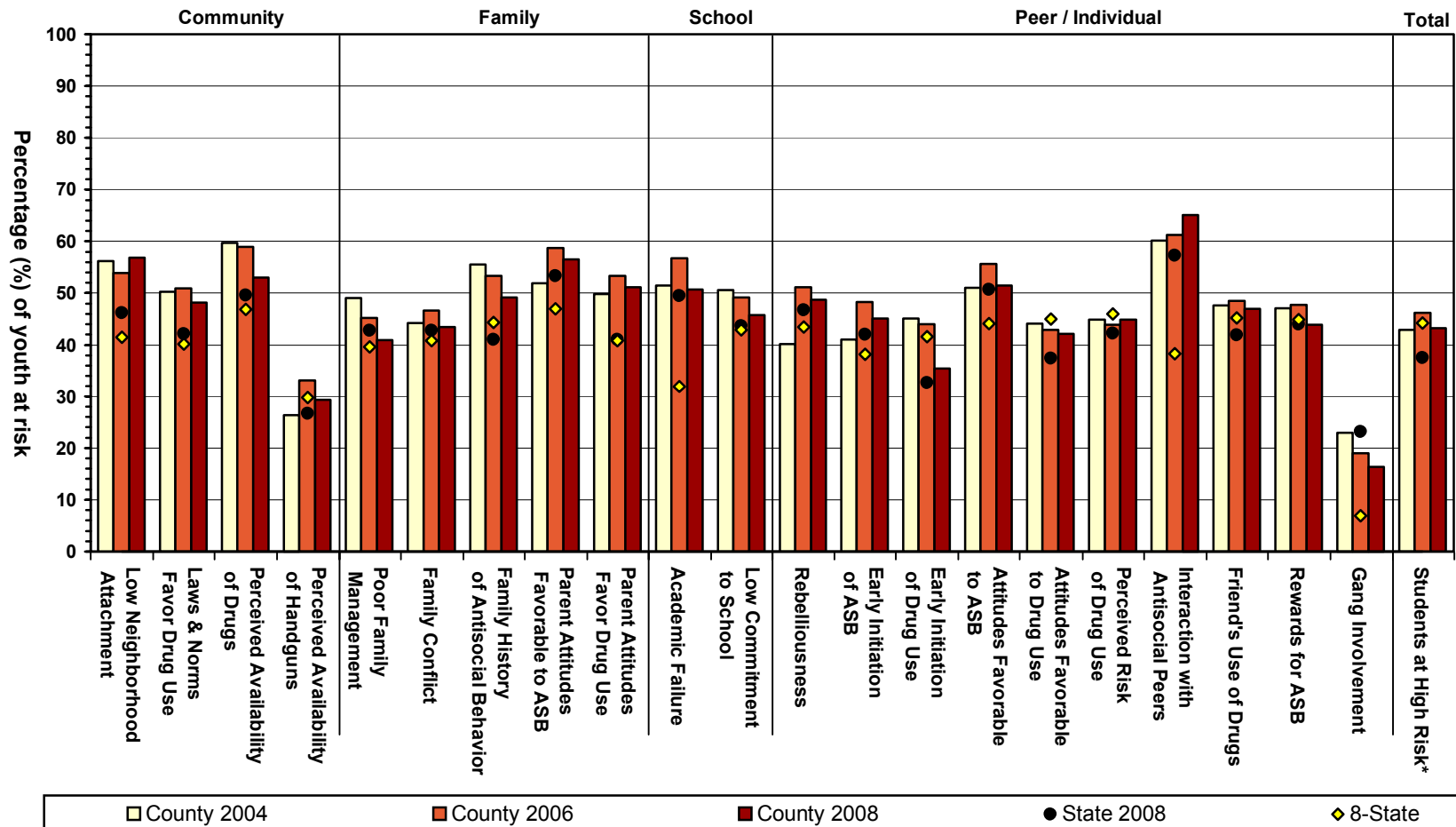
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

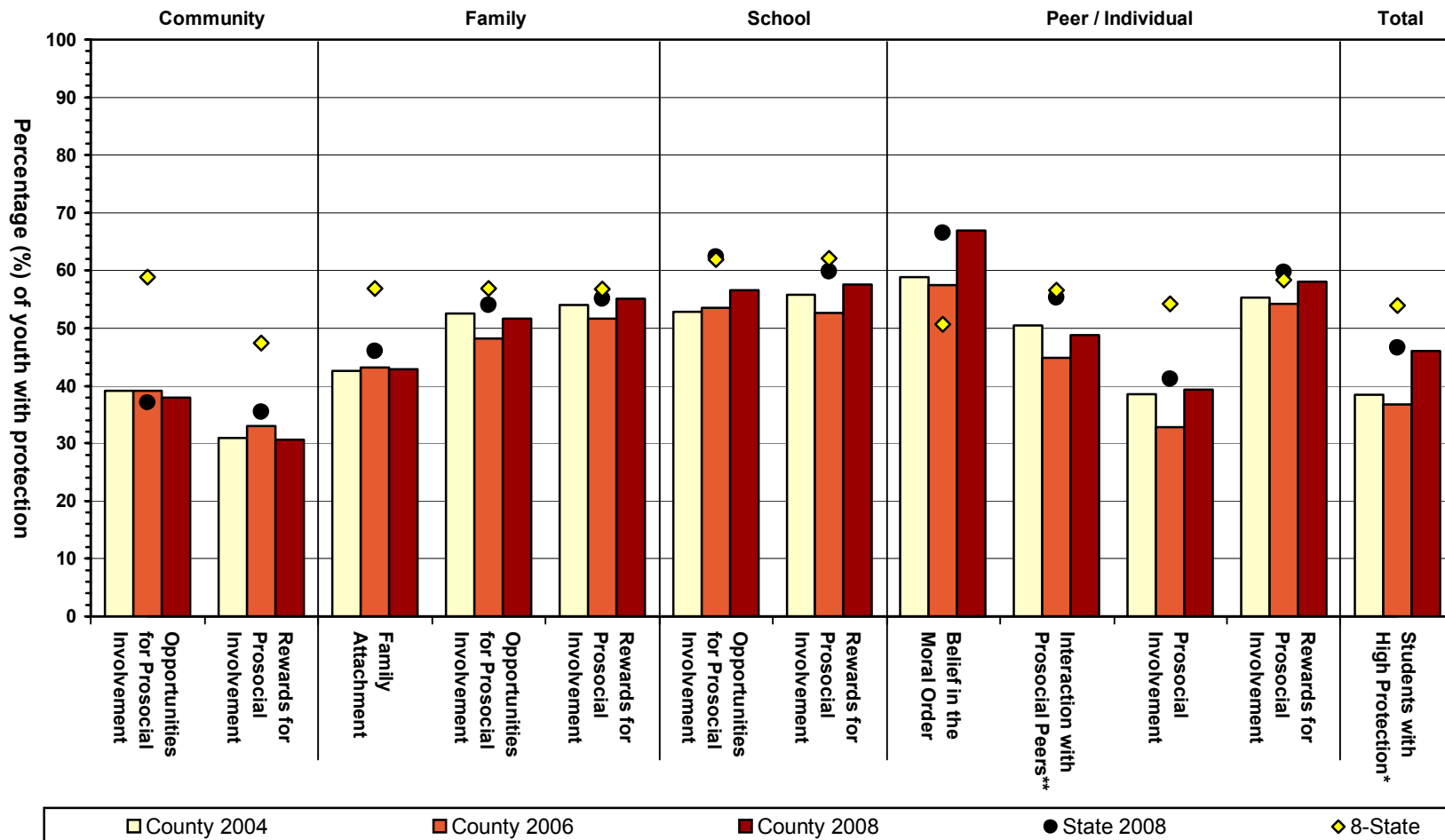
2008 Mohave County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Mohave County, Grade 10

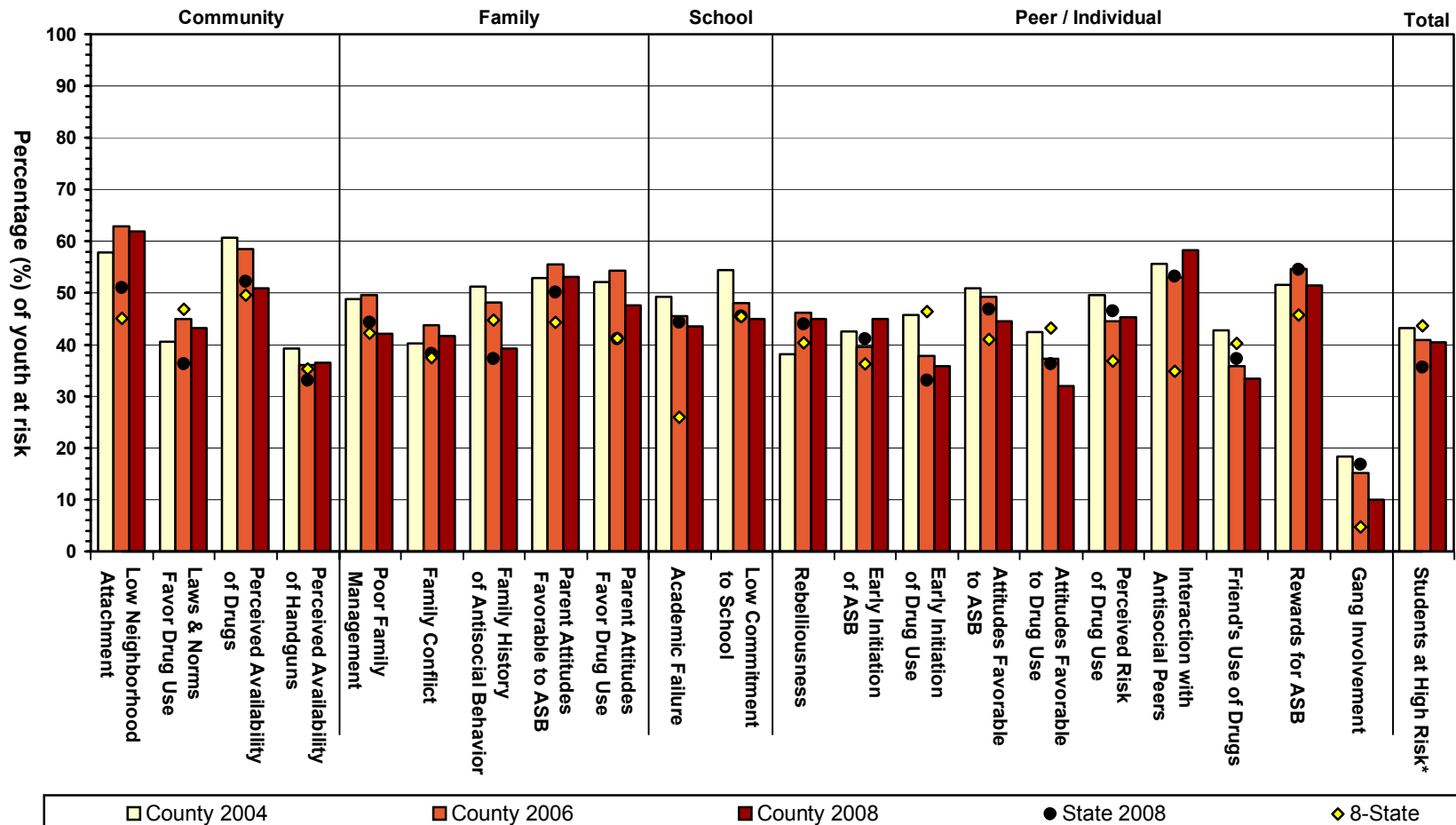


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

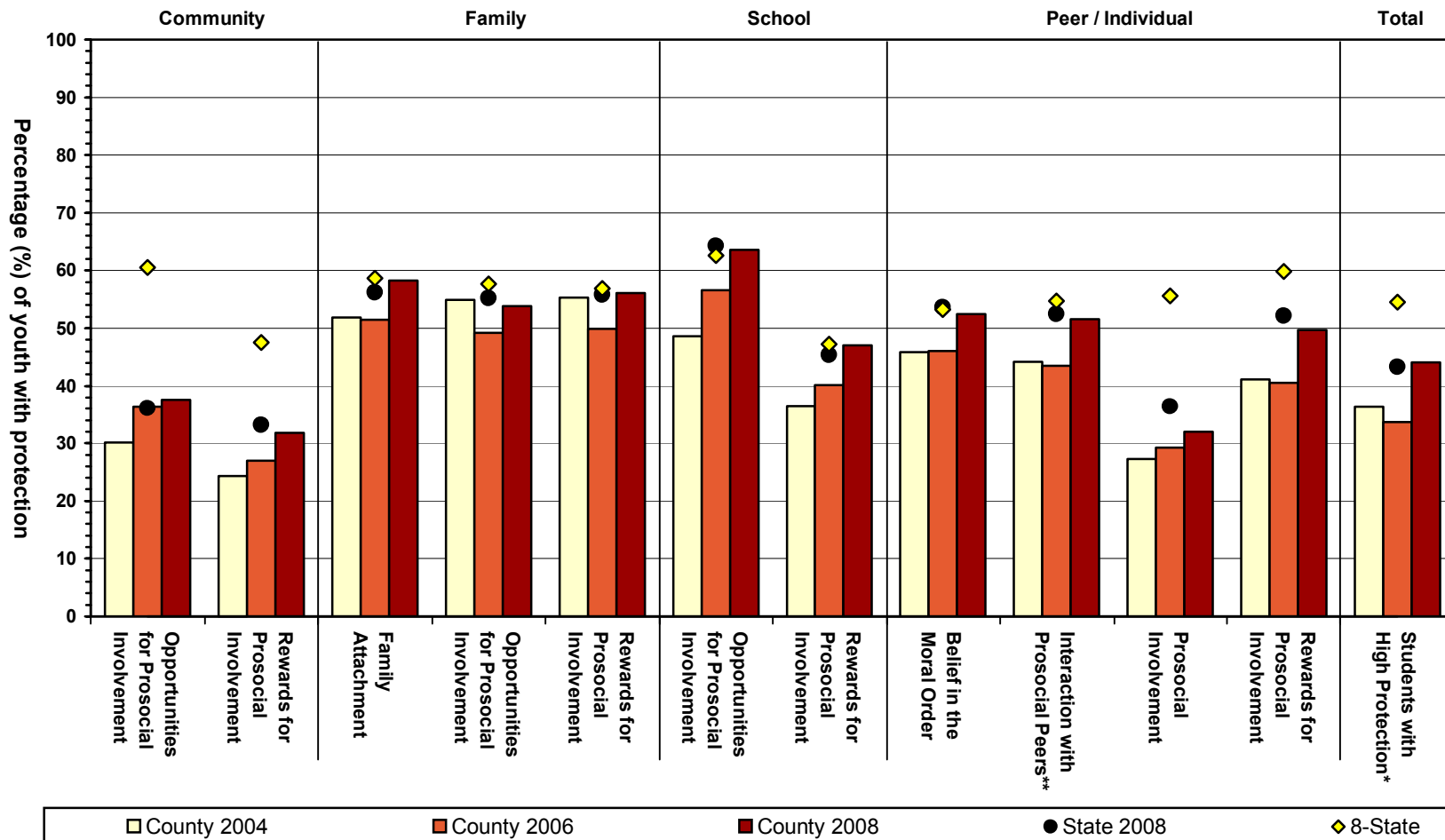
RISK PROFILE 2008 Mohave County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Mohave County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

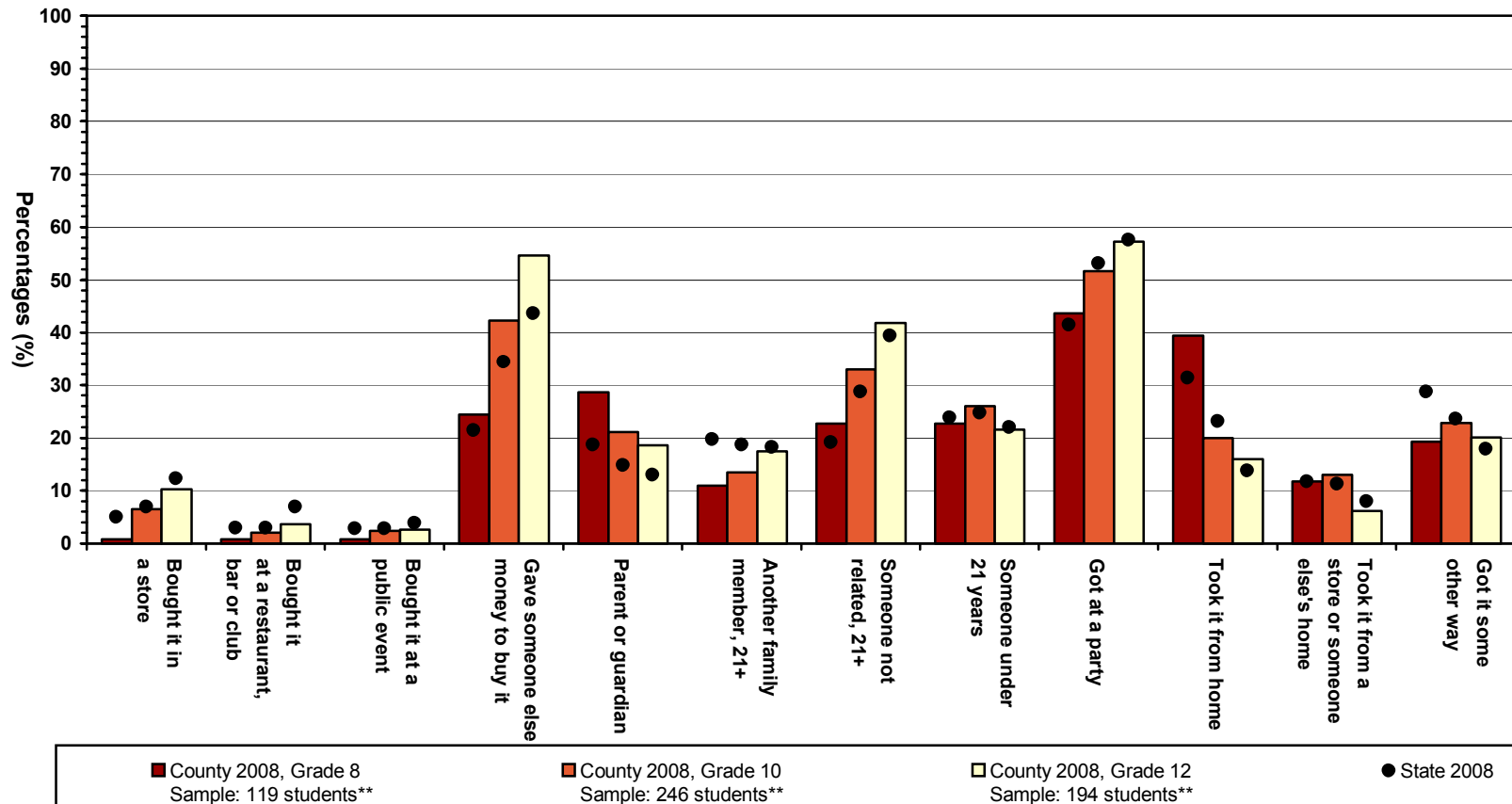
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Mohave County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



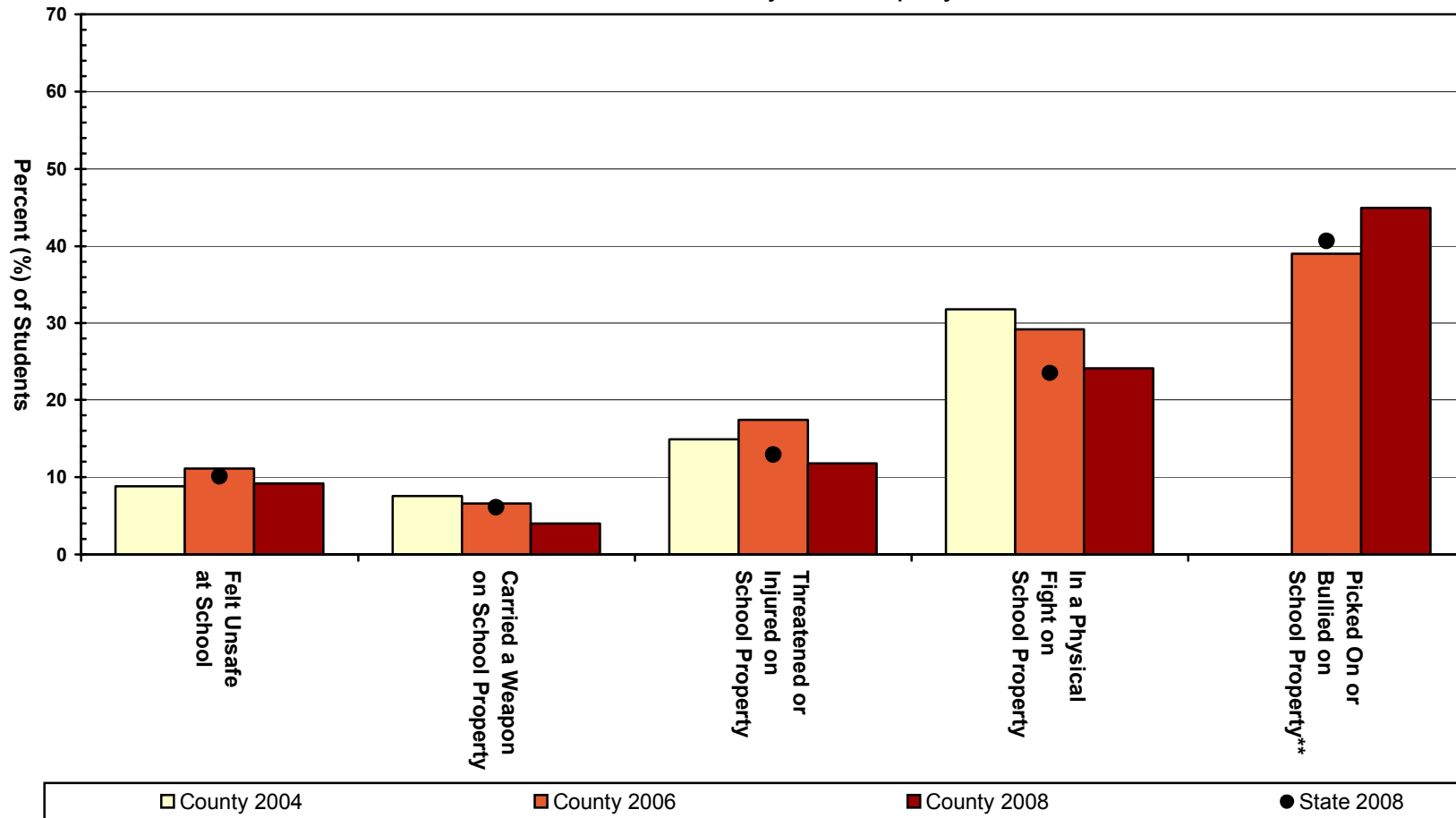
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

**Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Mohave County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



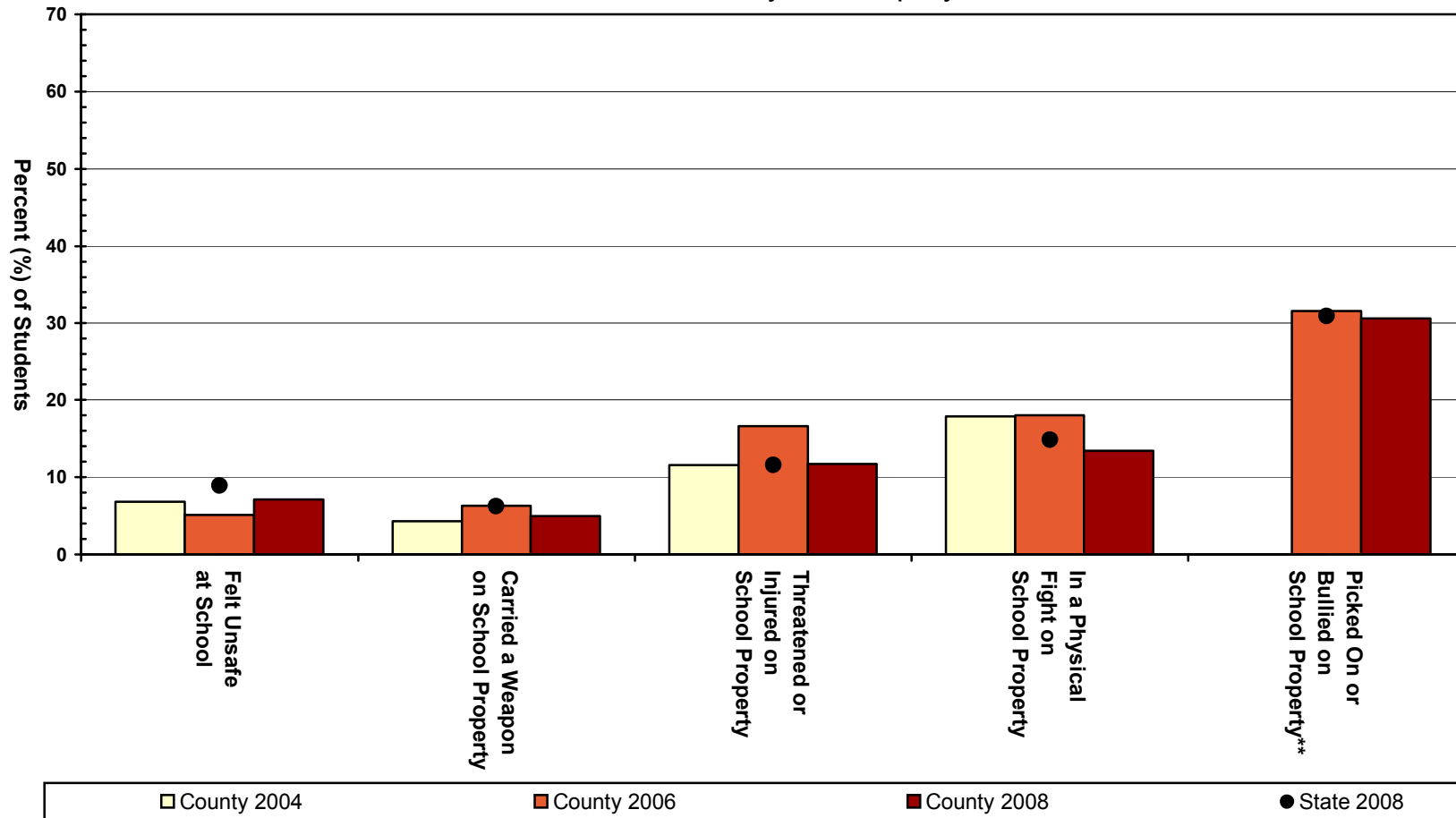
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Mohave County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



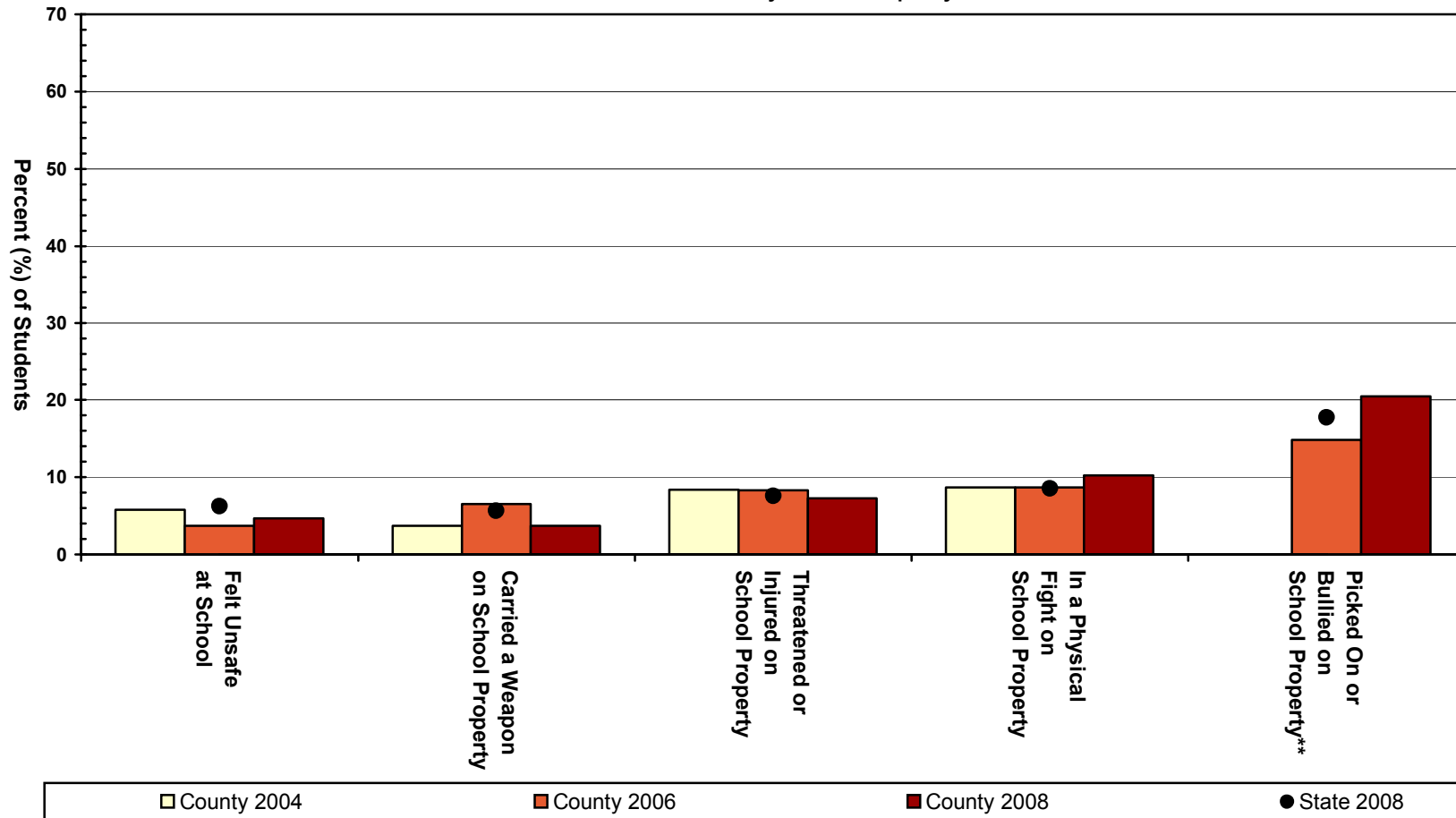
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Mohave County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	55.5	64.1	53.8	47.8	77.8	75.5	73.3	66.2	85.8	78.3	78.0	74.8
Cigarettes	smoked cigarettes?	32.9	36.8	26.1	25.9	48.7	47.1	43.1	39.9	56.0	52.3	49.6	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	6.6	5.6	7.3	7.1	10.2	11.6	14.4	12.9	14.3	17.2	18.4	17.7
Marijuana	used marijuana?	23.8	23.4	13.2	16.2	42.1	40.8	36.3	32.5	49.2	46.1	41.5	43.1
Hallucinogens**	used LSD or other hallucinogens?	1.5	2.7	1.7	1.9	6.0	6.6	6.6	5.2	8.7	7.0	7.5	7.9
Cocaine	used cocaine or crack?	2.0	3.0	1.5	2.7	6.3	8.8	4.4	6.8	14.0	10.4	8.1	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	12.5	16.6	19.3	14.3	12.8	13.3	12.2	12.6	13.2	11.2	9.4	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	3.8	1.3	1.2	n/a	9.7	2.8	2.4	n/a	9.2	4.9	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.1	1.3	1.7	1.0	1.2	2.9	2.1	2.0	1.6	2.6	3.6	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.7	1.8	2.5	2.2	3.3	6.0	5.0	4.9	7.5	5.7	7.1	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.0	1.9	1.7	n/a	1.9	3.1	2.3	n/a	3.2	2.0	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	17.2	12.2	n/a	n/a	24.9	20.5	n/a	n/a	27.5	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.6	n/a	n/a	n/a	6.5	n/a	n/a	n/a	10.6	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.4	4.0	3.8	n/a	8.9	6.6	7.6	n/a	8.1	3.4	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	11.1	12.7	12.5	8.3	19.8	18.8	16.2	12.0	23.9	21.1	14.3	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	19.0	23.4	17.1	n/a	25.3	29.1	25.7	n/a	27.2	30.4	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	13.6	9.7	n/a	n/a	14.8	12.9	n/a	n/a	13.3	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	26.6	34.6	24.3	23.2	48.2	46.2	40.4	37.7	55.9	50.7	43.6	46.8
Cigarettes	smoked cigarettes?	10.4	13.1	7.6	8.7	18.1	19.9	17.9	16.6	29.7	20.6	20.8	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.8	1.6	1.5	2.6	1.5	3.1	6.1	4.6	3.2	5.9	6.1	6.8
Marijuana	used marijuana?	9.9	10.0	5.1	7.6	16.0	19.1	16.8	15.1	21.0	18.4	16.5	18.7
Hallucinogens**	used LSD or other hallucinogens?	0.9	1.0	0.4	0.8	2.2	2.3	2.8	1.9	2.4	4.5	2.0	2.4
Cocaine	used cocaine or crack?	0.4	0.5	0.6	1.0	1.5	2.7	1.2	2.2	4.0	4.0	2.4	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.2	6.4	5.3	5.4	2.9	3.3	3.4	3.0	2.6	1.8	1.8	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.8	0.6	0.4	n/a	3.6	0.7	0.6	n/a	2.4	0.4	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.7	1.0	0.8	0.4	0.7	1.0	0.4	0.7	0.8	0.8	1.0	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.2	0.8	1.0	0.8	0.7	1.4	1.5	1.5	0.8	1.4	2.6	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.5	1.1	0.7	n/a	0.8	0.7	1.0	n/a	1.4	0.6	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	7.6	6.0	n/a	n/a	11.2	9.4	n/a	n/a	12.7	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	0.8	n/a	n/a	n/a	3.3	n/a	n/a	n/a	3.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.5	1.3	1.6	n/a	3.7	2.2	2.9	n/a	2.9	1.2	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	6.5	5.0	4.3	3.4	10.1	9.8	4.7	4.5	14.4	10.1	5.0	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	9.5	10.9	8.6	n/a	13.4	13.1	12.2	n/a	15.0	13.1	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	7.3	5.6	n/a	n/a	8.1	6.4	n/a	n/a	6.7	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	17.3	21.3	13.5	13.1	27.9	28.5	25.7	22.4	33.7	33.1	28.3	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.3	1.2	1.3	0.7	5.0	5.4	3.3	2.1	6.2	6.7	3.8	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		18.8	24.0	16.7	20.2	12.9	17.3	14.0	14.6	10.6	11.0	13.0	10.2
Drunk or High at School		13.0	16.0	11.7	12.0	21.9	23.0	22.2	20.5	23.7	22.3	19.2	22.2
Sold Illegal Drugs		5.6	4.2	3.0	4.6	9.0	9.8	9.2	9.8	13.5	10.1	7.4	10.4
Stolen or Tried to Steal a Motor Vehicle		5.0	6.7	4.1	3.6	3.6	4.1	3.9	3.7	3.2	3.2	1.9	2.7
Been Arrested		10.3	11.9	8.2	7.5	8.8	10.3	10.2	9.2	12.4	8.1	9.7	8.7
Attacked Someone with the Idea of Seriously Hurting Them		21.7	19.3	20.3	18.1	16.4	19.9	16.7	16.1	14.2	12.7	13.8	12.9
Carried a Handgun		9.7	6.3	7.8	7.7	3.5	5.9	6.4	7.2	5.0	7.7	5.6	8.1
Carried a Handgun to School		2.4	1.5	0.4	1.2	1.2	1.0	1.0	1.3	1.1	1.7	0.8	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	7.9	6.3	5.6	n/a	9.4	8.0	7.9	n/a	20.3	15.6	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	39.9	32.5	29.1	n/a	36.7	28.0	29.1	n/a	32.0	26.4	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	57.9	69.7	69.1	n/a	51.8	67.5	65.9	n/a	49.9	59.9	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	3.1	5.8	6.4	n/a	3.0	6.4	6.1	n/a	4.8	5.9	5.8
Played the lottery or scratch-off tickets?	n/a	32.1	26.4	24.8	n/a	28.5	21.7	21.8	n/a	25.4	22.9	19.0
Bet on sports?*	n/a	n/a	31.6	31.8	n/a	n/a	28.3	30.2	n/a	n/a	18.9	25.6
Played cards?	n/a	28.3	46.6	43.7	n/a	27.9	46.1	43.7	n/a	27.2	38.4	40.6
Bought a raffle ticket?	n/a	n/a	25.0	20.4	n/a	n/a	27.7	20.7	n/a	n/a	21.2	18.9
Played bingo?	n/a	14.8	25.0	32.6	n/a	9.5	19.4	23.2	n/a	5.5	13.3	14.7
Gambled on the Internet?	n/a	6.1	6.2	6.3	n/a	6.0	7.0	5.1	n/a	5.7	2.9	4.7
Played a dice game?*	n/a	n/a	33.1	31.5	n/a	n/a	23.2	25.1	n/a	n/a	19.8	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	23.3	33.7	32.7	n/a	22.3	31.6	31.3	n/a	18.6	24.7	27.0
Bet on a horse or other animal race?*	n/a	n/a	5.0	6.4	n/a	n/a	6.2	5.8	n/a	n/a	2.7	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	45.1	37.9	45.0	39.3	39.2	39.2	38.0	37.1	30.1	36.3	37.6	36.1
Rewards for Prosocial Involvement	25.8	27.6	28.7	31.3	30.9	33.0	30.6	35.4	24.3	27.0	31.8	33.2
Family Domain												
Family Attachment	47.6	42.7	53.6	51.5	42.6	43.2	42.9	46.1	51.9	51.5	58.3	56.2
Opportunities for Prosocial Involvement	57.5	54.5	59.2	59.7	52.6	48.2	51.7	54.0	54.9	49.2	53.8	55.2
Rewards for Prosocial Involvement	57.5	56.7	62.7	61.4	54.0	51.7	55.1	55.1	55.3	49.9	56.1	55.8
School Domain												
Opportunities for Prosocial Involvement	54.0	54.0	55.4	60.3	52.9	53.5	56.6	62.4	48.6	56.6	63.6	64.3
Rewards for Prosocial Involvement	43.5	46.2	54.8	51.2	55.8	52.7	57.6	59.8	36.4	40.2	47.0	45.4
Peer-Individual Domain												
Belief in the Moral Order	50.7	45.1	62.6	59.4	58.9	57.5	66.9	66.5	45.9	46.1	52.5	53.6
Interaction with Prosocial Peers*	43.5	41.2	52.8	53.1	50.5	44.9	48.8	55.3	44.2	43.5	51.6	52.5
Prosocial Involvement	34.8	30.0	36.5	39.0	38.6	32.8	39.4	41.2	27.3	29.2	32.0	36.4
Rewards for Prosocial Involvement	51.9	52.7	58.4	59.4	55.3	54.2	58.1	59.7	41.1	40.6	49.7	52.2
Total Protection												
Students with High Protection**	36.6	31.8	45.3	43.8	38.5	36.7	46.1	46.7	36.3	33.7	44.1	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	50.2	47.8	47.0	38.5	56.2	53.9	56.9	46.2	57.8	62.9	61.9	51.0
Laws & Norms Favor Drug Use	38.0	48.4	38.6	36.6	50.3	50.9	48.2	42.1	40.6	45.0	43.3	36.3
Perceived Availability of Drugs	46.1	46.6	36.5	38.2	59.7	58.9	53.0	49.6	60.7	58.5	50.9	52.2
Perceived Availability of Handguns	40.7	43.6	42.4	37.8	26.3	33.2	29.3	26.7	39.3	36.1	36.5	33.1
Family Domain												
Poor Family Management	45.2	49.3	38.4	45.5	49.1	45.2	40.9	42.8	48.9	49.6	42.2	44.3
Family Conflict	54.9	58.4	58.6	53.5	44.2	46.6	43.5	42.8	40.3	43.8	41.7	38.3
Family History of Antisocial Behavior	48.0	56.7	46.8	40.3	55.5	53.4	49.2	41.1	51.3	48.2	39.3	37.3
Parent Attitudes Favorable to ASB	46.7	55.8	52.1	49.3	51.9	58.7	56.5	53.4	52.9	55.5	53.1	50.2
Parent Attitudes Favor Drug Use	31.7	40.4	30.9	26.8	49.8	53.4	51.1	41.1	52.1	54.3	47.6	41.2
School Domain												
Academic Failure	53.1	54.1	48.5	47.3	51.5	56.7	50.7	49.5	49.3	45.6	43.6	44.4
Low Commitment to School	49.9	51.2	48.8	41.0	50.6	49.2	45.8	43.7	54.5	48.1	45.0	45.6
Peer-Individual Domain												
Rebelliousness	40.0	50.5	44.2	43.1	40.2	51.2	48.7	46.8	38.2	46.2	45.0	44.0
Early Initiation of ASB	41.8	46.0	39.8	39.4	41.1	48.3	45.1	42.0	42.6	39.6	45.0	41.2
Early Initiation of Drug Use	39.4	42.6	30.9	30.3	45.1	44.0	35.5	32.7	45.8	37.9	35.9	33.1
Attitudes Favorable to ASB	51.5	52.9	40.1	44.6	51.0	55.6	51.5	50.7	50.9	49.3	44.6	46.9
Attitudes Favorable to Drug Use	36.5	42.6	28.8	29.1	44.1	42.9	42.2	37.4	42.5	37.3	32.0	36.3
Perceived Risk of Drug Use	52.1	50.1	42.4	44.5	44.9	43.9	44.9	42.3	49.6	44.6	45.3	46.5
Interaction with Antisocial Peers	61.6	66.3	57.0	58.2	60.2	61.3	65.1	57.3	55.6	53.0	58.3	53.2
Friend's Use of Drugs	46.4	52.4	37.3	39.4	47.6	48.5	47.0	41.9	42.8	35.9	33.5	37.3
Rewards for ASB	50.0	57.0	43.0	45.6	47.1	47.8	43.9	44.0	51.6	54.7	51.5	54.6
Gang Involvement	25.8	19.8	19.5	26.9	22.9	19.0	16.4	23.2	18.3	15.2	10.0	16.8
Total Risk												
Students at High Risk*	46.6	49.2	39.1	38.7	42.9	46.2	43.3	37.5	43.2	40.9	40.5	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	119	4,418	246	4,872	194	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	0.8	5.0	6.5	6.9	10.3	12.3
I bought it at a restaurant, bar, or club	0.8	3.0	2.0	3.0	3.6	7.0
I bought it at a public event such as a concert or sporting event	0.8	2.9	2.4	2.9	2.6	3.9
I gave someone else money to buy it for me	24.4	21.4	42.3	34.4	54.6	43.7
My parent or guardian gave it to me	28.6	18.7	21.1	14.8	18.6	13.0
Another family member who is 21 or older gave it to me	10.9	19.7	13.4	18.7	17.5	18.2
Someone not related to me who is 21 or older gave it to me	22.7	19.2	32.9	28.7	41.8	39.5
Someone under the age of 21 gave it to me	22.7	23.8	26.0	24.8	21.6	22.0
I got it at a party	43.7	41.5	51.6	53.1	57.2	57.6
I took it from home	39.5	31.4	19.9	23.2	16.0	13.8
I took it from a store or someone else's home	11.8	11.7	13.0	11.3	6.2	8.0
I got it some other way	19.3	28.7	22.8	23.6	20.1	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	85.1	82.6	88.2	87.1	88.4	83.4	88.3	88.4	91.6	91.7	92.7	92.4
	1 time	7.4	7.7	5.4	6.6	5.5	7.2	5.7	5.9	3.9	3.5	4.1	3.9
	2-3 times	3.8	5.4	4.1	3.5	3.3	5.6	3.3	3.0	2.4	2.0	2.4	2.0
	4-5 times	1.3	1.1	1.3	1.0	1.7	1.1	0.4	0.8	0.5	0.9	0.4	0.6
	6-7 times	0.4	0.5	0.6	0.4	0.0	0.4	0.4	0.4	0.5	0.0	0.0	0.2
	8-9 times	0.2	0.7	0.0	0.3	0.2	0.1	0.1	0.3	0.0	0.4	0.0	0.2
	10-11 times	0.5	0.2	0.0	0.1	0.2	0.0	0.0	0.2	0.0	0.4	0.2	0.1
	12 or more times	1.4	1.8	0.4	0.9	0.8	2.2	1.7	1.1	1.1	1.1	0.2	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	68.2	70.8	75.8	76.5	82.1	82.0	86.6	85.2	91.3	91.3	89.8	91.5
	1 time	16.3	16.3	12.2	12.9	9.5	10.3	8.3	8.8	5.6	4.4	6.5	5.0
	2-3 times	9.9	8.8	8.1	6.9	5.6	5.3	3.1	3.9	2.4	2.6	2.2	2.1
	4-5 times	3.1	1.8	1.9	1.7	1.3	1.0	0.6	0.7	0.3	0.7	0.2	0.4
	6-7 times	0.4	0.9	0.2	0.6	0.5	0.1	0.4	0.4	0.0	0.2	0.2	0.3
	8-9 times	0.7	0.2	0.9	0.4	0.0	0.4	0.0	0.2	0.3	0.0	0.0	0.2
	10-11 times	0.5	0.2	0.4	0.3	0.2	0.0	0.1	0.1	0.0	0.0	0.4	0.1
	12 or more times	0.9	0.9	0.6	0.7	0.8	1.0	0.9	0.7	0.3	0.7	0.8	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	61.0	55.1	59.4	n/a	68.4	69.4	69.1	n/a	85.2	79.5	82.3
	1 time	n/a	19.1	13.6	13.2	n/a	14.8	8.7	10.3	n/a	6.1	8.0	6.6
	2-3 times	n/a	13.7	12.0	11.5	n/a	11.6	10.3	9.6	n/a	6.8	6.1	5.7
	4-5 times	n/a		4.1	4.3	n/a		2.6	3.2	n/a		2.2	1.5
	6-7 times	n/a		1.1	1.9	n/a		1.0	1.4	n/a		1.2	0.8
	8-9 times	n/a		0.6	1.2	n/a		0.6	1.1	n/a		0.0	0.5
	10-11 times	n/a		0.6	0.8	n/a		1.0	0.6	n/a		0.8	0.3
	12 or more times	n/a	6.2	12.9	7.7	n/a	5.2	6.4	4.6	n/a	1.8	2.3	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	91.2	88.9	90.8	89.9	93.2	94.9	92.9	91.1	94.2	96.3	95.3	93.8
	1 day	5.4	6.3	5.1	5.8	3.3	2.6	4.2	5.1	2.9	2.0	3.1	3.3
	2-3 days	1.4	1.6	2.8	2.7	1.5	1.5	1.9	2.2	1.1	0.4	0.8	1.8
	4-5 days	0.2	0.7	0.4	0.6	0.5	0.2	0.3	0.6	0.8	0.6	0.4	0.4
	6 or more days	1.8	2.5	0.9	1.0	1.5	0.7	0.7	1.0	1.1	0.7	0.4	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	92.4	93.4	96.0	93.9	95.7	93.7	95.0	93.8	96.3	93.5	96.3	94.4
	1 day	2.5	2.3	2.3	3.1	1.2	2.0	1.6	2.2	1.3	1.7	2.0	1.5
	2-3 days	1.8	1.6	1.1	1.3	1.3	1.0	0.7	1.2	0.3	0.7	0.4	1.1
	4-5 days	0.7	0.7	0.2	0.5	0.2	0.2	0.4	0.5	0.0	0.4	0.0	0.5
	6 or more days	2.5	2.1	0.4	1.2	1.7	3.1	2.2	2.2	2.1	3.7	1.4	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	57.8	516	56.8	672	60.3	496	51.8	796	63.8	861
	smoke 1 or more packs or cigarettes per day	Cigarettes	89.6	518	89.2	673	90.2	498	88.1	795	91.1	867
	smoke marijuana regularly	Marijuana	83.8	500	70.7	651	73.3	487	70.6	776	79.8	837
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	89.5	496	74.7	637	69.8	477	75.3	758	80.2	827
	smoke cigarettes	Cigarettes	97.0	496	91.2	648	85.9	476	90.7	760	92.6	834
	smoke marijuana	Marijuana	95.3	493	90.5	639	89.9	475	90.7	751	92.9	831
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	75.9	539	53.5	692	53.3	516	58.2	833	62.5	885
	smoke cigarettes	Cigarettes	87.5	538	72.5	690	67.2	516	75.5	832	76.0	883
	smoke marijuana	Marijuana	87.0	538	70.5	688	72.4	514	74.2	831	78.1	880
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	24.3	534	40.4	683	43.6	509	34.9	820	37.6	878
		Cigarettes	7.6	527	17.9	676	20.8	499	15.4	804	15.3	871
		Marijuana	5.1	531	16.8	678	16.5	504	14.5	806	11.5	877
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	55.2	538	75.6	689	81.2	517	70.3	832	71.4	881
		Average age:	11.9 years		13.1 years		13.9 years		12.9 years		13.3 years	
	smoked a cigarette, even just a puff?	Cigarettes	26.5	533	45.9	690	52.9	518	41.6	834	42.4	876
		Average age:	11.6 years		12.8 years		13.6 years		12.7 years		12.9 years	
	smoked marijuana?	Marijuana	12.8	539	36.4	690	43.0	519	33.1	834	29.0	884
		Average age:	12.2 years		13.6 years		14.4 years		13.5 years		14.1 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

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White Mountain Apache Tribe

Apache Behavioral Health Services
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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
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Arizona Prevention Resource Center

(800) 432-2772
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Center for Violence Prevention and Community Safety

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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

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(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

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Office of Juvenile Justice and Delinquency Prevention

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Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Navajo County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

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Governor's Youth Commission

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Introduction

2008 Arizona Youth Survey Summary for Navajo County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,399	100	1,415	100	1,706	100	54,734	100
Grade								
8	449	32.1	558	39.4	489	28.7	25,695	46.9
10	512	36.6	496	35.1	682	40.0	16,089	29.4
12	438	31.3	361	25.5	535	31.4	12,950	23.7
Gender								
Male	652	47.1	664	47.7	800	47.4	26,213	48.8
Female	732	52.9	727	52.3	886	52.6	27,514	51.2
Ethnicity*								
Native American	731	52.7	607	44.0	746	39.0	4,812	7.4
African American	13	0.9	20	1.5	48	2.5	3,915	6.0
Hispanic	96	6.9	95	6.9	252	13.2	21,525	32.9
White	500	36.1	592	43.0	834	43.6	31,887	48.8
Asian	4	0.3	6	0.4	20	1.0	2,117	3.2
Pacific Islander	5	0.4	6	0.4	14	0.7	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

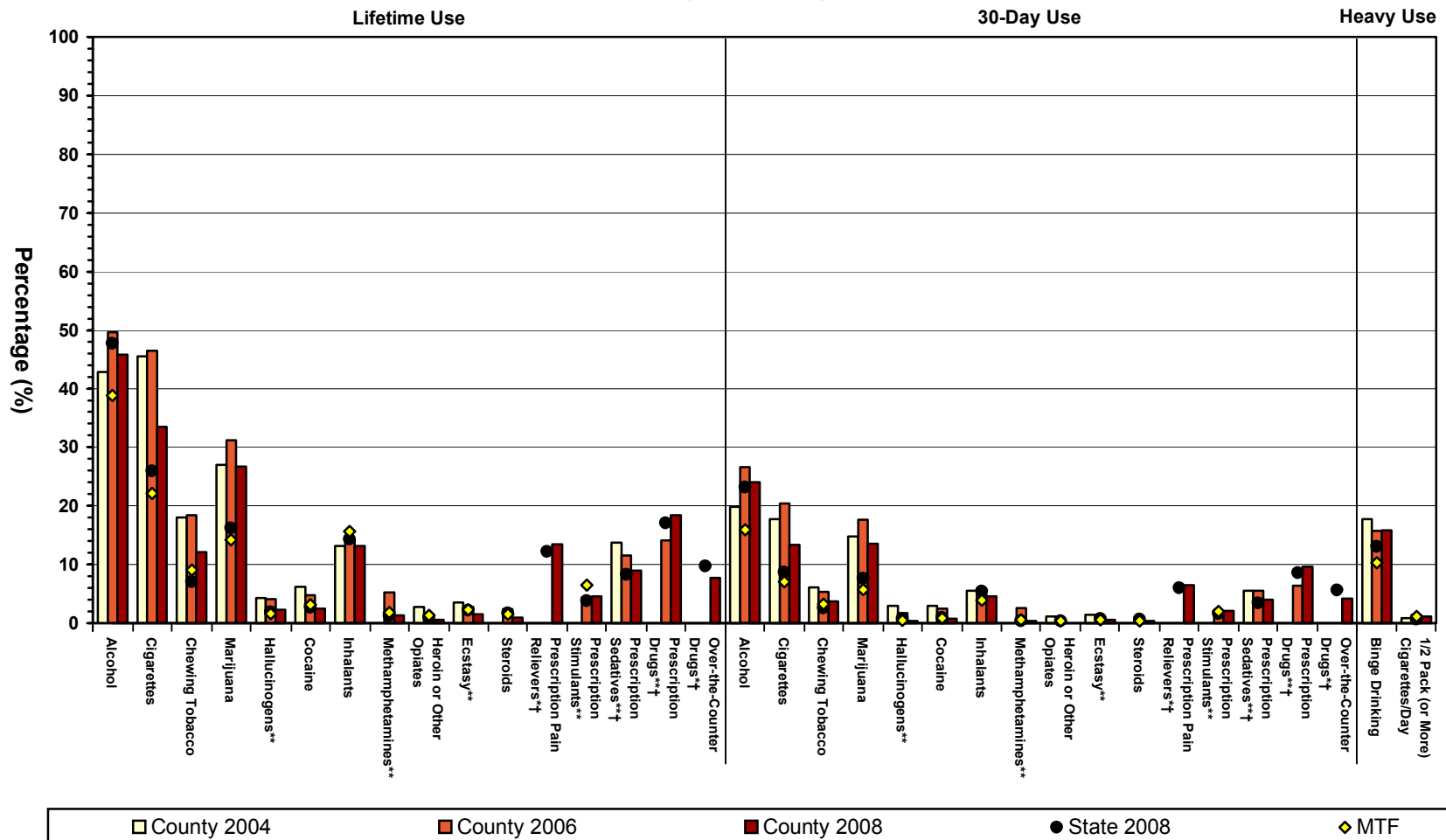
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Navajo County, Grade 8



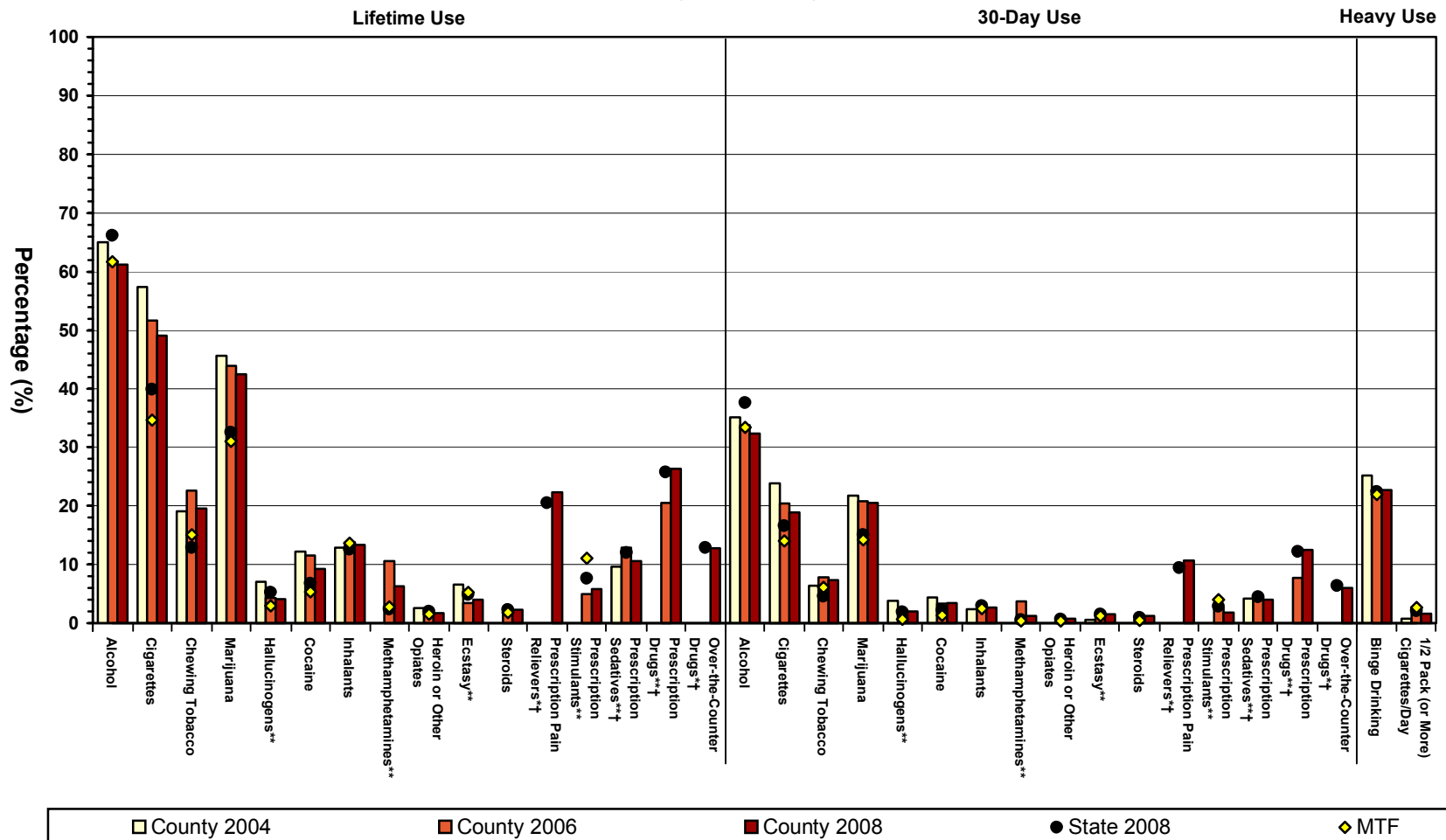
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Navajo County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

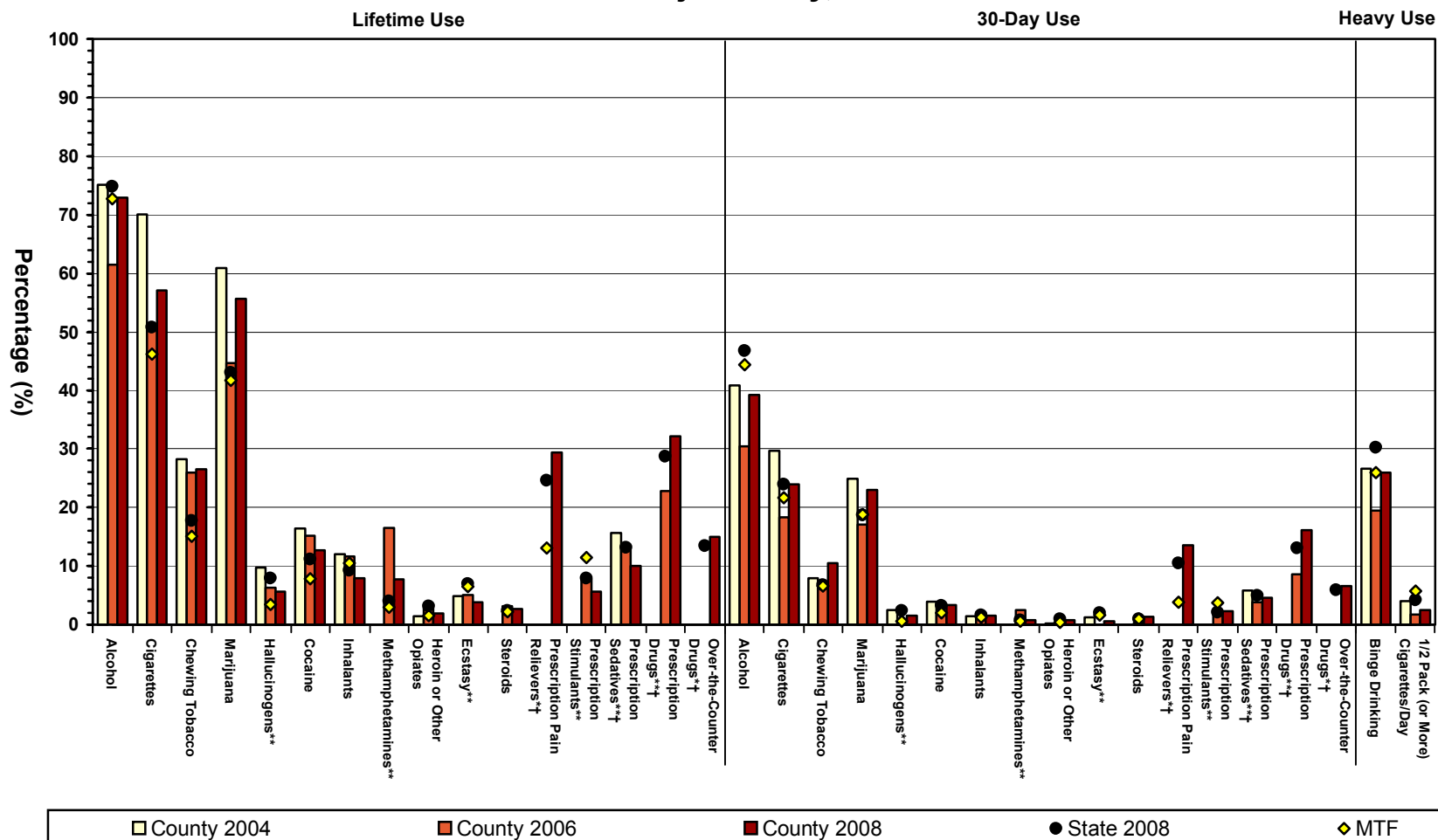
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Navajo County, Grade 12



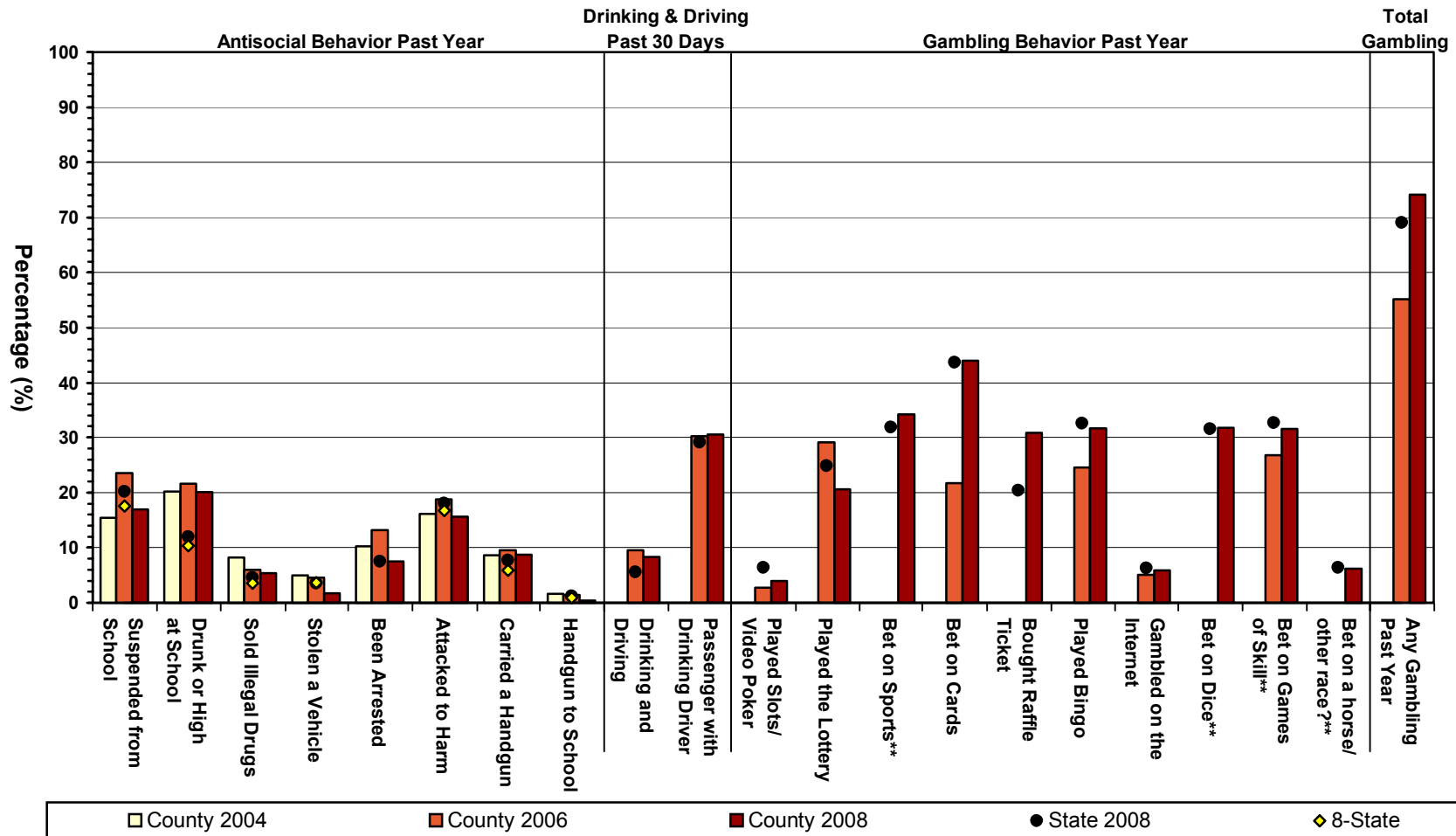
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Navajo County, Grade 8



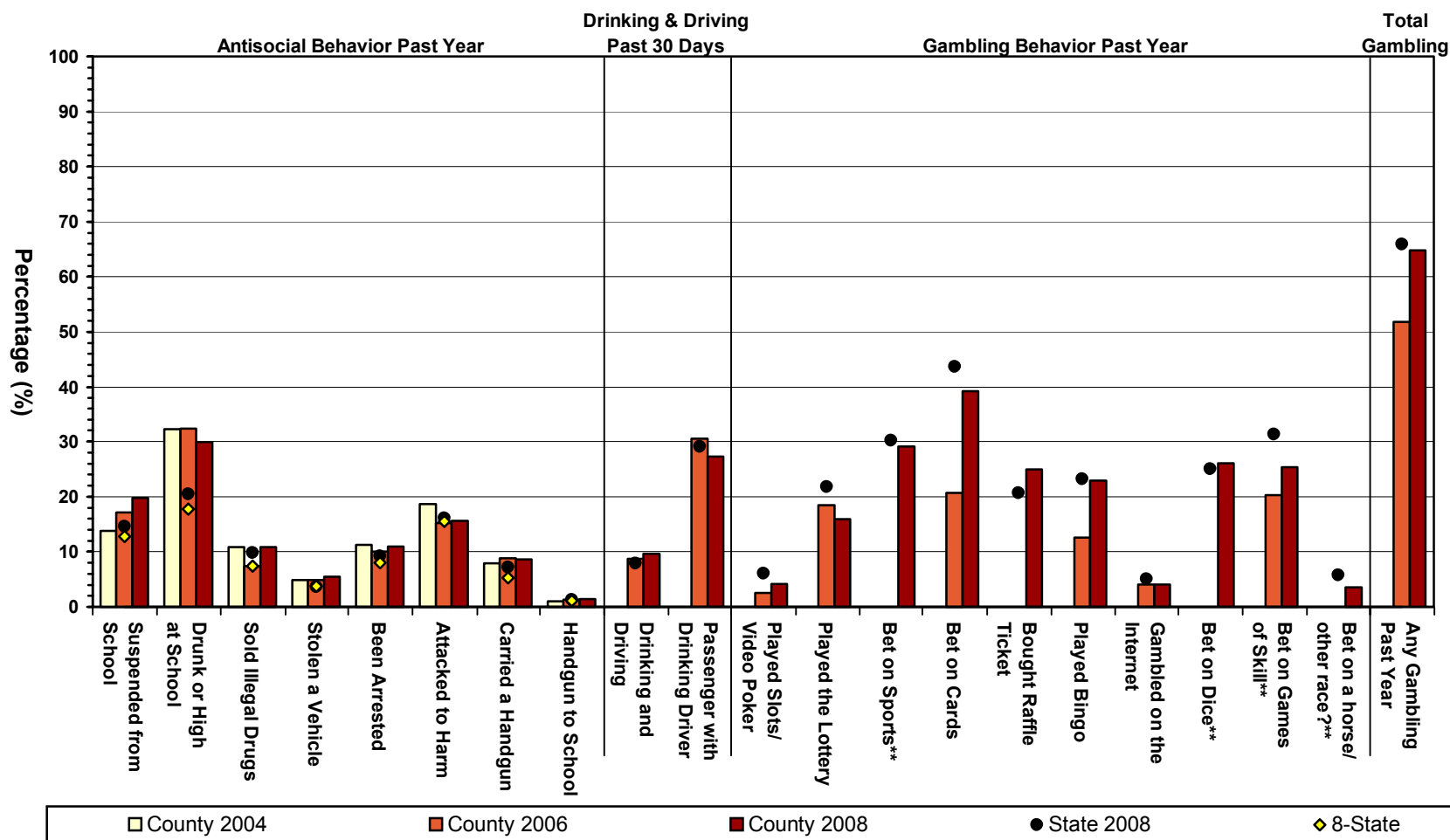
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING*

2008 Navajo County, Grade 10

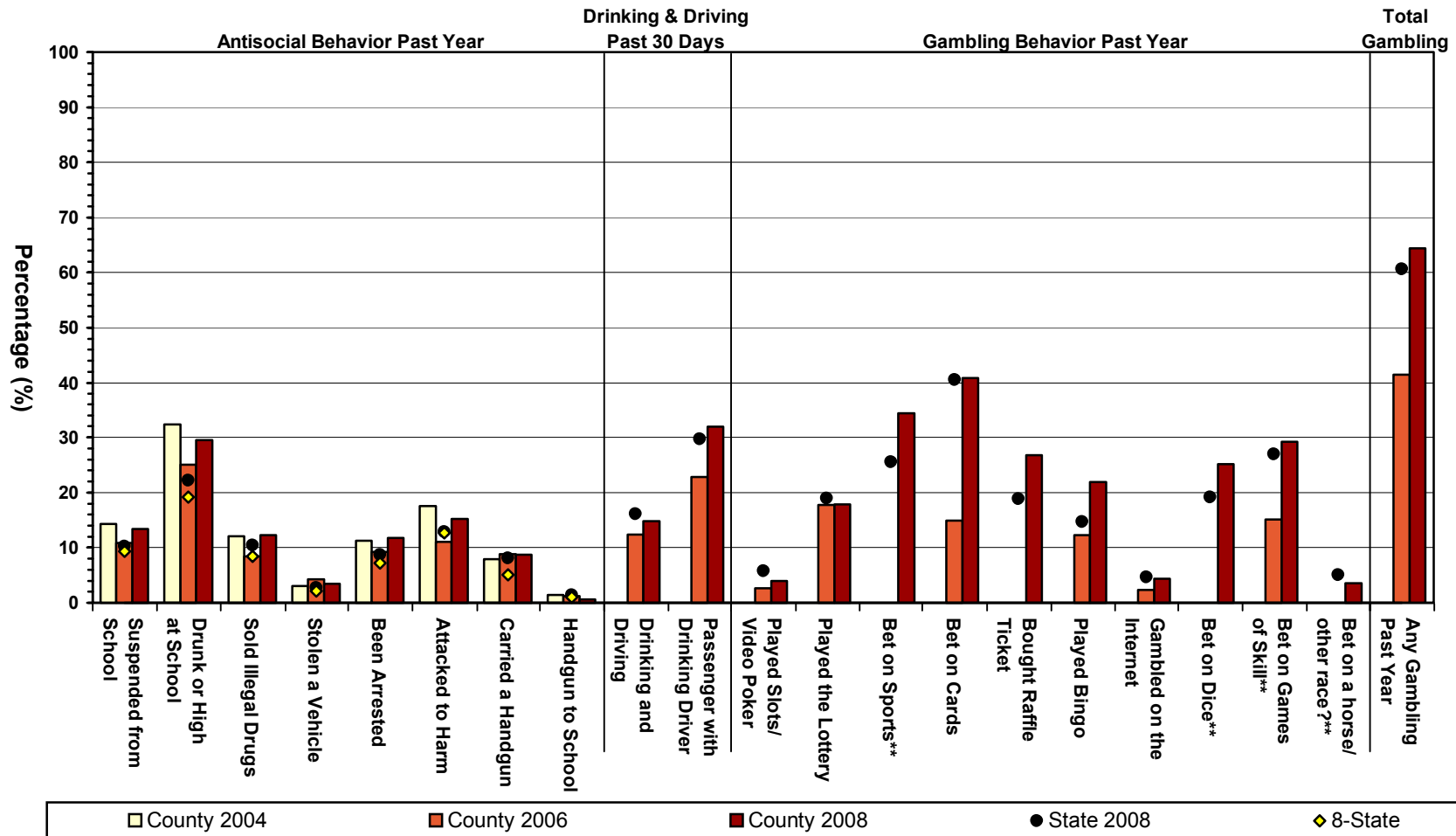


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Navajo County, Grade 12



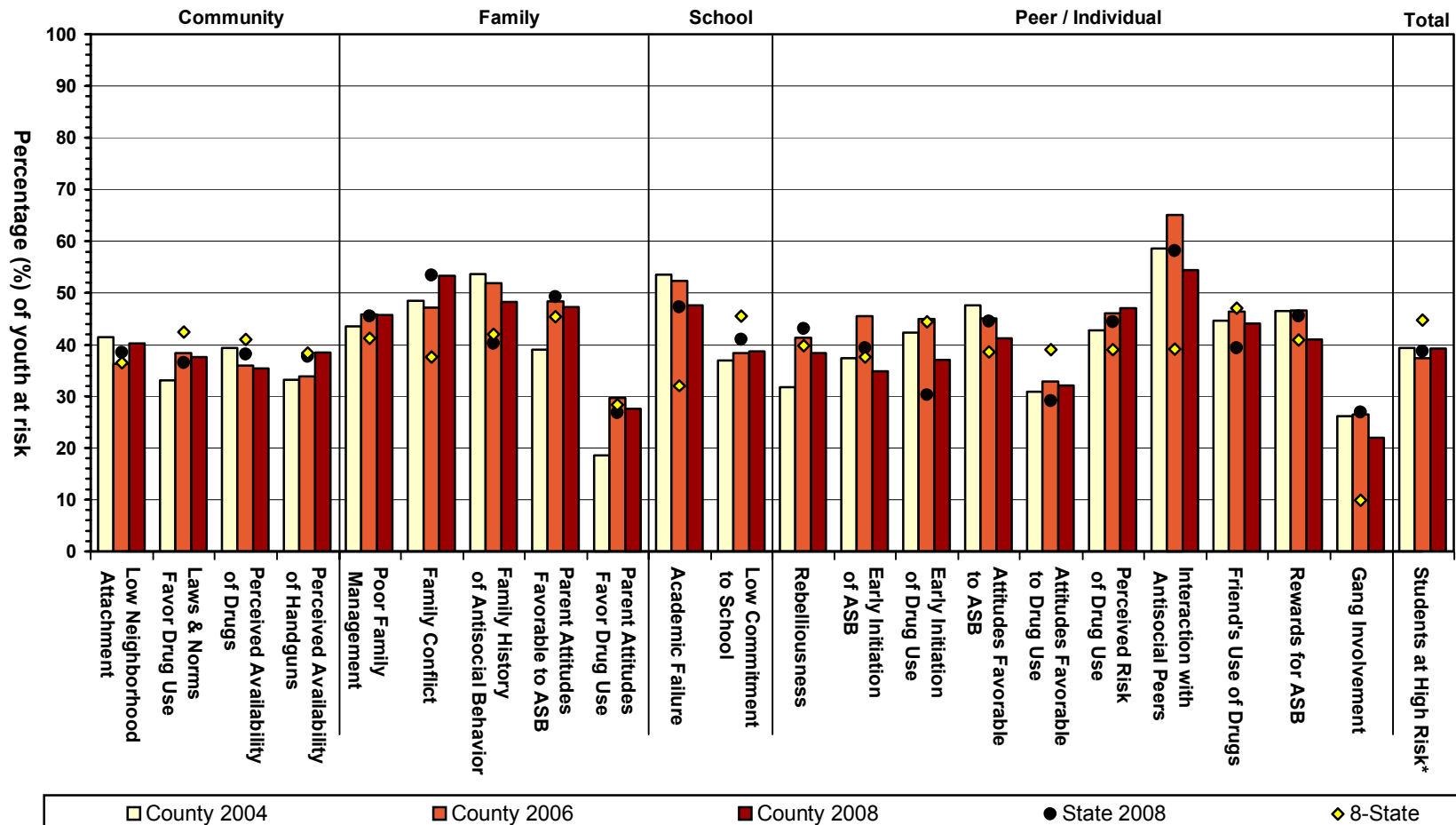
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

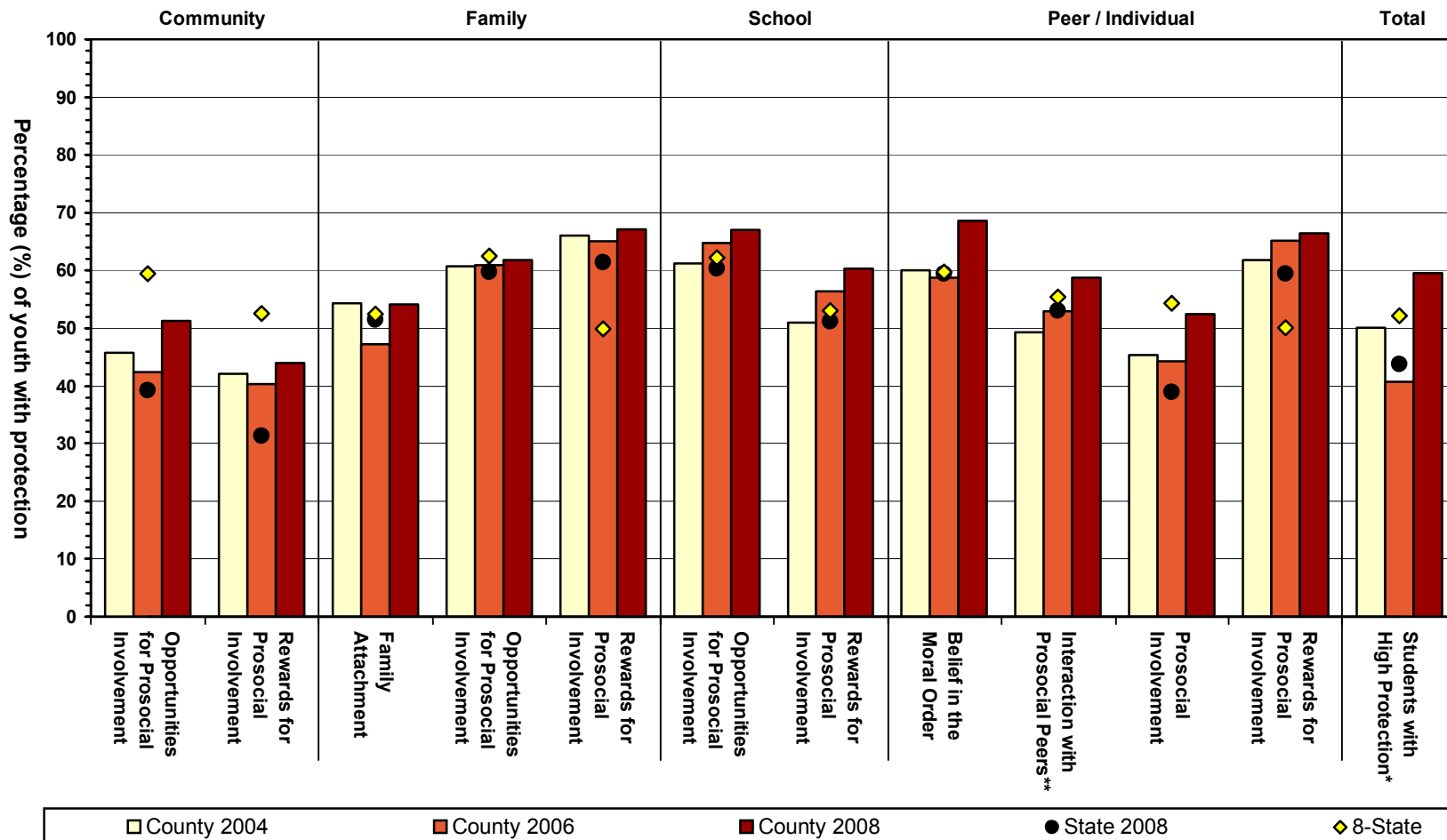
2008 Navajo County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Navajo County, Grade 8

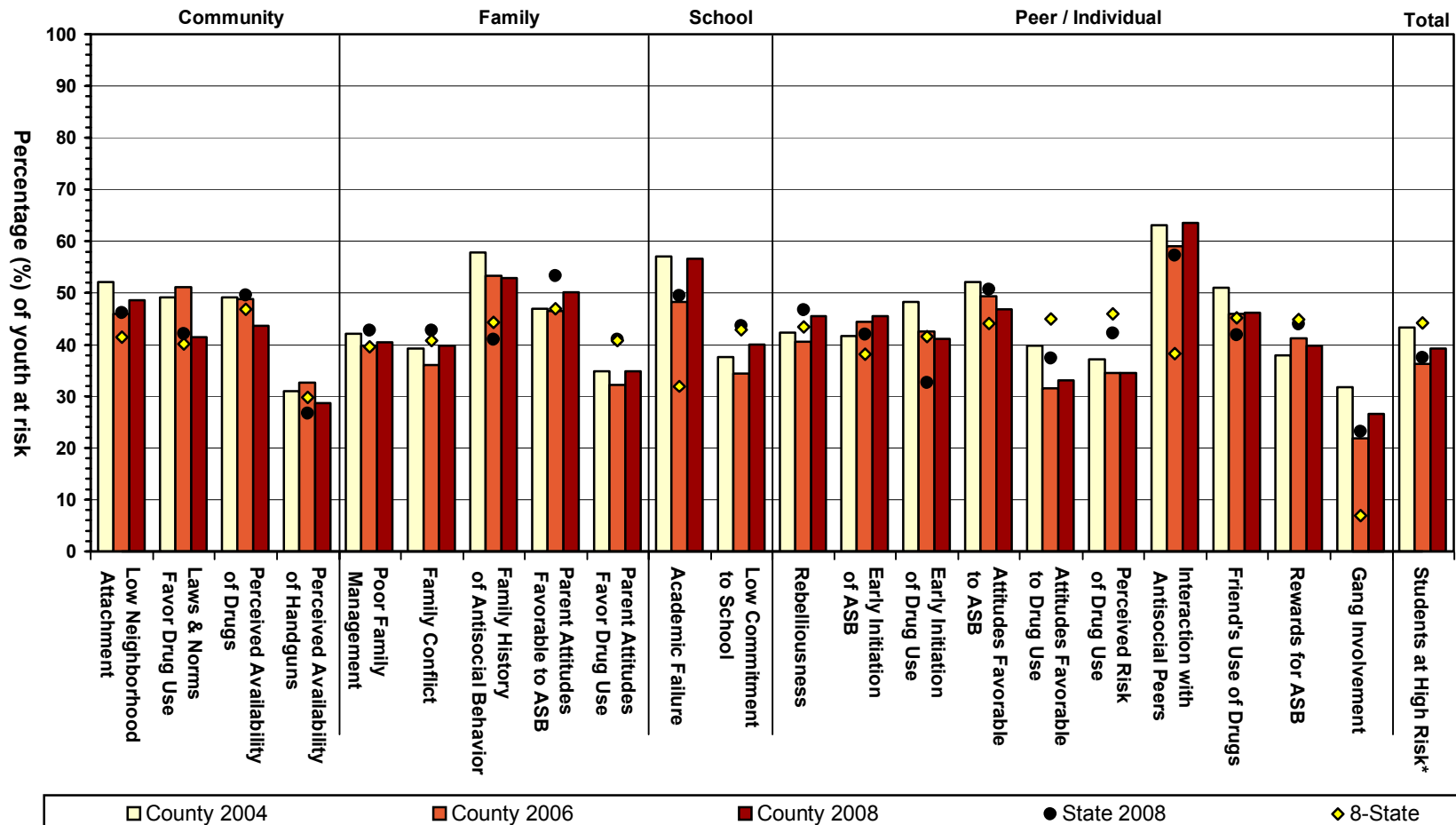


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

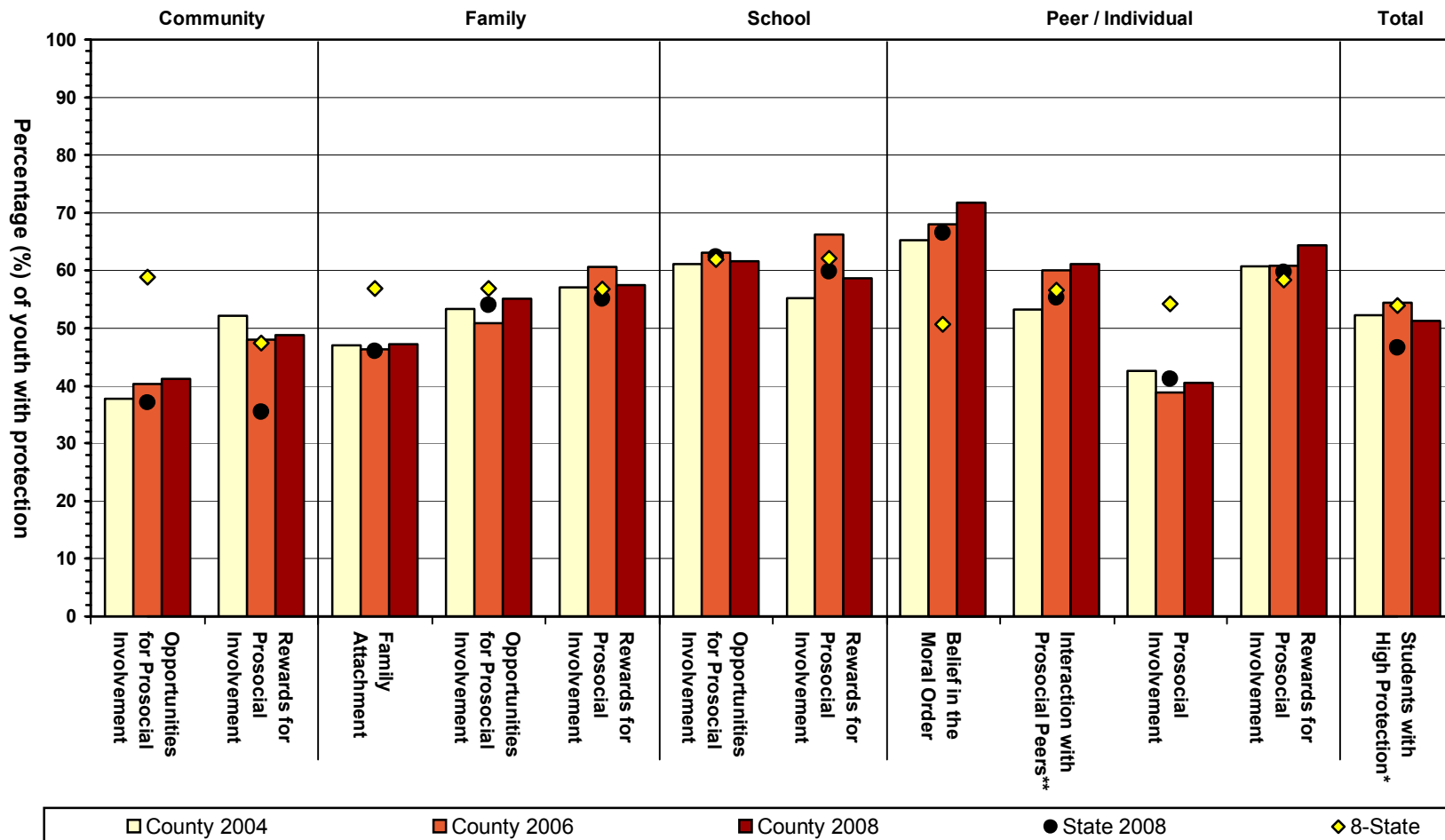
RISK PROFILE 2008 Navajo County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Navajo County, Grade 10

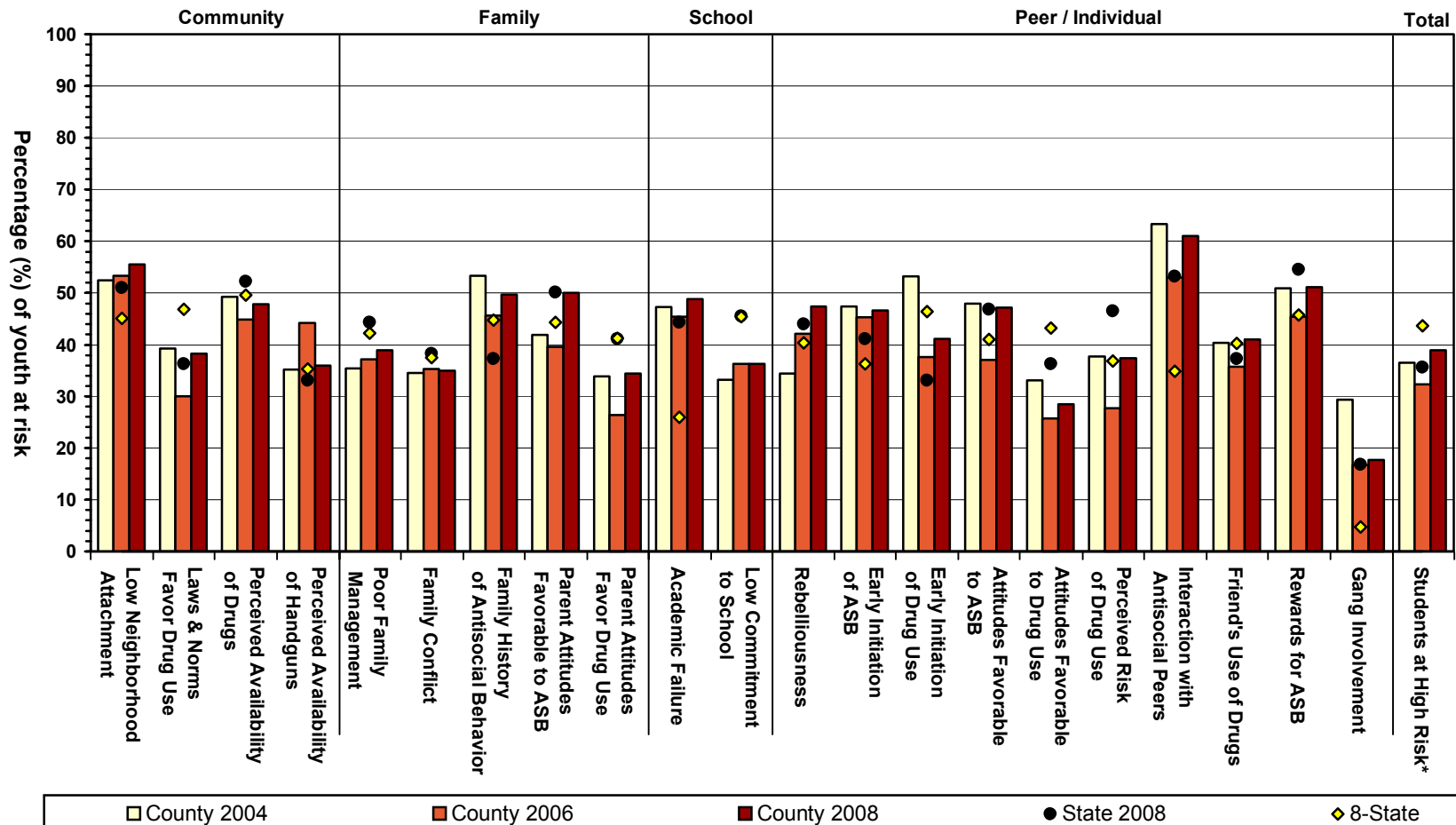


* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

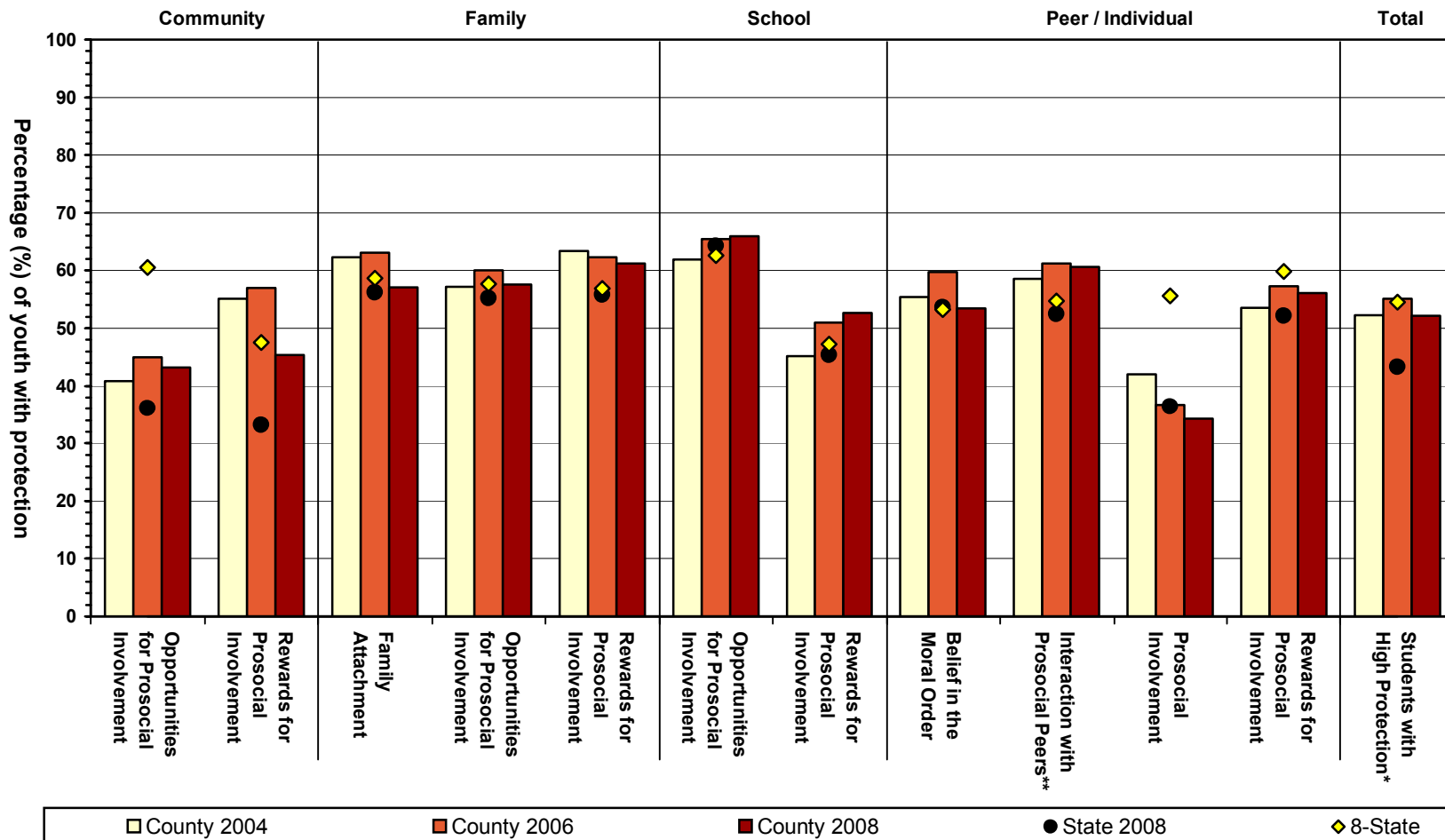
RISK PROFILE 2008 Navajo County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Navajo County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

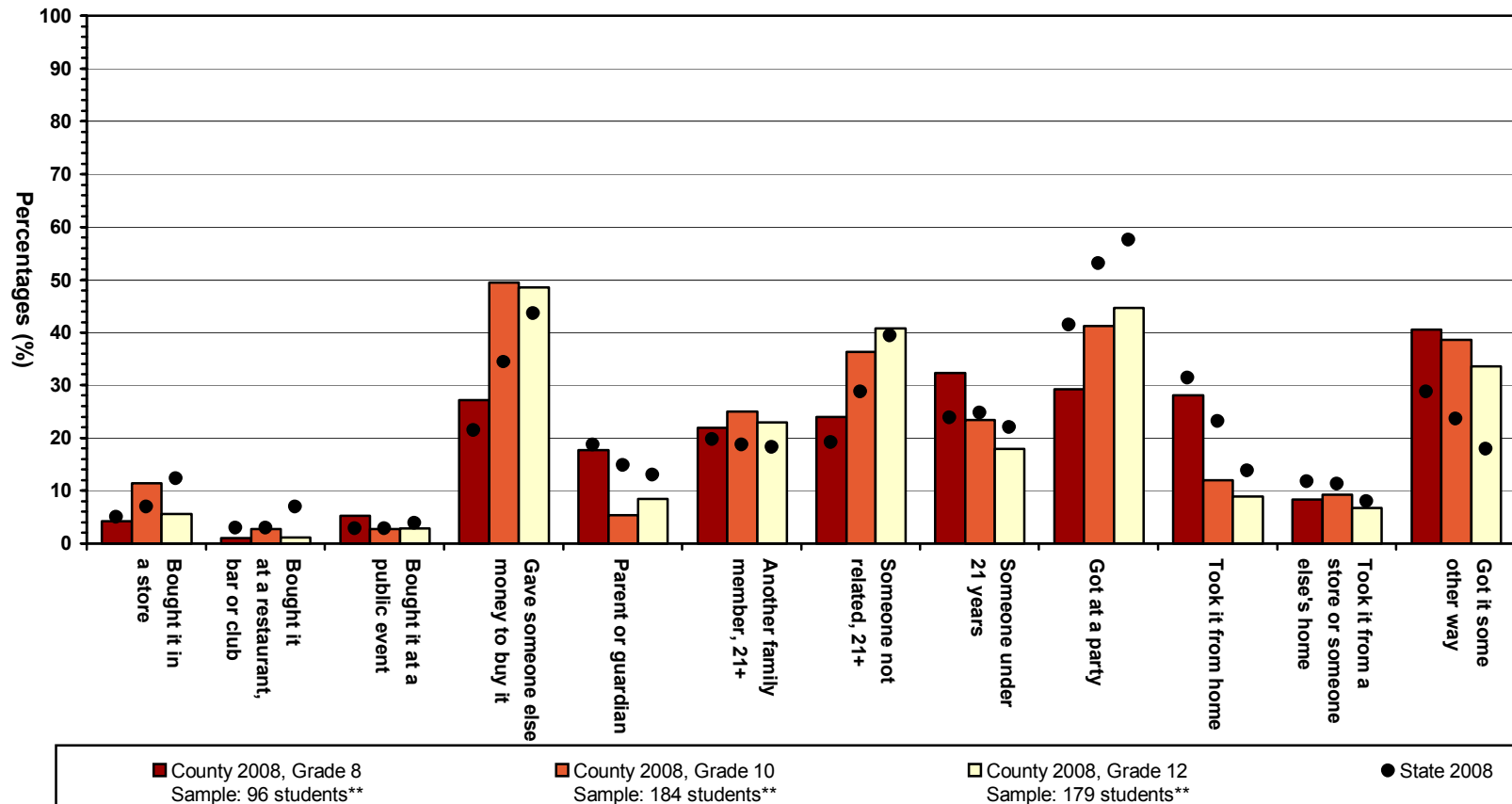
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Navajo County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



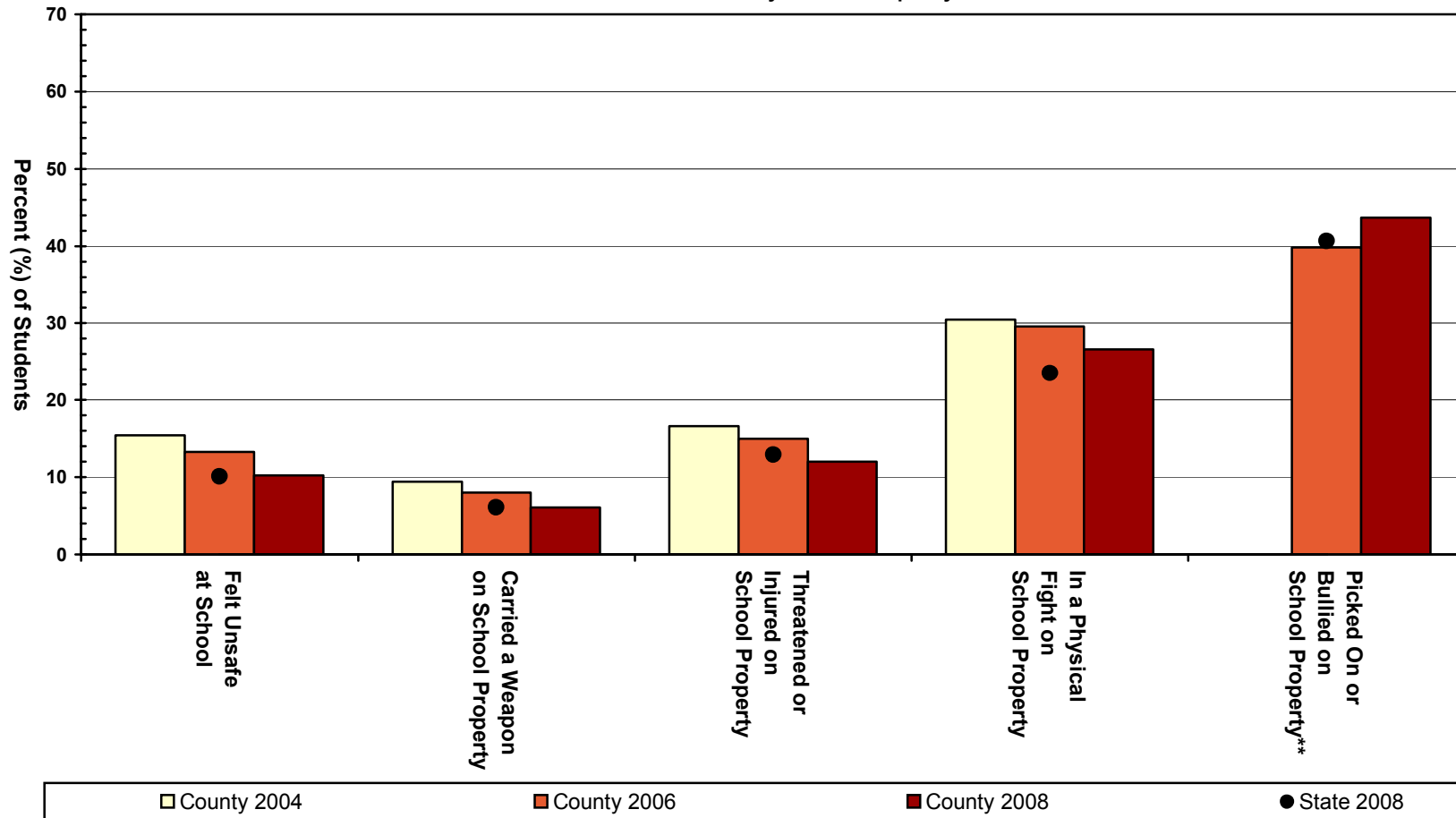
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Navajo County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



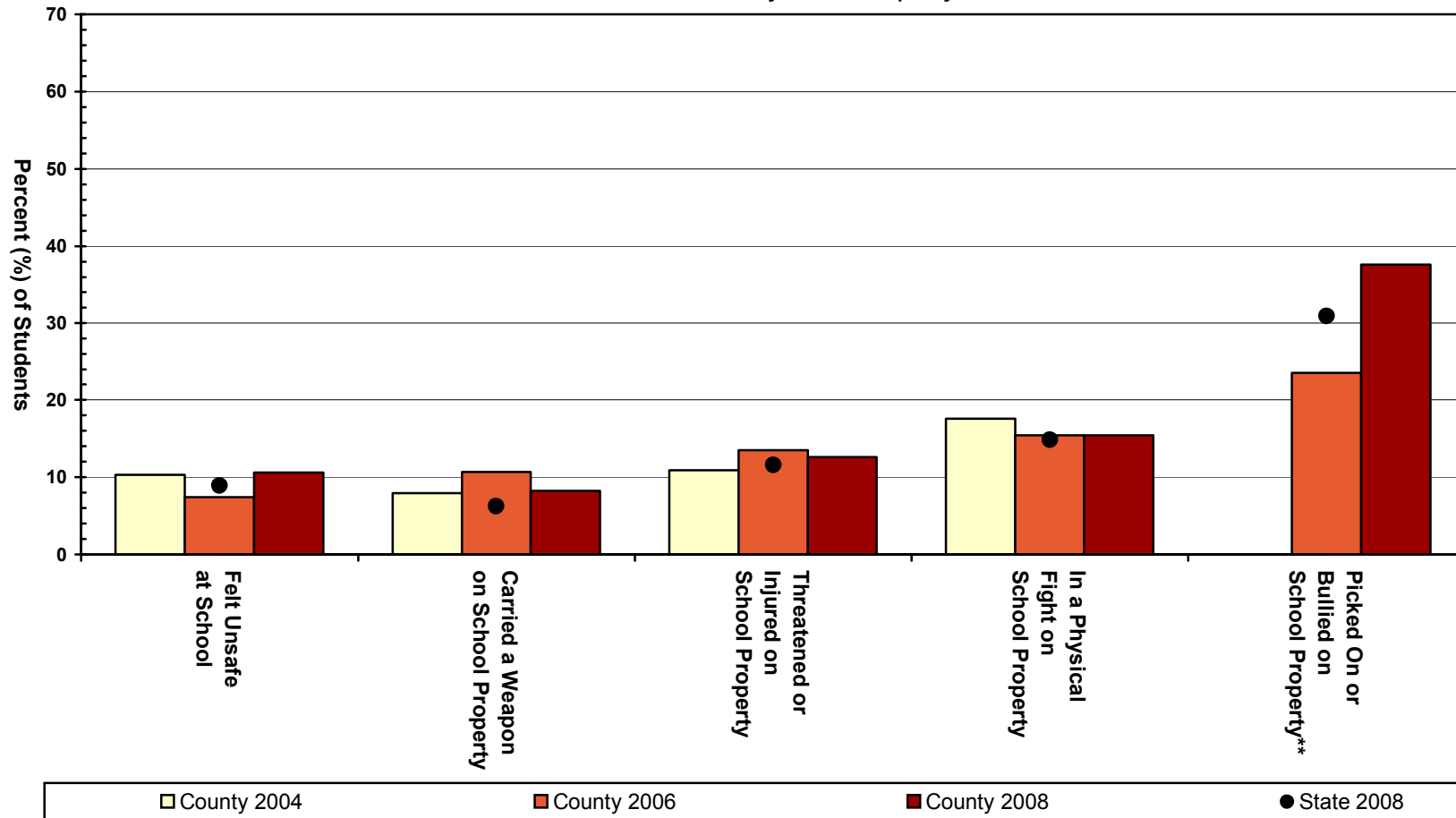
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Navajo County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



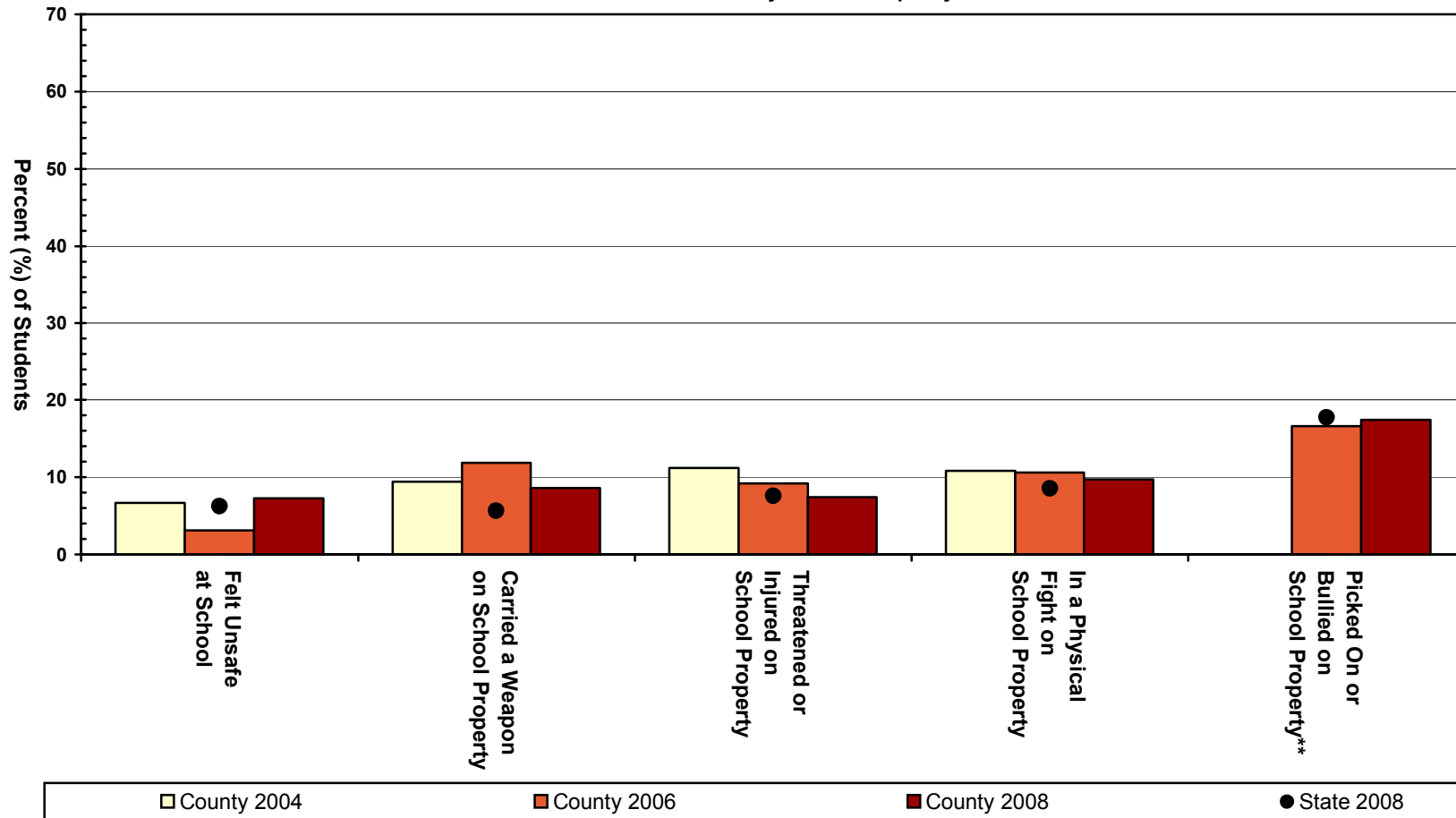
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Navajo County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	42.9	49.7	45.9	47.8	65.0	61.8	61.2	66.2	75.1	61.5	72.9	74.8
Cigarettes	smoked cigarettes?	45.6	46.5	33.5	25.9	57.4	51.7	49.1	39.9	70.1	50.3	57.1	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	18.0	18.4	12.1	7.1	19.1	22.6	19.5	12.9	28.2	25.9	26.5	17.7
Marijuana	used marijuana?	27.0	31.2	26.7	16.2	45.7	43.9	42.5	32.5	60.9	44.7	55.7	43.1
Hallucinogens**	used LSD or other hallucinogens?	4.3	4.1	2.3	1.9	7.1	4.3	4.1	5.2	9.7	6.3	5.6	7.9
Cocaine	used cocaine or crack?	6.2	4.8	2.5	2.7	12.2	11.5	9.2	6.8	16.4	15.2	12.7	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	13.2	14.4	13.2	14.3	12.9	13.8	13.3	12.6	12.0	11.6	7.9	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	5.2	1.3	1.2	n/a	10.6	6.3	2.4	n/a	16.5	7.7	4.0
Heroin or Other Opiates	used heroin or other opiates?	2.8	1.1	0.6	1.0	2.6	2.0	1.7	2.0	1.4	2.9	1.9	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	3.5	2.8	1.5	2.2	6.6	3.4	4.0	4.9	4.9	5.1	3.8	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	2.4	1.0	1.7	n/a	1.6	2.3	2.3	n/a	3.1	2.7	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	13.4	12.2	n/a	n/a	22.3	20.5	n/a	n/a	29.4	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	4.8	n/a	n/a	n/a	11.6	n/a	n/a	n/a	14.7	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.4	4.6	3.8	n/a	5.0	5.8	7.6	n/a	7.8	5.6	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	13.7	11.5	9.0	8.3	9.6	12.9	10.6	12.0	15.6	13.1	10.0	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	14.1	18.4	17.1	n/a	20.5	26.3	25.7	n/a	22.8	32.1	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	7.7	9.7	n/a	n/a	12.8	12.9	n/a	n/a	15.0	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	19.8	26.6	24.0	23.2	35.1	33.7	32.3	37.7	40.9	30.4	39.3	46.8
Cigarettes	smoked cigarettes?	17.7	20.4	13.3	8.7	23.8	20.4	18.9	16.6	29.6	18.3	23.9	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	6.1	5.3	3.7	2.6	6.4	7.8	7.3	4.6	7.9	6.5	10.5	6.8
Marijuana	used marijuana?	14.8	17.6	13.5	7.6	21.7	20.8	20.5	15.1	24.9	17.1	23.0	18.7
Hallucinogens**	used LSD or other hallucinogens?	3.0	1.7	0.4	0.8	3.8	2.2	2.0	1.9	2.5	0.3	1.5	2.4
Cocaine	used cocaine or crack?	3.0	2.5	0.8	1.0	4.4	3.3	3.4	2.2	3.9	2.1	3.3	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.5	5.7	4.6	5.4	2.4	3.1	2.7	3.0	1.4	2.1	1.5	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	2.6	0.4	0.4	n/a	3.7	1.2	0.6	n/a	2.5	0.8	0.8
Heroin or Other Opiates	used heroin or other opiates?	1.1	0.2	0.0	0.4	0.0	0.2	0.8	0.7	0.2	0.0	0.8	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.4	1.1	0.6	0.8	0.6	1.4	1.5	1.5	1.2	0.0	0.6	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.6	0.4	0.7	n/a	0.7	1.2	1.0	n/a	0.3	1.3	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	6.5	6.0	n/a	n/a	10.7	9.4	n/a	n/a	13.5	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.8	n/a	n/a	n/a	4.4	n/a	n/a	n/a	6.1	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.3	2.1	1.6	n/a	2.7	1.8	2.9	n/a	2.1	2.3	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.5	5.5	4.0	3.4	4.2	4.5	4.0	4.5	5.8	3.8	4.6	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	6.4	9.6	8.6	n/a	7.7	12.5	12.2	n/a	8.6	16.1	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	4.2	5.6	n/a	n/a	6.0	6.4	n/a	n/a	6.6	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	17.7	15.7	15.8	13.1	25.2	22.4	22.7	22.4	26.6	19.4	25.9	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.9	1.4	1.1	0.7	0.8	2.3	1.6	2.1	4.0	1.7	2.5	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		15.4	23.5	16.9	20.2	13.8	17.1	19.8	14.6	14.3	10.9	13.4	10.2
Drunk or High at School		20.2	21.6	20.1	12.0	32.3	32.4	29.9	20.5	32.4	25.1	29.5	22.2
Sold Illegal Drugs		8.2	6.0	5.4	4.6	10.9	7.4	10.9	9.8	12.1	8.4	12.3	10.4
Stolen or Tried to Steal a Motor Vehicle		5.0	4.6	1.7	3.6	4.9	4.9	5.5	3.7	3.0	4.3	3.4	2.7
Been Arrested		10.2	13.2	7.5	7.5	11.3	10.0	11.0	9.2	11.3	9.2	11.8	8.7
Attacked Someone with the Idea of Seriously Hurting Them		16.1	18.8	15.6	18.1	18.7	15.2	15.6	16.1	17.5	11.1	15.2	12.9
Carried a Handgun		8.6	9.5	8.7	7.7	7.9	8.8	8.6	7.2	7.9	8.8	8.7	8.1
Carried a Handgun to School		1.6	1.4	0.4	1.2	1.0	1.3	1.4	1.3	1.4	1.2	0.6	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	9.5	8.3	5.6	n/a	8.7	9.6	7.9	n/a	12.4	14.8	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	30.2	30.5	29.1	n/a	30.5	27.3	29.1	n/a	22.8	31.9	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	55.2	74.1	69.1	n/a	51.8	64.8	65.9	n/a	41.5	64.4	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.7	4.0	6.4	n/a	2.5	4.2	6.1	n/a	2.6	4.0	5.8
Played the lottery or scratch-off tickets?	n/a	29.1	20.6	24.8	n/a	18.5	15.9	21.8	n/a	17.7	17.8	19.0
Bet on sports?*	n/a	n/a	34.2	31.8	n/a	n/a	29.1	30.2	n/a	n/a	34.4	25.6
Played cards?	n/a	21.7	44.0	43.7	n/a	20.7	39.3	43.7	n/a	14.9	40.9	40.6
Bought a raffle ticket?	n/a	n/a	30.8	20.4	n/a	n/a	24.9	20.7	n/a	n/a	26.8	18.9
Played bingo?	n/a	24.5	31.6	32.6	n/a	12.6	22.9	23.2	n/a	12.3	21.9	14.7
Gambled on the Internet?	n/a	5.1	5.9	6.3	n/a	4.1	4.1	5.1	n/a	2.3	4.4	4.7
Played a dice game?*	n/a	n/a	31.7	31.5	n/a	n/a	26.1	25.1	n/a	n/a	25.2	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	26.8	31.5	32.7	n/a	20.3	25.4	31.3	n/a	15.1	29.2	27.0
Bet on a horse or other animal race?*	n/a	n/a	6.2	6.4	n/a	n/a	3.5	5.8	n/a	n/a	3.6	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	45.8	42.4	51.3	39.3	37.8	40.4	41.2	37.1	40.8	45.0	43.2	36.1
Rewards for Prosocial Involvement	42.1	40.4	44.0	31.3	52.2	48.0	48.8	35.4	55.1	57.0	45.4	33.2
Family Domain												
Family Attachment	54.3	47.2	54.1	51.5	47.0	46.4	47.2	46.1	62.3	63.1	57.1	56.2
Opportunities for Prosocial Involvement	60.7	60.9	61.8	59.7	53.3	50.9	55.1	54.0	57.2	60.0	57.6	55.2
Rewards for Prosocial Involvement	66.0	65.1	67.1	61.4	57.1	60.6	57.5	55.1	63.4	62.3	61.2	55.8
School Domain												
Opportunities for Prosocial Involvement	61.2	64.8	67.0	60.3	61.1	63.1	61.6	62.4	61.9	65.5	65.9	64.3
Rewards for Prosocial Involvement	51.0	56.4	60.3	51.2	55.2	66.2	58.7	59.8	45.2	51.0	52.7	45.4
Peer-Individual Domain												
Belief in the Moral Order	60.0	58.8	68.6	59.4	65.3	68.0	71.8	66.5	55.4	59.7	53.4	53.6
Interaction with Prosocial Peers*	49.3	53.0	58.8	53.1	53.2	60.0	61.1	55.3	58.6	61.2	60.6	52.5
Prosocial Involvement	45.4	44.3	52.5	39.0	42.6	38.9	40.6	41.2	42.0	36.6	34.3	36.4
Rewards for Prosocial Involvement	61.8	65.2	66.4	59.4	60.7	60.8	64.4	59.7	53.5	57.3	56.1	52.2
Total Protection												
Students with High Protection**	50.1	40.7	59.5	43.8	52.3	54.4	51.3	46.7	52.3	55.1	52.2	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	41.5	36.3	40.3	38.5	52.1	46.0	48.6	46.2	52.5	53.3	55.5	51.0
Laws & Norms Favor Drug Use	33.1	38.4	37.7	36.6	49.2	51.2	41.5	42.1	39.3	30.0	38.3	36.3
Perceived Availability of Drugs	39.4	36.0	35.5	38.2	49.2	48.8	43.7	49.6	49.3	44.9	47.9	52.2
Perceived Availability of Handguns	33.3	33.9	38.5	37.8	31.0	32.7	28.7	26.7	35.2	44.2	36.0	33.1
Family Domain												
Poor Family Management	43.6	45.9	45.8	45.5	42.2	39.8	40.5	42.8	35.5	37.2	39.0	44.3
Family Conflict	48.5	47.2	53.3	53.5	39.3	36.1	39.8	42.8	34.6	35.3	35.0	38.3
Family History of Antisocial Behavior	53.7	51.9	48.3	40.3	57.9	53.3	52.9	41.1	53.3	45.7	49.7	37.3
Parent Attitudes Favorable to ASB	39.1	48.4	47.3	49.3	47.0	46.5	50.2	53.4	41.9	39.6	50.1	50.2
Parent Attitudes Favor Drug Use	18.6	29.6	27.6	26.8	34.9	32.3	34.9	41.1	33.9	26.3	34.5	41.2
School Domain												
Academic Failure	53.6	52.4	47.6	47.3	57.1	48.3	56.6	49.5	47.3	45.4	48.9	44.4
Low Commitment to School	37.0	38.4	38.8	41.0	37.6	34.5	40.1	43.7	33.3	36.3	36.3	45.6
Peer-Individual Domain												
Rebelliousness	31.8	41.4	38.4	43.1	42.4	40.6	45.6	46.8	34.5	42.2	47.4	44.0
Early Initiation of ASB	37.4	45.6	34.9	39.4	41.7	44.5	45.6	42.0	47.4	45.3	46.7	41.2
Early Initiation of Drug Use	42.4	45.0	37.1	30.3	48.3	42.6	41.2	32.7	53.2	37.7	41.2	33.1
Attitudes Favorable to ASB	47.6	45.1	41.3	44.6	52.1	49.4	46.9	50.7	48.0	37.1	47.2	46.9
Attitudes Favorable to Drug Use	30.9	32.9	32.2	29.1	39.8	31.6	33.1	37.4	33.1	25.7	28.4	36.3
Perceived Risk of Drug Use	42.8	46.1	47.1	44.5	37.2	34.6	34.6	42.3	37.8	27.7	37.4	46.5
Interaction with Antisocial Peers	58.6	65.1	54.4	58.2	63.1	59.1	63.6	57.3	63.3	53.0	61.0	53.2
Friend's Use of Drugs	44.7	46.4	44.1	39.4	51.0	46.0	46.2	41.9	40.4	35.8	41.0	37.3
Rewards for ASB	46.5	46.7	41.0	45.6	38.0	41.3	39.8	44.0	50.9	45.4	51.2	54.6
Gang Involvement	26.1	26.5	22.0	26.9	31.8	21.8	26.6	23.2	29.3	16.7	17.7	16.8
Total Risk												
Students at High Risk*	39.4	37.4	39.3	38.7	43.4	36.3	39.3	37.5	36.5	32.4	39.0	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	96	4,418	184	4,872	179	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	4.2	5.0	11.4	6.9	5.6	12.3
I bought it at a restaurant, bar, or club	1.0	3.0	2.7	3.0	1.1	7.0
I bought it at a public event such as a concert or sporting event	5.2	2.9	2.7	2.9	2.8	3.9
I gave someone else money to buy it for me	27.1	21.4	49.5	34.4	48.6	43.7
My parent or guardian gave it to me	17.7	18.7	5.4	14.8	8.4	13.0
Another family member who is 21 or older gave it to me	21.9	19.7	25.0	18.7	22.9	18.2
Someone not related to me who is 21 or older gave it to me	24.0	19.2	36.4	28.7	40.8	39.5
Someone under the age of 21 gave it to me	32.3	23.8	23.4	24.8	17.9	22.0
I got it at a party	29.2	41.5	41.3	53.1	44.7	57.6
I took it from home	28.1	31.4	12.0	23.2	8.9	13.8
I took it from a store or someone else's home	8.3	11.7	9.2	11.3	6.7	8.0
I got it some other way	40.6	28.7	38.6	23.6	33.5	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	83.4	85.0	88.0	87.1	89.1	86.5	87.4	88.4	88.8	90.8	92.6	92.4
	1 time	7.5	7.4	5.2	6.6	4.7	7.9	5.2	5.9	5.3	3.3	4.2	3.9
	2-3 times	5.2	4.3	4.4	3.5	3.2	2.7	3.9	3.0	4.1	3.1	1.7	2.0
	4-5 times	1.6	1.2	0.8	1.0	0.8	1.2	1.2	0.8	0.5	0.3	0.8	0.6
	6-7 times	0.2	0.6	0.2	0.4	0.4	0.2	0.2	0.4	0.5	0.6	0.4	0.2
	8-9 times	0.2	0.4	0.0	0.3	0.4	0.2	0.3	0.3	0.7	0.6	0.0	0.2
	10-11 times	0.5	0.2	0.2	0.1	0.0	0.0	0.3	0.2	0.0	0.0	0.0	0.1
	12 or more times	1.4	1.0	1.2	0.9	1.4	1.2	1.5	1.1	0.2	1.4	0.4	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	69.5	70.4	73.4	76.5	82.4	84.6	84.6	85.2	89.2	89.4	90.3	91.5
	1 time	16.0	13.8	15.2	12.9	9.7	10.1	8.5	8.8	6.4	6.2	4.6	5.0
	2-3 times	9.0	9.4	8.1	6.9	5.3	2.9	4.4	3.9	3.0	2.0	2.1	2.1
	4-5 times	2.3	2.9	1.7	1.7	1.8	1.2	0.5	0.7	0.7	1.1	1.3	0.4
	6-7 times	0.9	1.3	0.8	0.6	0.2	0.2	0.6	0.4	0.2	0.3	0.6	0.3
	8-9 times	0.9	0.6	0.0	0.4	0.2	0.2	0.0	0.2	0.0	0.0	0.4	0.2
	10-11 times	0.0	0.2	0.2	0.3	0.0	0.2	0.2	0.1	0.0	0.6	0.0	0.1
	12 or more times	1.4	1.3	0.6	0.7	0.4	0.6	1.4	0.7	0.5	0.6	0.8	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	60.2	56.3	59.4	n/a	76.4	62.4	69.1	n/a	83.4	82.6	82.3
	1 time	n/a	18.7	14.8	13.2	n/a	11.1	11.9	10.3	n/a	8.2	6.7	6.6
	2-3 times	n/a	15.3	13.9	11.5	n/a	9.4	12.6	9.6	n/a	5.6	5.2	5.7
	4-5 times	n/a		5.4	4.3	n/a		5.2	3.2	n/a		1.5	1.5
	6-7 times	n/a		2.1	1.9	n/a		0.6	1.4	n/a		0.6	0.8
	8-9 times	n/a		2.5	1.2	n/a		1.4	1.1	n/a		0.8	0.5
	10-11 times	n/a		0.4	0.8	n/a		0.2	0.6	n/a		0.4	0.3
	12 or more times	n/a	5.8	4.6	7.7	n/a	3.1	5.8	4.6	n/a	2.8	2.3	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	84.6	86.7	89.8	89.9	89.7	92.6	89.4	91.1	93.3	96.9	92.7	93.8
	1 day	7.3	7.1	5.4	5.8	4.8	3.7	4.8	5.1	2.8	1.4	1.9	3.3
	2-3 days	5.0	2.7	2.7	2.7	3.0	2.7	2.6	2.2	2.5	0.8	3.2	1.8
	4-5 days	1.1	2.1	0.8	0.6	0.8	0.0	0.9	0.6	0.7	0.0	0.8	0.4
	6 or more days	2.0	1.3	1.2	1.0	1.8	1.0	2.3	1.0	0.7	0.8	1.3	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	90.6	92.0	93.9	93.9	92.1	89.3	91.8	93.8	90.6	88.1	91.4	94.4
	1 day	4.8	2.7	2.7	3.1	3.4	2.7	2.1	2.2	2.1	2.0	2.1	1.5
	2-3 days	1.4	1.9	1.5	1.3	1.6	2.5	2.6	1.2	1.6	2.3	1.9	1.1
	4-5 days	0.7	0.6	0.2	0.5	0.2	1.0	0.5	0.5	0.5	0.9	0.4	0.5
	6 or more days	2.5	2.7	1.7	1.2	2.8	4.5	3.0	2.2	5.3	6.8	4.2	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	62.3	467	69.5	649	70.2	514	63.9	756	70.8	855
	smoke 1 or more packs or cigarettes per day	Cigarettes	78.7	470	83.4	650	88.8	517	82.1	759	85.1	859
	smoke marijuana regularly	Marijuana	72.6	456	77.4	636	73.3	506	71.2	743	77.8	836
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	90.5	444	92.2	616	87.4	501	89.2	723	91.3	818
	smoke cigarettes	Cigarettes	92.6	445	91.8	619	83.3	502	85.1	726	92.8	820
	smoke marijuana	Marijuana	91.4	440	94.1	613	90.9	496	91.0	715	93.7	815
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	80.6	480	75.0	663	69.6	529	73.1	785	76.4	867
	smoke cigarettes	Cigarettes	82.0	478	75.3	664	68.8	529	73.2	785	76.6	866
	smoke marijuana	Marijuana	81.3	476	75.7	666	73.3	528	75.2	782	77.5	868
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	24.0	479	32.3	657	39.3	522	32.2	771	32.3	867
		Cigarettes	13.3	474	18.9	647	23.9	518	22.7	763	15.6	857
		Marijuana	13.5	475	20.5	648	23.0	518	19.3	762	19.3	859
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	48.2	485	64.7	672	73.0	526	57.3	789	67.6	874
		Average age:	11.9 years		13 years		14 years		12.9 years		13.4 years	
	smoked a cigarette, even just a puff?	Cigarettes	35.4	483	52.0	667	59.4	529	50.3	789	49.3	870
		Average age:	11.5 years		12.2 years		12.9 years		12.2 years		12.5 years	
	smoked marijuana?	Marijuana	27.7	484	44.7	673	58.3	532	44.1	791	44.6	878
		Average age:	11.7 years		12.7 years		13.9 years		12.8 years		13.2 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

Bill Burnett
Community Partnership of Southern Arizona (CPSA)
(520) 618-8807

Gila, La Paz, Pinal, and Yuma Counties

Linda Weinberg
Cenpatico Behavioral Health of Arizona
(866) 495-6738

Apache, Coconino, Mohave, Navajo, and Yavapai Counties

Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
(928) 214-2177

Maricopa County

Juan Aristizabal
Magellan
(602) 797-8256

Gila River Indian Community

Joan Grey
Gila River Regional Behavioral Health Authority
(602) 528-7136

Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
(520) 879-6067

Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
(928) 338-4811

Colorado River Indian Tribes

(928) 669-6577

Other State and National Contacts:

Arizona Criminal Justice Commission

Michelle Neitch/ Phillip Stevenson
(602) 364-1173/(602) 364-1157
www.azcjc.gov

Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Pima County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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Lisa Shumaker, *Arizona Department of Health Services*
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Nicole Yancey Johnson, *Arizona Early Childhood Development
and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Pima County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state.

Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	5,430	100	7,600	100	4,961	100	54,734	100
Grade								
8	2,250	41.4	2,563	33.7	1,515	30.5	25,695	46.9
10	1,797	33.1	2,686	35.3	1,828	36.8	16,089	29.4
12	1,383	25.5	2,351	30.9	1,618	32.6	12,950	23.7
Gender								
Male	2,489	46.5	3,514	47.6	2,388	49.1	26,213	48.8
Female	2,864	53.5	3,862	52.4	2,472	50.9	27,514	51.2
Ethnicity*								
Native American	104	1.9	227	3.1	396	6.4	4,812	7.4
African American	176	3.3	337	4.6	400	6.5	3,915	6.0
Hispanic	2,072	38.8	3,521	48.1	2,462	40.0	21,525	32.9
White	2,554	47.9	2,696	36.8	2,587	42.1	31,887	48.8
Asian	114	2.1	184	2.5	208	3.4	2,117	3.2
Pacific Islander	39	0.7	51	0.7	99	1.6	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

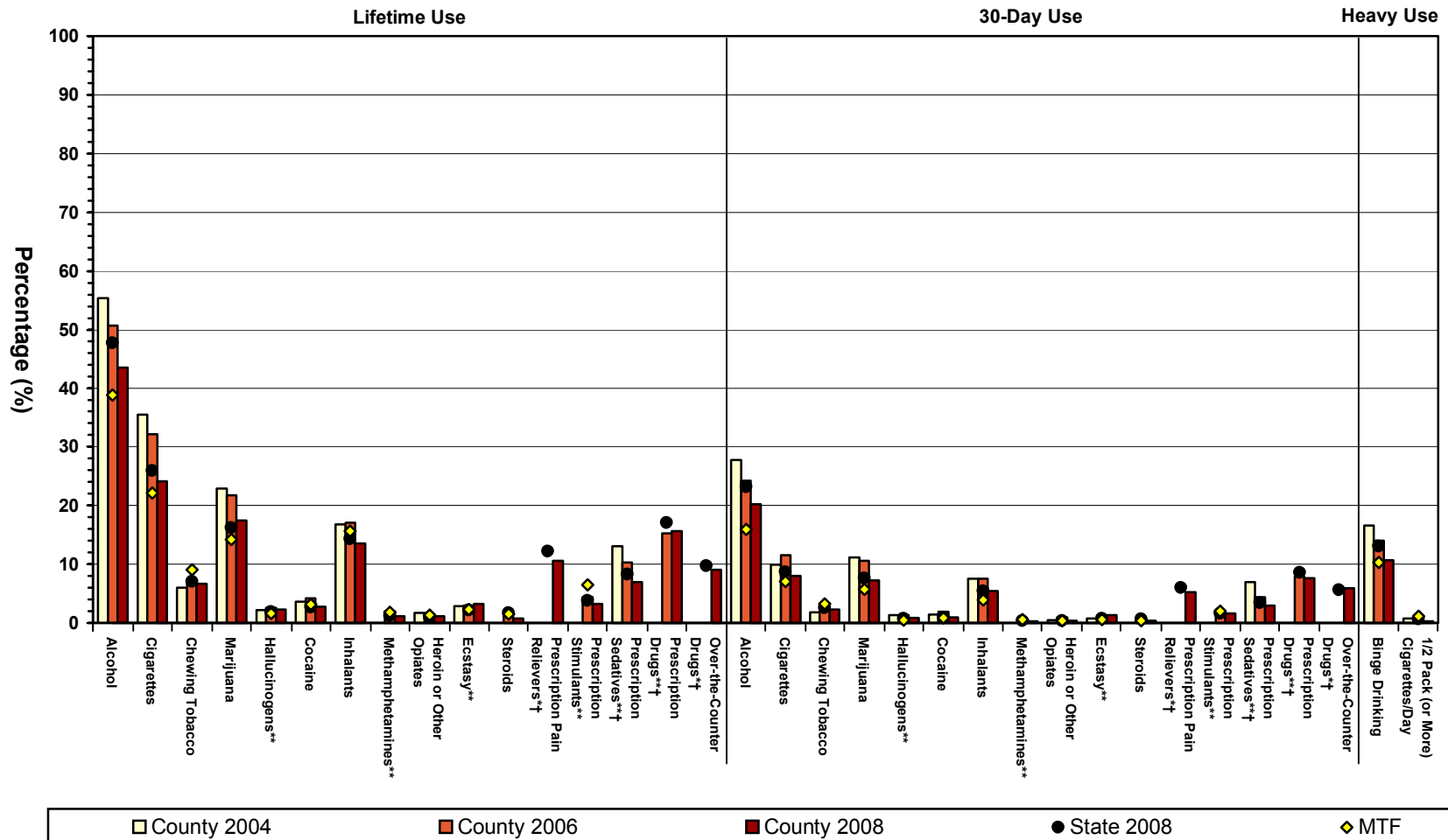
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Pima County, Grade 8



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

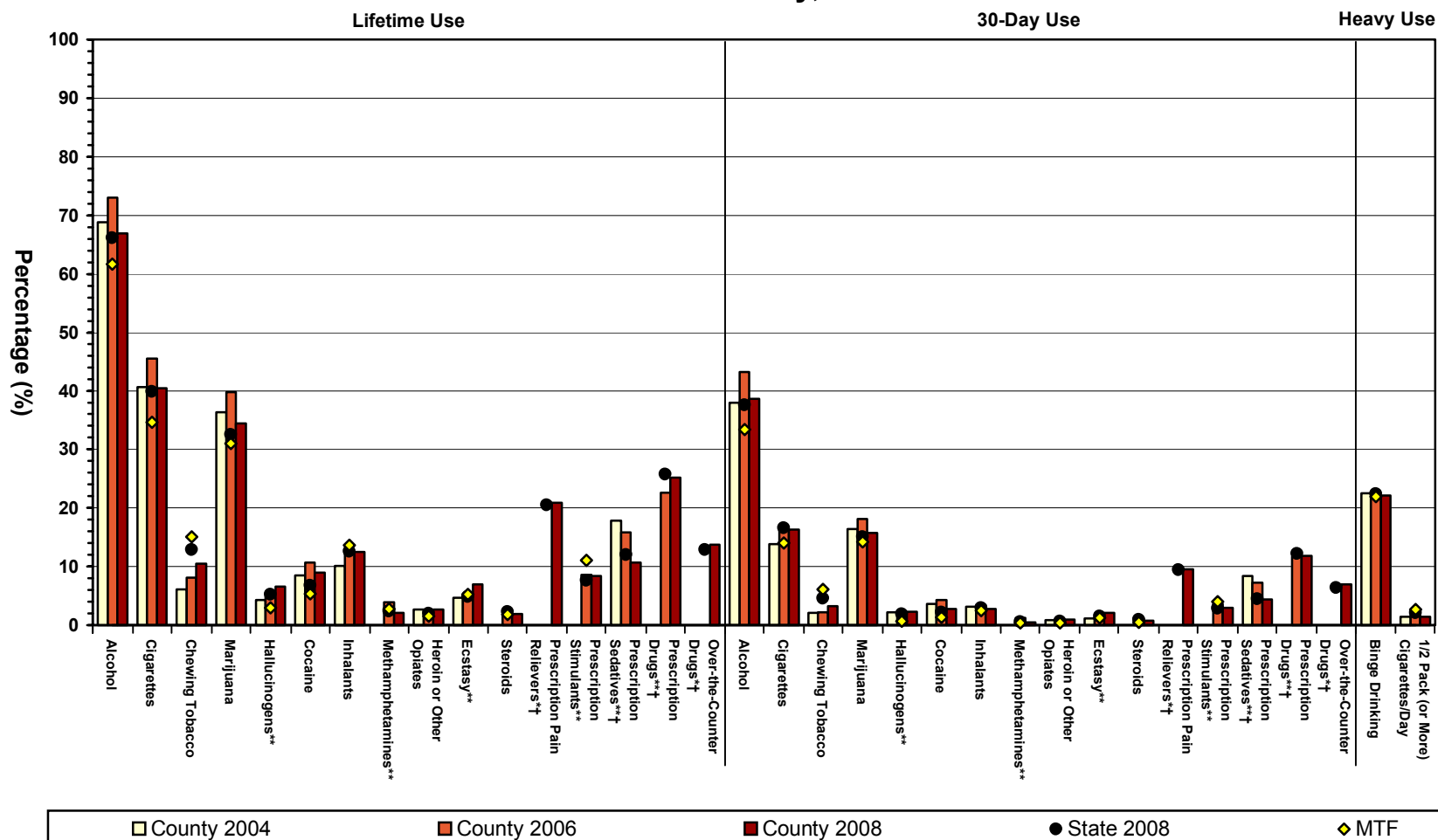
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Pima County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

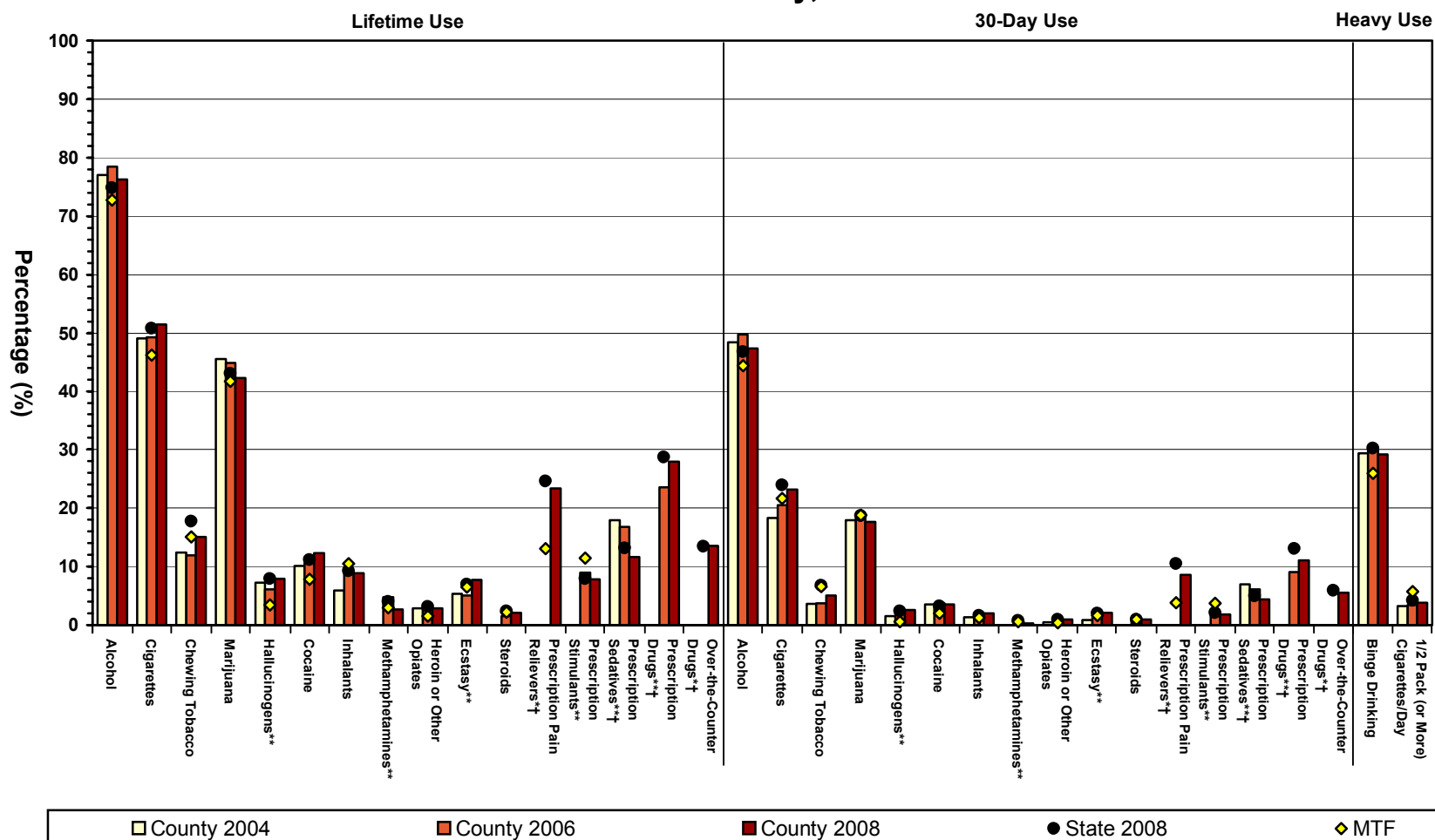
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Pima County, Grade 12



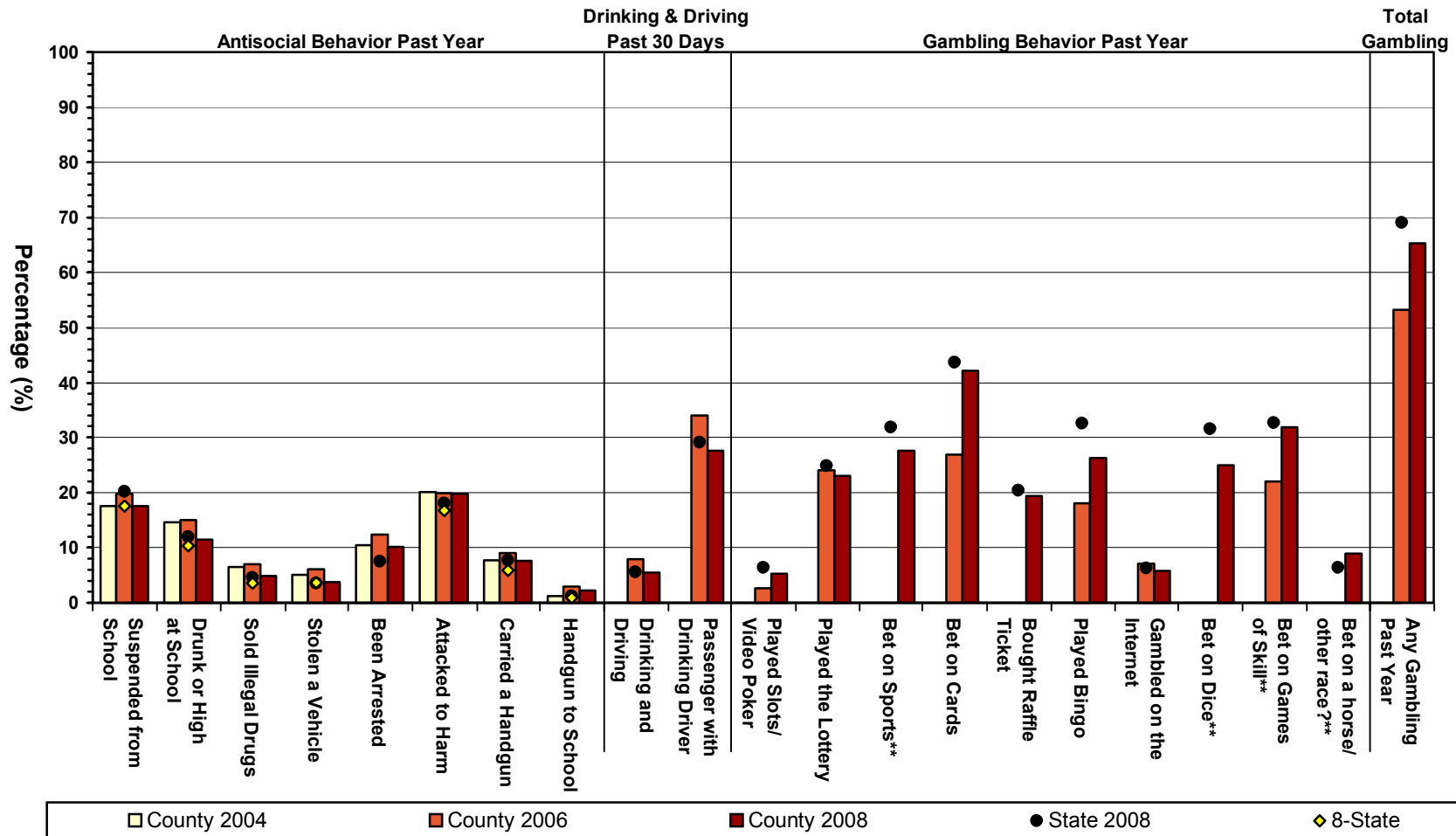
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Pima County, Grade 8

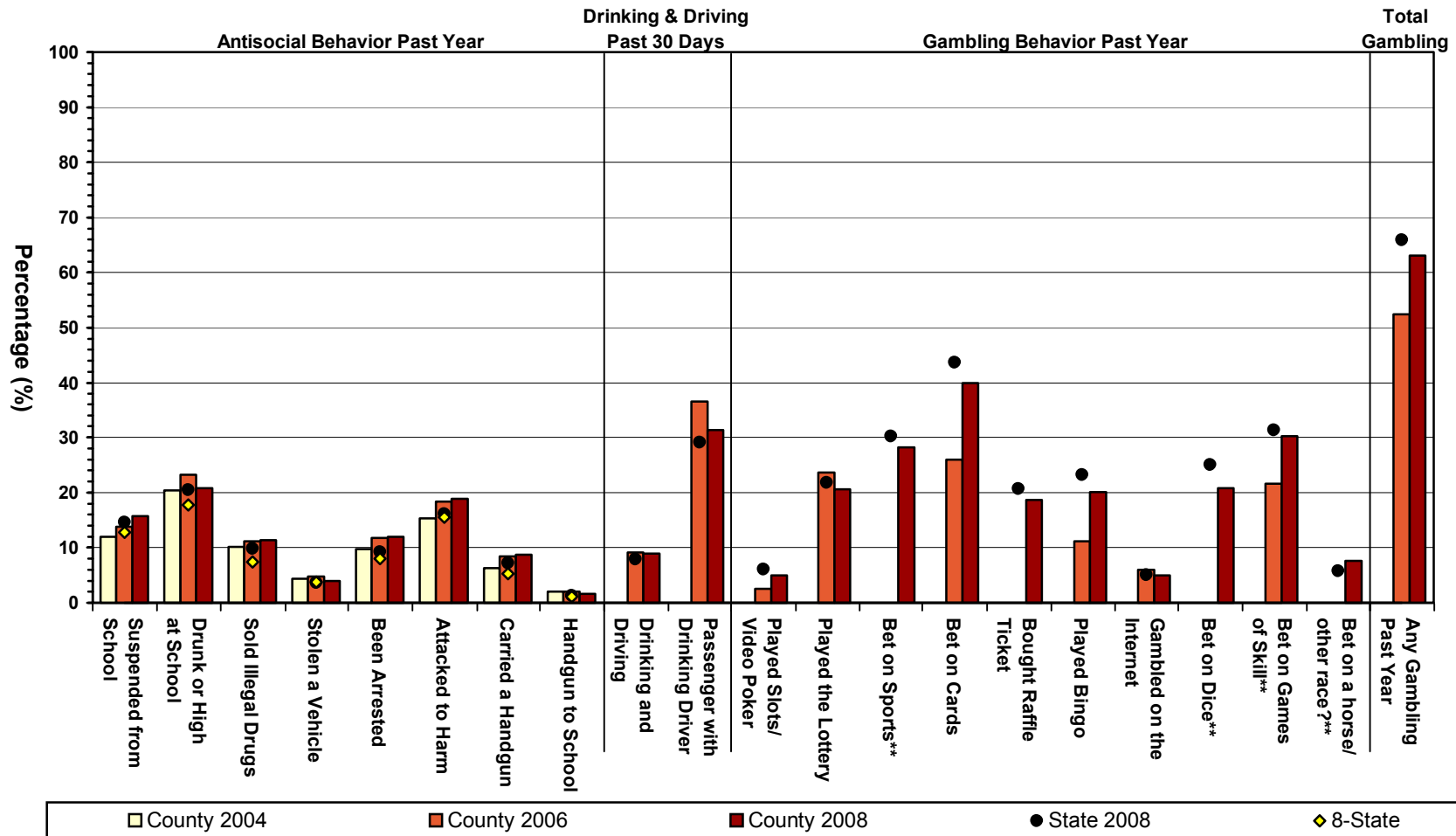


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Pima County, Grade 10

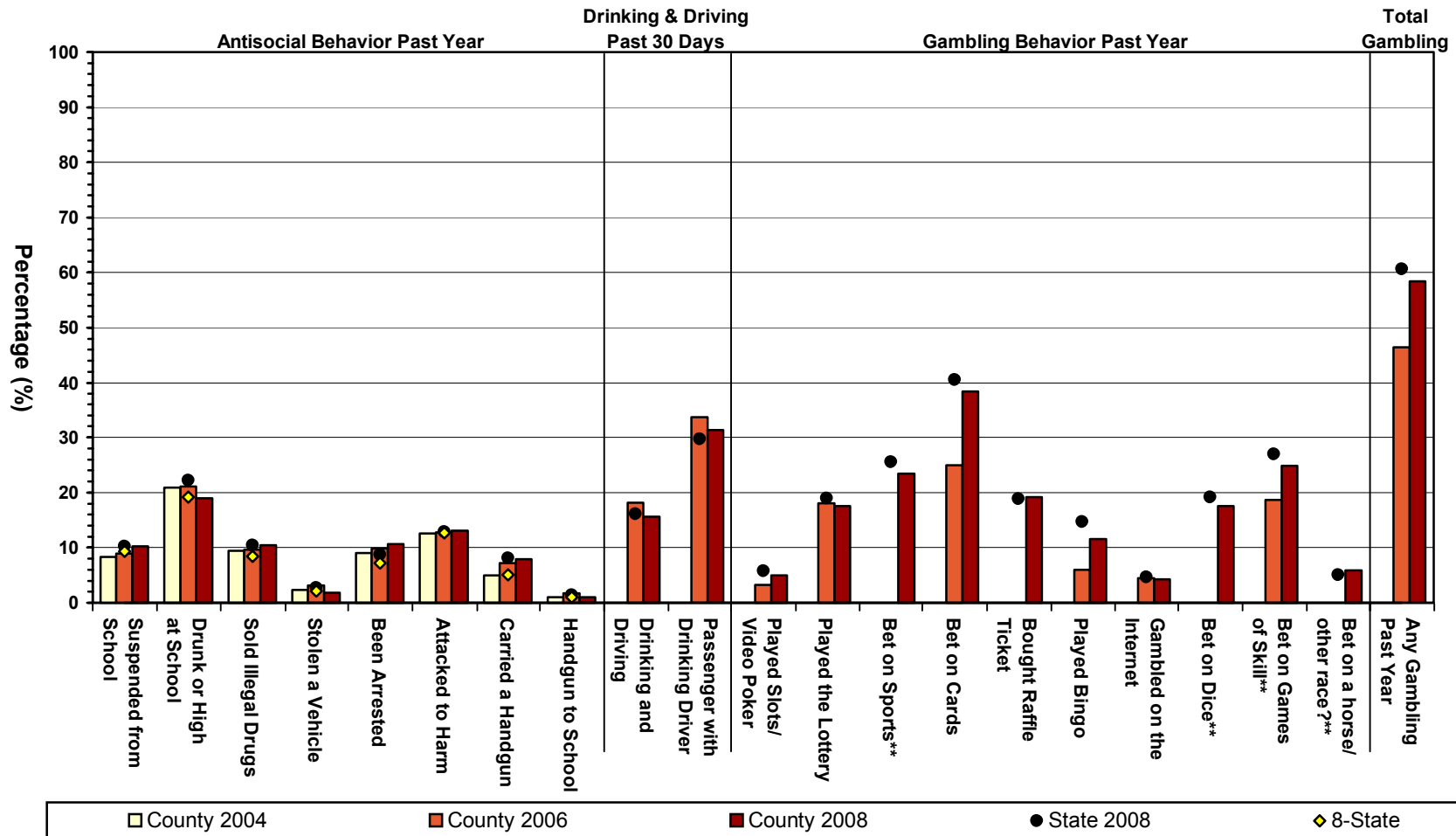


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Pima County, Grade 12



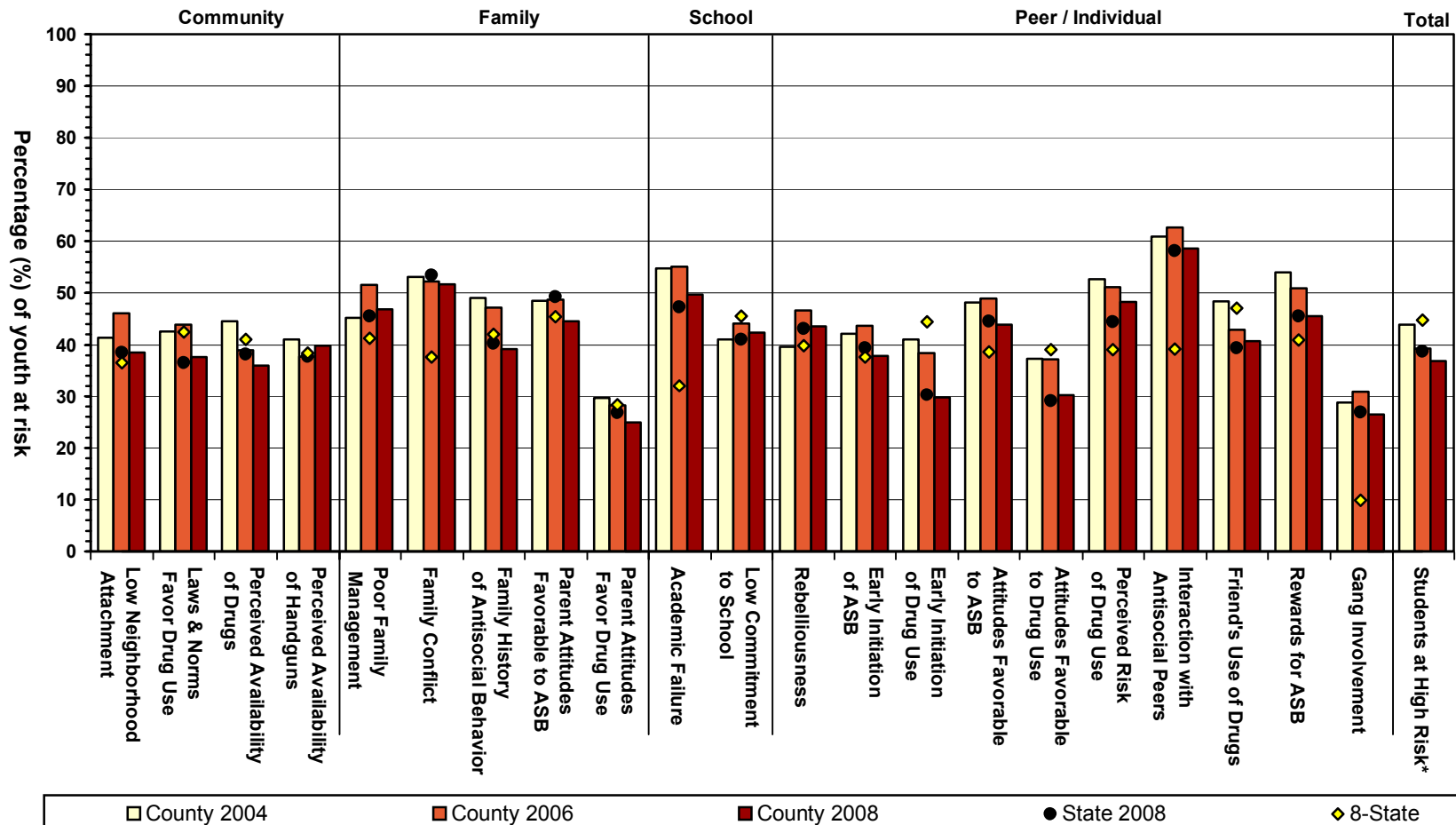
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

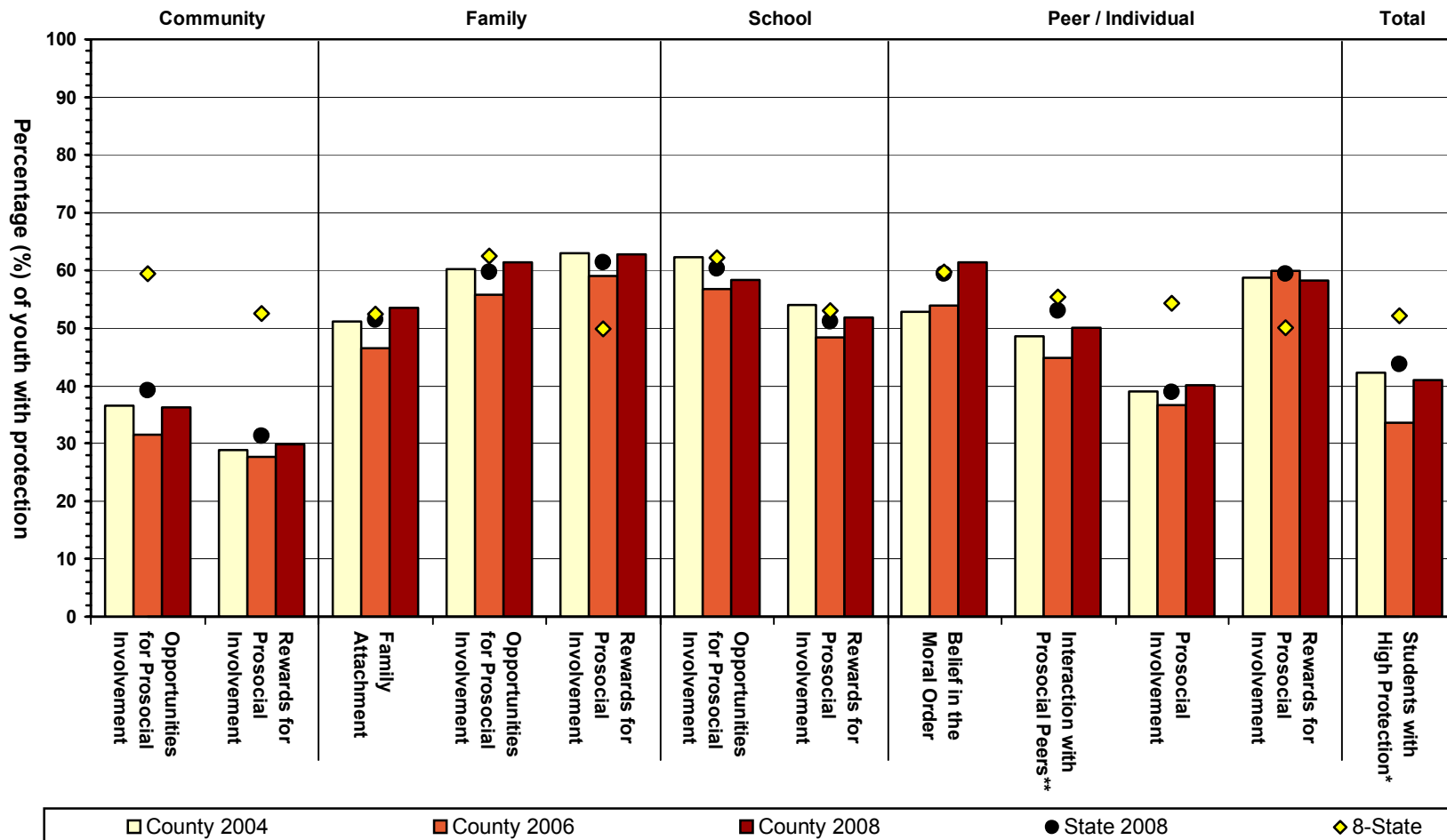
2008 Pima County, Grade 8



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

Risk and Protective Factor Profiles

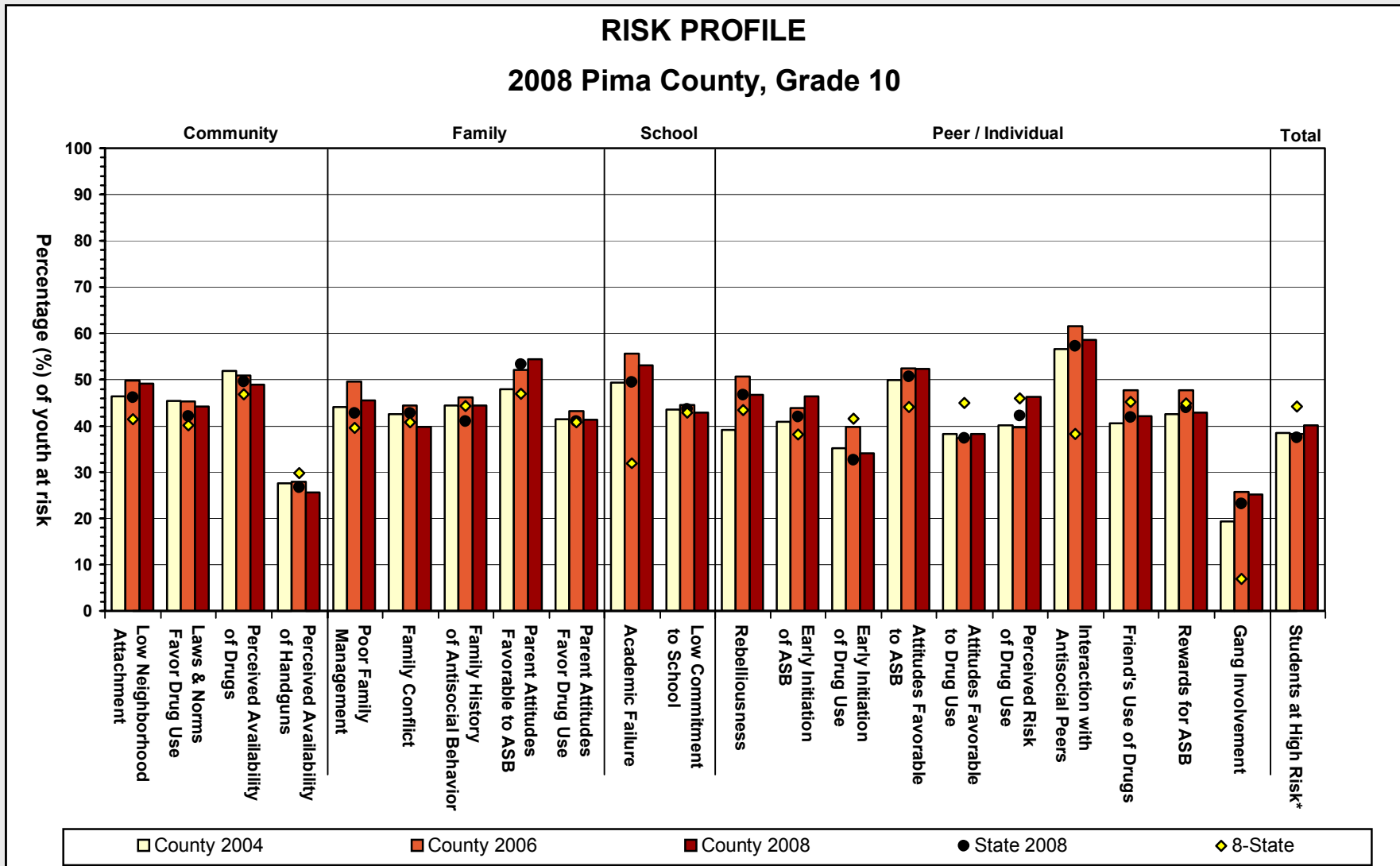
PROTECTIVE PROFILE 2008 Pima County, Grade 8



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

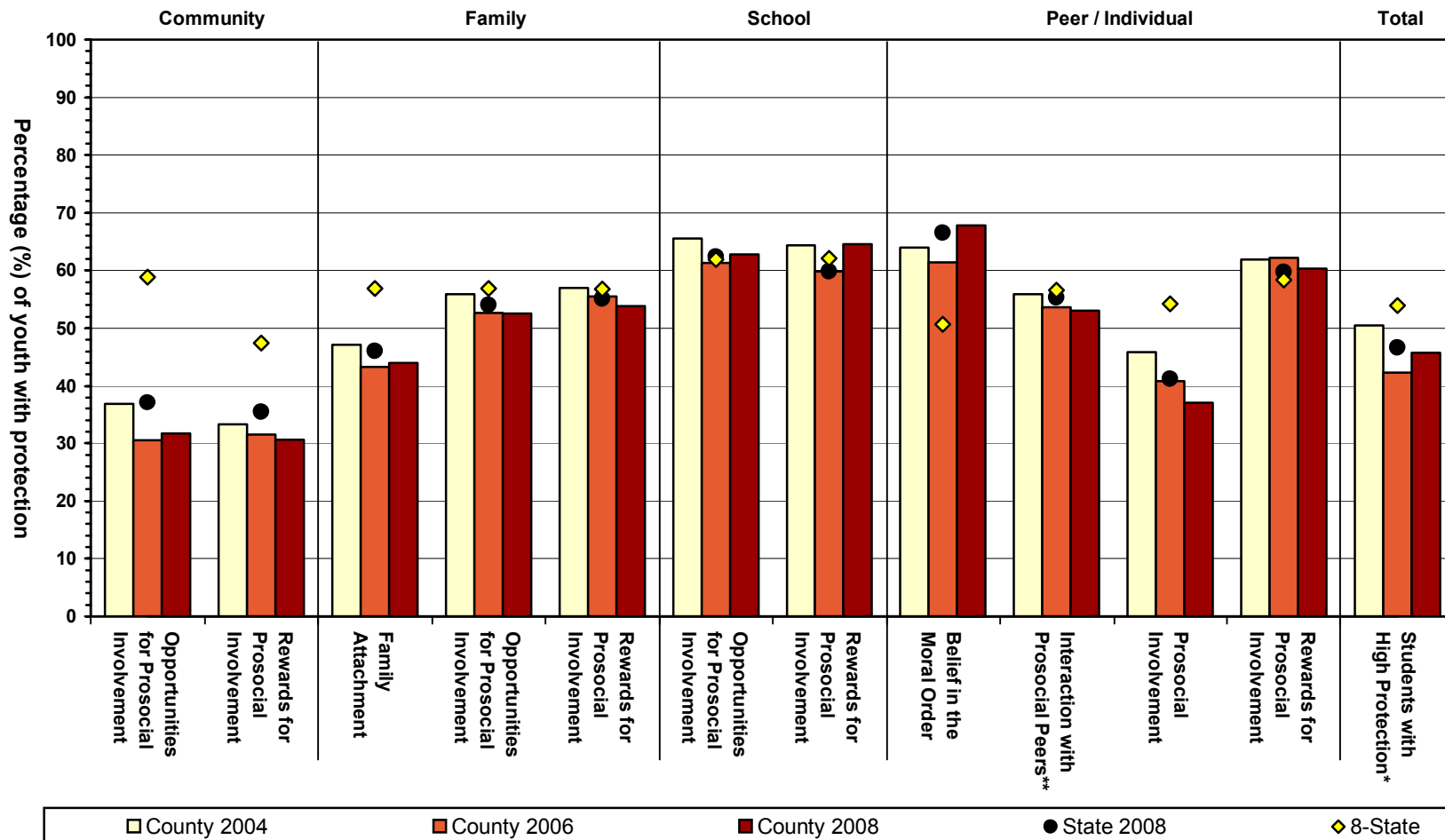
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Pima County, Grade 10



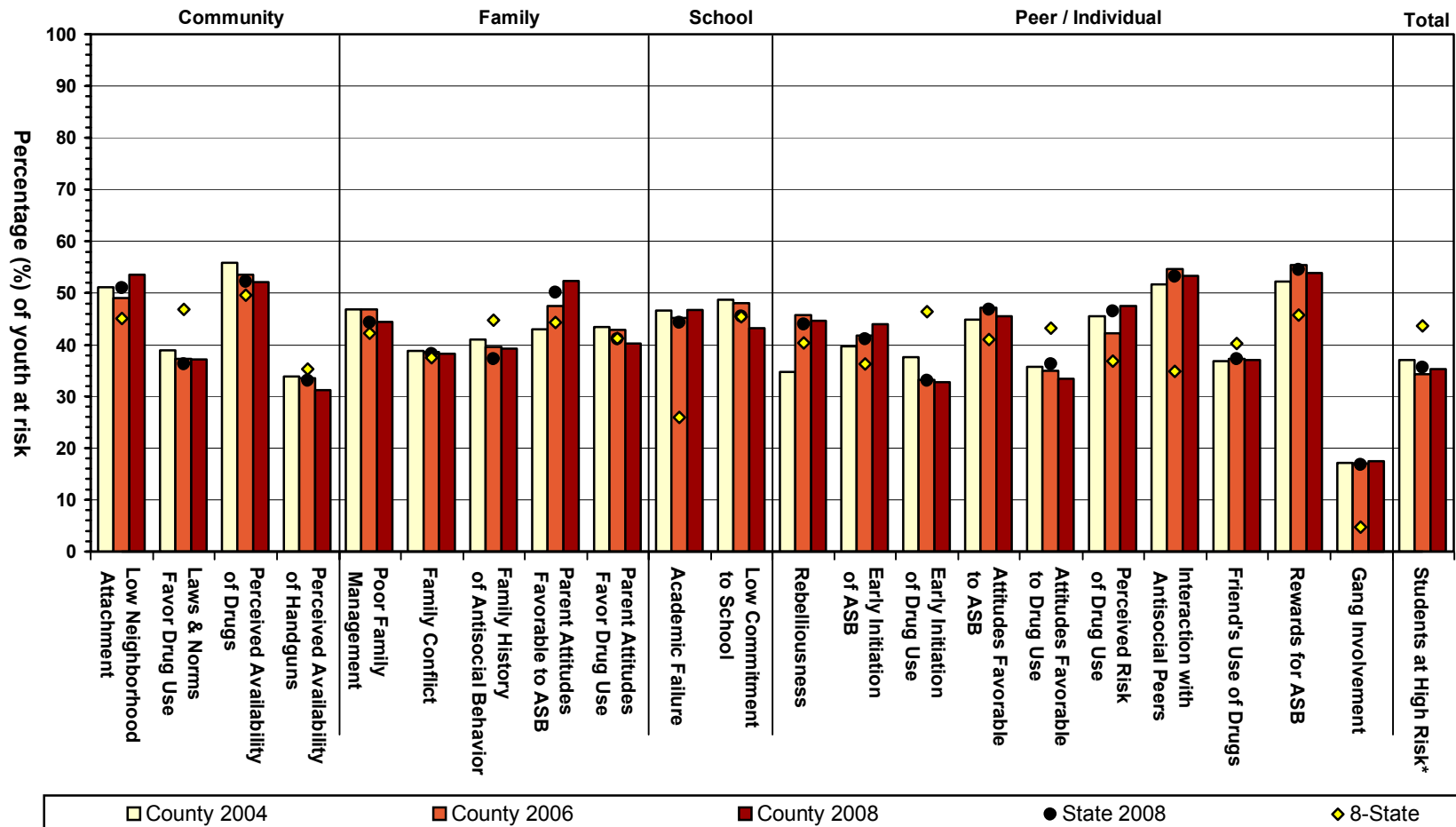
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

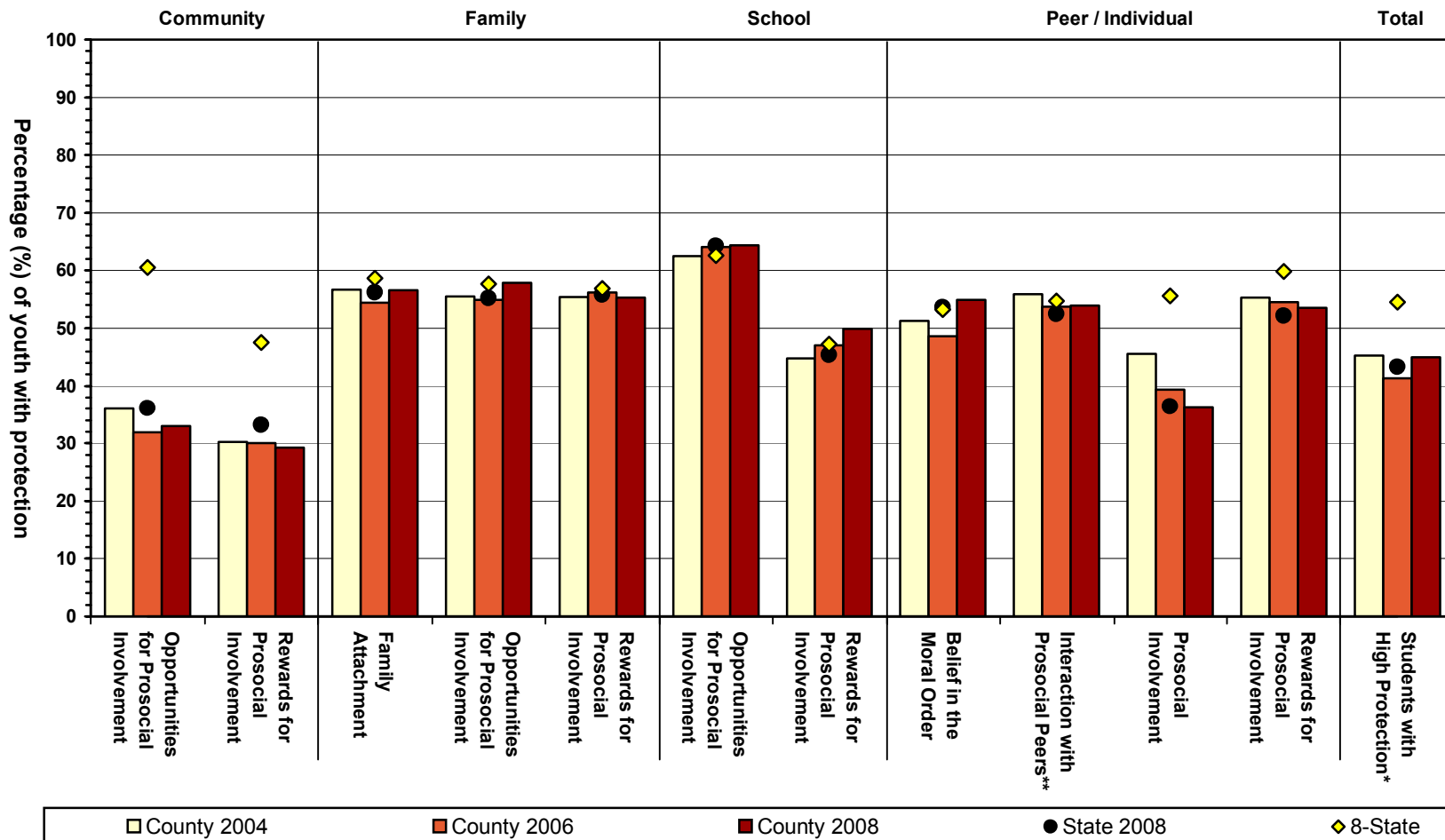
2008 Pima County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Pima County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

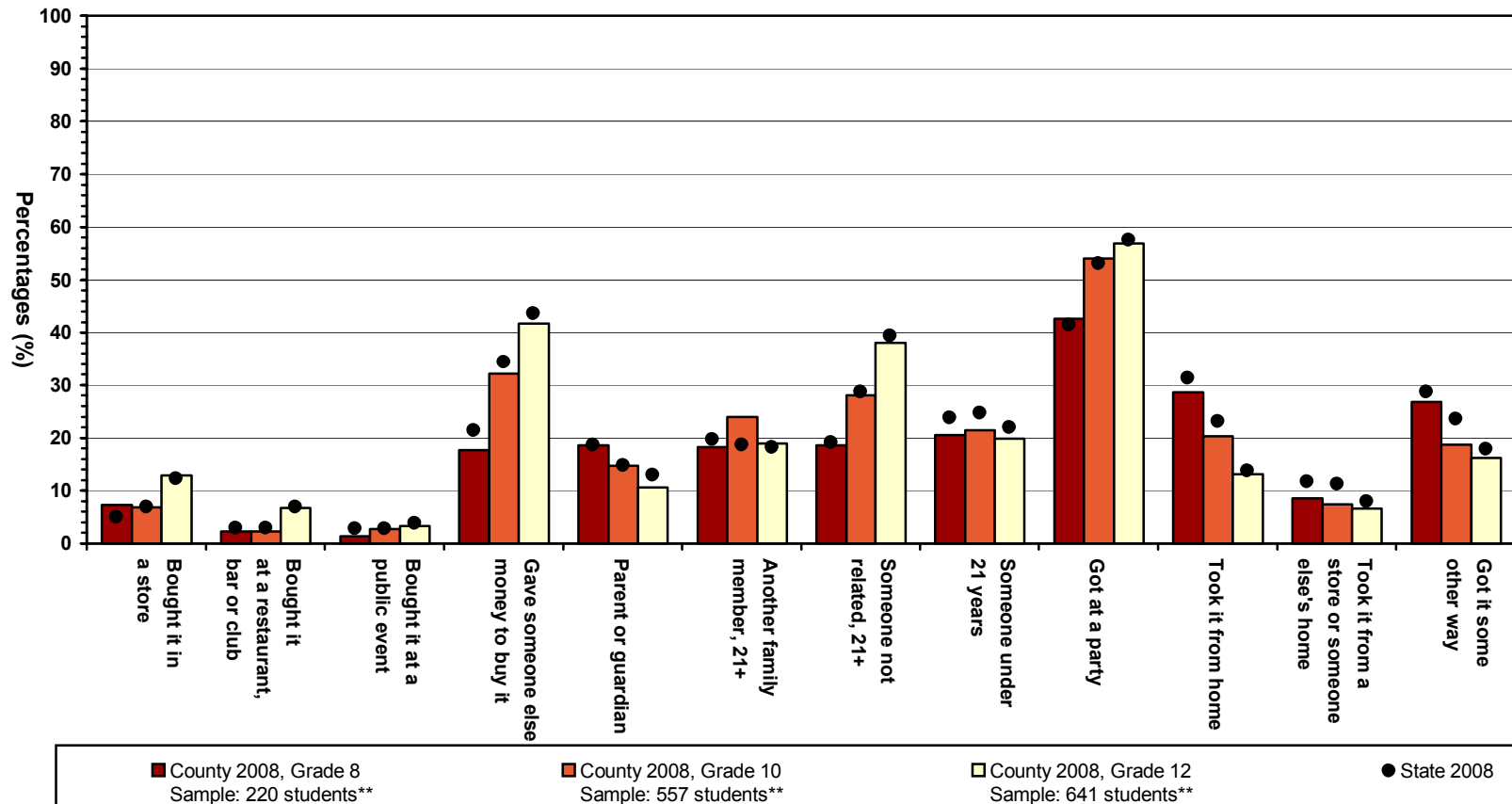
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Pima County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



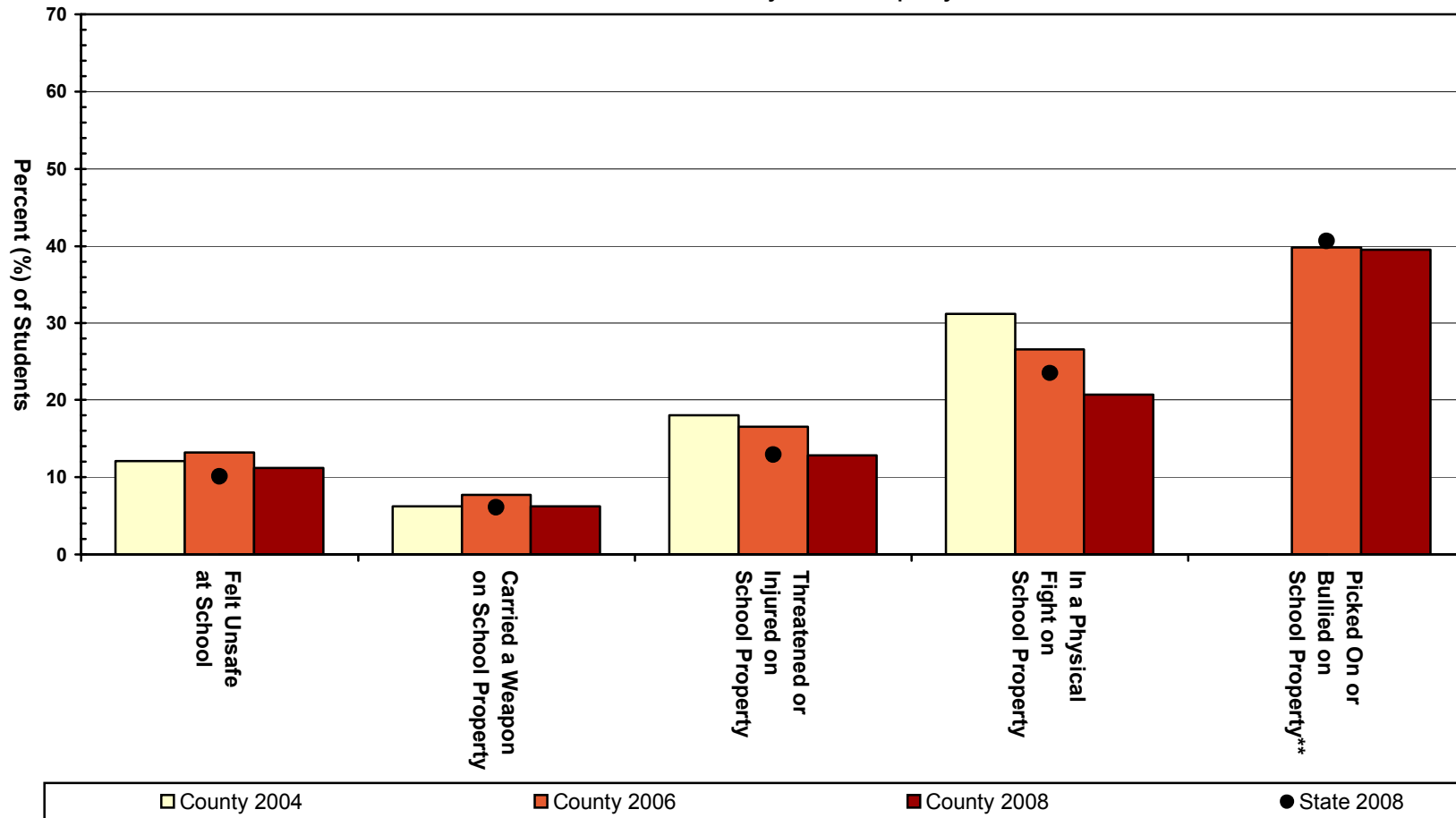
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pima County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



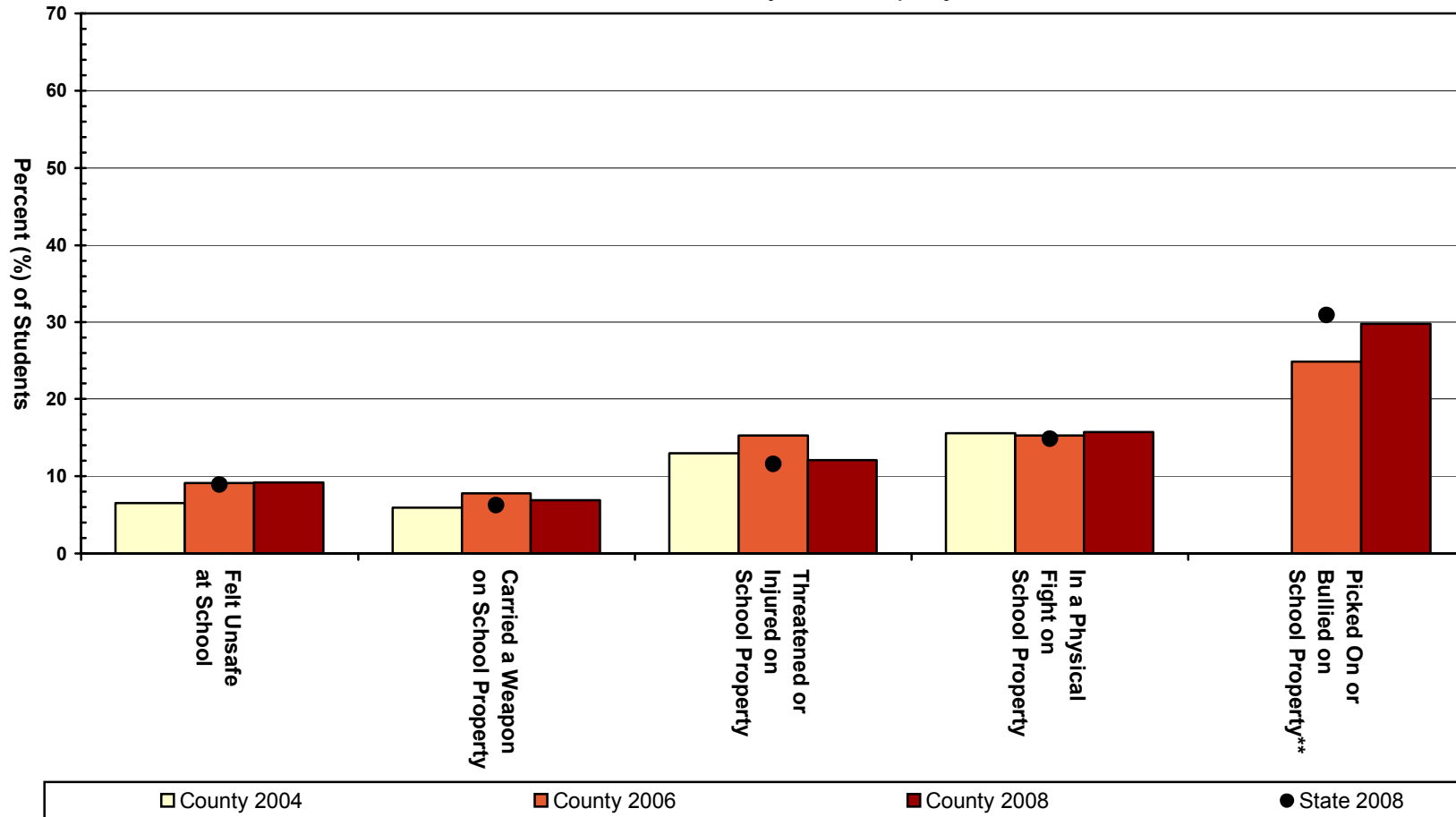
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pima County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



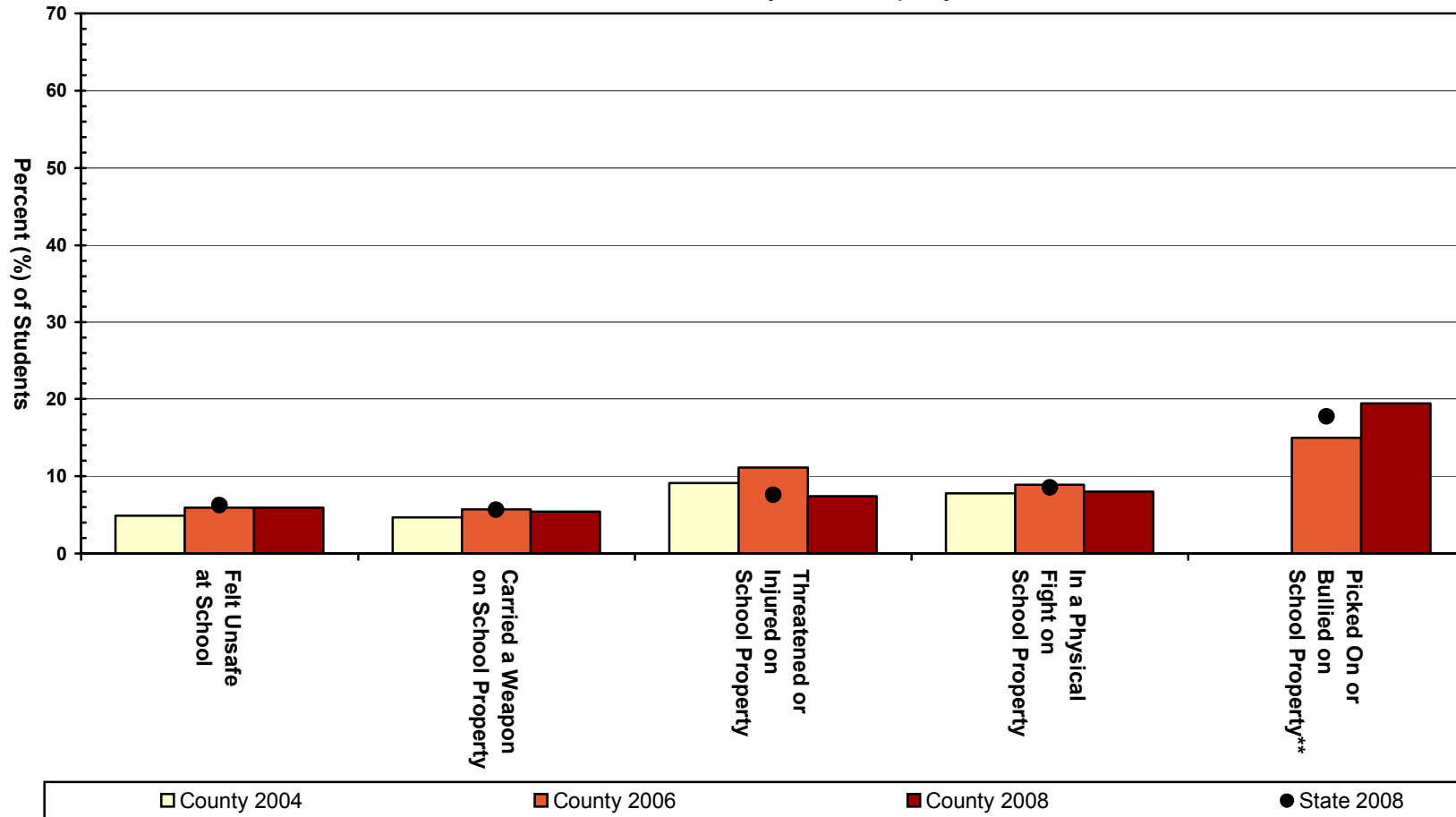
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pima County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	55.4	50.7	43.6	47.8	68.8	73.0	66.9	66.2	77.0	78.5	76.3	74.8
Cigarettes	smoked cigarettes?	35.5	32.1	24.1	25.9	40.7	45.6	40.5	39.9	49.1	49.3	51.5	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	6.0	7.2	6.7	7.1	6.1	8.1	10.5	12.9	12.4	11.9	15.1	17.7
Marijuana	used marijuana?	22.9	21.7	17.4	16.2	36.3	39.8	34.4	32.5	45.6	44.9	42.3	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.2	2.6	2.3	1.9	4.3	5.0	6.6	5.2	7.2	6.1	7.9	7.9
Cocaine	used cocaine or crack?	3.6	4.2	2.8	2.7	8.5	10.7	9.0	6.8	10.1	11.6	12.3	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	16.8	17.1	13.5	14.3	10.1	12.3	12.5	12.6	5.9	9.2	8.9	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	2.0	1.1	1.2	n/a	3.9	2.1	2.4	n/a	4.8	2.7	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.7	1.4	1.1	1.0	2.7	2.4	2.7	2.0	2.9	3.1	2.9	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.9	3.0	3.2	2.2	4.7	4.7	7.0	4.9	5.3	5.1	7.7	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.7	0.8	1.7	n/a	2.0	1.9	2.3	n/a	1.5	2.1	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	10.6	12.2	n/a	n/a	20.9	20.5	n/a	n/a	23.4	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.9	n/a	n/a	n/a	5.8	n/a	n/a	n/a	6.0	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.4	3.2	3.8	n/a	8.6	8.4	7.6	n/a	9.0	7.8	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	13.1	10.3	7.0	8.3	17.8	15.8	10.7	12.0	17.9	16.8	11.6	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	15.3	15.6	17.1	n/a	22.6	25.2	25.7	n/a	23.5	27.9	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	9.1	9.7	n/a	n/a	13.7	12.9	n/a	n/a	13.5	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	27.7	24.2	20.2	23.2	38.0	43.3	38.7	37.7	48.4	49.8	47.4	46.8
Cigarettes	smoked cigarettes?	9.9	11.5	8.0	8.7	13.8	16.4	16.3	16.6	18.3	20.5	23.2	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	1.8	2.3	2.3	2.6	2.1	2.2	3.2	4.6	3.6	3.7	5.1	6.8
Marijuana	used marijuana?	11.2	10.6	7.2	7.6	16.4	18.1	15.7	15.1	17.9	18.7	17.6	18.7
Hallucinogens**	used LSD or other hallucinogens?	1.3	1.3	0.9	0.8	2.2	1.9	2.3	1.9	1.5	2.0	2.6	2.4
Cocaine	used cocaine or crack?	1.4	1.9	1.0	1.0	3.6	4.3	2.8	2.2	3.5	3.7	3.5	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	7.5	7.5	5.4	5.4	3.1	3.4	2.8	3.0	1.3	2.0	2.0	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.6	0.3	0.4	n/a	1.2	0.5	0.6	n/a	0.8	0.3	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.5	1.0	0.4	0.4	0.9	1.0	1.0	0.7	0.5	1.0	1.0	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.8	1.2	1.3	0.8	1.1	1.4	2.1	1.5	0.9	1.3	2.1	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.8	0.4	0.7	n/a	1.1	0.8	1.0	n/a	0.8	1.0	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	5.2	6.0	n/a	n/a	9.5	9.4	n/a	n/a	8.6	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.4	n/a	n/a	n/a	2.7	n/a	n/a	n/a	2.4	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.8	1.6	1.6	n/a	3.6	3.0	2.9	n/a	2.2	1.8	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	7.0	4.4	3.0	3.4	8.4	7.2	4.4	4.5	7.0	6.1	4.4	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	7.9	7.6	8.6	n/a	11.7	11.8	12.2	n/a	9.1	11.1	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	5.9	5.6	n/a	n/a	7.0	6.4	n/a	n/a	5.5	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	16.6	14.0	10.7	13.1	22.5	22.1	22.1	22.4	29.4	30.0	29.2	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.8	0.6	0.3	0.7	1.4	2.1	1.4	2.1	3.2	3.4	3.8	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		17.5	19.8	17.5	20.2	12.0	13.8	15.7	14.6	8.3	8.9	10.2	10.2
Drunk or High at School		14.6	15.0	11.5	12.0	20.4	23.2	20.8	20.5	20.9	21.1	19.0	22.2
Sold Illegal Drugs		6.5	7.0	4.9	4.6	10.1	11.2	11.4	9.8	9.4	9.6	10.4	10.4
Stolen or Tried to Steal a Motor Vehicle		5.1	6.1	3.8	3.6	4.4	4.8	4.0	3.7	2.3	3.1	1.8	2.7
Been Arrested		10.4	12.4	10.1	7.5	9.7	11.8	12.0	9.2	9.0	9.8	10.6	8.7
Attacked Someone with the Idea of Seriously Hurting Them		20.1	19.9	19.8	18.1	15.3	18.4	18.9	16.1	12.6	12.8	13.1	12.9
Carried a Handgun		7.7	9.0	7.6	7.7	6.3	8.4	8.7	7.2	5.0	7.2	7.9	8.1
Carried a Handgun to School		1.2	2.9	2.2	1.2	2.0	2.0	1.6	1.3	1.0	1.7	1.0	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	7.9	5.5	5.6	n/a	9.1	8.9	7.9	n/a	18.2	15.6	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	34.0	27.6	29.1	n/a	36.6	31.3	29.1	n/a	33.7	31.3	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	53.2	65.3	69.1	n/a	52.4	63.1	65.9	n/a	46.5	58.4	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.6	5.3	6.4	n/a	2.5	5.0	6.1	n/a	3.2	5.0	5.8
Played the lottery or scratch-off tickets?	n/a	24.0	23.0	24.8	n/a	23.6	20.6	21.8	n/a	18.1	17.5	19.0
Bet on sports?*	n/a	n/a	27.6	31.8	n/a	n/a	28.2	30.2	n/a	n/a	23.4	25.6
Played cards?	n/a	26.9	42.2	43.7	n/a	26.0	40.0	43.7	n/a	25.0	38.4	40.6
Bought a raffle ticket?	n/a	n/a	19.4	20.4	n/a	n/a	18.7	20.7	n/a	n/a	19.2	18.9
Played bingo?	n/a	18.1	26.3	32.6	n/a	11.2	20.1	23.2	n/a	6.0	11.6	14.7
Gambled on the Internet?	n/a	7.1	5.8	6.3	n/a	6.0	5.0	5.1	n/a	4.5	4.3	4.7
Played a dice game?*	n/a	n/a	24.9	31.5	n/a	n/a	20.8	25.1	n/a	n/a	17.5	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	22.0	31.8	32.7	n/a	21.6	30.2	31.3	n/a	18.7	24.8	27.0
Bet on a horse or other animal race?*	n/a	n/a	8.9	6.4	n/a	n/a	7.6	5.8	n/a	n/a	5.9	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	36.5	31.5	36.2	39.3	36.8	30.5	31.7	37.1	36.0	31.9	33.0	36.1
Rewards for Prosocial Involvement	28.8	27.7	29.8	31.3	33.3	31.5	30.6	35.4	30.2	30.0	29.2	33.2
Family Domain												
Family Attachment	51.2	46.6	53.5	51.5	47.1	43.3	44.0	46.1	56.7	54.4	56.6	56.2
Opportunities for Prosocial Involvement	60.2	55.8	61.4	59.7	55.9	52.7	52.6	54.0	55.5	54.9	57.9	55.2
Rewards for Prosocial Involvement	63.0	59.1	62.8	61.4	57.0	55.5	53.8	55.1	55.4	56.2	55.3	55.8
School Domain												
Opportunities for Prosocial Involvement	62.3	56.8	58.4	60.3	65.6	61.3	62.8	62.4	62.5	64.1	64.4	64.3
Rewards for Prosocial Involvement	54.0	48.4	51.9	51.2	64.4	59.8	64.6	59.8	44.8	47.0	49.9	45.4
Peer-Individual Domain												
Belief in the Moral Order	52.9	53.9	61.4	59.4	64.0	61.4	67.8	66.5	51.3	48.6	54.9	53.6
Interaction with Prosocial Peers*	48.6	44.9	50.1	53.1	55.9	53.6	53.1	55.3	55.9	53.7	53.9	52.5
Prosocial Involvement	39.1	36.6	40.2	39.0	45.9	40.8	37.0	41.2	45.6	39.4	36.2	36.4
Rewards for Prosocial Involvement	58.8	59.9	58.3	59.4	61.9	62.2	60.3	59.7	55.3	54.5	53.5	52.2
Total Protection												
Students with High Protection**	42.3	33.6	41.0	43.8	50.5	42.3	45.8	46.7	45.3	41.3	45.0	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	41.4	46.1	38.5	38.5	46.4	49.8	49.2	46.2	51.1	49.1	53.6	51.0
Laws & Norms Favor Drug Use	42.6	43.9	37.7	36.6	45.4	45.3	44.2	42.1	39.0	37.3	37.2	36.3
Perceived Availability of Drugs	44.6	39.0	36.0	38.2	51.9	50.9	49.0	49.6	55.9	53.6	52.1	52.2
Perceived Availability of Handguns	41.0	37.8	39.8	37.8	27.5	27.9	25.6	26.7	33.9	33.6	31.2	33.1
Family Domain												
Poor Family Management	45.2	51.6	46.9	45.5	44.1	49.6	45.5	42.8	46.9	46.9	44.5	44.3
Family Conflict	53.1	52.2	51.7	53.5	42.6	44.5	39.9	42.8	38.9	38.6	38.3	38.3
Family History of Antisocial Behavior	49.1	47.2	39.2	40.3	44.5	46.2	44.5	41.1	41.0	39.6	39.3	37.3
Parent Attitudes Favorable to ASB	48.5	48.7	44.6	49.3	48.0	52.1	54.5	53.4	43.0	47.5	52.4	50.2
Parent Attitudes Favor Drug Use	29.6	28.2	24.9	26.8	41.5	43.2	41.4	41.1	43.5	42.9	40.3	41.2
School Domain												
Academic Failure	54.8	55.1	49.7	47.3	49.4	55.7	53.1	49.5	46.7	45.2	46.8	44.4
Low Commitment to School	41.1	44.1	42.4	41.0	43.6	44.6	42.9	43.7	48.7	48.1	43.2	45.6
Peer-Individual Domain												
Rebelliousness	39.6	46.6	43.6	43.1	39.2	50.7	46.8	46.8	34.8	45.8	44.7	44.0
Early Initiation of ASB	42.2	43.7	37.9	39.4	40.9	43.9	46.4	42.0	39.7	41.8	44.0	41.2
Early Initiation of Drug Use	41.0	38.4	29.7	30.3	35.2	39.8	34.1	32.7	37.6	33.3	32.8	33.1
Attitudes Favorable to ASB	48.2	49.0	43.9	44.6	49.9	52.5	52.4	50.7	44.9	47.2	45.6	46.9
Attitudes Favorable to Drug Use	37.3	37.2	30.2	29.1	38.3	37.4	38.3	37.4	35.8	35.0	33.5	36.3
Perceived Risk of Drug Use	52.7	51.2	48.3	44.5	40.2	39.7	46.3	42.3	45.5	42.3	47.5	46.5
Interaction with Antisocial Peers	60.9	62.7	58.6	58.2	56.6	61.6	58.6	57.3	51.7	54.7	53.3	53.2
Friend's Use of Drugs	48.4	42.9	40.7	39.4	40.6	47.7	42.1	41.9	36.9	37.3	37.1	37.3
Rewards for ASB	54.0	50.9	45.6	45.6	42.6	47.7	42.9	44.0	52.3	55.4	53.9	54.6
Gang Involvement	28.8	30.8	26.5	26.9	19.3	25.7	25.1	23.2	17.1	17.0	17.4	16.8
Total Risk												
Students at High Risk*	43.9	39.3	36.9	38.7	38.5	38.3	40.2	37.5	37.1	34.4	35.3	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	220	4,418	557	4,872	641	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	7.3	5.0	6.8	6.9	12.9	12.3
I bought it at a restaurant, bar, or club	2.3	3.0	2.3	3.0	6.7	7.0
I bought it at a public event such as a concert or sporting event	1.4	2.9	2.7	2.9	3.3	3.9
I gave someone else money to buy it for me	17.7	21.4	32.1	34.4	41.7	43.7
My parent or guardian gave it to me	18.6	18.7	14.7	14.8	10.6	13.0
Another family member who is 21 or older gave it to me	18.2	19.7	23.9	18.7	18.9	18.2
Someone not related to me who is 21 or older gave it to me	18.6	19.2	28.0	28.7	38.1	39.5
Someone under the age of 21 gave it to me	20.5	23.8	21.4	24.8	19.8	22.0
I got it at a party	42.7	41.5	54.0	53.1	56.9	57.6
I took it from home	28.6	31.4	20.3	23.2	13.1	13.8
I took it from a store or someone else's home	8.6	11.7	7.4	11.3	6.6	8.0
I got it some other way	26.8	28.7	18.7	23.6	16.2	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	82.0	83.5	87.2	87.1	87.0	84.7	87.9	88.4	90.9	88.9	92.6	92.4
	1 time	9.6	8.3	6.8	6.6	7.4	8.0	5.8	5.9	4.6	5.2	3.4	3.9
	2-3 times	4.5	4.4	3.8	3.5	3.0	3.7	3.4	3.0	2.3	3.7	1.9	2.0
	4-5 times	1.5	1.2	0.9	1.0	0.8	1.1	0.9	0.8	0.7	0.6	0.8	0.6
	6-7 times	0.4	0.5	0.4	0.4	0.3	0.5	0.6	0.4	0.4	0.5	0.3	0.2
	8-9 times	0.2	0.5	0.1	0.3	0.5	0.3	0.2	0.3	0.3	0.1	0.2	0.2
	10-11 times	0.1	0.3	0.1	0.1	0.3	0.2	0.1	0.2	0.2	0.4	0.1	0.1
	12 or more times	1.6	1.3	0.8	0.9	0.8	1.5	1.0	1.1	0.6	0.6	0.8	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	68.8	73.4	79.3	76.5	84.4	84.7	84.3	85.2	92.2	91.1	92.0	91.5
	1 time	15.2	14.2	10.3	12.9	8.8	9.0	9.0	8.8	4.3	5.6	4.6	5.0
	2-3 times	10.2	7.0	6.2	6.9	3.7	4.0	5.2	3.9	2.1	2.0	2.3	2.1
	4-5 times	2.7	2.5	1.8	1.7	1.2	1.0	0.7	0.7	0.5	0.3	0.4	0.4
	6-7 times	0.6	0.7	0.7	0.6	0.4	0.1	0.5	0.4	0.3	0.2	0.1	0.3
	8-9 times	0.7	0.6	0.2	0.4	0.1	0.2	0.1	0.2	0.3	0.2	0.3	0.2
	10-11 times	0.3	0.5	0.4	0.3	0.4	0.2	0.1	0.1	0.2	0.0	0.0	0.1
	12 or more times	1.5	1.1	1.1	0.7	1.0	0.7	0.2	0.7	0.1	0.5	0.3	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	60.2	60.5	59.4	n/a	75.1	70.2	69.1	n/a	85.0	80.6	82.3
	1 time	n/a	19.4	13.3	13.2	n/a	13.2	9.5	10.3	n/a	8.1	7.1	6.6
	2-3 times	n/a	14.6	11.6	11.5	n/a	8.9	9.7	9.6	n/a	4.9	5.5	5.7
	4-5 times	n/a		2.6	4.3	n/a		3.0	3.2	n/a		1.7	1.5
	6-7 times	n/a		1.3	1.9	n/a		1.4	1.4	n/a		1.2	0.8
	8-9 times	n/a		1.2	1.2	n/a		1.2	1.1	n/a		0.3	0.5
	10-11 times	n/a		0.8	0.8	n/a		1.0	0.6	n/a		0.3	0.3
	12 or more times	n/a	5.7	8.9	7.7	n/a	2.8	4.0	4.6	n/a	1.9	3.4	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	87.9	86.8	88.8	89.9	93.5	90.9	90.8	91.1	95.1	94.1	94.1	93.8
	1 day	6.7	7.3	5.7	5.8	2.8	5.0	5.1	5.1	2.8	3.1	3.4	3.3
	2-3 days	3.4	3.0	3.1	2.7	1.6	2.2	2.3	2.2	1.4	1.5	1.7	1.8
	4-5 days	0.7	1.2	0.7	0.6	1.0	0.6	0.9	0.6	0.3	0.4	0.2	0.4
	6 or more days	1.3	1.8	1.7	1.0	1.2	1.3	0.9	1.0	0.4	0.8	0.7	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	93.8	92.3	93.8	93.9	94.1	92.2	93.1	93.8	95.3	94.3	94.6	94.4
	1 day	3.1	3.5	2.7	3.1	1.9	2.7	2.3	2.2	1.4	1.6	1.9	1.5
	2-3 days	1.8	1.9	1.2	1.3	1.2	1.6	1.8	1.2	0.6	0.9	0.9	1.1
	4-5 days	0.3	0.7	0.6	0.5	0.4	0.5	0.5	0.5	0.3	0.5	0.2	0.5
	6 or more days	1.1	1.6	1.7	1.2	2.4	3.0	2.3	2.2	2.5	2.6	2.4	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	57.5	1,302	60.6	1,702	63.7	1,501	56.1	2,137	65.1	2,287
	smoke 1 or more packs or cigarettes per day	Cigarettes	81.1	1,314	84.4	1,714	88.9	1,509	84.3	2,154	85.9	2,299
	smoke marijuana regularly	Marijuana	77.0	1,273	69.2	1,664	67.8	1,477	66.9	2,104	75.1	2,230
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	92.6	1,195	85.1	1,618	77.5	1,459	83.6	2,005	85.6	2,191
	smoke cigarettes	Cigarettes	97.0	1,207	93.7	1,627	86.8	1,459	91.9	2,023	92.7	2,194
	smoke marijuana	Marijuana	96.1	1,190	91.9	1,616	90.8	1,449	92.2	2,003	93.4	2,177
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	78.5	1,440	62.4	1,780	57.6	1,578	64.4	2,309	67.0	2,400
	smoke cigarettes	Cigarettes	87.9	1,440	76.4	1,782	65.3	1,580	74.2	2,309	78.1	2,403
	smoke marijuana	Marijuana	86.2	1,438	72.7	1,777	70.0	1,579	72.4	2,307	79.3	2,397
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	20.2	1,378	38.7	1,743	47.4	1,546	34.2	2,224	37.9	2,356
		Cigarettes	8.0	1,338	16.3	1,726	23.2	1,517	17.7	2,175	14.8	2,321
		Marijuana	7.2	1,367	15.7	1,727	17.6	1,528	15.6	2,199	12.4	2,337
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	51.6	1,443	71.4	1,777	80.0	1,584	67.3	2,305	69.1	2,409
		Average age:	11.9 years		13.3 years		14.2 years		13.1 years		13.5 years	
	smoked a cigarette, even just a puff?	Cigarettes	26.3	1,440	42.6	1,784	54.4	1,582	43.7	2,304	39.5	2,412
		Average age:	11.7 years		12.8 years		13.9 years		13.1 years		13.1 years	
	smoked marijuana?	Marijuana	18.8	1,449	36.1	1,787	45.3	1,588	35.5	2,316	32.5	2,417
		Average age:	12 years		13.3 years		14.3 years		13.4 years		13.6 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: (Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

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Apache, Coconino, Mohave, Navajo, and Yavapai Counties

Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
(928) 214-2177

Maricopa County

Juan Aristizabal
Magellan
(602) 797-8256

Gila River Indian Community

Joan Grey
Gila River Regional Behavioral Health Authority
(602) 528-7136

Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
(520) 879-6067

Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
(928) 338-4811

Colorado River Indian Tribes

(928) 669-6577

Other State and National Contacts:

Arizona Criminal Justice Commission

Michelle Neitch/ Phillip Stevenson
(602) 364-1173/(602) 364-1157
www.azcjc.gov

Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Pinal County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Tobacco Education and Prevention Program,
Arizona Department of Health Services

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Holly Orozco, *Governor's Office for Children, Youth, and Families*
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and Health Board*
Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Pinal County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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- Risk & Protective Factor Profiles
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from your county and the state.

Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,616	100	1,848	100	2,896	100	54,734	100
Grade								
8	574	35.5	1,079	58.4	1,609	55.6	25,695	46.9
10	650	40.2	481	26.0	936	32.3	16,089	29.4
12	392	24.3	288	15.6	351	12.1	12,950	23.7
Gender								
Male	703	44.0	862	48.1	1,426	50.0	26,213	48.8
Female	894	56.0	931	51.9	1,425	50.0	27,514	51.2
Ethnicity*								
Native American	152	9.6	157	8.8	334	9.0	4,812	7.4
African American	65	4.1	111	6.2	319	8.6	3,915	6.0
Hispanic	580	36.7	682	38.3	1,600	43.1	21,525	32.9
White	687	43.5	697	39.2	1,305	35.2	31,887	48.8
Asian	13	0.8	27	1.5	85	2.3	2,117	3.2
Pacific Islander	6	0.4	6	0.3	66	1.8	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

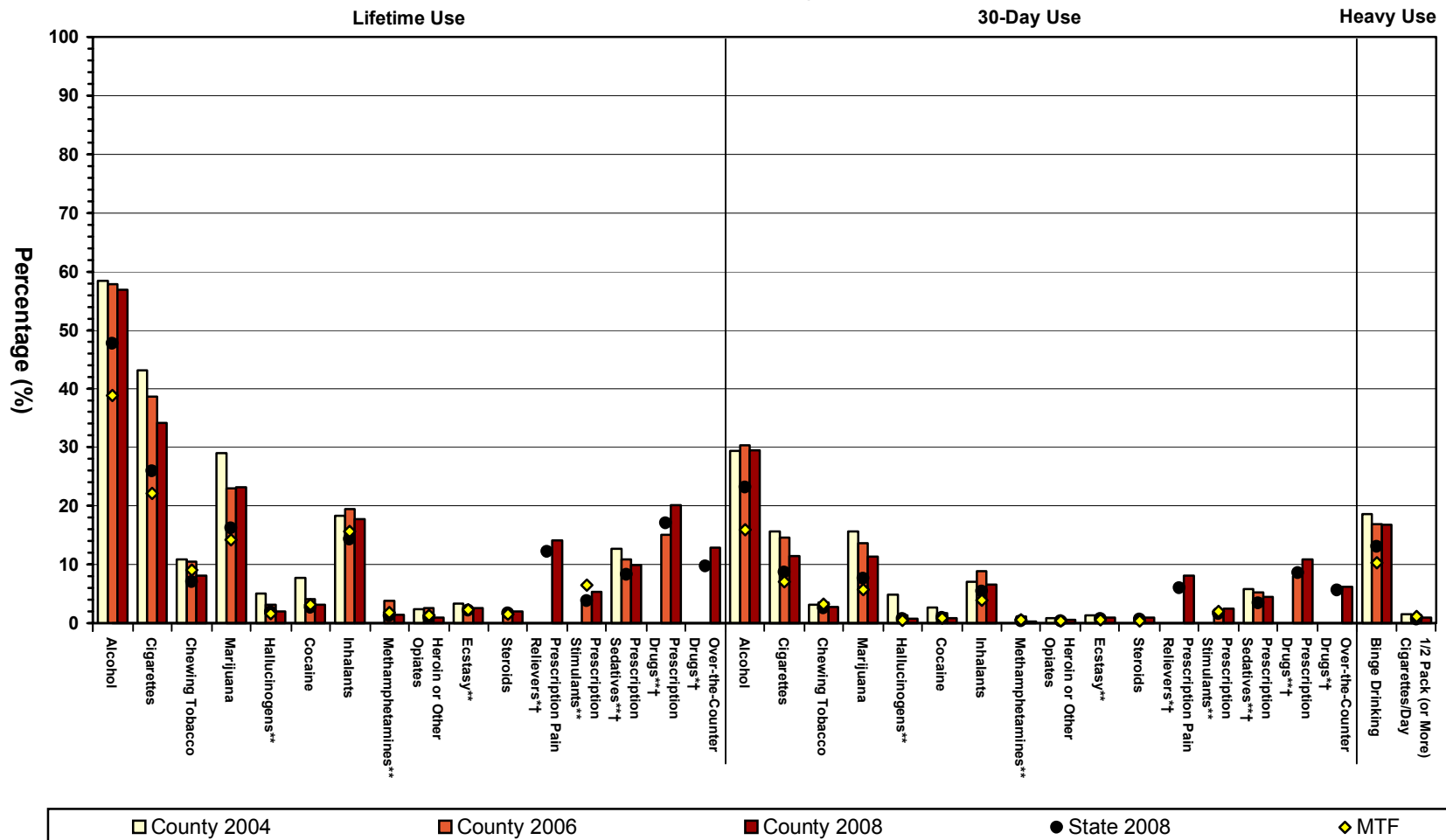
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Pinal County, Grade 8



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

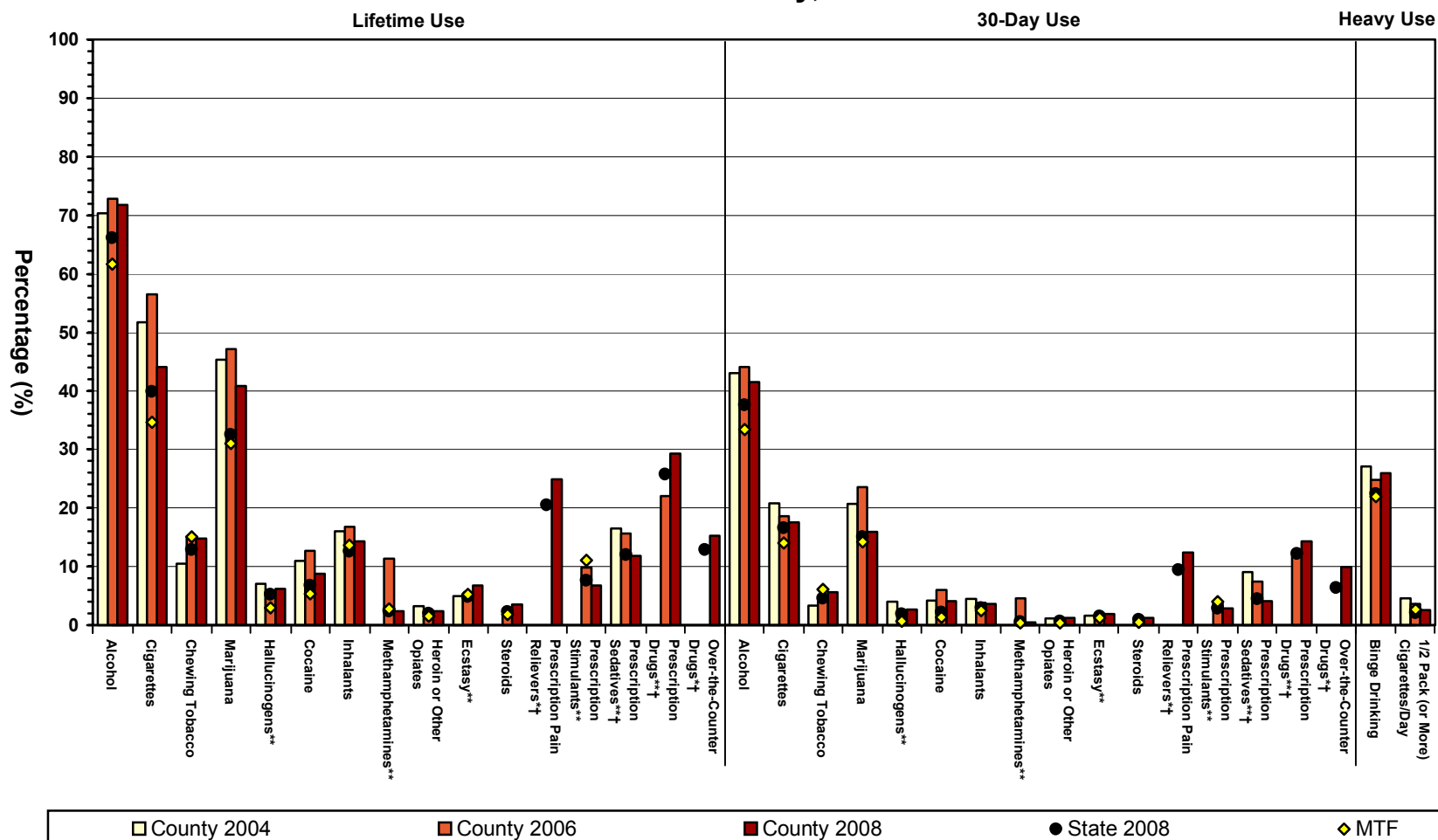
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Pinal County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

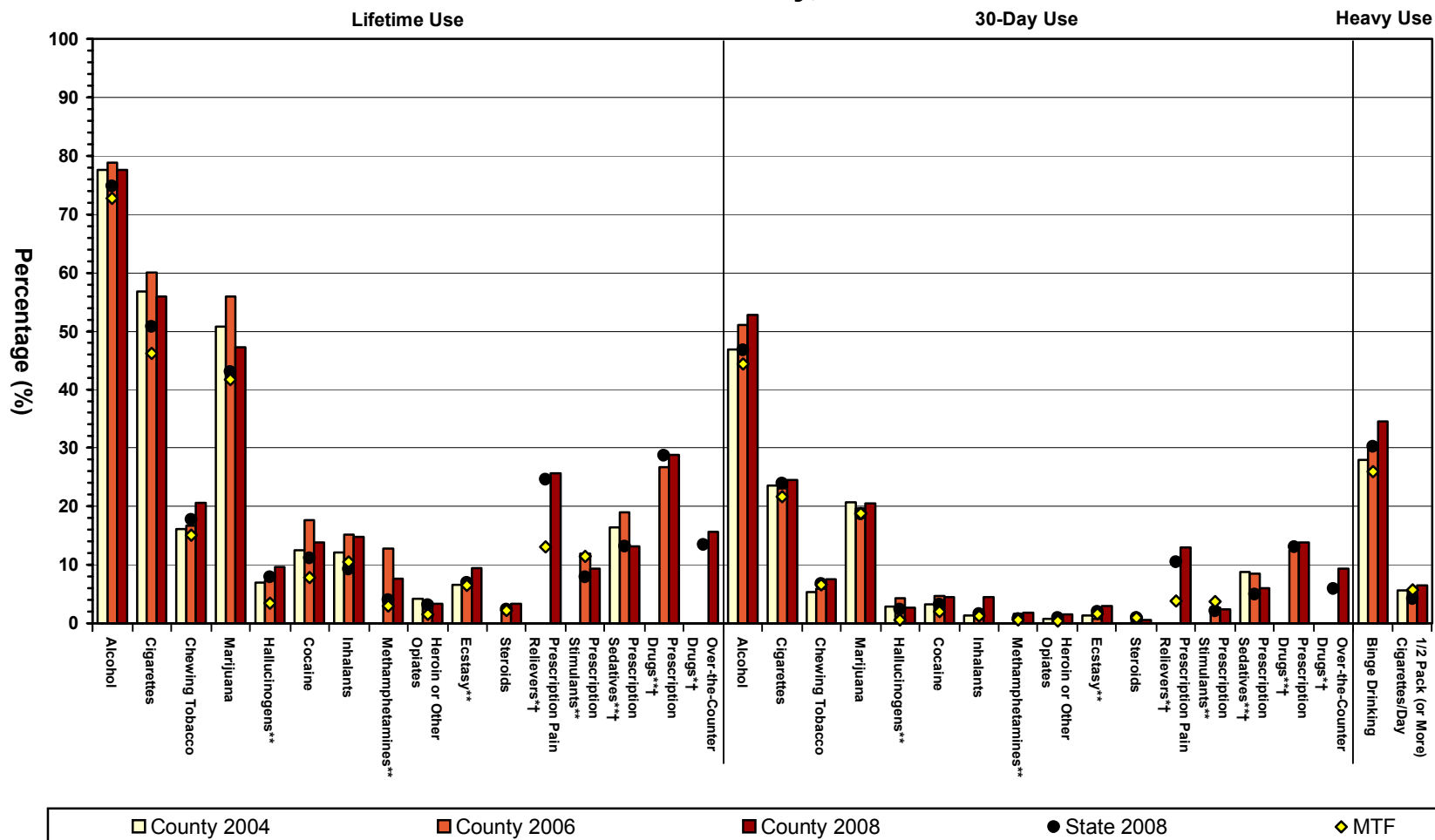
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Pinal County, Grade 12



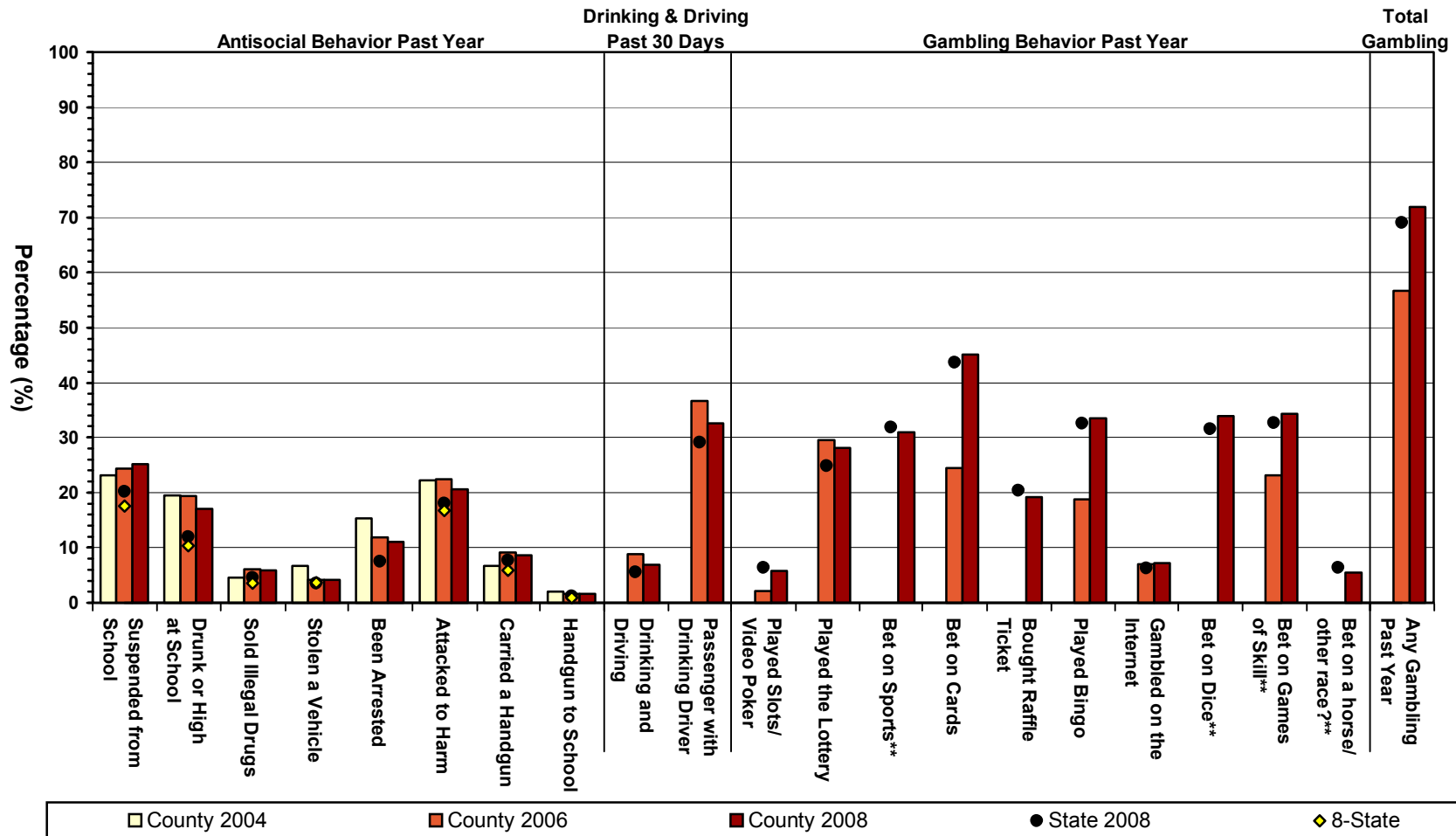
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Pinal County, Grade 8



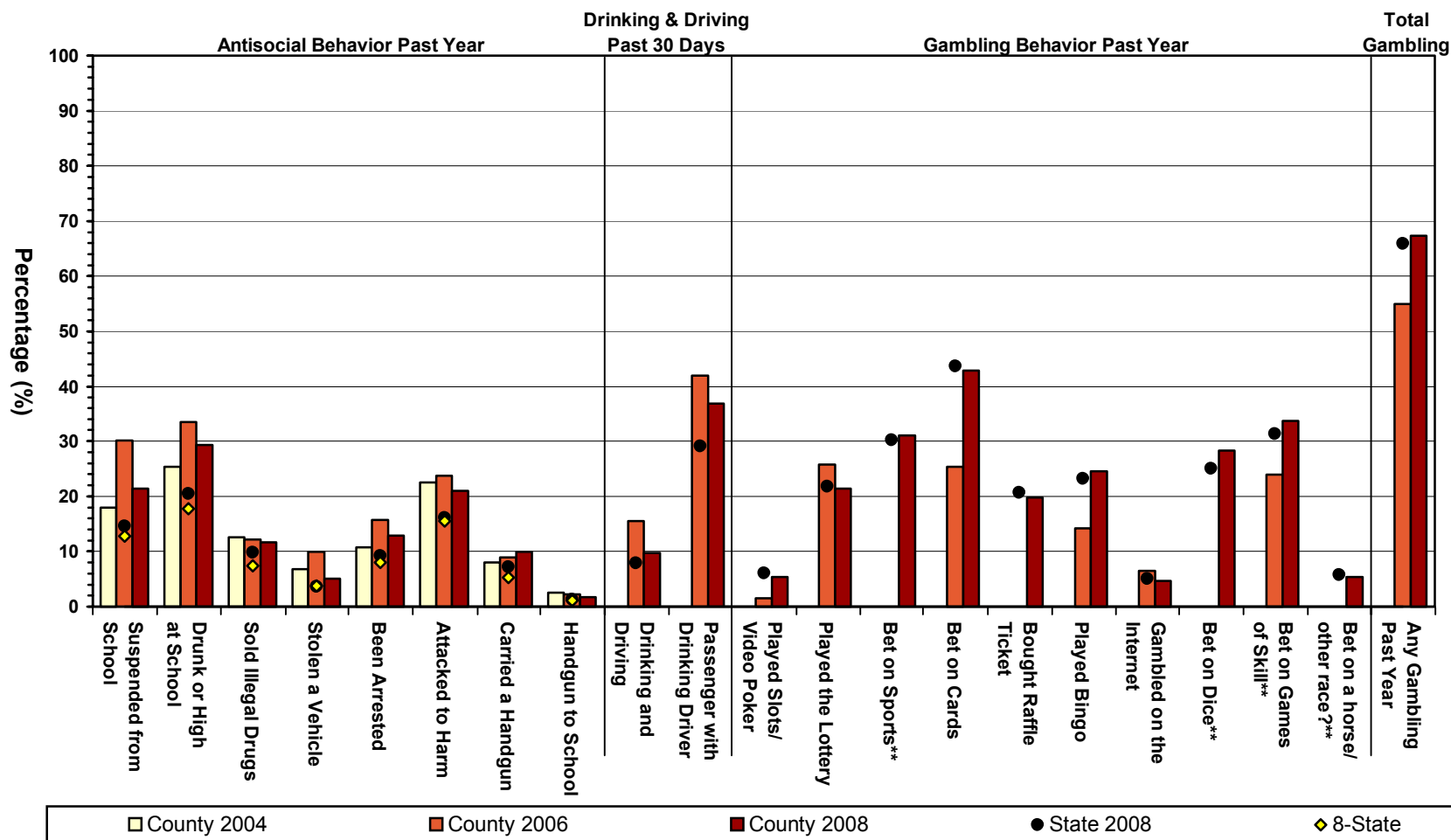
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING*

2008 Pinal County, Grade 10

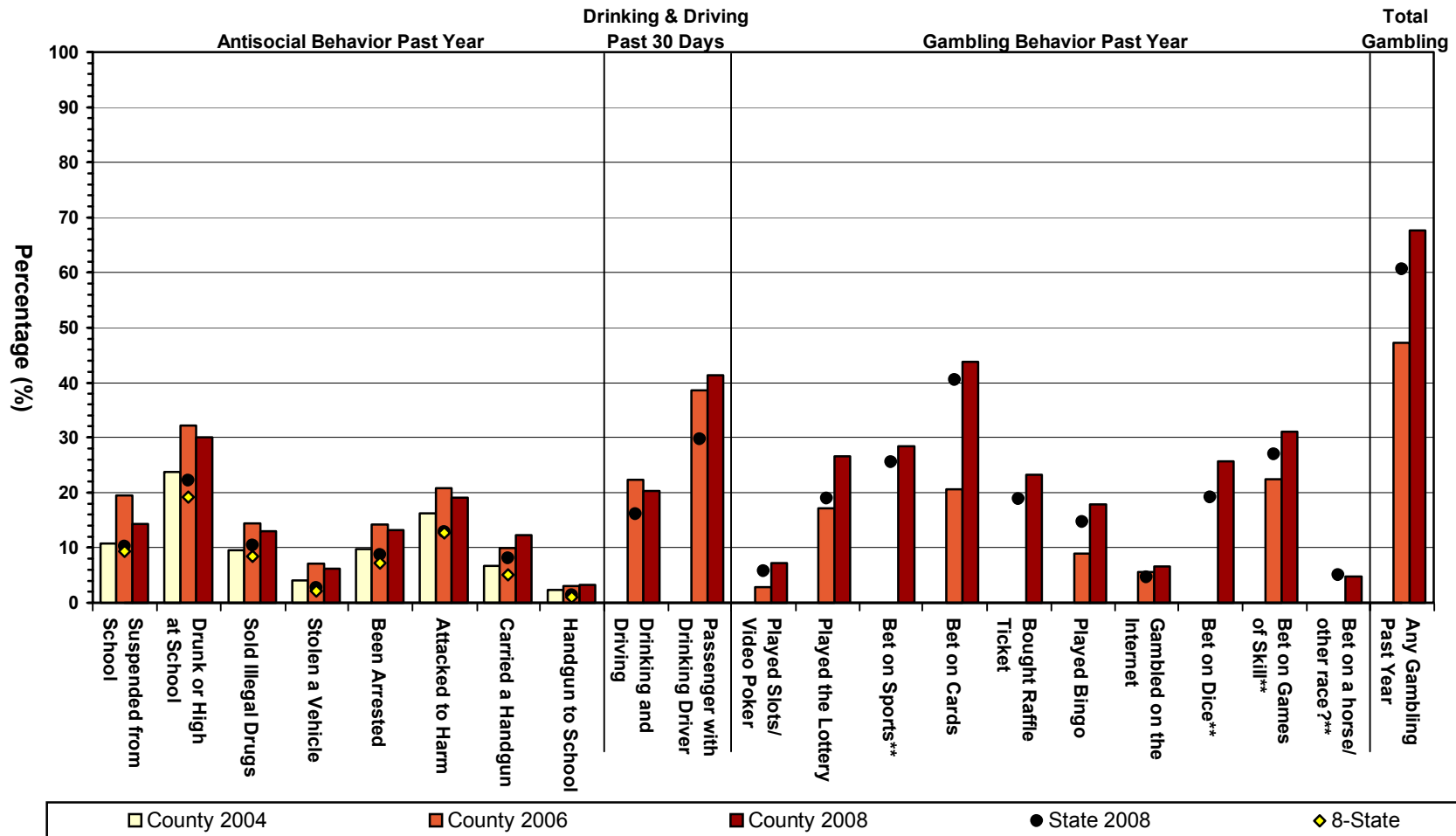


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Pinal County, Grade 12



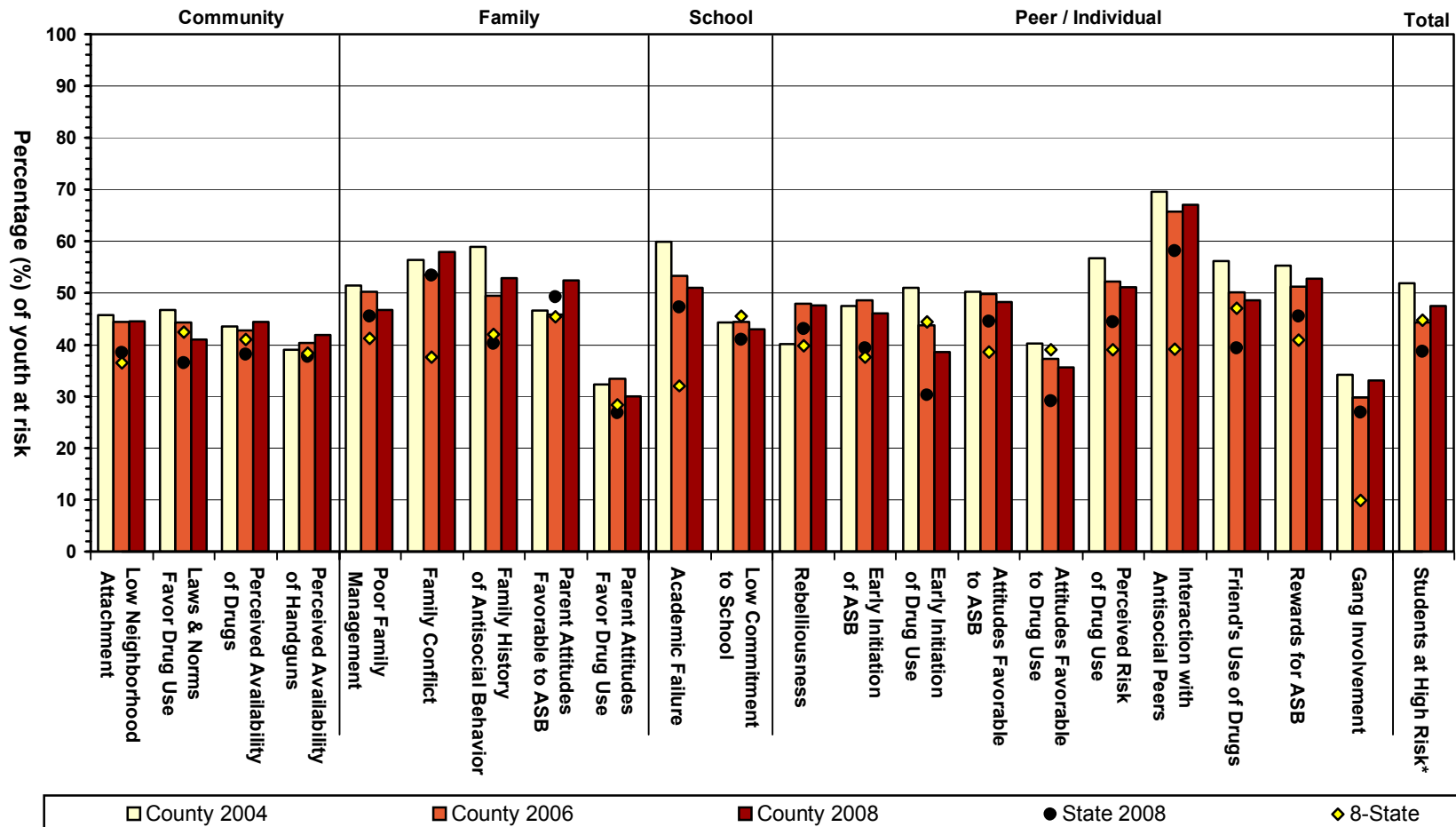
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

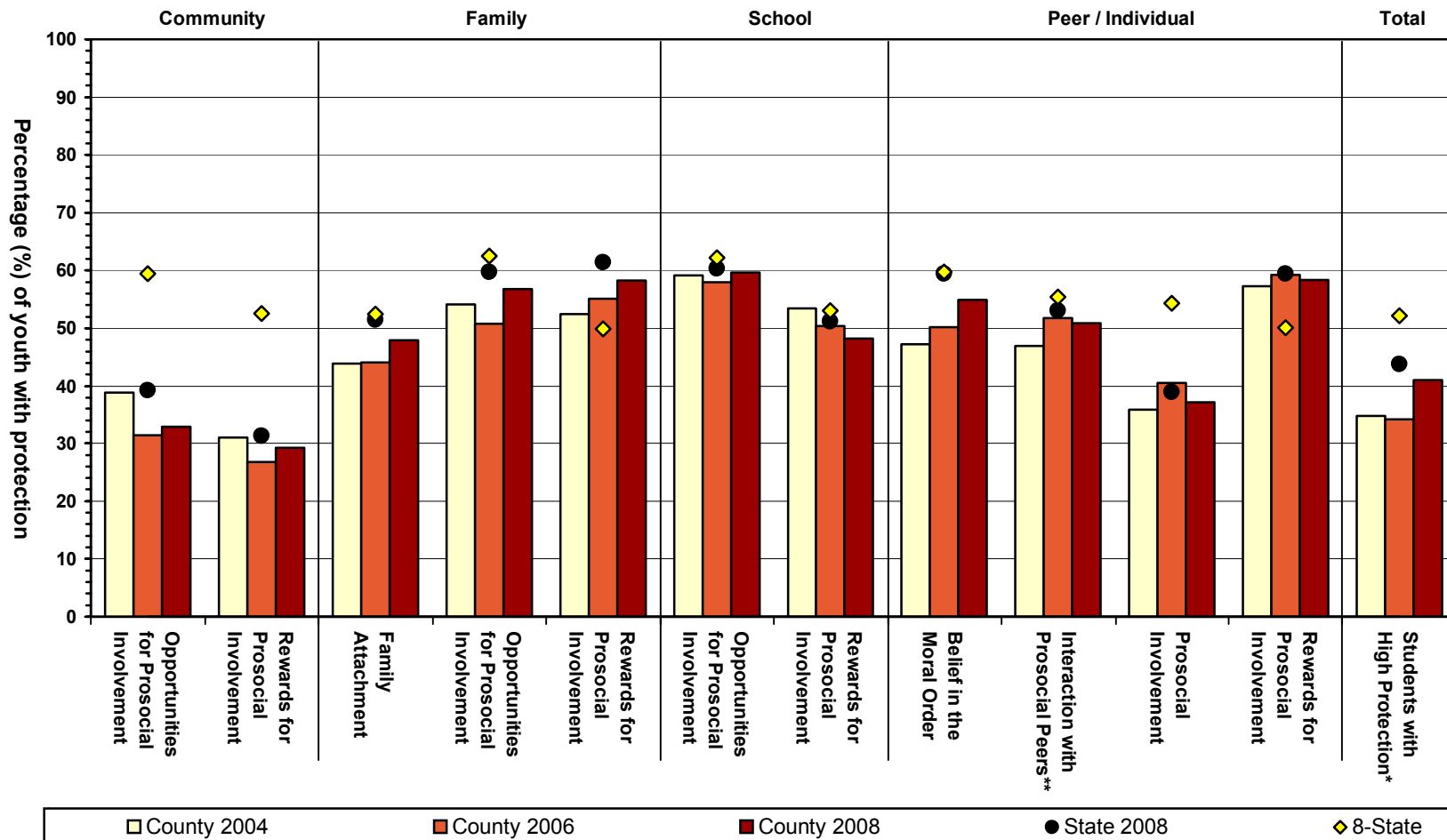
2008 Pinal County, Grade 8



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

Risk and Protective Factor Profiles

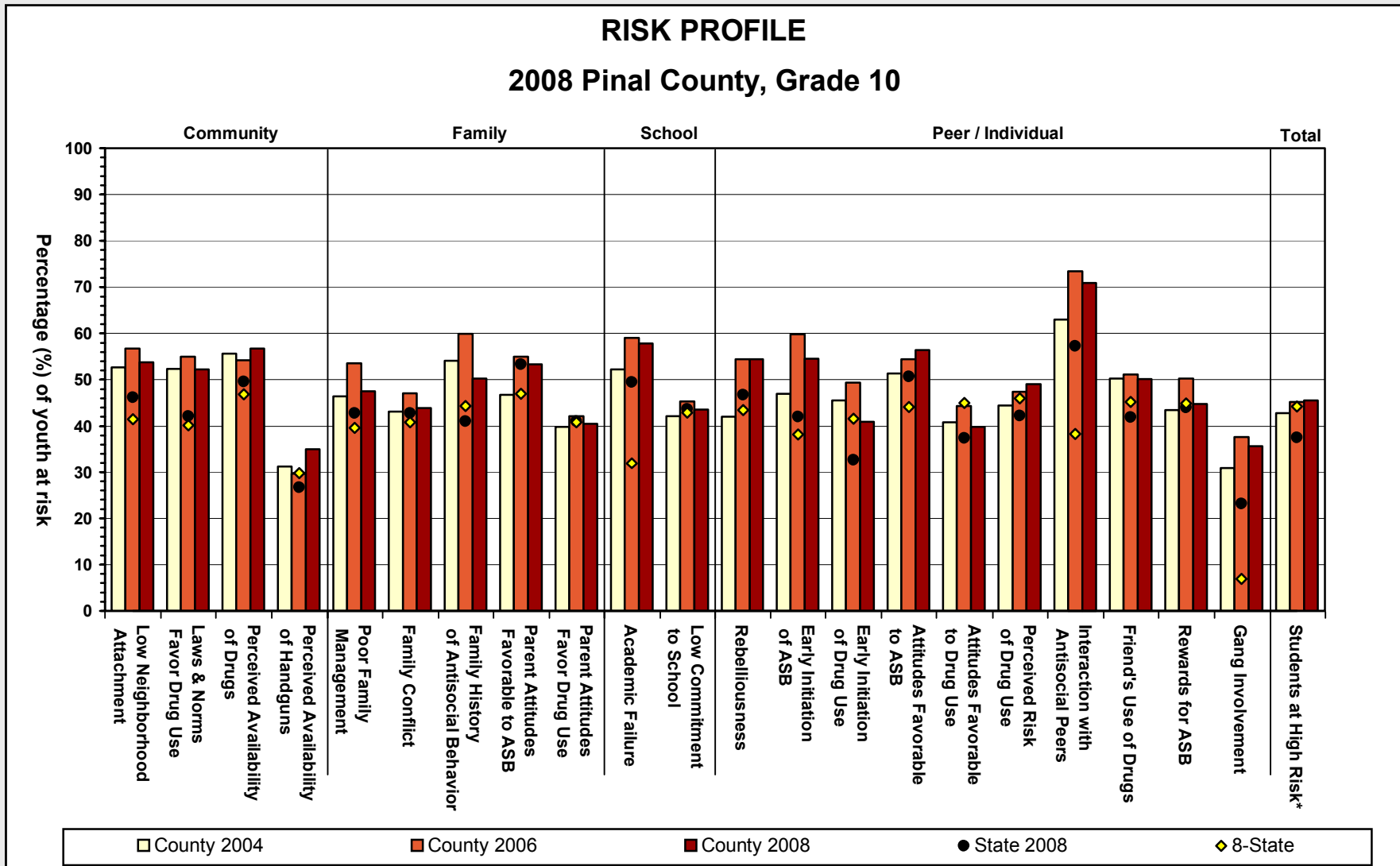
PROTECTIVE PROFILE 2008 Pinal County, Grade 8



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

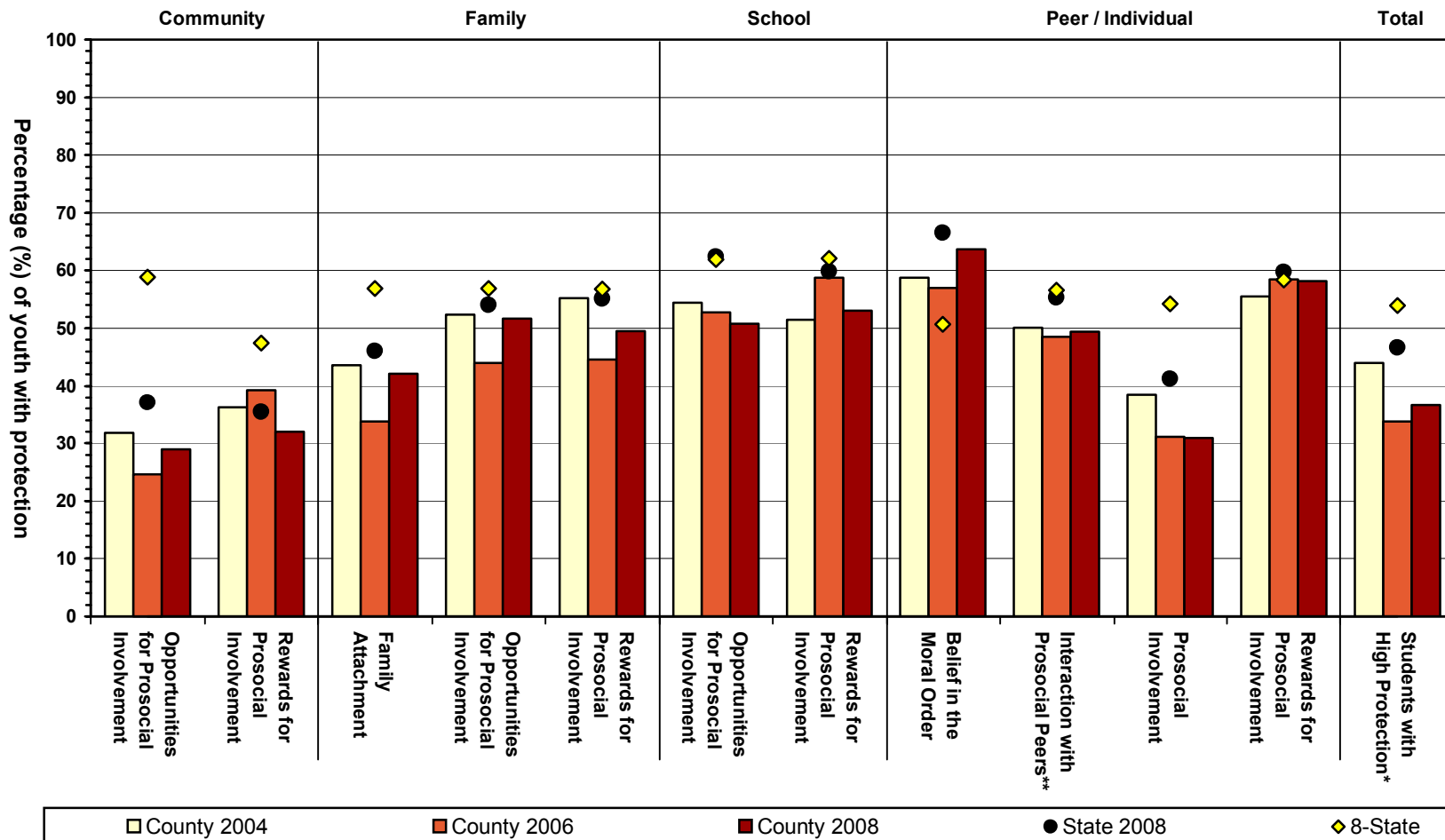
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

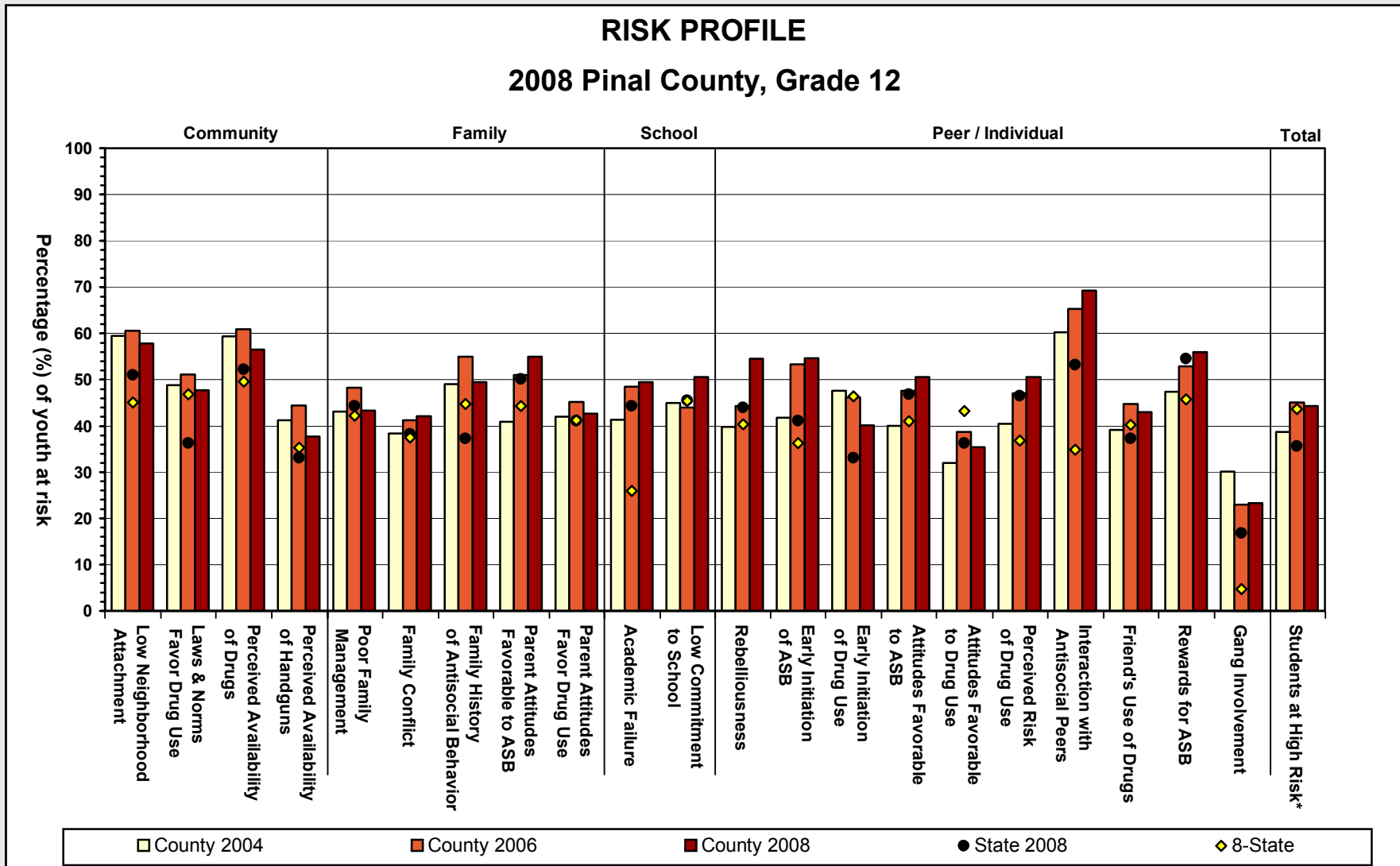
PROTECTIVE PROFILE 2008 Pinal County, Grade 10



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

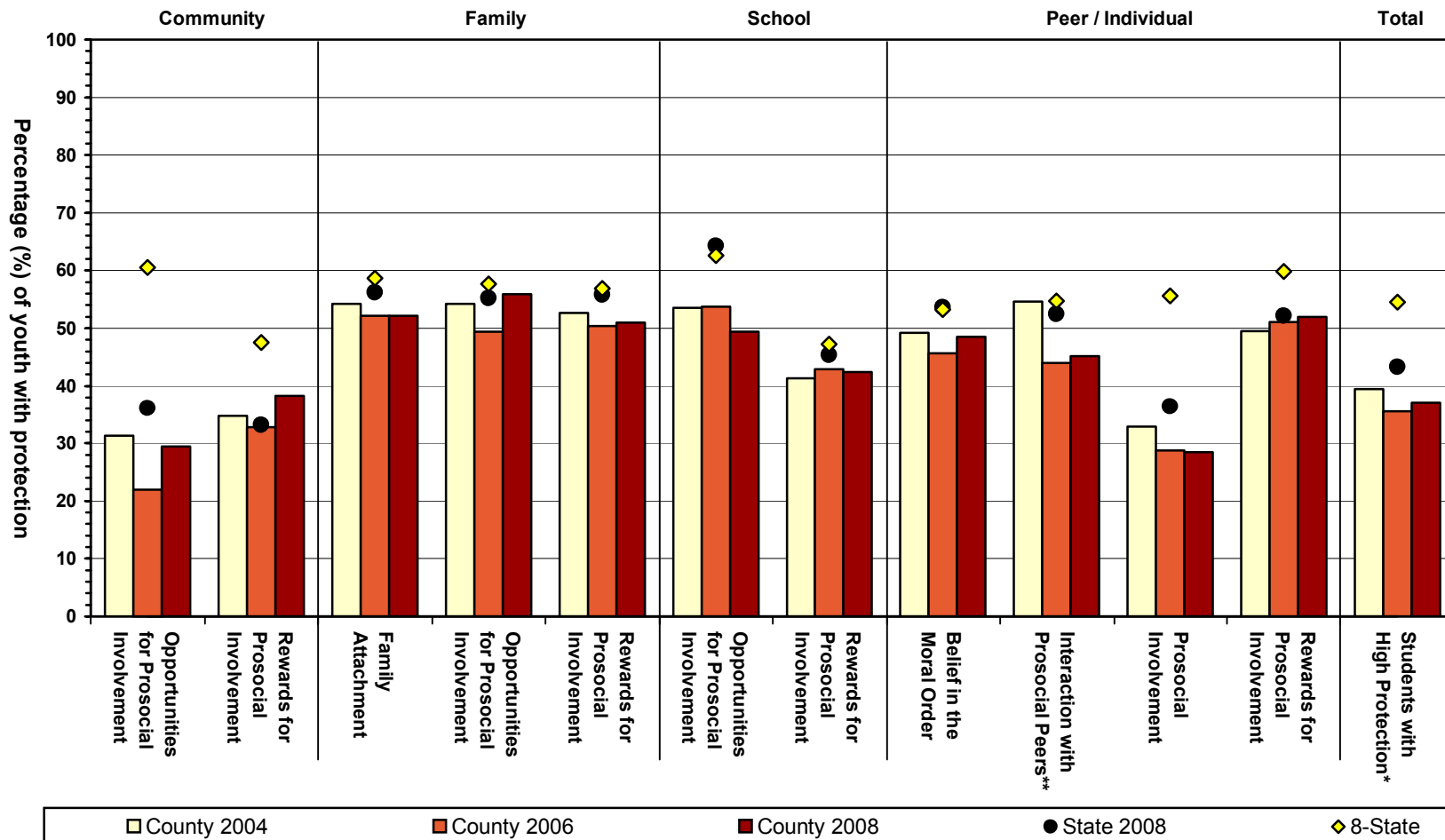
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Pinal County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

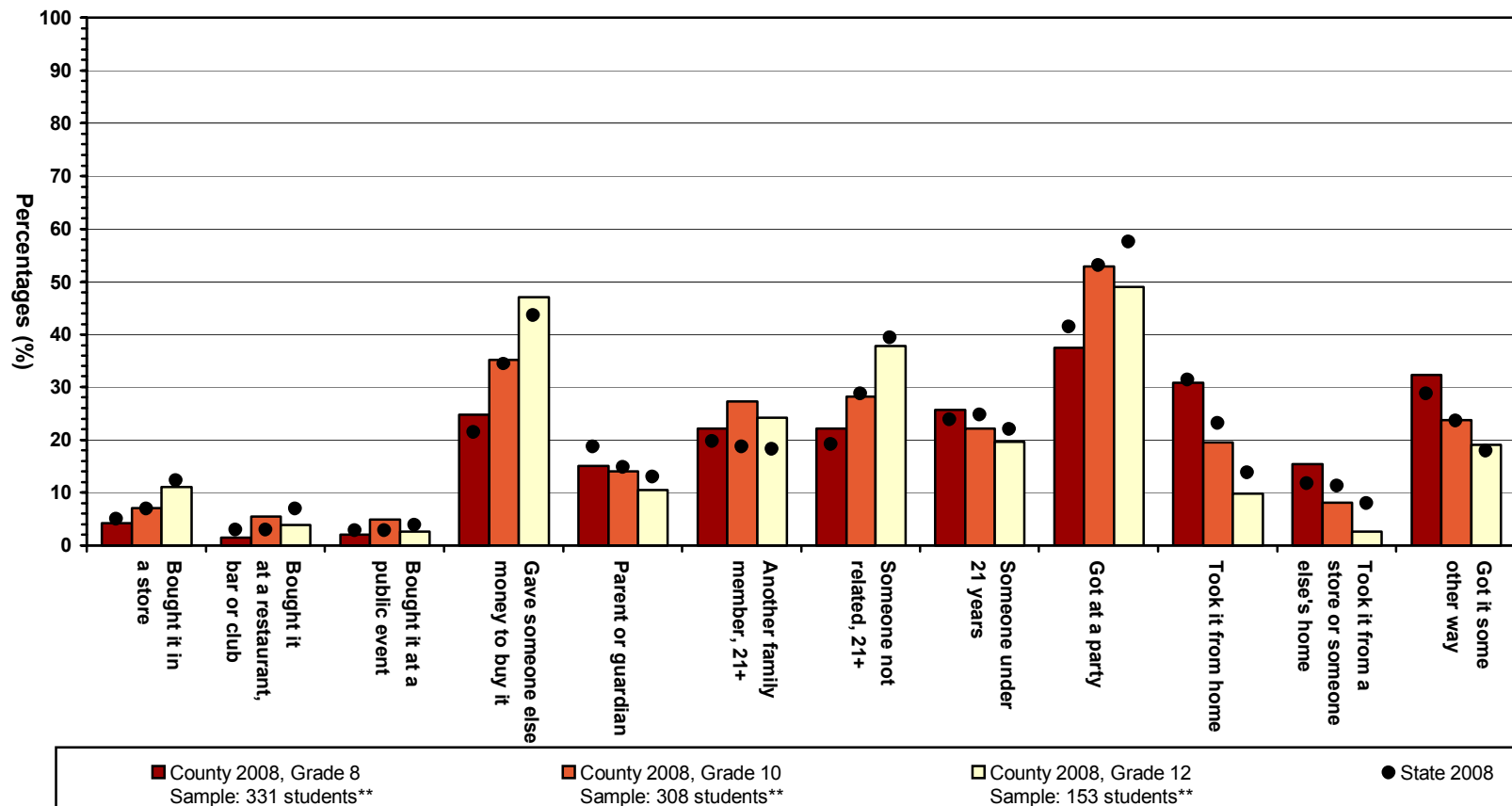
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Pinal County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



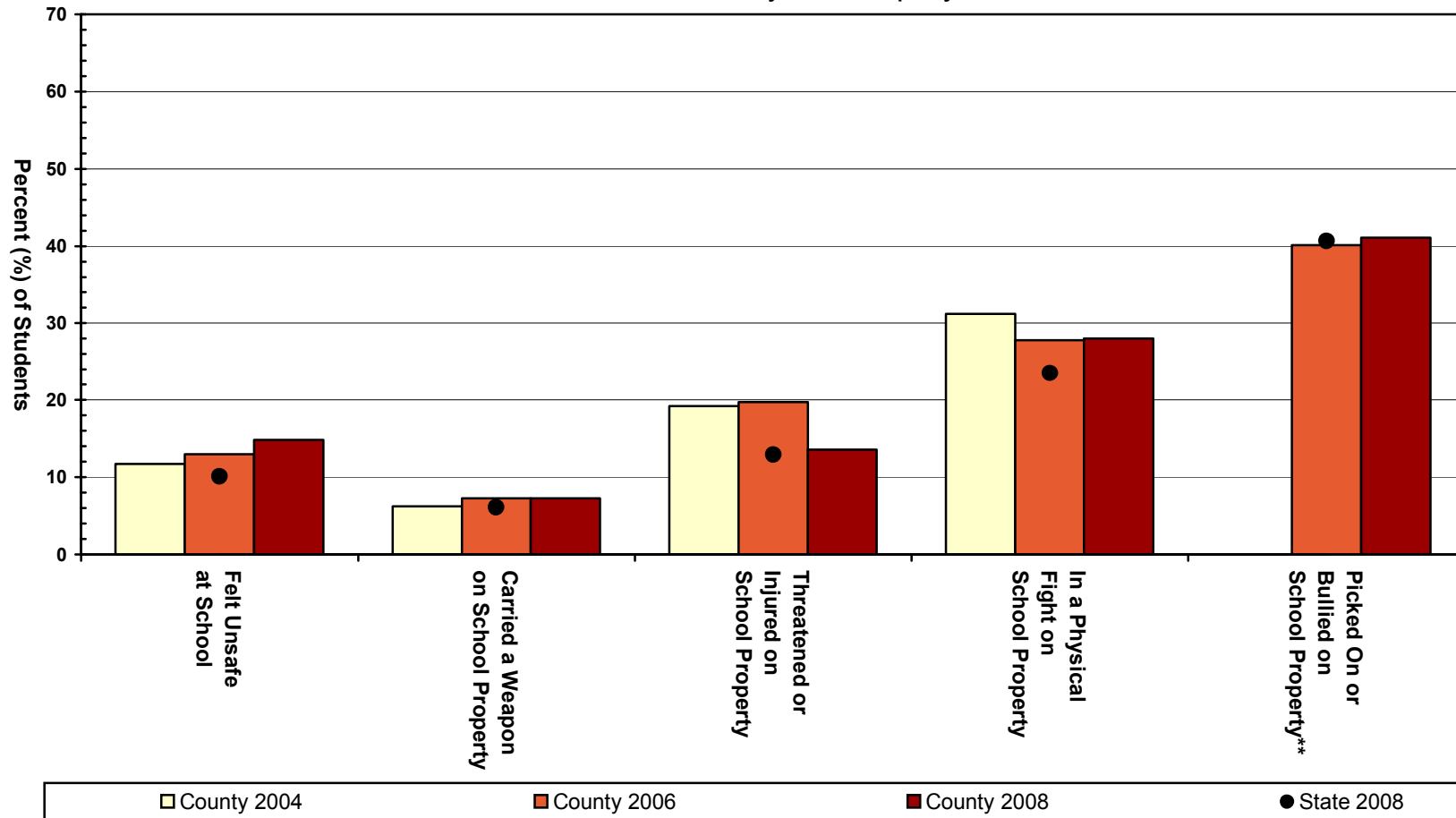
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

**Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pinal County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



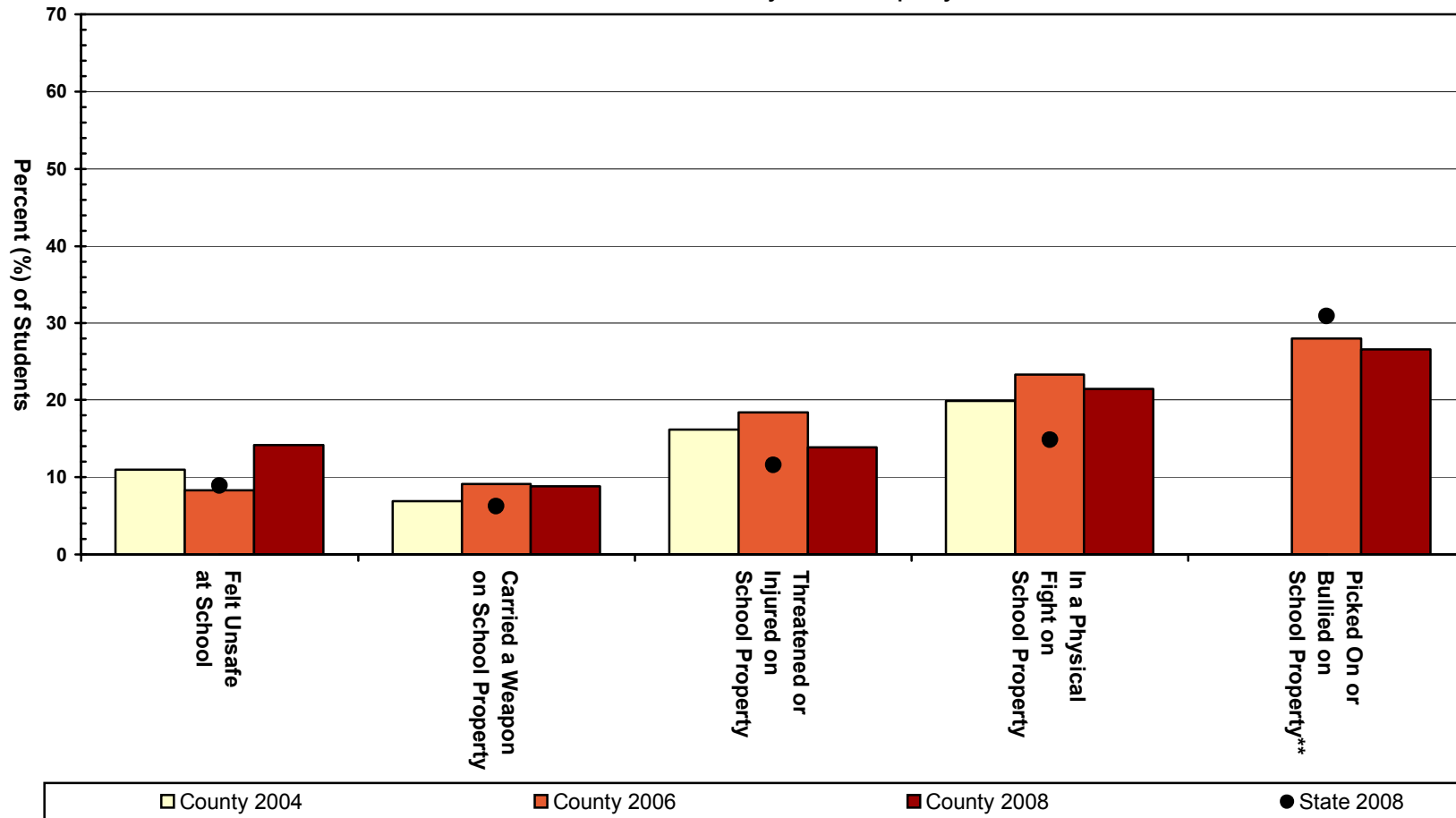
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pinal County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



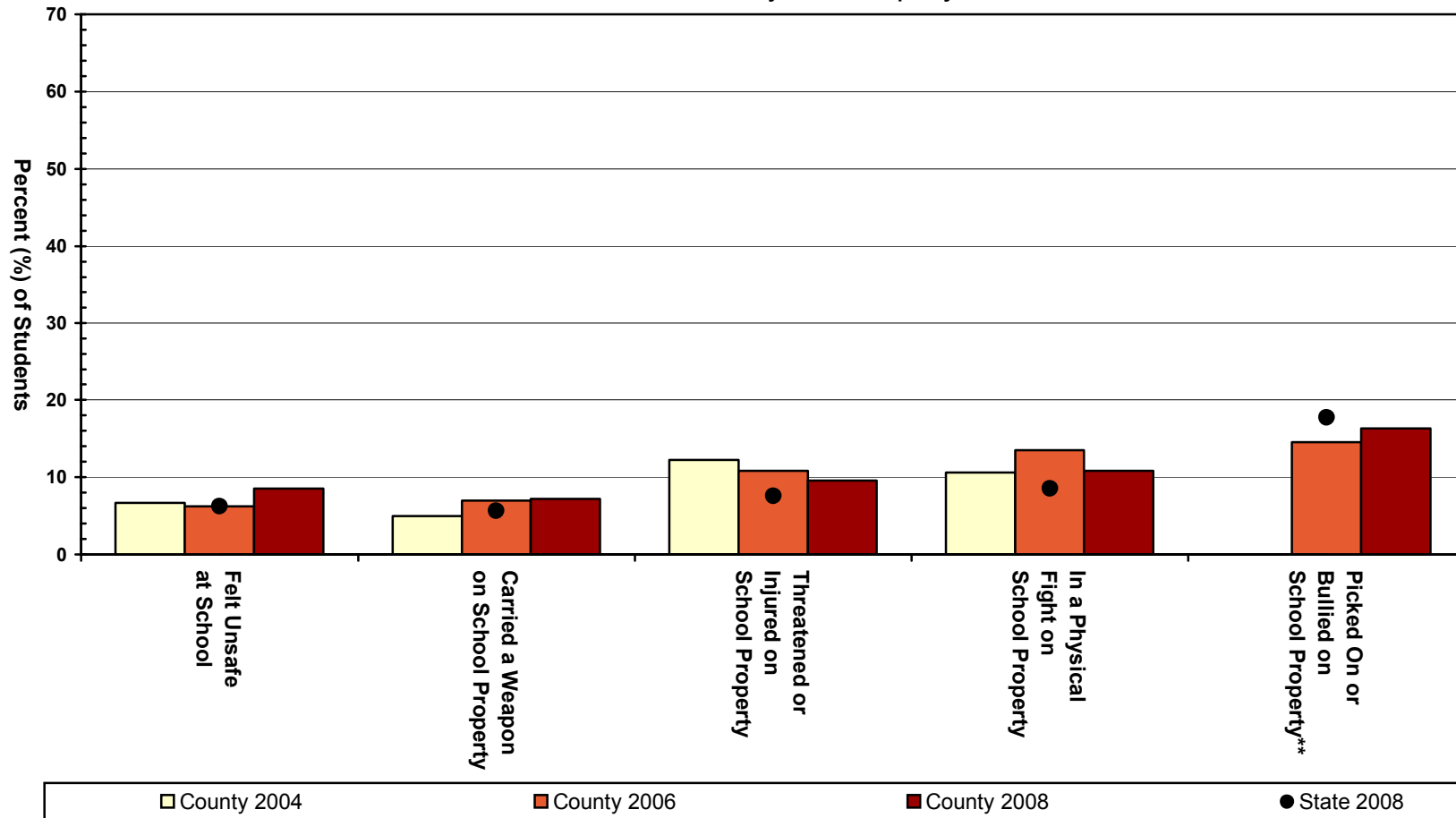
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Pinal County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	58.4	57.9	56.9	47.8	70.4	72.8	71.8	66.2	77.6	78.8	77.6	74.8
Cigarettes	smoked cigarettes?	43.2	38.7	34.1	25.9	51.8	56.5	44.1	39.9	56.8	60.1	56.0	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	10.9	10.5	8.1	7.1	10.5	14.8	14.8	12.9	16.1	16.7	20.6	17.7
Marijuana	used marijuana?	29.0	23.0	23.2	16.2	45.4	47.2	40.9	32.5	50.8	56.0	47.3	43.1
Hallucinogens**	used LSD or other hallucinogens?	5.1	3.1	2.0	1.9	7.1	5.8	6.2	5.2	7.0	7.3	9.6	7.9
Cocaine	used cocaine or crack?	7.7	4.1	3.1	2.7	11.0	12.7	8.8	6.8	12.5	17.6	13.8	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	18.3	19.4	17.7	14.3	16.0	16.8	14.3	12.6	12.1	15.2	14.8	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	3.8	1.4	1.2	n/a	11.3	2.4	2.4	n/a	12.8	7.6	4.0
Heroin or Other Opiates	used heroin or other opiates?	2.4	2.6	1.0	1.0	3.2	1.2	2.4	2.0	4.2	3.5	3.3	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	3.3	2.5	2.6	2.2	5.0	5.2	6.8	4.9	6.6	6.2	9.4	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.7	2.0	1.7	n/a	2.2	3.5	2.3	n/a	2.0	3.3	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	14.1	12.2	n/a	n/a	24.9	20.5	n/a	n/a	25.6	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	7.7	n/a	n/a	n/a	8.6	n/a	n/a	n/a	11.3	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	3.3	5.3	3.8	n/a	9.8	6.8	7.6	n/a	11.9	9.3	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	12.7	10.9	9.9	8.3	16.5	15.6	11.8	12.0	16.4	19.0	13.2	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	15.1	20.1	17.1	n/a	22.0	29.3	25.7	n/a	26.7	28.8	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	12.9	9.7	n/a	n/a	15.3	12.9	n/a	n/a	15.6	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	29.4	30.3	29.5	23.2	43.1	44.1	41.6	37.7	46.9	51.1	52.8	46.8
Cigarettes	smoked cigarettes?	15.6	14.6	11.4	8.7	20.8	18.6	17.5	16.6	23.5	23.1	24.5	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	3.1	3.5	2.8	2.6	3.3	5.0	5.6	4.6	5.3	5.9	7.5	6.8
Marijuana	used marijuana?	15.6	13.6	11.3	7.6	20.7	23.5	15.9	15.1	20.7	19.6	20.5	18.7
Hallucinogens**	used LSD or other hallucinogens?	4.9	1.3	0.8	0.8	4.0	2.6	2.7	1.9	2.9	4.3	2.7	2.4
Cocaine	used cocaine or crack?	2.7	1.7	0.9	1.0	4.2	6.0	4.1	2.2	3.2	4.7	4.5	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	7.1	8.9	6.6	5.4	4.5	3.8	3.6	3.0	1.3	1.5	4.5	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.1	0.3	0.4	n/a	4.6	0.5	0.6	n/a	1.6	1.8	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.9	0.8	0.6	0.4	1.1	0.5	1.2	0.7	0.8	0.4	1.5	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.3	1.0	1.0	0.8	1.6	1.2	1.9	1.5	1.3	0.8	3.0	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.8	1.0	0.7	n/a	0.5	1.2	1.0	n/a	1.2	0.6	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	8.1	6.0	n/a	n/a	12.4	9.4	n/a	n/a	13.0	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	5.1	n/a	n/a	n/a	3.8	n/a	n/a	n/a	4.7	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.7	2.5	1.6	n/a	3.7	2.9	2.9	n/a	2.7	2.4	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.8	5.2	4.5	3.4	9.1	7.4	4.1	4.5	8.8	8.5	6.0	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	8.0	10.9	8.6	n/a	12.3	14.3	12.2	n/a	12.5	13.8	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	6.2	5.6	n/a	n/a	9.9	6.4	n/a	n/a	9.3	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	18.6	16.9	16.8	13.1	27.1	24.8	25.9	22.4	27.9	30.2	34.5	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.5	1.4	1.0	0.7	4.6	3.6	2.6	2.1	5.6	4.1	6.5	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		23.1	24.3	25.2	20.2	18.0	30.1	21.4	14.6	10.8	19.5	14.3	10.2
Drunk or High at School		19.5	19.4	17.0	12.0	25.4	33.5	29.3	20.5	23.7	32.1	30.0	22.2
Sold Illegal Drugs		4.6	6.1	5.9	4.6	12.6	12.2	11.7	9.8	9.5	14.4	13.0	10.4
Stolen or Tried to Steal a Motor Vehicle		6.7	4.2	4.2	3.6	6.8	9.9	5.1	3.7	4.1	7.1	6.2	2.7
Been Arrested		15.3	11.9	11.1	7.5	10.8	15.7	12.9	9.2	9.7	14.2	13.2	8.7
Attacked Someone with the Idea of Seriously Hurting Them		22.2	22.4	20.6	18.1	22.5	23.7	21.0	16.1	16.2	20.8	19.1	12.9
Carried a Handgun		6.7	9.1	8.6	7.7	8.0	8.9	9.9	7.2	6.7	9.9	12.3	8.1
Carried a Handgun to School		2.0	1.6	1.6	1.2	2.5	2.2	1.7	1.3	2.3	3.0	3.2	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	8.8	6.9	5.6	n/a	15.5	9.7	7.9	n/a	22.3	20.3	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	36.7	32.6	29.1	n/a	42.0	36.9	29.1	n/a	38.6	41.4	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	56.7	71.9	69.1	n/a	55.0	67.3	65.9	n/a	47.3	67.6	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	2.1	5.8	6.4	n/a	1.5	5.4	6.1	n/a	2.8	7.2	5.8
Played the lottery or scratch-off tickets?	n/a	29.5	28.1	24.8	n/a	25.8	21.4	21.8	n/a	17.1	26.6	19.0
Bet on sports?*	n/a	n/a	30.9	31.8	n/a	n/a	31.0	30.2	n/a	n/a	28.4	25.6
Played cards?	n/a	24.4	45.1	43.7	n/a	25.4	42.9	43.7	n/a	20.6	43.8	40.6
Bought a raffle ticket?	n/a	n/a	19.2	20.4	n/a	n/a	19.8	20.7	n/a	n/a	23.2	18.9
Played bingo?	n/a	18.8	33.5	32.6	n/a	14.2	24.5	23.2	n/a	8.9	17.8	14.7
Gambled on the Internet?	n/a	7.0	7.2	6.3	n/a	6.5	4.7	5.1	n/a	5.6	6.6	4.7
Played a dice game?*	n/a	n/a	33.9	31.5	n/a	n/a	28.3	25.1	n/a	n/a	25.7	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	23.1	34.3	32.7	n/a	23.9	33.7	31.3	n/a	22.4	31.0	27.0
Bet on a horse or other animal race?*	n/a	n/a	5.5	6.4	n/a	n/a	5.4	5.8	n/a	n/a	4.8	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	38.9	31.4	32.9	39.3	31.8	24.6	28.9	37.1	31.3	21.9	29.4	36.1
Rewards for Prosocial Involvement	31.0	26.8	29.2	31.3	36.2	39.3	32.0	35.4	34.7	32.8	38.3	33.2
Family Domain												
Family Attachment	43.9	44.1	47.9	51.5	43.6	33.8	42.1	46.1	54.2	52.2	52.2	56.2
Opportunities for Prosocial Involvement	54.1	50.8	56.8	59.7	52.4	44.0	51.7	54.0	54.2	49.4	55.9	55.2
Rewards for Prosocial Involvement	52.5	55.1	58.3	61.4	55.2	44.6	49.5	55.1	52.7	50.4	51.0	55.8
School Domain												
Opportunities for Prosocial Involvement	59.2	58.0	59.6	60.3	54.4	52.8	50.8	62.4	53.5	53.7	49.4	64.3
Rewards for Prosocial Involvement	53.4	50.4	48.2	51.2	51.5	58.8	53.1	59.8	41.3	42.9	42.4	45.4
Peer-Individual Domain												
Belief in the Moral Order	47.2	50.2	54.9	59.4	58.8	57.0	63.7	66.5	49.2	45.7	48.5	53.6
Interaction with Prosocial Peers*	46.9	51.8	50.9	53.1	50.1	48.5	49.4	55.3	54.6	44.0	45.2	52.5
Prosocial Involvement	35.8	40.6	37.2	39.0	38.5	31.1	30.9	41.2	32.9	28.7	28.4	36.4
Rewards for Prosocial Involvement	57.3	59.3	58.4	59.4	55.5	58.5	58.2	59.7	49.5	51.1	52.0	52.2
Total Protection												
Students with High Protection**	34.7	34.2	41.0	43.8	44.0	33.8	36.6	46.7	39.5	35.5	37.1	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	45.8	44.5	44.6	38.5	52.7	56.7	53.8	46.2	59.5	60.6	57.9	51.0
Laws & Norms Favor Drug Use	46.8	44.4	41.1	36.6	52.4	55.0	52.2	42.1	48.9	51.2	47.8	36.3
Perceived Availability of Drugs	43.6	42.8	44.5	38.2	55.7	54.2	56.8	49.6	59.4	60.9	56.5	52.2
Perceived Availability of Handguns	39.1	40.4	41.9	37.8	31.3	29.6	35.0	26.7	41.3	44.5	37.8	33.1
Family Domain												
Poor Family Management	51.5	50.3	46.8	45.5	46.4	53.6	47.5	42.8	43.1	48.3	43.4	44.3
Family Conflict	56.4	53.6	58.0	53.5	43.1	47.1	43.9	42.8	38.4	41.3	42.1	38.3
Family History of Antisocial Behavior	59.0	49.5	52.9	40.3	54.1	59.9	50.3	41.1	49.1	55.0	49.5	37.3
Parent Attitudes Favorable to ASB	46.7	45.9	52.5	49.3	46.8	55.0	53.3	53.4	40.9	51.0	55.0	50.2
Parent Attitudes Favor Drug Use	32.4	33.5	30.0	26.8	39.9	42.1	40.5	41.1	42.0	45.2	42.7	41.2
School Domain												
Academic Failure	59.9	53.3	51.0	47.3	52.3	59.1	57.9	49.5	41.4	48.5	49.5	44.4
Low Commitment to School	44.3	44.5	43.0	41.0	42.1	45.3	43.6	43.7	45.0	44.0	50.6	45.6
Peer-Individual Domain												
Rebelliousness	40.2	48.0	47.6	43.1	42.0	54.5	54.4	46.8	39.9	44.4	54.6	44.0
Early Initiation of ASB	47.5	48.6	46.1	39.4	47.0	59.8	54.6	42.0	41.8	53.3	54.7	41.2
Early Initiation of Drug Use	51.0	43.8	38.6	30.3	45.6	49.4	40.9	32.7	47.6	46.2	40.2	33.1
Attitudes Favorable to ASB	50.3	49.8	48.3	44.6	51.4	54.5	56.4	50.7	40.1	47.6	50.6	46.9
Attitudes Favorable to Drug Use	40.3	37.3	35.7	29.1	40.8	44.4	39.8	37.4	32.1	38.7	35.5	36.3
Perceived Risk of Drug Use	56.8	52.2	51.2	44.5	44.5	47.4	49.1	42.3	40.5	47.1	50.6	46.5
Interaction with Antisocial Peers	69.6	65.8	67.1	58.2	63.0	73.4	70.9	57.3	60.3	65.3	69.3	53.2
Friend's Use of Drugs	56.2	50.2	48.6	39.4	50.3	51.2	50.2	41.9	39.2	44.8	43.0	37.3
Rewards for ASB	55.3	51.3	52.8	45.6	43.5	50.3	44.8	44.0	47.4	52.9	56.0	54.6
Gang Involvement	34.2	29.7	33.1	26.9	30.9	37.6	35.7	23.2	30.1	22.9	23.3	16.8
Total Risk												
Students at High Risk*	51.9	44.3	47.5	38.7	42.8	45.2	45.5	37.5	38.8	45.1	44.4	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	331	4,418	308	4,872	153	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	4.2	5.0	7.1	6.9	11.1	12.3
I bought it at a restaurant, bar, or club	1.5	3.0	5.5	3.0	3.9	7.0
I bought it at a public event such as a concert or sporting event	2.1	2.9	4.9	2.9	2.6	3.9
I gave someone else money to buy it for me	24.8	21.4	35.1	34.4	47.1	43.7
My parent or guardian gave it to me	15.1	18.7	14.0	14.8	10.5	13.0
Another family member who is 21 or older gave it to me	22.1	19.7	27.3	18.7	24.2	18.2
Someone not related to me who is 21 or older gave it to me	22.1	19.2	28.2	28.7	37.9	39.5
Someone under the age of 21 gave it to me	25.7	23.8	22.1	24.8	19.6	22.0
I got it at a party	37.5	41.5	52.9	53.1	49.0	57.6
I took it from home	30.8	31.4	19.5	23.2	9.8	13.8
I took it from a store or someone else's home	15.4	11.7	8.1	11.3	2.6	8.0
I got it some other way	32.3	28.7	23.7	23.6	19.0	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	80.8	80.3	86.4	87.1	83.8	81.6	86.1	88.4	87.8	89.2	90.4	92.4
	1 time	9.1	9.2	5.6	6.6	7.3	9.3	6.2	5.9	5.7	5.8	4.2	3.9
	2-3 times	6.1	5.6	4.1	3.5	4.7	4.1	4.0	3.0	4.7	1.8	3.3	2.0
	4-5 times	0.9	1.9	1.3	1.0	1.2	0.7	0.9	0.8	0.5	1.1	0.0	0.6
	6-7 times	0.9	0.4	0.5	0.4	1.2	1.1	0.5	0.4	0.3	0.4	0.3	0.2
	8-9 times	0.2	0.7	0.3	0.3	0.2	0.7	0.3	0.3	0.0	0.7	0.3	0.2
	10-11 times	0.0	0.4	0.0	0.1	0.2	0.0	0.3	0.2	0.3	0.0	0.6	0.1
	12 or more times	2.0	1.5	1.9	0.9	1.4	2.6	1.7	1.1	0.8	1.1	0.9	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	68.8	72.2	72.0	76.5	80.1	76.7	78.6	85.2	89.4	86.5	89.2	91.5
	1 time	16.4	14.4	14.5	12.9	10.0	12.4	11.1	8.8	5.9	6.9	4.8	5.0
	2-3 times	9.5	7.9	8.5	6.9	6.7	7.2	5.8	3.9	3.6	4.7	3.9	2.1
	4-5 times	1.8	2.2	2.9	1.7	0.9	1.3	1.5	0.7	0.3	0.4	0.9	0.4
	6-7 times	0.7	1.0	0.4	0.6	0.6	1.1	1.2	0.4	0.0	0.0	0.0	0.3
	8-9 times	1.1	0.3	0.3	0.4	0.6	0.7	0.1	0.2	0.3	0.4	0.0	0.2
	10-11 times	0.4	0.5	0.3	0.3	0.2	0.2	0.3	0.1	0.3	0.0	0.0	0.1
	12 or more times	1.4	1.5	1.0	0.7	0.9	0.4	1.4	0.7	0.3	1.1	1.2	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	59.9	58.9	59.4	n/a	72.0	73.4	69.1	n/a	85.5	83.7	82.3
	1 time	n/a	19.5	13.2	13.2	n/a	12.6	7.6	10.3	n/a	8.0	3.6	6.6
	2-3 times	n/a	14.5	11.2	11.5	n/a	11.5	7.1	9.6	n/a	4.7	5.7	5.7
	4-5 times	n/a		3.9	4.3	n/a		4.0	3.2	n/a		2.1	1.5
	6-7 times	n/a		2.8	1.9	n/a		1.4	1.4	n/a		1.5	0.8
	8-9 times	n/a		0.6	1.2	n/a		1.4	1.1	n/a		0.0	0.5
	10-11 times	n/a		0.6	0.8	n/a		0.5	0.6	n/a		0.3	0.3
	12 or more times	n/a	6.1	8.7	7.7	n/a	4.0	4.8	4.6	n/a	1.8	3.0	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	88.3	87.0	85.2	89.9	89.0	91.7	85.8	91.1	93.3	93.8	91.5	93.8
	1 day	5.9	7.1	8.5	5.8	5.8	3.1	7.8	5.1	2.8	4.4	3.6	3.3
	2-3 days	3.4	3.8	4.1	2.7	2.4	2.8	3.2	2.2	2.3	1.1	2.7	1.8
	4-5 days	0.5	0.8	0.8	0.6	0.9	1.1	0.7	0.6	0.8	0.0	0.6	0.4
	6 or more days	2.0	1.4	1.4	1.0	1.9	1.3	2.5	1.0	0.8	0.7	1.5	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	93.8	92.7	92.7	93.9	93.1	90.9	91.2	93.8	95.0	93.0	92.8	94.4
	1 day	2.1	3.6	3.8	3.1	2.4	2.0	3.4	2.2	1.6	0.7	1.8	1.5
	2-3 days	1.2	1.7	1.3	1.3	1.9	2.7	1.0	1.2	1.0	0.7	1.2	1.1
	4-5 days	1.4	0.8	0.6	0.5	0.6	0.7	0.8	0.5	0.5	1.1	0.6	0.5
	6 or more days	1.4	1.3	1.5	1.2	2.0	3.8	3.5	2.2	1.8	4.4	3.6	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	55.9	1,457	54.7	838	56.9	327	51.7	1,273	59.1	1,312
	smoke 1 or more packs or cigarettes per day	Cigarettes	80.5	1,468	84.4	844	85.8	330	79.3	1,283	85.4	1,321
	smoke marijuana regularly	Marijuana	76.5	1,431	69.6	826	66.6	320	70.1	1,253	76.1	1,287
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	89.1	1,332	83.4	782	72.8	309	83.9	1,158	86.2	1,232
	smoke cigarettes	Cigarettes	94.9	1,340	92.9	787	81.2	309	91.5	1,166	93.6	1,237
	smoke marijuana	Marijuana	94.8	1,325	93.2	780	89.6	309	92.5	1,154	94.8	1,227
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	72.2	1,581	58.9	910	53.6	338	66.9	1,388	64.5	1,402
	smoke cigarettes	Cigarettes	82.9	1,577	71.2	906	65.9	340	76.3	1,384	77.6	1,399
	smoke marijuana	Marijuana	82.0	1,574	71.5	904	68.1	339	76.4	1,378	77.4	1,400
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	29.5	1,531	41.6	866	52.8	335	33.3	1,322	39.1	1,373
		Cigarettes	11.4	1,488	17.5	855	24.5	331	16.4	1,293	13.8	1,343
		Marijuana	11.3	1,515	15.9	853	20.5	327	13.9	1,305	14.0	1,352
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	62.0	1,574	75.4	914	81.4	339	66.2	1,383	71.2	1,404
		Average age:	11.8 years		12.9 years		13.8 years		12.3 years		12.7 years	
	smoked a cigarette, even just a puff?	Cigarettes	34.7	1,575	47.6	907	57.4	340	40.9	1,380	42.6	1,401
		Average age:	11.6 years		12.3 years		13.4 years		12.1 years		12.2 years	
	smoked marijuana?	Marijuana	22.7	1,583	41.6	911	50.7	341	31.7	1,387	32.8	1,407
		Average age:	12.1 years		13.3 years		13.8 years		12.7 years		13.1 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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White Mountain Apache Tribe

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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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2008 Arizona Youth Survey

Santa Cruz County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

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Introduction

2008 Arizona Youth Survey Summary for Santa Cruz County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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Appendix

from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	1,328	100	1,355	100	1,175	100	54,734	100
Grade								
8	509	38.3	341	25.2	221	18.8	25,695	46.9
10	444	33.4	553	40.8	538	45.8	16,089	29.4
12	375	28.2	461	34.0	416	35.4	12,950	23.7
Gender								
Male	675	51.3	638	47.8	564	48.7	26,213	48.8
Female	641	48.7	697	52.2	594	51.3	27,514	51.2
Ethnicity*								
Native American	5	0.4	8	0.6	63	4.1	4,812	7.4
African American	6	0.5	6	0.5	33	2.2	3,915	6.0
Hispanic	1,211	91.7	1,230	92.6	1,116	72.8	21,525	32.9
White	64	4.8	53	4.0	290	18.9	31,887	48.8
Asian	2	0.2	8	0.6	16	1.0	2,117	3.2
Pacific Islander	4	0.3	2	0.2	16	1.0	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

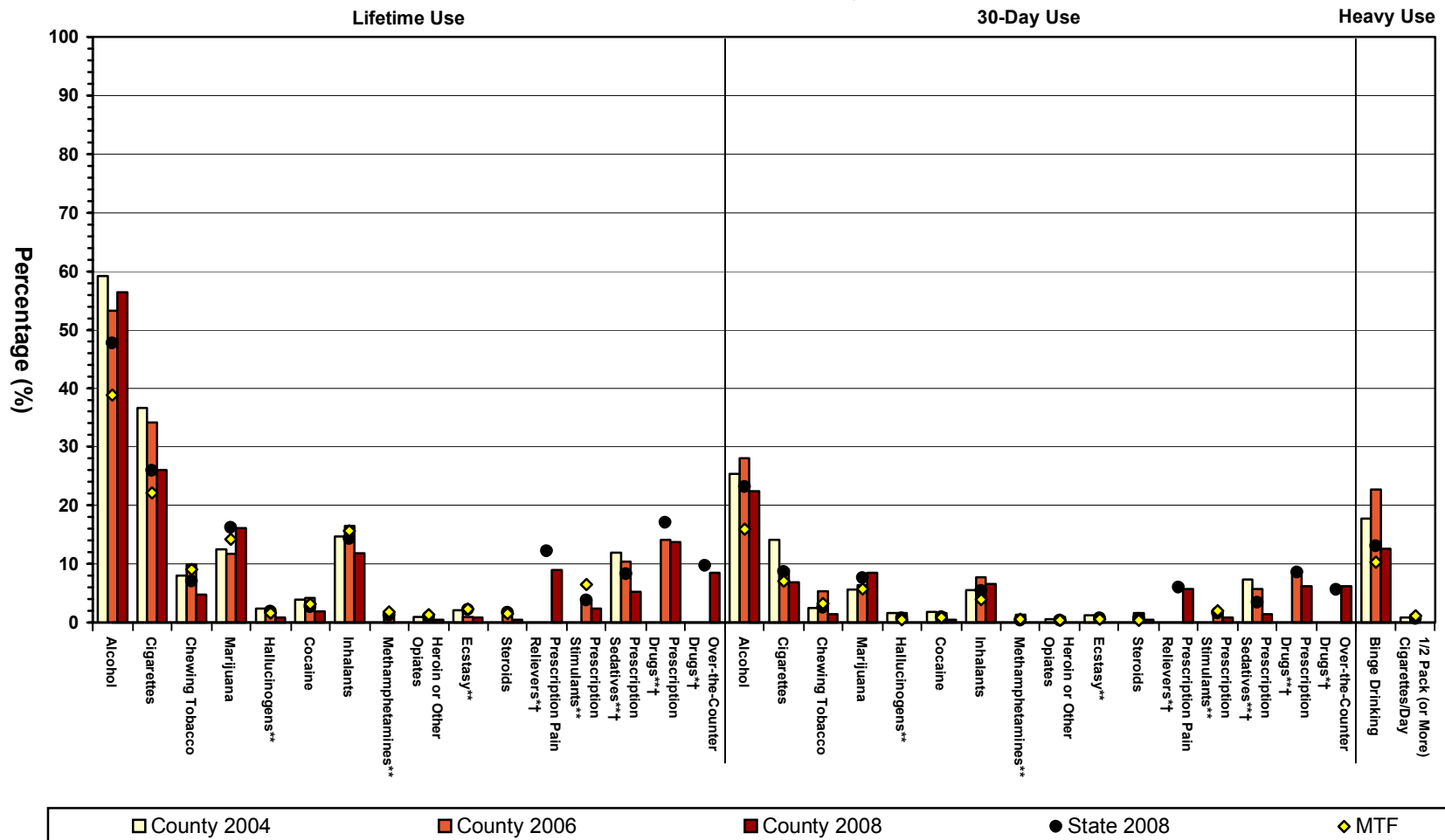
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Santa Cruz County, Grade 8



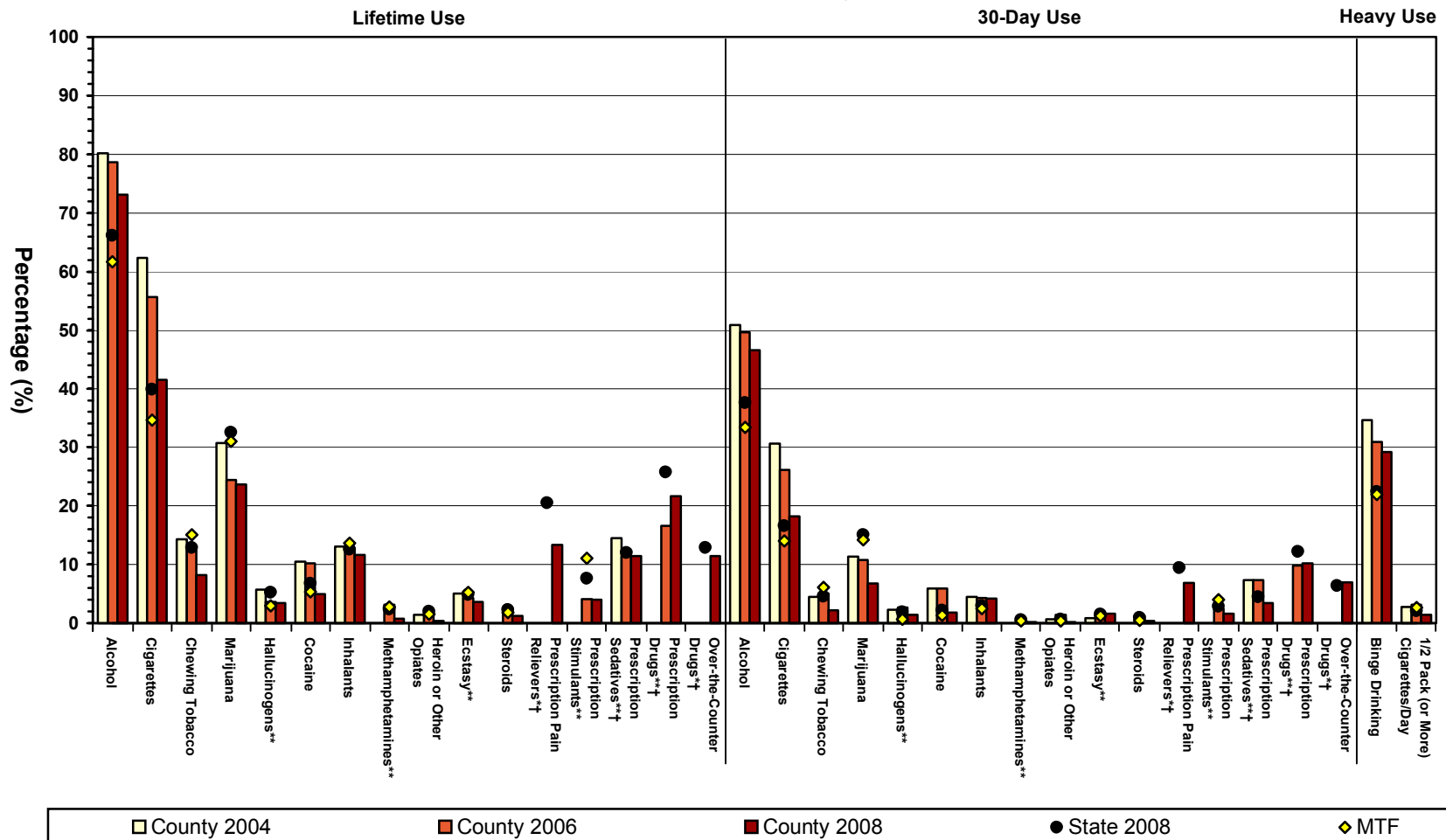
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Santa Cruz County, Grade 10



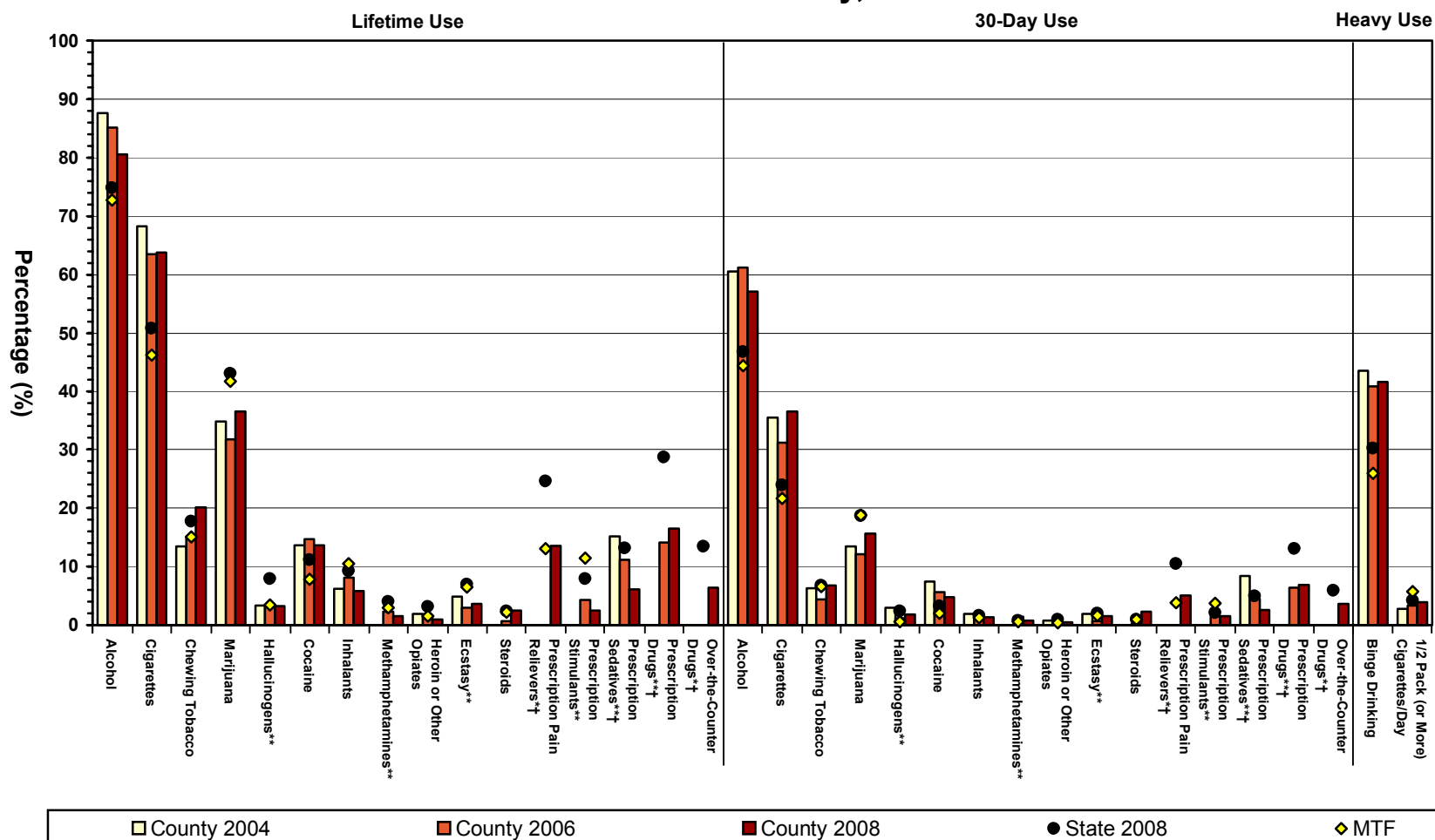
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† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Santa Cruz County, Grade 12



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

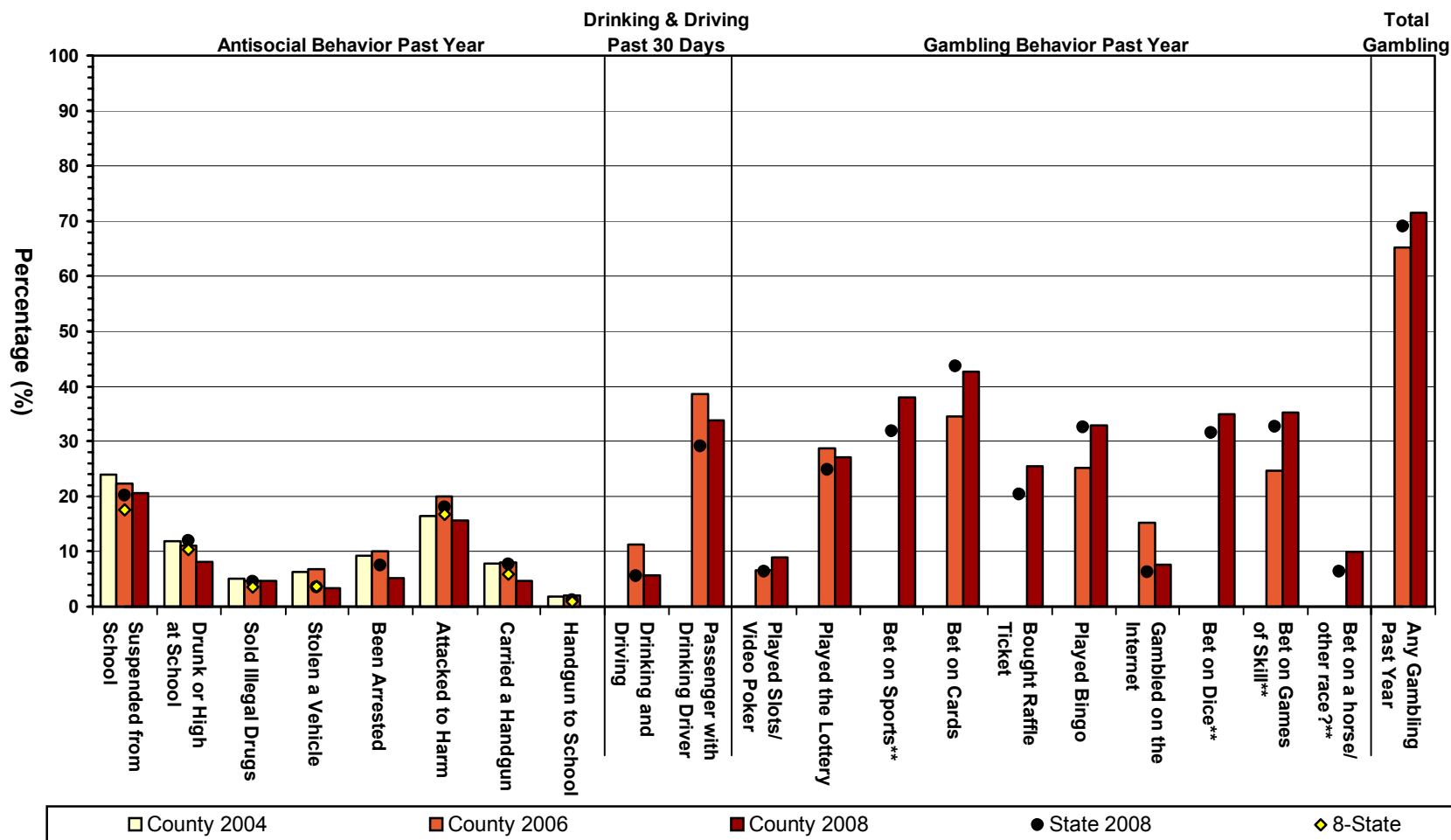
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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING*

2008 Santa Cruz County, Grade 8

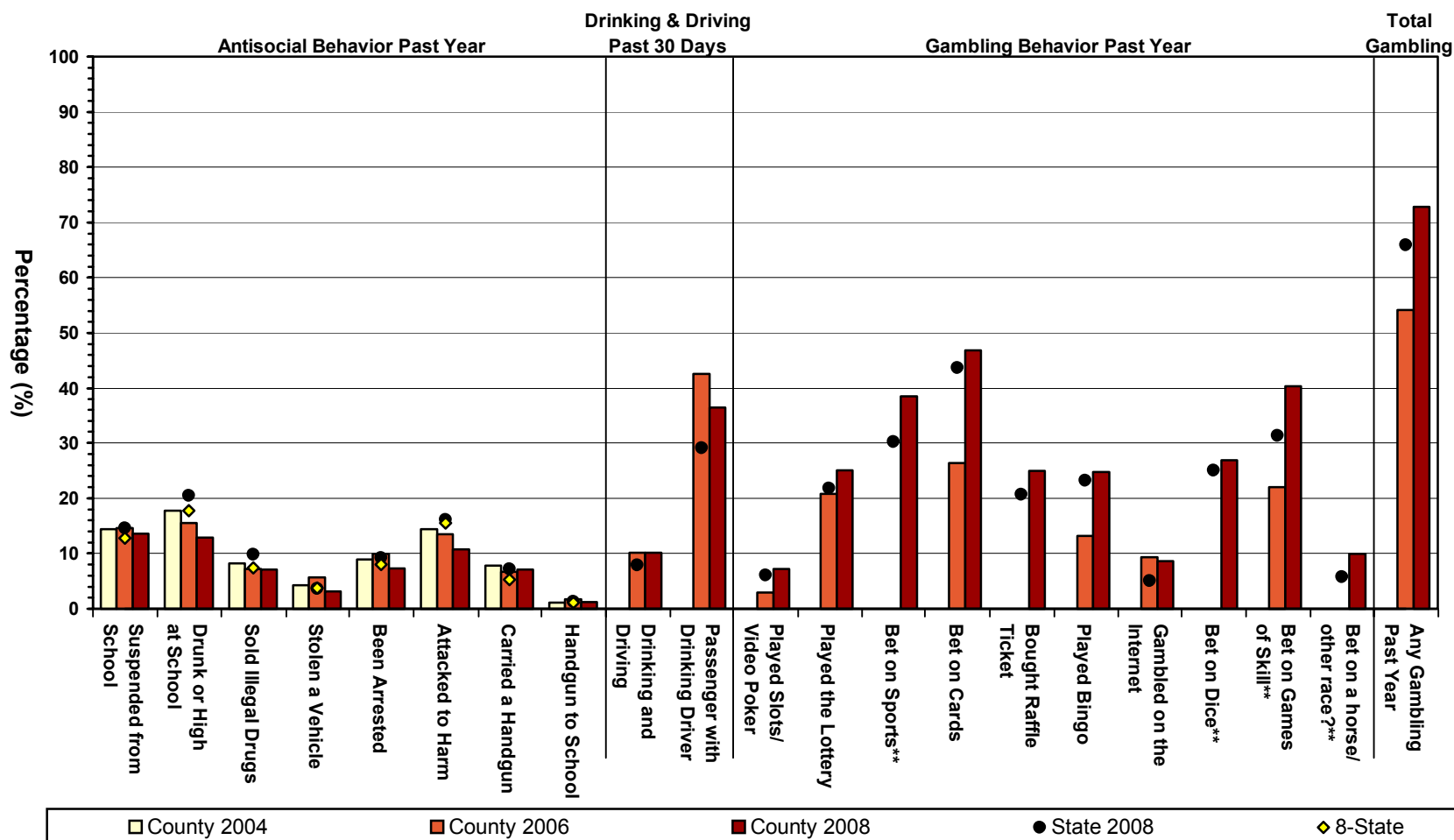


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Santa Cruz County, Grade 10

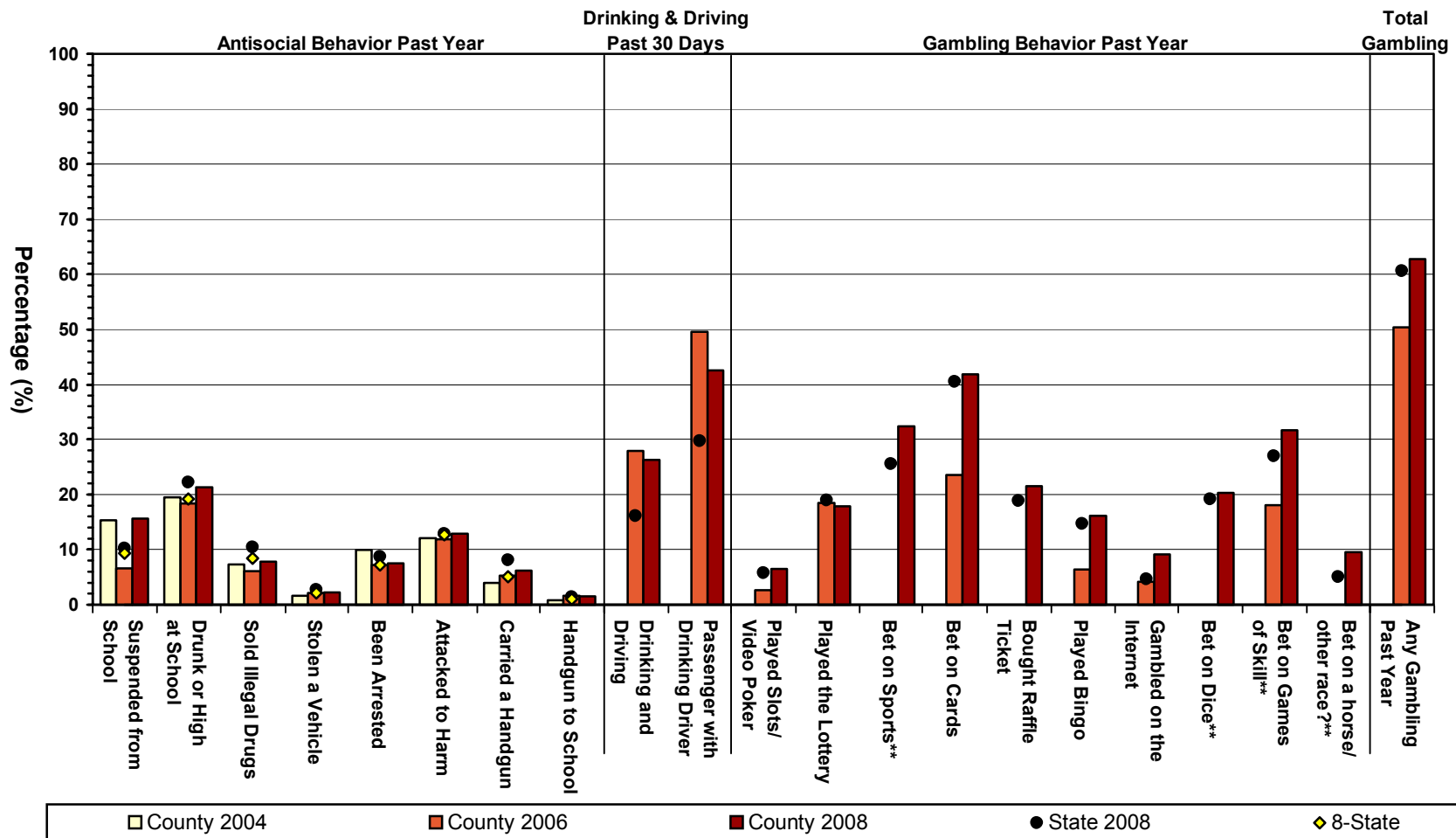


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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Santa Cruz County, Grade 12



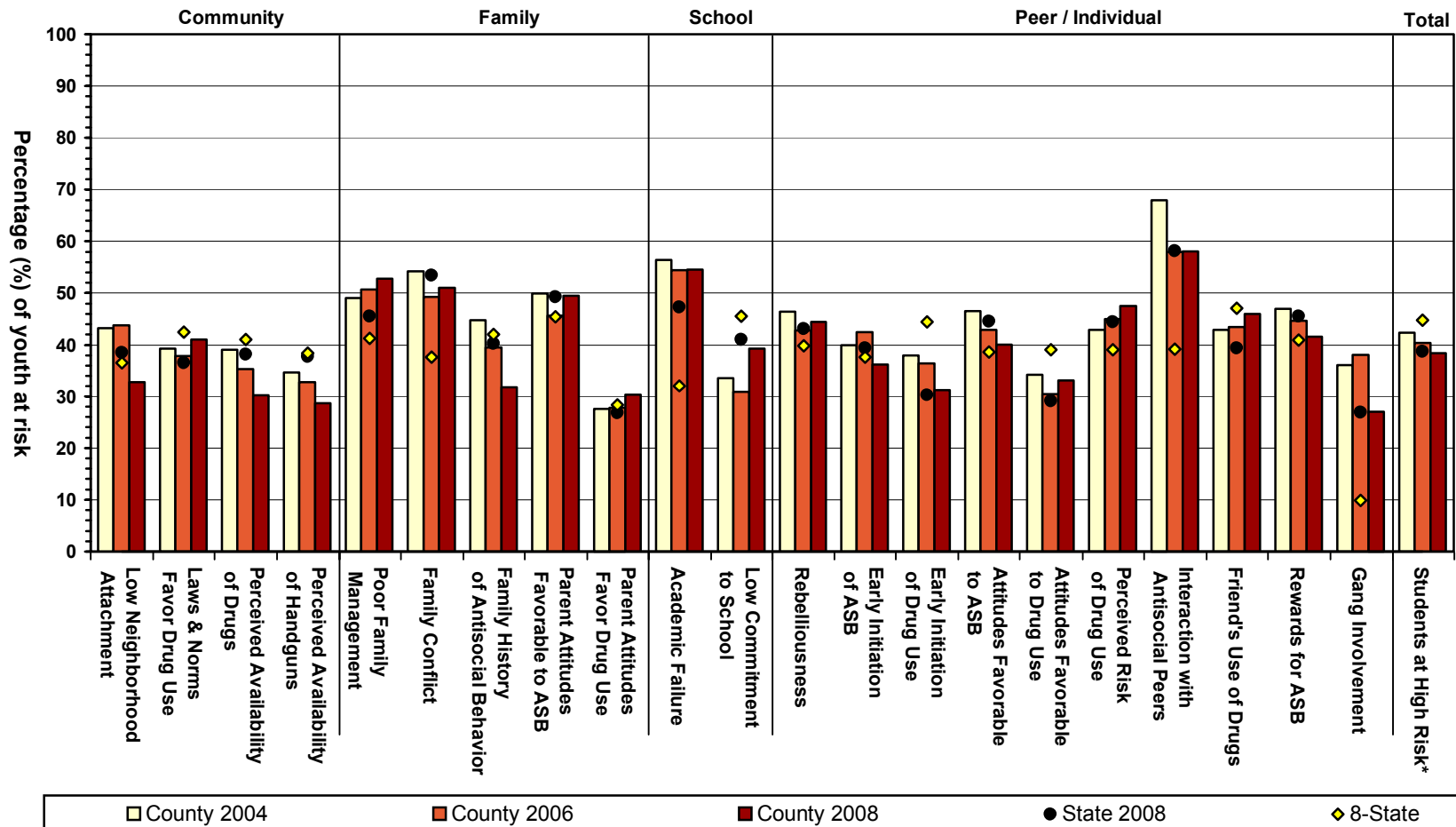
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Risk and Protective Factor Profiles

RISK PROFILE

2008 Santa Cruz County, Grade 8

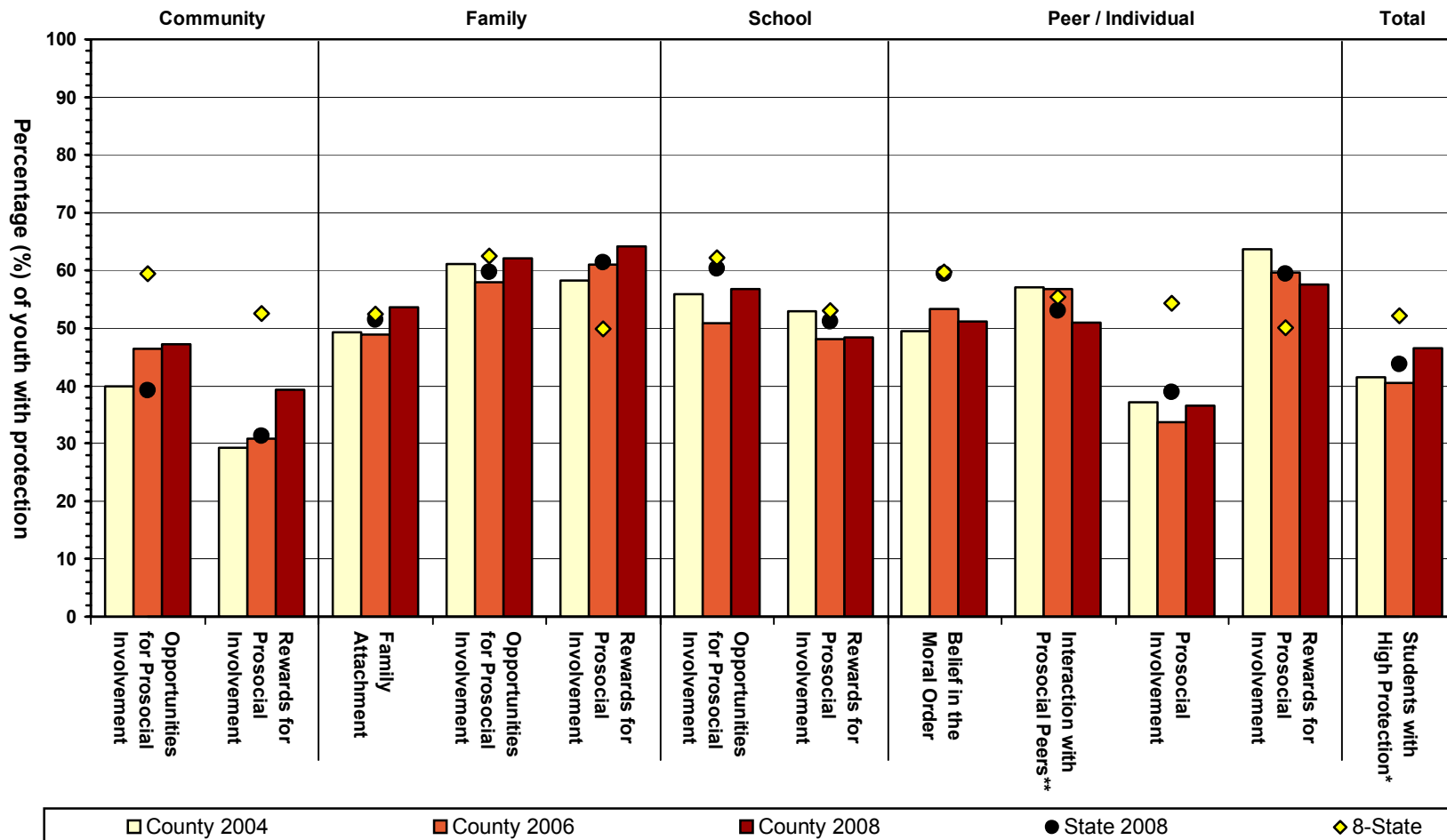


* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: eight or more risk factors, 10th & 12th grades: nine or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Santa Cruz County, Grade 8



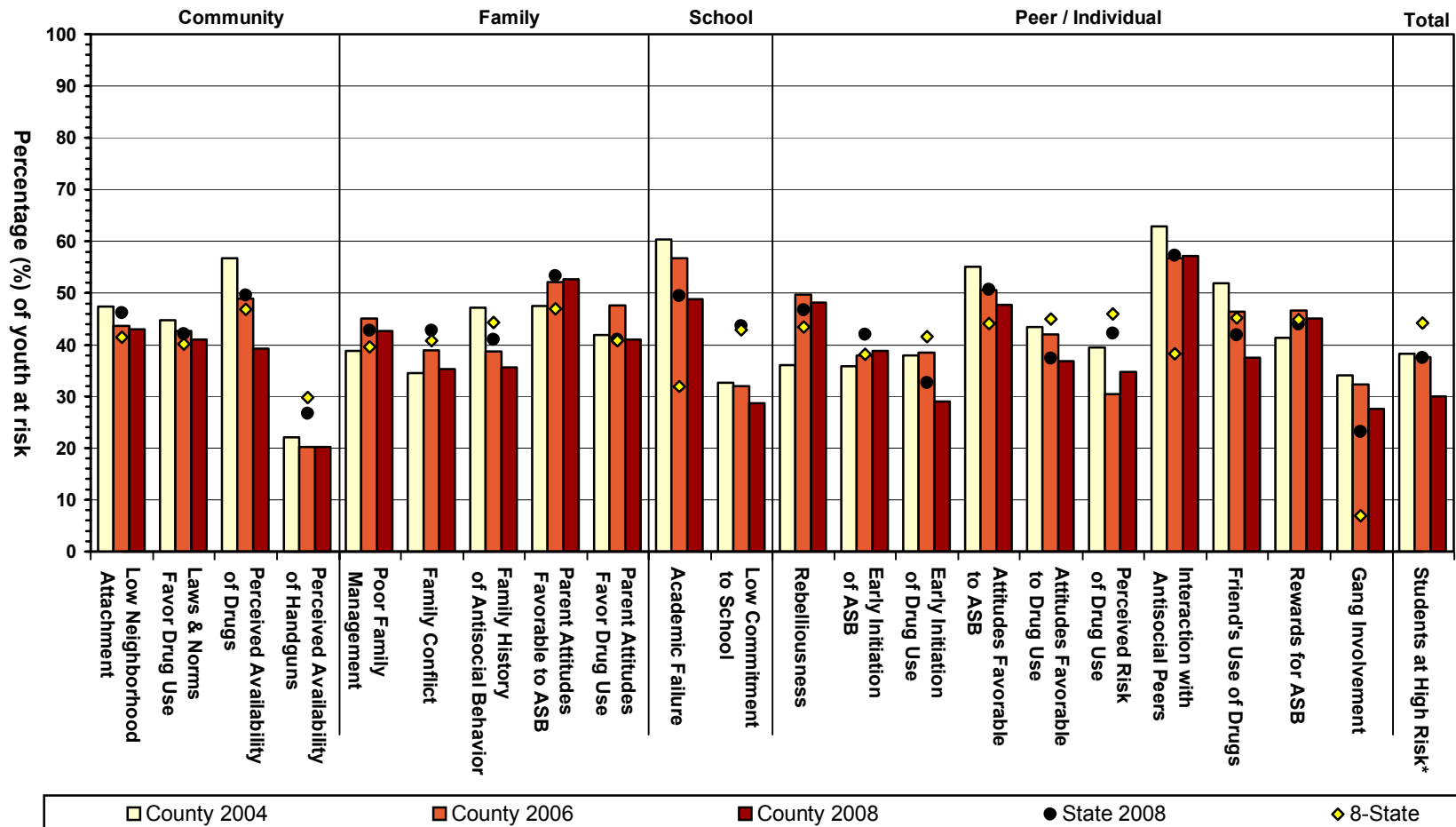
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

2008 Santa Cruz County, Grade 10

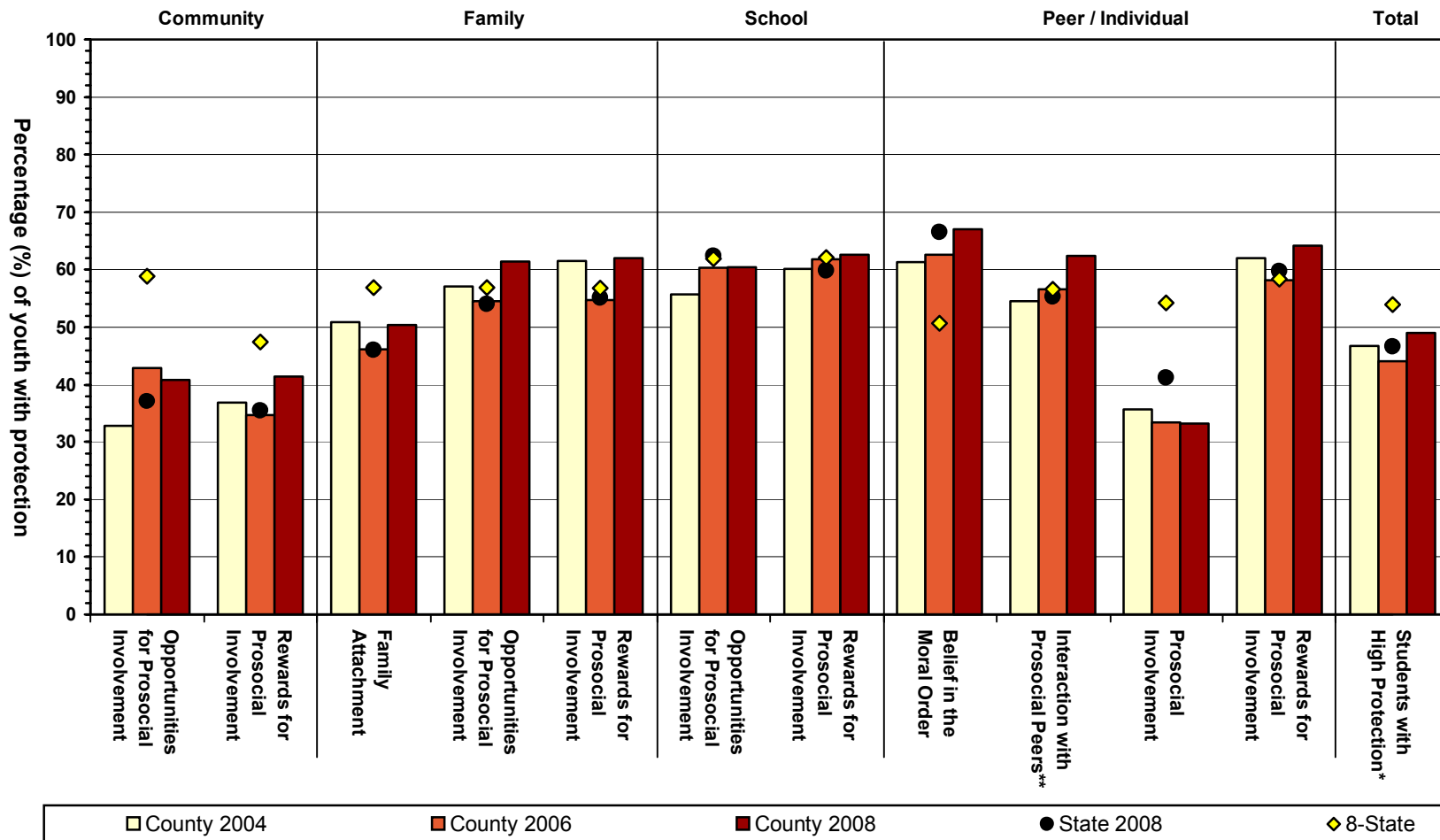


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Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Santa Cruz County, Grade 10



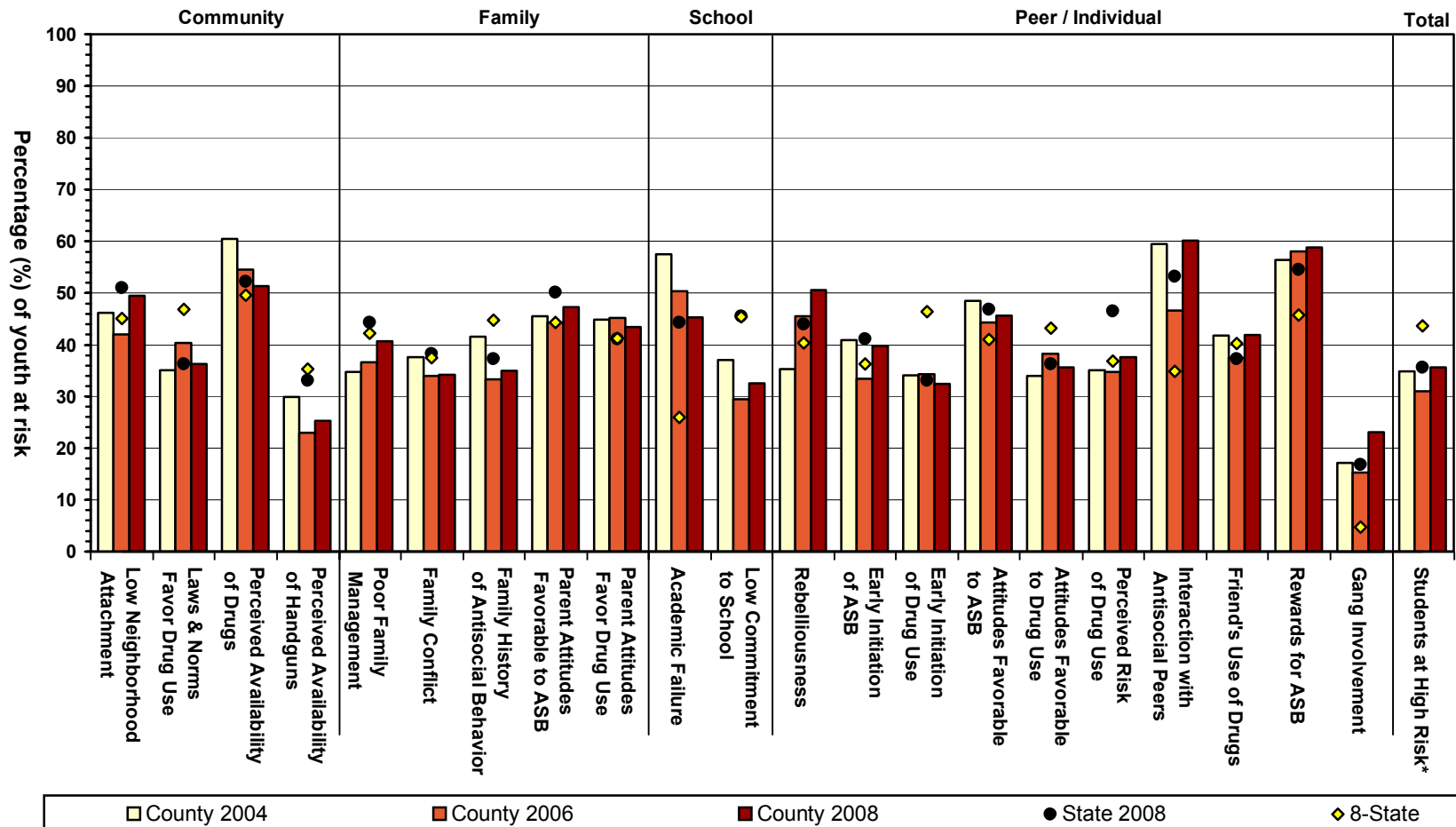
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Risk and Protective Factor Profiles

RISK PROFILE

2008 Santa Cruz County, Grade 12

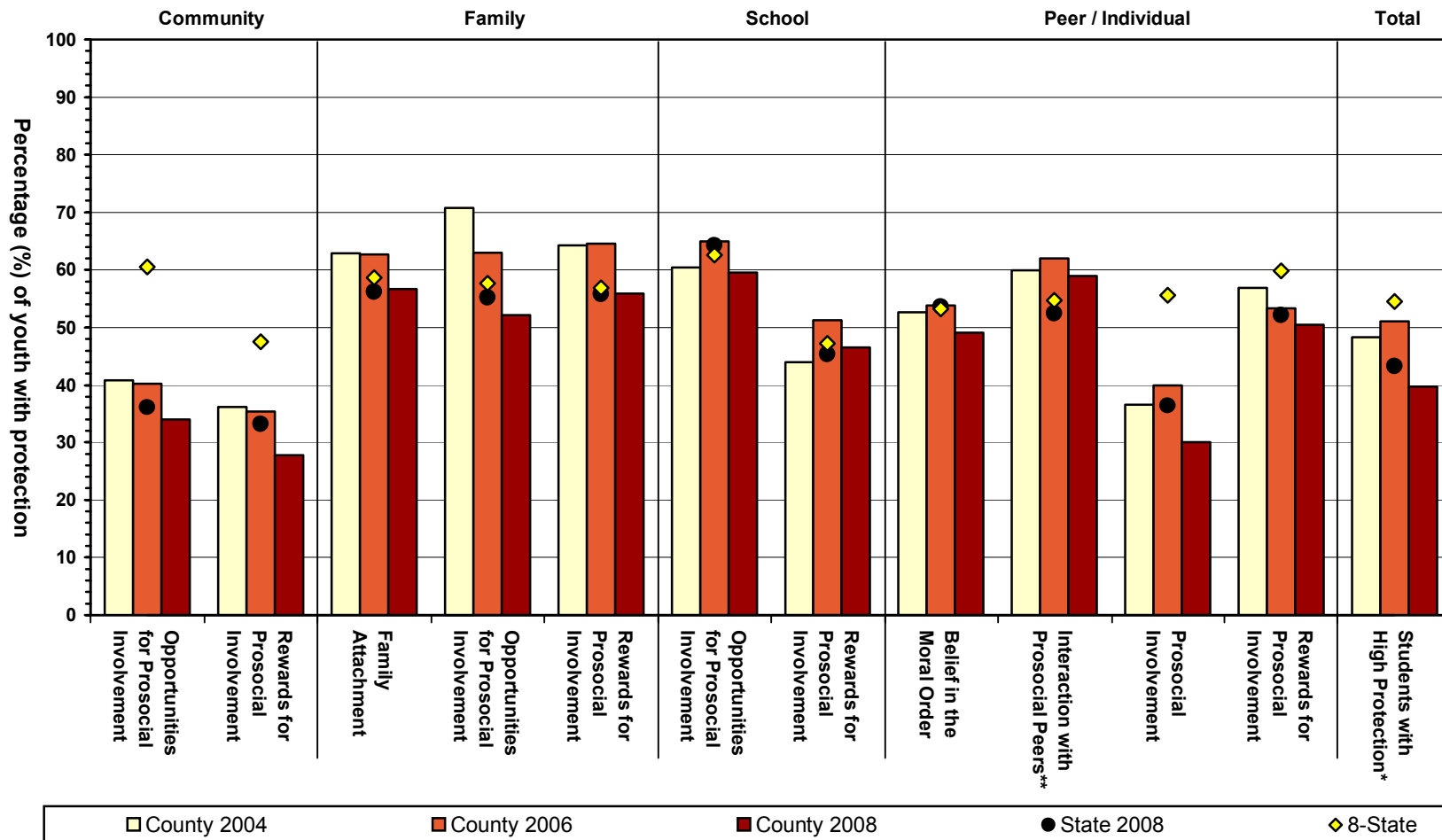


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Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 Santa Cruz County, Grade 12



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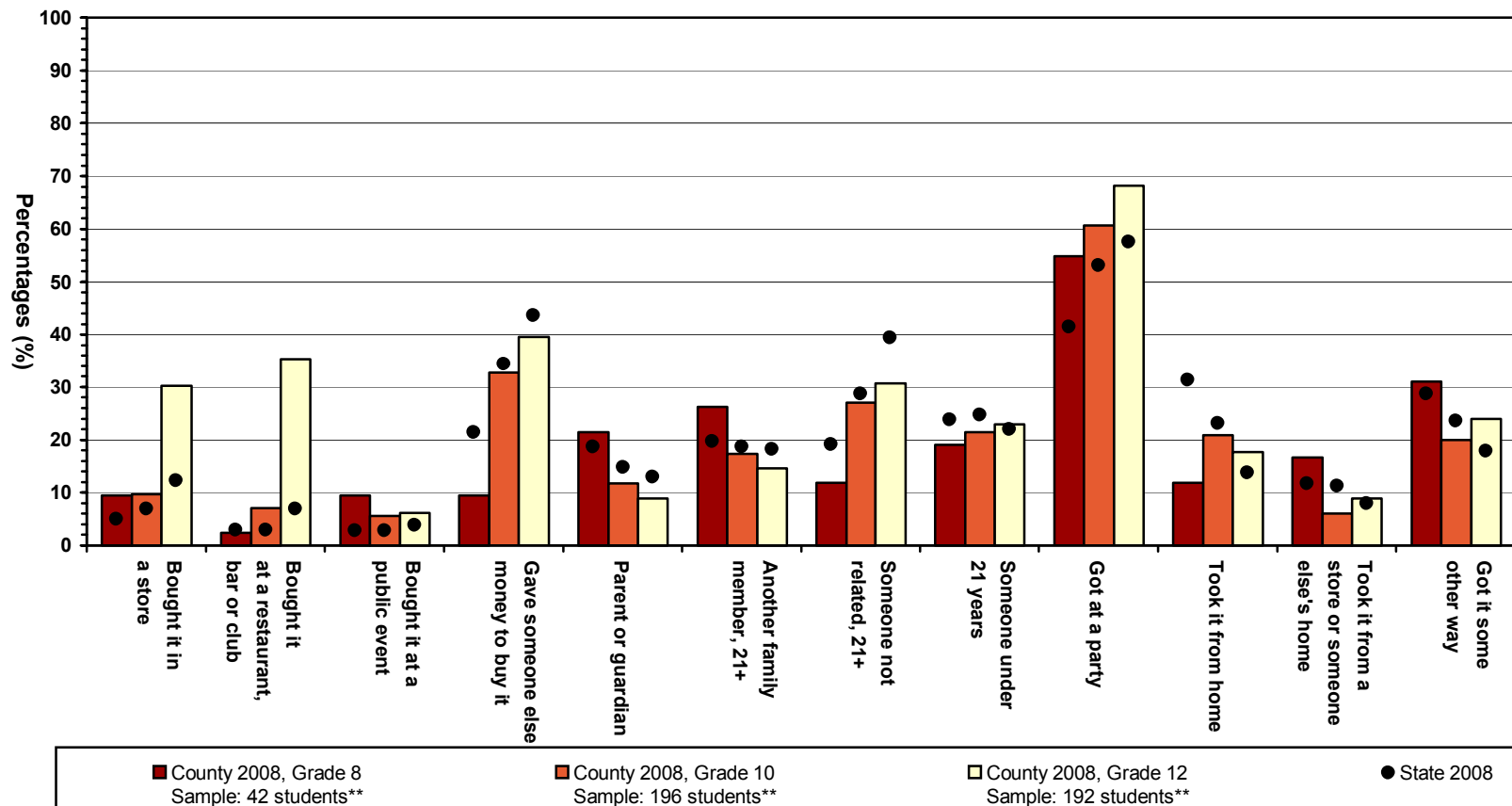
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Santa Cruz County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



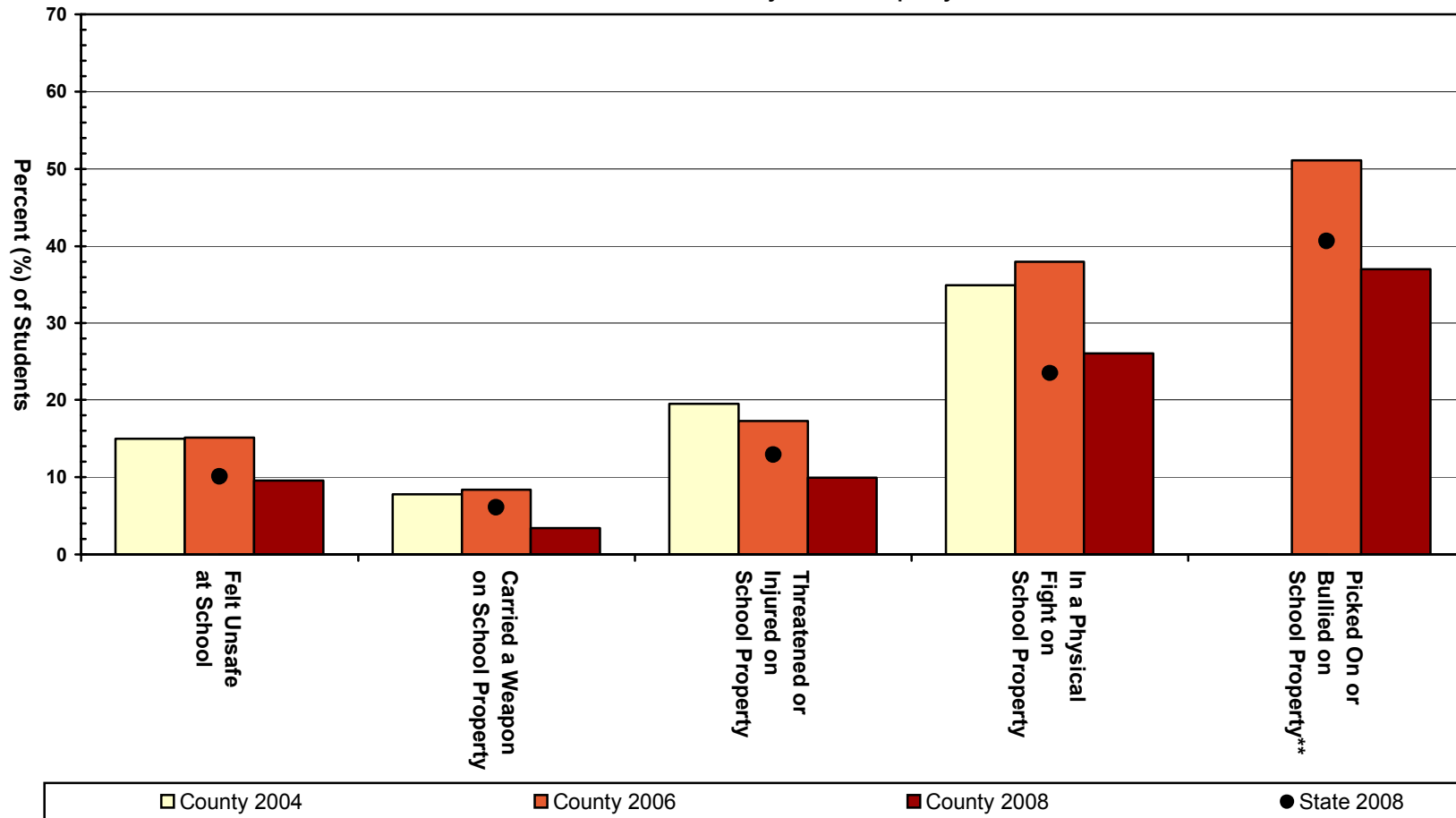
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Santa Cruz County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



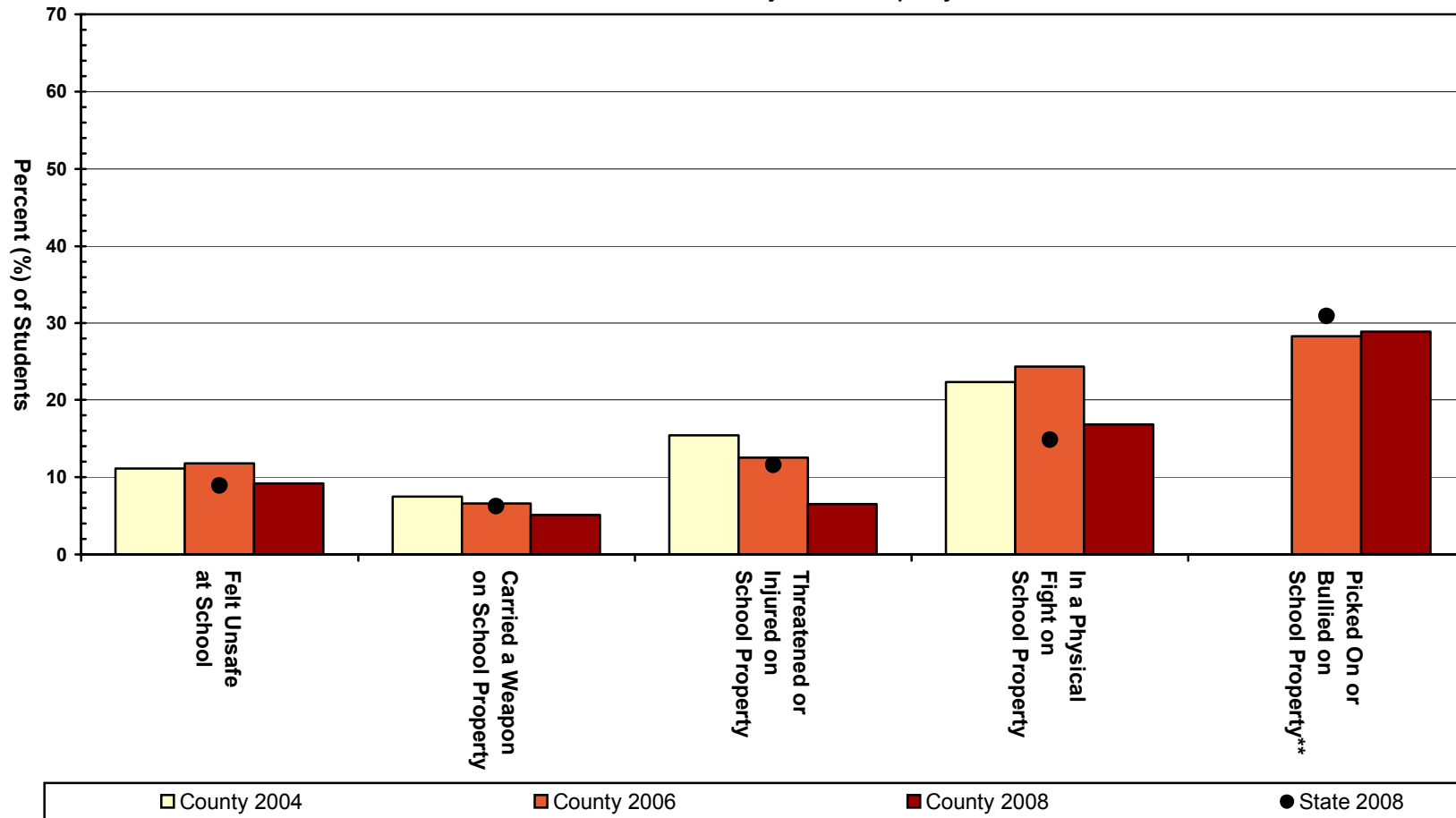
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Santa Cruz County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



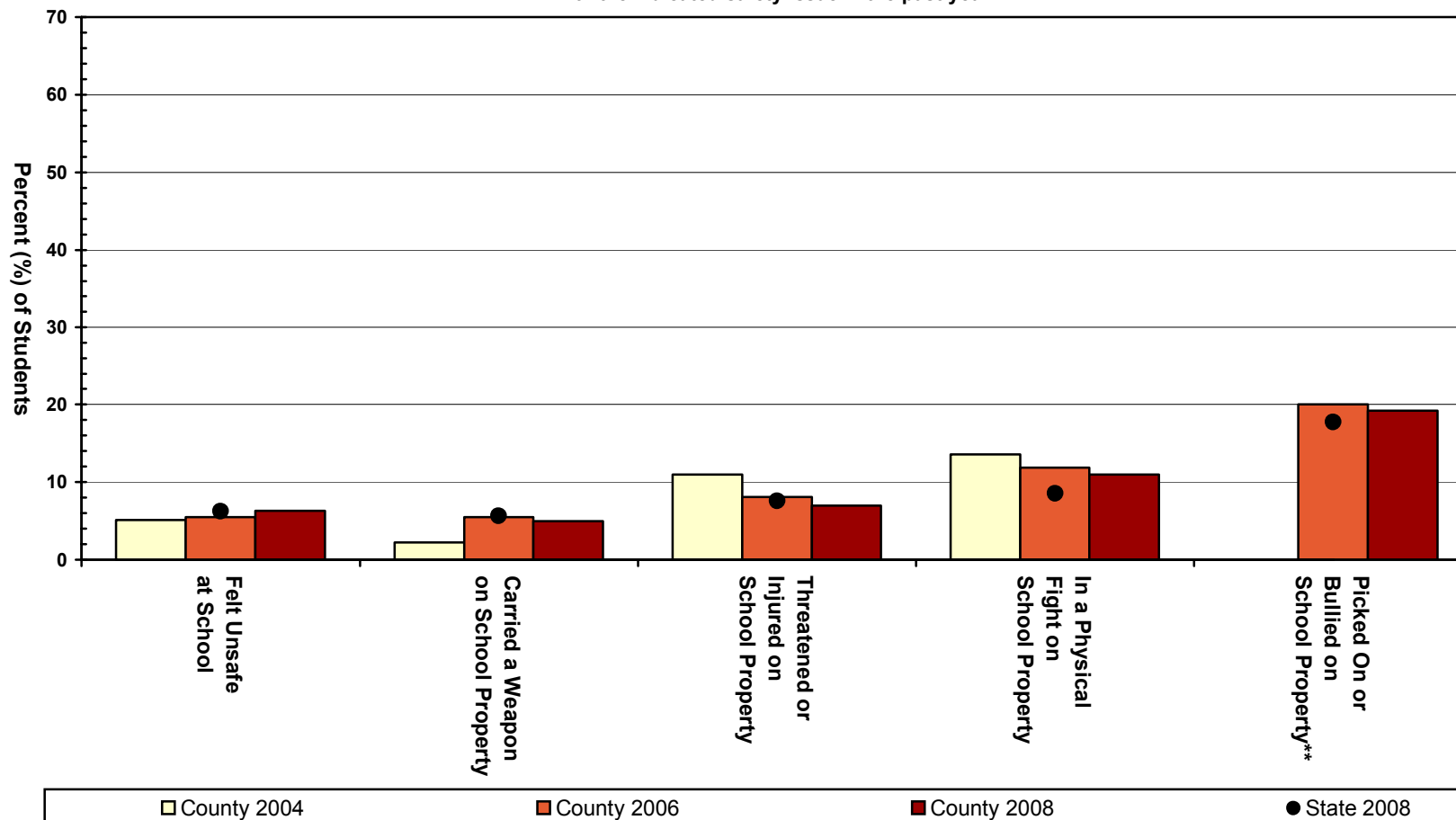
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School Safety

SCHOOL SAFETY PROFILE* 2008 Santa Cruz County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



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** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	59.2	53.3	56.4	47.8	80.2	78.6	73.1	66.2	87.6	85.1	80.6	74.8
Cigarettes	smoked cigarettes?	36.6	34.1	26.0	25.9	62.3	55.7	41.6	39.9	68.3	63.5	63.8	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	8.0	9.9	4.8	7.1	14.3	12.5	8.2	12.9	13.4	15.0	20.1	17.7
Marijuana	used marijuana?	12.5	11.7	16.1	16.2	30.7	24.4	23.6	32.5	34.8	31.7	36.5	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.4	1.3	0.9	1.9	5.7	3.6	3.4	5.2	3.3	3.4	3.2	7.9
Cocaine	used cocaine or crack?	3.9	4.2	1.9	2.7	10.5	10.2	5.0	6.8	13.6	14.7	13.6	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	14.7	16.5	11.8	14.3	13.1	12.8	11.6	12.6	6.2	8.1	5.8	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.6	0.0	1.2	n/a	3.1	0.8	2.4	n/a	2.3	1.5	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.0	1.3	0.5	1.0	1.4	1.9	0.4	2.0	1.9	1.4	1.0	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.1	1.0	0.9	2.2	5.1	4.3	3.6	4.9	4.9	3.0	3.6	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.9	0.5	1.7	n/a	2.6	1.2	2.3	n/a	0.7	2.5	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	9.0	12.2	n/a	n/a	13.3	20.5	n/a	n/a	13.5	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	3.9	n/a	n/a	n/a	6.4	n/a	n/a	n/a	3.0	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	3.8	2.4	3.8	n/a	4.1	4.0	7.6	n/a	4.3	2.5	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	11.9	10.4	5.2	8.3	14.5	11.3	11.4	12.0	15.2	11.2	6.1	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	14.1	13.7	17.1	n/a	16.6	21.6	25.7	n/a	14.1	16.5	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	8.5	9.7	n/a	n/a	11.4	12.9	n/a	n/a	6.4	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	25.4	28.0	22.4	23.2	50.9	49.7	46.6	37.7	60.5	61.2	57.1	46.8
Cigarettes	smoked cigarettes?	14.1	9.1	6.9	8.7	30.6	26.1	18.2	16.6	35.5	31.2	36.5	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.5	5.3	1.4	2.6	4.5	5.1	2.2	4.6	6.3	4.4	6.8	6.8
Marijuana	used marijuana?	5.6	6.4	8.5	7.6	11.3	10.8	6.8	15.1	13.4	12.1	15.6	18.7
Hallucinogens**	used LSD or other hallucinogens?	1.6	1.6	0.0	0.8	2.3	2.7	1.4	1.9	3.0	1.1	1.8	2.4
Cocaine	used cocaine or crack?	1.8	1.6	0.5	1.0	5.9	5.9	1.8	2.2	7.4	5.6	4.8	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.5	7.7	6.6	5.4	4.5	4.3	4.2	3.0	1.9	1.6	1.3	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	1.3	0.0	0.4	n/a	0.8	0.2	0.6	n/a	1.4	0.8	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.6	1.0	0.0	0.4	0.7	1.4	0.2	0.7	0.8	0.0	0.5	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.2	0.7	0.0	0.8	0.9	1.6	1.6	1.5	1.9	0.7	1.5	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.6	0.5	0.7	n/a	1.2	0.4	1.0	n/a	0.2	2.3	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	5.7	6.0	n/a	n/a	6.9	9.4	n/a	n/a	5.1	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	2.5	n/a	n/a	n/a	2.1	n/a	n/a	n/a	2.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.6	0.9	1.6	n/a	2.5	1.6	2.9	n/a	1.4	1.5	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	7.3	5.7	1.4	3.4	7.3	7.3	3.4	4.5	8.4	4.5	2.6	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	8.8	6.2	8.6	n/a	9.8	10.2	12.2	n/a	6.4	6.9	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	6.2	5.6	n/a	n/a	7.0	6.4	n/a	n/a	3.6	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	17.7	22.7	12.6	13.1	34.6	30.9	29.2	22.4	43.6	40.9	41.7	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.9	1.3	0.0	0.7	2.8	3.1	1.4	2.1	2.8	3.3	3.9	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		23.9	22.3	20.6	20.2	14.4	14.6	13.6	14.6	15.3	6.6	15.6	10.2
Drunk or High at School		11.9	11.1	8.1	12.0	17.7	15.5	12.9	20.5	19.5	18.4	21.3	22.2
Sold Illegal Drugs		5.1	4.7	4.7	4.6	8.2	7.2	7.1	9.8	7.3	6.1	7.8	10.4
Stolen or Tried to Steal a Motor Vehicle		6.3	6.8	3.3	3.6	4.3	5.7	3.1	3.7	1.6	2.1	2.2	2.7
Been Arrested		9.2	10.0	5.2	7.5	8.9	9.9	7.3	9.2	9.9	7.2	7.5	8.7
Attacked Someone with the Idea of Seriously Hurting Them		16.4	20.0	15.6	18.1	14.4	13.5	10.8	16.1	12.1	11.9	12.9	12.9
Carried a Handgun		7.8	8.0	4.7	7.7	7.8	6.7	7.1	7.2	4.0	5.3	6.2	8.1
Carried a Handgun to School		1.8	2.0	0.0	1.2	1.1	1.7	1.2	1.3	0.8	1.6	1.5	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	11.3	5.7	5.6	n/a	10.1	10.1	7.9	n/a	27.9	26.3	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	38.6	33.8	29.1	n/a	42.6	36.5	29.1	n/a	49.6	42.6	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	65.2	71.5	69.1	n/a	54.2	72.8	65.9	n/a	50.4	62.8	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	6.6	8.9	6.4	n/a	2.9	7.2	6.1	n/a	2.6	6.5	5.8
Played the lottery or scratch-off tickets?	n/a	28.7	27.1	24.8	n/a	20.8	25.1	21.8	n/a	18.5	17.9	19.0
Bet on sports?*	n/a	n/a	38.0	31.8	n/a	n/a	38.5	30.2	n/a	n/a	32.4	25.6
Played cards?	n/a	34.5	42.7	43.7	n/a	26.4	46.9	43.7	n/a	23.5	41.9	40.6
Bought a raffle ticket?	n/a	n/a	25.5	20.4	n/a	n/a	24.9	20.7	n/a	n/a	21.5	18.9
Played bingo?	n/a	25.2	32.9	32.6	n/a	13.2	24.7	23.2	n/a	6.4	16.1	14.7
Gambled on the Internet?	n/a	15.2	7.6	6.3	n/a	9.3	8.6	5.1	n/a	4.2	9.1	4.7
Played a dice game?*	n/a	n/a	34.9	31.5	n/a	n/a	26.9	25.1	n/a	n/a	20.3	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	24.6	35.2	32.7	n/a	22.0	40.4	31.3	n/a	18.1	31.6	27.0
Bet on a horse or other animal race?*	n/a	n/a	9.9	6.4	n/a	n/a	9.9	5.8	n/a	n/a	9.5	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	40.0	46.5	47.2	39.3	32.8	42.9	40.8	37.1	40.8	40.3	34.0	36.1
Rewards for Prosocial Involvement	29.2	30.8	39.4	31.3	36.8	34.6	41.4	35.4	36.1	35.3	27.8	33.2
Family Domain												
Family Attachment	49.3	48.9	53.6	51.5	50.9	46.2	50.4	46.1	62.9	62.7	56.7	56.2
Opportunities for Prosocial Involvement	61.1	58.0	62.1	59.7	57.1	54.5	61.4	54.0	70.8	63.0	52.2	55.2
Rewards for Prosocial Involvement	58.3	61.0	64.2	61.4	61.5	54.7	62.0	55.1	64.3	64.6	55.9	55.8
School Domain												
Opportunities for Prosocial Involvement	55.9	50.9	56.8	60.3	55.7	60.3	60.4	62.4	60.4	65.0	59.5	64.3
Rewards for Prosocial Involvement	53.0	48.1	48.4	51.2	60.1	61.8	62.6	59.8	44.0	51.3	46.6	45.4
Peer-Individual Domain												
Belief in the Moral Order	49.5	53.3	51.2	59.4	61.3	62.6	67.0	66.5	52.7	53.8	49.1	53.6
Interaction with Prosocial Peers*	57.1	56.8	51.0	53.1	54.5	56.6	62.4	55.3	59.9	62.0	59.0	52.5
Prosocial Involvement	37.2	33.7	36.5	39.0	35.6	33.4	33.2	41.2	36.5	40.0	30.0	36.4
Rewards for Prosocial Involvement	63.7	59.6	57.6	59.4	62.0	58.2	64.2	59.7	56.9	53.3	50.5	52.2
Total Protection												
Students with High Protection**	41.5	40.6	46.6	43.8	46.8	44.1	49.0	46.7	48.3	51.1	39.8	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	43.2	43.8	32.8	38.5	47.4	43.7	43.0	46.2	46.2	42.0	49.5	51.0
Laws & Norms Favor Drug Use	39.3	37.9	41.1	36.6	44.8	42.7	41.0	42.1	35.1	40.4	36.3	36.3
Perceived Availability of Drugs	39.1	35.3	30.2	38.2	56.7	49.0	39.3	49.6	60.5	54.6	51.4	52.2
Perceived Availability of Handguns	34.7	32.8	28.7	37.8	22.1	20.2	20.2	26.7	29.9	22.9	25.3	33.1
Family Domain												
Poor Family Management	49.1	50.7	52.8	45.5	38.9	45.1	42.7	42.8	34.8	36.7	40.7	44.3
Family Conflict	54.2	49.3	51.0	53.5	34.6	39.0	35.4	42.8	37.7	34.0	34.2	38.3
Family History of Antisocial Behavior	44.8	39.5	31.8	40.3	47.2	38.8	35.7	41.1	41.6	33.4	35.0	37.3
Parent Attitudes Favorable to ASB	50.0	45.7	49.5	49.3	47.5	52.1	52.7	53.4	45.6	44.4	47.3	50.2
Parent Attitudes Favor Drug Use	27.6	27.8	30.3	26.8	41.9	47.6	41.1	41.1	44.9	45.2	43.5	41.2
School Domain												
Academic Failure	56.4	54.4	54.6	47.3	60.4	56.7	48.8	49.5	57.5	50.4	45.3	44.4
Low Commitment to School	33.6	30.9	39.3	41.0	32.7	32.1	28.7	43.7	37.1	29.4	32.6	45.6
Peer-Individual Domain												
Rebelliousness	46.4	42.8	44.5	43.1	36.1	49.7	48.2	46.8	35.4	45.5	50.6	44.0
Early Initiation of ASB	40.0	42.5	36.2	39.4	35.9	38.0	38.9	42.0	40.9	33.5	39.8	41.2
Early Initiation of Drug Use	38.0	36.4	31.3	30.3	38.0	38.5	29.0	32.7	34.1	34.4	32.5	33.1
Attitudes Favorable to ASB	46.5	42.9	40.1	44.6	55.1	50.6	47.7	50.7	48.5	44.3	45.7	46.9
Attitudes Favorable to Drug Use	34.3	30.4	33.2	29.1	43.5	42.0	36.9	37.4	34.0	38.3	35.7	36.3
Perceived Risk of Drug Use	42.9	45.0	47.5	44.5	39.5	30.4	34.8	42.3	35.1	34.8	37.6	46.5
Interaction with Antisocial Peers	67.9	58.0	58.1	58.2	62.9	56.8	57.2	57.3	59.5	46.7	60.2	53.2
Friend's Use of Drugs	42.9	43.5	46.0	39.4	51.9	46.4	37.5	41.9	41.8	37.5	41.9	37.3
Rewards for ASB	47.0	44.7	41.6	45.6	41.4	46.7	45.1	44.0	56.4	58.1	58.8	54.6
Gang Involvement	36.1	38.1	27.0	26.9	34.1	32.4	27.5	23.2	17.1	15.3	23.1	16.8
Total Risk												
Students at High Risk*	42.4	40.4	38.4	38.7	38.3	37.6	30.0	37.5	34.9	31.0	35.7	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	42	4,418	196	4,872	192	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	9.5	5.0	9.7	6.9	30.2	12.3
I bought it at a restaurant, bar, or club	2.4	3.0	7.1	3.0	35.4	7.0
I bought it at a public event such as a concert or sporting event	9.5	2.9	5.6	2.9	6.2	3.9
I gave someone else money to buy it for me	9.5	21.4	32.7	34.4	39.6	43.7
My parent or guardian gave it to me	21.4	18.7	11.7	14.8	8.9	13.0
Another family member who is 21 or older gave it to me	26.2	19.7	17.3	18.7	14.6	18.2
Someone not related to me who is 21 or older gave it to me	11.9	19.2	27.0	28.7	30.7	39.5
Someone under the age of 21 gave it to me	19.0	23.8	21.4	24.8	22.9	22.0
I got it at a party	54.8	41.5	60.7	53.1	68.2	57.6
I took it from home	11.9	31.4	20.9	23.2	17.7	13.8
I took it from a store or someone else's home	16.7	11.7	6.1	11.3	8.9	8.0
I got it some other way	31.0	28.7	19.9	23.6	24.0	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	80.5	82.7	90.1	87.1	84.6	87.5	93.5	88.4	89.0	91.9	93.0	92.4
	1 time	11.8	7.0	3.8	6.6	6.6	6.1	2.9	5.9	7.5	4.0	4.0	3.9
	2-3 times	3.8	4.0	1.9	3.5	5.7	4.2	1.4	3.0	2.4	2.9	1.5	2.0
	4-5 times	1.8	1.5	0.5	1.0	1.4	1.5	0.4	0.8	0.3	0.7	0.2	0.6
	6-7 times	0.2	0.6	0.9	0.4	0.9	0.2	0.4	0.4	0.0	0.0	0.2	0.2
	8-9 times	0.0	0.6	0.9	0.3	0.0	0.0	0.4	0.3	0.0	0.4	0.2	0.2
	10-11 times	0.0	0.3	0.9	0.1	0.0	0.0	0.4	0.2	0.3	0.0	0.0	0.1
	12 or more times	2.0	3.3	0.9	0.9	0.9	0.6	0.6	1.1	0.5	0.2	0.7	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	65.1	62.0	73.9	76.5	77.7	75.6	83.2	85.2	86.4	88.1	89.0	91.5
	1 time	18.0	20.1	11.8	12.9	12.6	11.6	10.6	8.8	9.3	7.3	5.7	5.0
	2-3 times	9.4	9.3	9.5	6.9	7.7	8.6	3.7	3.9	2.1	2.9	3.2	2.1
	4-5 times	4.2	4.2	2.4	1.7	0.7	2.2	1.2	0.7	0.3	1.3	0.7	0.4
	6-7 times	1.0	0.6	0.9	0.6	0.2	0.4	0.0	0.4	0.5	0.0	0.2	0.3
	8-9 times	0.6	1.5	0.5	0.4	0.2	0.4	0.0	0.2	0.0	0.0	0.2	0.2
	10-11 times	0.6	0.3	0.0	0.3	0.5	0.2	0.0	0.1	0.8	0.2	0.0	0.1
	12 or more times	1.0	2.1	0.9	0.7	0.5	1.1	1.4	0.7	0.5	0.2	0.7	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	48.9	63.0	59.4	n/a	71.7	71.1	69.1	n/a	80.0	80.8	82.3
	1 time	n/a	27.4	12.8	13.2	n/a	14.6	11.8	10.3	n/a	11.2	8.2	6.6
	2-3 times	n/a	17.6	11.4	11.5	n/a	11.3	9.0	9.6	n/a	7.5	7.5	5.7
	4-5 times	n/a		2.8	4.3	n/a		2.2	3.2	n/a		1.5	1.5
	6-7 times	n/a		4.3	1.9	n/a		1.2	1.4	n/a		0.0	0.8
	8-9 times	n/a		0.9	1.2	n/a		0.8	1.1	n/a		0.2	0.5
	10-11 times	n/a		0.5	0.8	n/a		0.6	0.6	n/a		0.2	0.3
	12 or more times	n/a	6.1	4.3	7.7	n/a	2.4	3.3	4.6	n/a	1.3	1.5	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	85.0	84.9	90.4	89.9	88.9	88.2	90.8	91.1	94.9	94.5	93.7	93.8
	1 day	8.6	6.6	5.3	5.8	5.7	5.9	4.9	5.1	2.2	2.6	3.3	3.3
	2-3 days	3.6	4.2	3.3	2.7	3.2	3.5	2.7	2.2	1.3	1.3	2.3	1.8
	4-5 days	1.4	0.9	0.5	0.6	0.5	0.7	0.8	0.6	0.8	0.7	0.5	0.4
	6 or more days	1.4	3.3	0.5	1.0	1.8	1.7	0.8	1.0	0.8	0.9	0.3	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	92.2	91.6	96.6	93.9	92.5	93.4	94.9	93.8	97.8	94.5	95.0	94.4
	1 day	3.6	3.0	1.0	3.1	1.8	2.4	2.6	2.2	0.5	1.8	2.3	1.5
	2-3 days	1.6	1.8	0.5	1.3	2.5	1.3	0.8	1.2	0.3	1.8	1.3	1.1
	4-5 days	0.8	1.5	1.0	0.5	0.9	0.4	0.2	0.5	0.5	0.7	0.3	0.5
	6 or more days	1.8	2.1	1.0	1.2	2.3	2.6	1.6	2.2	0.8	1.3	1.3	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	60.6	203	64.1	487	65.5	388	56.7	506	70.6	555
	smoke 1 or more packs or cigarettes per day	Cigarettes	77.9	204	83.0	488	83.2	388	79.1	508	85.2	555
	smoke marijuana regularly	Marijuana	78.6	201	77.4	473	75.9	374	71.1	494	83.2	537
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	89.4	198	84.0	444	69.8	367	77.7	480	81.5	514
	smoke cigarettes	Cigarettes	97.0	197	93.3	445	84.2	367	90.0	478	91.1	516
	smoke marijuana	Marijuana	96.4	196	97.0	440	94.3	368	96.0	476	95.7	513
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	73.1	212	55.5	521	51.6	407	56.4	544	58.4	579
	smoke cigarettes	Cigarettes	88.2	211	75.6	520	58.2	407	70.7	543	73.0	578
	smoke marijuana	Marijuana	91.0	210	84.4	520	78.6	406	81.3	540	85.7	579
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	22.4	210	46.6	504	57.1	399	45.9	523	45.6	574
		Cigarettes	6.9	203	18.2	494	36.5	389	25.2	511	19.7	558
		Marijuana	8.5	211	6.8	498	15.6	398	11.5	520	9.1	570
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	61.5	213	76.6	525	86.0	406	74.8	544	79.1	583
		Average age:	12.1 years		13.5 years		14.2 years		13.2 years		13.9 years	
	smoked a cigarette, even just a puff?	Cigarettes	26.6	214	46.5	523	65.8	407	51.8	546	47.7	581
		Average age:	12.3 years		13.3 years		14.2 years		13.3 years		14 years	
	smoked marijuana?	Marijuana	16.6	211	24.4	525	39.1	407	32.7	542	23.8	584
		Average age:	12.9 years		14 years		15.2 years		14.1 years		14.9 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

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Department of Behavioral Health Services
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White Mountain Apache Tribe

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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

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(602) 543-6618
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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

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Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Yavapai County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

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Introduction

2008 Arizona Youth Survey Summary for Yavapai County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state.

Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals								
Total Students	County 2004		County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	746	100	1,656	100	2,853	100	54,734	100
Grade								
8	467	62.6	621	37.5	1,148	40.2	25,695	46.9
10	146	19.6	650	39.3	976	34.2	16,089	29.4
12	133	17.8	385	23.2	729	25.6	12,950	23.7
Gender								
Male	364	49.6	791	49.4	1,375	49.0	26,213	48.8
Female	370	50.4	810	50.6	1,431	51.0	27,514	51.2
Ethnicity*								
Native American	39	5.4	60	3.7	172	5.2	4,812	7.4
African American	4	0.6	21	1.3	109	3.3	3,915	6.0
Hispanic	95	13.1	311	19.3	665	20.0	21,525	32.9
White	560	77.1	1,112	68.9	2,220	66.8	31,887	48.8
Asian	3	0.4	25	1.5	88	2.6	2,117	3.2
Pacific Islander	2	0.3	13	0.8	69	2.1	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

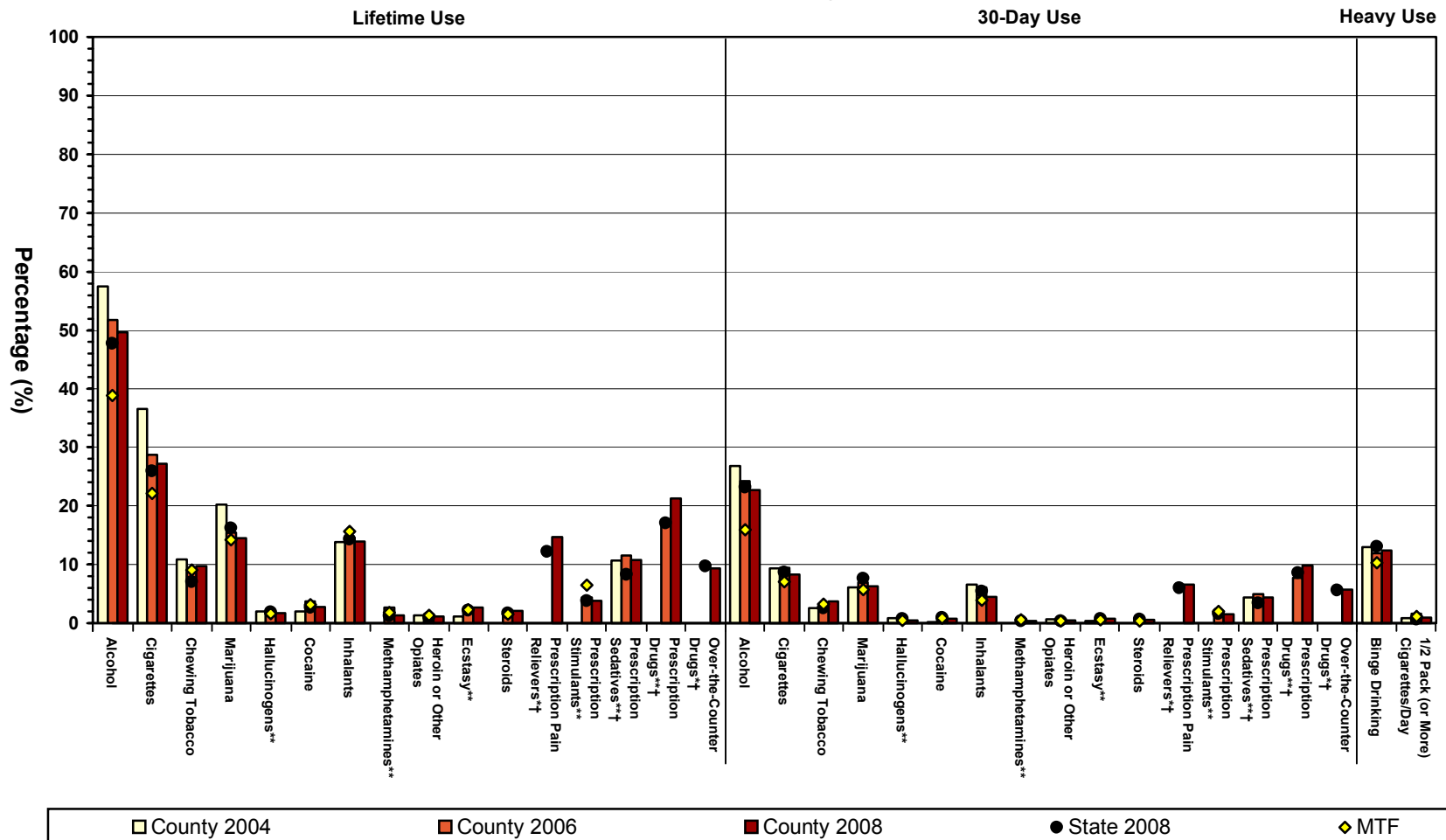
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Yavapai County, Grade 8



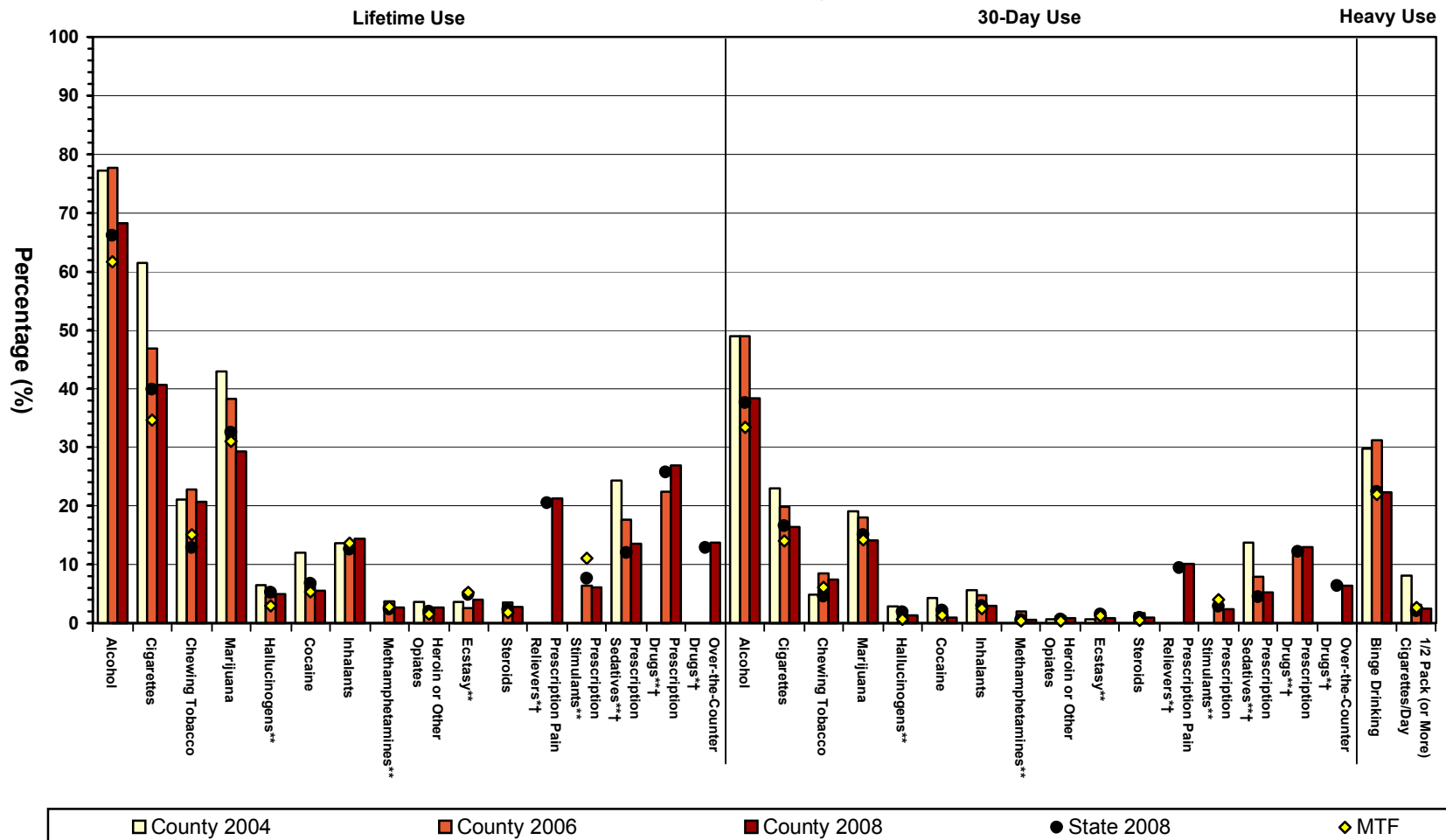
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Yavapai County, Grade 10



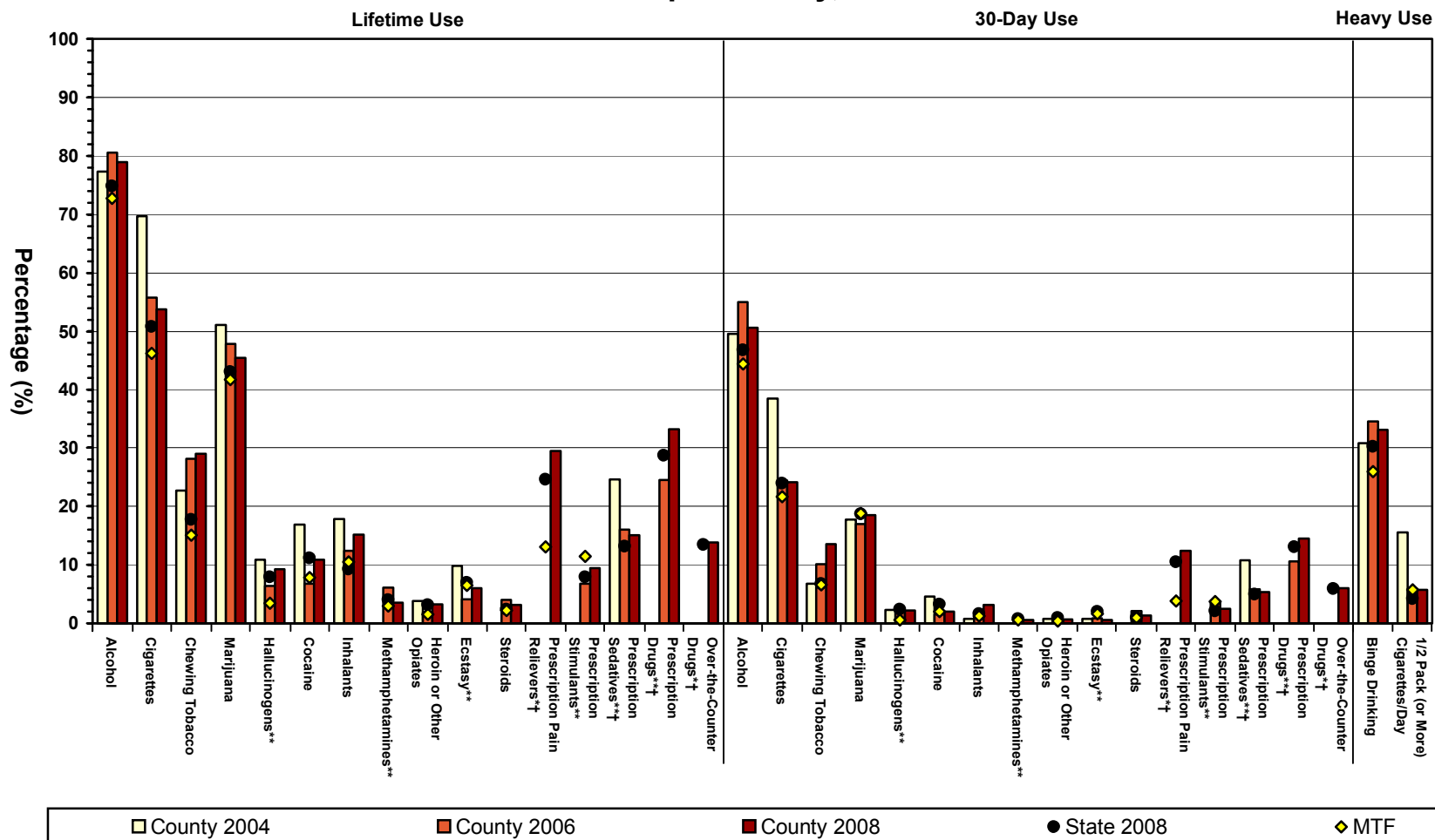
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Yavapai County, Grade 12



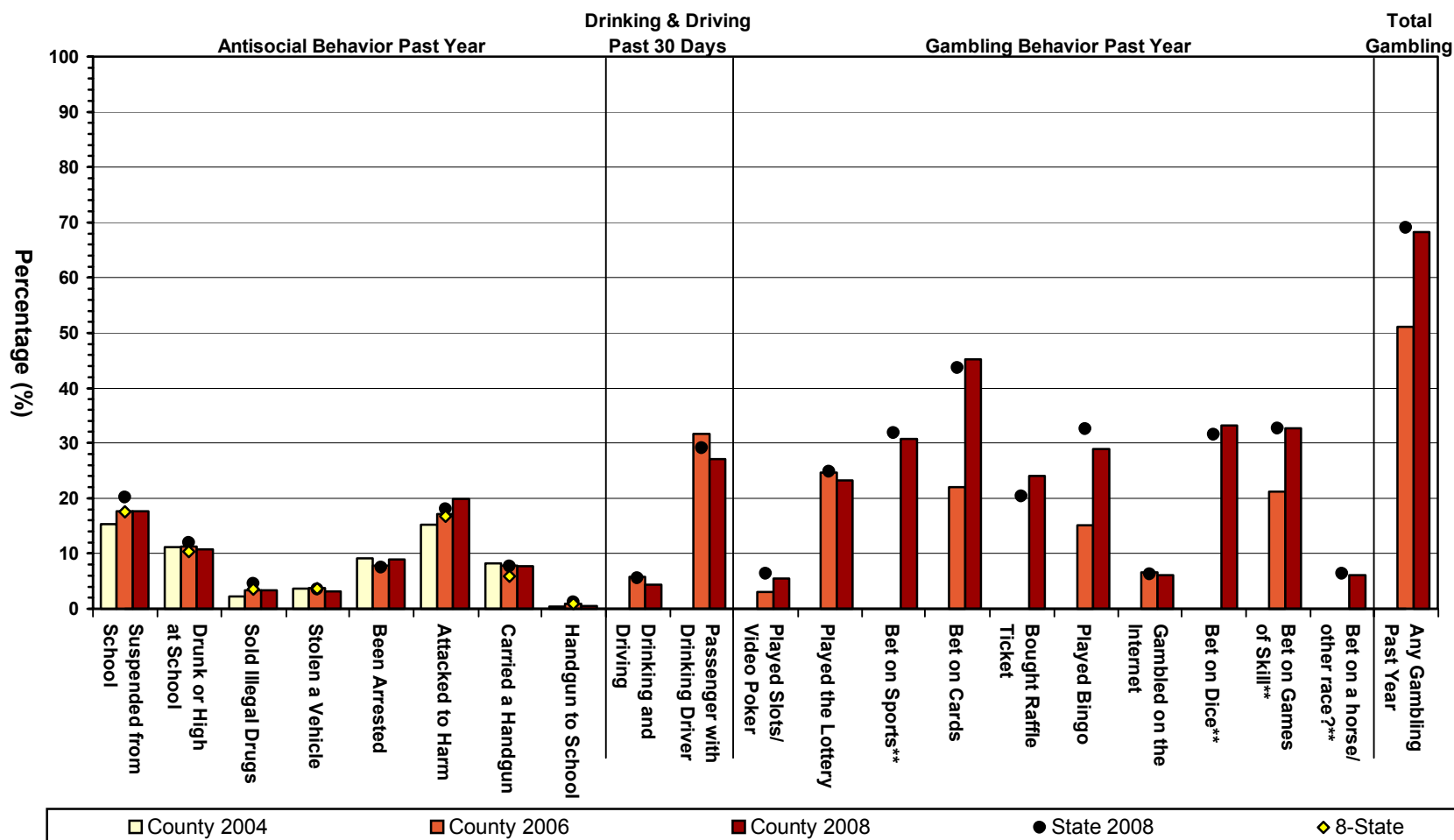
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Yavapai County, Grade 8



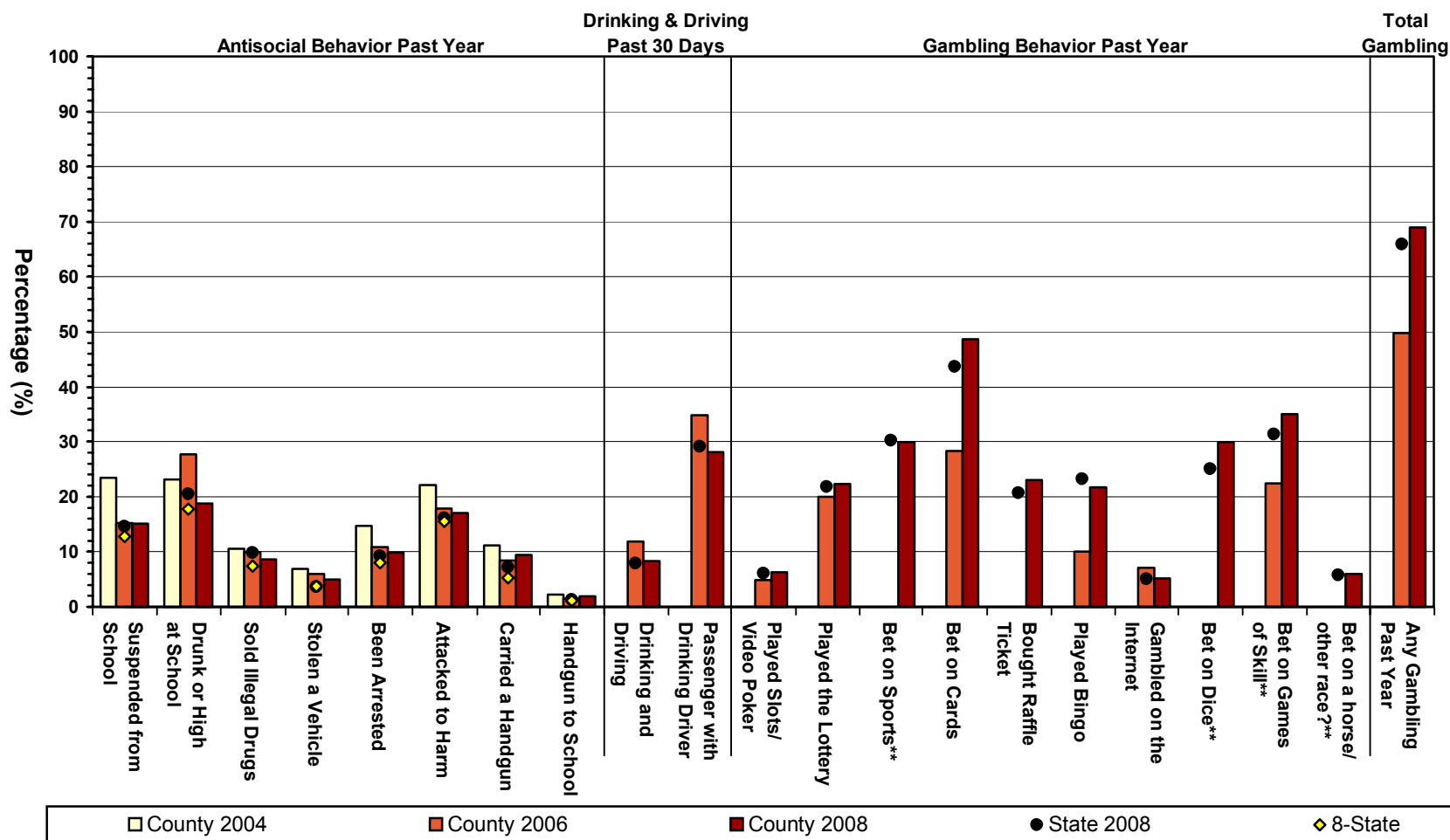
* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING*

2008 Yavapai County, Grade 10

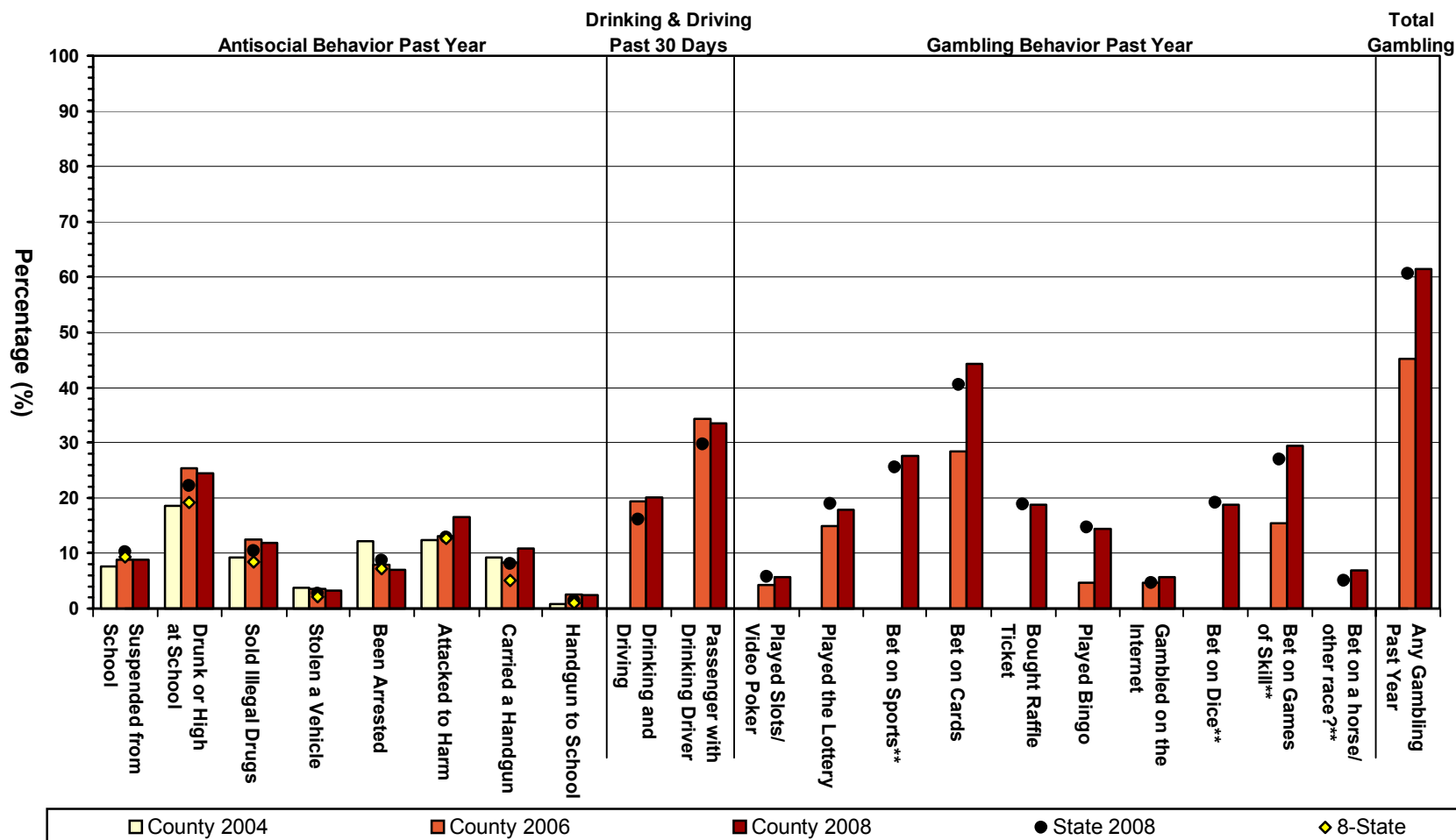


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

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Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Yavapai County, Grade 12

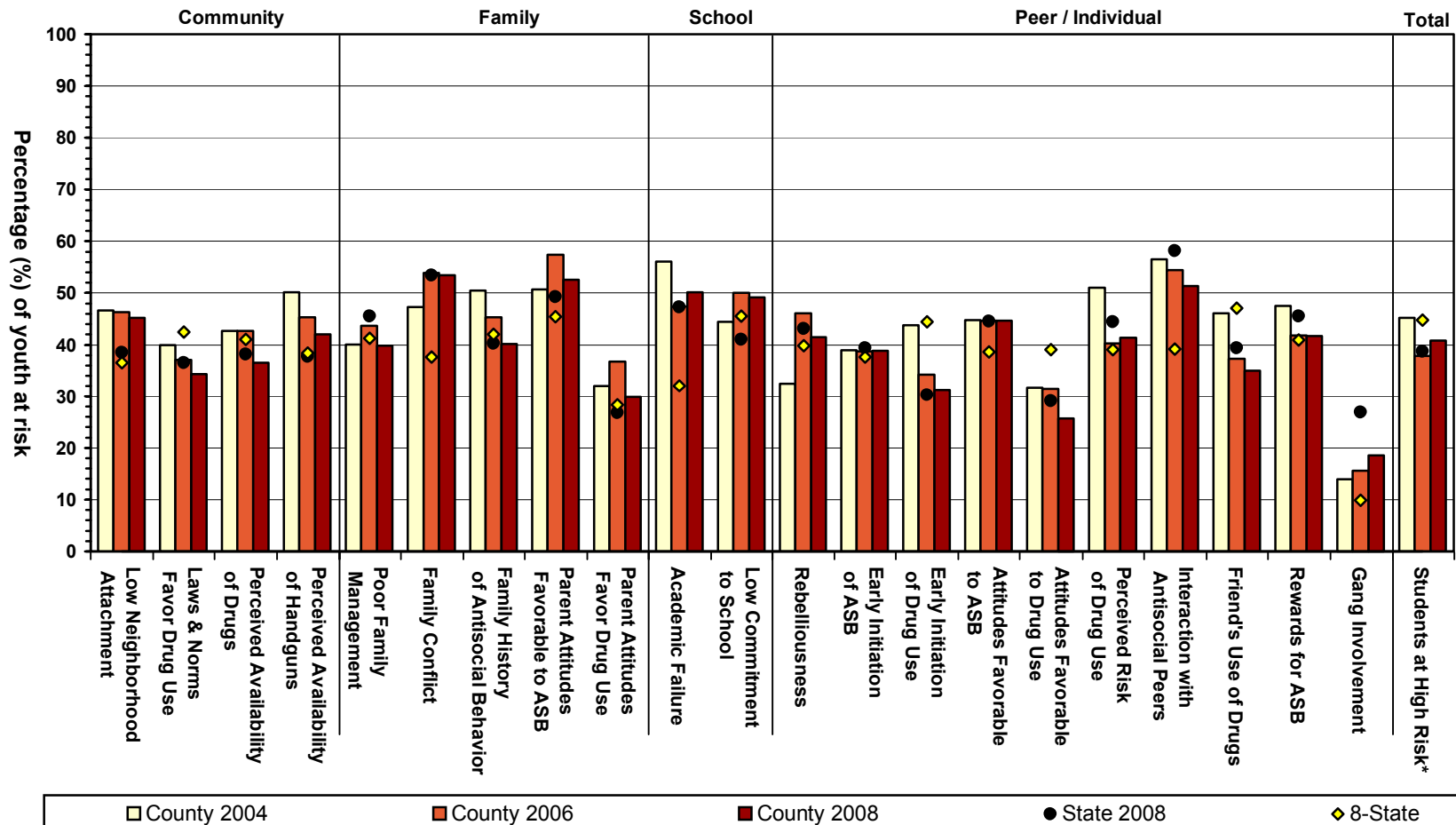


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

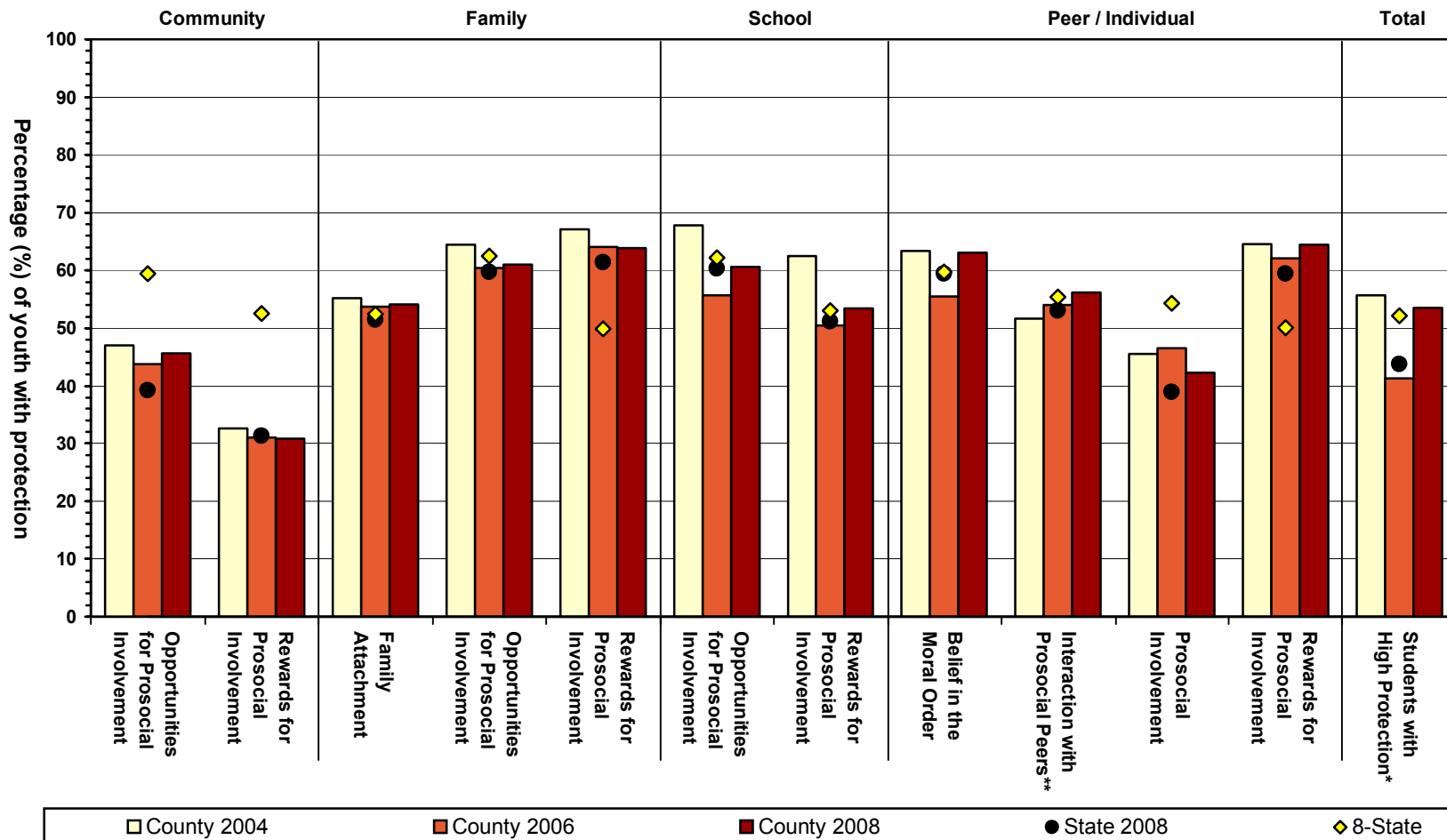
RISK PROFILE 2008 Yavapai County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Yavapai County, Grade 8



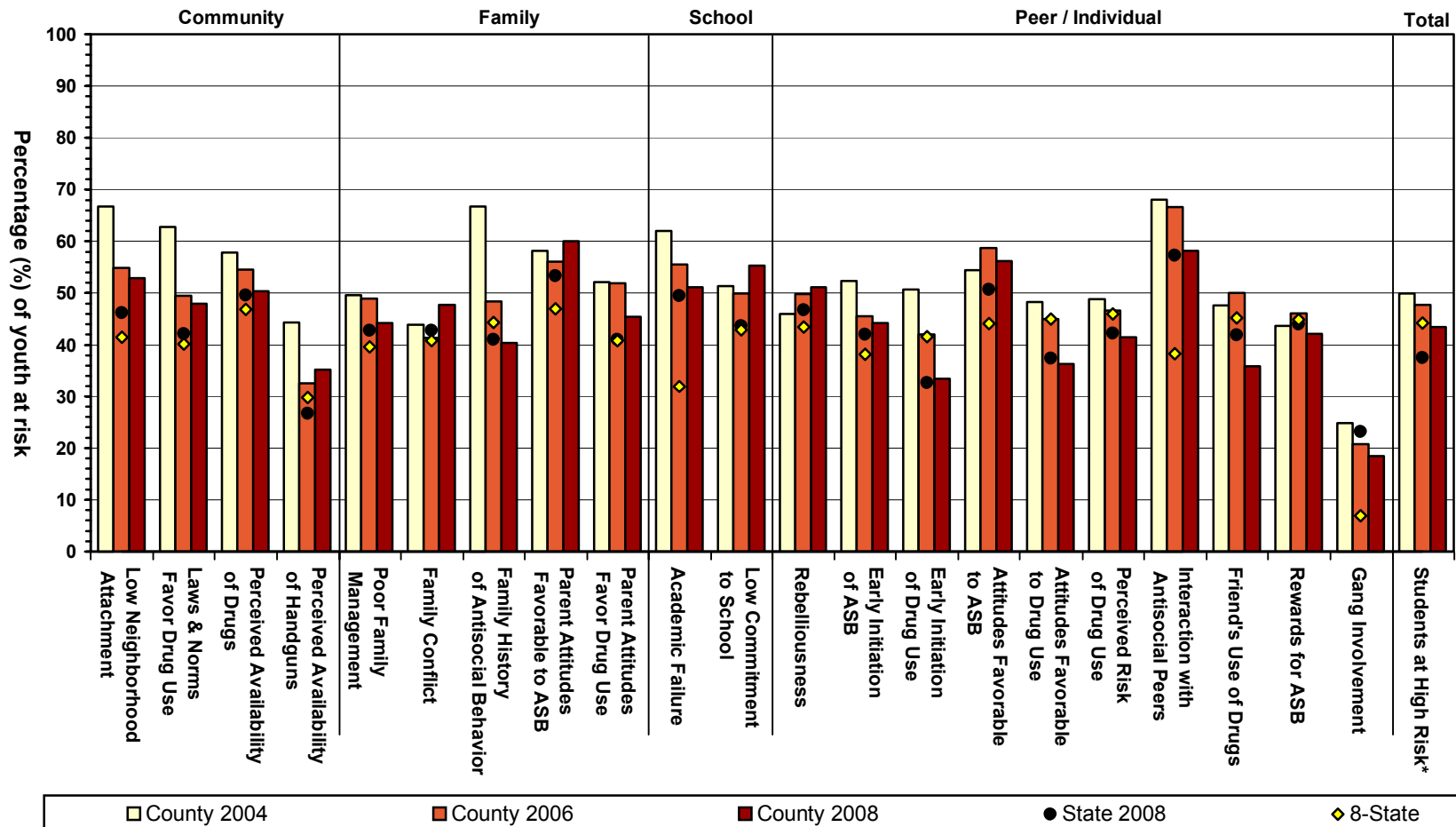
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

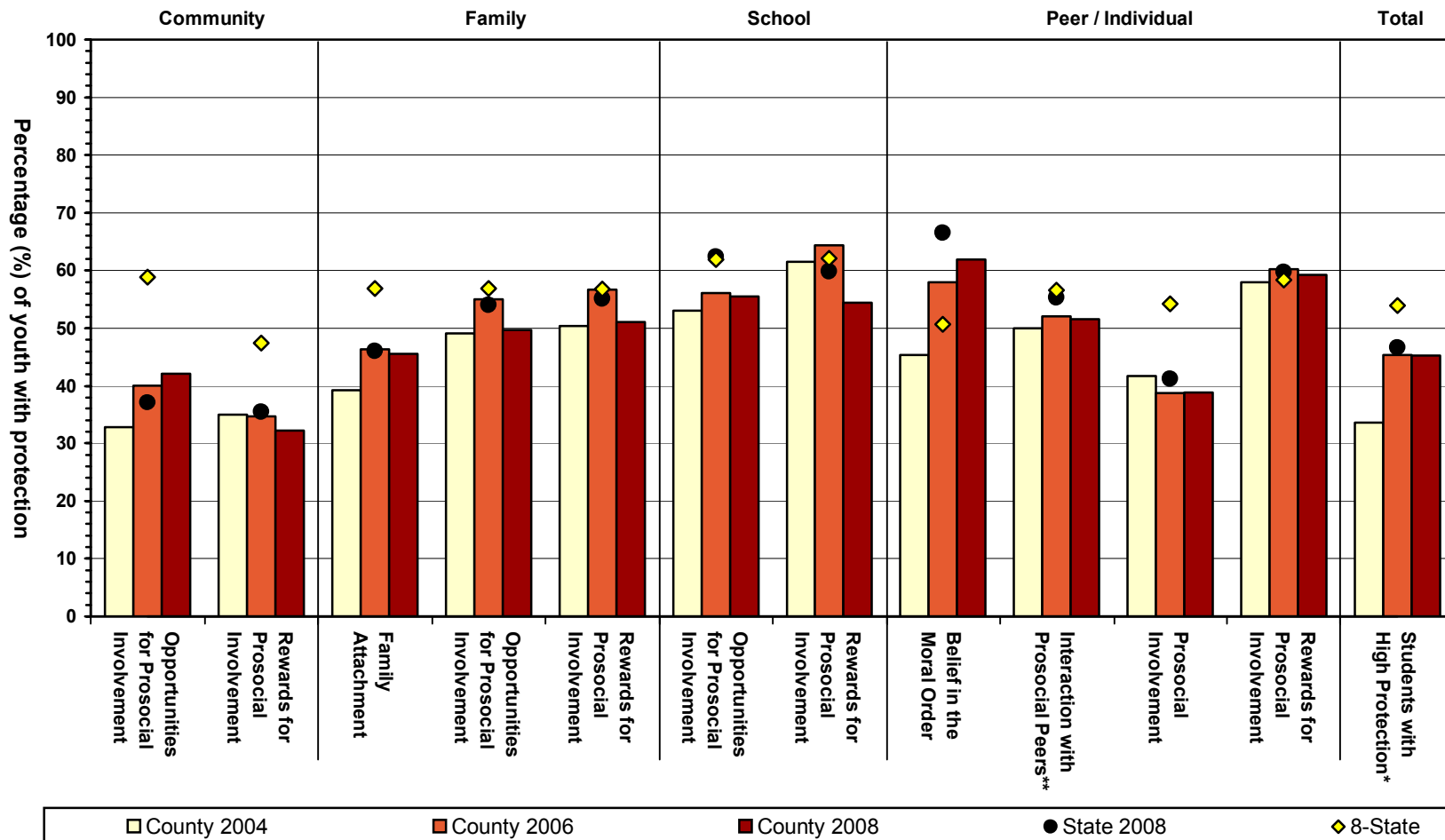
2008 Yavapai County, Grade 10



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Yavapai County, Grade 10



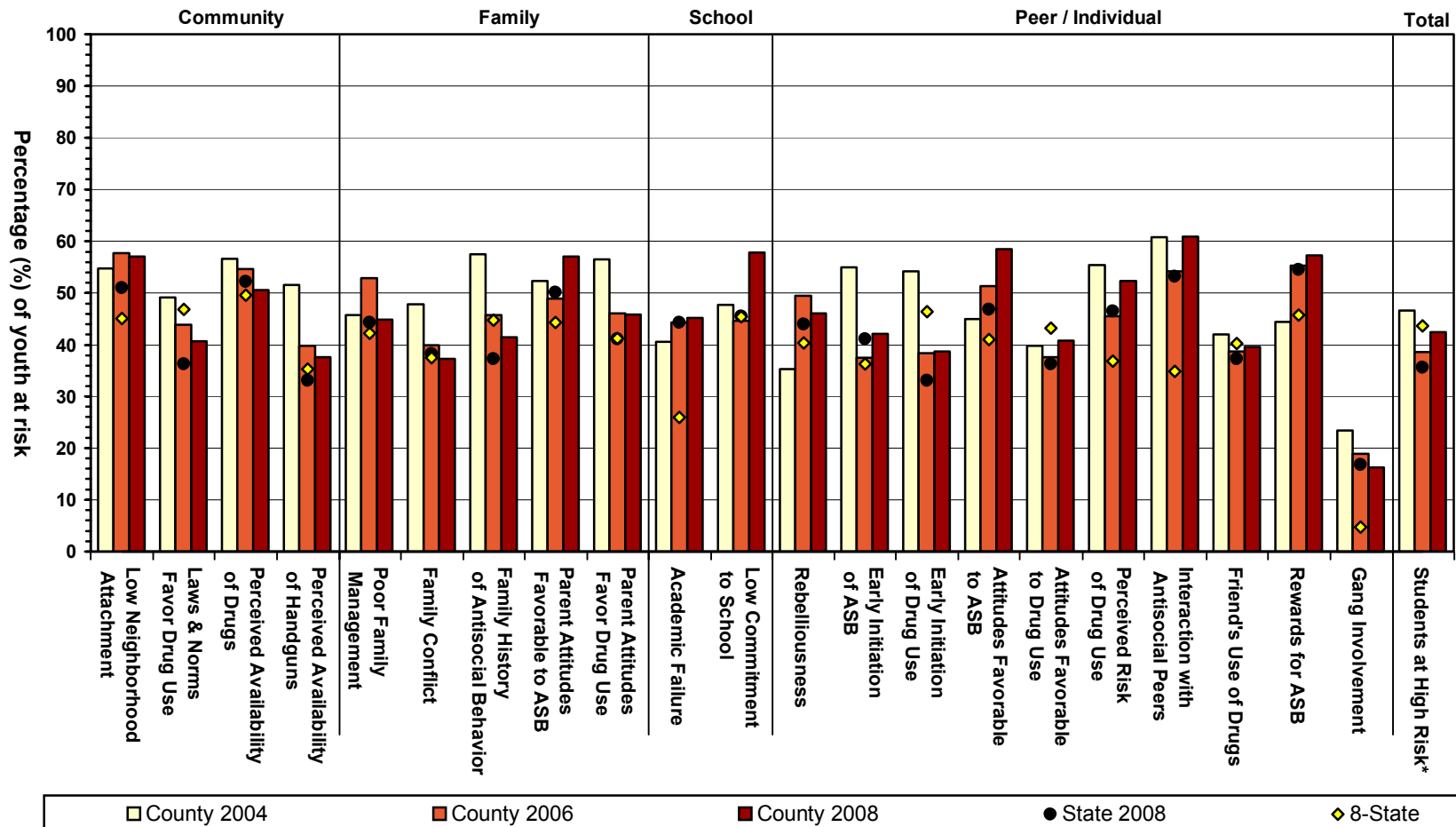
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

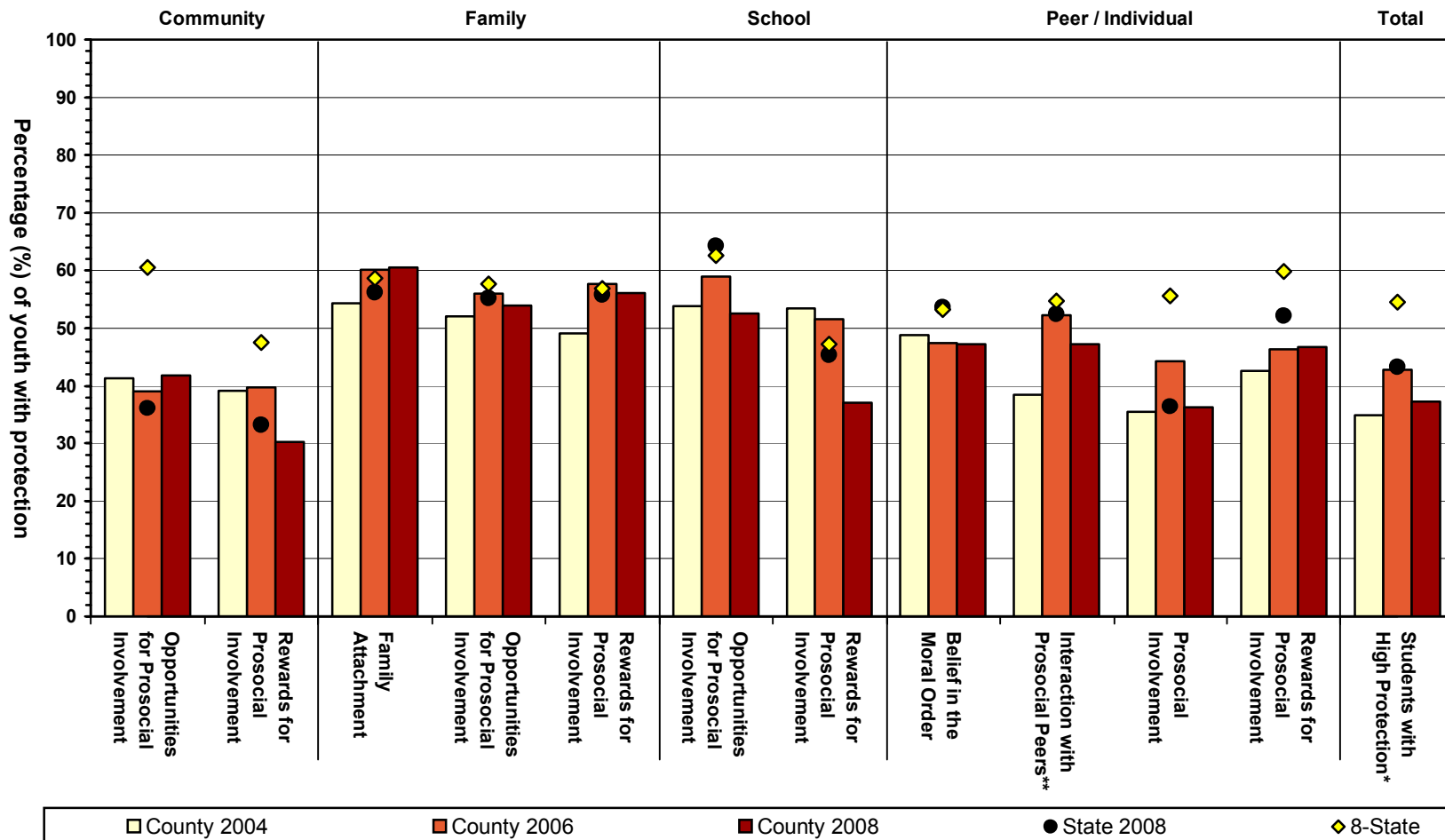
2008 Yavapai County, Grade 12



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Yavapai County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

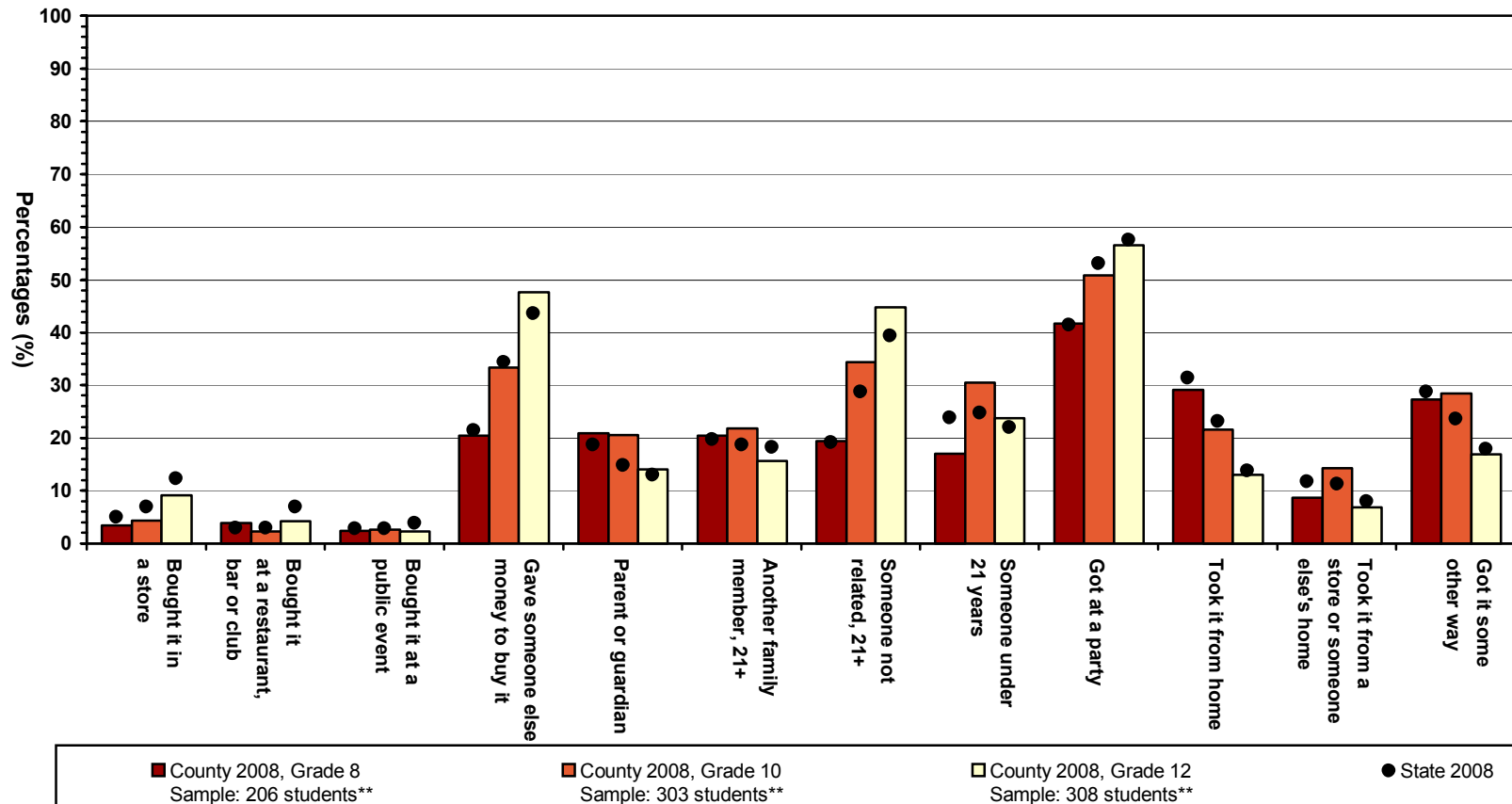
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Yavapai County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



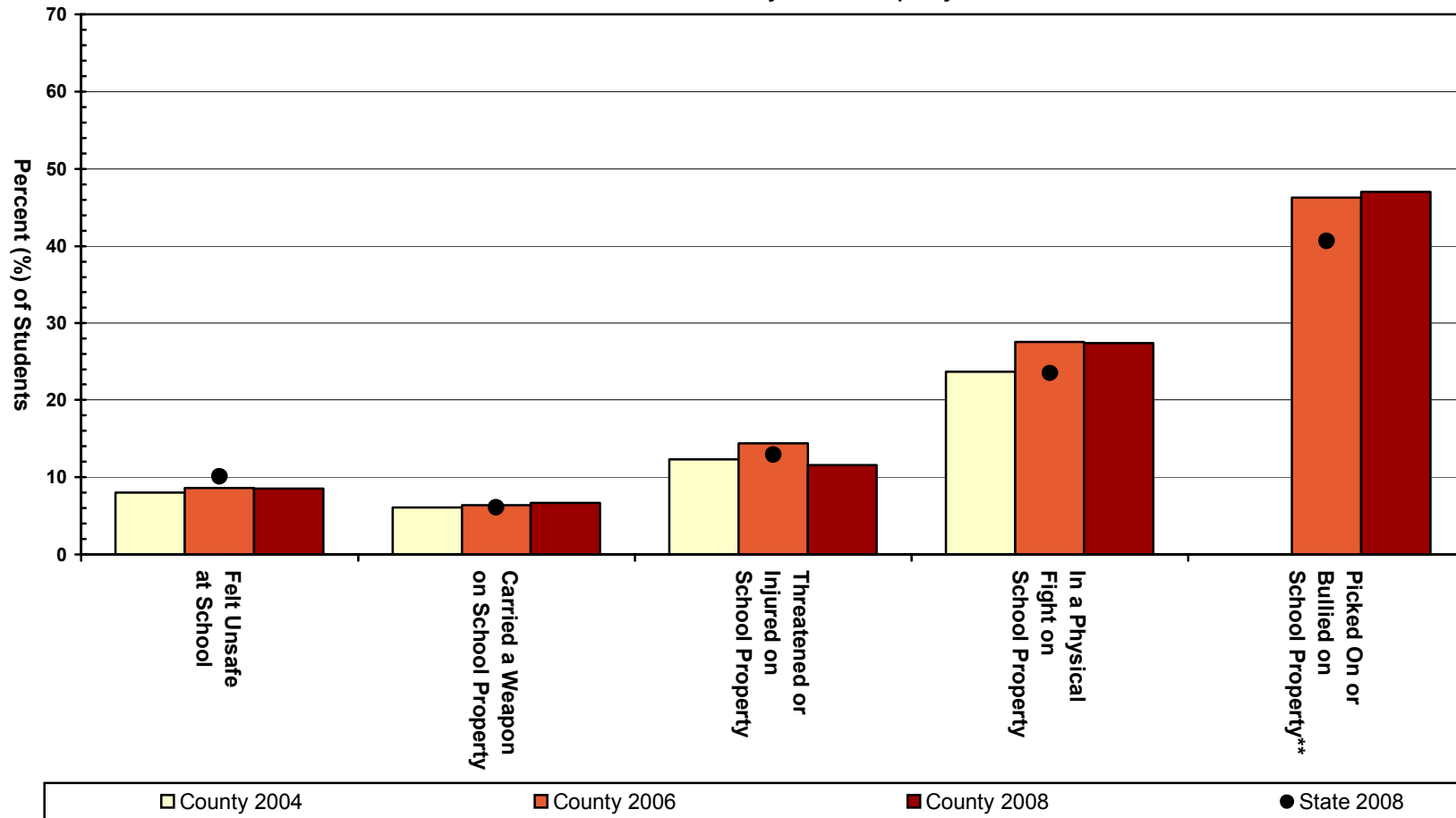
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yavapai County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



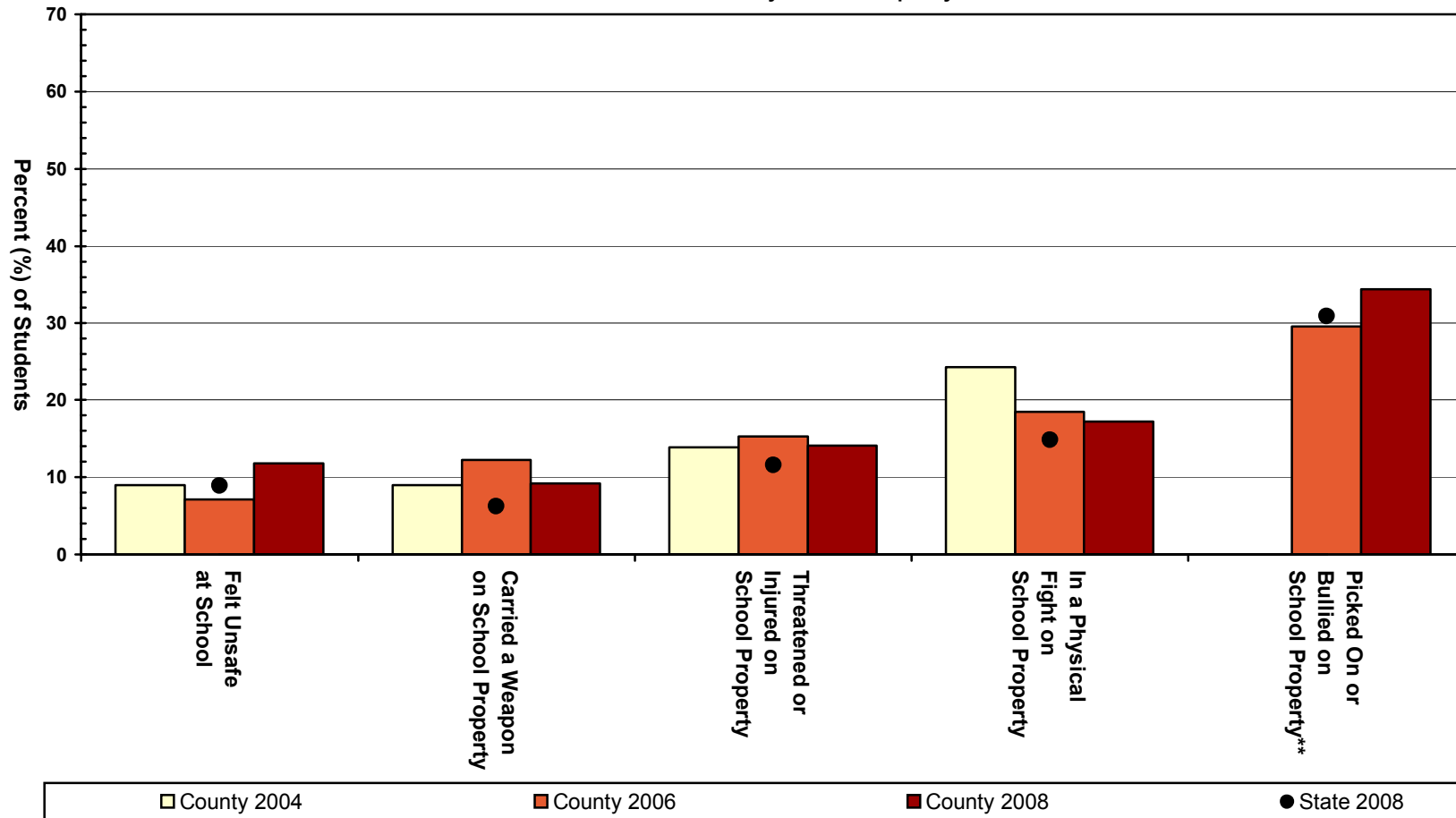
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yavapai County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



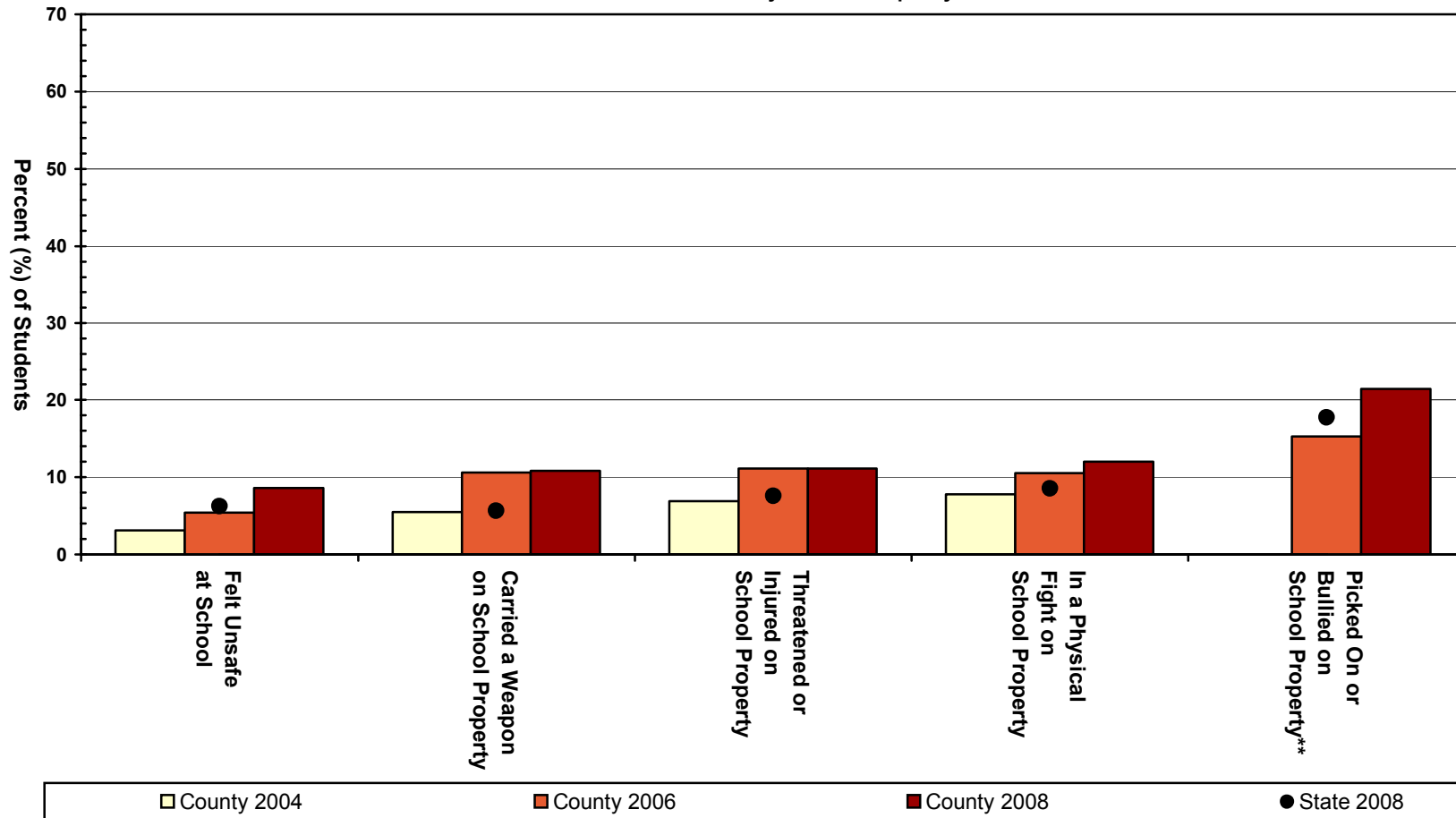
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yavapai County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	57.5	51.8	49.7	47.8	77.2	77.7	68.3	66.2	77.3	80.6	78.9	74.8
Cigarettes	smoked cigarettes?	36.5	28.7	27.2	25.9	61.5	46.9	40.7	39.9	69.7	55.8	53.8	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	10.9	8.8	9.7	7.1	21.1	22.8	20.7	12.9	22.7	28.1	29.0	17.7
Marijuana	used marijuana?	20.2	15.4	14.5	16.2	43.0	38.3	29.3	32.5	51.1	47.9	45.5	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.0	2.0	1.7	1.9	6.5	4.5	5.0	5.2	10.9	6.4	9.2	7.9
Cocaine	used cocaine or crack?	2.0	3.7	2.8	2.7	12.0	7.0	5.5	6.8	16.9	6.8	10.9	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	13.8	14.6	13.9	14.3	13.6	13.3	14.4	12.6	17.8	12.4	15.2	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	2.7	1.3	1.2	n/a	3.7	2.7	2.4	n/a	6.1	3.5	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.3	1.5	1.1	1.0	3.6	2.1	2.7	2.0	3.8	1.9	3.2	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	1.1	2.1	2.7	2.2	3.6	2.6	4.0	4.9	9.8	4.1	6.0	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	1.3	2.1	1.7	n/a	3.5	2.8	2.3	n/a	4.0	3.1	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	14.7	12.2	n/a	n/a	21.3	20.5	n/a	n/a	29.5	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	3.3	n/a	n/a	n/a	11.3	n/a	n/a	n/a	18.2	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	4.4	3.8	3.8	n/a	6.4	6.1	7.6	n/a	6.8	9.4	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	10.7	11.5	10.8	8.3	24.3	17.6	13.5	12.0	24.6	16.0	15.1	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	16.9	21.3	17.1	n/a	22.4	26.9	25.7	n/a	24.5	33.2	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	9.3	9.7	n/a	n/a	13.7	12.9	n/a	n/a	13.8	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	26.8	24.2	22.7	23.2	49.0	49.0	38.4	37.7	49.6	55.0	50.6	46.8
Cigarettes	smoked cigarettes?	9.3	9.4	8.3	8.7	23.0	19.8	16.4	16.6	38.5	24.4	24.1	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.6	2.9	3.7	2.6	4.9	8.5	7.4	4.6	6.8	10.1	13.5	6.8
Marijuana	used marijuana?	6.1	7.0	6.3	7.6	19.1	18.0	14.1	15.1	17.7	17.0	18.5	18.7
Hallucinogens**	used LSD or other hallucinogens?	0.9	0.6	0.5	0.8	2.9	1.5	1.3	1.9	2.3	2.0	2.2	2.4
Cocaine	used cocaine or crack?	0.2	1.1	0.8	1.0	4.3	2.0	1.0	2.2	4.6	1.5	2.0	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	6.6	6.1	4.5	5.4	5.6	4.8	3.0	3.0	0.8	1.2	3.1	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	n/a	0.8	0.4	0.4	n/a	2.0	0.6	0.6	n/a	0.9	0.6	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.7	0.8	0.5	0.4	0.7	1.1	0.9	0.7	0.8	0.0	0.7	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.4	0.4	0.8	0.8	0.7	1.7	0.9	1.5	0.8	0.9	0.6	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	0.4	0.6	0.7	n/a	1.7	1.0	1.0	n/a	2.1	1.3	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	n/a	6.6	6.0	n/a	n/a	10.1	9.4	n/a	n/a	12.4	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	1.1	n/a	n/a	n/a	5.0	n/a	n/a	n/a	4.6	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	n/a	1.1	1.5	1.6	n/a	2.4	2.4	2.9	n/a	3.6	2.5	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	4.4	5.0	4.4	3.4	13.7	7.9	5.2	4.5	10.8	5.8	5.3	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	n/a	7.7	9.8	8.6	n/a	11.9	13.0	12.2	n/a	10.6	14.5	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	n/a	5.7	5.6	n/a	n/a	6.4	6.4	n/a	n/a	6.0	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	13.0	11.9	12.4	13.1	29.7	31.2	22.3	22.4	30.8	34.5	33.1	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.9	1.6	1.0	0.7	8.1	3.1	2.5	2.1	15.5	5.9	5.7	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)													
Suspended from School		15.3	17.6	17.6	20.2	23.4	15.2	15.1	14.6	7.6	8.8	8.8	10.2
Drunk or High at School		11.2	11.3	10.7	12.0	23.1	27.7	18.8	20.5	18.6	25.4	24.4	22.2
Sold Illegal Drugs		2.2	3.3	3.3	4.6	10.5	9.9	8.6	9.8	9.2	12.5	11.9	10.4
Stolen or Tried to Steal a Motor Vehicle		3.7	3.8	3.1	3.6	6.9	6.0	5.0	3.7	3.8	3.6	3.2	2.7
Been Arrested		9.1	7.8	8.9	7.5	14.7	10.9	9.8	9.2	12.2	7.9	7.0	8.7
Attacked Someone with the Idea of Seriously Hurting Them		15.2	17.1	19.9	18.1	22.1	17.8	17.0	16.1	12.4	13.1	16.5	12.9
Carried a Handgun		8.2	7.8	7.7	7.7	11.2	8.4	9.4	7.2	9.2	8.3	10.9	8.1
Carried a Handgun to School		0.4	0.9	0.5	1.2	2.2	1.5	1.9	1.3	0.8	2.5	2.4	1.4
During the past 30 days, how many times did you: (One or more times)													
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	5.8	4.4	5.6	n/a	11.9	8.3	7.9	n/a	19.4	20.1	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	31.6	27.1	29.1	n/a	34.8	28.1	29.1	n/a	34.3	33.5	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Any Gambling	n/a	51.1	68.3	69.1	n/a	49.8	69.0	65.9	n/a	45.2	61.5	60.6
Played a slot machine, poker machine or other gambling machine?	n/a	3.0	5.5	6.4	n/a	4.9	6.3	6.1	n/a	4.3	5.7	5.8
Played the lottery or scratch-off tickets?	n/a	24.6	23.2	24.8	n/a	20.0	22.3	21.8	n/a	14.9	17.9	19.0
Bet on sports?*	n/a	n/a	30.7	31.8	n/a	n/a	29.9	30.2	n/a	n/a	27.6	25.6
Played cards?	n/a	22.0	45.2	43.7	n/a	28.3	48.7	43.7	n/a	28.4	44.3	40.6
Bought a raffle ticket?	n/a	n/a	24.0	20.4	n/a	n/a	23.0	20.7	n/a	n/a	18.8	18.9
Played bingo?	n/a	15.1	28.9	32.6	n/a	10.0	21.7	23.2	n/a	4.7	14.4	14.7
Gambled on the Internet?	n/a	6.6	6.1	6.3	n/a	7.1	5.2	5.1	n/a	4.7	5.7	4.7
Played a dice game?*	n/a	n/a	33.2	31.5	n/a	n/a	29.9	25.1	n/a	n/a	18.8	19.2
Bet on a game of personal skill such as pool or a video game?*	n/a	21.2	32.7	32.7	n/a	22.4	35.0	31.3	n/a	15.4	29.4	27.0
Bet on a horse or other animal race?*	n/a	n/a	6.1	6.4	n/a	n/a	6.0	5.8	n/a	n/a	6.9	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Opportunities for Prosocial Involvement	47.0	43.8	45.7	39.3	32.8	40.1	42.1	37.1	41.3	39.1	41.8	36.1
Rewards for Prosocial Involvement	32.6	31.0	30.8	31.3	34.9	34.6	32.2	35.4	39.2	39.8	30.2	33.2
Family Domain												
Family Attachment	55.2	53.7	54.1	51.5	39.3	46.4	45.6	46.1	54.3	60.1	60.5	56.2
Opportunities for Prosocial Involvement	64.5	60.4	61.0	59.7	49.1	55.0	49.7	54.0	52.1	56.0	53.9	55.2
Rewards for Prosocial Involvement	67.1	64.1	63.9	61.4	50.4	56.7	51.1	55.1	49.1	57.7	56.1	55.8
School Domain												
Opportunities for Prosocial Involvement	67.8	55.7	60.6	60.3	53.1	56.1	55.5	62.4	53.8	59.0	52.6	64.3
Rewards for Prosocial Involvement	62.5	50.5	53.4	51.2	61.5	64.4	54.4	59.8	53.4	51.6	37.1	45.4
Peer-Individual Domain												
Belief in the Moral Order	63.4	55.5	63.1	59.4	45.4	58.0	61.9	66.5	48.8	47.4	47.2	53.6
Interaction with Prosocial Peers*	51.7	54.0	56.2	53.1	50.0	52.1	51.6	55.3	38.5	52.3	47.2	52.5
Prosocial Involvement	45.6	46.6	42.3	39.0	41.7	38.8	38.9	41.2	35.4	44.3	36.2	36.4
Rewards for Prosocial Involvement	64.6	62.1	64.5	59.4	58.0	60.2	59.3	59.7	42.6	46.4	46.8	52.2
Total Protection												
Students with High Protection**	55.7	41.3	53.5	43.8	33.6	45.4	45.3	46.7	34.8	42.8	37.3	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
Community Domain												
Low Neighborhood Attachment	46.6	46.3	45.2	38.5	66.7	54.9	52.9	46.2	54.8	57.7	57.1	51.0
Laws & Norms Favor Drug Use	40.0	37.1	34.4	36.6	62.8	49.5	48.0	42.1	49.2	43.9	40.7	36.3
Perceived Availability of Drugs	42.7	42.7	36.5	38.2	57.8	54.6	50.4	49.6	56.6	54.7	50.6	52.2
Perceived Availability of Handguns	50.2	45.3	42.0	37.8	44.4	32.6	35.2	26.7	51.6	39.9	37.7	33.1
Family Domain												
Poor Family Management	40.1	43.7	39.9	45.5	49.6	49.0	44.2	42.8	45.8	52.9	44.9	44.3
Family Conflict	47.3	53.9	53.5	53.5	43.9	41.4	47.8	42.8	47.9	40.0	37.3	38.3
Family History of Antisocial Behavior	50.5	45.3	40.2	40.3	66.7	48.4	40.4	41.1	57.5	45.8	41.5	37.3
Parent Attitudes Favorable to ASB	50.7	57.4	52.6	49.3	58.2	56.1	60.0	53.4	52.4	49.0	57.1	50.2
Parent Attitudes Favor Drug Use	32.1	36.8	29.9	26.8	52.1	51.9	45.4	41.1	56.5	46.1	45.9	41.2
School Domain												
Academic Failure	56.1	47.4	50.2	47.3	62.0	55.5	51.1	49.5	40.6	44.4	45.2	44.4
Low Commitment to School	44.5	50.1	49.2	41.0	51.4	50.0	55.3	43.7	47.7	44.7	57.9	45.6
Peer-Individual Domain												
Rebelliousness	32.5	46.1	41.5	43.1	46.0	49.8	51.1	46.8	35.4	49.5	46.1	44.0
Early Initiation of ASB	39.0	38.7	38.9	39.4	52.4	45.5	44.2	42.0	55.0	37.5	42.1	41.2
Early Initiation of Drug Use	43.8	34.2	31.3	30.3	50.7	42.0	33.5	32.7	54.2	38.4	38.7	33.1
Attitudes Favorable to ASB	44.8	44.7	44.7	44.6	54.5	58.7	56.2	50.7	45.0	51.4	58.5	46.9
Attitudes Favorable to Drug Use	31.7	31.5	25.7	29.1	48.3	45.0	36.3	37.4	39.8	37.7	40.8	36.3
Perceived Risk of Drug Use	51.0	40.3	41.4	44.5	48.9	46.7	41.5	42.3	55.4	45.5	52.4	46.5
Interaction with Antisocial Peers	56.5	54.4	51.4	58.2	68.1	66.6	58.2	57.3	60.8	54.2	60.9	53.2
Friend's Use of Drugs	46.1	37.3	35.0	39.4	47.6	50.1	35.9	41.9	42.0	38.7	39.6	37.3
Rewards for ASB	47.5	41.8	41.7	45.6	43.7	46.1	42.1	44.0	44.5	55.3	57.3	54.6
Gang Involvement	13.9	15.6	18.5	26.9	24.8	20.7	18.4	23.2	23.4	18.9	16.2	16.8
Total Risk												
Students at High Risk*	45.2	37.9	40.8	38.7	50.0	47.8	43.5	37.5	46.6	38.6	42.5	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	206	4,418	303	4,872	308	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	3.4	5.0	4.3	6.9	9.1	12.3
I bought it at a restaurant, bar, or club	3.9	3.0	2.3	3.0	4.2	7.0
I bought it at a public event such as a concert or sporting event	2.4	2.9	2.6	2.9	2.3	3.9
I gave someone else money to buy it for me	20.4	21.4	33.3	34.4	47.7	43.7
My parent or guardian gave it to me	20.9	18.7	20.5	14.8	14.0	13.0
Another family member who is 21 or older gave it to me	20.4	19.7	21.8	18.7	15.6	18.2
Someone not related to me who is 21 or older gave it to me	19.4	19.2	34.3	28.7	44.8	39.5
Someone under the age of 21 gave it to me	17.0	23.8	30.4	24.8	23.7	22.0
I got it at a party	41.7	41.5	50.8	53.1	56.5	57.6
I took it from home	29.1	31.4	21.5	23.2	13.0	13.8
I took it from a store or someone else's home	8.7	11.7	14.2	11.3	6.8	8.0
I got it some other way	27.2	28.7	28.4	23.6	16.9	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008	County 2004	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	87.7	85.6	88.4	87.1	86.1	84.7	85.9	88.4	93.1	88.9	88.9	92.4
	1 time	5.8	7.3	6.6	6.6	6.9	6.7	7.0	5.9	3.8	6.2	6.5	3.9
	2-3 times	3.9	4.9	3.2	3.5	4.9	3.8	4.2	3.0	2.3	2.4	2.0	2.0
	4-5 times	0.9	1.2	0.5	1.0	0.0	0.8	0.6	0.8	0.8	0.5	0.4	0.6
	6-7 times	0.2	0.0	0.4	0.4	0.0	1.3	0.8	0.4	0.0	0.3	0.1	0.2
	8-9 times	0.4	0.2	0.3	0.3	0.0	0.5	0.2	0.3	0.0	0.8	0.1	0.2
	10-11 times	0.0	0.2	0.1	0.1	0.0	0.2	0.3	0.2	0.0	0.0	0.1	0.1
	12 or more times	1.1	0.7	0.5	0.9	2.1	2.1	0.9	1.1	0.0	0.8	1.7	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	76.3	72.4	72.6	76.5	75.7	81.5	82.8	85.2	92.2	89.5	88.0	91.5
	1 time	12.4	15.8	15.8	12.9	13.2	11.1	12.0	8.8	5.4	5.9	7.7	5.0
	2-3 times	6.7	7.7	8.0	6.9	7.6	4.7	3.8	3.9	1.6	2.7	3.3	2.1
	4-5 times	2.2	2.2	2.1	1.7	1.4	0.8	0.7	0.7	0.0	0.3	0.1	0.4
	6-7 times	0.7	0.5	1.0	0.6	0.0	0.5	0.2	0.4	0.0	0.3	0.1	0.3
	8-9 times	0.9	0.2	0.4	0.4	1.4	0.3	0.1	0.2	0.0	0.5	0.0	0.2
	10-11 times	0.0	0.2	0.1	0.3	0.0	0.3	0.0	0.1	0.0	0.3	0.1	0.1
	12 or more times	0.9	1.0	0.1	0.7	0.7	0.8	0.3	0.7	0.8	0.5	0.6	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	n/a	53.7	53.0	59.4	n/a	70.4	65.6	69.1	n/a	84.7	78.6	82.3
	1 time	n/a	19.7	14.0	13.2	n/a	10.8	11.2	10.3	n/a	9.0	7.4	6.6
	2-3 times	n/a	18.7	12.4	11.5	n/a	13.3	9.3	9.6	n/a	4.4	7.7	5.7
	4-5 times	n/a		4.5	4.3	n/a		3.5	3.2	n/a		1.1	1.5
	6-7 times	n/a		2.1	1.9	n/a		2.0	1.4	n/a		0.4	0.8
	8-9 times	n/a		2.0	1.2	n/a		1.7	1.1	n/a		0.3	0.5
	10-11 times	n/a		1.2	0.8	n/a		0.6	0.6	n/a		0.6	0.3
	12 or more times	n/a	8.0	10.6	7.7	n/a	5.5	6.1	4.6	n/a	1.9	3.9	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	92.0	91.4	91.5	89.9	91.0	92.9	88.2	91.1	96.9	94.6	91.4	93.8
	1 day	2.4	4.6	5.2	5.8	5.5	5.5	7.3	5.1	0.8	2.2	5.9	3.3
	2-3 days	4.3	2.5	2.3	2.7	2.1	1.0	3.4	2.2	2.3	1.6	2.4	1.8
	4-5 days	0.2	0.7	0.1	0.6	0.7	0.2	0.3	0.6	0.0	0.5	0.1	0.4
	6 or more days	1.1	0.8	0.9	1.0	0.7	0.5	0.8	1.0	0.0	1.1	0.1	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	93.9	93.6	93.3	93.9	91.0	87.8	90.8	93.8	94.5	89.4	89.2	94.4
	1 day	2.8	3.7	4.3	3.1	2.1	3.6	2.2	2.2	1.6	2.2	2.3	1.5
	2-3 days	1.3	0.5	1.2	1.3	0.7	2.5	2.1	1.2	0.0	0.8	1.4	1.1
	4-5 days	1.1	0.5	0.2	0.5	1.4	1.3	0.2	0.5	1.6	0.5	0.9	0.5
	6 or more days	0.9	1.7	1.1	1.2	4.9	4.7	4.7	2.2	2.3	7.0	6.2	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	58.3	1,097	58.9	930	58.7	659	53.8	1,276	63.3	1,369
	smoke 1 or more packs or cigarettes per day	Cigarettes	86.5	1,102	88.8	932	88.0	661	85.4	1,280	90.0	1,374
	smoke marijuana regularly	Marijuana	83.9	1,058	74.3	917	66.6	646	73.7	1,251	79.0	1,328
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	88.5	1,065	81.0	906	72.4	620	81.3	1,222	82.7	1,327
	smoke cigarettes	Cigarettes	94.9	1,073	93.2	911	84.3	623	92.0	1,230	91.6	1,335
	smoke marijuana	Marijuana	96.1	1,064	91.8	906	90.8	619	93.2	1,221	93.3	1,327
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	78.9	1,138	60.0	963	48.3	715	64.1	1,355	65.6	1,419
	smoke cigarettes	Cigarettes	87.2	1,142	74.7	961	57.5	715	76.8	1,353	74.2	1,421
	smoke marijuana	Marijuana	87.7	1,136	75.6	963	66.9	714	78.4	1,349	78.5	1,421
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	22.7	1,127	38.4	945	50.6	690	34.0	1,314	36.0	1,406
		Cigarettes	8.3	1,108	16.4	934	24.1	668	13.7	1,287	16.1	1,381
		Marijuana	6.3	1,120	14.1	939	18.5	681	11.4	1,307	12.4	1,390
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	53.9	1,126	70.2	961	79.2	718	63.9	1,349	67.8	1,414
		Average age:	11.8 years		13 years		13.9 years		12.7 years		13 years	
	smoked a cigarette, even just a puff?	Cigarettes	28.1	1,131	42.7	963	56.8	716	37.5	1,349	42.8	1,419
		Average age:	11.6 years		12.6 years		14 years		12.8 years		12.8 years	
	smoked marijuana?	Marijuana	14.2	1,138	29.8	963	47.1	717	26.8	1,352	28.3	1,423
		Average age:	12 years		13.3 years		14.5 years		13.5 years		13.5 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

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White Mountain Apache Tribe

Apache Behavioral Health Services
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Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
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Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

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Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

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Office of Juvenile Justice and Delinquency Prevention

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Western Regional Center for the Application of Prevention Technologies (CAPT)

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2008 Arizona Youth Survey

Yuma County



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2008 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Arizona Department of Gaming's Office of Problem Gambling

Arizona Juvenile Justice Commission

Arizona Parent's Commission on Drug Education and Prevention

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Governor's Office for Children, Youth, and Families

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Governor's Youth Commission

Additionally, the success of the 2008 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

Introduction

2008 Arizona Youth Survey Summary for Yuma County

This report summarizes some of the findings from the 2008 Arizona Youth Survey (AYS) administered to 8th, 10th and 12th grade students during the spring of 2008. The results for your county are presented along with comparisons to 2004 and 2006 survey results where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

All schools in Arizona are eligible to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in 8th, 10th, and 12th grades in Arizona.

Table 1 contains the characteristics of the students who completed the survey

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from your county and the state. Because not every student answered all of the questions, the number of students in the gender and ethnicity categories often will be less than the total number of students.

Whenever data is obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One quick and easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population. It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, anti-social behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participated in the survey and those that did not.

Changes to the AYS Survey for 2008

In an effort to shorten the AYS and make it more responsive to local priorities, the following changes were made for 2008: 1) some of the substance use questions were refined and the use of over-the-counter drugs was added, 2) some risk and protective factor scales were removed where the data could easily be obtained from other sources or the scales measured similar constructs (scales removed are

Table 1. Characteristics of Participants

Student Totals						
Total Students	County 2006		County 2008		State 2008	
	Number	Percent	Number	Percent	Number	Percent
	2,629	100	1,716	100	54,734	100
Grade						
8	1,518	57.7	1,306	76.1	25,695	46.9
10	813	30.9	204	11.9	16,089	29.4
12	298	11.3	206	12.0	12,950	23.7
Gender						
Male	1,275	49.8	838	49.5	26,213	48.8
Female	1,283	50.2	854	50.5	27,514	51.2
Ethnicity*						
Native American	29	1.2	139	6.6	4,812	7.4
African American	58	2.3	84	4.0	3,915	6.0
Hispanic	1,812	71.9	1,312	62.0	21,525	32.9
White	454	18.0	502	23.7	31,887	48.8
Asian	21	0.8	46	2.2	2,117	3.2
Pacific Islander	14	0.6	32	1.5	1,115	1.7

*In 2008, students could mark more than one ethnic category and the 'other' category was removed.

Risk and Protective Factors

Transitions and Mobility, Community Disorganization, Intention to Use Drugs, and Social Skills), 3) questions about where students get the alcohol they drink were added, 4) an 8-State Norm was added that can be used to compare the AYS results on risk, protection, and antisocial behavior to a more national sample (see the description of the 8-State Norm later in this report), and 5) National Outcome Measures that are needed for measuring the performance of federally funded programs in Arizona such as talking to parents about the dangers of substance use were added.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts 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 identified 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. They have found, for example, 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 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.

By measuring both risk and protective factors in a population, prevention programs can be implemented that are designed to 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 below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors	Community						Family			School		Peer / Individual							
	Community Laws & Norms Favorable Toward Drug Use, Firearms & Crime	Availability of Drugs & Firearms	Transitions & Mobility	Low Neighborhood Attachment	Community Disorganization	Extreme Economic & Social Deprivation	Family History of the Problem Behavior	Family Conflict	Family Management Problems	Favorable Parent Attitudes & Involvement in the Problem Behavior	Academic Failure	Lack of Commitment to School	Early Initiation of Drug Use & Other Problem Behavior	Early & Persistent Antisocial Behavior	Alienation & Rebelliousness	Friends Who Use Drugs & Engage in a Problem Behavior	Favorable Attitudes Toward Drug Use & Other Problem Behaviors	Gang Involvement	Constitutional Factors
Substance Abuse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Delinquency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teen Pregnancy						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		
School Drop-Out			✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
Violence	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

SOURCE: COMMUNITIES THAT CARE (CTC) PREVENTION MODEL, CENTER FOR SUBSTANCE ABUSE PREVENTION (CSAP), SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMSHA)

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Governor Napolitano's Executive Order 2007-12 in June 2007. Chaired by the Governor's Chief of Staff, ASAP is composed of representatives from state government entities, federal entities, and community organizations. ASAP serves as the single statewide council on substance abuse prevention, enforcement, and treatment.

It is ASAP's mission to ensure community driven, agency supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco and other drugs by building and sustaining partnerships between prevention, treatment, and enforcement. Through coordination among its members and their agencies and organizations ASAP strives to ensure that substance abuse funding is spent in the most efficient and efficacious manner.

ASAP has identified four strategic focus areas for 2008: 1) child welfare and substance abuse; 2) law enforcement and drug trafficking; 3) emerging trends and the state's capacity to respond; and 4) data-driven decisions and policy development.

There are currently six sub-committees that assist ASAP in meeting their goals:

- **Arizona Underage Drinking Committee** - The purpose of this subcommittee is to develop a statewide underage drinking initiative to prevent and reduce underage drinking in Arizona. Their activities include state-level infrastructure change to improve cross coordination/collaboration between state agencies; developing a comprehensive statewide prevention system focused on preventing underage drinking; and collaborative projects to more effectively utilize resources and support local efforts.
- **Substance Abuse Epidemiology Work Group** – The purpose of this work group is to continuously evaluate data related to substance abuse to move the state system through a data-driven process. This is achieved through the completion of a statewide Substance Abuse Epidemiology Profile. This profile will be updated every two years, with specific analyses completed each year.
- **Emerging Issues Sub-Committee of the Substance Abuse Epidemiology Work Group** – The purpose of this sub-committee is to provide understanding of emerging substance abuse consumption and consequence trends in Arizona to state agencies, Boards, Commissions and Committees, and ASAP and its sub-committees.
- **Methamphetamine Task Force** – The purpose of this task force is to bring together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, service coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **Co-Occurring Policy Advisory Team** – The Co-Occurring Policy Advisory Team serves as the advisory body and policy-making entity for the Arizona Co-Occurring State Incentive Grant. Team members represent a number of state agencies and community-based organizations.
- **Workforce Development Committee** – This committee was formed specifically to identify and address substance abuse prevention training and technical assistance needs across Arizona. This will, in turn, help strengthen instruction for prevention professionals and volunteers in community coalitions.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and youth gambling, 3) risk factors, 4) protective factors, and 5) where youth obtained alcohol. When available, data from the 2004 and 2006 administrations will be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Lifetime use** 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** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

Antisocial Behavior and Gambling Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, taken a handgun to school. The chart also displays **any incidents in the past 30 days** of drinking and driving or riding in a car with a drinking driver.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling “for money, possessions, or anything of value” during the past year: played gambling machines, played the lottery, bet on sports, played cards, bought a raffle ticket, played bingo, gambled on the internet, bet on a dice game, bet on a game of personal skill and bet on horse or animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at high risk and with high protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of youths’ life experiences that are predictive of whether they will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the AYS: 2004, 2006, and 2008. By looking at 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 and when assessing risk reduction and protective factor enhancement efforts.

Where Youth Obtained Alcohol Charts

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts 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 chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

How to Read the Charts in this Report (cont'd)

School Safety Charts

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 11.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (described below). A comparison to the state-wide and national results provides additional information for your community in determining the relative significance of levels of 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.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your

community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country (Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma and Utah). In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population, which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State norm and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Drug Free Communities Reports

Table 12 contains the information that is reported by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Practical Implications of the Assessment

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 six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and ongoing parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the AYS presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 and the Risk and Protective Factor charts provide information related to Principle 4. Overall, using the risk and protective factor framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

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

What are the numbers telling you?

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

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of five percent between local and other data are probably significant.

Use these data for program and policy development.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.

Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

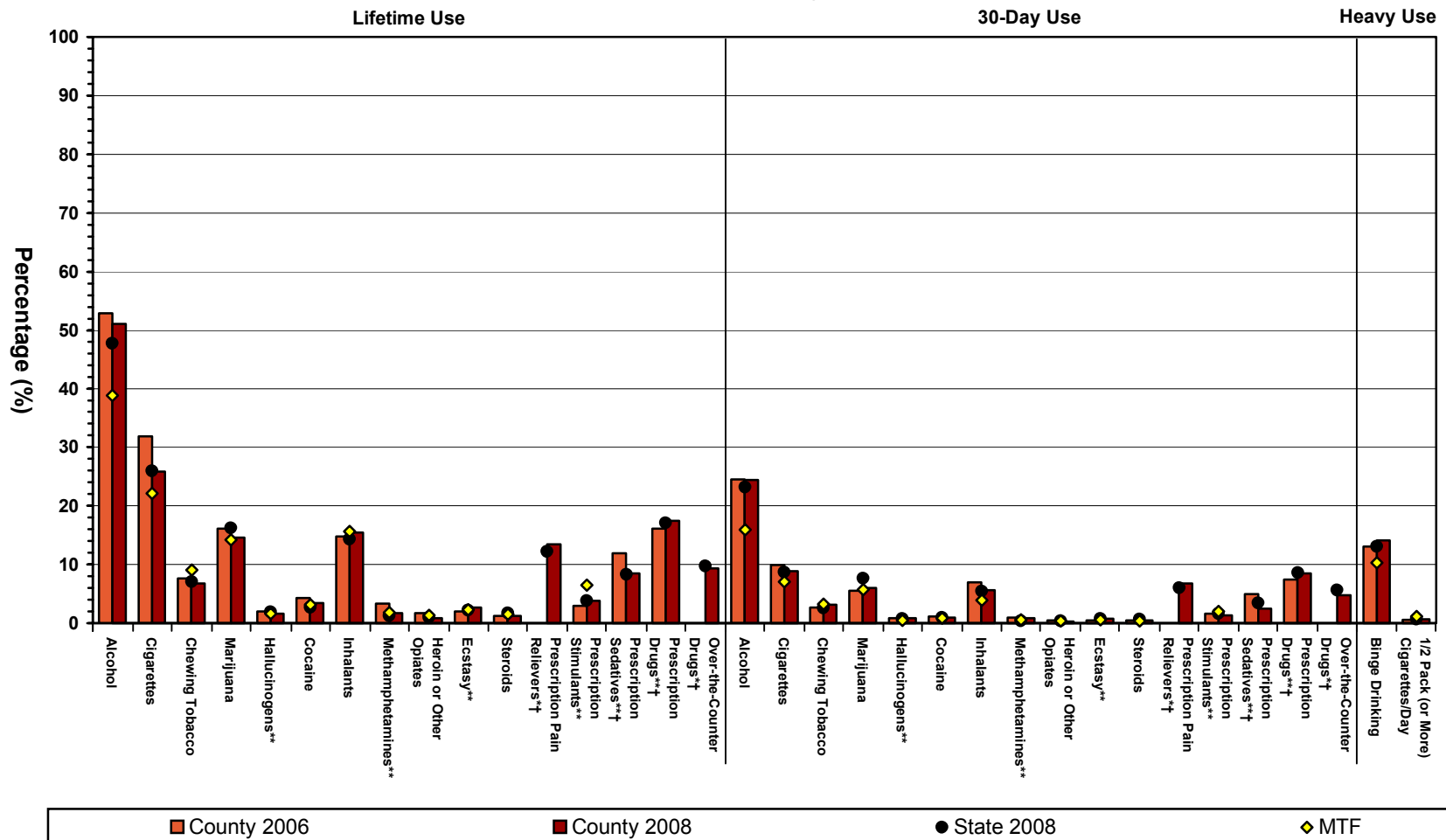
MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Yuma County, Grade 8



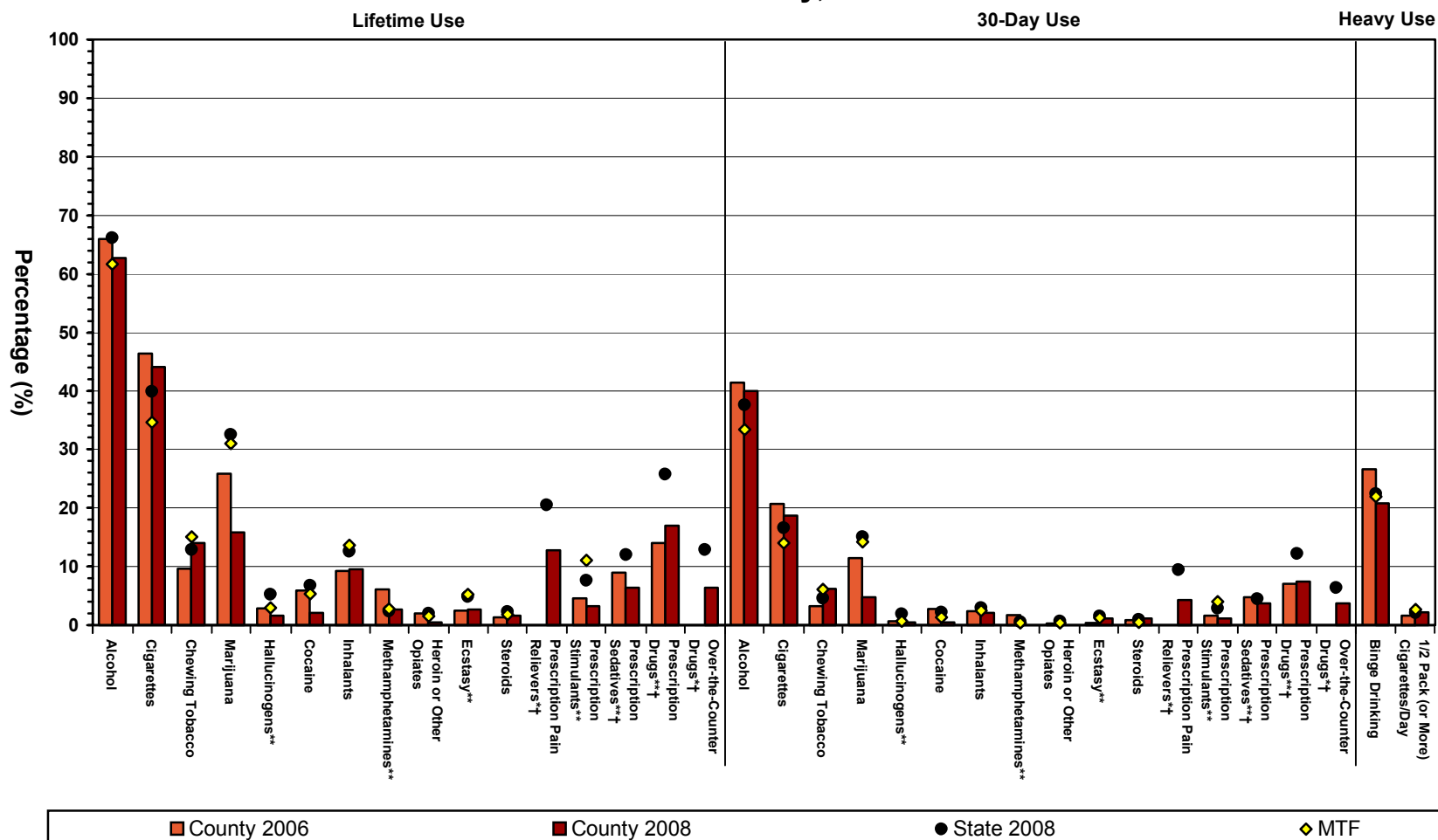
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 Yuma County, Grade 10



* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

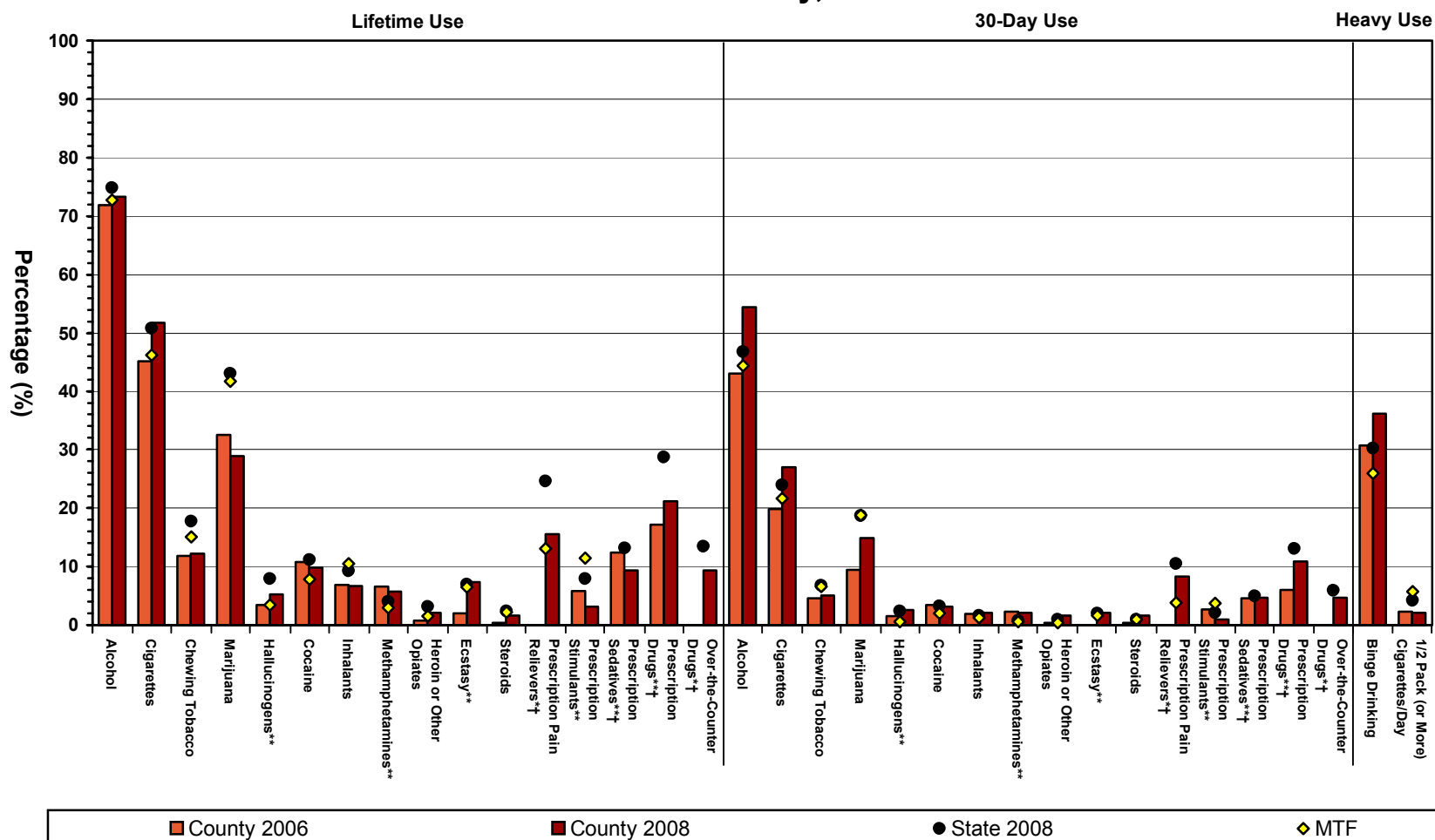
** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Yuma County, Grade 12



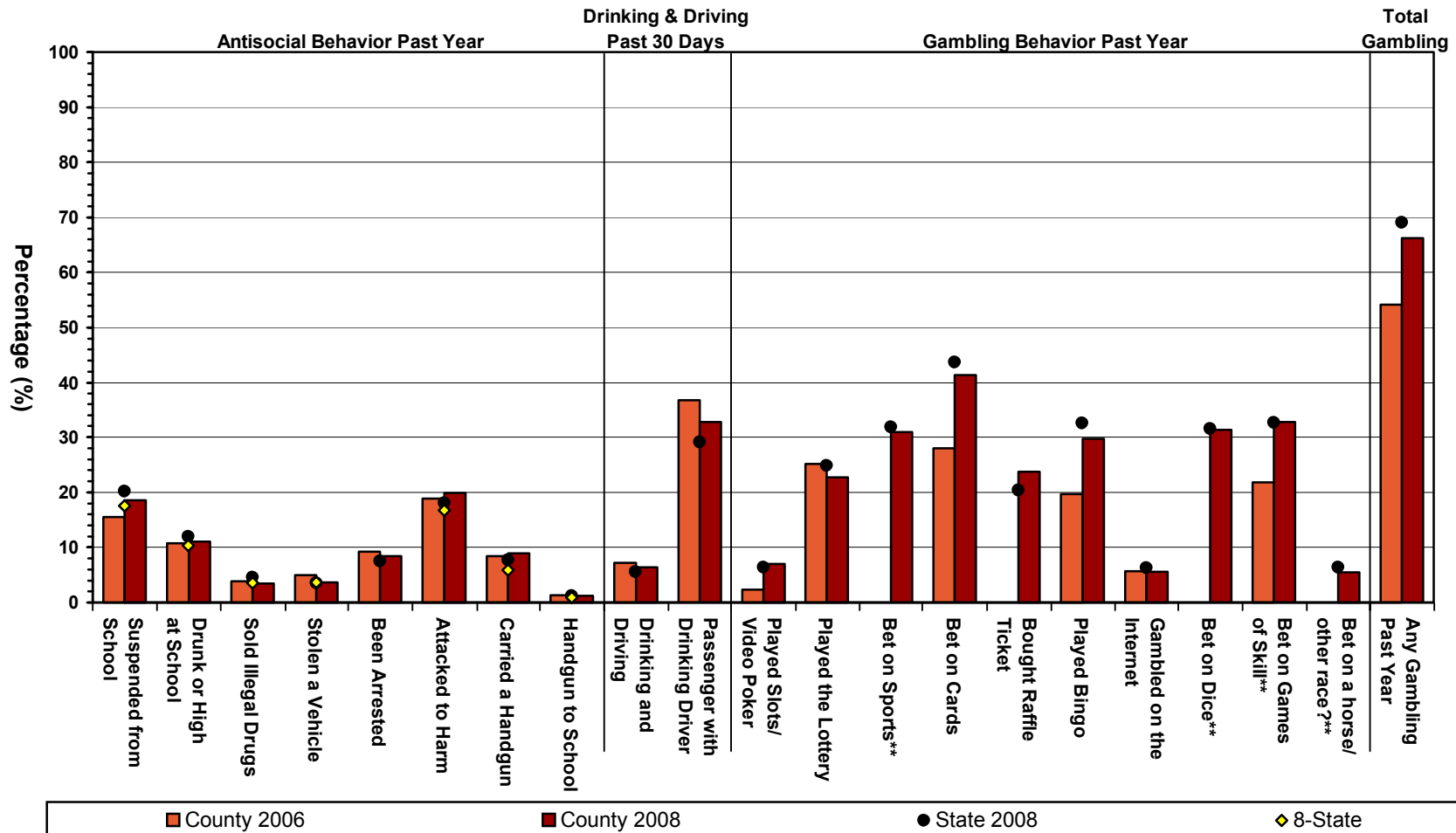
* Substance categories that were not measured and reported in one or more survey administrations prior to 2008.

** Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

† No equivalent category for these substances in the Monitoring the Future survey.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Yuma County, Grade 8

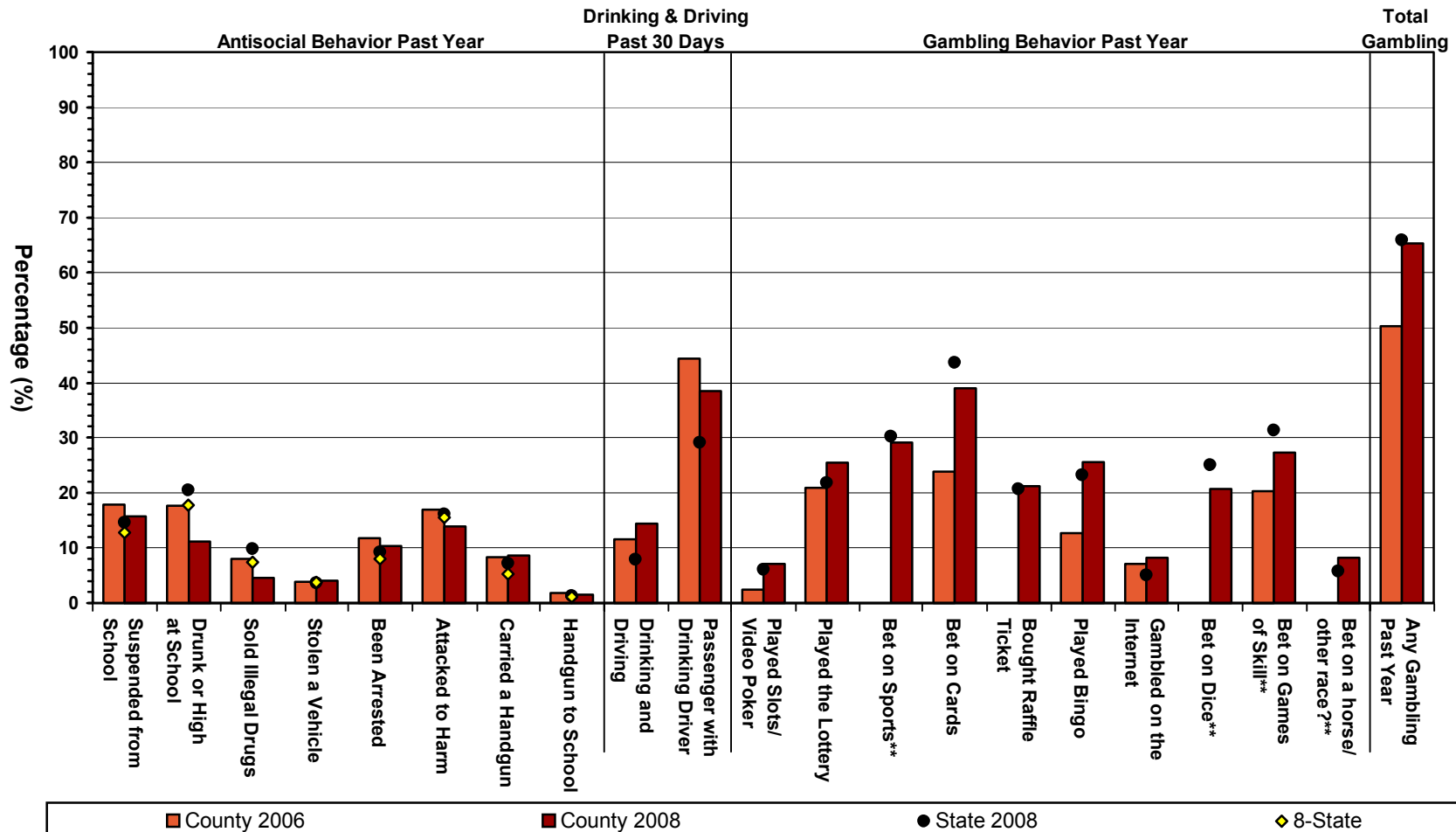


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Yuma County, Grade 10

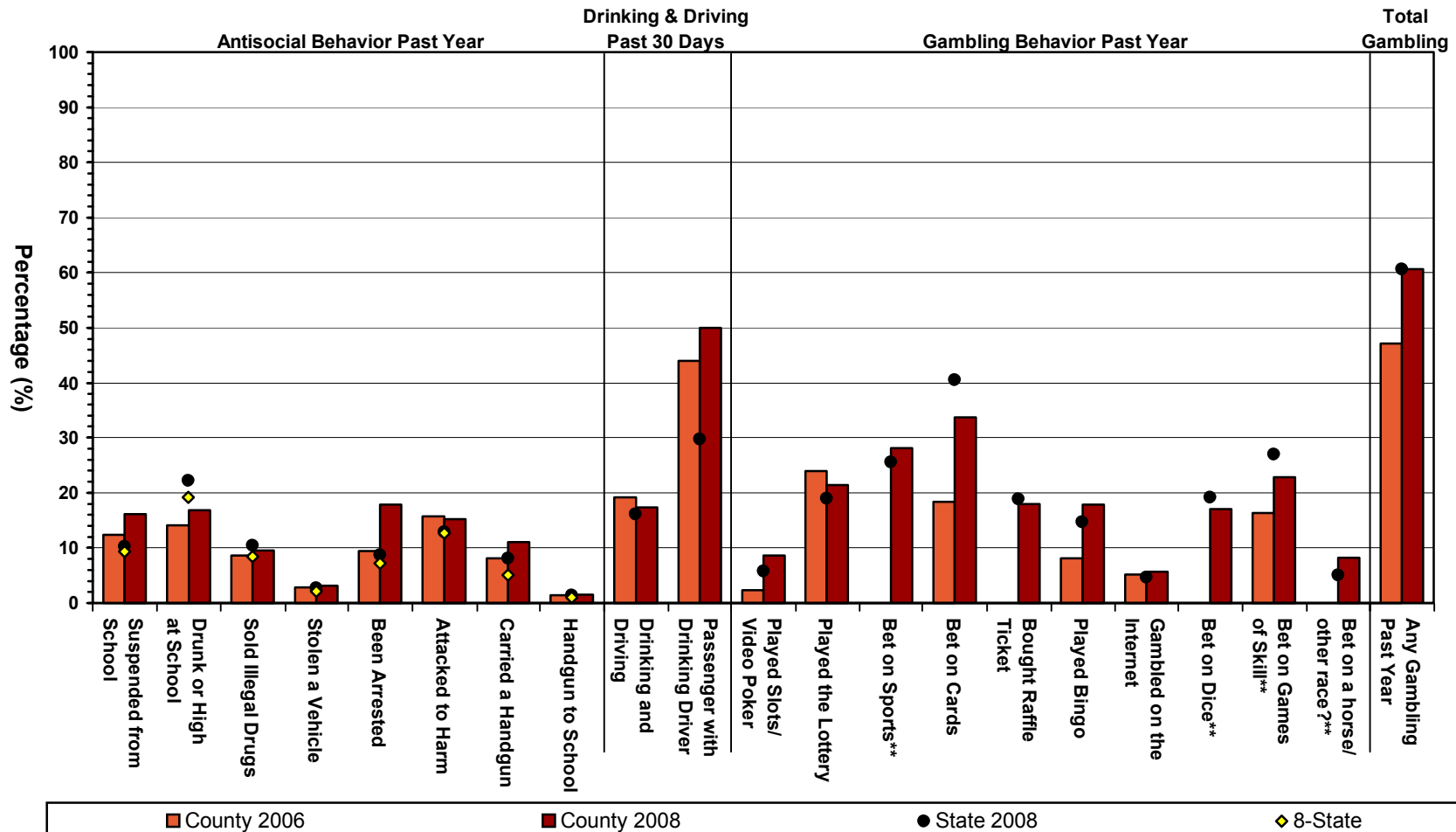


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Antisocial Behavior and Gambling

ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING* 2008 Yuma County, Grade 12

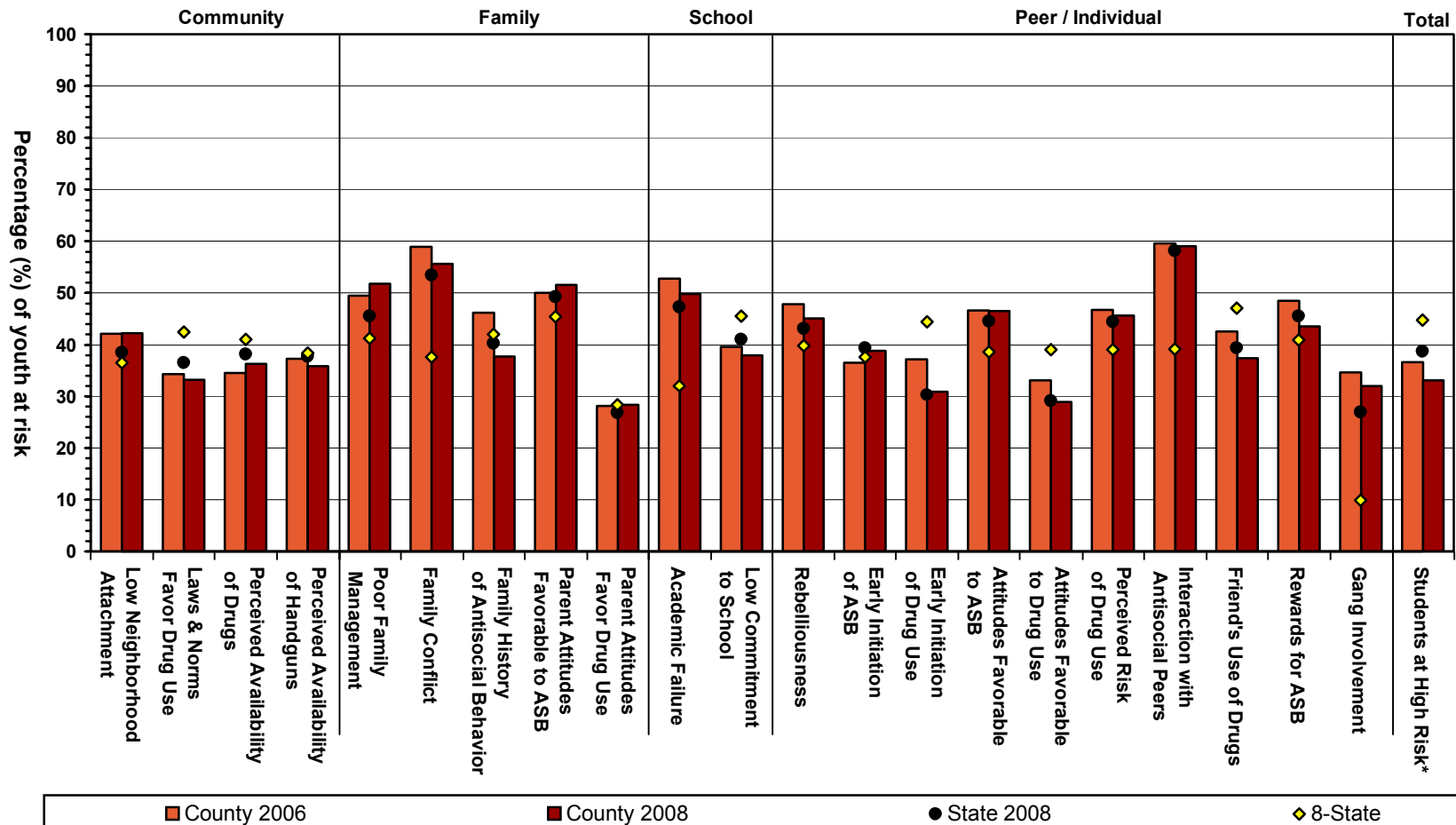


* Because not all eight states ask gambling and drinking & driving questions, no 8-State value is reported. Gambling and drinking & driving data were not collected prior to 2006.

** Denotes a change in the wording of the question between 2008 and 2006 administration. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

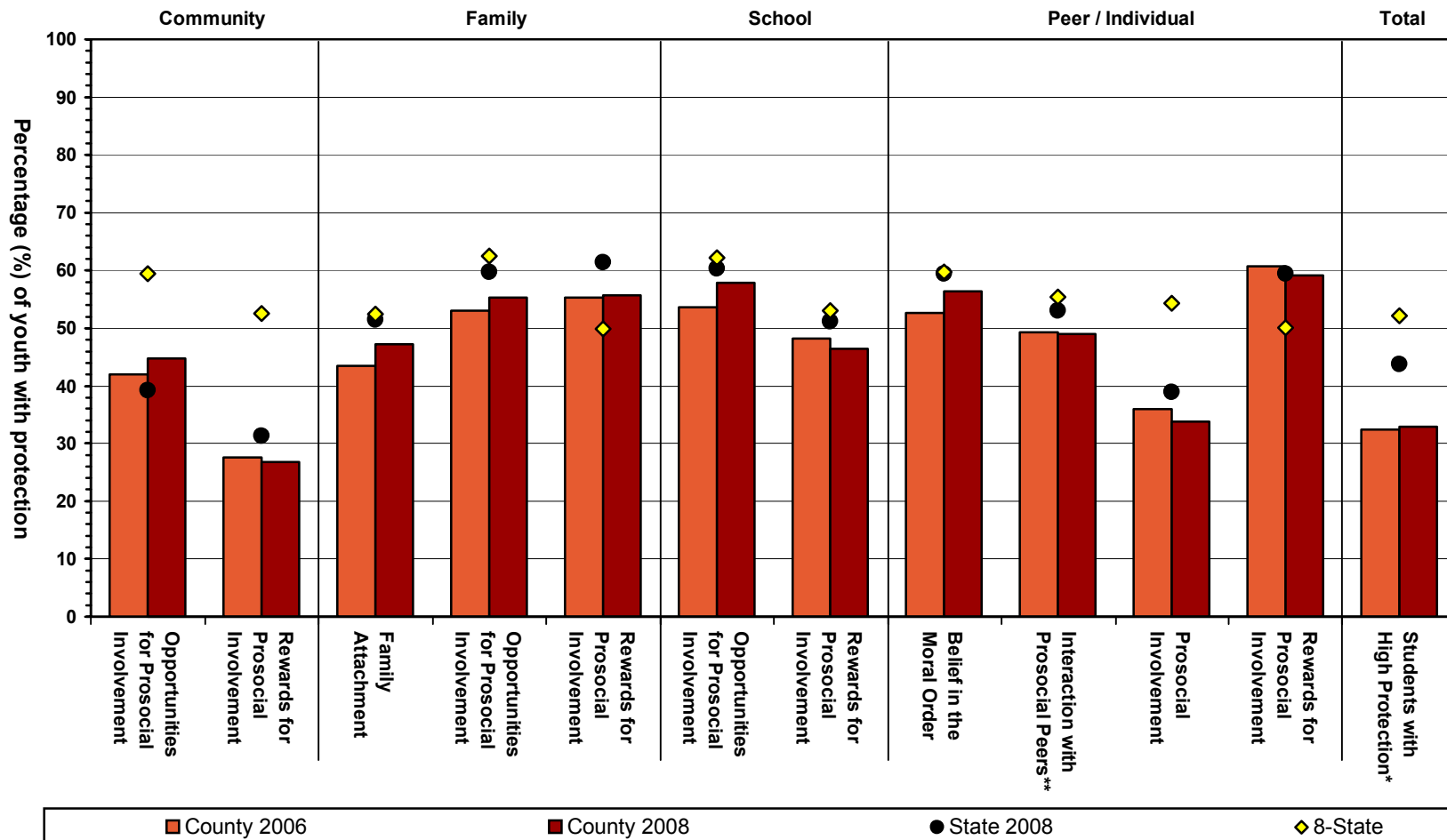
RISK PROFILE 2008 Yuma County, Grade 8



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Yuma County, Grade 8



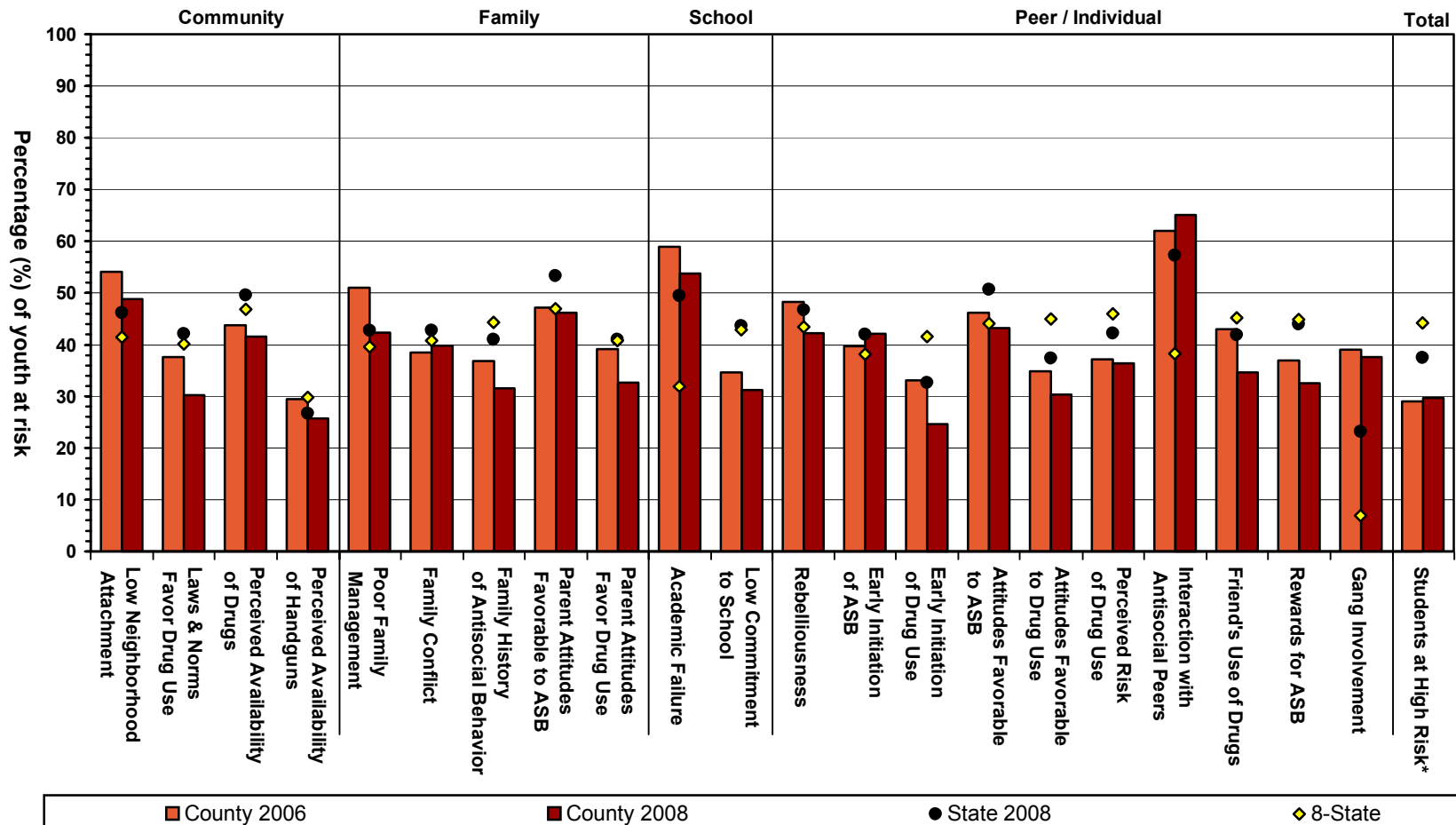
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Risk and Protective Factor Profiles

RISK PROFILE

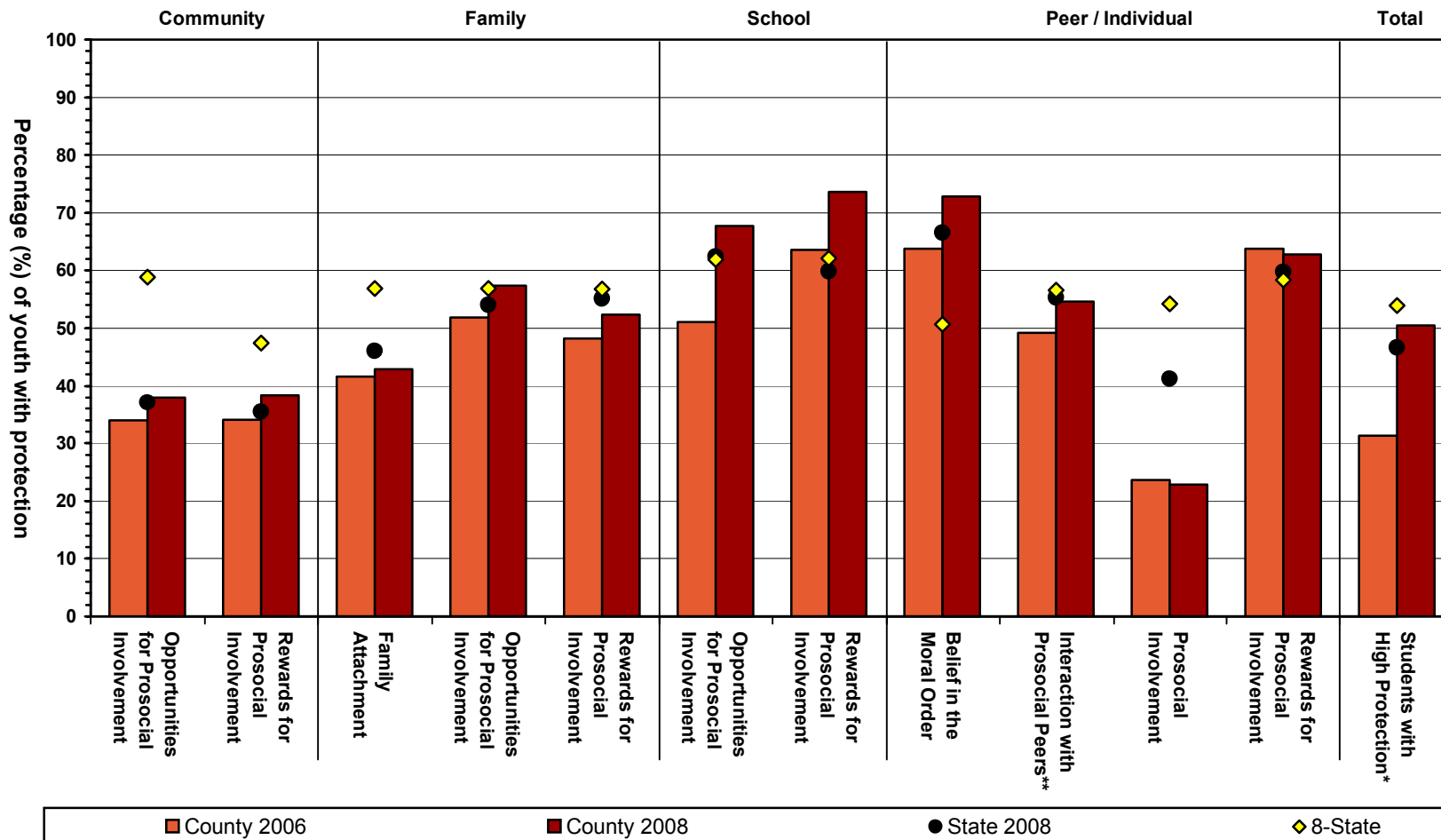
2008 Yuma County, Grade 10



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

Risk and Protective Factor Profiles

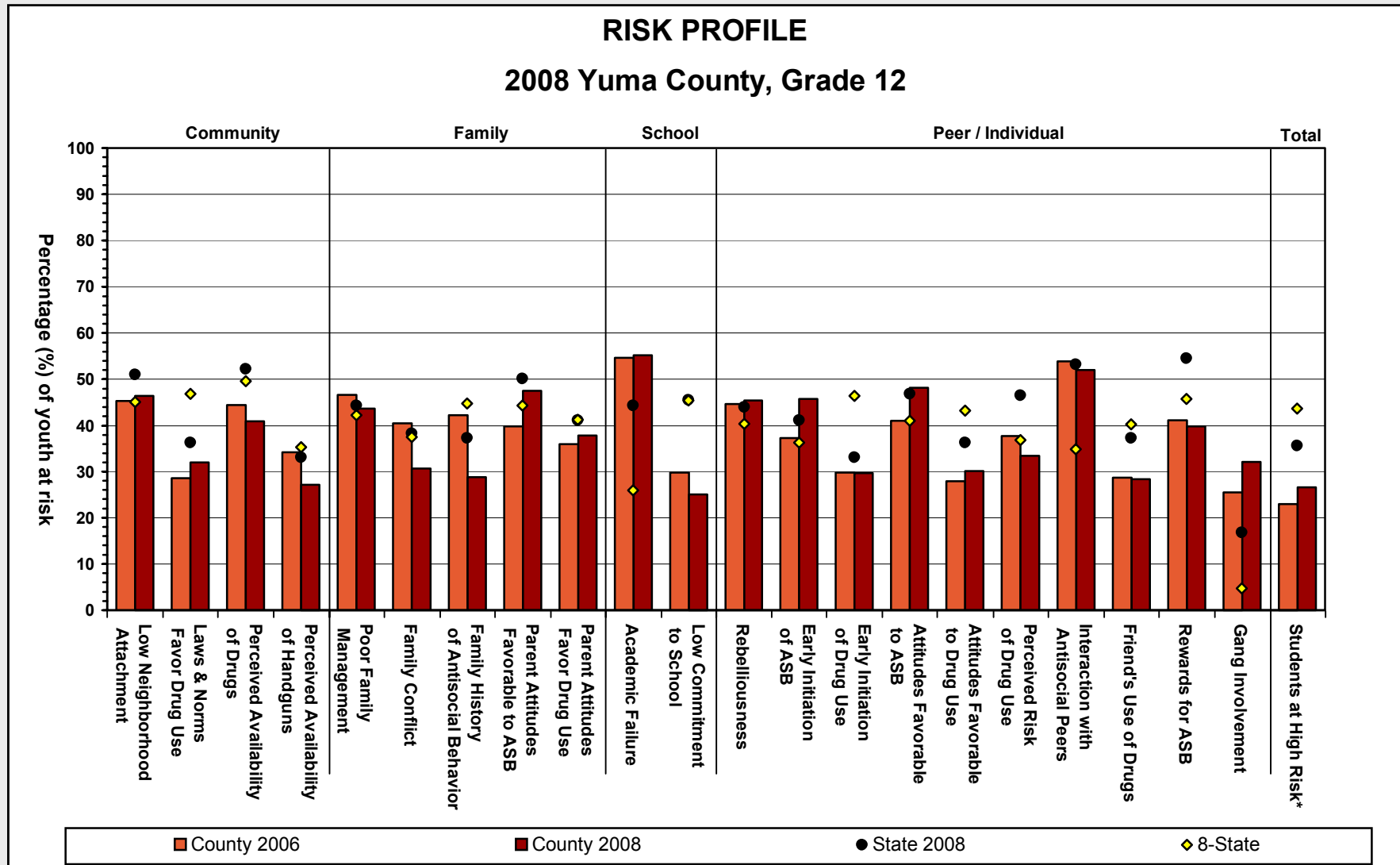
PROTECTIVE PROFILE 2008 Yuma County, Grade 10



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

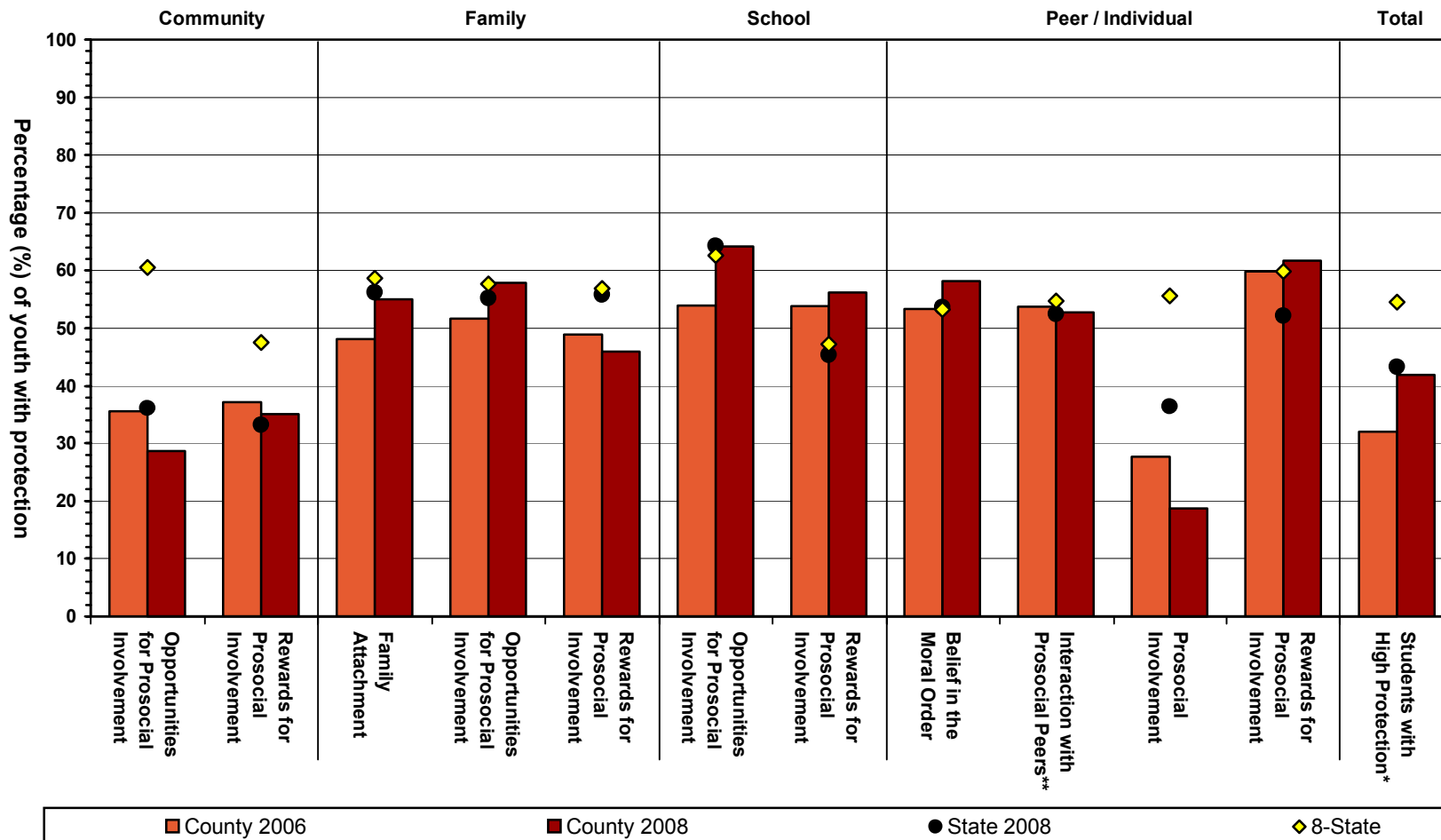
Risk and Protective Factor Profiles



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

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 Yuma County, Grade 12



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

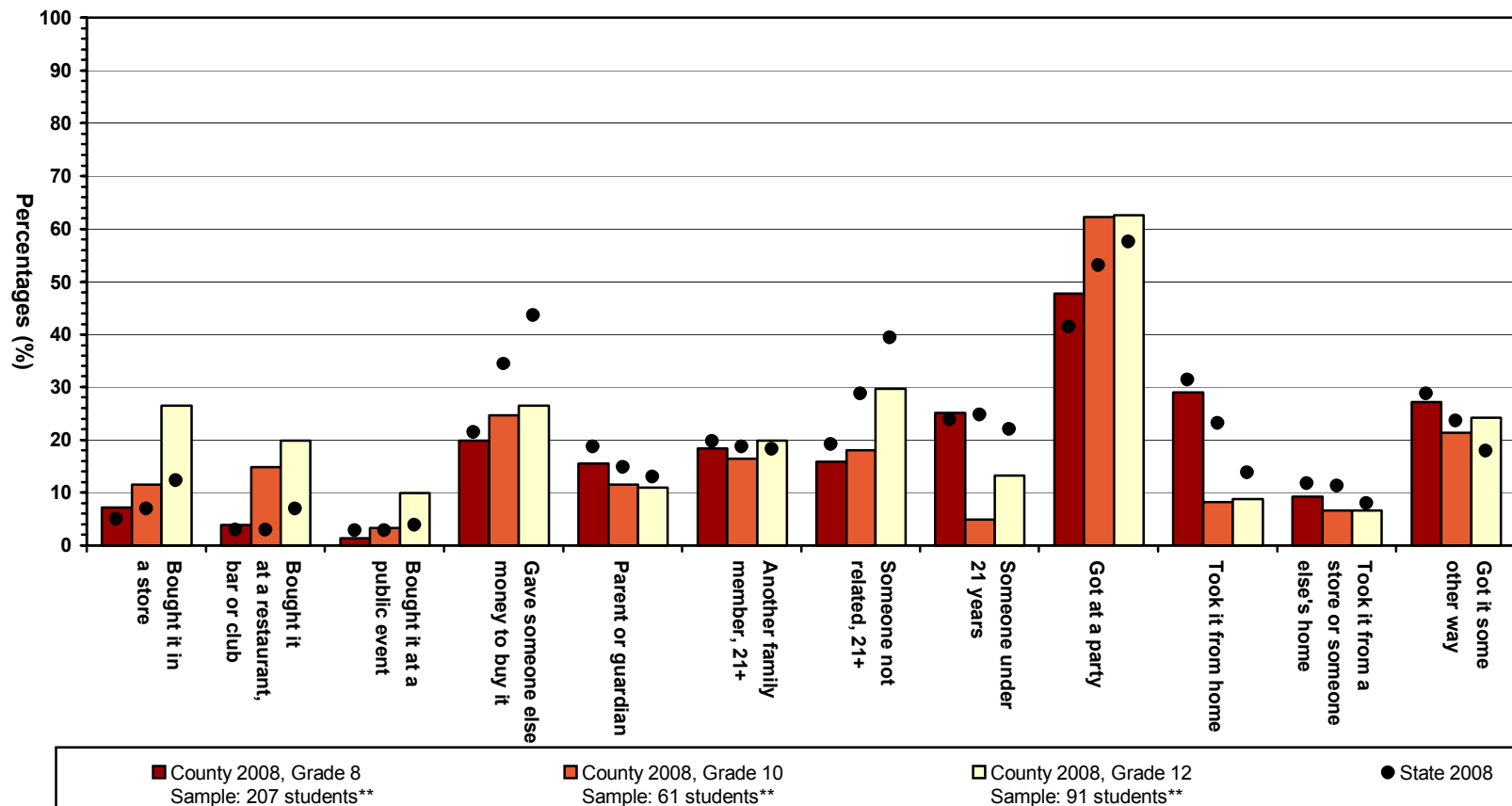
** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Where Youth Obtained Alcohol

WHERE YOUTH OBTAINED ALCOHOL*

2008 Yuma County Student Survey, Grades 8, 10 & 12

If during the past 30 days you drank alcohol, how did you get it?
(Mark all that apply)



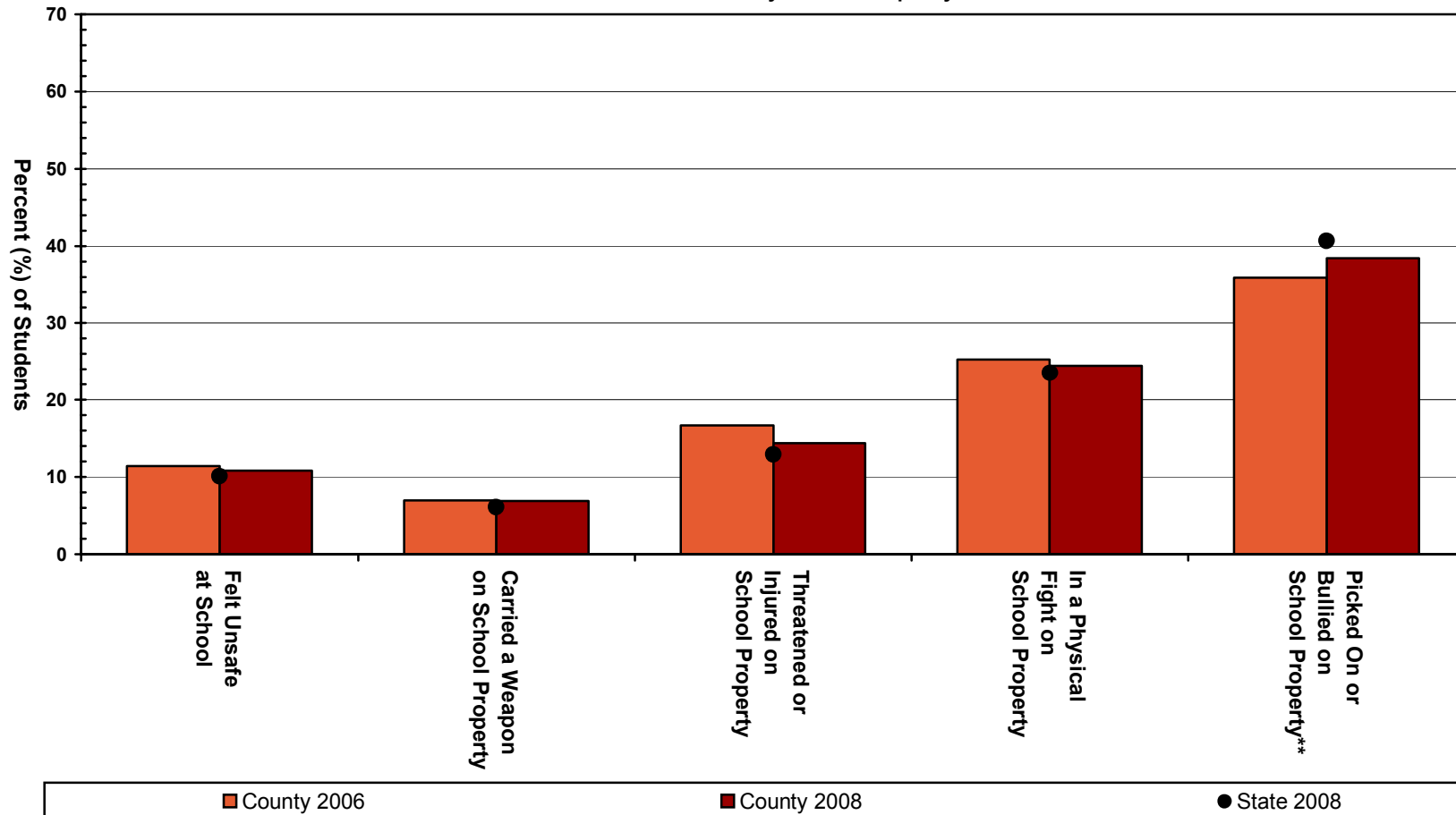
*Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yuma County, Grade 8

Percentage of students reporting any experience
with the indicated safety issue in the past year



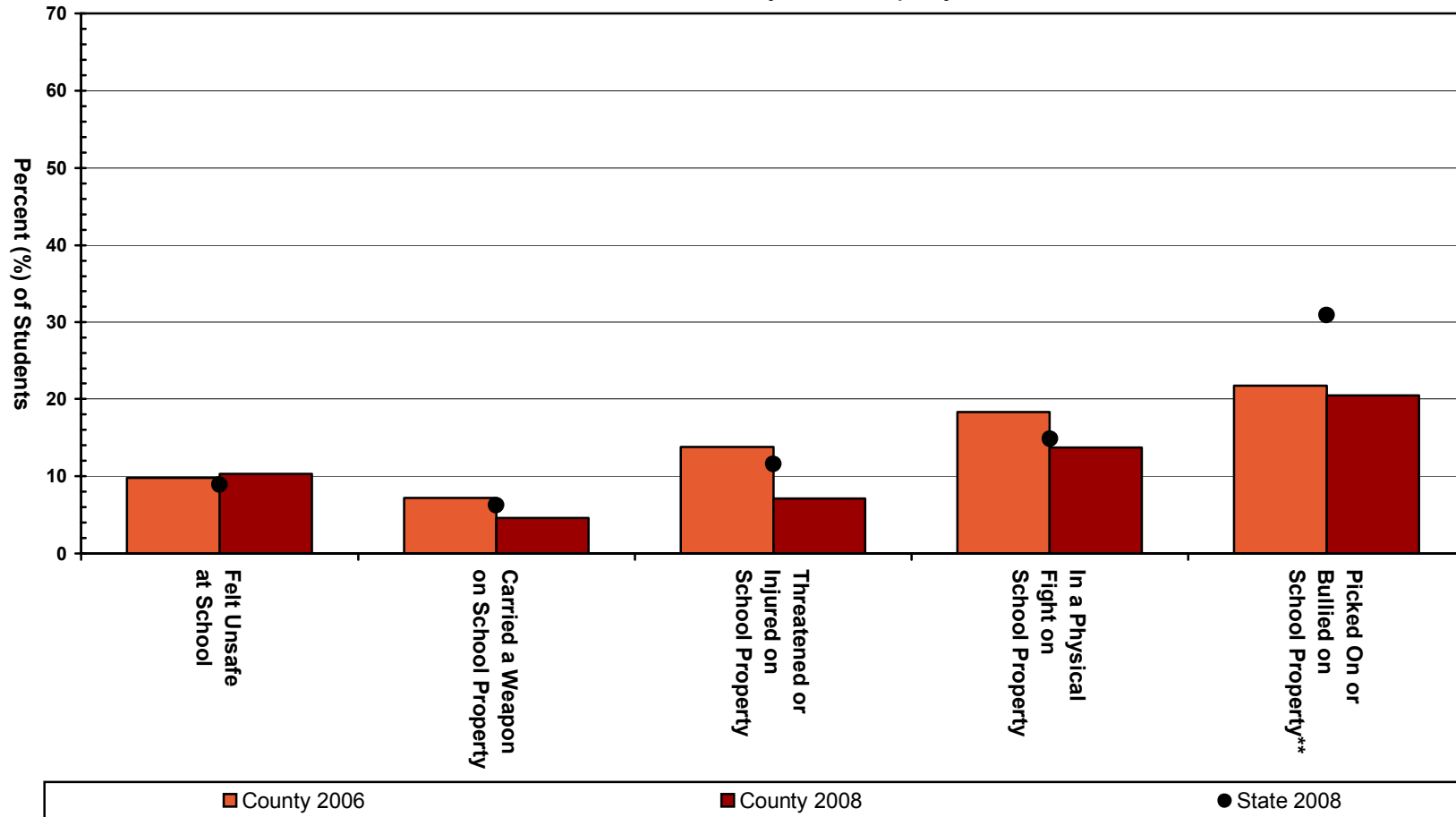
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yuma County, Grade 10

Percentage of students reporting any experience
with the indicated safety issue in the past year



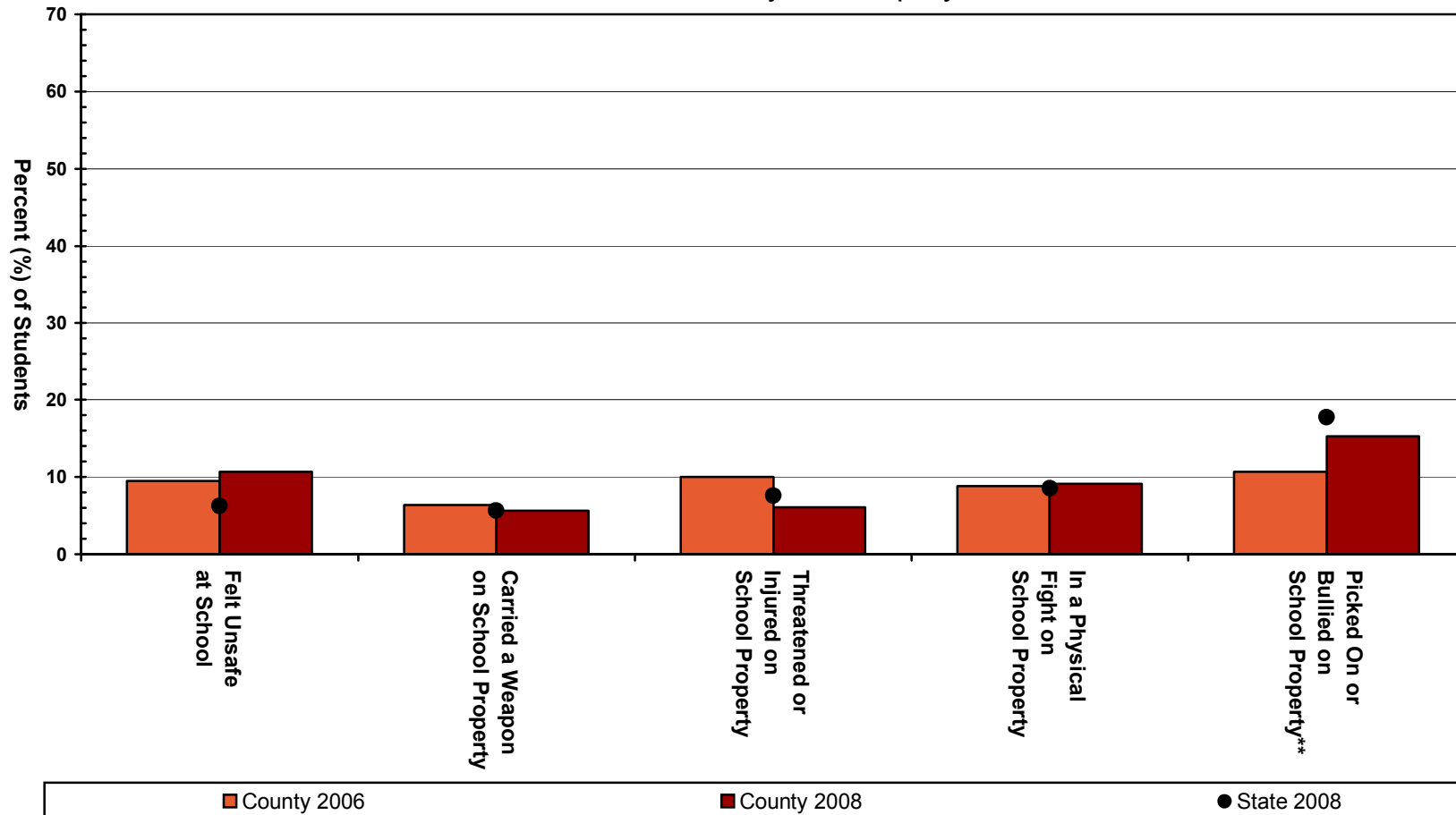
* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

School Safety

SCHOOL SAFETY PROFILE* 2008 Yuma County, Grade 12

Percentage of students reporting any experience
with the indicated safety issue in the past year



* Because not all eight states ask school safety questions, no 8-State value is reported.

** Bullying on school property was not measured in the 2004 survey administration.

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>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Poor Family Management</i>	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.
<i>Family Conflict</i>	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.
<i>Family History of Antisocial Behavior</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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>	
<i>Family Attachment</i>	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.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Academic Failure</i>	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.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	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.
<i>Rewards for Prosocial Involvement</i>	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>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts the 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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	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.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	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. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you: (One or more occasions)		Grade 8			Grade 10			Grade 12		
		County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	52.9	51.1	47.8	66.0	62.7	66.2	71.9	73.3	74.8
Cigarettes	smoked cigarettes?	31.8	25.8	25.9	46.4	44.1	39.9	45.2	51.8	50.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	7.6	6.8	7.1	9.6	14.0	12.9	11.8	12.2	17.7
Marijuana	used marijuana?	16.1	14.6	16.2	25.8	15.8	32.5	32.5	28.9	43.1
Hallucinogens**	used LSD or other hallucinogens?	2.0	1.6	1.9	2.9	1.6	5.2	3.4	5.2	7.9
Cocaine	used cocaine or crack?	4.3	3.4	2.7	5.9	2.1	6.8	10.8	9.8	11.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	14.8	15.4	14.3	9.2	9.5	12.6	6.9	6.7	9.2
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	3.3	1.7	1.2	6.1	2.7	2.4	6.6	5.7	4.0
Heroin or Other Opiates	used heroin or other opiates?	1.7	0.9	1.0	2.0	0.5	2.0	0.8	2.1	3.1
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	2.0	2.7	2.2	2.5	2.7	4.9	2.0	7.3	7.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	1.2	1.2	1.7	1.3	1.6	2.3	0.4	1.6	2.4
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	13.4	12.2	n/a	12.8	20.5	n/a	15.5	24.6
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	3.0	3.8	3.8	4.6	3.2	7.6	5.8	3.1	7.9
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	11.9	8.5	8.3	9.0	6.4	12.0	12.4	9.3	13.2
Prescription Drugs**	<i>combined results of 2008 prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	16.1	17.4	17.1	14.0	17.0	25.7	17.2	21.2	28.7
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	9.3	9.7	n/a	6.4	12.9	n/a	9.3	13.4

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 4. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you: (One or more occasions)		Grade 8			Grade 10			Grade 12		
		County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.5	24.4	23.2	41.5	40.0	37.7	43.1	54.4	46.8
Cigarettes	smoked cigarettes?	9.9	8.9	8.7	20.7	18.7	16.6	19.8	27.0	23.9
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.7	3.1	2.6	3.2	6.2	4.6	4.6	5.1	6.8
Marijuana	used marijuana?	5.5	6.0	7.6	11.4	4.8	15.1	9.4	14.9	18.7
Hallucinogens**	used LSD or other hallucinogens?	0.9	0.9	0.8	0.7	0.5	1.9	1.5	2.6	2.4
Cocaine	used cocaine or crack?	1.1	1.0	1.0	2.8	0.5	2.2	3.4	3.1	3.2
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	7.0	5.6	5.4	2.4	2.1	3.0	1.9	2.1	1.6
Methamphetamines**	used methamphetamines (meth, crystal, crank)?	1.0	0.9	0.4	1.7	0.0	0.6	2.3	2.1	0.8
Heroin or Other Opiates	used heroin or other opiates?	0.5	0.3	0.4	0.3	0.0	0.7	0.4	1.6	1.0
Ecstasy**	used Ecstasy ('X', 'E', or MDMA)?	0.5	0.8	0.8	0.4	1.1	1.5	0.0	2.1	2.0
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	0.5	0.5	0.7	0.9	1.1	1.0	0.4	1.6	1.0
Prescription Pain Relievers*	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	6.8	6.0	n/a	4.3	9.4	n/a	8.3	10.5
Stimulants (2004 only)**	used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them?	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Prescription Stimulants**	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	1.6	1.3	1.6	1.6	1.1	2.9	2.7	1.0	2.1
Prescription Sedatives**	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.0	2.5	3.4	4.8	3.7	4.5	4.6	4.7	5.0
Prescription Drugs**	<i>combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)</i>	7.4	8.5	8.6	7.1	7.4	12.2	6.0	10.9	13.1
Over-the-Counter Drugs*	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	n/a	4.8	5.6	n/a	3.7	6.4	n/a	4.7	5.9

* Substance categories that were not measured and reported in one or more survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

** Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

Data Tables

Table 5. Percentage of Students Reporting Heavy ATOD Use

		Grade 8			Grade 10			Grade 12		
		County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	13.1	14.1	13.1	26.6	20.8	22.4	30.7	36.1	30.2
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.6	0.7	0.7	1.6	2.2	2.1	2.3	2.1	4.2

Table 6. Percentage of Students Reporting Antisocial Behavior

		Grade 8			Grade 10			Grade 12		
		County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
How many times in the past year (12 months) have you: (One or more times)										
Suspended from School		15.5	18.6	20.2	17.9	15.7	14.6	12.4	16.1	10.2
Drunk or High at School		10.7	11.1	12.0	17.6	11.2	20.5	14.1	16.8	22.2
Sold Illegal Drugs		3.9	3.4	4.6	8.0	4.6	9.8	8.6	9.5	10.4
Stolen or Tried to Steal a Motor Vehicle		5.0	3.7	3.6	3.9	4.1	3.7	2.8	3.1	2.7
Been Arrested		9.2	8.4	7.5	11.8	10.3	9.2	9.4	17.8	8.7
Attacked Someone with the Idea of Seriously Hurting Them		18.9	19.9	18.1	16.9	13.9	16.1	15.7	15.2	12.9
Carried a Handgun		8.4	8.9	7.7	8.3	8.6	7.2	8.1	11.1	8.1
Carried a Handgun to School		1.3	1.2	1.2	1.8	1.5	1.3	1.4	1.5	1.4
During the past 30 days, how many times did you: (One or more times)										
DRIVE a car or other vehicle when you had been drinking alcohol?*		7.2	6.4	5.6	11.6	14.4	7.9	19.2	17.3	16.1
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		36.8	32.8	29.1	44.4	38.5	29.1	44.0	50.0	29.7

* These categories were not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 7. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months or more)	Grade 8			Grade 10			Grade 12		
	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Any Gambling	54.2	66.2	69.1	50.3	65.3	65.9	47.2	60.6	60.6
Played a slot machine, poker machine or other gambling machine?	2.3	7.0	6.4	2.4	7.1	6.1	2.3	8.6	5.8
Played the lottery or scratch-off tickets?	25.2	22.7	24.8	20.9	25.5	21.8	23.9	21.4	19.0
Bet on sports?*	n/a	30.9	31.8	n/a	29.1	30.2	n/a	28.1	25.6
Played cards?	28.0	41.4	43.7	23.8	39.0	43.7	18.4	33.7	40.6
Bought a raffle ticket?	n/a	23.7	20.4	n/a	21.2	20.7	n/a	18.0	18.9
Played bingo?	19.7	29.7	32.6	12.7	25.6	23.2	8.1	17.9	14.7
Gambled on the Internet?	5.7	5.6	6.3	7.1	8.2	5.1	5.2	5.7	4.7
Played a dice game?*	n/a	31.3	31.5	n/a	20.7	25.1	n/a	17.0	19.2
Bet on a game of personal skill such as pool or a video game?*	21.8	32.8	32.7	20.3	27.3	31.3	16.3	22.8	27.0
Bet on a horse or other animal race?*	n/a	5.5	6.4	n/a	8.2	5.8	n/a	8.2	5.1

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8			Grade 10			Grade 12		
	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Community Domain									
Opportunities for Prosocial Involvement	42.0	44.8	39.3	34.0	38.0	37.1	35.5	28.6	36.1
Rewards for Prosocial Involvement	27.6	26.8	31.3	34.1	38.4	35.4	37.2	35.0	33.2
Family Domain									
Family Attachment	43.5	47.2	51.5	41.6	42.9	46.1	48.1	55.0	56.2
Opportunities for Prosocial Involvement	53.1	55.3	59.7	51.9	57.4	54.0	51.7	57.9	55.2
Rewards for Prosocial Involvement	55.3	55.7	61.4	48.2	52.4	55.1	48.9	46.0	55.8
School Domain									
Opportunities for Prosocial Involvement	53.6	57.9	60.3	51.1	67.7	62.4	53.9	64.2	64.3
Rewards for Prosocial Involvement	48.2	46.5	51.2	63.6	73.6	59.8	53.8	56.2	45.4
Peer-Individual Domain									
Belief in the Moral Order	52.7	56.4	59.4	63.8	72.8	66.5	53.3	58.2	53.6
Interaction with Prosocial Peers*	49.3	49.0	53.1	49.2	54.6	55.3	53.7	52.8	52.5
Prosocial Involvement	35.9	33.8	39.0	23.6	22.8	41.2	27.7	18.7	36.4
Rewards for Prosocial Involvement	60.7	59.2	59.4	63.8	62.8	59.7	59.8	61.7	52.2
Total Protection									
Students with High Protection**	32.4	32.9	43.8	31.3	50.5	46.7	32.0	41.9	43.3

*Denotes a change in the wording of the question between 2008 and prior administrations. Consult appendix for a detailed explanation.

**High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8			Grade 10			Grade 12		
	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
Community Domain									
Low Neighborhood Attachment	42.2	42.3	38.5	54.1	48.9	46.2	45.3	46.4	51.0
Laws & Norms Favor Drug Use	34.4	33.3	36.6	37.7	30.2	42.1	28.5	32.0	36.3
Perceived Availability of Drugs	34.6	36.3	38.2	43.8	41.6	49.6	44.5	40.9	52.2
Perceived Availability of Handguns	37.3	35.9	37.8	29.4	25.7	26.7	34.3	27.1	33.1
Family Domain									
Poor Family Management	49.5	51.8	45.5	51.0	42.4	42.8	46.6	43.7	44.3
Family Conflict	59.0	55.7	53.5	38.5	39.8	42.8	40.5	30.6	38.3
Family History of Antisocial Behavior	46.2	37.8	40.3	36.9	31.6	41.1	42.3	28.8	37.3
Parent Attitudes Favorable to ASB	50.1	51.6	49.3	47.2	46.2	53.4	39.9	47.5	50.2
Parent Attitudes Favor Drug Use	28.1	28.3	26.8	39.2	32.7	41.1	36.0	37.9	41.2
School Domain									
Academic Failure	52.8	49.8	47.3	59.0	53.8	49.5	54.7	55.2	44.4
Low Commitment to School	39.6	38.0	41.0	34.7	31.2	43.7	29.7	25.0	45.6
Peer-Individual Domain									
Rebelliousness	47.9	45.1	43.1	48.3	42.3	46.8	44.7	45.4	44.0
Early Initiation of ASB	36.5	38.9	39.4	39.7	42.2	42.0	37.3	45.8	41.2
Early Initiation of Drug Use	37.2	30.9	30.3	33.2	24.6	32.7	29.8	29.6	33.1
Attitudes Favorable to ASB	46.6	46.5	44.6	46.2	43.2	50.7	41.1	48.2	46.9
Attitudes Favorable to Drug Use	33.2	28.9	29.1	34.9	30.3	37.4	27.9	30.1	36.3
Perceived Risk of Drug Use	46.8	45.7	44.5	37.2	36.4	42.3	37.8	33.5	46.5
Interaction with Antisocial Peers	59.6	59.1	58.2	62.0	65.1	57.3	53.9	52.0	53.2
Friend's Use of Drugs	42.6	37.4	39.4	43.0	34.7	41.9	28.6	28.3	37.3
Rewards for ASB	48.5	43.6	45.6	37.0	32.6	44.0	41.2	39.9	54.6
Gang Involvement	34.7	32.0	26.9	39.1	37.6	23.2	25.5	32.2	16.8
Total Risk									
Students at High Risk*	36.7	33.2	38.7	29.0	29.6	37.5	22.9	26.6	35.7

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

Data Tables

Table 10. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8		Grade 10		Grade 12	
	County 2008	State 2008	County 2008	State 2008	County 2008	State 2008
<i>Sample size*</i>	207	4,418	61	4,872	91	5,065
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	7.2	5.0	11.5	6.9	26.4	12.3
I bought it at a restaurant, bar, or club	3.9	3.0	14.8	3.0	19.8	7.0
I bought it at a public event such as a concert or sporting event	1.4	2.9	3.3	2.9	9.9	3.9
I gave someone else money to buy it for me	19.8	21.4	24.6	34.4	26.4	43.7
My parent or guardian gave it to me	15.5	18.7	11.5	14.8	11.0	13.0
Another family member who is 21 or older gave it to me	18.4	19.7	16.4	18.7	19.8	18.2
Someone not related to me who is 21 or older gave it to me	15.9	19.2	18.0	28.7	29.7	39.5
Someone under the age of 21 gave it to me	25.1	23.8	4.9	24.8	13.2	22.0
I got it at a party	47.8	41.5	62.3	53.1	62.6	57.6
I took it from home	29.0	31.4	8.2	23.2	8.8	13.8
I took it from a store or someone else's home	9.2	11.7	6.6	11.3	6.6	8.0
I got it some other way	27.1	28.7	21.3	23.6	24.2	17.9

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Data Tables

Table 11. Percentage of Students Reporting School Safety Issues

Question		Grade 8			Grade 10			Grade 12		
		County 2006	County 2008	State 2008	County 2006	County 2008	State 2008	County 2006	County 2008	State 2008
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	83.3	85.6	87.1	86.2	92.9	88.4	90.0	93.9	92.4
	1 time	9.4	7.5	6.6	6.9	3.0	5.9	4.5	2.0	3.9
	2-3 times	4.1	4.3	3.5	3.0	2.0	3.0	2.8	2.0	2.0
	4-5 times	1.3	1.3	1.0	1.7	1.0	0.8	1.7	1.0	0.6
	6-7 times	0.4	0.4	0.4	0.7	0.5	0.4	0.0	0.5	0.2
	8-9 times	0.1	0.2	0.3	0.5	0.0	0.3	0.3	0.0	0.2
	10-11 times	0.1	0.1	0.1	0.1	0.0	0.2	0.0	0.0	0.1
	12 or more times	1.2	0.7	0.9	0.9	0.5	1.1	0.7	0.5	0.7
During the past 12 months, how many times were you in a physical fight on school property?	0 times	74.7	75.5	76.5	81.7	86.3	85.2	91.2	90.9	91.5
	1 time	12.3	13.5	12.9	9.4	4.6	8.8	5.6	5.1	5.0
	2-3 times	7.7	6.7	6.9	5.2	6.1	3.9	2.1	3.5	2.1
	4-5 times	3.1	1.5	1.7	2.0	1.5	0.7	0.0	0.0	0.4
	6-7 times	0.6	1.2	0.6	0.1	0.0	0.4	0.0	0.5	0.3
	8-9 times	0.4	0.4	0.4	0.7	0.0	0.2	0.0	0.0	0.2
	10-11 times	0.3	0.4	0.3	0.0	0.0	0.1	0.7	0.0	0.1
	12 or more times	1.0	0.9	0.7	0.9	1.5	0.7	0.4	0.0	0.4
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	64.1	61.6	59.4	78.3	79.5	69.1	89.3	84.7	82.3
	1 time	19.8	14.1	13.2	12.6	7.2	10.3	7.1	6.1	6.6
	2-3 times	11.6	10.7	11.5	7.4	8.2	9.6	2.9	3.1	5.7
	4-5 times		4.1	4.3		1.5	3.2		1.5	1.5
	6-7 times		1.8	1.9		0.5	1.4		1.0	0.8
	8-9 times		1.7	1.2		0.0	1.1		1.0	0.5
	10-11 times		0.5	0.8		1.0	0.6		0.0	0.3
	12 or more times	4.5	5.6	7.7	1.7	2.1	4.6	0.7	2.6	2.4
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	88.6	89.2	89.9	90.2	89.7	91.1	90.5	89.3	93.8
	1 day	6.3	6.2	5.8	5.5	5.6	5.1	6.0	4.1	3.3
	2-3 days	3.2	3.0	2.7	2.0	2.6	2.2	2.5	3.1	1.8
	4-5 days	0.4	0.6	0.6	0.7	1.5	0.6	0.4	0.5	0.4
	6 or more days	1.4	1.0	1.0	1.7	0.5	1.0	0.7	3.1	0.7
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	93.0	93.1	93.9	92.8	95.4	93.8	93.6	94.4	94.4
	1 day	3.0	3.3	3.1	3.3	1.0	2.2	1.1	0.5	1.5
	2-3 days	1.3	1.9	1.3	1.3	0.5	1.2	0.4	1.5	1.1
	4-5 days	0.4	0.2	0.5	0.8	1.5	0.5	0.7	1.0	0.5
	6 or more days	2.4	1.4	1.2	1.8	1.5	2.2	4.3	2.6	2.6

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often*. This category was not measured the in 2004 survey administration (also denoted by 'n/a' in the data column).

Data Tables

Table 12. Drug Free Communities Report*

Outcome	Definition	Substance	County 2008									
			Grade 8		Grade 10		Grade 12		Male†		Female†	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	57.8	1,117	60.8	186	61.5	182	52.4	706	64.5	758
	smoke 1 or more packs or cigarettes per day	Cigarettes	83.3	1,127	80.7	187	82.8	186	80.6	707	84.8	772
	smoke marijuana regularly	Marijuana	83.3	1,086	81.1	185	78.5	181	80.8	693	83.7	738
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	89.5	928	88.8	170	75.6	176	86.9	609	88.1	647
	smoke cigarettes	Cigarettes	96.9	935	94.7	170	86.4	177	95.9	614	94.5	650
	smoke marijuana	Marijuana	96.9	927	97.0	169	93.8	177	96.9	608	96.0	648
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	77.9	1,291	65.7	198	54.3	199	76.2	818	71.3	846
	smoke cigarettes	Cigarettes	86.2	1,293	75.8	198	66.7	198	83.5	819	81.6	846
	smoke marijuana	Marijuana	88.1	1,287	88.4	198	81.1	196	87.3	816	87.3	841
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	24.4	1,215	40.0	190	54.4	195	26.8	764	32.4	814
		Cigarettes	8.9	1,168	18.7	187	27.0	189	11.8	738	12.7	785
		Marijuana	6.0	1,213	4.8	189	14.9	194	6.8	762	7.1	812
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Average Age of Onset** (How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	55.1	1,288	65.3	199	80.0	200	58.4	819	60.1	844
		Average age:	11.8 years		13.5 years		14.7 years		12.4 years		12.6 years	
	smoked a cigarette, even just a puff?	Cigarettes	26.6	1,289	46.2	197	54.8	197	31.8	824	32.6	835
		Average age:	11.6 years		13.2 years		14.1 years		12.2 years		12.5 years	
	smoked marijuana?	Marijuana	14.7	1,291	16.6	199	30.5	200	18.4	822	15.3	844
		Average age:	12.1 years		13.2 years		14.4 years		12.7 years		12.8 years	

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

** For Average Age of Onset, "Sample" represents the number of youth who answered the question (including students responding that they never used). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† The male and female values allow a gender comparison for youth who completed the survey. However, unless the percentage of students who participated from each grade is similar, the gender results are not necessarily representative of males and females in the community.

Appendix

Appendix - Comparability of survey administrators

Issue	2004 AYS	2006 AYS	2008 AYS	Notes regarding changes
Drug Category	On how many occasions (if any) have you:	On how many occasions (if any) have you:	On how many occasions (if any) have you:	
Hallucinogens	Used LSD or other psychedelics during the past 30 days?	Used LSD or other psychedelics during the past 30 days?	Used LSD or other hallucinogens during the past 30 days?	Substituted "hallucinogens" for "psychedelics" in 2008. Comparable across all years.
Meth-amphetamines	Not applicable, no methamphetamine-specific item on 2004 AYS	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants (“amphetamines”, “meth”, “crystal”, “crank”) without a doctor telling you to take them?	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderal, or Dexedrine) without a doctor telling you to take them?	2004 is not comparable to any other years, data are presented for archival interest. 2006 and 2008 data are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2008 data are cautiously comparable with other years.
Ecstasy	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used MDMA (‘X’, ‘E’, or ecstasy)?	Used ecstasy (‘X’, ‘E’, or MDMA)?	2008 AYS used "ecstasy" as the primary descriptor and moved "MDMA" to examples. Comparable across years.
Prescription drugs	Not applicable, no prescription drugs item on 2004 AYS	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills), stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) or other prescription drugs (such as Oxycontin) without a doctor telling you to take them? <i>(composite question, see notes)</i>	Used prescription stimulants (Ritalin, Adderall, or Dexedrine), sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) or pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? <i>(composite question, see notes)</i>	In 2006, responses to the stimulant, sedative and other prescription drug questions were calculated as one measure. (2006 had no prescription pain reliever item.) In 2008, responses to the stimulant, sedative and prescription pain reliever questions were calculated as one measure. (2008 had no standalone prescription drug item.) 2006 and 2008 data are cautiously comparable. (Note that composite 2006 data will not match past reports' prescription drugs category.)
Gambling Category	Not applicable, no gambling items on 2004 AYS	How often during the past 12 months have you:	How often have you done the following for money, possessions, or anything of value:	
Sports betting	n/a	Bet on team sports?	Bet on sports?	Not comparable across years.
Race betting	n/a	Bet money on horse races?	Bet on a horse race or other animal race?	Not comparable across years.
Dice	n/a	Bet on dice games such as craps?	Played a dice game?	Not comparable across years.
Games of skill	n/a	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have: <i>(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)</i>			Regularly attended religious services was removed from 2008 AYS. 2004 and 2006 have been recalculated to match 2008 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? ...regularly attended religious services?(removed in 2008)			

Contacts for Prevention

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima, and Santa Cruz Counties

Bill Burnett
Community Partnership of Southern Arizona (CPSA)
(520) 618-8807

Gila, La Paz, Pinal, and Yuma Counties

Linda Weinberg
Cenpatico Behavioral Health of Arizona
(866) 495-6738

Apache, Coconino, Mohave, Navajo, and Yavapai Counties

Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
(928) 214-2177

Maricopa County

Juan Aristizabal
Magellan
(602) 797-8256

Gila River Indian Community

Joan Grey
Gila River Regional Behavioral Health Authority
(602) 528-7136

Pasqua Yaqui Tribe

Centered Spirit Program
Jill Fabian
(520) 879-6067

Navajo Nation

Department of Behavioral Health Services
(928) 871-6235

White Mountain Apache Tribe

Apache Behavioral Health Services
(928) 338-4811

Colorado River Indian Tribes

(928) 669-6577

Other State and National Contacts:

Arizona Criminal Justice Commission

Michelle Neitch/ Phillip Stevenson
(602) 364-1173/(602) 364-1157
www.azcjc.gov

Arizona Department of Education

Student Services Division
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
(602) 364-4594
www.azdhs.gov/bhs/index.htm

Arizona Prevention Resource Center

(800) 432-2772
www.azprevention.org

Center for Violence Prevention and Community Safety

Charles Katz
(602) 543-6618
charles.katz@asu.edu

Center for Substance Abuse Prevention (CSAP)

<http://prevention.samhsa.gov>

Governor's Office of Children, Youth, and Families

(602) 542-4043
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Arizona Department of Gaming's Office of Problem Gambling

Elise Mikkelsen
(602) 266-8299 ext. 351
www.problemgambling.az.gov

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention

<http://ojjdp.ncjrs.org/>

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org

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