

Arizona Youth Survey

State Report 2004



Bach Harrison,
L.L.C.



Arizona Youth Survey State Report 2004

Arizona Criminal Justice Commission

Bach Harrison, L.L.C.

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Executive Summary

Arizona Revised Statute §41-2416 requires that the Arizona Criminal Justice Commission conduct a statewide survey to “measure both the attitudes and the actual prevalence and frequency of substance abuse by children.” This report is produced to fulfill these requirements.

To comply with Arizona Revised Statute §41-2416 the Arizona Criminal Justice Commission’s Statistical Analysis Center conducted a youth assessment and evaluation. A survey was administered in a statewide sample of public and charter middle- and high-schools throughout Arizona. The Arizona Criminal Justice Commission has been conducting a youth survey for 14 years on a biennial basis; however, notable improvements in the survey model, sampling methods and the increased collaboration distinguish the 2002 and 2004 Arizona Youth Surveys from prior surveys.

The 2004 Arizona Youth Survey was conducted by the Arizona Criminal Justice Commission with technical assistance from Bach Harrison, L.L.C. The Arizona Youth Survey is the result of a partnership between the Arizona Criminal Justice Commission, the Arizona Juvenile Justice Commission, and the Governor’s Division for Children. The development and implementation of the survey is a product of ongoing meetings by state agencies participating in the discussion and evaluation of current statewide and national surveys over the past four years. The successful implementation of the Arizona Youth Survey can also be attributed to strong collaborative efforts from the Arizona Department of Education and the Tobacco, Education, and Prevention Program. Finally, the overwhelming cooperation of local school administrators directly contributed to the success of the 2004 Arizona Youth Survey. The outstanding success of the 2004 Arizona Youth Survey could not have been realized without the support and participation of school principals and prevention coordinators throughout the state.

The survey was administered between January and April of 2004 in Arizona public and charter schools. A statewide surveying effort encompassing 15 counties and 266 individual schools resulted in the participation of 45,119 students in the 8th, 10th, and 12th grades throughout Arizona. This report provides a statewide perspective. Participating school and county officials will receive community-specific data in the form of individual reports to assist in analysis and comparison, as well as for planning strategies and program development.

Substance Use Findings: In Brief

Arizona has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

The improvements made to the survey model during the 2002 Arizona Youth Survey were sustained during the 2004 survey administration. With the enhancements made in the survey methodology, the results from both the 2002 and 2004 surveys are able to be displayed within this report and comparisons between the two years can be made. The 2002 Arizona Youth Survey reported that more Arizona youth used marijuana in the past month than had used cigarettes; the 2004 Arizona Youth Survey results indicate that marijuana use during the past month has decreased across all grade levels compared to no change in past-month cigarette use. In addition, alcohol use during the past month has also decreased among all grades.

Enhancements were made in ACJC’s methodology for the 2002 and 2004 surveys and we must caution against comparisons to pre-2002 survey results. However, it is noteworthy that alcohol is still the most common substance used by Arizona students. In the past month, 36.3% of students have used alcohol, and 63.3% of students have used alcohol in their lifetime. Cigarette use is the second most used by Arizona youth, with 16.1% of survey participants using in the past month and 42.0% using in their lifetime. Marijuana use,

Table 1

Percentage of Arizona Respondents Who Used ATODs During Their Lifetime by Grade														
Drug Used	Grade 8				Grade 10				Grade 12				Total	
	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	Arizona
	2002	2002	2004	2003	2002	2002	2004	2003	2002	2002	2004	2003	2002	2004
Alcohol	56.9	47.0	51.9	45.6	72.3	66.9	69.3	66.0	80.8	78.4	77.9	76.6	69.2	63.3
Cigarettes	39.6	31.4	33.5	28.4	49.8	47.4	45.3	43.0	61.1	57.2	54.2	53.7	49.3	42.0
Smokeless Tobacco	6.8	11.2	7.2	11.3	10.2	16.9	11.0	14.6	16.9	18.3	16.7	17.0	10.9	10.6
Marijuana	26.6	19.2	20.4	17.5	41.7	38.7	36.6	36.4	50.8	47.8	45.7	46.1	38.8	31.3
Inhalants	11.9	15.2	13.7	15.8	10.4	13.5	10.9	12.7	10.1	11.7	9.1	11.2	10.9	11.8
Hallucinogens	2.4	4.1	2.5	4.0	8.3	7.8	5.3	6.9	12.6	12.0	7.6	10.6	7.4	4.6
Cocaine	4.5	3.6	3.7	3.6	8.2	6.1	7.8	5.1	12.0	7.8	11.5	7.7	8.0	6.8
Sedatives	*	N/C	11.0	N/C	*	N/C	16.5	N/C	*	N/C	19.8	N/C	*	14.8
Stimulants	2.9	N/C	3.4	N/C	6.8	N/C	6.7	N/C	8.6	N/C	8.2	N/C	5.9	5.5
Steroids	2.2	2.5	N/A	2.5	2.7	3.5	N/A	3.0	2.7	4.0	N/A	3.5	2.5	N/A
Ecstasy	5.5	4.3	2.4	3.2	8.2	6.6	4.3	5.4	12.0	10.5	5.9	8.3	8.3	3.8
Heroin	1.9	1.6	1.5	1.6	3.2	1.8	2.4	1.5	3.8	1.7	3.0	1.5	2.9	2.1
Any Drug	33.2	N/C	33.2	N/C	44.5	N/C	45.6	N/C	52.8	N/C	52.4	N/C	42.8	41.6

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.
N/C - Indicates where MTF data is not comparable to data gathered through the 2004 Arizona Youth Survey
N/A - Indicates a question that was not asked in the 2004 Arizona Youth Survey

which was higher than cigarettes in the 2002 survey, is now back to its more typical position as the third most used substance in 2004 with 13.8% of survey participants indicating they had used marijuana at least once in the past 30 days and 31.3% indicating use during their lifetime.

A comparison between the Arizona Youth Survey and the national Monitoring the Future (MTF) survey is another measure for assessing current substance abuse and risk behaviors of Arizona youth. Students in Arizona had less lifetime experience with smokeless tobacco, inhalants, hallucinogens, and ecstasy; and less 30-day use of smokeless tobacco than students taking the National MTF Survey. However, Arizona students had somewhat higher lifetime use of alcohol, cigarettes, and cocaine; and higher of rates of alcohol

30-day use. Complete results can be seen in Tables 1 and 2 on this page and the following page.

The greatest differences in 30-day use are seen when looking at the use of alcohol. While past-month use of alcohol decreased in every grade since the 2002 survey, 2004 past-month use of alcohol is still notably higher for Arizona youth than for youth nationwide. The Arizona Youth Survey results, when compared to the national MTF results, show that for all grades, more Arizona students have used alcohol in the past month than have students in the national sample. Past-month use was 3.6% to 5.9% higher for youth in Arizona than for youth in the national sample. Arizona 8th grade students' 30-day alcohol use rate was 5.6% higher than the national sample (25.3%

Table 2

Percentage of Arizona Respondents Who Used ATODs During the Past 30 Days by Grade														
Drug Used	Grade 8				Grade 10				Grade 12				Total	
	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	MTF	Arizona	Arizona
	2002	2002	2004	2003	2002	2002	2004	2003	2002	2002	2004	2003	2002	2004
Alcohol	34.4	19.6	25.3	19.7	47.9	35.4	41.3	35.4	58.9	48.6	51.1	47.5	46.4	36.3
Cigarettes	9.2	10.7	10.7	10.2	18.1	17.7	17.7	16.7	23.2	26.7	24.4	24.4	16.5	16.1
Smokeless Tobacco	4.0	3.3	2.4	4.1	4.7	6.1	3.4	5.3	5.9	6.5	5.4	6.7	4.8	3.4
Marijuana	14.3	8.3	9.7	7.5	22.4	17.8	16.2	17.0	25.4	21.5	18.5	21.2	20.5	13.8
Inhalants	6.5	3.8	5.8	4.1	3.3	2.4	2.9	2.2	2.1	1.5	1.4	1.5	4.1	3.9
Hallucinogens	1.5	1.2	1.6	1.2	3.2	1.6	2.4	1.5	3.1	2.3	2.3	1.8	2.6	2.0
Cocaine	2.6	1.1	1.6	0.9	3.5	1.6	3.0	1.3	4.0	2.3	3.7	2.1	3.3	2.5
Sedatives	*	N/C	5.5	N/C	*	N/C	8.2	N/C	*	N/C	9.2	N/C	*	7.2
Stimulants	1.0	N/C	1.6	N/C	2.6	N/C	2.8	N/C	2.2	N/C	3.0	N/C	2.0	2.3
Steroids	1.2	1.1	N/A	1.2	1.5	1.8	N/A	1.4	0.9	1.7	N/A	1.7	1.2	N/A
Ecstasy	3.6	1.4	0.8	0.7	2.5	1.8	1.1	1.1	3.2	2.4	1.0	1.3	3.1	0.9
Heroin	1.2	0.5	0.6	0.4	1.4	0.5	0.7	0.3	1.3	0.5	0.7	0.4	1.3	0.7
Any Drug	19.9	10.4	17.9	9.7	25.7	20.8	23.6	19.5	28.6	25.4	25.1	24.1	24.6	21.4

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.
N/C - Indicates where MTF data is not comparable to data gathered through the Arizona Youth Survey
N/A - Indicates a question that was not asked in the 2004 Arizona Youth Survey

compared to 19.7%), Arizona 10th graders' use rate was 5.9% higher than the national sample (41.3% compared to 35.4%), and Arizona 12th graders' use rate was 3.6% higher than the national sample (51.1% compared to 47.5%). Despite these elevations, it is promising to note that the difference between Arizona and MTF alcohol use rates is much less than it was in the 2002 survey (8.9% to 12.9% more Arizona youth than MTF youth in all grades used alcohol in the past month), indicating that prevention programming is working to reduce student alcohol use.

Other interesting results are seen in comparing male and female use. While males generally have tended to have higher use rates of substances, the 2002 survey results and the results of this year's survey show that Arizona females

actually have higher use rates of alcohol (30-day and lifetime use), inhalants (30-days), stimulants (30-day and lifetime), and sedatives (30-day and lifetime). With this continued trend, a focus on prevention efforts directed toward females could be beneficial.

As mentioned previously, the 2002 survey showed marijuana use as more prevalent among students than cigarettes — an unexpected finding. The problem is less extreme in the 2004 survey. The 2004 survey indicates that there are smaller differences in Arizona and national 30-day marijuana use, with many differences being insignificant. Arizona 30-day usage rates of marijuana are higher than national rates for the 8th grade (2.2% higher in Arizona) and 12th grades (2.7% higher in Arizona). Rates of lifetime use are 2.9% higher for 8th grade Arizona youth than for the national sample.

An explanation for the higher use rates in Arizona for marijuana could possibly be gathered by comparing Arizona and national rates of perceived harmfulness of trying marijuana once or twice and using marijuana regularly. When students were asked how much of a risk (health and otherwise) there was in using marijuana, students in Arizona generally believed that it was less harmful to try marijuana once or twice and smoke marijuana regularly than students nationwide. The greatest difference is seen in the perceived harm of smoking marijuana regularly. For all grades of the Arizona students surveyed, there was a perception that marijuana was less harmful than was the perception of their national counterparts. For the 8th grade, there was an 11.8% difference in perceived harmfulness, in the 10th grade there was an 11.3% difference in perceived harmfulness, and in the 12th grade there was an 8.8% difference in perceived harmfulness. For perceived harmfulness of experimenting with marijuana, Arizona rates were 0.3% to 3.9% lower than those of the MTF survey.

Such results could potentially explain the higher experimental and lifetime marijuana use rate for Arizona youth, since (generally) students who are not afraid of using substances, and who believe they will not be harmed by using substances, tend to use substances more than students who perceive harm in using a substance. It could be beneficial for prevention programs to increase the focus on the harmful effects of drugs.

Risk and Protective Factors: In Brief

In order to make the results of the 2004 Arizona Youth Survey more usable, risk and protective profiles were developed for each participating school that show the percentage of youth at risk and the percentage of youth with protection on each scale. A detailed description of how the profiles were developed is contained in the *Arizona Youth Survey 2004 State Report*. Comparisons can be made between youth in Arizona and a more national sample (seven-state norm). The states upon which the seven-state norm is based include Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington.

An example of the substance use rates and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, 3, and 4 on the

following pages. The profile charts in this Executive Summary are for Arizona school students (grades 8, 10, and 12 combined) who completed the survey. Similar profile reports that provide results by grade were prepared for each participating school (when schools returned a sufficient number of surveys) and district in the state. These profile reports allow prevention planners to more precisely plan and evaluate prevention interventions.

Rates of ATOD (current prevalence of alcohol, tobacco, and other drug use) use and antisocial behaviors for Arizona students can be seen in Figure 1. As was also mentioned previously, lifetime and 30-day use of many substances saw positive decreases since the 2002 survey. More harmful substance use reflected in rates of binge drinking and being drunk or high at school also decreased.

Figure 2 shows the percentage of Arizona students who are at risk for problem behaviors compared to the seven-state norm. Arizona students have risk factor scores that are lower than the seven-state norm for 11 scales. However, as can be seen in the risk profile chart (Figure 2), several scales such as Interaction with Antisocial Peers, Sensation Seeking, Depressive Symptoms, Attitudes Favorable to Antisocial Behavior, and Community Disorganization are above the seven-state level. The scales with the lowest percentage of youth at risk are Perceived Availability of Handguns, Parent Attitudes Favor Drug Use, and Gang Involvement. A review of the risk factor scales shows that there was an overall increase in risk from 2002 to 2004, with most risk factor scales showing an increase in the percentage of students at risk.

Four new protective factor scales were added to the 2004 survey. The scales are Religiosity, Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. The new protective factor scales were added to increase the ability of the AYS to measure protection in the peer/individual domain. Protective factors buffer the influence of the risk factors operating in a young person's life. Research has shown that young people who are involved in a religion, spend time with prosocial peers, participate in prosocial activities in the community and at school, and are rewarded for those activities are less likely to become involved in problem behaviors. These important protective factors are now measured through the AYS. In over half of the protective factor scales, Arizona students had a lower level of protection (Figure 3) than students from the seven states. Some areas of

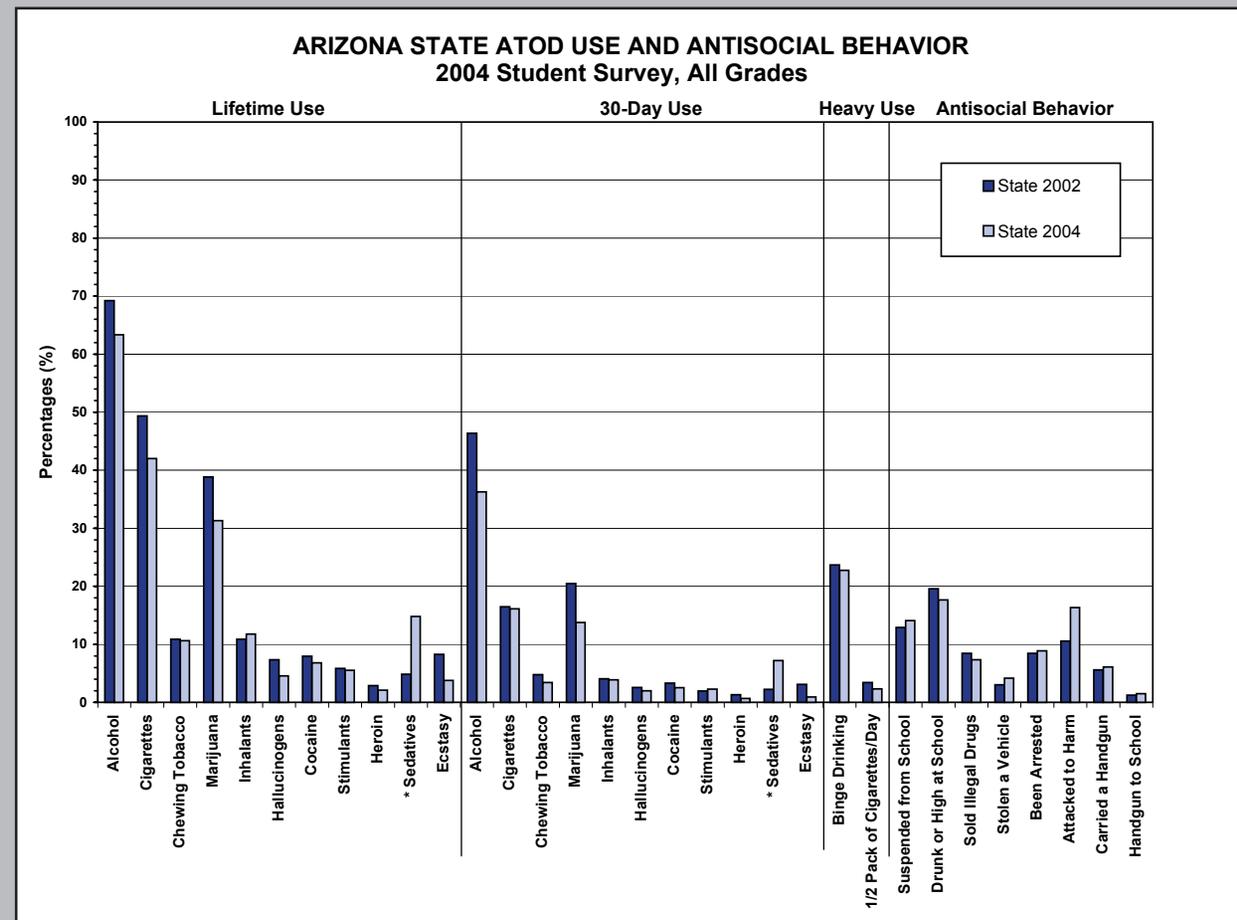
highest protection for Arizona students were for School Opportunities for Prosocial Involvement, Social Skills, Peer/Individual Rewards for Prosocial Involvement, and Family Rewards for Prosocial Involvement. The areas with the lowest protection were Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement.

Comparisons between the 2002 results and those of 2004 show that levels of protection are fairly stable and changed only slightly since the 2002 survey.

The profile reports distributed to Arizona's schools, school districts, and counties also contain charts and tables reporting responses to questions regarding school safety. Figure 4 is an example of the Safe School Factors charts included in the profile reports. Figure 4 illustrates that, while the rates of unsafe perceptions and behaviors — such as feeling unsafe at school, carrying a weapon to school, being threatened or injured at school, and being in a physical fight at school — are low (under 20% for each question), it is alarming that three of the four categories showed increases since the 2002 survey. The only category to show no change was for carrying a handgun to school.

The analysis of the data obtained from the survey is quite extensive and therefore the results are not intended to be exhaustive. Rather, it is believed that the data and highlights contained within this report will provide insights for future decisions pertaining to the well-being of Arizona youth. Specifically, the purpose of the Arizona Youth Survey is to provide policy and decision makers with better information to aid in the development of prevention and intervention strategies throughout the state.

Figure 1



* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.

Figure 2

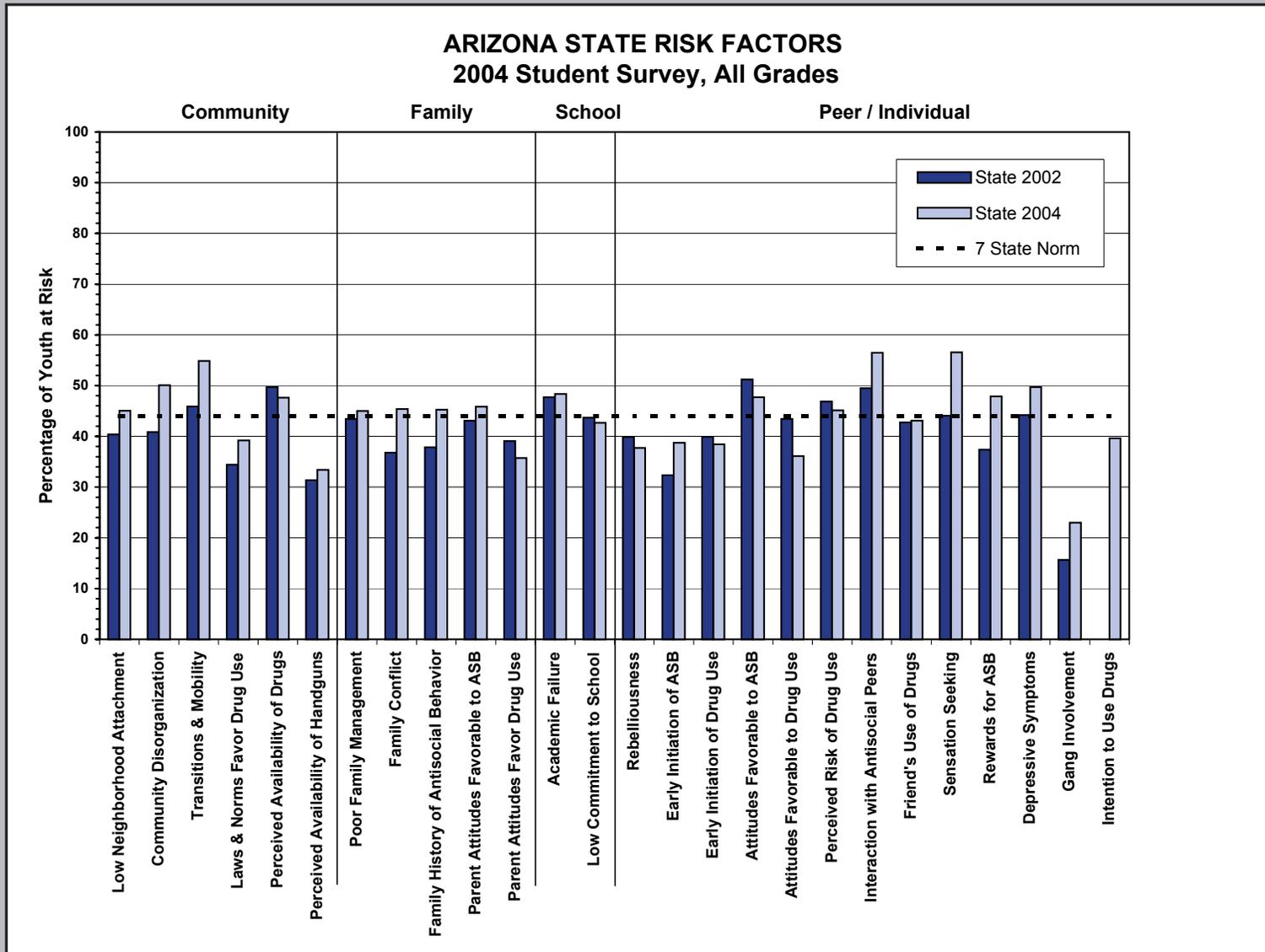


Figure 3

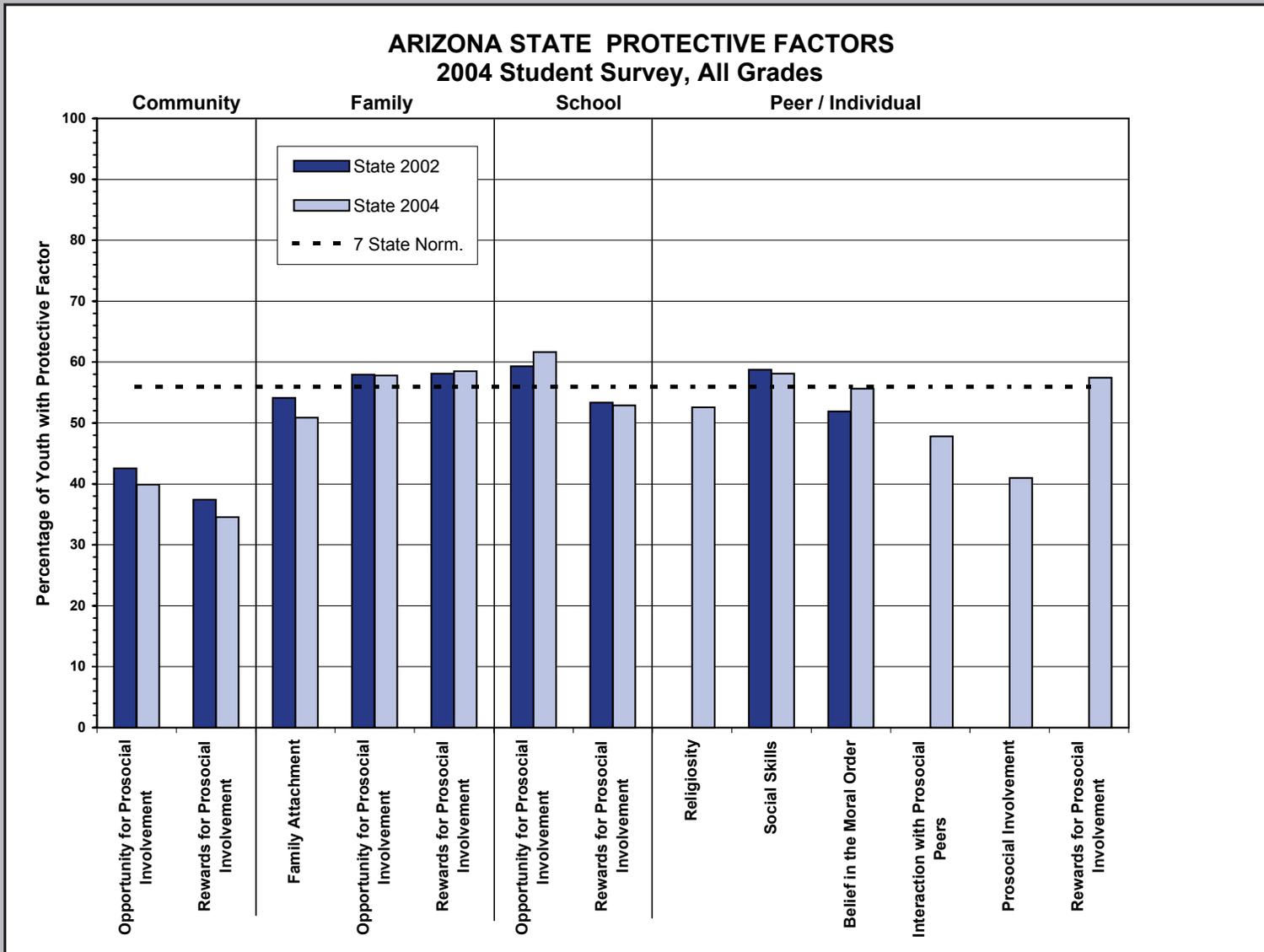
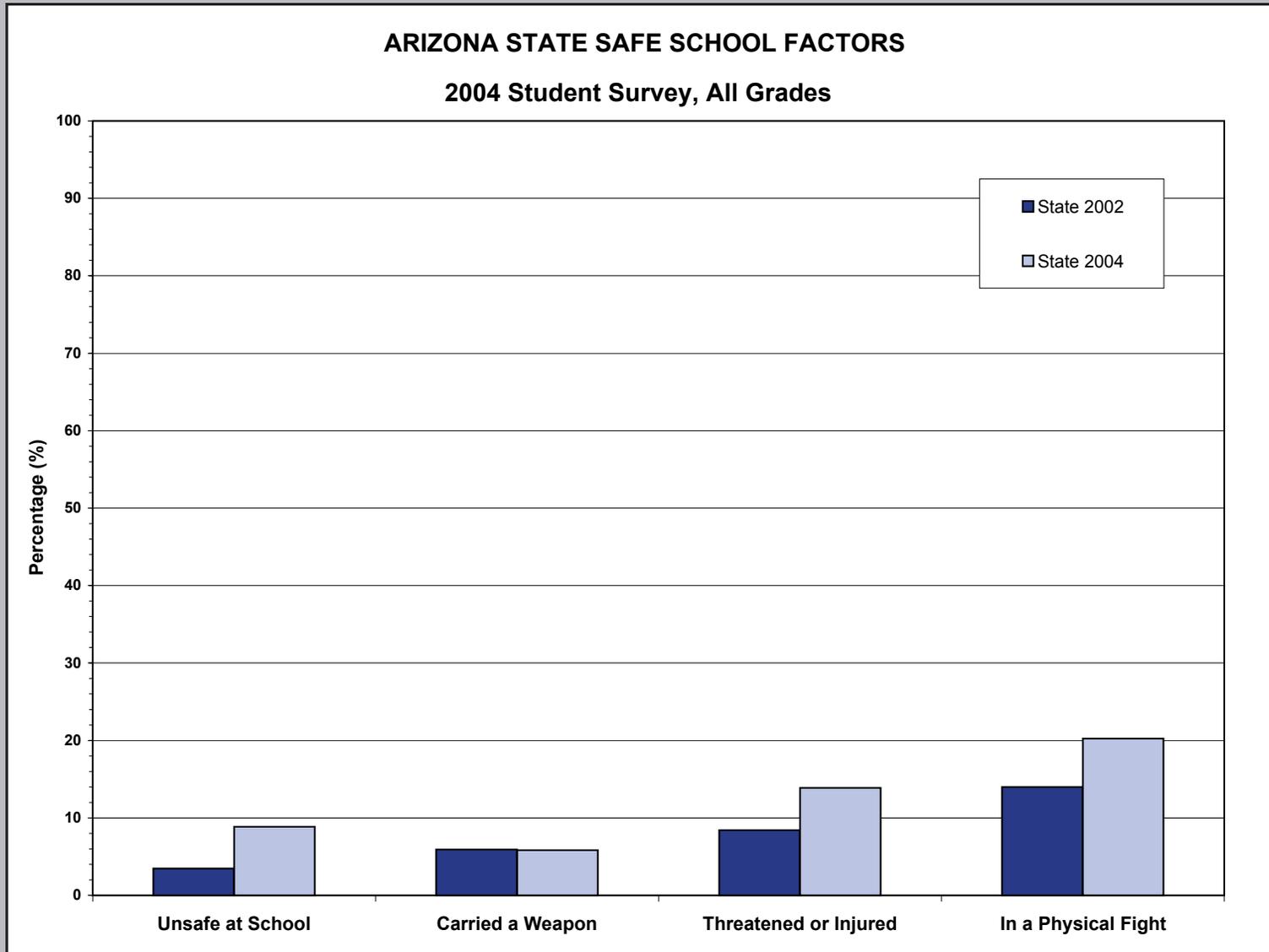


Figure 4



Introduction

This report describes the findings from a survey of 8th, 10th, and 12th grade students in the state of Arizona. Arizona Revised Statute §41-2416 requires that the Arizona Criminal Justice Commission (ACJC) conduct a statewide survey to “measure both the attitudes and the actual prevalence and frequency of substance abuse by children.” This report has been created to fulfill this requirement.

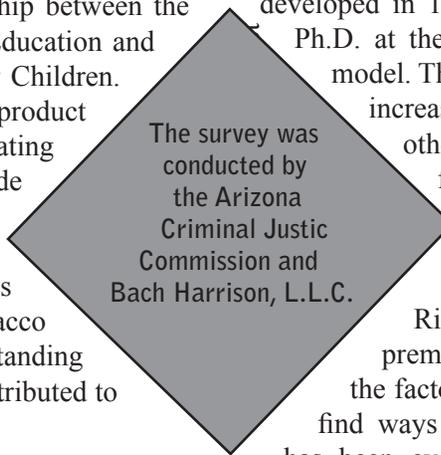
The 2004 Arizona Youth Survey was conducted by the Arizona Criminal Justice Commission with technical assistance from Bach Harrison, L.L.C. The Arizona Youth Survey is the result of a partnership between the Arizona Criminal Justice Commission, the Tobacco Education and Prevention Program, and the Governor’s Division for Children. The development and implementation of the survey is a product of ongoing meetings among state agencies participating in the discussion and evaluation of current statewide and national surveys over the past four years. The successful implementation of the Arizona Youth Survey can also be attributed to collaborative efforts from the Arizona Department of Education and the Tobacco Education and Prevention Program. Finally, the outstanding cooperation of local school administrators directly contributed to the success of the 2004 Arizona Youth Survey.

It is important to note that in Arizona there is consensus on the need to provide both services and data in a collaborative manner. Agreements between the Arizona Criminal Justice Commission, the Arizona Drug and Gang Policy Council, and the Arizona Juvenile Justice Commission specify the Arizona Youth Survey, the Social Indicators and the Program Inventory as instruments adopted by the state for the future collection

of data on youth, families, communities, and programs. These instruments, however, are not exhaustive and should be analyzed in conjunction with supplemental data.

In 2002, the Arizona Criminal Justice Commission made a decision to change the substance abuse survey instrument to a stronger model that would also benefit multiple state agencies. The Arizona Youth Survey is based upon the nationally recognized Risk and Protective Factor model and is supported by numerous state agencies. The Risk and Protective Factor model was developed in 1989 by J. David Hawkins, Ph.D. and Richard F. Catalano, Ph.D. at the University of Washington as a comprehensive prevention model. The Risk and Protective Factor model identifies “the factors that increase and mitigate the likelihood of delinquent involvement and other dysfunctional behaviors. The model emphasizes the need for community-wide efforts to ameliorate those risk factors.” (Office of Juvenile Justice and Delinquency Prevention, 1995)

Risk- and protective-focused prevention is based on a simple premise: to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. The substance abuse prevention field has been evolving over time, often through empirical-based research. The science-based theories and theoretical frameworks in substance abuse prevention and programming in recent years are among the most important developments. The focus has been on risk and protective factors as a unifying descriptive and predictive framework for developing and evaluating prevention programs.



The survey was conducted by the Arizona Criminal Justice Commission and Bach Harrison, L.L.C.

Substance abuse prevention programs aim to deter the onset of risky activities, such as alcohol, tobacco and other drug use, by changing the knowledge, attitudes and behaviors of people. To have an impact, a person's environment must be affected. A group of researchers from the Social Development Research Group at the University of Washington have defined areas of risk that affect youth problem behaviors. These behaviors include involvement, and perceptions for involvement, within the community, family, and school. It is also important to assess a teen's peer group as a factor for "drug use, delinquency, school dropout, teen pregnancy, and violent behavior." (*Barriers to Learning*, 2004) Initiation of substance abuse and risk factor behaviors at an early age affect the involvement of the youth within the community, family, school, and peer group setting. (Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, 2004)

The ACJC has had a successful history of conducting state substance abuse evaluations. In previous years, to collect substance use information throughout Arizona, the Arizona Criminal Justice Commission's Statistical Analysis Center conducted two separate evaluations. A survey was administered in a statewide sample of public and charter middle and high schools. The Commission conducted that survey for 12 years on a biennial basis. The 2004 Arizona Youth Survey report represents only the results obtained from the student survey and not from the adult substance abuse interviews.

The Arizona Youth Survey was administered between January and April of 2004 in 266 public and charter middle and high schools across the state. The involvement from these schools resulted in a total of 45,119 students in grades 8, 10, and 12 being surveyed. School principals and teachers were provided detailed instructions for administering the survey. Students' anonymity was emphasized through a teacher-read script which instructed students to not put their name on the survey. Upon completion, all surveys were returned and electronically scanned by an outside vendor, Bach Harrison, L.L.C. in Salt Lake City, Utah. Individual school and district reports were sent directly to all participating schools by Bach Harrison, L.L.C.

This report is organized into five sections:

1. Survey Methods: describes how the survey was conducted, who participated, and the procedures used to ensure that valid information was collected.
2. Risk and Protective Factors and Scales: provides a description of the risk and protective factor model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual). Also included are the risk and protective factor scale scores for grades 8, 10, and 12.
3. Substance Use Outcomes: presents data on recent and lifetime use of Alcohol, Tobacco, and Other Drugs (ATOD) among Arizona's youth, and information on other ATOD-related questions (intention to use, perceived harm, perceived availability, and multiple drug use). Some of these results are comparable to the results of the national Monitoring the Future survey.
4. Antisocial Behaviors and Additional Results: presents data on heavy substance use and other antisocial behaviors. This section also presents findings that show the correlation of substance use to academic achievement, socioeconomic background, and depression.
5. Survey Findings: fully summarizes the results and conclusions of the report.

Section 1: Survey Methods

Information was gathered using the 2004 Arizona Youth Survey (Appendix A). The goal of the survey was to develop a tool that provided scientifically sound information about the levels of risk and protection in a community. The information gathered on youth drug use and delinquency is essential in supporting prevention planning, intervention planning, and needs assessment at the local and state levels. Risk factors are those conditions or situations that increase the likelihood that a child will develop one or more health and/or behavior problems in adolescence. Protective factors are the conditions or situations that decrease the likelihood of future behavior problems. Risk and protective factors are found in four domains — community, school, family, and the peer/individual.

The topics addressed in this section include the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the validity of the results.

Survey Questionnaire

The survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey that provided scientifically sound information about the levels of risk and

protection in a community. The survey has been further refined through the Diffusion Consortium Project that involves seven states and is funded by four federal agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also measure ATOD use. The substances that are measured by the survey include: 1) alcohol; 2) cigarettes; 3) smokeless tobacco; 4) marijuana; 5) hallucinogens; 6) cocaine; 7) inhalants; 8) sedatives; 9) stimulants; 10) heroin; and 11) ecstasy. A twelfth substance category of “any drug,” which includes all substances except alcohol, smokeless tobacco, and cigarettes, is also included in several analysis. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future (MTF), so comparisons between the two surveys can be made easily.

There are a total of 19 risk factors that are measured by the survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 28 separate risk factor scales and 13 protective factor scales. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales in the survey.

Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

There are approximately four survey items that measure each risk factor. Reliability for the constructs is good (the average value for Cronback's was $\alpha = .79$). The questionnaire has 142 questions, however, many of the questions have multiple components so students actually responded to a total of 226 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a copy of the questionnaire. Students from all grades could easily complete the questionnaire in one class period. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D.

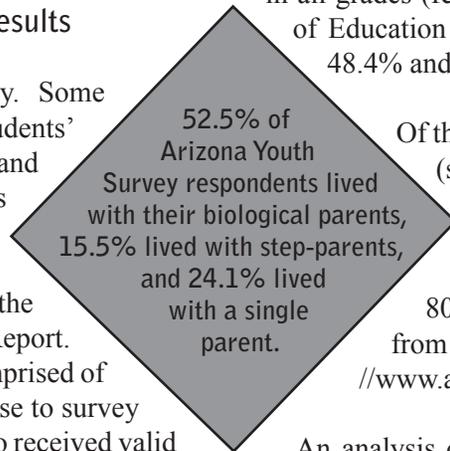
Completion Rate and Ability to Generalize the Results

Not all Arizona students participated in the survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent on the day the survey was administered. While 49,755 students (45,119 students in the 8th, 10th, and 12th grade) took the 2004 Arizona Youth Survey, there are 40,960 surveys that comprise the final survey pool for the analysis contained in this State Report. The final survey pool discussed in this report is only comprised of students in grades 8, 10, and 12. Some schools also chose to survey 9th and 11th graders and those schools that chose to do so received valid reports for these grades.

It should be noted that not all of the surveys that were completed contained valid information. Some (4,159) surveys were eliminated because students were deemed not truthful in their responses or did not complete some of the questions (see Validity of the Data section for the validity criteria).

Survey Participants

The characteristics of the youth who took the survey are presented in Table 3. In comparing the sample characteristics to Arizona student 2003-2004 school year enrollment data gathered from the Arizona Department of Education website, some similarities between the sample and Arizona student enrollment figures can be seen. Such similarities provide more assurance that the data gathered through the Arizona Youth Survey are representative of the state as a whole. For example, in the 2004 survey, there were nearly an equal number of males and females who took the survey in all grades (female = 52.5% and males = 47.5%), while the Department of Education website found similar percentages for Arizona (female = 48.4% and males = 51.6%).



Of the respondents, 49.0% were White and 32.7% were Hispanic (similar to the Department of Education website findings — 49.2% white and 37.2% Hispanic). The other ethnic groups accounted for 18.3% of the respondents. Table 3 also shows that English is the primary language spoken in 80.4% of homes. (Arizona student enrollment data gathered from the Arizona Department of Education website—<http://www.ade.state.az.us>).

An analysis of the family structure of respondents showed that 52.5% lived with both of their biological parents, 15.5% lived in a step-family structure, and 24.1% lived in a single parent home. The remaining 7.9% of the respondents lived in other settings.

Participation by County

Table 4 displays 2004 survey participation rates by county. Every county in the state of Arizona participated in the 2004 Arizona Youth Survey. The following counties were included: Apache, Cochise, Coconino, Gila, Graham, Greenlee, La Paz, Maricopa, Mohave, Navajo, Pima, Pinal, Santa Cruz, Yavapai, and Yuma.

The data reported show that the percentage of the state student population in each county is very close to the percentage of students who completed the AYS. Thus, the survey is a good representation of the students in Arizona. For example, in the State of Arizona, 60.6% of the students live in Maricopa county, 13.9% live in Pima county, and 3.3% live in Yuma county. Similarly, of the 2004 Arizona Youth Survey participants, 53.6% live in Maricopa county, 13.3% live in Pima County, and 3.2% live in Yuma county.

Tables reporting use by county are located in Appendix F of this report. These tables show the total percentage of students in each participating county who used each substance.

Survey Norms and Comparative Data

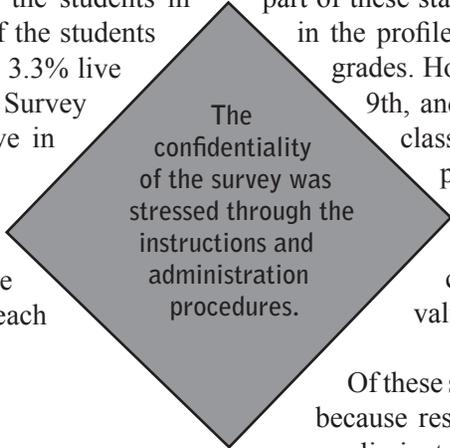
It is important to know how results from Arizona students are compared to other national comparison data. The 2004 Arizona Youth Survey data are compared throughout this report to the national Monitoring the Future (MTF) survey data from 2003. State results from the 8th, 10th, and 12th grades are compared to national results from the same grades. The survey is conducted annually through the University of Michigan and is designed to provide ATOD use information on a sample of students representative

of the United States as a whole. The survey questions, measurements, and protocol for both the Arizona Youth Survey and the MTF surveys are similar, making the comparisons valid. More information on the Monitoring the Future survey and survey results can be found at <http://www.monitoringthefuture.org>.

Validity of the Data

There were a total of 49,755 survey questionnaires completed. However, not all of the students who completed the Arizona Youth Survey are included as part of these state-wide results. The results reported in this state report and in the profile reports use data from students in the 8th, 10th, and 12th grades. However, there were 4,636 additional students in the 6th, 7th, 9th, and 11th grades who took the survey because they were in a class comprised of mostly 8th, 10th, or 12th grade students or part of a special survey effort. This also includes 155 surveys eliminated due to students not reporting a grade level. This left 45,119 students in the 8th, 10th, and 12th grades that completed the survey, however not all of the surveys contain valid information.

Of these surveys, 2,542 (5.6%) were eliminated from the final analysis because respondents were determined to be dishonest. These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All” in completing the survey (715 surveys); 2) the students indicated that they had used a non-existent drug (1,823 surveys); 3) the students reported an impossibly high level of multiple drug use (737 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (406 surveys); and 5) the students reported an age that was inconsistent with their grade (146 surveys). It should be noted that the sum of those eliminated according to the criteria



The confidentiality of the survey was stressed through the instructions and administration procedures.

cited above is greater than the total (2,542) because many of those eliminated met more than one criteria for elimination.

In addition, there were 1,617 (3.2%) surveys where students did not answer enough of the validity questions to determine whether or not they were honest in their responses. These surveys were not included in the final analyses.

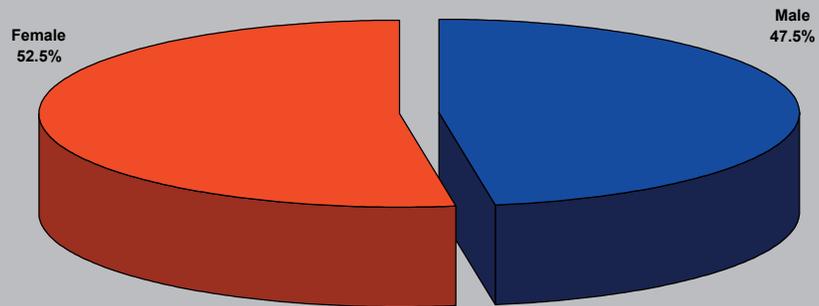
Other measures to reduce response bias included carefully pretesting the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 3

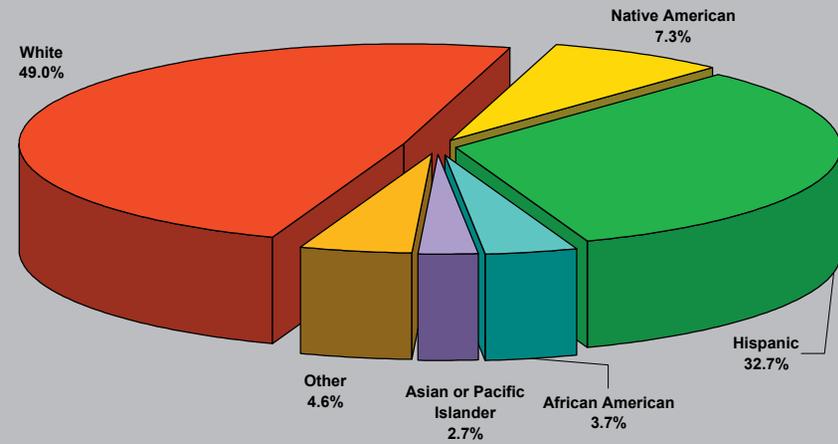
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics											
	Grade 8		Grade 10		Grade 12		2004 Total		2003-2004 AZ Department of Education Total	2002 Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent	Number	Percent
Total Sample	18,812	45.9	12,558	30.7	9,590	23.4	40,960	100.0		12,203	100.0
Gender											
Male	8,754	47.4	5,866	47.4	4,552	48.0	19,172	47.5	51.6	5,881	49.3
Female	9,716	52.6	6,515	52.6	4,930	52.0	21,161	52.5	48.4	6,043	50.7
Race/Ethnicity											
White	7,917	43.0	6,526	52.6	5,302	55.8	19,745	49.0	49.2	6,198	51.8
Native American	1,277	6.9	965	7.8	696	7.3	2,938	7.3	6.6	1,237	10.3
Hispanic	7,077	38.4	3,548	28.6	2,559	26.9	13,184	32.7	37.2	3,630	30.3
African American	844	4.6	357	2.9	302	3.2	1,503	3.7	4.8	292	2.4
Asian	346	1.9	245	2.0	221	2.3	812	2.0	2.2	373	3.1
Pacific Islander	98	0.5	116	0.9	75	0.8	289	0.7			
Other	857	4.7	642	5.2	352	3.7	1,851	4.6	N/A	359	3.0
Family Structure											
Both Parents	7,875	51.1	5,915	52.8	4,775	54.5	18,565	52.5	N/A	6,852	56.2
Step-Families	2,327	15.1	1,831	16.3	1,344	15.4	5,502	15.5	N/A	1,644	13.5
Single Parent	3,897	25.3	2,671	23.8	1,966	24.4	8,534	24.1	N/A	2,963	24.2
Other	1,323	8.6	792	7.1	669	7.6	2,784	7.9	N/A	744	6.1
Language Used at Home											
English	14,007	75.6	10,374	83.5	8,163	85.7	32,544	80.4	N/A	9,881	82.1
Spanish	4,094	22.1	1,728	13.9	1,132	11.9	6,954	17.2	N/A	1,812	15.0
Another Language	428	2.3	327	2.6	234	2.5	989	2.4	N/A	347	2.9

Figures 5, 6, and 7

Gender:
Breakdown of Students Taking the
2004 Arizona Youth Survey



Ethnicity:
Breakdown of Students Taking the
2004 Arizona Youth Survey



Family Structure:
Breakdown of Students Taking the
2004 Arizona Youth Survey

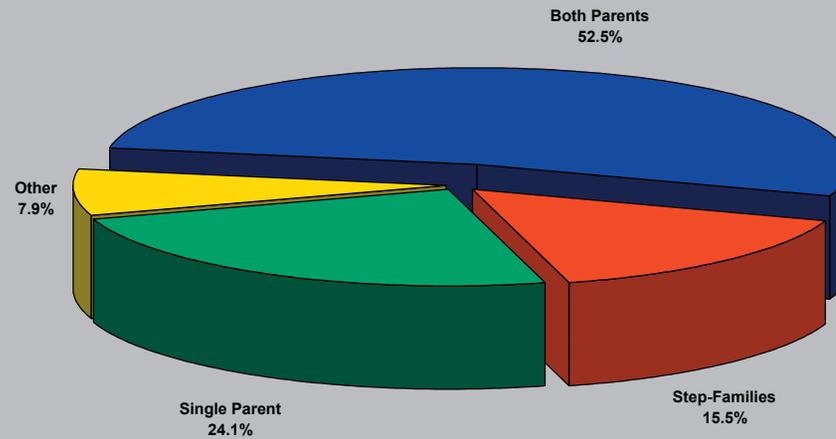


Table 4

Total Number and Percentage of Survey Respondents by Grade and County for the 2004 Survey Compared to the Percentage of the State Student Population in Each County

	Grade 8		Arizona Total Grade 8	Grade 10		Arizona Total Grade 10	Grade 12		Arizona Total Grade 12	2004 Total		Arizona Total All Grades	2002 Total	
	#	%	%	#	%	%	#	%	%	#	%	%	#	%
Apache	309	1.6	1.6	215	1.7	1.3	165	1.7	1.4	689	1.7	1.4	412	2.6
Cochise	733	3.9	2.3	562	4.5	2.7	451	4.7	2.3	1,746	4.3	2.4	760	4.8
Coconino	200	1.1	2.1	595	4.7	2.6	430	4.5	2.6	1,225	3.0	2.4	1,949	12.4
Gila	215	1.1	1.0	342	2.7	1.0	275	2.9	1.2	832	2.0	1.0	541	3.4
Graham	169	0.9	0.5	212	1.7	1.0	119	1.2	0.9	500	1.2	0.8	560	3.6
Greenlee	98	0.5	0.2	75	0.6	0.1	75	0.8	0.2	248	0.6	0.2	263	1.7
La Paz	157	0.8	0.3	128	1.0	0.3	88	0.9	0.3	373	0.9	0.3	432	2.7
Maricopa	11,337	60.3	61.0	5,918	47.1	59.0	4,715	49.2	62.0	21,970	53.6	60.6	3,678	23.3
Mohave	567	3.0	2.8	608	4.8	2.6	383	4.0	2.0	1,558	3.8	2.5	570	3.6
Navajo	449	2.4	2.6	512	4.1	4.9	438	4.6	4.5	1,399	3.4	4.0	1,048	6.6
Pima	2,250	12.0	14.8	1,797	14.3	13.7	1,383	14.4	13.1	5,430	13.3	13.9	1,449	9.2
Pinal	574	3.1	3.2	650	5.2	3.6	392	4.1	2.9	1,616	3.9	3.3	1,347	8.5
Santa Cruz	509	2.7	1.1	444	3.5	1.0	375	3.9	0.9	1,328	3.2	1.0	409	2.6
Yavapai	467	2.5	2.8	146	1.2	3.1	133	1.4	2.9	746	1.8	2.9	589	3.7
Yuma	778	4.1	3.8	354	2.8	3.1	168	1.8	3.0	1,300	3.2	3.3	1,771	11.2

Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

The Arizona Youth Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high-fat diets, smoking, high cholesterol, being overweight, and lack of exercise, place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the problem behaviors faced by youth — delinquency, substance abuse, violence, school dropout, and teen pregnancy — share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

The Risk and Protective Factor Model and data from the Arizona Youth Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need. By measuring risk and protective factors in a population, specific risk factors that are elevated

and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance and also increase opportunities and rewards for classroom participation. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the Arizona Youth Survey will be provided.

Just as medical research discovered the risk factors for heart disease, social scientists have defined risk factors that place youth at risk for problem behaviors.

The risk and protective factors measured by the Arizona Youth Survey have been organized into the four important areas of a young person's life — community, family, school, and peer/individual. There are a total of 19 risk factors that are measured by the survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 28 separate risk factor scales and 13 protective factor scales. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales in the survey.

The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results gathered from the Arizona Youth Survey are provided by grade. Risk and protective factor charts are also provided to illustrate Arizona risk and protection in a visual format. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **dashed lines** that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Arizona Youth Survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. Since Risk and Protective Factor Model surveys have been given to more than 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 40% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Again, brief definitions of the risk and protective factors are provided in this section.

Community Risk and Protective Factors

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Arizona communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for for the community domain are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs (Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where students just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms (Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime (Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the Arizona Youth Survey does not gather results for this risk factor.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods), the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood, such as merchants, teachers, police, and human services personnel, live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on. Please note that a scale has not been developed for this risk factor, and the Arizona Youth Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

Table 6 shows that the highest scaled score was for Transitions and Mobility for 10th graders (57.6% at-risk), followed by Transitions and Mobility for 12th graders (55.7% at-risk). For the Perceived Availability of Drugs scale, 12th graders were at the highest risk. Tenth graders were also at the greatest risk for Community Disorganization and Laws and Norms Favorable to Drug Use of the three grades. Eighth graders were at the greatest risk for Perceived Availability of Handguns.

In looking at Arizona community risk factor scales in relation to the seven-state norm, Figure 8 illustrates that Arizona levels of risk are higher than other states for several scales. Laws and Norms Favorable to Drug Use and Perceived Availability of Handguns are the only two scales in which all grades are below the seven-state norm. All grade levels have risk factor scores above the seven-state norm for Community Disorganization and Transitions and Mobility. For Low Neighborhood Attachment and Perceived Availability of Drugs, the 10th and 12th grades are the only grades above the seven-state norm.

Protective Factors

There are two protective factor scales for the community domain — Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. Rates of Rewards for Prosocial Involvement were below the seven-state norm for all grades, with 8th graders having the lowest protection (32.0%) and the 10th graders having the highest protection (37.3%). Rates of Opportunities for Prosocial Involvement were below average, or below the seven-state norm. Rates for Arizona were approximately 14% to 17% lower than the seven-state norm. With Community Domain risk factors being higher than the seven-state norm in many scales and protective factors being much lower than the seven-state norm for both scales, these results indicate that this is an area where prevention programming could benefit Arizona communities.

Table 6

Community Domain Risk and Protective Factor Scores	Grade 8		Grade 10		Grade 12	
	2002	2004	2002	2004	2002	2004
RISK FACTORS						
Low Neighborhood Attachment	38.1	40.7	39.3	46.7	44.3	51.0
Community Disorganization	43.1	47.2	40.0	54.2	39.5	50.1
Transitions and Mobility	47.4	52.5	45.3	57.6	45.1	55.7
Laws & Norms Favor Drug use	34.9	37.6	35.1	43.1	33.1	37.2
Perceived Availability of Drugs	39.9	40.6	50.5	52.1	60.1	55.0
Perceived Availability of Handguns	37.5	37.0	24.7	27.3	32.7	34.6
PROTECTIVE FACTORS						
Opportunities for Prosocial Involvement	40.7	41.1	43.6	39.2	43.2	38.6
Community Rewards for Prosocial Involvement	31.9	32.0	42.3	37.3	37.4	35.8

Comparisons to 2002 AYS Survey Data

As can be seen in Table 6, while many scores were virtually unchanged, most risk factor scores increased somewhat since the 2002 survey. Five of the six risk factor scales increased for the 8th grade, all six increased for the 10th, and five of six increased for the 12th.

Levels of protection slightly decreased for grades 10 and 12 and remained almost constant for the 8th grade for Perceived Availability of Drugs.

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 8

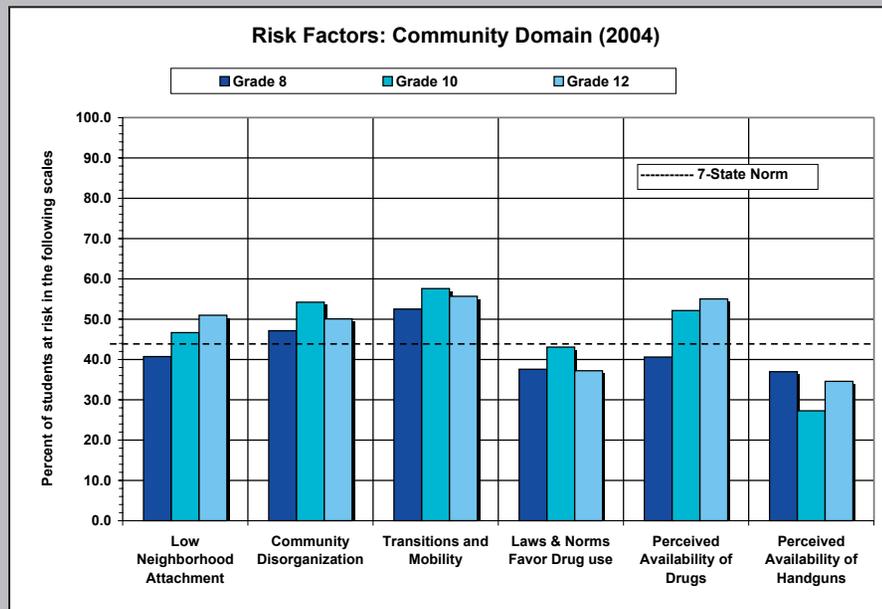
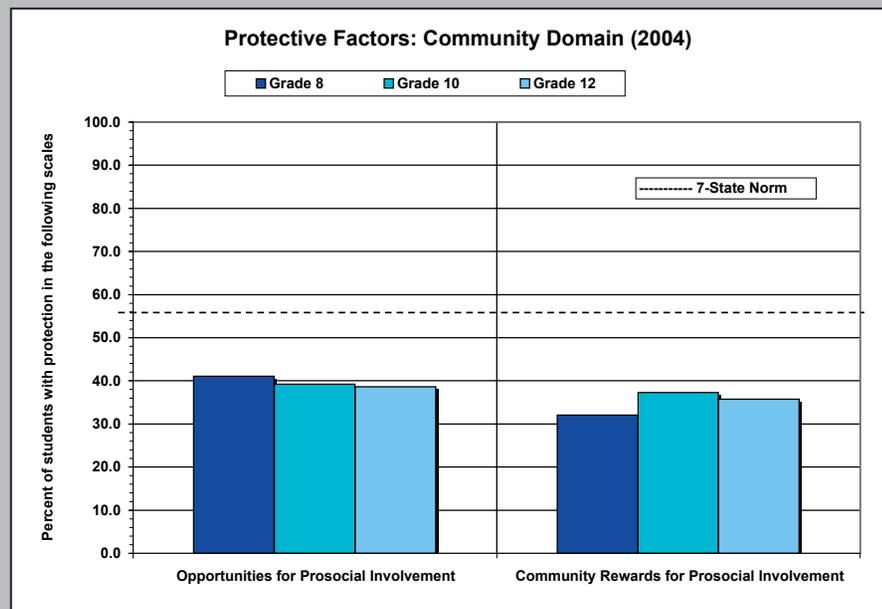


Figure 9



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents' not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement In the Problem Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become substance abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

Table 8 shows that the highest scaled score for the Family Domain was for Family Conflict for 8th graders (52.5% at-risk), followed by Parent Attitudes Favor Antisocial Behavior for 10th graders (47.7% at-risk).

In looking at Arizona's Family risk factor scales in relation to the seven-state norm, Figure 10 illustrates that most Arizona levels of risk are similar to the seven-state norm for most grades. Eighth grade rates of Parent Attitudes Favor Drug Use were significantly lower than the seven-state norm.

Protective Factors

There are three protective factor scales for the family domain — Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. Most protective factor rates for the state are equal to, or slightly higher than, the seven-state norm for nearly all grades. The lowest rates of protection, and the only rates to fall below the seven-state norm line, were for 8th and 10th grade rates of Family Attachment (50.0% for the 8th grade and 47.1% for the 10th grade).

Table 8

Family Domain Risk and Protective Factor Scores	Grade 8		Grade 10		Grade 12	
	2002	2004	2002	2004	2002	2004
RISK FACTORS						
Poor Family Management	43.1	46.4	41.5	43.2	46.2	44.8
Family Conflict	46.1	52.5	34.3	40.9	31.4	38.3
Family History of Antisocial Behavior	40.5	46.2	37.7	45.8	35.5	42.9
Parent Attitudes Favor Antisocial Behavior	41.7	45.3	44.3	47.7	42.9	44.4
Parent Attitudes Favor Drug Use	25.8	27.7	44.0	41.6	45.2	42.8
PROTECTIVE FACTORS	2002	2004	2002	2004	2002	2004
Family Attachment	52.4	50.0	49.4	47.1	61.5	57.2
Family Opportunities for Prosocial Involvement	59.2	59.7	57.8	55.9	56.9	56.8
Family Rewards for Prosocial Involvement	61.0	60.6	56.5	56.9	57.7	56.9

Comparisons to 2002 AYS Survey Data

As can be seen in Table 8, levels of risk in the family domain were virtually unchanged for many scales and grades, though most scores did show slight increases since the 2002 survey. In the 8th grade, all five family risk factor scales increased in the past year (increases of 1.9% to 6.4%); in the 10th grade, four of the five scales increased (increases of 1.7% to 8.1%); and in the 12th grade, three scales increased (increases of 1.5% to 7.4%). Family Conflict and Family History of Antisocial Behavior were two scales that showed greater increases in all grades, with Family Conflict showing increases of 6.4% to 6.9% in each grade and Family History of Antisocial Behavior showing increases of 5.7% to 8.1% in each grade.

Levels of protection decreased 2.3% to 4.3% for all grades for Family Attachment. The levels of protection for Family Opportunities for Prosocial Involvement and Family Reward for Prosocial Involvement for 2004 were very similar to the 2002 levels.

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 10

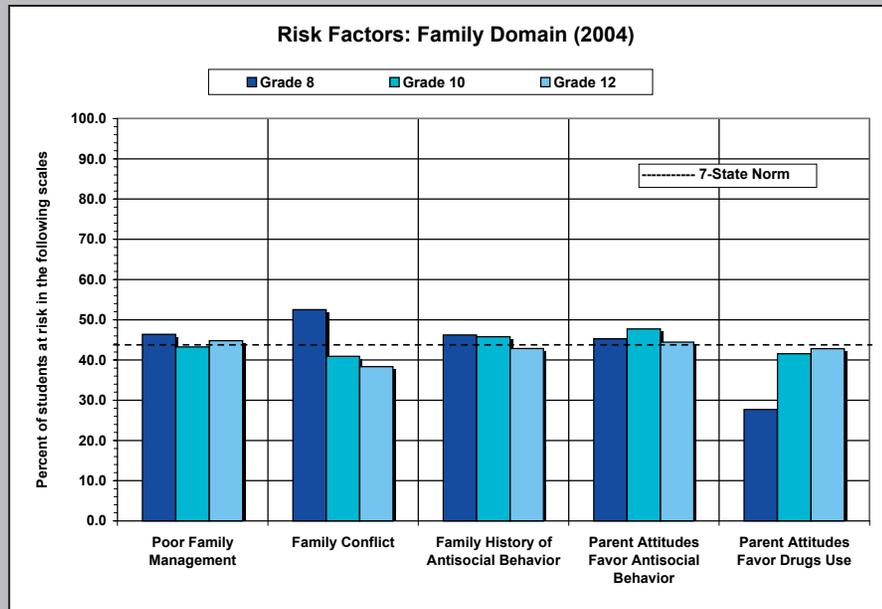
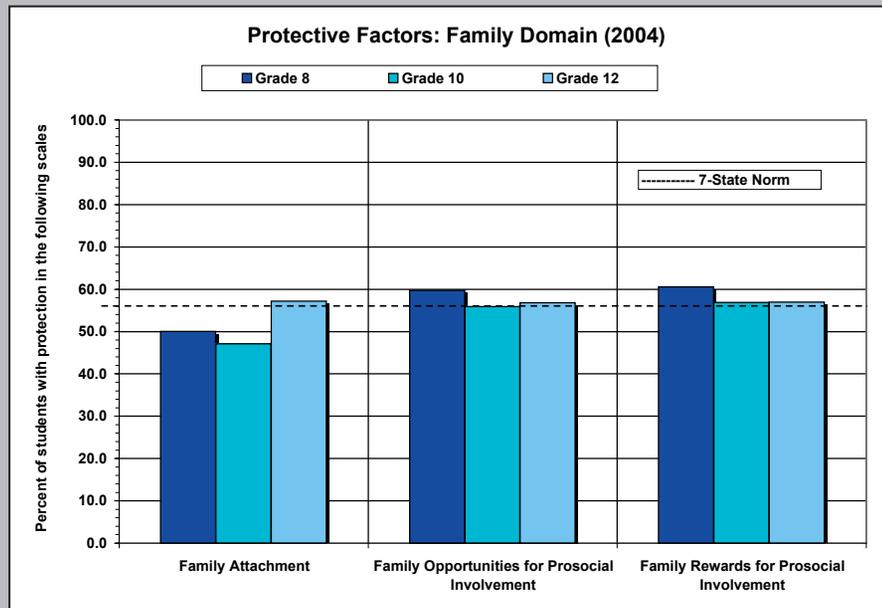


Figure 11



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in schooling. The Arizona data will be important for schools, in that it will help them target the problem behaviors and student populations that are at the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When students have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

Academic Failure in Elementary School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Students fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain — Academic Failure and Low Commitment to School. Rates for both risk factors were nearly similar to, or higher than, the seven-state norm for all grades, with rates of Academic Failure being higher than the seven-state norm for 8th and 10th graders, and the rate of 12th grade Low Commitment to School being higher than the seven-state norm.

Protective Factors

There are also two protective factor scales for the school domain — School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. Rates of Opportunities for Prosocial Involvement were above the seven-state norm for all grades (8th, 10th, and 12th grade rates were approximately 5% above the seven-state norm). As for Rewards for Prosocial Involvement, the 8th and 12th grade rates were below the seven-state norm, while 10th grade rates were higher.

Table 10

School Domain Risk and Protective Factor Scores	Grade 8		Grade 10		Grade 12	
	2002	2004	2002	2004	2002	2004
RISK FACTORS						
Academic Failure	52.3	49.8	46.5	49.8	43.7	43.8
Low Commitment to School	41.2	39.4	45.4	43.7	44.6	47.9
PROTECTIVE FACTORS						
Opportunities for Prosocial Involvement	56.2	61.8	58.6	61.7	64.2	61.3
School Rewards for Prosocial Involvement	48.9	52.2	60.8	60.8	49.5	43.9

Comparisons to 2002 AYS Survey Data

Data presented in Table 10 depicts how levels of risk in the school domain remained virtually unchanged since the 2002 survey. Eighth grade levels of risk decreased slightly for both risk factors, and 10th grade Low Commitment to School also saw a slight decrease.

In a similar manner, the two protective factors increased slightly for the 8th grade (increase of 5.6% for Opportunities for Prosocial Involvement and increase of 3.3% for School Rewards for Prosocial Involvement). Twelfth grade rates of both protective factors decreased (decrease of 2.9% for Opportunities For Prosocial Involvement and decrease of 5.6% for School Rewards for Prosocial Involvement).

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 12

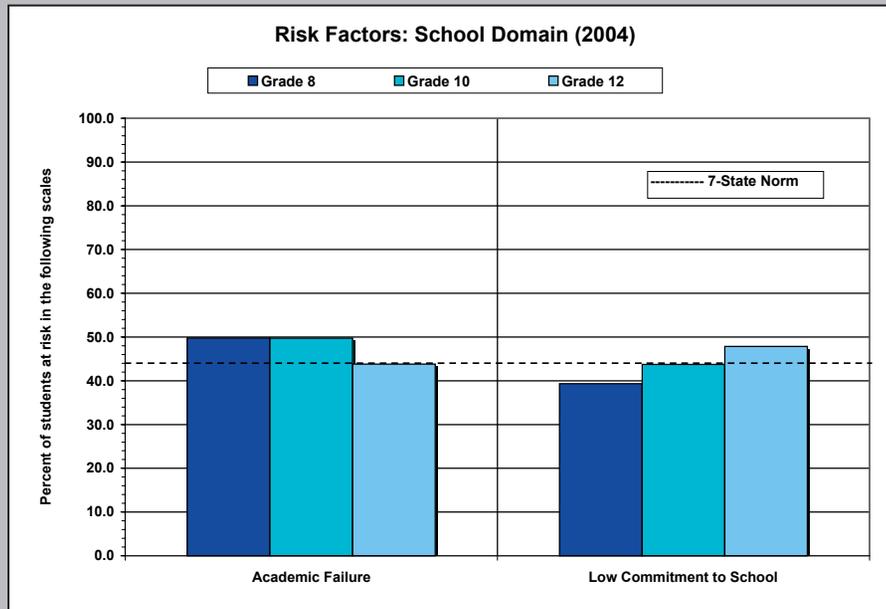
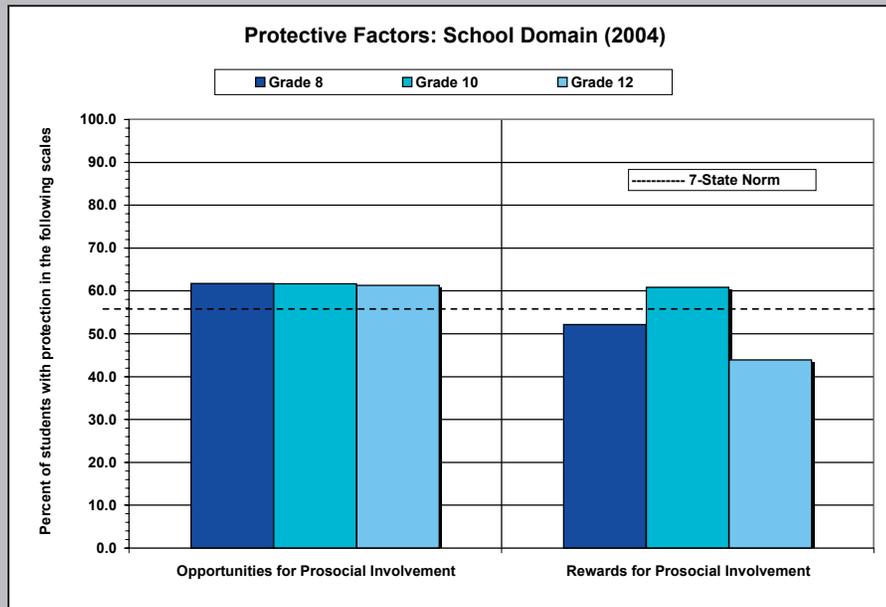


Figure 13



Peer/Individual Risk and Protective Factors

The final domain of a student’s life — peer/individual — consists of much more than mere peer pressure. While students are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors or their friends have favorable attitudes toward the behaviors (i.e. it is seen as “cool”), the peer/individual domain also consists of several factors which spring from the individual. For example, students who are depressed, rebellious, or who feel alienated are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Individual/Peer					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓		✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

Early and Persistent Antisocial Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy’s aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not 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 drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Gang Involvement

(Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs.

Favorable Attitudes Toward the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, prosocial attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age 15 are at twice the risk of having drug problems as those who wait until after age 19.

Depressive Symptoms

(Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in prosocial activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Arizona Youth Survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions (see Table 30 and Figure 35 in the Antisocial Behavior and Additional Results section).

Intention to Use ATODs

(Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. The programs stress education about the harmful effects of drugs, the addictive nature of drugs, refusal skills, etc. The Intention to Use Drugs scale on the AYS asks about student intention to use alcohol, cigarettes, and marijuana when they are an adult. Reduction of intention to use ATODs often follows successful prevention interventions.

Constitutional Factors

(Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation seeking, low harm avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's

lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, prosocial family members, teachers, or other significant adults, and/or prosocial friends. Children who are *attached* to positive families, friends, schools, and their community, and who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high-risk neighborhoods or situations indicate that strong bonds with a caregiver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. A similar protective effect is found when parents have clear standards against criminal activity and early, unprotected sexual activity.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

Some of the highest levels of risk for the Peer/Individual Domain are found when looking at the Sensation Seeking scale score — 58.4% of 8th graders, 55.3% of 10th graders, and 54.6% of 12th graders are at risk. The Interaction with Antisocial Peers scale score is also high in all grades, with 58.2% of 8th graders, 56.9% of 10th graders, and 52.6% of 12th graders being at-risk.

In comparison to the seven-state norm, Arizona risk factor scores are generally below the norm. Some factors that are higher than the seven-state norm for most or all grades were the Interaction with Antisocial Peers scale, the Sensation Seeking scale, the Attitudes Favorable to Antisocial Behavior scale, and the Rewards for Antisocial Behavior scale. Factors that are lower than the norm are Rebelliousness, Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, and Gang Involvement.

Protective Factors

There are six protective factor scales for the peer/individual domain, four of which are new to the survey this year. The new scales are Religiosity, Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. The Interaction with Prosocial Peers and Prosocial Involvement scale scores are well below the seven-state norm for all grades. Eighth grade scale scores for Social Skills and Rewards for Prosocial Involvement, 10th grade scale scores for Belief in Moral Order and Rewards for Prosocial Involvement, and 12th grade scores for Religiosity and Social Skills are above the seven-state norm.

Comparisons to 2002 AYS Survey Data

Compared to 2002 data, several risk factors made slight decreases. For each grade, scores for the Rebelliousness scale, Attitudes Favorable to Drug Use, and Attitudes Favorable to Antisocial Behavior decreased

Table 12

Peer-Individual Domain Risk and Protective Factor Scores	Grade 8		Grade 10		Grade 12	
	2002	2004	2002	2004	2002	2004
RISK FACTORS						
Rebelliousness	40.0	37.4	40.9	39.5	38.6	36.0
Early Initiation of Antisocial Behavior	33.6	38.1	31.1	39.1	32.2	39.4
Early Initiation of Drug Use	40.3	38.0	39.0	38.1	40.6	39.7
Attitudes Favorable to Antisocial Behavior	46.3	46.0	54.5	51.0	53.3	46.8
Attitudes Favorable to Drug Use	37.4	33.5	47.2	39.3	46.4	36.9
Perceived Risk of Drug Use	47.9	48.5	45.3	40.7	47.6	44.4
Interaction with Antisocial Peers	52.1	58.2	48.2	56.9	47.8	52.6
Friends' Use of Drugs	41.9	44.2	44.8	44.7	41.3	38.8
Sensation Seeking	41.6	58.4	44.6	55.3	46.5	54.6
Rewards for Antisocial Behavior	38.0	49.1	34.6	42.4	40.1	52.8
Depression Scale	48.2	52.5	43.8	50.5	39.7	43.3
Gang Involvement	21.7	25.1	13.6	23.0	10.7	18.9
Intention to Use Drugs	*	38.6	*	46.9	*	32.1
PROTECTIVE FACTORS	2002	2004	2002	2004	2002	2004
Religiosity	*	46.9	*	45.5	*	72.7
Social Skills	59.5	59.1	53.8	52.2	64.1	63.9
Belief in Moral Order	50.0	53.6	58.9	62.7	45.4	50.3
Interaction with Prosocial Peers	*	46.5	*	49.7	*	47.8
Prosocial Involvement	*	39.8	*	43.1	*	40.5
Rewards for Prosocial Involvement	*	59.2	*	60.1	*	50.6
* not available, scale not included in 2002 survey						

slightly. Several scales, however, increased. The greatest increases were seen for the Early Initiation of Antisocial Behavior scale, Interaction with Antisocial Peers scale, Sensation Seeking scale, and Rewards for Antisocial Behavior.

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. All of these profile charts contain all of the risk and protective factors with comparisons to the 2002 state survey data.

Figure 14

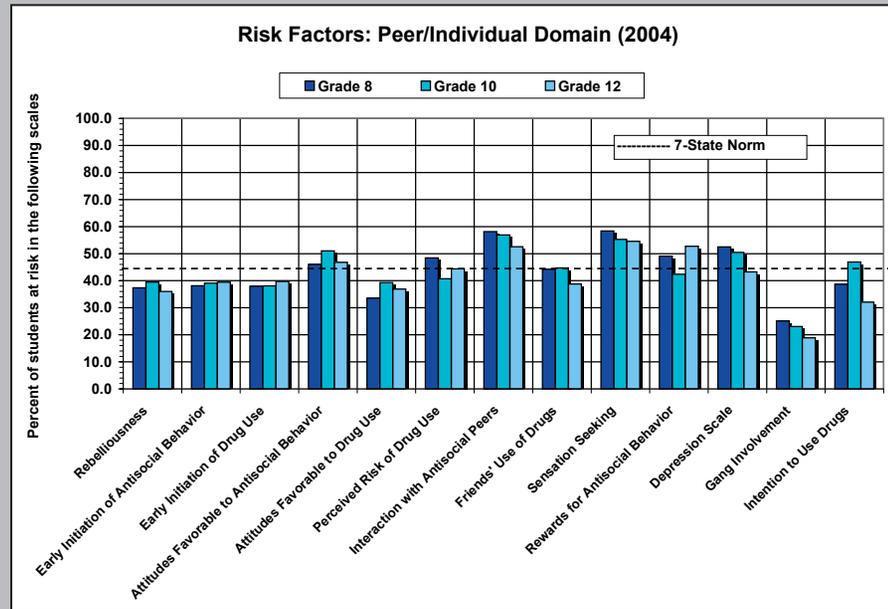
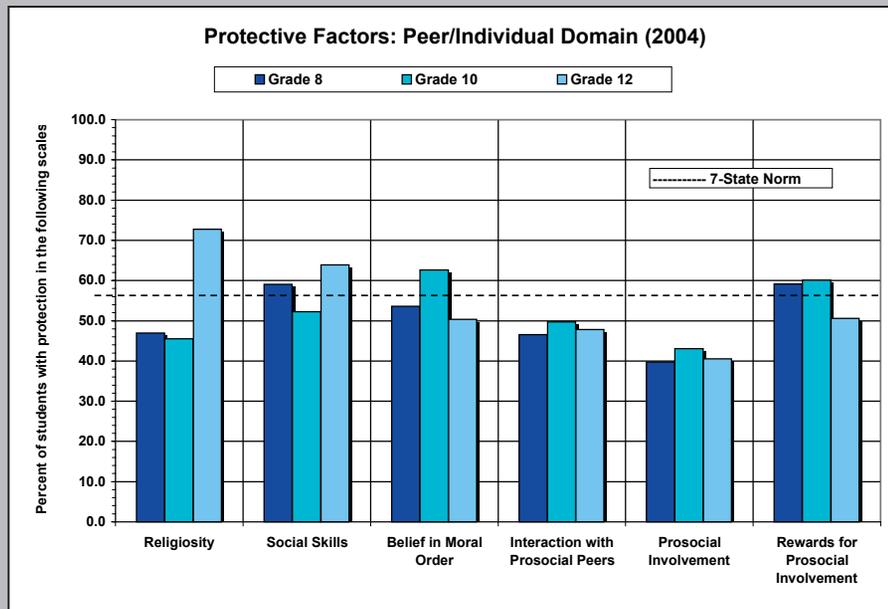


Figure 15



Section 3: Substance Use Outcomes

Age of Initiation

The earlier young people begin using drugs, committing crimes, engaging in violent activity, and becoming involved in other behaviors, the greater the likelihood that they will have problems with these behaviors later on. The Arizona Student Survey asks students to report how old they were when, if ever, they first used ATODs. Asking students to report their age of first substance use allows the average age when students generally begin using a substance to be determined. This not only gives prevention planners an age group in which to target interventions, but also gives the State of Arizona a better idea of the seriousness of the problem—the younger the age of initiation, the more serious the problem is. Through future surveys, age of initiation can be tracked and if prevention programs are successful, the age of initiation will increase over time. In Table 13 on this page and Figure 16 on the following page, the average age of first use, or age of initiation, is reported.

Students begin using cigarettes at a younger age than other drugs. The average age of first use of cigarettes in 2004 was 12.29 years. The age of first cigarette use decreased an insignificant amount since the 2002 survey.

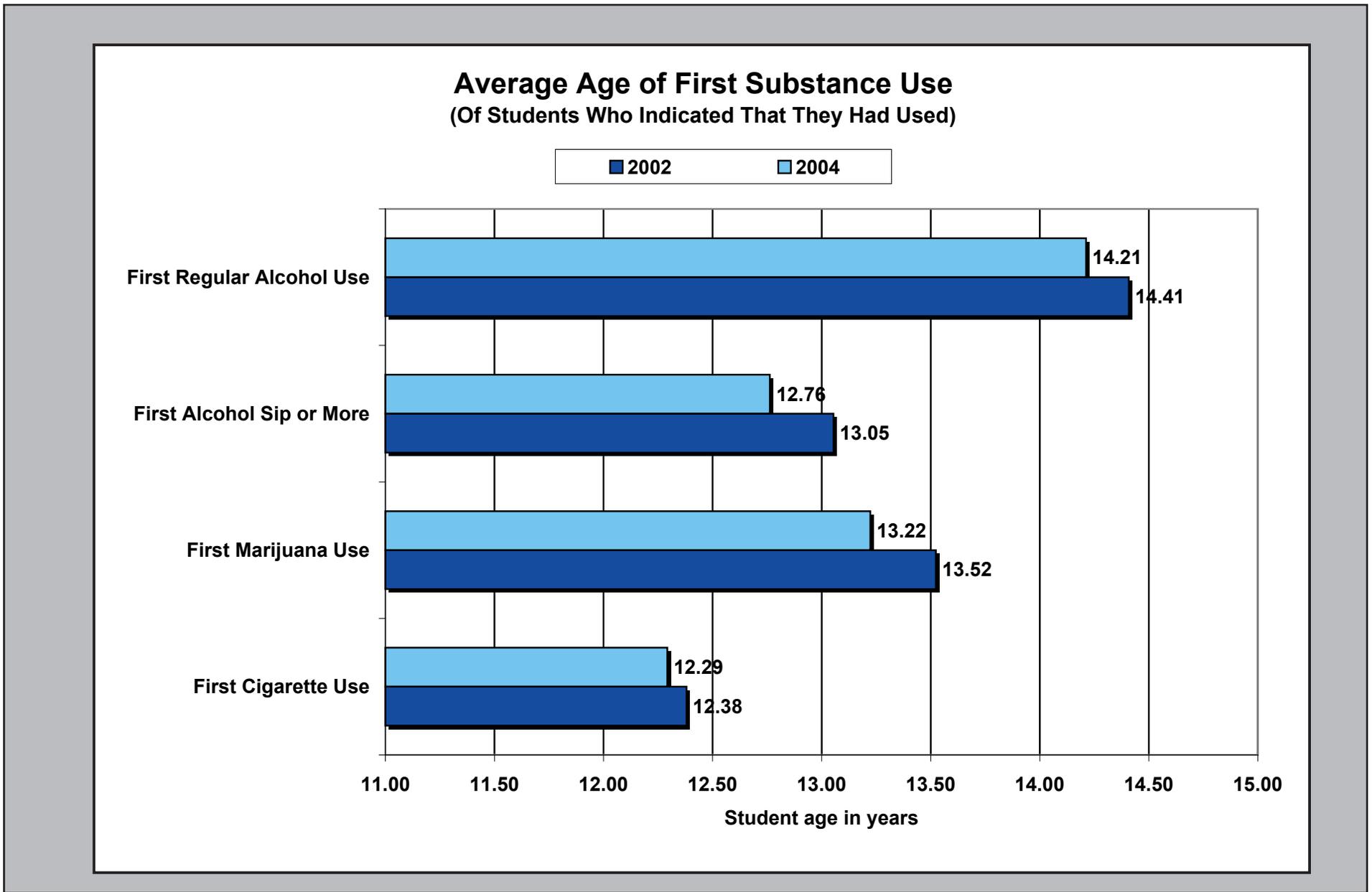
For alcohol use, a distinction can be made between the first experimental use of alcohol (having more than a sip or two of alcohol) and the first regular use of alcohol (drinking alcoholic beverages regularly, or at least once or twice a month). Arizona students, on average, reported having their first drink of alcohol (having more than a sip or two of alcohol) at age 12.76 years in 2004, while the average age of first regular use of alcohol (drinking alcoholic beverages regularly, or at least once or twice a month) was a year and a half later at age 14.21 years. The average age of first alcohol sip or more decreased approximately by one-quarter (0.29) year.

Table 13

Age of Initiation		
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)	
	2002	2004
First Cigarette Use	12.38	12.29
First Marijuana Use	13.52	13.22
First Alcohol Sip or More	13.05	12.76
First Regular Alcohol Use	14.41	14.21

The survey results also show that those students who have used marijuana, on average, try marijuana at a younger age than students who began regularly using alcohol. In 2004, the average age of initiation for marijuana use was 13.22 years, while students began regularly using alcohol at 14.21 years. Since the 2002 survey, the average age of first marijuana use also decreased over a quarter of a year (from 13.52 years in 2002 to 13.22 years in 2004).

Figure 16



Lifetime ATOD Use, By Grade

Arizona Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Figure 17, the most commonly used substances are alcohol (63.3% of Arizona survey participants in the 2004 survey have used at least once), cigarettes (42.0% have used), smokeless tobacco (10.6% have used), marijuana (31.3% have used), and inhalants (11.8% have used).

Arizona Results Compared to National Results

When looking at Table 14 (following page) at the Arizona and MTF survey results, more Arizona survey participants in all grades have had lifetime experience with alcohol, cigarettes, and cocaine than the national sample. Alcohol use for Arizona youth who took the survey was 1.3% to 6.3% greater than the national sample for youth in grades 8, 10 and 12; cigarette use was 0.5% to 5.1% greater in Arizona; and cocaine use was also slightly higher in each grade. However, Arizona youth in all grades used the following substances less than students nationally: smokeless tobacco, inhalants, hallucinogens, and ecstasy. Figure 18 illustrates the differences in lifetime ATOD use by Arizona 10th grade participants and National MTF 10th grade participants.

2004 Results Compared to 2002 Results

Table 14 also shows that, overall, rates of lifetime substance use decreased since the 2002 survey. Though total state use of inhalants increased a slight amount, total state use of every other substance decreased anywhere from 0.3% to 7.5%.

Figure 17

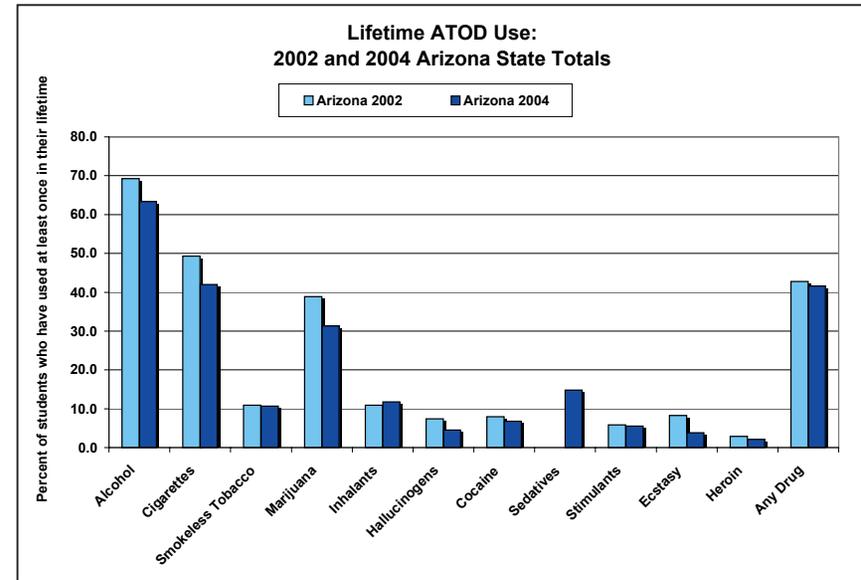
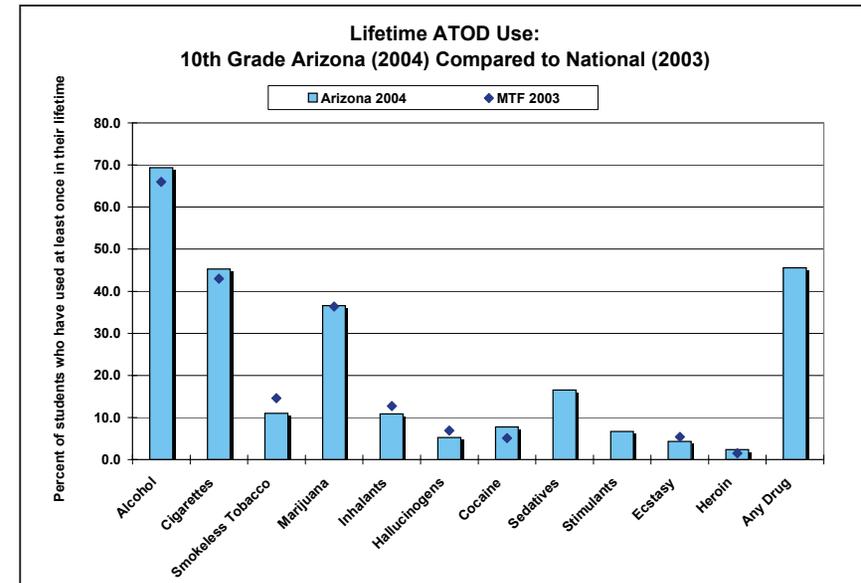


Figure 18



Lifetime ATOD Use: 2004 Summary

- Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs.
- The most common substances reported used by Arizona youth are alcohol, cigarettes, smokeless tobacco, marijuana, and inhalants.
- More Arizona youth in all grades have had lifetime experience with alcohol, cigarettes and cocaine than the national sample.
- Cigarette use for Arizona youth who took the survey was 0.5% to 5.1% greater than the national sample for youth in grades 8, 10, and 12.
- Arizona youth in all grades used smokeless tobacco, inhalants, hallucinogens, and ecstasy less than students who took the national MTF survey.
- Overall, rates of lifetime substance use were virtually unchanged since the 2002 survey.

Table 14

Percentage of Arizona Respondents Who Used ATODs During Their Lifetime by Grade														
Drug Used	Grade 8				Grade 10				Grade 12				Total	
	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	AZ
	2002	2002	2004	2003	2002	2002	2004	2003	2002	2002	2004	2003	2002	2004
Alcohol	56.9	47.0	51.9	45.6	72.3	66.9	69.3	66.0	80.8	78.4	77.9	76.6	69.2	63.3
Cigarettes	39.6	31.4	33.5	28.4	49.8	47.4	45.3	43.0	61.1	57.2	54.2	53.7	49.3	42.0
Smokeless Tobacco	6.8	11.2	7.2	11.3	10.2	16.9	11.0	14.6	16.9	18.3	16.7	17.0	10.9	10.6
Marijuana	26.6	19.2	20.4	17.5	41.7	38.7	36.6	36.4	50.8	47.8	45.7	46.1	38.8	31.3
Inhalants	11.9	15.2	13.7	15.8	10.4	13.5	10.9	12.7	10.1	11.7	9.1	11.2	10.9	11.8
Hallucinogens	2.4	4.1	2.5	4.0	8.3	7.8	5.3	6.9	12.6	12.0	7.6	10.6	7.4	4.6
Cocaine	4.5	3.6	3.7	3.6	8.2	6.1	7.8	5.1	12.0	7.8	11.5	7.7	8.0	6.8
Sedatives	*	N/C	11.0	N/C	*	N/C	16.5	N/C	*	N/C	19.8	N/C	*	14.8
Stimulants	2.9	N/C	3.4	N/C	6.8	N/C	6.7	N/C	8.6	N/C	8.2	N/C	5.9	5.5
Steroids	2.2	2.5	N/A	2.5	2.7	3.5	N/A	3.0	2.7	4.0	N/A	3.5	2.5	N/A
Ecstasy	5.5	4.3	2.4	3.2	8.2	6.6	4.3	5.4	12.0	10.5	5.9	8.3	8.3	3.8
Heroin	1.9	1.6	1.5	1.6	3.2	1.8	2.4	1.5	3.8	1.7	3.0	1.5	2.9	2.1
Any Drug	33.2	N/C	33.2	N/C	44.5	N/C	45.6	N/C	52.8	N/C	52.4	N/C	42.8	41.6

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.
 N/C - Indicates where MTF data is not comparable to data gathered through the 2004 Arizona Youth Survey
 N/A - Indicates a question that was not asked in the 2004 Arizona Youth Survey

30-Day ATOD Use, By Grade

Arizona 30-Day Usage

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 15 and Figure 19), an increase by grade can be seen with all substances except inhalants. For example, only 10.7% of 8th graders had smoked cigarettes in the past 30 days, whereas the rate for 12th graders was 24.4%. However, 30-day inhalant usage peaked at grade 8 (5.8%) and declined to 1.4% by grade 12.

Arizona Results Compared to National Results

Table 15 on the following page shows the percentage of Arizona survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. More Arizona youth have used alcohol and any drug in the past 30 days than the national sample. For alcohol use, 5.6% more Arizona 8th graders used, 5.9% more 10th graders used, and 3.6% more 12th graders used. A comparison of state and national results shows that Arizona use rates of smokeless tobacco are lower than the use rates for the nation for grades 8, 10, and 12.

While Arizona and MTF use rates in all grades were very similar, it is interesting to note that Arizona 8th graders had higher substance use rates than MTF 8th graders for all substances except smokeless tobacco. Arizona 12th graders had lower use rates for four substances in comparison to MTF 12th graders.

Figure 20 clearly shows the difference in 30-day usage levels for the state and the nation for 10th grade students.

2004 Results Compared to 2002 Results

Since 2002, 30-day use rates have decreased in all grades for alcohol, tobacco, marijuana, inhalants, cocaine, ecstasy, heroin, and any drug. The only substance which increased in all grades was stimulants, and those increases were very small. The greatest decreases were seen with alcohol use (decrease in total state use from 46.4% in 2002 to 36.3% in 2004) and marijuana use (decrease from 20.5% in 2002 to 13.8% in 2004).

Figure 19

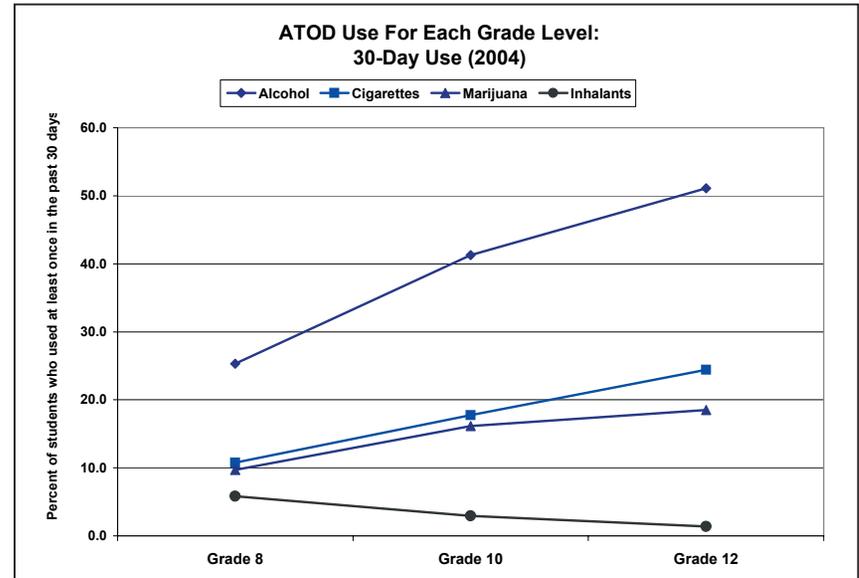
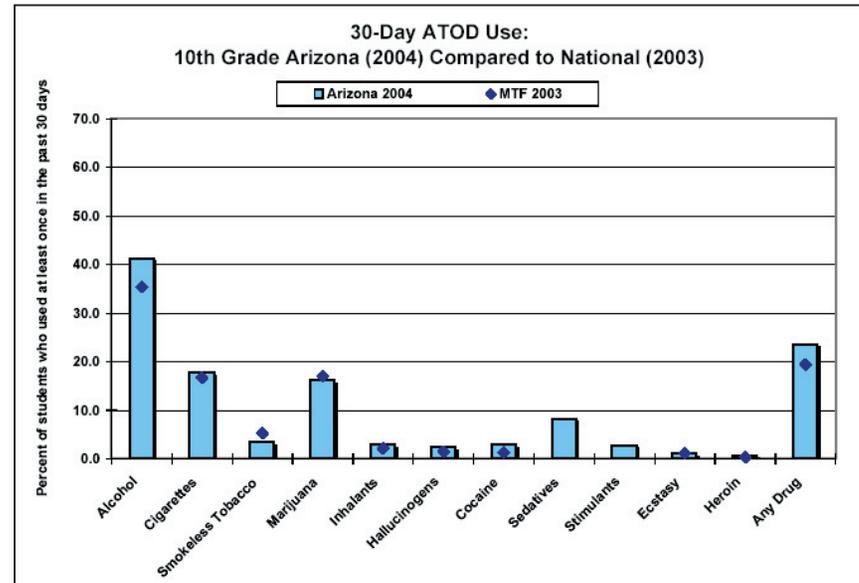


Figure 20



30-Day ATOD Use: 2004 Summary

- For all substances except inhalants an increase by all grade levels can be seen.
- More Arizona survey participants in grades 8, 10, and 12 have used alcohol or any drug in the past 30 days than the national sample.
- For alcohol use, 5.6% more Arizona 8th graders used, 5.9% more 10th graders used, and 3.6% more 12th graders used than in the MTF survey.
- On a positive note, the 2004 Arizona use rates of marijuana are lower than the use rates for the national MTF survey for the 10th and 12th grades.
- Since 2002, 30-day use rates have decreased in all grades for alcohol, smokeless tobacco, marijuana, inhalants, cocaine, ecstasy, heroin, and any drug.

Table 15

Percentage of Arizona Respondents Who Used ATODs During the Past 30 Days by Grade														
Drug Used	Grade 8				Grade 10				Grade 12				Total	
	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	MTF	AZ	AZ
	2002	2002	2004	2003	2002	2002	2004	2003	2002	2002	2004	2003	2002	2004
Alcohol	34.4	19.6	25.3	19.7	47.9	35.4	41.3	35.4	58.9	48.6	51.1	47.5	46.4	36.3
Cigarettes	9.2	10.7	10.7	10.2	18.1	17.7	17.7	16.7	23.2	26.7	24.4	24.4	16.5	16.1
Smokeless Tobacco	4.0	3.3	2.4	4.1	4.7	6.1	3.4	5.3	5.9	6.5	5.4	6.7	4.8	3.4
Marijuana	14.3	8.3	9.7	7.5	22.4	17.8	16.2	17.0	25.4	21.5	18.5	21.2	20.5	13.8
Inhalants	6.5	3.8	5.8	4.1	3.3	2.4	2.9	2.2	2.1	1.5	1.4	1.5	4.1	3.9
Hallucinogens	1.5	1.2	1.6	1.2	3.2	1.6	2.4	1.5	3.1	2.3	2.3	1.8	2.6	2.0
Cocaine	2.6	1.1	1.6	0.9	3.5	1.6	3.0	1.3	4.0	2.3	3.7	2.1	3.3	2.5
Sedatives	*	N/C	5.5	N/C	*	N/C	8.2	N/C	*	N/C	9.2	N/C	*	7.2
Stimulants	1.0	N/C	1.6	N/C	2.6	N/C	2.8	N/C	2.2	N/C	3.0	N/C	2.0	2.3
Steroids	1.2	1.1	N/A	1.2	1.5	1.8	N/A	1.4	0.9	1.7	N/A	1.7	1.2	N/A
Ecstasy	3.6	1.4	0.8	0.7	2.5	1.8	1.1	1.1	3.2	2.4	1.0	1.3	3.1	0.9
Heroin	1.2	0.5	0.6	0.4	1.4	0.5	0.7	0.3	1.3	0.5	0.7	0.4	1.3	0.7
Any Drug	19.9	10.4	17.9	9.7	25.7	20.8	23.6	19.5	28.6	25.4	25.1	24.1	24.6	21.4

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.
 N/C - Indicates where MTF data is not comparable to data gathered through the Arizona Youth Survey
 N/A - Indicates a question that was not asked in the 2004 Arizona Youth Survey

Lifetime ATOD Use by Gender

Lifetime Usage

Table 16 on the following page shows the percentage of lifetime ATOD use for males and for females. Lifetime use is a measure of the experience that young people have had with the various substances. While being female is generally considered a protective factor for substance use, it can be seen that, of the Arizona students who took the survey, males and females are very similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. In some cases, females actually have use rates that are higher than males. The exceptions are that males in all grades use much more smokeless tobacco, two and a half times the rate of females, more males use marijuana in each grade, and more females use sedatives.

Interestingly, 8th grade male and female lifetime substance use rates are very similar, differing only by a small percentage, with females indicating higher lifetime use rates in nine of the twelve substance use categories. In the 10th grade, females have higher use rates in six of twelve categories. By the 12th grade, females had higher use rates in only two of twelve categories. As you can see in Table 16, the differences in use begin to increase more in the higher grades. Such a finding indicates that females may be experimenting with drug use at equal or higher rates as males in the early grades, but as students get older, males take over as the more dominant substance users.

In comparing the 2002 results to the 2004 results, total male and female lifetime use rates decreased in 2004 (see Figure 21). Male and female use decreased slightly for alcohol (decreased 5.9% for males and 6.1% decreased for females).

Figure 21

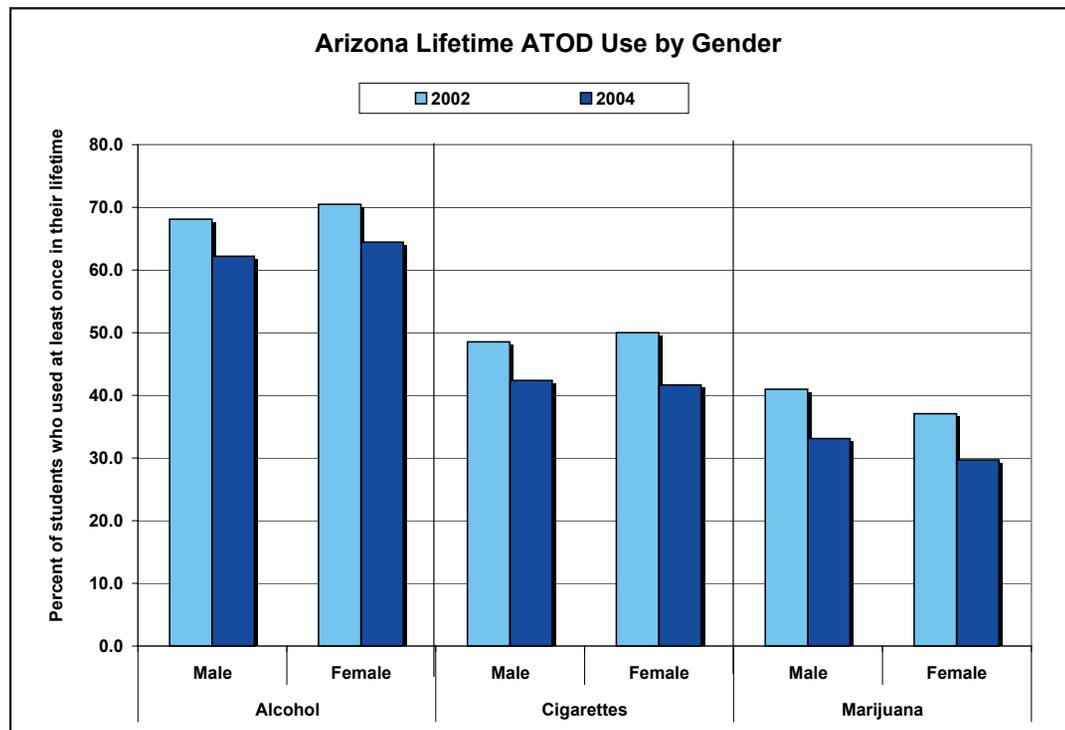


Table 16

Percentage of Males and Females by Grade Who Used ATODs During Their Lifetime																
Drug Used	Grade 8				Grade 10				Grade 12				Total			
	Males		Females		Males		Females		Males		Females		Males		Females	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Alcohol	55.0	50.7	58.6	52.9	71.0	67.5	73.4	71.1	80.4	77.4	81.4	78.4	68.1	62.2	70.5	64.4
Cigarettes	38.1	33.4	40.4	33.4	48.7	45.2	50.2	45.2	61.1	55.8	61.4	52.6	48.5	42.4	50.0	41.6
Smokeless Tobacco	8.0	9.5	5.5	5.2	14.5	16.3	5.7	6.3	26.5	26.8	7.8	7.4	15.7	15.7	6.3	6.1
Marijuana	27.4	21.9	25.7	19.0	43.4	37.8	39.9	35.5	54.6	48.7	47.5	43.0	41.0	33.1	37.1	29.7
Inhalants	10.3	11.3	13.4	16.0	12.0	9.7	8.9	11.9	10.8	10.0	9.5	8.2	11.1	10.5	10.7	12.9
Hallucinogens	2.4	2.2	2.3	2.7	8.4	5.5	8.4	5.0	15.0	9.0	10.4	6.2	8.2	4.9	6.8	4.2
Cocaine	4.3	3.2	4.8	4.0	8.0	7.4	8.6	8.1	13.1	13.1	11.0	9.9	8.2	6.9	8.0	6.7
Sedatives	*	8.3	*	13.4	*	13.4	*	19.2	*	19.3	*	20.2	*	12.5	*	16.8
Stimulants	2.4	2.8	3.1	3.9	6.5	5.4	7.0	7.7	9.2	8.2	8.0	8.0	5.8	4.9	5.9	6.1
Steroids	1.9	N/A	2.3	N/A	3.8	N/A	1.7	N/A	4.6	N/A	0.9	N/A	3.4	N/A	1.7	N/A
Ecstasy	5.0	2.1	5.9	2.6	7.8	4.3	8.4	4.3	12.8	6.2	11.3	5.4	8.2	3.8	8.4	3.8
Heroin	2.0	1.2	1.9	1.7	3.6	2.6	2.8	2.2	3.6	4.0	4.0	2.1	3.0	2.3	2.8	1.9
Any Drug	32.2	32.2	33.5	33.8	45.7	45.3	43.3	45.8	56.8	54.2	49.2	50.9	44.1	41.6	41.5	41.5

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.

30-Day ATOD Use by Gender

30-Day Usage

Table 17 on the following page shows the percentage of ATOD use in the past 30 days by males and females in the three grades and the total for all males and all females. Again, rates are very similar and vary only by one to three percent. However, marijuana 30-day usage rates for males were 2.9% higher than females (15.3% compared to 12.4%). The 30-day usage rate of smokeless tobacco is significantly higher for males (5.4% for males compared to 1.6% for females). Females in the 8th and 10th grade had higher use rates than males for sedative and stimulant use.

As with lifetime substance use, use rates for males and females were very similar with 8th grade females having slightly higher use rates in nine of the twelve substance categories. This indicates that females and males in the early grades are on more equal footing, and that females use substances more than we would generally expect. However, the 30-day use rates by gender show that males use more than females in the high school grades. In the 10th grade, females had higher use rates in five of twelve categories. In the 12th grade, males had again become the higher substance users in all categories.

Figure 22

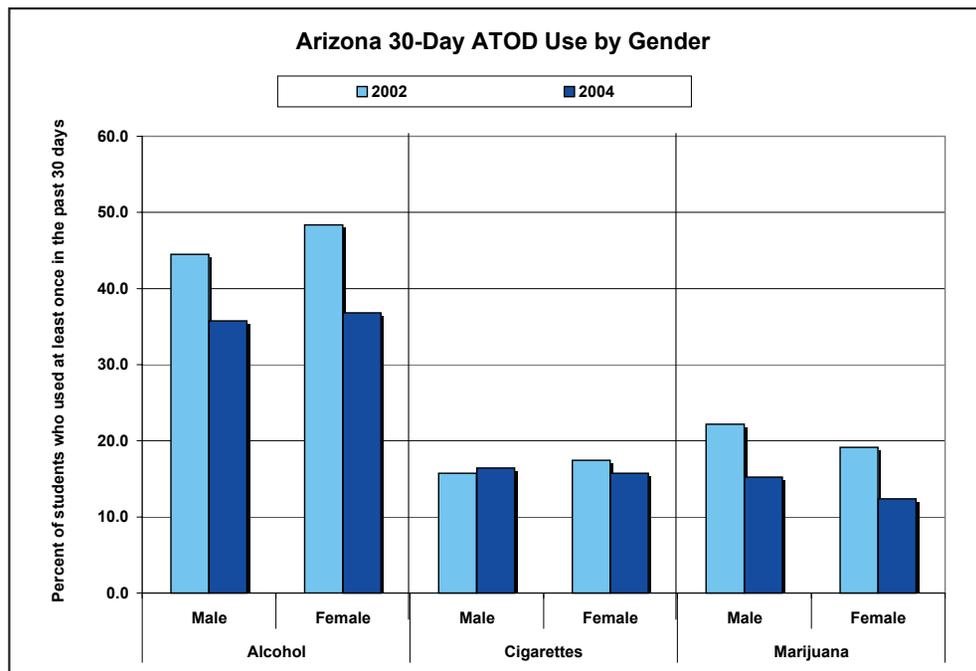


Table 17

Percentage of Males and Females by Grade Who Used ATODs During The Past 30 Days																
Drug Used	Grade 8				Grade 10				Grade 12				Total			
	Males		Females		Males		Females		Males		Females		Males		Females	
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Alcohol	30.7	23.7	37.3	26.7	45.2	39.8	50.5	42.7	59.5	53.7	58.6	48.7	44.5	35.8	48.4	36.8
Cigarettes	8.7	10.1	9.7	11.2	16.6	17.8	19.6	17.6	22.8	26.7	23.8	22.1	15.7	16.4	17.4	15.8
Smokeless Tobacco	4.2	2.9	3.8	1.8	6.5	5.4	2.8	1.7	9.2	10.0	2.9	1.3	6.5	5.4	3.2	1.6
Marijuana	14.1	10.1	14.8	9.2	23.0	17.8	21.9	14.7	30.4	21.8	20.9	15.5	22.2	15.3	19.1	12.4
Inhalants	5.0	4.5	7.9	7.0	3.6	2.8	3.2	3.1	2.3	1.9	1.8	0.9	3.7	3.4	4.4	4.4
Hallucinogens	1.3	1.5	1.8	1.6	3.9	2.5	2.6	2.2	4.4	2.8	1.9	1.7	3.2	2.1	2.1	1.8
Cocaine	2.2	1.5	2.8	1.7	3.4	2.8	3.7	3.1	5.3	4.6	2.7	2.9	3.6	2.7	3.1	2.4
Sedatives	*	4.0	*	6.9	*	6.8	*	9.4	*	10.0	*	8.3	*	6.3	*	8.0
Stimulants	0.9	1.3	1.0	1.8	2.7	2.4	2.5	3.1	2.6	3.2	1.9	2.8	2.1	2.1	1.8	2.4
Steroids	1.0	N/A	1.3	N/A	2.2	N/A	0.9	N/A	1.3	N/A	0.5	N/A	1.6	N/A	0.9	N/A
Ecstasy	3.1	0.8	4.1	0.9	3.2	1.4	1.9	0.8	4.5	1.4	2.1	0.5	3.5	1.1	2.7	0.7
Heroin	0.8	0.7	1.7	0.6	1.6	1.0	1.3	0.5	1.1	1.1	1.5	0.4	1.2	0.9	1.5	0.5
Any Drug	18.8	16.6	20.9	18.8	26.2	24.2	25.3	23.1	33.6	28.4	24.1	21.9	25.9	21.8	23.4	20.8

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.

Intention to Use ATODs

Youth were asked whether they would use cigarettes, alcohol, or marijuana when they became an adult. The response categories were NO!, no, yes, and YES! The survey instructs students to mark “NO!” if they think the statement is definitely not true for them, “no” if they think the statement is mostly not true for them, “yes” if they think the statement is mostly true for them, and “YES!” if they think the statement is definitely true for them. The percentages of students in each grade answering “YES” or “yes” to the questions are listed in Table 18.

As can be seen, a majority of the youth do not intend to use cigarettes or marijuana, though a majority (67.6%) of high school seniors intend to use alcohol.

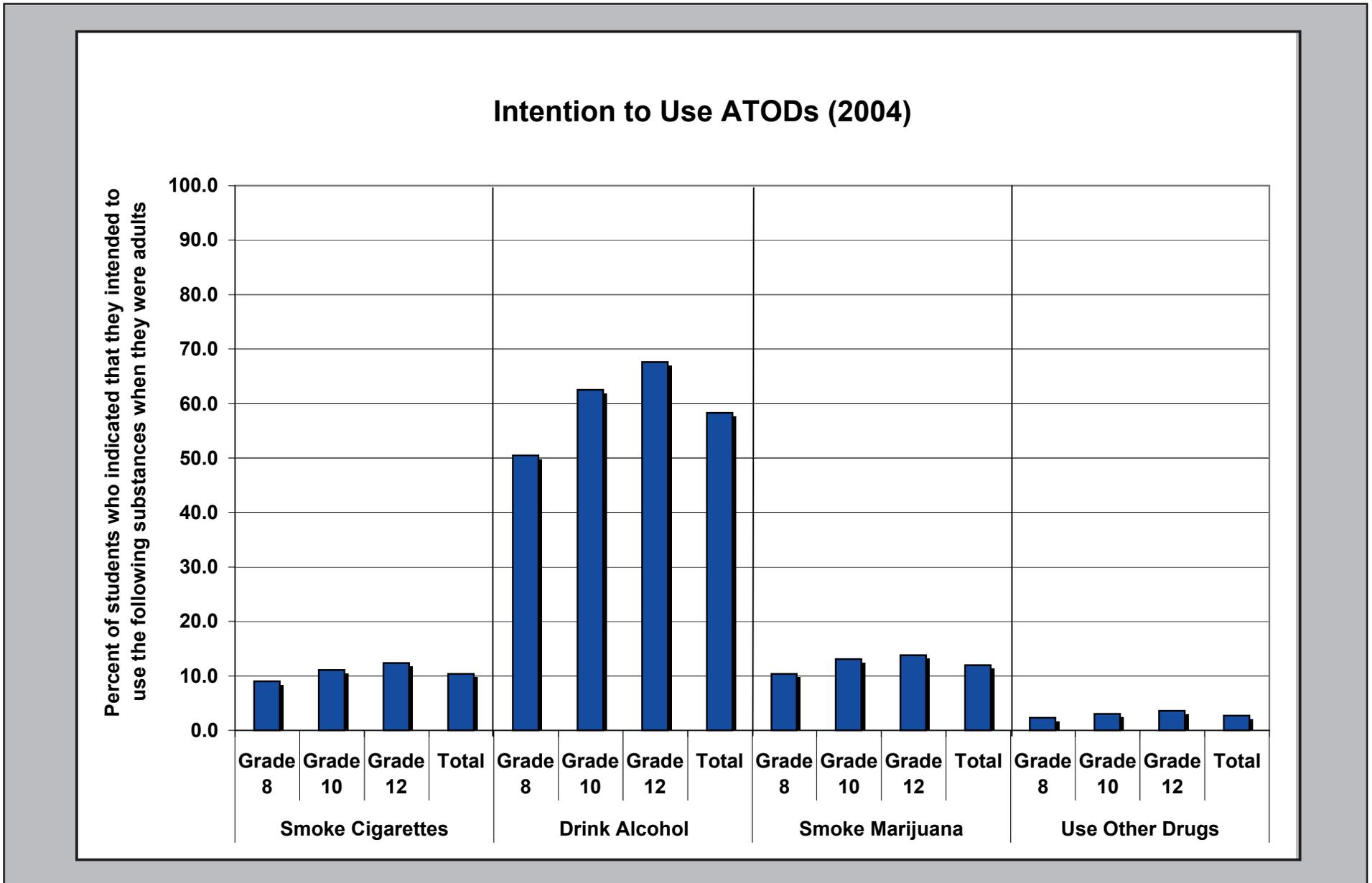
The intention to use all substances generally increases as youth get older. Intention to use cigarettes, alcohol, and marijuana in the 2004 survey peaked in grade 12.

As this was the first year that the intention to use questions were asked on the Arizona Youth Survey, no comparison is available.

Table 18

Percentage of Youth with Intention to Use ATODs				
Question	Grade 8	Grade 10	Grade 12	Total
Smoke Cigarettes	9.0	11.1	12.4	10.4
Drink Alcohol	50.5	62.5	67.6	58.3
Smoke Marijuana	10.4	13.1	13.8	12.0
Use Other Drugs	2.3	3.0	3.6	2.7

Figure 23



Multiple Drug Use

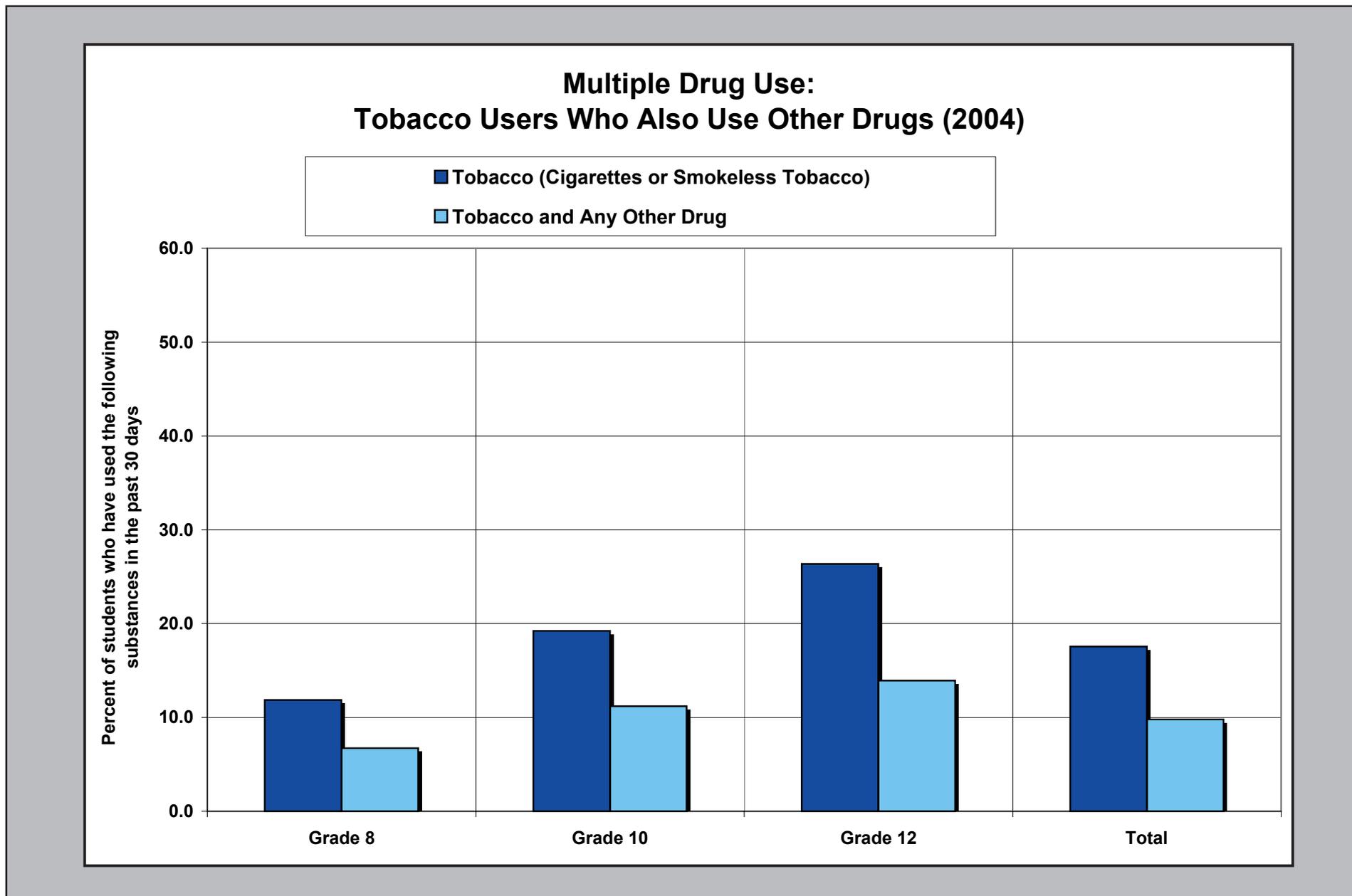
The percentage of youth who use various substances individually and in combination with other substances is shown in Table 19. “Any Substance” is defined as using one or more of the nine substances measured by the survey. The percentage of students in grade 12 who used at least one substance in the 30 days prior to completing the survey was 59.2%. The categories of alcohol, marijuana, and tobacco are contained in other tables in this report, but are shown here for reference. For most substances, there is a greater increase in the use rate from grade 8 to grade 10, and a smaller increase from the 10th grade to the 12th grade. These findings indicate that efforts to prevent substance use must start before grade 8 and include booster sessions in grades 8 and 9 to help prevent the increase in drug use as students move into high school.

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana is 13.8% and those using alcohol and marijuana is 11.4%. Thus, only 2.4% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use during the past 30 days shows that over one-half of the youth who use tobacco also use an illegal drug (17.6% tobacco use compared to 9.8% tobacco and any drug use). Reviewing the use of alcohol with other drugs and tobacco with other drugs shows that most of the youth use one other drug besides alcohol and tobacco, which is mostly marijuana.

Table 19

Percentage Using Multiple Drugs in the Past 30 Days				
	Grade 8	Grade 10	Grade 12	Total
Any Substance	35.6	50.3	59.2	45.9
Alcohol	25.3	41.3	51.1	36.3
Cigarettes	10.7	17.7	24.4	16.1
Smokeless Tobacco	2.4	3.4	5.4	3.4
Tobacco (cig. or smokeless)	11.9	19.2	26.4	17.6
Marijuana	9.7	16.2	18.5	13.8
Tobacco and Alcohol	7.8	14.8	21.5	13.1
Tobacco and Marijuana	4.8	8.9	11.0	7.5
Alcohol and Marijuana	7.4	13.6	16.4	11.4
Marijuana and Tobacco and Alcohol (all three)	4.0	7.9	10.1	6.6
Alcohol and Any Other Drug	11.3	18.2	21.0	15.7
Alcohol and Any 1 Other Drug	6.6	11.0	12.7	9.4
Alcohol and Any 2 Other Drugs	2.4	3.5	4.4	3.2
Tobacco and Any Other Drug	6.7	11.2	13.9	9.8
Tobacco and Any 1 Other Drug	3.4	6.0	7.7	5.2
Tobacco and Any 2 Other Drugs	1.6	2.4	3.2	2.2

Figure 24



Perceived Harmfulness of ATODs

When students perceive that a substance is harmful, they are less likely to use it. The survey asked students, “How much do you think people risk harming themselves (physically or in other ways) if they” smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, or drank alcohol regularly. Response categories were “No Risk,” “Slight Risk,” “Moderate Risk,” or “Great Risk.”

For Arizona 8th graders, the greatest perceived risk was for regular marijuana smoking (62.4%), while in the 10th and 12th grades, the greatest perceived harmfulness was for heavy cigarette smoking (65.4% for 10th grade, 68.7% for 12th grade). The category that students viewed as being the least harmful was in trying marijuana once or twice (26.3% for 8th grade, 18.8% for 10th grade, 15.8% for 12th grade). It is interesting to note that perceived harm for regular cigarette and alcohol use increases with age, while perceived harm of smoking marijuana regularly or just once or twice decreases with increased age.

Rates of perceived harmfulness of trying marijuana once or twice were similar in all grades for Arizona and for MTF, with differences of only 0.3% to 3.9% in each grade. For perceived harmfulness of smoking marijuana regularly,

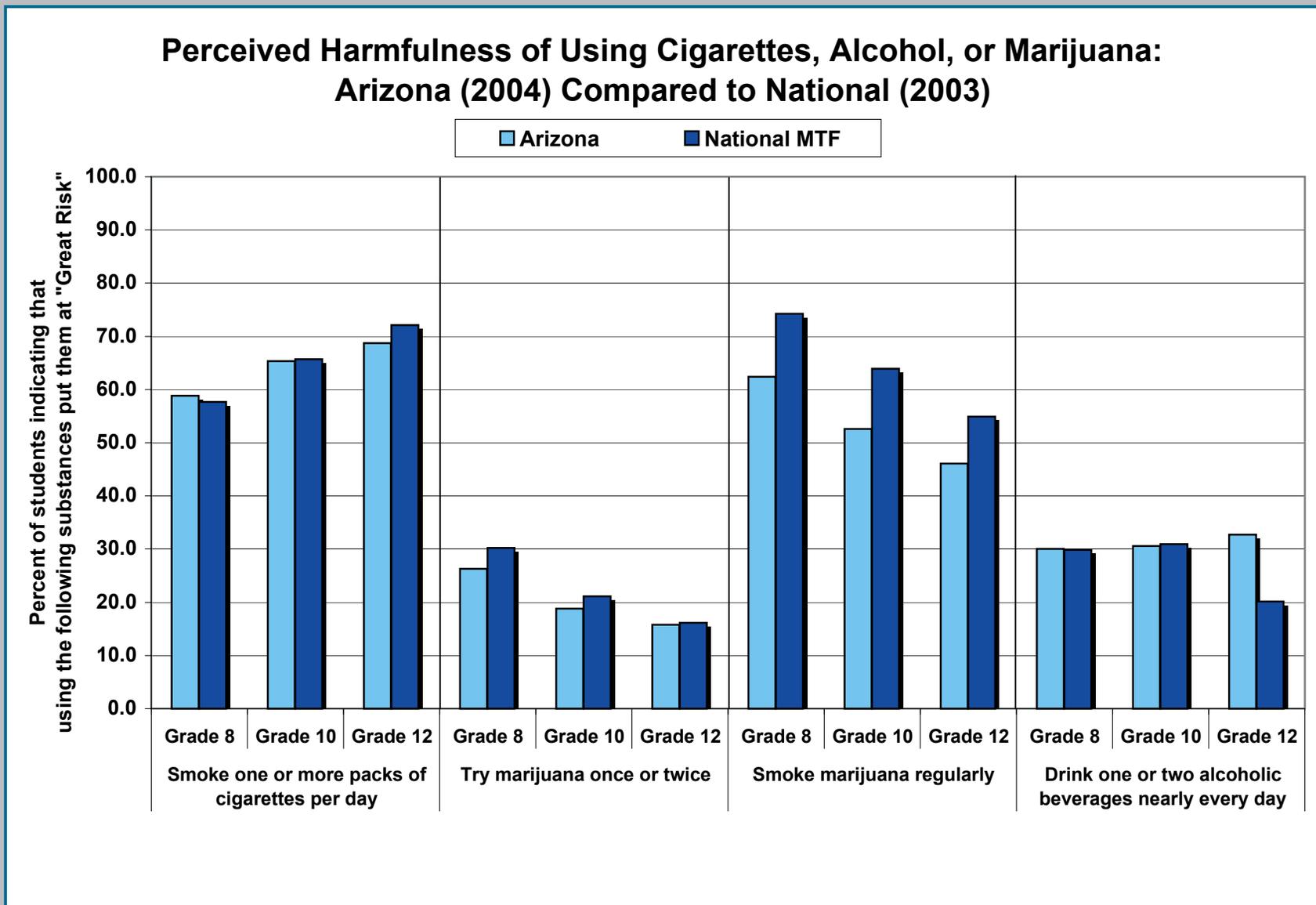
however, Arizona rates were significantly lower than MTF rates in all grades — 11.8% less perceived risk in the 8th grade (62.4% for Arizona, 74.2% for MTF), 11.3% less perceived risk in the 10th grade (52.6% for Arizona, 63.9% for MTF), and 8.8% less perceived risk for the 12th grade (46.1% for Arizona, 54.9% for MTF). Such findings indicate that programs focusing on educating students about the harmful effects of regular marijuana use would be very beneficial to Arizona youth.

In comparing 2002 and 2004 survey data, the results show that perceived harmfulness of drinking alcoholic beverages every day significantly decreased 9.9% to 10.7% for all grades. However, there were slight increases in perceived harmfulness for 10th and 12th graders for perceived harm in regular cigarette smoking and trying marijuana once or twice. Perceived harmfulness of smoking marijuana regularly, though much higher than MTF rates, has actually increased significantly (3.9% to 7.4%) in all grades and 6.6% overall.

Table 20

Percentage of Arizona and Monitoring the Future Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”														
Question	Arizona Grade 8		MTF Grade 8		Arizona Grade 10		MTF Grade 10		Arizona Grade 12		MTF Grade 12		Total	
	2002	2004	2002	2003	2002	2004	2002	2003	2002	2004	2002	2003	2002	2004
Smoke one or more packs of cigarettes per day	59.8	58.8	57.5	57.7	64.6	65.4	64.3	65.7	64.1	68.7	74.2	72.1	62.8	63.2
Try marijuana once or twice	29.7	26.3	28.2	30.2	17.8	18.8	19.9	21.1	15.0	15.8	16.1	16.1	21.1	21.5
Smoke marijuana regularly	58.5	62.4	71.7	74.2	45.2	52.6	60.8	63.9	42.0	46.1	53.0	54.9	48.9	55.5
Drink one or two alcoholic beverages nearly every day	39.9	30.0	29.6	29.9	40.9	30.6	31.0	30.9	43.4	32.7	21.0	20.1	41.3	30.8

Figure 25



Perceived Availability of ATODs

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get the substances listed in Table 21, “how easy would it be to get some.” The response choices were, “Very Hard,” “Sort of Hard,” “Sort of Easy,” and “Very Easy.” Table 21 contains the percentage of youth who reported that it was “Sort of Easy” or “Very Easy” to get the substances.

When looking at the 2004 results by grade, Arizona 8th graders, 10th graders, and the state total perceived alcohol as the substance that was the most available, and in the 12th grade the substance perceived as being the easiest to get was cigarettes. The group of substances with the lowest perceived availability (or the substance perceived as being the most difficult to get) were cocaine, LSD, or amphetamines.

The results reveal that Arizona survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample. In all categories, and for all grades, there is a 6.0% to 17.6% difference in perceived availability between Arizona results and national results. This difference is

illustrated in Figure 26, which looks at the perceived availability of students in grades 8, 10, and 12 in the Arizona and national surveys.

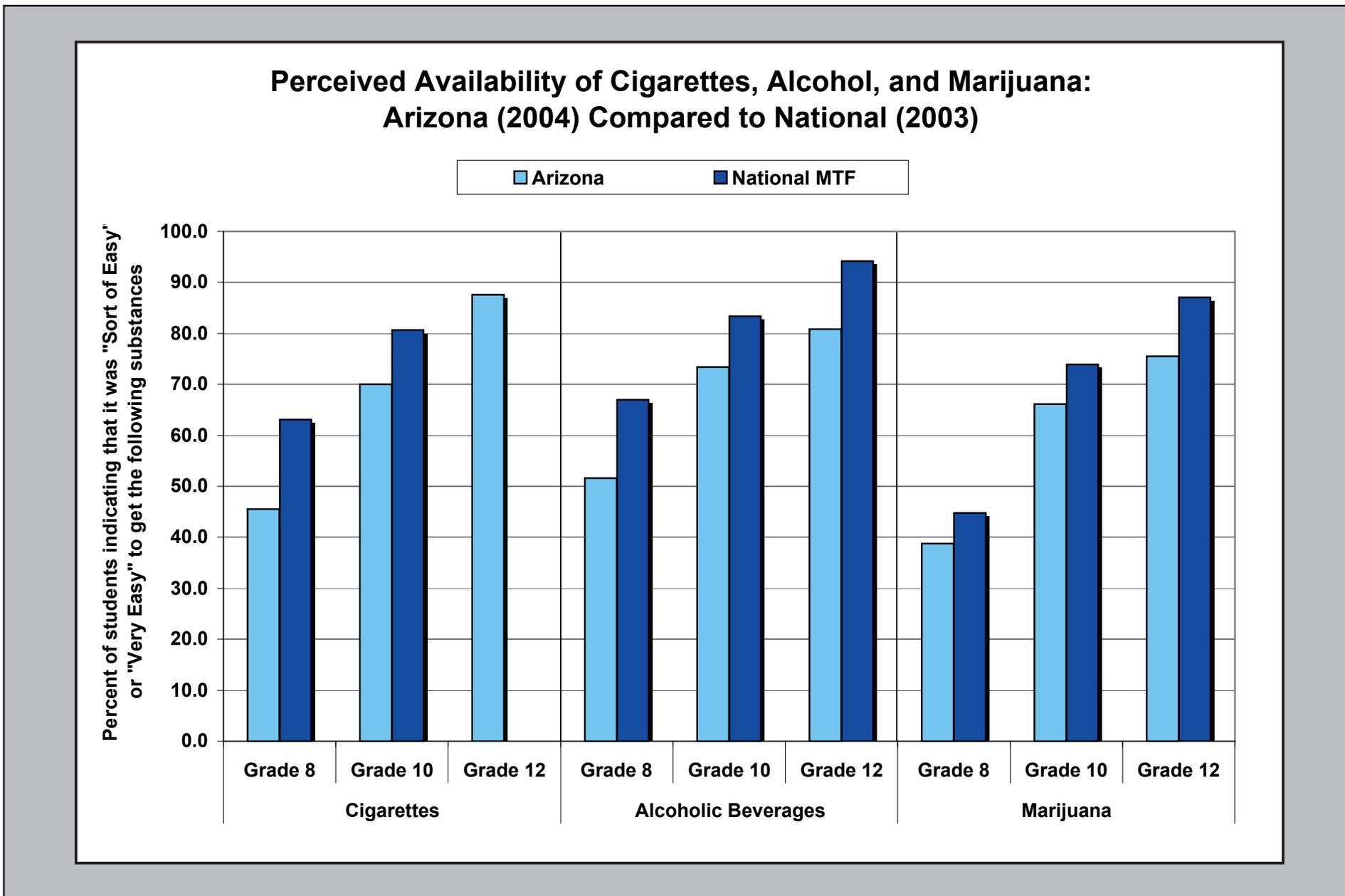
In comparing 2002 data to 2004 data, perceived availability of marijuana and other drugs decreased in grades 8 and 12. Twelfth grade perceived availability of all substances decreased slightly. Overall, for the state total, perceived availability of cigarettes decreased 2.3%, perceived availability of marijuana decreased 7.9%, and perceived availability of cocaine, LSD, and amphetamines decreased 3.8%. By grade, perceived availability of marijuana showed the largest decreases, with a decrease of 5.5% in the 8th grade, 2.6% in the 10th grade, and 4.8% in the 12th grade.

Despite these positive decreases, 8th grade rates of perceived availability of cigarettes increased 3.4% and perceived availability of alcohol increased 8.0%. The survey results indicate that over half of the 8th grade student population perceives alcohol as very easy to get. Smaller increases of 2.0% (for cigarettes) and 5.2% (for alcohol) were seen for 10th graders for cigarettes and alcohol.

Table 21

Percentage of Arizona and Monitoring the Future Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get														
Question	Arizona Grade 8		MTF Grade 8		Arizona Grade 10		MTF Grade 10		Arizona Grade 12		MTF Grade 12		Total	
	2002	2004	2002	2003	2002	2004	2002	2003	2002	2004	2002	2003	2002	2004
Cigarettes	42.1	45.5	64.3	63.1	68.0	70.0	83.3	80.7	89.4	87.6	N/A	N/A	65.4	63.1
Alcoholic beverages	43.6	51.6	67.9	67.0	68.2	73.4	84.8	83.4	82.5	80.8	94.7	94.2	64.1	65.4
Marijuana	44.3	38.8	46.6	44.8	68.7	66.1	75.9	73.9	80.3	75.5	87.2	87.1	64.0	56.1
Cocaine, LSD, or Amphetamines	22.1	18.0	N/A	N/A	33.0	34.9	N/A	N/A	44.6	42.1	N/A	N/A	32.8	29.0

Figure 26



Section 4: Antisocial Behaviors and Additional Results

Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

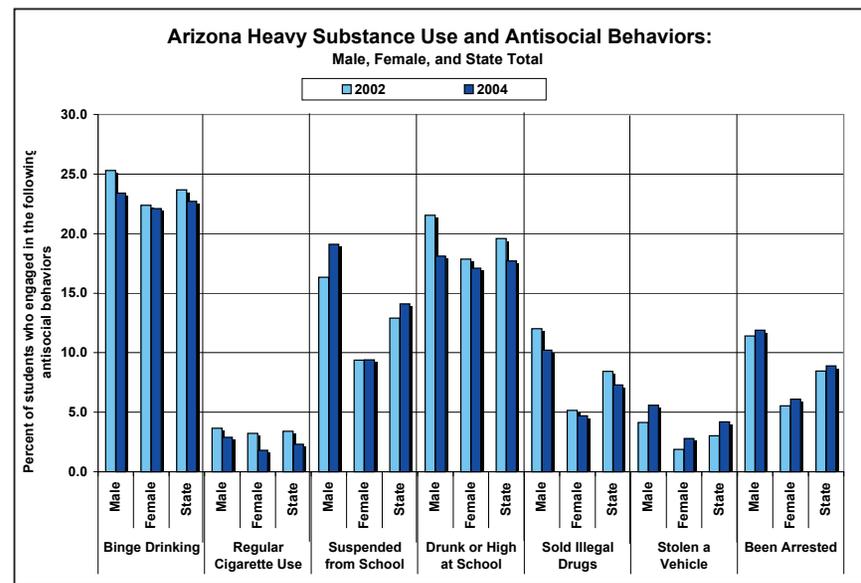
Unlike 30-day and lifetime ATOD substance use, where Arizona males and females had similar use rates, and often females in lower grades had higher rates, the male-female differences in heavy use of alcohol and tobacco and antisocial behavior are more pronounced. Figure 27 and Table 22 show that males engage in these behaviors more than females. The only exceptions were that females in grades 8 and 10 participated in binge drinking and being drunk or high in school more than males. These higher rates correspond with the slightly higher rates of drug and alcohol use by females in the 8th and 10th grades.

Some of the biggest differences between males and females were in being suspended from school (19.1% for males compared to 9.4% for females), selling illegal drugs (10.2% for males compared to 4.7% for females), and being arrested (11.9% for males and 6.1% for females).

Table 22, which contains rates of heavy substance use and antisocial behavior, shows that antisocial behavior doesn't always increase by grade level. The rate of students being suspended from school and stealing vehicles peaked in grade 8. All other antisocial behavior categories peaked in grade 12.

Overall, binge drinking and being drunk or high at school appear to be the biggest antisocial problems among Arizona youth with 22.7% of students binge drinking at least once in the past two weeks and 17.7% of students being at school while drunk or high at least once in the past year. These behaviors increase with increased grade level. For binge drinking, 8th graders had a rate of 16.0%, 10th graders had a rate of 25.1%, and 12th graders had a rate of 32.5%. For being drunk or high at school, 8th graders had a rate of 13.2%, 10th graders had a rate of 20.8%, and 12th graders had a rate of 22.2%.

Figure 27



The behavior that the fewest students participated in was regular cigarette smoking (2.3%), and stealing a vehicle (4.2%).

Male and female engagement in antisocial behaviors showed small changes from 2002 to 2004. For the entire survey population, antisocial behavior rates also showed little to no change. Some examples of the small changes can be found in looking at rates of being drunk or high in school, which decreased 1.9% (from 19.6% in 2002 to 17.7% in 2004); and reported rates of stealing a vehicle, which increased 1.2% (from 3.0% in 2002 to 4.2% in 2004).

Table 22

Percentage of Males, Females, and the State Total who Engaged in Heavy Substance Use and Antisocial Behavior												
Drug Used / Antisocial Behavior	Grade 8						Grade 10					
	Males	Males	Females	Females	State	State	Males	Males	Females	Females	State	State
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Binge drinking (Past two weeks)	13.0	15.1	14.8	16.8	14.1	16.0	27.0	24.8	25.2	25.4	26.0	25.1
Pack / day cigarettes	1.2	1.0	1.1	0.6	1.2	0.8	3.8	3.0	3.0	2.2	3.5	2.6
Suspended from school (Past year)	22.6	23.9	13.5	11.9	18.1	17.7	14.0	16.2	9.0	8.8	11.5	12.3
Drunk or high at school (Past year)	14.6	12.1	16.0	14.1	15.4	13.2	21.8	20.7	19.3	20.9	20.4	20.8
Sold illegal drugs (Past year)	7.3	6.6	4.2	3.5	5.7	5.0	13.7	12.0	6.3	6.1	9.9	8.9
Stolen a vehicle (Past year)	4.4	6.1	2.0	3.5	3.3	4.8	4.9	6.1	2.3	2.9	3.6	4.4
Been arrested (Past year)	11.4	11.2	6.7	6.3	9.1	8.7	11.1	11.8	5.0	6.7	8.0	9.1
Drug Used / Antisocial Behavior	Grade 12						Total					
	Males	Males	Females	Females	State	State	Males	Males	Females	Females	State	State
	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004	2002	2004
Binge drinking (Past two weeks)	37.1	37.5	27.8	27.9	32.2	32.5	25.3	23.4	22.4	22.1	23.7	22.7
Pack / day cigarettes	6.2	6.2	5.9	3.5	6.0	4.8	3.7	2.9	3.2	1.8	3.4	2.3
Suspended from school (Past year)	11.7	13.4	4.8	5.5	8.1	9.3	16.3	19.1	9.4	9.4	12.9	14.1
Drunk or high at school (Past year)	29.7	26.4	18.4	18.3	23.8	22.2	21.6	18.1	17.9	17.1	19.6	17.7
Sold illegal drugs (Past year)	15.5	14.6	4.9	5.4	10.0	9.8	12.0	10.2	5.2	4.7	8.4	7.3
Stolen a vehicle (Past year)	3.0	4.0	1.2	1.2	2.1	2.6	4.2	5.6	1.9	2.8	3.0	4.2
Been arrested (Past year)	11.9	13.4	4.8	5.0	8.2	9.1	11.4	11.9	5.5	6.1	8.5	8.9

Handguns and Weapons

The issue of youth carrying handguns is becoming a serious concern of communities, schools, and families. The Arizona Youth Survey has several questions about handguns and violent behavior. Table 23 lists the questions concerning possession of handguns by grade. It is clear that responses to most of the questions show a very low percentage of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 1.5% of the students surveyed reported having taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 6.1% of students surveyed reported having carried a handgun in the past 12 months, and 7.4% of students surveyed reported having carried a handgun in their lifetime. On a more positive note, however, only 6.8% of students think that they would be seen as cool if they carried a handgun. Most students (73.9%) also perceived that it would be difficult to get a handgun if they wanted one.

The Arizona Youth Survey also asks several questions about the use of weapons (guns, knives, or clubs). For example, 5.7% of survey participants reported attacking someone with a weapon at least once in the past year, and 2.9% reported using a weapon or force to steal in the past year.

When looking at the results by grade, it's interesting to note that 8th graders reported the highest rates of carrying a handgun in their lifetime, carrying a handgun in the past year, attacking someone with a weapon in the past year, using a weapon or force to steal in the past year, believing it was not wrong at all to take a handgun to school, and believing they had a good chance of being seen as cool if they carried a handgun. Twelfth graders reported the highest rate

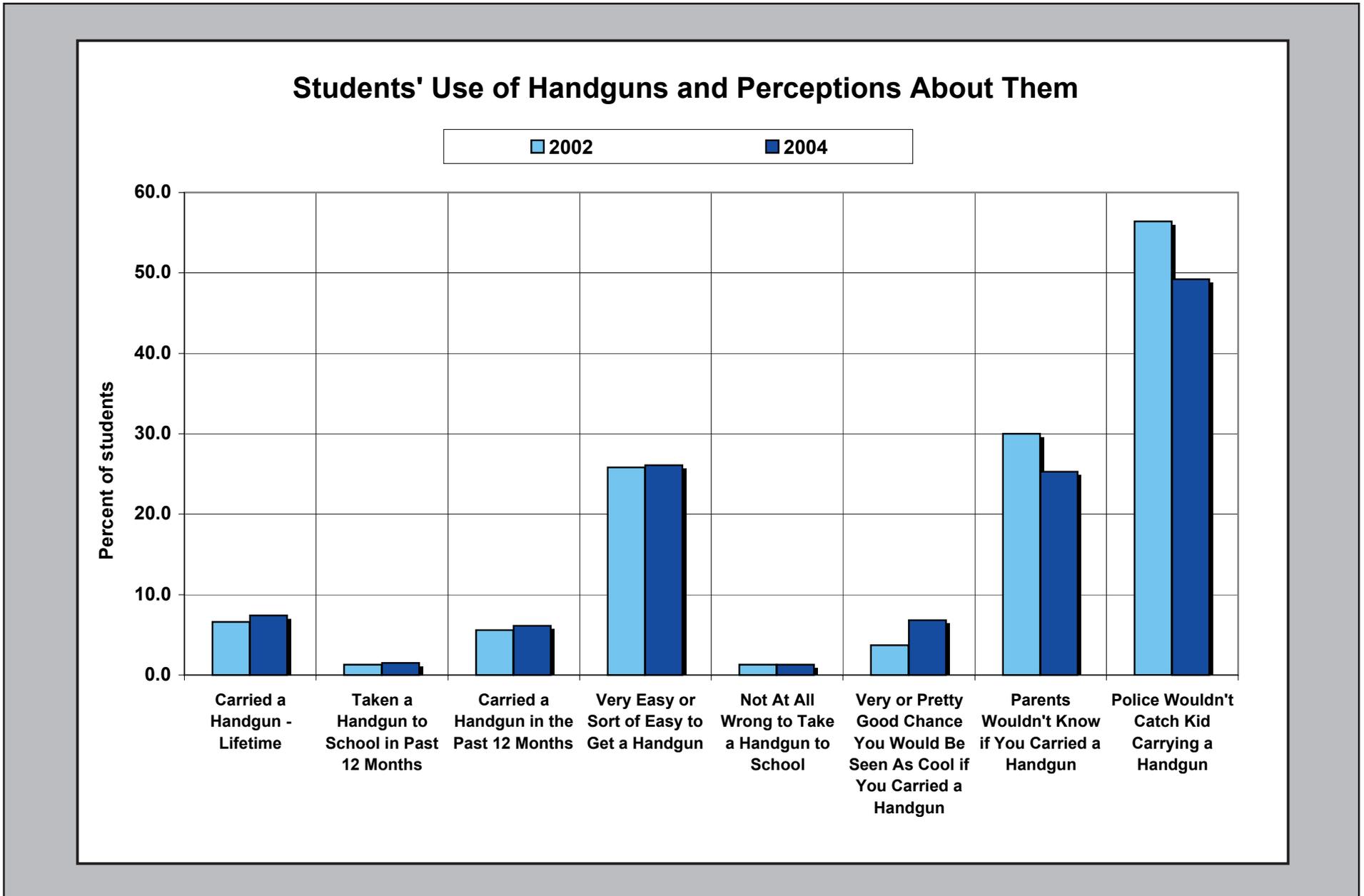
of believing it was easy to get a gun, that their parent's wouldn't know if they carried a handgun, and that the police wouldn't catch them if they carried a handgun.

The 2004 rates for questions regarding handguns and other weapons were quite similar to those of the 2002 survey. However, the rate of students who perceived that the police wouldn't catch them if they carried a handgun showed positive decreases since the 2002 survey, with the rate in the 8th grade decreasing 6.0%, in 10th grade decreasing 3.8%, in the 12th grade decreasing 6.9%, and the state total decreasing 7.2%.

Table 23

Total Percentage of Youth Who Responded to Questions About Handguns								
	8th Grade		10th Grade		12th Grade		Total	
	2002	2004	2002	2004	2002	2004	2002	2004
Carried a Handgun - Lifetime	7.7	7.6	5.8	7.2	6.3	7.2	6.6	7.4
Carried a Handgun in the Past 12 Months	6.7	6.5	5.0	5.9	4.9	5.5	5.6	6.1
Taken a Handgun to School in Past 12 Months	1.4	1.5	1.3	1.5	0.9	1.3	1.3	1.5
Attack Someone With a Weapon in the Past 12 Months	N/A	6.6	N/A	5.5	N/A	4.1	N/A	5.7
Used Weapon or Force to Steal in the Past 12 Months	N/A	3.5	N/A	2.7	N/A	2.0	N/A	2.9
Very Easy or Sort of Easy to Get a Handgun	21.0	20.8	24.8	27.2	32.6	34.6	25.8	26.1
Not At All Wrong to Take a Handgun to School	1.9	1.5	1.0	1.3	1.0	1.0	1.3	1.3
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	5.8	8.8	2.9	5.8	2.1	4.5	3.7	6.8
Parents Wouldn't Know if You Carried a Handgun (no or NO!)	22.3	20.4	29.4	26.4	37.6	32.6	30.0	25.3
Police Wouldn't Catch Kid Carrying a Handgun (no or NO!)	46.9	40.9	57.0	53.2	66.7	59.8	56.4	49.2

Figure 28



Violence and Gangs

The Arizona Youth Survey also asked several questions about youths' violent behaviors, attitudes towards violence, and their possible participation in gangs. Table 24 and Figure 29 show the questions that relate to violence. A review of the responses reveals that 19.8% of the youth in Arizona have attacked someone with the idea of seriously hurting them at some time in their life, and 16.3% have attacked someone in the past 12 months. However, only a small percentage (4.5%) believe that it isn't at all wrong to attack someone to seriously hurt them. Though these results show that violent students are the minority, there's no denying that there are many youth in Arizona who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

When looking at the results by grade, it appears that 8th and 10th graders have the most problems with violent behavior and attitudes. More 8th graders had attacked someone in the past year (17.8%), and believed it was not at all wrong to pick a fight (10.3%). Tenth graders had the highest rates of attacking someone to hurt them in their lifetime (20.6%), and of believing it was okay to beat someone up if they started the fight (57.3%). As 8th graders also showed the highest rates of some behaviors related to handguns, it seems that middle school aged children should be the target group for antisocial behavior prevention programs.

For the total survey population, the percent of students reporting having attacked someone in their lifetime increased 5.9% since the 2002 survey (from 13.9% in 2002 to 19.8% in 2004), the rate of reporting they had attacked someone in the past year increased 5.7% (from 10.6% in 2002 to 16.3% in 2004), and the percent of students who believed it was okay to beat someone up showed a positive decrease of 4.6% (from 59.7% in 2002 to 55.1% in 2004).

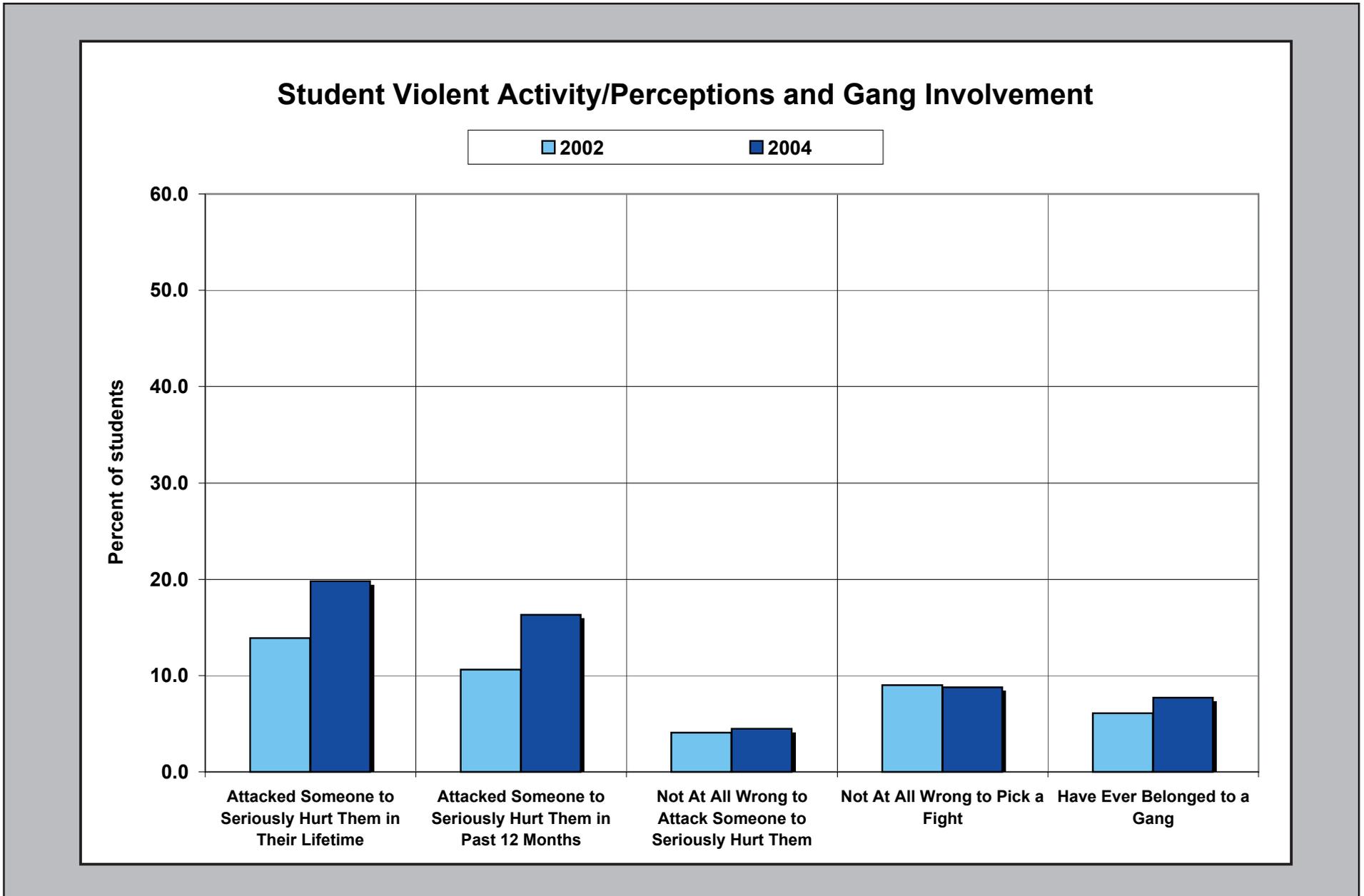
In covering the full spectrum of antisocial behaviors, the Arizona Youth Survey asks several questions on gang involvement. One of the most telling questions asks students not only if they have ever been in a gang or are currently in a gang, but also about how

current gang members feel about their present membership. As can be seen in Table 24, a large majority of Arizona youth (91.1%) have never belonged to a gang, while 4.7% of the youth surveyed reported that they had been members in the past; 2.6% reported they belong now; 1.3% reported that they would like to join a gang; and 0.4% reported that they are in a gang, but would like to get out. In comparison to the 2002 survey results, the 2004 results appear to be relatively unchanged. (Note: the "Have Ever Belonged to a Gang" bars in Figure 29 reflect the percent of students in 2002 and 2004 who indicated "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out" to the question "Have you ever belonged in a gang?")

Table 24

Total Percentage of Youth Who Responded to Questions About Violence and Gangs								
	8th Grade		10th Grade		12th Grade		Total	
	2002	2004	2002	2004	2002	2004	2002	2004
VIOLENCE								
Attacked Someone to Seriously Hurt Them in Their Lifetime	13.8	19.7	14.2	20.6	14.1	19.1	13.9	19.8
Attacked Someone to Seriously Hurt Them in Past 12 Months	11.6	17.8	10.8	16.5	9.1	13.3	10.6	16.3
Not At All Wrong to Attack Someone to Seriously Hurt Them	4.5	4.7	4.1	4.7	3.3	3.8	4.1	4.5
It is okay to beat someone up if they start the fight (response of "YES" or "yes")	61.4	54.2	59.5	57.3	57.7	54.0	59.7	55.1
Not At All Wrong to Pick a Fight	10.8	10.3	9.1	8.5	6.6	6.1	9.0	8.8
GANGS (Percentage of Youth Who Responded to the Question, "Have you ever belonged in a gang?")								
No	88.6	88.6	93.5	92.0	95.0	94.5	92.2	91.1
No, but would like to	2.6	1.7	1.5	1.0	0.8	0.9	1.7	1.3
Yes, in the past	5.4	6.0	2.5	4.2	2.8	2.8	3.6	4.7
Yes, belong now	3.0	3.3	2.1	2.5	1.2	1.5	2.1	2.6
Yes, but would like to get out	0.6	0.5	0.4	0.3	0.2	0.3	0.4	0.4

Figure 29



Safety and School Issues

The Arizona Youth Survey also asked students questions regarding their safety on school property. Students were asked to indicate the number of days in the past month that they carried a weapon to school and the number of days that they didn't go to school because they felt unsafe at school or on their way to school. Additionally, students were asked how many times in the past year they were threatened by someone or injured with a weapon on school property and how many times they had a physical fight at school. Results for these questions are found on the following page in Table 25 and Figure 30.

Overall, a large majority of students feel safe at school, haven't been in a fight at school in the past year, haven't been injured or threatened at school in the past year, and haven't taken a weapon to school in the past month. However, just as with illicit drug use, even small percentages for these safety issues can be serious. For example, of the 8th graders surveyed, 6.3% have taken a weapon to school at least once in the past month. Of the 10th grade survey population, 5.6% of students have taken a weapon to school, and of the 12th grade sample, 5.2% of students have taken a weapon to school. All safety issues (being in a fight at school, not feeling safe at school, not going to school because they felt unsafe, carrying a weapon to school, and being threatened or injured with a weapon at school) show a decrease with increased grade level.

While over one in ten 8th graders (11.3%) reported that they did not go to school because they feel unsafe at least one day in the past month, the rate for 10th and 12th graders was less extreme, with 7.8% of 10th graders and 5.6% of 12th graders indicating they had skipped school because they felt unsafe.

Even more Arizona youth indicated that they had been threatened or injured by someone at school. Of 8th graders, 16.1% indicated that they had been threatened by someone or injured with a weapon at school. This percentage decreases with increased grade level, with 13.5% of 10th graders and 10.1% of 12th graders reporting that it had happened to them.

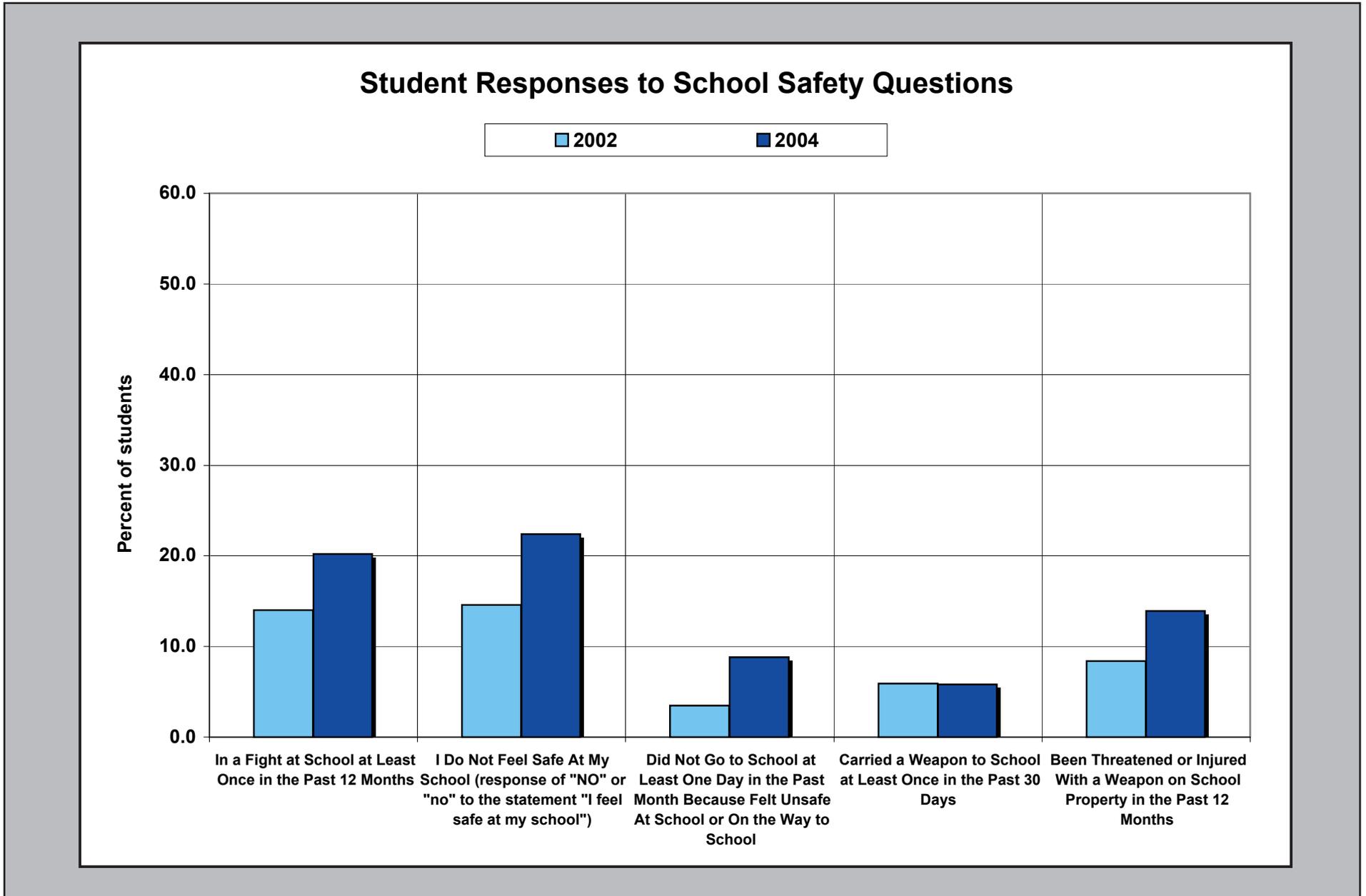
The safety issue with the highest rating among 8th graders is fighting on school property. Students in the 8th grade are the most likely to be in a physical fight at school, with 27.6% indicating they had been in a fight at least once in the last year. This rate decreases with increased grade level, with 17.1% of 10th graders and 9.9% of 12th graders indicating they had fought at school.

In looking at the 2004 results in comparison to the 2002 results, increases in safety issues can be seen for fighting at school in the past year (increase of 6.2%, from 14.0% in 2002 to 20.2% in 2004), students reporting they didn't feel safe at school (increase of 7.8%, from 14.6% in 2002 to 22.4% in 2004), students who didn't go to school because of safety issues (increase of 5.3%, from 3.5% in 2002 to 8.8% in 2004), and students who reported being threatened or injured with a weapon at school (increase of 5.5%, from 8.4% in 2002 to 13.9% in 2004). The percent of students reporting that they carried a weapon to school in the past month remained virtually unchanged for all grades, though there was a 1.6% decrease in grade 12.

Table 25

Total Percentage of Youth Who Responded to Questions About Safety and Schools								
	8th Grade		10th Grade		12th Grade		Total	
	2002	2004	2002	2004	2002	2004	2002	2004
In a Fight at School at Least Once in the Past 12 Months	21.5	27.6	12.4	17.1	6.5	9.9	14.0	20.2
I Do Not Feel Safe At My School (response of "NO" or "no" to the statement "I feel safe at my school")	21.6	25.6	13.3	22.2	7.3	16.3	14.6	22.4
Did Not Go to School at Least One Day in the Past Month Because Felt Unsafe At School or On the Way to School	5.3	11.3	2.3	7.8	2.6	5.6	3.5	8.8
Carried a Weapon to School at Least Once in the Past 30 Days	5.4	6.3	5.8	5.6	6.8	5.2	5.9	5.8
Been Threatened or Injured With a Weapon on School Property in the Past 12 Months	10.0	16.1	9.0	13.5	5.6	10.1	8.4	13.9

Figure 30



Academic Performance and Substance Use

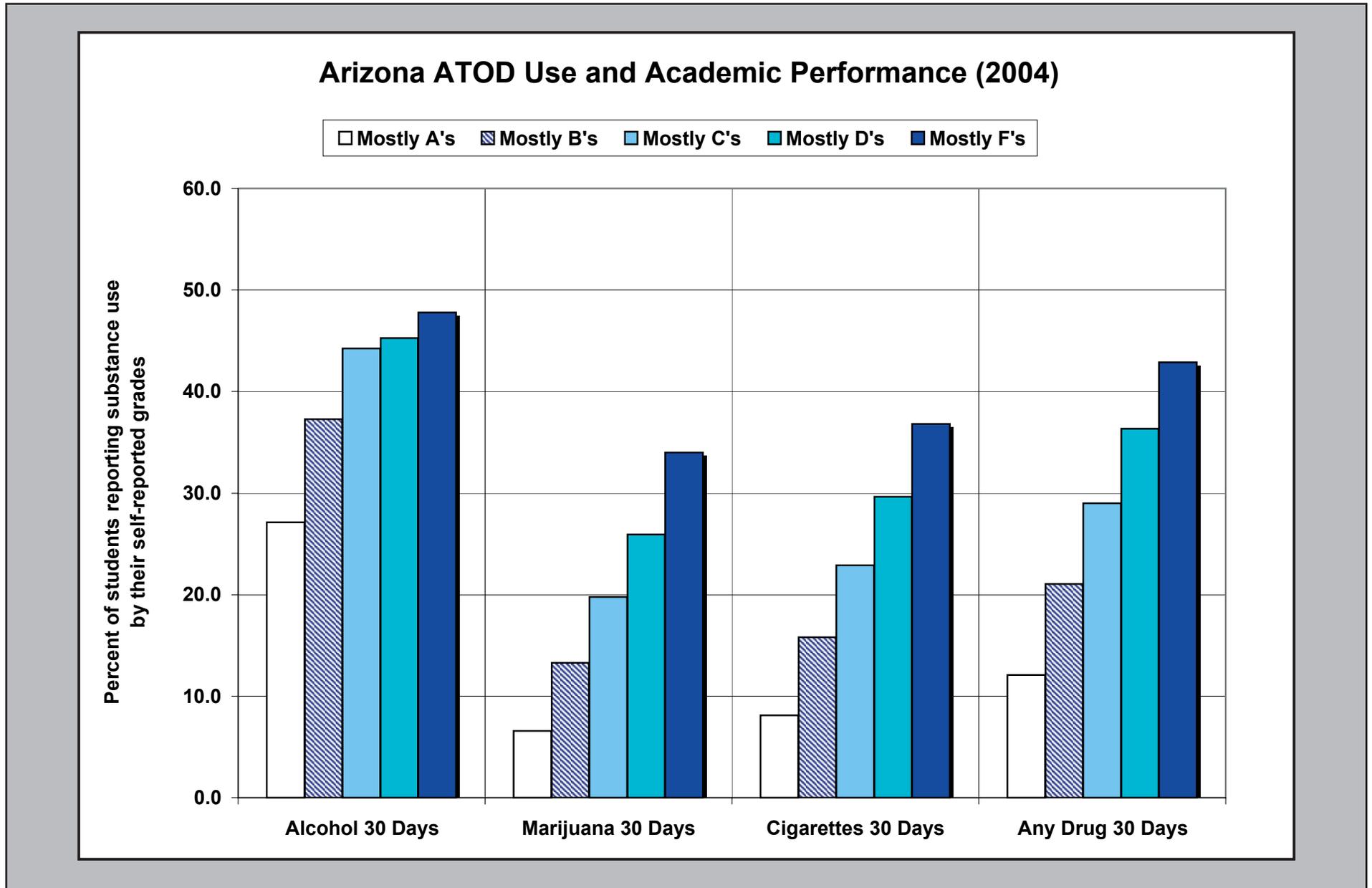
Table 26 and Figure 31 show a clear relationship between substance use and academic performance. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Failing (F) students are 19.9% more likely to have used alcohol in the past 30 days, 20.7% more likely to have used cigarettes in the past 30 days, five times more likely to have indicated use of marijuana in the past 30 days, and three times more likely to have used any drug in the past 30 days than “A” students.

Obviously, the students getting A’s are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in the state of Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but they are not able to succeed in a traditional school setting.

Table 26

Percentage Using ATODs by Academic Performance (2004)					
Drugs Used	Academic Grades				
	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
Alcohol Lifetime	52.5	65.6	71.6	73.7	72.4
Alcohol 30 Days	27.1	37.3	44.2	45.3	47.8
Marijuana Lifetime	17.9	32.2	42.0	49.3	56.8
Marijuana 30 Days	6.6	13.3	19.8	25.9	34.0
Cigarettes Lifetime	26.0	43.8	54.6	61.6	63.8
Cigarettes 30 Days	8.1	15.8	22.9	29.6	36.8
Any Drug Lifetime	27.2	43.0	52.6	59.0	66.6
Any Drug 30 Days	12.1	21.1	29.0	36.3	42.9

Figure 31



Parents' Education and Youth Substance Use

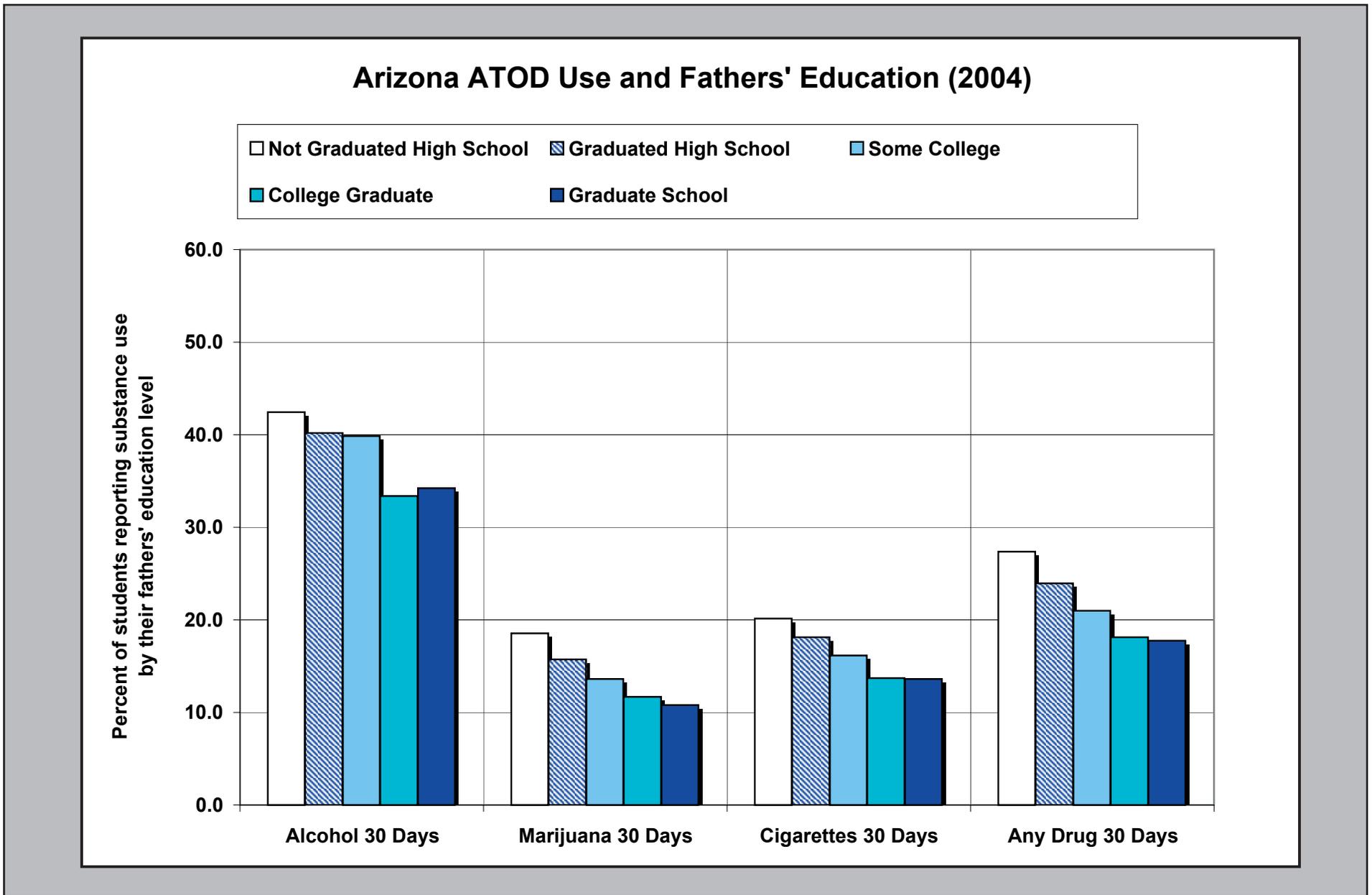
Research has shown that one of the best indicators of socioeconomic level is the parents' education. While the father's education is shown in Table 27, analysis using the mother's education shows similar results.

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arizona, youth whose fathers did not graduate from high school have a 6.4% higher 30-day use rate of cigarettes, 9.0% higher alcohol 30-day use rates, 6.9% higher marijuana 30-day use rates, and 9.3% higher any drug 30-day use rates than youth whose fathers were college graduates. Trends for all education levels can be seen on the following page in Figure 32. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 27

Percentage Using ATODs by Father's Education (2004)					
Drugs Used	Father's Education				
	Not Graduated High School	Graduated High School	Some College	College Graduate	Graduate School
Alcohol Lifetime	73.2	69.0	67.4	58.3	56.8
Alcohol 30 Days	42.4	40.2	39.8	33.4	34.2
Marijuana Lifetime	41.8	36.2	32.9	26.4	24.2
Marijuana 30 Days	18.6	15.7	13.6	11.7	10.8
Cigarettes Lifetime	54.1	47.5	42.2	34.0	31.5
Cigarettes 30 Days	20.1	18.1	16.2	13.7	13.6
Any Drug Lifetime	52.1	46.9	43.4	35.8	34.5
Any Drug 30 Days	27.4	24.0	21.0	18.1	17.8

Figure 32



Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of young people’s moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent’s cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Table 28 and Figure 33 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Arizona Youth Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about their parents’ acceptance of marijuana use.

As can be seen, relatively few students (25.8% lifetime, 9.5% 30-day) use marijuana when their parents think it is “Very Wrong” to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is “Wrong” not “Very Wrong”) use increased substantially to 62.5% for lifetime use and 32.3% for 30-day use.

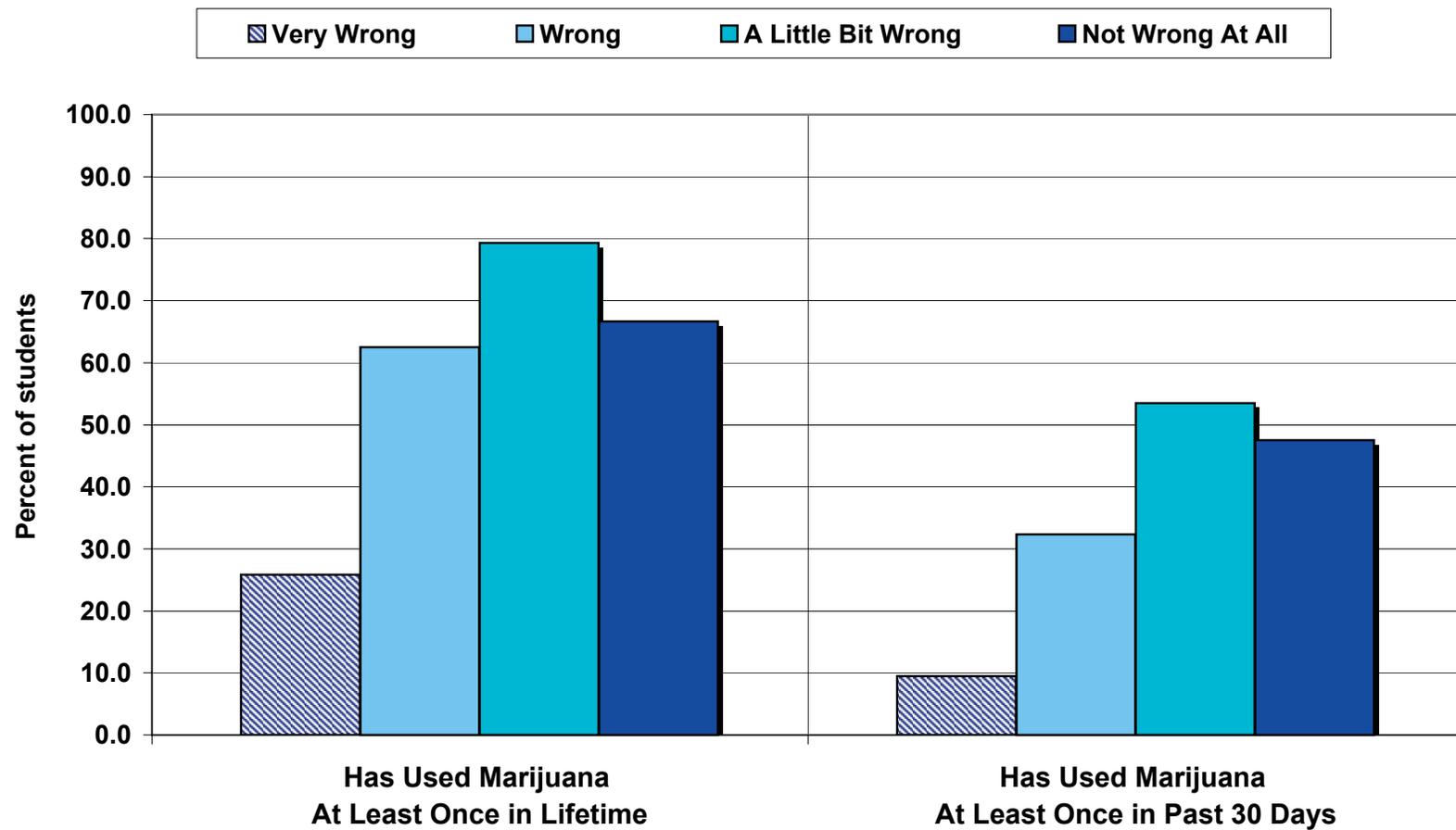
These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 28

Marijuana Use in Relation to Perceived Parental Acceptability of Use (2004)		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	25.8	9.5
Wrong	62.5	32.3
A Little Bit Wrong	79.3	53.5
Not Wrong At All	66.7	47.5

Figure 33

Marijuana Use in Relation to Perceived Parental Acceptability (2004): How wrong do your parents feel it would be for you to smoke marijuana?



Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, and prosocial attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places students at higher risk. The results provided in the following table and figure illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what students thought were their chances of being seen as cool if they used marijuana.

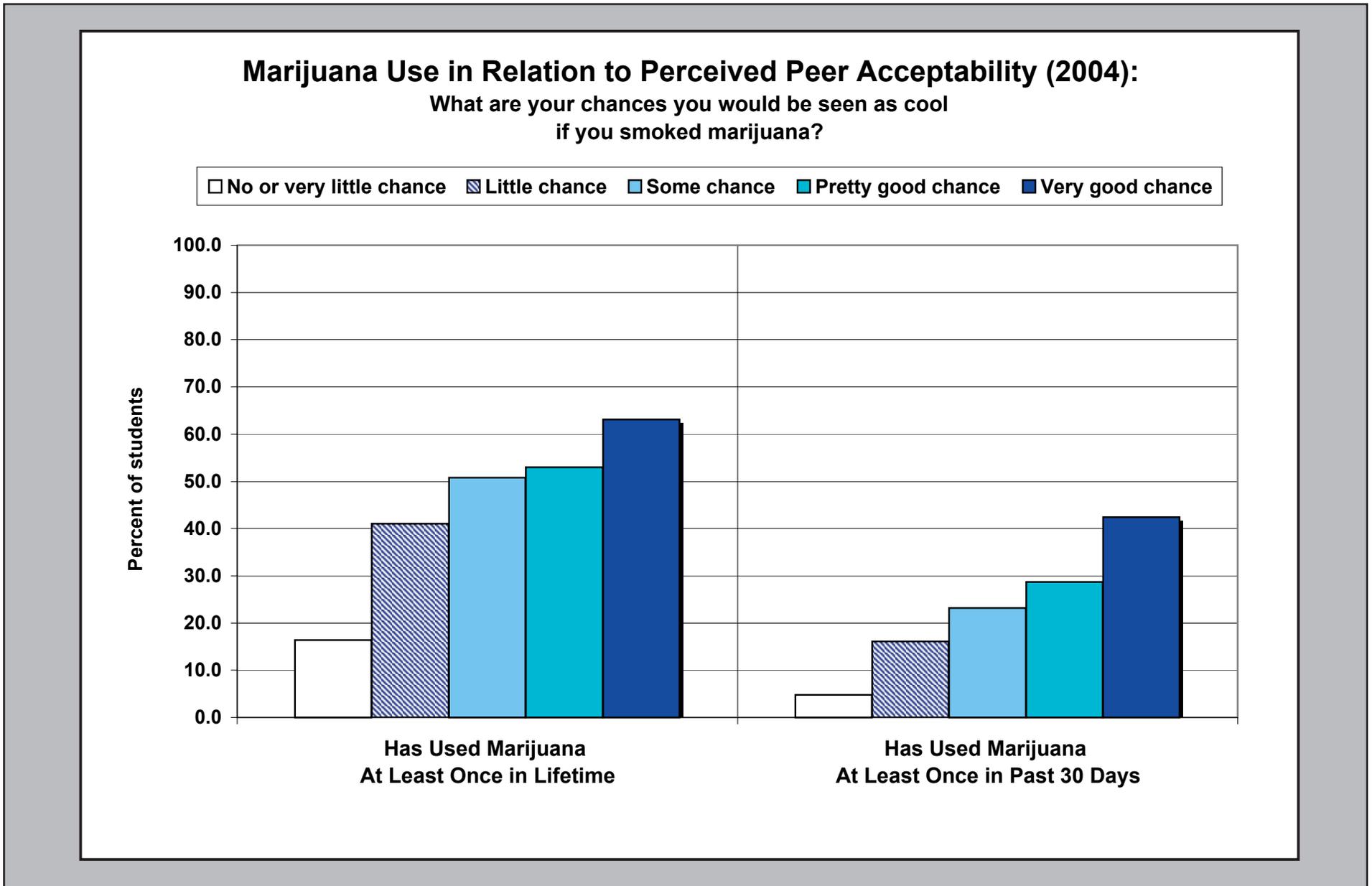
When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 16.4% had tried marijuana in their lifetime and only 4.8% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over two times higher for lifetime use (41.0%) and nearly four times higher for past-month use (16.1%). Students who thought that there was a “Very good chance” they would be seen as cool, were over eight times more likely to use marijuana than students who perceived that marijuana use was not cool.

These results better illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get students to decrease acceptability of drugs.

Table 29

Marijuana Use in Relation to Perceived Peer Acceptability of Use (2004)		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	16.4	4.8
Little chance	41.0	16.1
Some chance	50.8	23.2
Pretty good chance	53.0	28.7
Very good chance	63.1	42.4

Figure 34



Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!).

The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. The Arizona survey results show that 5.6% of students were in the depressed group, 82.1% in the middle group, and 12.3% in the not depressed group. The results of the substance use among the three groups is shown in Table 30.

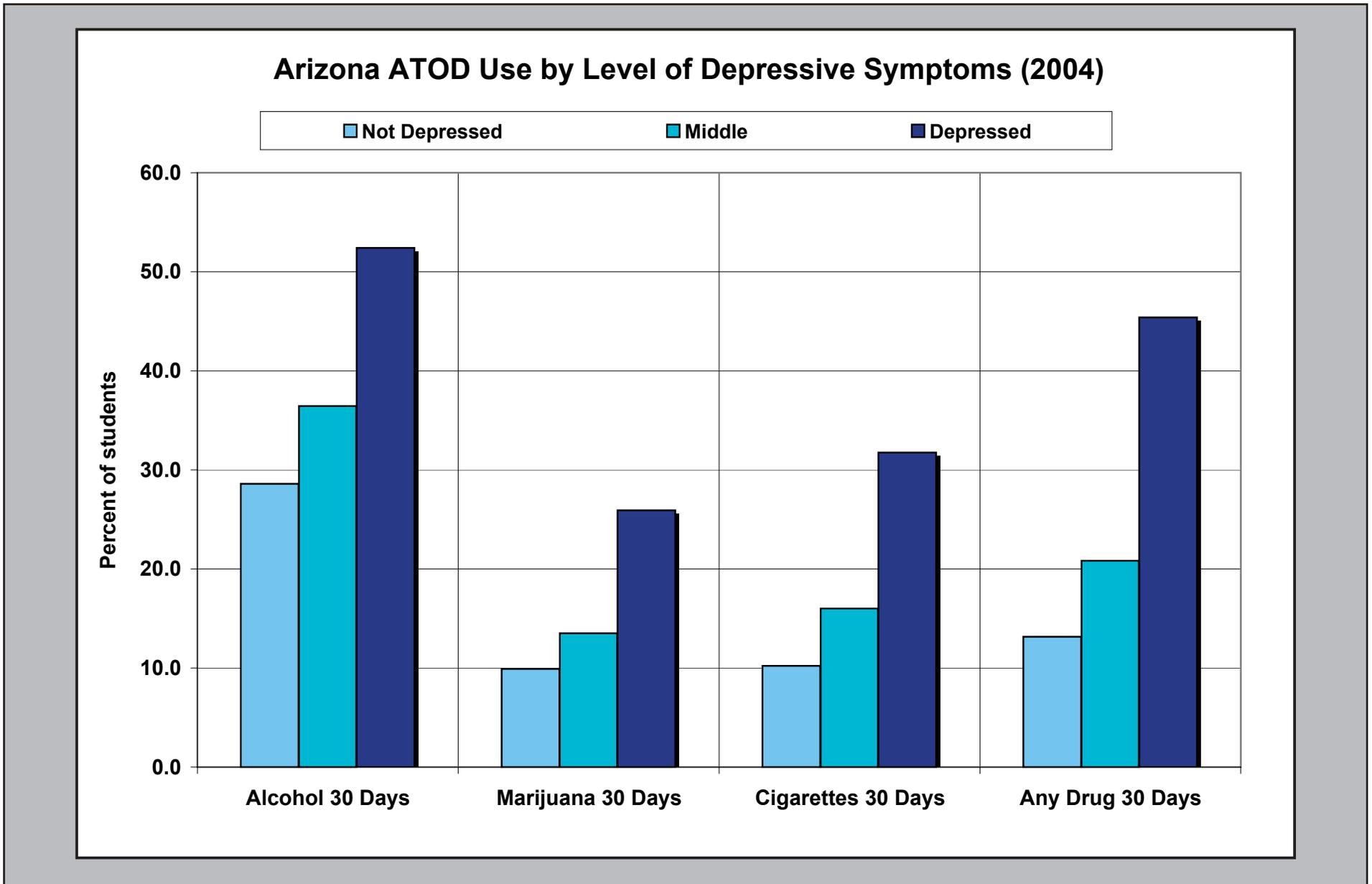
The results in Table 30 and Figure 35 show a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth have a 30-day alcohol use rate that is 23.8% higher than the non-depressed group and are over three times as likely to use cigarettes in the 30 days prior to the survey, over two times as likely to use marijuana in the past 30 days, and over three times as likely to have used any drug in the past 30 days.

The ATOD use rates of the middle depressive symptoms group, which was comprised of most students, were closer to the non-depressed than the depressed group. For the substances, the 30-day use rates for this group were anywhere from 3.6% to 7.9% higher than that of the non-depressed rate, and 12.4% to 24.6% lower than the depressed group. Thus, individuals with a positive outlook on life tend to use fewer substances than their peers. As depressive symptoms increase, drug use also increases.

Table 30

Percentage Using ATODs and Level of Depressive Symptoms (2004)			
	Level of Depressive Symptoms		
	Not Depressed	Middle	Depressed
Percent of Youth in Each Depressive Symptoms Level	12.3	82.1	5.6
Alcohol Lifetime	50.1	64.3	81.7
Alcohol 30 Days	28.6	36.5	52.4
Marijuana Lifetime	23.3	31.5	46.9
Marijuana 30 Days	9.9	13.5	25.9
Cigarettes Lifetime	28.0	42.8	63.2
Cigarettes 30 Days	10.2	16.0	31.7
Any Drug Lifetime	28.3	41.8	66.3
Any Drug 30 Days	13.1	20.8	45.4

Figure 35



Section 5: Findings

The Arizona Youth Survey, conducted in January through April 2004, gathered a plethora of information that can be used by the Arizona Criminal Justice Commission and the State of Arizona. Due to time and resource constraints, the data presented in this report merely skim the surface of the data gathered by the survey; however, the results are highly beneficial in helping Arizona to identify needs of Arizona youth and plan prevention and delinquency programs that fit the needs of Arizona youth. Overall, the results show that Arizona students' use of Alcohol, Tobacco and Other Drugs (ATODs) is at levels that are similar to, or higher than, current national trends; several rates of delinquency and antisocial behavior showed small, but significant increases; and that Arizona youth have higher levels of risk and lower levels of protection than students on a national level.

In the 2004 administration of the AYS survey in Arizona, 266 schools participated, and the survey questionnaire was completed by a total of 49,755 students. Of these, there were 45,119 8th, 10th, and 12th grade students who participated in the survey administration. The *2004 Arizona Youth Survey State Report* contains analysis of 40,960 valid student surveys. Findings for each of the report sections are summarized below:

Risk Factor Profiles

In looking at Arizona community risk factor scales in relation to the seven-state norm, Laws and Norms Favorable to Drug Use and Perceived Availability of Handguns are the only two scales in which all grades are below the seven-state norm. All grade levels have risk factor scores above the seven-state norm for Community Disorganization and Transitions and Mobility. For Low Neighborhood Attachment and Perceived Availability of Drugs, the 10th and 12th grades are the only grades above the seven-state norm.

In looking at Arizona's Family risk factor scales in relation to the seven-state norm, the results illustrate that most Arizona levels of risk are similar to the seven-state norm for most grades. Eighth grade rates of Parent Attitudes Favor Drug Use were significantly lower than the seven-state norm.

Rates for both school domain risk factors were nearly similar to, or higher than, the seven-state norm for all grades, with rates of Academic Failure being higher than the seven-state norm for 8th and 10th graders, and the rate of 12th grade Low Commitment to School being higher than the seven-state norm.

In comparison to the seven-state norm, Arizona peer/individual risk factor scores are generally below the norm. Some factors that are higher than the seven-state norm for most or all grades were the Interaction with Antisocial Peers scale, the Depression Scale, the Sensation Seeking scale, the Attitudes Favorable to Antisocial Behavior scale, and the Rewards for Antisocial Behavior scale. Factors that are lower than the norm are Rebelliousness, Intention to Use Drugs, Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, and Gang Involvement.

Protective Factor Profiles

In comparison to the seven-state norm for community domain protective factors, rates of Rewards for Prosocial Involvement were below the seven-state norm for all grades, with 8th graders having the lowest protection (32.0%) and the 10th graders having the highest protection (37.3%). Rates of Opportunities for Prosocial Involvement were below average, or below the seven-state norm. Rates for Arizona were approximately 14% to 17% lower than the seven-state norm.

Most family domain protective factor rates for the state are equal to, or slightly higher than, the seven-state norm for nearly all grades. The lowest rates of protection, and the only rates to fall below the seven-state norm line, were for 8th and 10th grade rates of Family Attachment (50.0% for the 8th grade and 47.1% for the 10th grade).

For the school domain, rates of Opportunities for Prosocial Involvement were above the seven-state norm for all grades (8th, 10th, and 12th grade rates were approximately 5% above the seven-state norm). As for Rewards for Prosocial Involvement, the 8th and 12th grade rates were below the seven-state norm, while 10th grade rates were higher.

For the peer/individual domain, the Interaction with Prosocial Peers and Prosocial Involvement scale scores are well below the seven-state norm for all grades. Eighth grade scale scores for Social Skills and Rewards for Prosocial Involvement, 10th grade scale scores for Belief in Moral Order and Rewards for Prosocial Involvement, and 12th grade scores for Religiosity and Social Skills are above the seven-state norm.

Age of Initiation

Arizona students begin using cigarettes at a younger age than other drugs. The average age of first use of cigarettes in 2004 was 12.29 years. The age of first cigarette use decreased an insignificant amount since the 2002 survey. Arizona students, on average, reported having their first drink of alcohol (having more than a sip or two of alcohol) at age 12.76 years in 2004, while the average age of first regular use of alcohol (drinking alcoholic beverages regularly, or at least once or twice a month) was a year and a half later at age 14.21 years. The average age of initiation for marijuana in 2004 was 13.22 years.

Substance Use for Arizona

For 2004 lifetime substance use, the most commonly used substances are alcohol (63.3% of Arizona survey participants have used at least once), cigarettes (42.0% have used), smokeless tobacco (10.6% have used), marijuana (31.3% have used), and inhalants (11.8% have used). When looking at the percentage of students who indicated that they used ATODs in the past 30 days, an increase by grade can be seen with all substances except inhalants. Overall, rates of lifetime substance use were decreased since the 2002 survey. Since 2002, 30-day use rates have decreased somewhat in all grades for alcohol, tobacco, marijuana, inhalants, cocaine, ecstasy, heroin, and any drug. The only substance which increased in all grades was stimulants, and those increases were very small.

Arizona Results Compared to National Results

More Arizona survey participants in all grades have had lifetime experience with alcohol, cigarettes, and cocaine than the national sample. Arizona youth in all grades used the following substances less than students nationally: smokeless tobacco, inhalants, hallucinogens, and ecstasy. Arizona youth have higher 30-day use rates of alcohol and any drug than the national sample. A comparison of state and national results shows that Arizona use rates of smokeless tobacco are lower than the use rates for the nation for grades 8, 10, and 12. In most instances, rates of 30-day substance use also changed very little since the 2002 survey.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, it can be seen that, of the Arizona students who took the survey, males and females are very similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. In some cases, females actually have use rates that are higher than males. The exceptions

are that, for lifetime use, males in all grades use much more smokeless tobacco, two and a half times the rate of females, more males use marijuana in each grade, and more females use sedatives. For 30-day use, the marijuana use rate for males was 2.9% higher than females. The 30-day usage rate of smokeless tobacco is significantly higher for males. As with lifetime use, females at every grade level had higher use rates than males for sedative and stimulant use.

Intention to Use ATODs

A majority of the youth do not intend to use cigarettes or marijuana, though a majority (67.6%) of high school seniors intend to use alcohol. The intention to use all substances generally increases as youth get older. Intention to use cigarettes, alcohol, and marijuana in 2004 peaked in grade 12.

Multiple Drug Use

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana is 13.8% and those using alcohol and marijuana is 11.4%. Thus, only 2.4% of those using marijuana do not also use alcohol. A review of tobacco use and any drug use during the past 30 days shows that over one-half of the youth who use tobacco also use an illegal drug (17.6% tobacco use compared to 9.8% tobacco and any drug use).

Perceived Harmfulness of Drugs: Arizona Compared to National Sample

For Arizona 8th graders, the greatest perceived risk was for regular marijuana smoking (62.4%), while in the 10th and 12th grades, the greatest perceived harmfulness was for heavy cigarette smoking (65.4% for 10th grade, 68.7% for 12th grade). The category that students viewed as being the least harmful was in trying marijuana once or twice.

In comparing Arizona results to MTF results, Arizona rates of perceived harmfulness of smoking marijuana regularly were significantly lower than MTF rates in all grades. Such findings indicate that programs focusing on educating students about the harmful effects of regular marijuana use would be very beneficial to Arizona youth.

Perceived Availability of Drugs: Arizona Compared to National Sample

When looking at the 2004 results by grade, Arizona 8th graders, 10th graders, and the total state perceived alcohol as the substance that was the most available, and in the 12th grade the substance perceived as being the easiest to get was cigarettes. The substances with the lowest perceived availability (or the substances perceived as being the most difficult to get) were cocaine, LSD, and amphetamines. In all categories, and for all grades, there is a 6.0% to 17.6% difference in perceived availability between Arizona results and national results. Overall, for the state total, perceived availability of cigarettes decreased 2.3%, perceived availability of marijuana decreased 7.9%, and perceived availability of cocaine, LSD, and amphetamines decreased 3.8%.

Heavy Substance Use and Antisocial Behavior by Grade and Gender

Unlike 30-day and lifetime ATOD substance use, where Arizona males and females had similar use rates, and often females in lower grades had higher rates, the male-female differences in heavy use of alcohol and tobacco and antisocial behavior are more pronounced. The only exceptions were that females in grades 8 and 10 participated in binge drinking and being drunk or high in school more than males.

Overall, binge drinking and being drunk or high at school appear to be the biggest antisocial problems among Arizona youth with 22.7% of students binge drinking at least once in the past two weeks and 17.7% of students being at school while drunk or high at least once in the past year. The behavior that the fewest students participated in was regular cigarette smoking (2.3%), and stealing a vehicle (4.2%).

Handguns and Violence

It is clear from the survey results reported here that responses to most of the questions regarding handguns and violence show a low percentage of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 1.5% of the students surveyed reported having taken a handgun

to school in the past 12 months. In regard to carrying a handgun in general, 6.1% of students surveyed reported having carried a handgun in the past 12 months, and 7.4% of students surveyed reported having carried a handgun in their lifetime.

A review of the responses regarding violence reveals that 19.8% of the youth in Arizona have attacked someone with the idea of seriously hurting them at some time in their life, and 16.3% have attacked someone in the past 12 months. For the total survey population, the percent of students reporting they had attacked someone in the past year increased 5.7% (from 10.6% in 2002 to 16.3% in 2004).

A large majority of Arizona Youth (91.1%) have never belonged to a gang, while 4.7% of the youth surveyed reported that they had been members in the past; 2.6% reported they belong now; 1.3% reported that they would like to join a gang; and 0.4% reported that they are in a gang, but would like to get out.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who reported getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. For example, failing ("F") students are approximately five times more likely to have indicated use of marijuana in the past 30 days than succeeding ("A") students.

Parent's Education and Youth Substance Use

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Arizona, youth whose fathers did not graduate from high school have 30-day cigarette use rates that are 6.4% higher than youth whose fathers were college graduates.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behavior of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (9.5%) reported using marijuana in the past 30 days when their parents thought it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," as opposed to "Very Wrong") use increased substantially to 32.3% for 30-day use.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. For example, when students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 4.8% had used marijuana in the past month. However, when students even thought that there was a "Little chance" that they would be seen as cool, marijuana use rates were over three times higher for past-month use (16.1%).

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are nearly three times as likely to use cigarettes in the 30 days prior to the survey, over two times as likely to use marijuana in the past 30 days, and over three times as likely to have used any drug in the past 30 days. These results indicate that when a youth receives a diagnosis of depression, they should also be assessed for substance abuse.

Recommendations

Based upon the aforementioned findings, the following conclusions and recommendations are presented for future prevention strategies:

1. While lifetime and past-month rates of alcohol showed strong decreases since the 2002 survey, alcohol use rates continue to be higher than the national average for grades 8, 10, and 12. These higher rates indicate that decreasing alcohol use continues to be a high priority for Arizona.
2. Students with a reported grade average of “F” are 19.9% more likely to have indicated use of alcohol in the past 30 days than “A” students. Failing students are also 20.7% more likely to have used cigarettes and five times more likely to have used marijuana than “A” students. This finding suggests that administrators (or managers), when planning for prevention programs, would benefit from placing an emphasis on students who are having trouble with academics. Academic failure is highly predictive for engagement in high-risk behaviors including drug usage.
3. The greatest increase in 30-day use of most substances occurs from middle school (8th grade) to high school (10th grade). These findings suggest that prevention efforts need to be focused on the younger student population.
4. Heavy substance use continues to be a significant issue among Arizona youth with 22.7% of Arizona students indicating they had consumed more than five alcoholic beverages in a row at least once in the past two weeks.

Further, an alarming 17.7% of students indicated that they had been drunk or high while in school at least once in the past year. Such findings suggest that work needs to be done in Arizona regarding heavy alcohol use and in increasing resolve to curb substance use in and around schools.

5. School safety remains a growing issue, as rates of lifetime and past-year attacks increased in all grades and perceived acceptability of beating someone also increased. Decreasing acceptability of violence could be a key to decreasing violence rates.

6. The two lowest protective factor scores were Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. These scores indicate that the community does not encourage prosocial involvement as much as the family and school domains do. Further, these scores also indicate areas where protection in Arizona is lower than protection on the seven-state norm level. These could be areas to target for prevention efforts/programs and to encourage communities toward more reinforcement and rewards for prosocial involvement.

In general, the results from the Arizona Youth Survey show that Arizona student use of ATODs is at levels that are similar to, or higher than, current national trends; that rates of delinquency and antisocial behavior could be improved and that Arizona youth have higher levels of risk and lower levels of protection than students on a national level.

Summary

As noted previously, the analysis of the data obtained from the 2004 Arizona Youth Survey is quite extensive and therefore the results are not intended to be exhaustive. Rather, it is believed that the data and highlights contained within this report will provide insights for future decisions pertaining to the well-being of Arizona youth. Using risk and protective data as a focal point for drug prevention programs has proven effective in reducing drug use in communities. For this reason, it is essential to empower community members, school officials and policy makers with risk and protective factor data. Specifically, the purpose of the Arizona Youth Survey is to provide policy and decision makers with better information to aid in the development of prevention and intervention strategies throughout the state.

The Arizona Youth Survey is based on the national Communities That Care model and the research of J. David Hawkins, Ph.D. and Richard F. Catalano, Ph.D. The model has strong support from numerous federal agencies including the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the National Youth Gang Center, and the Center for Substance Abuse and Prevention (CSAP). Given the scarce resources available to schools and service providers today, the information contained within this report provides Arizona with a considerable advantage at all levels of government in securing additional funding.

The 2004 administration of the Arizona Youth Survey resulted in a significant increase in the participation of voluntary and selected sample schools over the 2002 administration. With 266 schools participating in the 2004 administration, 45,119 surveys were completed by students in grades 8, 10, and 12 resulting in more than triple the 2002 sample. As a result of this success, outstanding strides have been made in developing a data infrastructure that provides valuable information regarding youth at the state and local level. It is the goal of the 2006 Arizona Youth Survey to increase participation (both in schools and in number of students), find and stabilize funding for the survey, and build and strengthen partnerships.

The ability to accurately understand the underlying factors — behaviors, attitudes, conditions or events — that increase and decrease the risk for criminal activities will provide a basis on which to bring about positive change. Risk factors are powerful tools for identifying and locating populations and individuals with a high potential for substance abuse, delinquency, school drop-out, and/or violence, and they provide valuable targets for programs aimed at preventing or reducing these problem behaviors. Protective factors are also important tools for enhancing the availability of positive interactions and bonding with the community, family, school, and peer groups.

Overall, results from the survey show that Arizona students use alcohol, tobacco and other drugs (ATOD) at levels that are similar to, or higher than, current national rates. Several indicators of delinquency and antisocial behavior showed small, but significant increases when compared to the 2002 Arizona Youth Survey results. Since 2002, 30-day use rates have decreased somewhat in all grades for alcohol, tobacco, marijuana, inhalants, cocaine, ecstasy, heroin, and any drug. The only substance which increased in all grades was stimulants, and those increases were very small. While lifetime and past month rates of alcohol showed strong decreases since the 2002 survey, alcohol use rates continue to be higher than the national average for grades 8, 10, and 12. These higher rates indicate that decreasing alcohol use should continue to be a high priority for Arizona.

The survey found that parental attitudes regarding drug use can heavily influence the attitudes and behavior of children. Perceived parental acceptability of drug use can result in higher substance use. For example, relatively few students (9.5%) reported using marijuana in the past 30 days when their parents thought it is “Very Wrong” to use it. When a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is “Wrong” not “Very Wrong”) use increased substantially to 32.3% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases. It is important that a strong message is sent to parents regarding their role and ability to influence substance abuse among youth.

School safety is an emerging issue, as rates of attacking with the intent to harm in the past year and in a student's lifetime increased in all grades and perceived acceptability of physically hurting someone also increased. Among 8th grade students, 16.1% reported that they did not go to school at least one day in the previous month because they felt unsafe, an increase from 5.4% in 2002. In looking at the 2004 results in comparison to the 2002 results, increases in safety issues can be seen in all four school safety indicators. Certainly, it is important to set a high priority on maintaining a safe learning environment in Arizona. The increase in these factors is concerning and would indicate that additional research should be conducted in this area.

The Arizona Youth Survey fills a critical role within a statewide substance abuse, violence, and juvenile delinquency strategy to provide information on the well-being of youth, families, and communities. In the next two years, the

Arizona Criminal Justice Commission will continue to place an emphasis on building partnerships and working to disseminate survey data to community leaders and decision makers. Although this report provides a statewide perspective, additional reports have been made available at the county, city, and school levels.

The data made available through the 2004 Arizona Youth Survey provide local decision makers with information for developing strategies in directing scarce funding toward needed programs to serve the youth and families in their community. Data-driven programs are more likely to target needed areas and, therefore, are more likely to result in the successful maximization of limited resources. Critical to this effort is the continued development of a state data infrastructure that provides information on the well-being of our youth and the communities we live in.

The next section asks about your experiences at school.

	NOI	no	yes	YES!										
8. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
9. Teachers ask me to work on special classroom projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
10. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
11. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
13. I feel safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
14. The school lets my parents know when I have done something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
15. My teachers praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
16. Are your school grades better than the grades of most students in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
17. I have lots of chances to be part of class discussions or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
18. Now thinking back over the past year in school, how often did you:														
a. enjoy being in school?	<table border="1"> <thead> <tr> <th>Almost always</th> <th>Often</th> <th>Sometimes</th> <th>Seldom</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>				Almost always	Often	Sometimes	Seldom	Never	<input type="checkbox"/>				
Almost always	Often	Sometimes	Seldom	Never										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
b. hate being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
c. try to do your best work in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
19. How often do you feel that the school work you are assigned is meaningful and important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

20. Putting them all together, what were your grades like last year?

- Mostly F's
 Mostly D's
 Mostly C's

- Mostly B's
 Mostly A's

21. How important do you think the things you are learning in school are going to be for your later life

- Very important
 Quite important
 Fairly important

- Slightly important
 Not at all important

22. How interesting are most of your courses to you?

- Very interesting and stimulating
 Quite interesting
 Fairly interesting

- Slightly dull
 Very dull

23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

- None 1 2 3 4-5 6-10 11 or more

The next questions ask about your feelings and experiences in other parts of your life.

	0	1	2	3	4
24. 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:	Number of friends				
a. participated in clubs, organizations or activities at school?	<input type="checkbox"/>				
b. smoked cigarettes?	<input type="checkbox"/>				
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="checkbox"/>				
d. made a commitment to stay drug-free?	<input type="checkbox"/>				
e. used marijuana?	<input type="checkbox"/>				
f. tried to do well in school?	<input type="checkbox"/>				
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="checkbox"/>				
h. been suspended from school?	<input type="checkbox"/>				
i. liked school?	<input type="checkbox"/>				
j. carried a handgun?	<input type="checkbox"/>				
k. sold illegal drugs?	<input type="checkbox"/>				
l. regularly attended religious services?	<input type="checkbox"/>				
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>				
n. been arrested?	<input type="checkbox"/>				
o. dropped out of school?	<input type="checkbox"/>				
p. been members of a gang?	<input type="checkbox"/>				

25. What are the chances you would be seen as cool if you:

	No or very little chance	Little chance	Some chance	Very good chance
a. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. worked hard at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. defended someone who was being verbally abused at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. regularly volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How old were you when you first:

	17 or older	16	15	14	13	12	11	10 or younger	Never
a. smoked marijuana?	<input type="checkbox"/>								
b. smoked a cigarette, even just a puff?	<input type="checkbox"/>								
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	<input type="checkbox"/>								
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>								
e. used methamphetamines (meth, crystal, crank)?	<input type="checkbox"/>								
f. got suspended from school?	<input type="checkbox"/>								
g. got arrested?	<input type="checkbox"/>								
h. carried a handgun?	<input type="checkbox"/>								
i. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>								
j. belonged to a gang?	<input type="checkbox"/>								

27. How wrong do you think it is for someone your age to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. take a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How many times have you done the following things?

	Never	I've done it, but not in the past year	Less than once a month	About once a month	2 or 3 times a month	Once a week or more
a. done what feels good no matter what.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. done something dangerous because someone dared you to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done crazy things even if they are a little dangerous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How many times in the past year (12 months) have you:

	40+ times	30 to 39 times	20 to 29 times	10 to 19 times	6 to 9 times	3 to 5 times	1 to 2 times	Never
a. been suspended from school?	<input type="checkbox"/>							
b. carried a handgun?	<input type="checkbox"/>							
c. sold illegal drugs?	<input type="checkbox"/>							
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>							
e. participated in clubs, organizations or activities at school?	<input type="checkbox"/>							
f. been arrested?	<input type="checkbox"/>							
g. done extra work on your own for school?	<input type="checkbox"/>							
h. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>							
i. attacked someone with a weapon?	<input type="checkbox"/>							
j. been drunk or high at school?	<input type="checkbox"/>							
k. volunteered to do community service?	<input type="checkbox"/>							
l. taken a handgun to school?	<input type="checkbox"/>							
m. stolen or tried to steal something worth less than \$50?	<input type="checkbox"/>							
n. stolen or tried to steal something worth more than \$50?	<input type="checkbox"/>							
o. gone into or tried to go into a building to steal something?	<input type="checkbox"/>							
p. used a weapon or force to get money or other material items from someone?	<input type="checkbox"/>							

30. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?
- Ignore her
- Grab a CD and leave the store
- Tell her to put the CD back
- Act like it is a joke, and ask her to put the CD back
31. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?
- Push the person back
- Say "Excuse me" and keep on walking
- Say "Watch where you are going" and keep on walking
- Swear at the person and walk away
32. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?
- Drink it
- Tell your friend, "No thanks. I don't drink" and suggest that you and your friend go and do something else
- Just say, "No thanks" and walk away
- Make up a good excuse, tell your friend you had something else to do, and leave
33. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?
- Leave the house anyway
- Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out
- Not say anything and start watching TV
- Get into an argument with her
34. How often do you attend religious services or activities?
- Never 1-2 Times a Month
- Rarely About Once a Week or More
35. 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 6-7 times
- 1 time 8-9 times
- 2-3 times 10-11 times
- 4-5 times 12 or more times

36. During the past 12 months, how many times were you in a physical fight on school property?
- 0 times 6-7 times
- 1 time 8-9 times
- 2-3 times 10-11 times
- 4-5 times 12 or more times
37. 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 the way to or from school?
- 0 days 4-5 days
- 1 day 6 or more days
- 2-3 days

38. 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 4-5 days
- 1 day 6 or more days
- 2-3 days

39. I think sometimes it's okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is important to think before you act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. It is all right to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

	NO!	no	yes	YES!
a. smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. drink beer, wine, or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. use LSD, cocaine, amphetamines or another illegal drug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OCCASIONS

On how many occasions (if any) have you:

	0	1-2	3-5	6-9	10-19	20-39	40+
48. had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime – more than just a few sips?	<input type="checkbox"/>						
49. had beer, wine or hard liquor to drink during the past 30 days?	<input type="checkbox"/>						
50. used marijuana in your lifetime?	<input type="checkbox"/>						
51. used marijuana during the past 30 days?	<input type="checkbox"/>						
52. used LSD or other psychedelics in your lifetime?	<input type="checkbox"/>						
53. used LSD or other psychedelics during the past 30 days?	<input type="checkbox"/>						
54. used cocaine or crack in your lifetime?	<input type="checkbox"/>						
55. used cocaine or crack during the past 30 days?	<input type="checkbox"/>						
56. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	<input type="checkbox"/>						
57. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	<input type="checkbox"/>						
58. used phenoxylidine (pox, px, breeze) in your lifetime?	<input type="checkbox"/>						
59. used phenoxylidine (pox, px, breeze) during the past 30 days?	<input type="checkbox"/>						
60. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, in your lifetime?	<input type="checkbox"/>						
61. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, during the past 30 days?	<input type="checkbox"/>						
62. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	<input type="checkbox"/>						
63. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the past 30 days?	<input type="checkbox"/>						
64. used heroin or other opiates in your lifetime?	<input type="checkbox"/>						
65. used heroin or other opiates during the past 30 days?	<input type="checkbox"/>						
66. used MDMA ('X', 'E', or ecstasy) in your lifetime?	<input type="checkbox"/>						
67. used MDMA ('X', 'E', or ecstasy) during the past 30 days?	<input type="checkbox"/>						

68. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoke one or more packs of cigarettes per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. try marijuana once or twice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. smoke marijuana regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

69. Has anyone in your family ever had a severe alcohol or drug problem?

- No
- Yes

70. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?

- Never Regularly in the past
- Once or Twice Regularly now
- Once in a while but not regularly

71. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?

- 0 days 10 to 19 days
- 1 or 2 days 20 to 29 days
- 3 to 5 days All 30 days
- 6 to 9 days

72. Have you ever smoked cigarettes?

- Never Regularly in the past
- Once or Twice Regularly now
- Once in a while but not regularly

73. During the past 30 days, on how many days did you smoke cigarettes?

- 0 days
- 10 to 19 days
- 1 or 2 days
- 20 to 29 days
- 3 to 5 days
- All 30 days
- 6 to 9 days

74. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

- I did not smoke cigarettes during the past 30 days
- Less than 1 cigarette per day
- 1 cigarette per day
- 2 to 5 cigarettes per day
- 6 to 10 cigarettes per day
- 11 to 20 cigarettes per day
- More than 20 cigarettes per day

75. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- None
- 3-5 times
- Once
- 6-9 times
- Twice
- 10 or more times

76. I do the opposite of what people tell me, just to get them mad.

- Very False
- Somewhat True
- Somewhat False
- Very True

77. I like to see how much I can get away with.

- Very False
- Somewhat True
- Somewhat False
- Very True

78. I ignore rules that get in my way.

- Very False
- Somewhat True
- Somewhat False
- Very True

These questions ask about the neighborhood and community where you live.

79. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?

NO!	no	yes	YES!
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

80. If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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81. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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82. If a kid carried a handgun in your neighborhood would he or she be caught by the police?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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very easy	sort of easy	sort of hard	very hard
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. if you wanted to get some cigarettes, how easy would it be for you to get some?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

84. if you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. if you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. if you wanted to get some marijuana, how easy would it be for you to get some?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="radio"/>				
b. sold or dealt drugs?	<input type="radio"/>				
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="radio"/>				
d. gotten drunk or high?	<input type="radio"/>				

89. Are you currently on probation, or assigned a probation officer with Juvenile Court?

- No
- Yes

90. Have you ever belonged to a gang?

- No
- Yes, belong now
- No, but would like to
- Yes, but would like to get out
- Yes, in the past

91. if you have ever belonged to a gang, what was the one major reason you joined?

- Protection/safety
- Make money
- Friendship
- Other
- Parent(s) are in a gang
- I have never belonged to a gang
- Sibling(s) are in a gang

92. if you have ever belonged to a gang, did the gang have a name?

- No
- Yes
- I have never belonged to a gang

93. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. to drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. to smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

94. If I had to move, I would miss the neighborhood I now live in.

NO!	no	yes	YES!
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

95. My neighbors notice when I am doing a good job and let me know about it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

96. I like my neighborhood.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

97. There are lots of adults in my neighborhood I could talk to about something important.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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98. I'd like to get out of my neighborhood.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

99. There are people in my neighborhood who are proud of me when I do something well.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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100. There are people in my neighborhood who encourage me to do my best.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

101. I feel safe in my neighborhood.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

102. How many times have you changed homes since kindergarten?

- Never 5 or 6 times
 1 or 2 times 7 or more times
 3 or 4 times

103. Have you changed homes in the past year (the last 12 months)?

- No Yes

104. Which of the following activities for people your age are available in your community?

- a. sports teams No Yes
 b. scouting No Yes
 c. boys and girls clubs No Yes
 d. 4-H clubs No Yes
 e. service clubs No Yes

105. Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?

- No Yes

106. How many times have you changed schools since kindergarten (including changing from elementary to middle and middle to high school)?

- Never 5 or 6 times
 1 or 2 times 7 or more times
 3 or 4 times

107. How much does each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
a. crime and/or drug selling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. lots of empty or abandoned buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. lots of graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next few questions ask about your family. When answering these questions please think about the people you consider to be your family, for example, parents, stepparents, grandparents, aunts, uncles, etc.

108. My parents notice when I am doing a good job and let me know about it.

- Never or Almost Never Often
 Sometimes All the Time

109. How often do your parents tell you they're proud of you for something you've done?

- Never or Almost Never Often
 Sometimes All the Time

110. How wrong do your parents feel it would be for YOU to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. steal something worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

111. Have any of your brothers or sisters ever:

	I don't have any brothers or sisters	
	No	Yes
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
d. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
e. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NOI	no	yes	YES!
112. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. My family has clear rules about cigarettes and tobacco use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. If you skipped school would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
125. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
127. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NOI	no	yes	YES!
128. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
133. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

134. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

- Mother
- Stepmother
- Grandmother
- Aunt
- Father
- Stepfather
- Foster Father
- Grandfather
- Uncle
- Other Adults
- Grandmother
- Stepbrother(s)
- Sister(s)
- Stepfather
- Stepbrother(s)
- Other Children

135. How many brothers and sisters, including stepbrothers and sisters, do you have that are younger than you?
 0 1 2 3 4 5 6 or more

136. How many brothers and sisters, including stepbrothers and sisters, do you have that are older than you?
 0 1 2 3 4 5 6 or more

137. To your knowledge, can someone (juvenile or adult) who carries a concealed but unloaded gun in the street be convicted of a weapons offense?
 No Yes

138. To your knowledge, can someone (juvenile or adult) who has ever been convicted of a felony legally carry a gun?
 No Yes

139. To your knowledge, are there federal penalties for carrying a gun?
 No Yes

140. Have you ever heard of Project Safe Neighborhoods (PSN)?
 No Yes

141. How did you hear about Project Safe Neighborhoods?
 TV. Billboard Have not heard of PSN
 Radio Other

142. How honest were you in filling out this survey?
 I was very honest
 I was honest pretty much of the time
 I was honest some of the time
 I was honest once in a while
 I was not honest at all

Appendix B: Risk and Protective Factors and Their Associated Scales

Community Domain Protective Factors

Protective Factor

Associated Scales

Community Opportunities for Prosocial Involvement

Community Opportunities for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Domain Risk Factors

Risk Factor

Associated Scales

Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment
Community Disorganization

Transitions & Mobility

Transitions & Mobility

Laws and Norms Favorable to Drug Use, Firearms, and Crime

Laws and Norms Favorable to Drug Use

Availability of Drugs and Firearms

Perceived Availability of Drugs
Perceived Availability of Handguns

Media Portrayals of Violence

No Scale

Extreme Economic Deprivation

No Scale

Family Domain Protective Factors

Protective Factor

Associated Scales

Family Attachment

Family Attachment

Family Opportunities for Positive Involvement

Family Opportunities for Positive Involvement

Family Rewards for Positive Involvement

Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Family Domain Risk Factors

<u>Risk Factor</u>	<u>Associated Scales</u>
Family Management Problems	Poor Family Management
Family Conflict	Family Conflict
Family Involvement in the Problem Behavior	Family History of Antisocial Behavior
Favorable Parental Attitudes Towards The Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior Parental Attitudes Favorable to Drug Use

School Domain Protective Factors

<u>Protective Factor</u>	<u>Associated Scales</u>
School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement
School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement

School Domain Risk Factors

<u>Risk Factor</u>	<u>Associated Scales</u>
Academic Failure Beginning in Late Elementary School	Academic Failure
Lack of Commitment to School	Low School Commitment

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Individual-Peer Protective Factors

Protective Factor

Associated Scales

Religiosity

Religiosity

Social Skills

Social Skills

Belief in the Moral Order

Belief in the Moral Order

Prosocial Involvement

Prosocial Involvement

Rewards for Prosocial Involvement

Rewards for Prosocial Involvement

Interaction with Prosocial Peers

Interaction with Prosocial Peers

Individual-Peer Risk Factors

Risk Factor

Associated Scales

Rebelliousness

Rebelliousness

Early and Persistent Antisocial Behavior

Early Initiation of Drug use
Early Initiation of Antisocial Behavior

Friends Who Engage in the Problem Behavior

Interaction with Antisocial Peers
Friends' Use of Drugs
Rewards for Antisocial Behavior

Favorable Attitudes Towards the Problem Behavior

Attitudes Favorable Towards Antisocial Behavior
Attitudes Favorable Towards Drug Use
Perceived Risks of Drug Use
Intention to Use

Early Initiative of the Problem Behavior

Early Initiative of Drug Use
Early Initiative of Antisocial Behavior

Gang Involvement

Gang Involvement

Constitutional Factors

Sensation Seeking
Depressive Symptoms

Appendix C: AYS Survey Results, Frequency and Percentage for Each Response Category

Question	Response	#	%
1. Are you:	Male	19,172	47.5
	Female	21,161	52.5
2. How old are you?	12	53	0.1
	13	7,955	19.4
	14	10,031	24.5
	15	6,305	15.4
	16	6,624	16.2
	17	4,785	11.7
	18	4,766	11.6
	19 or older	441	1.1
3. What grade are you in?	8th	18,812	45.9
	10th	12,558	30.7
	12th	9,590	23.4
4. Please choose the ONE answer that BEST describes what you consider yourself to be.	White, not of Hispanic Origin	19,745	49.0
	Black or African American	1,503	3.7
	American Indian/Native American, Eskimo, or Aleut	2,938	7.3
	Spanish/Hispanic/Latino	13,184	32.7
	Asian	812	2.0
	Pacific Islander	289	0.7
	Other (Please Specify____)	1,851	4.6
5. What is the language you use most often at home?	English	32,544	80.4
	Spanish	6,954	17.2
	Another Language	989	2.4

Question	Response	#	%
6. What is the highest level of schooling completed by your mother?	Grade school or less	1,740	4.4
	Some high school	4,428	11.1
	Completed high school	8,267	20.7
	Some college	6,680	16.7
	Completed college	8,231	20.6
	Graduate or professional school after college	3,261	8.2
7. What is the highest level of schooling completed by your father?	Don't know	7,000	17.5
	Does not apply	378	0.9
	Grade school or less	1,563	3.9
	Some high school	3,448	8.6
8. In my school, students have lost of chances to help decide things like class activities and rules.	Completed high school	7,588	19.0
	Some college	4,985	12.5
	Completed college	7,932	19.9
	Graduate or professional school after college	4,409	11.1
	Don't know	9,182	23.0
9. Teachers ask me to work on special classroom projects.	Does not apply	779	2.0
	NO!	6,676	16.5
	no	14,755	36.4
	yes	16,486	40.6
9. Teachers ask me to work on special classroom projects.	YES!	2,669	6.6
	NO!	5,464	13.5
	no	17,198	42.5
	yes	15,060	37.2
9. Teachers ask me to work on special classroom projects.	YES!	2,769	6.8

Question	Response	#	%
10. My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	3,132	7.7
	no	9,292	23.0
	yes	20,630	51.0
	YES!	7,419	18.3
11. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	1,646	4.0
	no	3,017	7.4
	yes	16,184	39.8
	YES!	19,825	48.7
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	1,904	4.7
	no	7,355	18.1
	yes	21,435	52.8
	YES!	9,924	24.4
13. I feel safe at my school.	NO!	3,060	7.6
	no	5,984	14.8
	yes	22,741	56.2
	YES!	8,659	21.4
14. The school lets my parents know when I have done something well.	NO!	10,045	24.9
	no	17,243	42.8
	yes	10,164	25.2
	YES!	2,840	7.0
15. My teacher(s) praise me when I work hard in school.	NO!	5,915	14.7
	no	15,833	39.3
	yes	15,346	38.1
	YES!	3,190	7.9
16. Are your school grades better than the grades of most students in your class?	NO!	3,896	9.6
	no	12,818	31.7
	yes	17,371	43.0
	YES!	6,314	15.6

Question	Response	#	%	
17. I have lots of chances to be part of class discussions or activities.	NO!	1,639	4.1	
	no	6,749	16.7	
	yes	24,040	59.4	
	YES!	8,050	19.9	
18. Now, thinking back over the past year in school, how often did you...				
a. enjoy being in school?	Never	2,893	7.2	
	Seldom	5,095	12.6	
	Sometimes	16,542	40.9	
	Often	10,651	26.3	
	Almost Always	5,271	13.0	
b. hate being in school?	Never	3,045	7.6	
	Seldom	9,669	24.0	
	Sometimes	15,646	38.8	
	Often	7,838	19.4	
	Almost Always	4,107	10.2	
c. try to do your best work in school?	Never	464	1.2	
	Seldom	1,601	4.0	
	Sometimes	7,654	19.0	
	Often	14,042	34.9	
	Almost Always	16,495	41.0	
19. How often do you feel that the school work you are assigned is meaningful and important?	Never	3,105	7.7	
	Seldom	8,209	20.5	
	Sometimes	14,219	35.5	
	Often	9,769	24.4	
Almost Always	4,786	11.9		
	20. Putting them all together, what were your grades like last year?			
	Mostly F's	773	1.9	
	Mostly D's	2,136	5.3	
Mostly C's	9,491	23.7		
Mostly B's	15,001	37.4		
Mostly A's	12,671	31.6		

Question	Response	#	%	
21. How important do you think the things you are learning in school are going to be for your later life?	Very important	10,182	25.1	
	Quite important	10,806	26.6	
	Fairly important	11,912	29.3	
	Slightly important	6,360	15.7	
	Not at all important	1,347	3.3	
22. How interesting are most of your courses to you?	Very interesting and stimulating	3,032	7.5	
	Quite interesting	10,195	25.2	
	Fairly interesting	15,736	38.9	
	Slightly Dull	8,293	20.5	
	Very Dull	3,199	7.9	
23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	26,393	65.4	
	1	4,731	11.7	
	2	3,008	7.5	
	3	2,429	6.0	
	4 to 5	2,234	5.5	
	6 to 10	854	2.1	
	11 or more	685	1.7	
24. Think of your <u>four best friends</u> (the friends you feel closest to).In the past year (12 months), how many of your best friends have:	a. participated in clubs, organizations and activities at school?	0 Friends	6,870	17.3
		1 Friend	6,191	15.6
		2 Friends	8,335	20.9
		3 Friends	6,286	15.8
		4 Friends	12,131	30.5
	b. smoked cigarettes?	0 Friends	21,030	53.0
		1 Friend	6,595	16.6
		2 Friends	4,599	11.6
		3 Friends	2,740	6.9
		4 Friends	4,723	11.9

Question	Response	#	%
c. tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	0 Friends	12,690	32.0
	1 Friend	5,271	13.3
	2 Friends	5,130	12.9
	3 Friends	4,290	10.8
	4 Friends	12,253	30.9
d. made the commitment to stay drug-free?	0 Friends	12,059	30.6
	1 Friend	6,701	17.0
	2 Friends	4,853	12.3
	3 Friends	4,023	10.2
	4 Friends	11,785	29.9
e. used marijuana?	0 Friends	19,889	50.4
	1 Friend	5,480	13.9
	2 Friends	4,264	10.8
	3 Friends	3,217	8.1
	4 Friends	6,639	16.8
f. tried to do well in school?	0 Friends	1,820	4.6
	1 Friend	2,959	7.5
	2 Friends	6,158	15.6
	3 Friends	8,242	20.9
	4 Friends	20,308	51.4
g. used LSD, cocaine, amphetamines or another illegal drugs?	0 Friends	29,575	74.8
	1 Friend	4,326	10.9
	2 Friends	2,378	6.0
	3 Friends	1,231	3.1
	4 Friends	2,007	5.1
h. been suspended from school?	0 Friends	22,670	57.2
	1 Friend	7,437	18.8
	2 Friends	4,423	11.2
	3 Friends	2,064	5.2
	4 Friends	3,045	7.7

Question	Response	#	%
i. liked school?	0 Friends	11,448	29.0
	1 Friend	6,140	15.6
	2 Friends	8,777	22.2
	3 Friends	6,229	15.8
	4 Friends	6,889	17.4
j. carried a handgun?	0 Friends	35,072	89.0
	1 Friend	2,131	5.4
	2 Friends	945	2.4
	3 Friends	424	1.1
	4 Friends	819	2.1
k. sold illegal drugs?	0 Friends	30,865	78.6
	1 Friend	4,051	10.3
	2 Friends	2,072	5.3
	3 Friends	903	2.3
	4 Friends	1,369	3.5
l. regularly attended religious services?	0 Friends	12,378	31.6
	1 Friend	9,010	23.0
	2 Friends	8,263	21.1
	3 Friends	4,496	11.5
	4 Friends	5,053	12.9
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	34,530	87.4
	1 Friend	2,717	6.9
	2 Friends	1,101	2.8
	3 Friends	452	1.1
	4 Friends	713	1.8
n. been arrested?	0 Friends	28,161	71.4
	1 Friend	5,801	14.7
	2 Friends	2,816	7.1
	3 Friends	1,113	2.8
	4 Friends	1,563	4.0

Question	Response	#	%
o. dropped out of school?	0 Friends	33,367	84.7
	1 Friend	3,777	9.6
	2 Friends	1,199	3.0
	3 Friends	434	1.1
	4 Friends	595	1.5
p. been members of a gang?	0 Friends	32,402	82.4
	1 Friend	2,794	7.1
	2 Friends	1,455	3.7
	3 Friends	744	1.9
	4 Friends	1,935	4.9
25. What are the chances you would be seen as cool if you:			
a. smoked cigarettes?	No or Very Little Chance	25,022	63.2
	Little Chance	7,874	19.9
	Some Chance	4,259	10.8
	Pretty Good Chance	1,463	3.7
	Very Good Chance	967	2.4
b. worked hard in school?	No or Very Little Chance	6,473	16.3
	Little Chance	7,500	18.9
	Some Chance	10,435	26.4
	Pretty Good Chance	8,096	20.4
	Very Good Chance	7,090	17.9
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	16,782	42.5
	Little Chance	7,357	18.6
	Some Chance	7,219	18.3
	Pretty Good Chance	5,102	12.9
	Very Good Chance	3,016	7.6
d. defended someone who was being verbally abused at school?	No or Very Little Chance	6,079	15.4
	Little Chance	6,189	15.6
	Some Chance	10,361	26.2
	Pretty Good Chance	9,285	23.4
	Very Good Chance	7,688	19.4

Question	Response	#	%
e. used marijuana?	No or Very Little Chance	21,574	54.9
	Little Chance	6,375	16.2
	Some Chance	5,180	13.2
	Pretty Good Chance	3,197	8.1
	Very Good Chance	2,975	7.6
f. regularly volunteered to do community service?	No or Very Little Chance	14,669	37.3
	Little Chance	9,510	24.2
	Some Chance	8,053	20.5
	Pretty Good Chance	4,133	10.5
	Very Good Chance	3,000	7.6
g. carried a handgun?	No or Very Little Chance	30,670	77.9
	Little Chance	3,862	9.8
	Some Chance	2,139	5.4
	Pretty Good Chance	1,114	2.8
	Very Good Chance	1,577	4.0
26. How old were you when you first:			
a. smoked marijuana?	Never have	27,227	67.2
	10 or younger	1,349	3.3
	11	1,190	2.9
	12	2,050	5.1
	13	2,928	7.2
	14	2,234	5.5
	15	1,928	4.8
	16	1,052	2.6
	17 or Older	548	1.4

Question	Response	#	%
b. smoked a cigarette, even just a puff?	Never have	22,278	55.2
	10 or younger	5,166	12.8
	11	2,392	5.9
	12	2,762	6.8
	13	2,791	6.9
	14	1,877	4.7
	15	1,556	3.9
	16	888	2.2
	17 or Older	650	1.6
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	Never have	13,279	32.8
	10 or younger	5,841	14.4
	11	2,610	6.5
	12	3,683	9.1
	13	4,999	12.4
	14	3,898	9.6
	15	3,402	8.4
	16	1,717	4.2
	17 or Older	1,029	2.5
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	27,681	68.3
	10 or younger	599	1.5
	11	593	1.5
	12	1,098	2.7
	13	2,163	5.3
	14	2,118	5.2
	15	2,793	6.9
	16	1,974	4.9
	17 or Older	1,505	3.7

Question	Response	#	%
e. used methamphetamine?	Never have	38,197	94.4
	10 or younger	148	0.4
	11	98	0.2
	12	150	0.4
	13	382	0.9
	14	362	0.9
	15	486	1.2
	16	342	0.8
	17 or Older	302	0.7
f. got suspended from school?	Never have	30,213	74.7
	10 or younger	2,377	5.9
	11	1,347	3.3
	12	1,737	4.3
	13	2,050	5.1
	14	1,251	3.1
	15	755	1.9
	16	436	1.1
	17 or Older	270	0.7
g. got arrested?	Never have	35,476	87.9
	10 or younger	427	1.1
	11	429	1.1
	12	661	1.6
	13	1,033	2.6
	14	743	1.8
	15	708	1.8
	16	454	1.1
	17 or Older	408	1.0

Question	Response	#	%
h. carried a handgun?	Never have	37,164	92.6
	10 or younger	749	1.9
	11	348	0.9
	12	416	1.0
	13	501	1.2
	14	334	0.8
	15	270	0.7
	16	198	0.5
	17 or Older	166	0.4
i. attacked someone with the idea of seriously hurting them?	Never have	32,361	80.2
	10 or younger	2,038	5.0
	11	916	2.3
	12	1,158	2.9
	13	1,425	3.5
	14	1,051	2.6
	15	721	1.8
	16	419	1.0
	17 or Older	279	0.7
j. belonged to a gang?	Never have	37,863	93.7
	10 or younger	433	1.1
	11	315	0.8
	12	431	1.1
	13	612	1.5
	14	366	0.9
	15	209	0.5
	16	103	0.3
	17 or Older	70	0.2
27. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	34,907	85.9
	Wrong	4,188	10.3
	A Little Bit Wrong	998	2.5
	Not Wrong at All	526	1.3

Question	Response	#	%
b. steal anything worth more than \$5?	Very Wrong	17,128	42.3
	Wrong	15,078	37.2
	A Little Bit Wrong	6,631	16.4
	Not Wrong at All	1,657	4.1
c. pick a fight with someone?	Very Wrong	11,435	28.4
	Wrong	14,228	35.3
	A Little Bit Wrong	11,122	27.6
	Not Wrong at All	3,532	8.8
d. attack someone with the idea of seriously hurting them?	Very Wrong	23,648	58.7
	Wrong	10,351	25.7
	A Little Bit Wrong	4,488	11.1
	Not Wrong at All	1,819	4.5
e. stay away from school all day when their parents think they are at school?	Very Wrong	15,959	39.4
	Wrong	12,969	32.0
	A Little Bit Wrong	8,644	21.3
	Not Wrong at All	2,925	7.2
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	16,616	41.0
	Wrong	9,519	23.5
	A Little Bit Wrong	9,119	22.5
	Not Wrong at All	5,248	13.0
g. smoke cigarettes?	Very Wrong	20,919	51.8
	Wrong	9,543	23.6
	A Little Bit Wrong	5,841	14.5
	Not Wrong at All	4,086	10.1
h. smoke marijuana?	Very Wrong	24,048	59.6
	Wrong	7,332	18.2
	A Little Bit Wrong	4,910	12.2
	Not Wrong at All	4,046	10.0

Question	Response	#	%
i. use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	34,044	84.3
	Wrong	3,745	9.3
	A Little Bit Wrong	1,455	3.6
	Not Wrong at All	1,140	2.8
28. How many times have you done the following things?			
a. Done what feels good no matter what.	Once a week or more	11,854	29.8
	2 or 3 times a month	6,553	16.5
	About once a month	4,242	10.7
	Less than once a month	4,206	10.6
	I've done it, but not in the past year	4,408	11.1
	Never	8,466	21.3
b. Done something dangerous because someone dared you to do it.	Once a week or more	2,744	6.8
	2 or 3 times a month	2,730	6.8
	About once a month	3,083	7.7
	Less than once a month	4,661	11.6
	I've done it, but not in the past year	8,972	22.3
	Never	18,085	44.9
c. Done crazy things even if they are a little dangerous.	Once a week or more	5,729	14.2
	2 or 3 times a month	4,643	11.5
	About once a month	4,432	11.0
	Less than once a month	5,785	14.3
	I've done it, but not in the past year	9,169	22.7
	Never	10,567	26.2

Question	Response	#	%	
29. How many times in the past year (12 months) have you...	a. been suspended from school?	Never	34,935	85.9
		1 or 2 Times	4,433	10.9
		3 to 5 Times	754	1.9
		6 to 9 Times	237	0.6
		10 to 19 Times	144	0.4
		20 to 29 Times	34	0.1
		30 to 39 Times	16	0.0
		40+ Times	106	0.3
b. carried a handgun?	Never	38,039	93.9	
		1 or 2 Times	1,068	2.6
		3 to 5 Times	408	1.0
		6 to 9 Times	265	0.7
		10 to 19 Times	182	0.5
		20 to 29 Times	112	0.3
		30 to 39 Times	44	0.1
		40+ Times	395	1.0
c. sold illegal drugs?	Never	37,344	92.7	
		1 or 2 Times	1,200	3.0
		3 to 5 Times	484	1.2
		6 to 9 Times	302	0.8
		10 to 19 Times	229	0.6
		20 to 29 Times	171	0.4
		30 to 39 Times	81	0.2
		40+ Times	495	1.2
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	38,763	95.8	
		1 or 2 Times	1,041	2.6
		3 to 5 Times	235	0.6
		6 to 9 Times	128	0.3
		10 to 19 Times	84	0.2
		20 to 29 Times	37	0.1
		30 to 39 Times	24	0.1
		40+ Times	145	0.4

Question	Response	#	%	
e. participated in clubs, organizations and activities at school?	Never	10,750	26.5	
		1 or 2 Times	9,994	24.7
		3 to 5 Times	5,763	14.2
		6 to 9 Times	3,011	7.4
		10 to 19 Times	2,334	5.8
		20 to 29 Times	1,624	4.0
		30 to 39 Times	947	2.3
		40+ Times	6,102	15.1
f. been arrested?	Never	36,812	91.1	
		1 or 2 Times	2,685	6.6
		3 to 5 Times	504	1.2
		6 to 9 Times	174	0.4
		10 to 19 Times	81	0.2
		20 to 29 Times	31	0.1
		30 to 39 Times	17	0.0
		40+ Times	99	0.2
g. done extra work on your own for school?	Never	10,934	27.1	
		1 or 2 Times	10,209	25.3
		3 to 5 Times	6,433	16.0
		6 to 9 Times	4,191	10.4
		10 to 19 Times	3,331	8.3
		20 to 29 Times	1,894	4.7
		30 to 39 Times	827	2.1
		40+ Times	2,496	6.2
h. attacked someone with the idea of seriously hurting them?	Never	33,860	83.7	
		1 or 2 Times	4,155	10.3
		3 to 5 Times	1,116	2.8
		6 to 9 Times	526	1.3
		10 to 19 Times	324	0.8
		20 to 29 Times	124	0.3
		30 to 39 Times	69	0.2
		40+ Times	301	0.7

Question	Response	#	%
i. attacked someone with a weapon?	Never	38,138	94.3
	1 or 2 Times	1,426	3.5
	3 to 5 Times	363	0.9
	6 to 9 Times	166	0.4
	10 to 19 Times	104	0.3
	20 to 29 Times	64	0.2
	30 to 39 Times	35	0.1
	40+ Times	145	0.4
j. been drunk or high at school	Never	33,225	82.3
	1 or 2 Times	3,197	7.9
	3 to 5 Times	1,280	3.2
	6 to 9 Times	700	1.7
	10 to 19 Times	575	1.4
	20 to 29 Times	302	0.7
	30 to 39 Times	152	0.4
	40+ Times	919	2.3
k. volunteered to do community service?	Never	21,738	53.9
	1 or 2 Times	7,422	18.4
	3 to 5 Times	3,772	9.4
	6 to 9 Times	2,434	6.0
	10 to 19 Times	1,851	4.6
	20 to 29 Times	1,013	2.5
	30 to 39 Times	511	1.3
	40+ Times	1,590	3.9
l. taken a handgun to school?	Never	39,570	98.5
	1 or 2 Times	241	0.6
	3 to 5 Times	88	0.2
	6 to 9 Times	55	0.1
	10 to 19 Times	50	0.1
	20 to 29 Times	37	0.1
	30 to 39 Times	9	0.0
	40+ Times	116	0.3

Question	Response	#	%
m. stolen or tried to steal something worth less than \$50?	Never	30,512	75.6
	1 or 2 Times	5,321	13.2
	3 to 5 Times	1,900	4.7
	6 to 9 Times	1,033	2.6
	10 to 19 Times	620	1.5
	20 to 29 Times	300	0.7
	30 to 39 Times	137	0.3
	40+ Times	518	1.3
n. stolen or tried to steal something worth more than \$50?	Never	36,271	89.8
	1 or 2 Times	2,136	5.3
	3 to 5 Times	740	1.8
	6 to 9 Times	425	1.1
	10 to 19 Times	273	0.7
	20 to 29 Times	144	0.4
	30 to 39 Times	90	0.2
	40+ Times	330	0.8
o. gone into or tried to go into a building to steal something?	Never	35,275	87.3
	1 or 2 Times	2,952	7.3
	3 to 5 Times	876	2.2
	6 to 9 Times	463	1.1
	10 to 19 Times	318	0.8
	20 to 29 Times	155	0.4
	30 to 39 Times	75	0.2
	40+ Times	312	0.8
p. used a weapon or force to get money or other material items from someone?	Never	39,242	97.1
	1 or 2 Times	589	1.5
	3 to 5 Times	202	0.5
	6 to 9 Times	117	0.3
	10 to 19 Times	74	0.2
	20 to 29 Times	34	0.1
	30 to 39 Times	21	0.1
	40+ Times	137	0.3

Question	Response	#	%
30. You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around."There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her	9,013	22.3
	Grab a CD and leave the store	5,843	14.4
	Tell her to put the CD back	12,905	31.9
	Act like it's a joke, and ask her to put the CD back	12,706	31.4
31. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back	5,884	14.7
	Say "Excuse me" and keep on walking	16,139	40.2
	Say "Watch where you are going" and keep on walking	11,458	28.5
	Swear at the person and walk away	6,668	16.6
32. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it	16,337	40.5
	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	9,455	23.4
	Just say, "No, thanks" and walk away	11,571	28.7
	Make up a good excuse, tell your friend you had something else to do, and leave	2,999	7.4
33. It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends."She says, "No, you'll just get into trouble if you go out. Stay home tonight."What would you do now?	Leave the house anyway	3,171	7.9
	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out	28,068	69.7
	Not say anything and start watching TV	4,993	12.4
	Get into an argument with her	4,019	10.0

Question	Response	#	%
34. How often do you attend religious services or activities?	Never	9,814	24.5
	Rarely	12,036	30.0
	1-2 times a month	5,742	14.3
	About once a week or more	12,509	31.2
35. 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	34,850	86.1
	1 time	2,915	7.2
	2-3 times	1,467	3.6
	4-5 times	415	1.0
	6-7 times	186	0.5
	8-9 times	110	0.3
	10-11 times	63	0.2
36. During the past 12 months, how many times were you in a physical fight on school property?	0 times	32,268	79.8
	1 time	4,395	10.9
	2-3 times	2,433	6.0
	4-5 times	637	1.6
	6-7 times	188	0.5
	8-9 times	138	0.3
	10-11 times	76	0.2
37. 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 the way to or from school?	0 days	36,763	91.2
	1 day	1,876	4.7
	2-3 days	967	2.4
	4-5 days	273	0.7
	6 or more days	453	1.1
38. 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	37,905	94.2
	1 day	881	2.2
	2-3 days	503	1.3
	4-5 days	182	0.5
	6 or more days	776	1.9

Question	Response	#	%
39. I think sometimes it's okay to cheat at school.	NO!	8,908	22.1
	no	14,431	35.8
	yes	13,981	34.7
	YES!	2,940	7.3
40. It is important to think before you act	NO!	788	2.0
	no	1,934	4.8
	yes	17,884	44.5
	YES!	19,582	48.7
41. Sometimes I think that life is not worth it.	NO!	14,741	37.7
	no	10,634	27.2
	yes	9,581	24.5
	YES!	4,120	10.5
42. At times I think I am no good at all.	NO!	10,082	25.5
	no	12,063	30.5
	yes	12,831	32.4
	YES!	4,619	11.7
43. All in all, I am inclined to think that I am a failure.	NO!	16,132	40.6
	no	14,758	37.2
	yes	6,295	15.9
	YES!	2,518	6.3
44. In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	NO!	9,617	24.1
	no	11,119	27.8
	yes	11,784	29.5
	YES!	7,455	18.7
45. It is all right to beat up people if they start the fight.	NO!	8,515	21.3
	no	9,454	23.6
	yes	12,003	30.0
	YES!	10,049	25.1

Question	Response	#	%	
46. I think it is okay to take something without asking if you can get away with it.	NO!	17,931	45.0	
	no	15,989	40.1	
	yes	4,435	11.1	
	YES!	1,526	3.8	
47. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:	a. I will smoke cigarettes.	NO!	27,134	67.8
		no	8,693	21.7
		yes	3,195	8.0
		YES!	975	2.4
	b. I will drink beer, wine, or liquor.	NO!	9,897	24.8
		no	6,767	17.0
		yes	16,269	40.8
		YES!	6,963	17.5
	c. I will smoke marijuana.	NO!	27,428	68.9
		no	7,597	19.1
		yes	3,202	8.0
		YES!	1,593	4.0
d. use LSD, cocaine, amphetamines or another illegal drug.	NO!	34,400	86.2	
	no	4,405	11.0	
	yes	721	1.8	
	YES!	379	1.0	
48. On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	14,781	36.7	
	1-2 Occasions	6,775	16.8	
	3-5 Occasions	4,321	10.7	
	6-9 Occasions	3,216	8.0	
	10-19 Occasions	3,394	8.4	
	20-39 Occasions	2,667	6.6	
40+ Occasions	5,172	12.8		

Question	Response	#	%
49. On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	0 Occasions	25,628	63.7
	1-2 Occasions	7,079	17.6
	3-5 Occasions	3,381	8.4
	6-9 Occasions	1,891	4.7
	10-19 Occasions	1,195	3.0
	20-39 Occasions	444	1.1
	40+ Occasions	598	1.5
50. On how many occasions (if any) have you used marijuana in your lifetime?	0 Occasions	27,491	68.7
	1-2 Occasions	3,452	8.6
	3-5 Occasions	1,957	4.9
	6-9 Occasions	1,319	3.3
	10-19 Occasions	1,437	3.6
	20-39 Occasions	1,183	3.0
	40+ Occasions	3,179	7.9
51. On how many occasions (if any) have you used marijuana during the past 30 days?	0 Occasions	34,470	86.2
	1-2 Occasions	2,164	5.4
	3-5 Occasions	967	2.4
	6-9 Occasions	668	1.7
	10-19 Occasions	560	1.4
	20-39 Occasions	387	1.0
	40+ Occasions	750	1.9
52. On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 Occasions	38,117	95.5
	1-2 Occasions	851	2.1
	3-5 Occasions	343	0.9
	6-9 Occasions	209	0.5
	10-19 Occasions	178	0.4
	20-39 Occasions	95	0.2
	40+ Occasions	141	0.4

Question	Response	#	%
53. On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	0 Occasions	39,113	98.0
	1-2 Occasions	455	1.1
	3-5 Occasions	161	0.4
	6-9 Occasions	94	0.2
	10-19 Occasions	39	0.1
	20-39 Occasions	20	0.1
	40+ Occasions	22	0.1
54. On how many occasions (if any) have you used cocaine or crack in your lifetime?	0 Occasions	37,194	93.2
	1-2 Occasions	1,284	3.2
	3-5 Occasions	472	1.2
	6-9 Occasions	281	0.7
	10-19 Occasions	260	0.7
	20-39 Occasions	163	0.4
	40+ Occasions	252	0.6
55. On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 Occasions	38,761	97.5
	1-2 Occasions	541	1.4
	3-5 Occasions	218	0.5
	6-9 Occasions	110	0.3
	10-19 Occasions	85	0.2
	20-39 Occasions	19	0.0
	40+ Occasions	30	0.1
56. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0 Occasions	35,230	88.2
	1-2 Occasions	2,679	6.7
	3-5 Occasions	917	2.3
	6-9 Occasions	426	1.1
	10-19 Occasions	310	0.8
	20-39 Occasions	150	0.4
	40+ Occasions	216	0.5

Question	Response	#	%
57. On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	0 Occasions	38,380	96.1
	1-2 Occasions	1,051	2.6
	3-5 Occasions	260	0.7
	6-9 Occasions	128	0.3
	10-19 Occasions	60	0.2
	20-39 Occasions	22	0.1
	40+ Occasions	35	0.1
58. On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	0 Occasions	39,683	100.0
59. On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	0 Occasions	39,660	100.0
60. On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in your lifetime?	0 Occasions	37,594	94.5
	1-2 Occasions	938	2.4
	3-5 Occasions	369	0.9
	6-9 Occasions	235	0.6
	10-19 Occasions	213	0.5
	20-39 Occasions	128	0.3
	40+ Occasions	319	0.8
61. On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in the past 30 days?	0 Occasions	38,831	97.7
	1-2 Occasions	488	1.2
	3-5 Occasions	185	0.5
	6-9 Occasions	96	0.2
	10-19 Occasions	64	0.2
	20-39 Occasions	30	0.1
	40+ Occasions	42	0.1

Question	Response	#	%
62. On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 Occasions	33,935	85.2
	1-2 Occasions	2,409	6.1
	3-5 Occasions	1,187	3.0
	6-9 Occasions	764	1.9
	10-19 Occasions	611	1.5
	20-39 Occasions	356	0.9
	40+ Occasions	562	1.4
63. On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	0 Occasions	36,874	92.8
	1-2 Occasions	1,696	4.3
	3-5 Occasions	592	1.5
	6-9 Occasions	290	0.7
	10-19 Occasions	152	0.4
	20-39 Occasions	59	0.1
	40+ Occasions	76	0.2
64. On how many occasions (if any) have you used heroin in your lifetime?	0 Occasions	38,780	97.9
	1-2 Occasions	439	1.1
	3-5 Occasions	155	0.4
	6-9 Occasions	76	0.2
	10-19 Occasions	64	0.2
	20-39 Occasions	32	0.1
	40+ Occasions	74	0.2
65. On how many occasions (if any) have you used heroin in the past 30 days?	0 Occasions	39,222	99.3
	1-2 Occasions	151	0.4
	3-5 Occasions	42	0.1
	6-9 Occasions	27	0.1
	10-19 Occasions	15	0.0
	20-39 Occasions	10	0.0
	40+ Occasions	25	0.1

Question	Response	#	%
66. On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	0 Occasions	37,993	96.2
	1-2 Occasions	915	2.3
	3-5 Occasions	250	0.6
	6-9 Occasions	148	0.4
	10-19 Occasions	71	0.2
	20-39 Occasions	46	0.1
	40+ Occasions	68	0.2
67. On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	0 Occasions	39,078	99.1
	1-2 Occasions	241	0.6
	3-5 Occasions	46	0.1
	6-9 Occasions	38	0.1
	10-19 Occasions	15	0.0
	20-39 Occasions	8	0.0
	40+ Occasions	20	0.1
68. How much do you think people risk harming themselves (physically or in other ways) if they:			
a. Smoke one or more packs of cigarettes per day?	No risk	2,111	5.3
	Slight risk	3,298	8.3
	Moderate risk	9,198	23.2
	Great risk	25,059	63.2
b. Try marijuana once or twice?	No risk	9,753	24.7
	Slight risk	12,681	32.1
	Moderate risk	8,554	21.7
	Great risk	8,485	21.5
c. Smoke marijuana regularly?	No risk	3,043	7.8
	Slight risk	5,114	13.2
	Moderate risk	9,103	23.5
	Great risk	21,540	55.5

Question	Response	#	%
d. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	No risk	5,057	12.8
	Slight risk	9,954	25.3
	Moderate risk	12,255	31.1
	Great risk	12,150	30.8
69. Has anyone in your family ever had a severe alcohol or drug problem?	No	19,019	52.9
	Yes	16,945	47.1
70. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never	35,600	89.4
	Once or Twice	2,775	7.0
	Once in a while but not regularly	791	2.0
	Regularly in the past	389	1.0
	Regularly now	284	0.7
71. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?	0 days	38,426	96.6
	1 or 2 days	669	1.7
	3 to 5 days	205	0.5
	6 to 9 days	113	0.3
	10 to 19 days	116	0.3
	20 to 29 days	94	0.2
	All 30 days	167	0.4
72. Have you ever smoked cigarettes?	Never	22,960	58.0
	Once or Twice	8,651	21.9
	Once in a while but not regularly	4,109	10.4
	Regularly in the past	1,976	5.0
	Regularly now	1,898	4.8
73. During the past 30 days, on how many days did you smoke cigarettes?	0 days	33,142	83.9
	1 or 2 days	2,506	6.3
	3 to 5 days	1,043	2.6
	6 to 9 days	551	1.4
	10 to 19 days	619	1.6
	20 to 29 days	528	1.3
	All 30 days	1,128	2.9

Question	Response	#	%
74. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	Not at all	32,814	83.9
	Less than 1 cigarette per day	1,988	5.1
	1 cigarette per day	1,315	3.4
	2 to 5 cigarettes per day	2,091	5.3
	6 to 10 cigarettes per day	566	1.4
	11 to 20 cigarettes per day	233	0.6
	More than 20 cigarettes per day	113	0.3
75. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None	30,387	77.3
	Once	3,454	8.8
	Twice	2,203	5.6
	3-5 times	1,983	5.0
	6-9 times	625	1.6
	10 or more times	678	1.7
76. I do the opposite of what people tell me, just to get them mad.	Very False	15,440	39.5
	Somewhat False	11,309	28.9
	Somewhat True	10,574	27.1
	Very True	1,757	4.5
77. I like to see how much I can get away with.	Very False	15,946	40.9
	Somewhat False	10,423	26.8
	Somewhat True	9,932	25.5
	Very True	2,642	6.8
78. I ignore the rules that get in my way.	Very False	16,252	42.0
	Somewhat False	11,503	29.7
	Somewhat True	8,830	22.8
	Very True	2,123	5.5
79. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	9,649	25.2
	no	17,108	44.6
	yes	8,017	20.9
	YES!	3,581	9.3

Question	Response	#	%
80. If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	NO!	13,746	36.0
	no	17,581	46.0
	yes	5,028	13.2
	YES!	1,862	4.9
81. If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!	11,827	31.0
	no	17,733	46.5
	yes	6,272	16.5
	YES!	2,271	6.0
82. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	6,717	17.6
	no	12,032	31.6
	yes	11,314	29.7
	YES!	8,041	21.1
83. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	8,776	23.0
	Sort of hard	5,302	13.9
	Sort of easy	7,683	20.1
	Very easy	16,443	43.0
84. If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	7,691	20.2
	Sort of hard	5,469	14.4
	Sort of easy	9,772	25.7
85. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very easy	15,111	39.7
	Very hard	19,323	51.0
	Sort of hard	7,537	19.9
86. If you wanted to get a handgun, how easy would it be for you to get one?	Sort of easy	5,582	14.7
	Very easy	5,415	14.3
	Very hard	20,233	53.5
86. If you wanted to get a handgun, how easy would it be for you to get one?	Sort of hard	7,711	20.4
	Sort of easy	4,545	12.0
	Very easy	5,327	14.1

Question	Response	#	%
87. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	12,335	32.5
	Sort of hard	4,338	11.4
	Sort of easy	6,481	17.1
	Very easy	14,805	39.0
88. About how many adults have you know personally who in the past year have:			
a. used marijuana, crack cocaine, or other drugs?	0 adults	18,700	48.9
	1 adult	6,326	16.5
	2 adults	4,575	12.0
	3-4 adults	3,638	9.5
	5+ adults	4,993	13.1
b. sold or dealt drugs?	0 adults	24,307	64.0
	1 adult	5,176	13.6
	2 adults	3,258	8.6
	3-4 adults	2,168	5.7
	5+ adults	3,048	8.0
c. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	0 adults	23,147	61.1
	1 adult	5,651	14.9
	2 adults	3,301	8.7
	3-4 adults	2,310	6.1
	5+ adults	3,482	9.2
d. done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	0 adults	10,524	27.7
	1 adult	6,562	17.3
	2 adults	4,652	12.2
	3-4 adults	4,454	11.7
	5+ adults	11,810	31.1
89. Are you currently on probation, or assigned a probation officer with Juvenile Court	No	36,508	95.9
	Yes	1,575	4.1

Question	Response	#	%
90. Have you ever belonged to a gang?	No	34,635	91.1
	No, but would like to	487	1.3
	Yes, in the past	1,773	4.7
	Yes, belong now	1,004	2.6
	Yes, but would like to get out	135	0.4
91. If you have ever belonged to a gang, what was the one major reason you joined?	Protection/Safety	1,638	4.5
	Friendship	1,543	4.2
	Parent(s) in a gang	111	0.3
	Sibling(s) in a gang	230	0.6
	Make money	528	1.4
	Other	1,069	2.9
	Never belonged to a gang	31,658	86.1
92. If you have ever belonged to a gang, did that gang have a name?	No	2,692	7.2
	Yes	3,035	8.1
	I have never belonged	31,608	84.7
93. How wrong would most adults in your neighborhood think it was for kids your age:			
a. to use marijuana.	Very wrong	25,381	67.0
	Wrong	7,646	20.2
	A Little Wrong	3,599	9.5
	Not wrong at all	1,278	3.4
b. to drink alcohol.	Very wrong	17,848	47.2
	Wrong	10,213	27.0
	A Little Wrong	7,145	18.9
	Not wrong at all	2,607	6.9
c. to smoke cigarettes.	Very wrong	19,128	50.7
	Wrong	9,772	25.9
	A Little Wrong	5,973	15.8
	Not wrong at all	2,866	7.6

Question	Response	#	%
94. If I had to move, I would miss the neighborhood I now live in.	NO!	5,963	15.8
	no	7,963	21.1
	yes	12,847	34.0
	YES!	11,004	29.1
95. My neighbors notice when I am doing a good job and let me know about it.	NO!	17,636	46.8
	no	12,308	32.7
	yes	5,599	14.9
	YES!	2,112	5.6
96. I like my neighborhood.	NO!	5,279	14.1
	no	6,118	16.3
	yes	17,065	45.5
	YES!	9,082	24.2
97. There are lots of adults in my neighborhood I could talk to about something important	NO!	13,650	36.6
	no	11,624	31.2
	yes	8,014	21.5
	YES!	3,968	10.7
98. I'd like to get out of my neighborhood.	NO!	11,156	29.8
	no	14,267	38.1
	yes	6,973	18.6
	YES!	5,043	13.5
99. There are people in my neighborhood who are proud of me when I do something well.	NO!	12,768	34.2
	no	11,671	31.2
	yes	9,762	26.1
	YES!	3,176	8.5
100. There are people in my neighborhood who encourage me to do my best.	NO!	12,462	33.3
	no	10,681	28.6
	yes	10,146	27.1
	YES!	4,094	11.0
101. I feel safe in my neighborhood.	NO!	3,440	9.2
	no	4,891	13.1
	yes	17,161	45.9
	YES!	11,882	31.8

Question	Response	#	%
102. How many times have you changed homes since kindergarten?	Never	8,120	21.6
	1 or 2 times	12,326	32.9
	3 or 4 times	8,379	22.3
	5 or 6 times	4,160	11.1
	7 or more times	4,526	12.1
103. Have you changed homes in the past year (the last 12 months)?	No	28,242	75.9
	Yes	8,971	24.1
104. Which of the following activities for people your age are available in your community?			
a. sports teams.	No	7,210	19.5
	Yes	29,721	80.5
b. scouting.	No	17,447	48.6
	Yes	18,457	51.4
c. boys and girls clubs.	No	13,673	37.9
	Yes	22,432	62.1
d. 4-H clubs.	No	21,793	62.6
	Yes	13,004	37.4
e. service clubs.	No	16,748	47.4
	Yes	18,594	52.6
105. Have you changed schools in the past year (including changing from elementary to middle and middle to high school)?	No	26,847	72.2
	Yes	10,315	27.8
106. How many times have you changed schools since kindergarten?	Never	5,209	14.1
	1 or 2 times	11,398	30.9
	3 or 4 times	11,490	31.1
	5 or 6 times	5,328	14.4
	7 or more times	3,505	9.5

Question	Response	#	%	
107. How much do each of the following statements describe your neighborhood:				
a. crime and/or drug selling.	NO!	18,710	51.0	
	no	10,578	28.8	
	yes	5,351	14.6	
	YES!	2,083	5.7	
b. fights.	NO!	17,074	46.7	
	no	11,626	31.8	
	yes	5,935	16.2	
	YES!	1,916	5.2	
c. lots of empty or abandoned buildings.	NO!	22,760	62.3	
	no	11,058	30.3	
	yes	1,951	5.3	
	YES!	782	2.1	
d. lots of graffiti.	NO!	22,275	61.0	
	no	9,970	27.3	
	yes	2,793	7.6	
	YES!	1,506	4.1	
108. My parents notice when I am doing a good job and let me know about it.	Never or almost never	3,129	8.5	
	Some times	10,031	27.3	
	Often	10,614	28.9	
	All the time	12,976	35.3	
109. How often do your parents tell you they're proud of you for something you've done?	Never or almost never	3,821	10.4	
	Some times	9,799	26.7	
	Often	11,123	30.4	
	All the time	11,904	32.5	
110. How wrong do your parents feel it would be for <u>you</u> to:				
	a. drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong	23,700	65.7
		Wrong	6,643	18.4
		A Little Wrong	4,387	12.2
	Not wrong at all	1,320	3.7	

Question	Response	#	%
b. smoke cigarettes?	Very wrong	28,302	78.1
	Wrong	5,006	13.8
	A Little Wrong	1,888	5.2
	Not wrong at all	1,045	2.9
c. smoke marijuana?	Very wrong	30,916	86.0
	Wrong	2,901	8.1
	A Little Wrong	1,265	3.5
	Not wrong at all	849	2.4
d. steal anything worth more than \$5?	Very wrong	29,597	82.2
	Wrong	4,633	12.9
	A Little Wrong	1,108	3.1
	Not wrong at all	649	1.8
e. draw graffiti, or write things, or draw pictures on buildings or other property(without the owner's permission)?	Very wrong	30,691	85.2
	Wrong	3,601	10.0
	A Little Wrong	1,003	2.8
	Not wrong at all	740	2.1
f. pick a fight with someone?	Very wrong	20,872	57.7
	Wrong	8,968	24.8
	A Little Wrong	4,878	13.5
	Not wrong at all	1,428	4.0
111. Have any of your brothers or sisters ever:			
a. drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No	14,898	41.7
	Yes	19,246	53.8
	No brothers/sisters	1,606	4.5
b. smoked marijuana?	No	22,283	62.3
	Yes	11,947	33.4
	No brothers/sisters	1,563	4.4
c. smoked cigarettes?	No	20,377	57.4
	Yes	13,524	38.1
	No brothers/sisters	1,576	4.4

Question	Response	#	%
d. taken a handgun to school?	No	32,968	93.0
	Yes	937	2.6
	No brothers/sisters	1,563	4.4
e. been suspended or expelled from school?	No	23,034	64.8
	Yes	10,966	30.8
	No brothers/sisters	1,564	4.4
112. The rules in my family are clear	NO!	1,386	3.9
	no	4,576	12.7
	yes	16,190	45.0
	YES!	13,789	38.4
113. People in my family often insult or yell at each other.	NO!	7,206	20.2
	no	14,105	39.6
	yes	9,995	28.1
	YES!	4,294	12.1
114. When I am not at home, one of my parents knows where I am and who I am with.	NO!	1,457	4.1
	no	4,027	11.3
	yes	15,739	44.1
	YES!	14,479	40.6
115. We argue about the same things in my family over and over.	NO!	5,949	16.8
	no	13,063	36.9
	yes	11,449	32.3
	YES!	4,976	14.0
116. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	6,110	17.3
	no	12,320	34.9
	yes	8,270	23.4
	YES!	8,633	24.4
117. My family has clear rules about alcohol and drug use.	NO!	1,688	4.8
	no	4,587	13.0
	yes	11,190	31.7
	YES!	17,878	50.6

Question	Response	#	%
118. My family has clear rules about tobacco use.	NO!	1,917	5.5
	no	4,545	13.0
	yes	10,273	29.3
	YES!	18,283	52.2
119. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	3,256	9.3
	no	5,598	16.0
	yes	8,273	23.7
	YES!	17,838	51.0
120. If you skipped school would you be caught by your parents?	NO!	3,506	10.0
	no	7,473	21.3
	yes	10,533	30.1
	YES!	13,514	38.6
121. Do you feel very close to your mother?	NO!	2,799	8.1
	no	4,240	12.2
	yes	10,843	31.2
	YES!	16,886	48.6
122. Do you share your thoughts and feeling with your mother?	NO!	4,338	12.5
	no	8,270	23.8
	yes	11,417	32.8
	YES!	10,762	30.9
123. My parents ask me what I think before most family decisions affecting me are made.	NO!	4,638	13.4
	no	8,619	24.9
	yes	13,445	38.8
	YES!	7,923	22.9
124. Do you share your thoughts and feeling with your father?	NO!	8,239	23.9
	no	9,556	27.8
	yes	10,034	29.2
	YES!	6,575	19.1

Question	Response	#	%
125. Do you enjoy spending time with your mother?	NO!	2,136	6.2
	no	3,364	9.8
	yes	14,394	41.8
	YES!	14,577	42.3
126. Do you enjoy spending time with your father?	NO!	4,818	14.1
	no	4,039	11.8
	yes	13,315	38.9
	YES!	12,050	35.2
127. If I had a personal problem, I could ask my mom or dad for help.	NO!	3,679	10.6
	no	4,757	13.8
	yes	11,948	34.6
	YES!	14,182	41.0
128. Do you feel very close to your father?	NO!	6,255	18.2
	no	6,246	18.1
	yes	10,849	31.5
	YES!	11,088	32.2
129. My parents give me lots of chances to do fun things with them.	NO!	2,856	8.3
	no	7,445	21.6
	yes	14,255	41.4
	YES!	9,856	28.6
130. My parents ask if I've gotten my homework done.	NO!	2,806	8.1
	no	5,320	15.4
	yes	13,500	39.1
	YES!	12,879	37.3
131. People in my family have serious arguments.	NO!	8,194	24.0
	no	14,687	43.0
	yes	7,259	21.2
	YES!	4,031	11.8

Question	Response	#	%
132. Would your parents know if you did not come home on time?	NO!	2,038	5.9
	no	5,133	14.9
	yes	13,812	40.2
	YES!	13,363	38.9
133. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	1,948	5.7
	no	4,551	13.3
	yes	13,785	40.2
	YES!	14,046	40.9
134. Think of where you live most of the time. Which of the following people live there with you?	Mother	30,398	85.8
	Stepmother	1,611	4.6
	Foster Mother	185	0.5
	Grandmother	3,373	9.5
	Aunt	2,031	5.7
	Father	21,309	60.2
	Stepfather	4,486	12.7
	Foster Father	165	0.5
	Grandfather	1,893	5.4
	Uncle lives	2,101	5.9
	Other adults	1,476	4.2
135. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	0	9,933	29.0
	1	10,163	29.6
	2	6,711	19.6
	3	3,473	10.1
	4	1,765	5.1
	5	963	2.8
6 or more	1,300	3.8	

Question	Response	#	%
136. How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0	11,175	32.6
	1	9,264	27.0
	2	6,168	18.0
	3	3,414	10.0
	4	1,841	5.4
	5	964	2.8
	6 or more	1,469	4.3
137. To your knowledge, can someone (juvenile or adult) who carries a concealed but unloaded gun in the street be convicted of a weapons offense?	No	10,014	29.9
	Yes	23,501	70.1
138. To your knowledge, can someone (juvenile or adult) who has ever been convicted of a felony legally carry a gun?	No	23,749	71.3
	Yes	9,570	28.7

Question	Response	#	%
139. To your knowledge, are there federal penalties for carrying a gun?	No	8,801	26.5
	Yes	24,412	73.5
140. Have you ever heard of Project Safe Neighborhoods (PSN)?	No	26,870	80.3
	Yes	6,608	19.7
141. How did you hear about Project Safe Neighborhoods?	T.V.	2,630	7.9
	Radio	517	1.6
	Billboard	855	2.6
	Other	3,853	11.6
	Have not heard of PSN	25,242	76.3
142. How honest were you in filling out this survey?	Very honest	26,218	76.5
	Pretty honest	6,564	19.2
	Honest some times	1,109	3.2
	Honest occasionally	375	1.1

Appendix D: Item Dictionary for the 2004 Arizona Youth Survey

Item Dictionary for the 2004 Arizona Youth Survey		
SCALES AND QUESTIONS	RESPONSE CATEGORIES	AYS #
DEMOGRAPHICS		
What is your Zip Code?	With Heading	Zip Code
Are you:	Female Male	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3
Please choose the ONE answer that BEST describes what you consider yourself to be.	White, not of Hispanic origin; Black, or African American; American Indian/Native American, Eskimo, or Aleut; Asian; Pacific Islander; Other	4
What is the language you use most often at home?	English, Spanish, Another language	5
What is the highest level of schooling completed by your mother?	See questionnaire for complete list of school completion categories	6
What is the highest level of schooling completed by your father?	See questionnaire for complete list of school completion categories	7
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	134 a-p
How many brothers and sisters, including stepbrothers and step-sisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 more	136
How many brothers and sisters, including stepbrothers and step-sisters, do you have that are younger than you?	same as above	135
COMMUNITY: Low neighborhood Attachment		
I'd like to get out of my neighborhood.	NO!, no, yes, YES!	98
I like my neighborhood.	same as above	96
If I had to move, I would miss the neighborhood I now live in.	same as above	94

COMMUNITY: Community Disorganization		
<i>How much do each of the following statements describe your neighborhood:</i>		
crime and/or drug selling.	NO!, no, yes, YES!	107a
fights.	same as above	107b
lots of empty or abandoned buildings.	same as above	107c
lots of graffiti.	same as above	107d
I feel safe in my neighborhood.	same as above	101
COMMUNITY: Transitions and Mobility		
Have you changed homes in the past year (the last 12 months)?	No, Yes	103
How many times have you changed homes since kindergarten?	Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	102
Have you changed schools in the past year (including changing from elementary to middle and middle to high school)?	No, Yes	105
How many times have you changed schools since kindergarten?	Never, 1 or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	106
COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it was for kids your age:</i>		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	93a
to drink alcohol.	same as above	93b
to smoke cigarettes.	same as above	93c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	81
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	79
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	82
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	84
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	83

If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	87
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	85
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	86
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	97
<i>Which of the following activities for people your age are available in your community?</i>		
sports teams.	No, Yes	104a
scouting.	same as above	104b
boys and girls clubs.	same as above	104c
4-H clubs.	same as above	104d
service clubs.	same as above	104e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	95
There are people in my neighborhood who encourage me to do my best.	same as above	100
There are people in my neighborhood who are proud of me when I do something well.	same as above	99
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	130
Would your parents know if you did not come home on time?	same as above	132
When I am not at home, one of my parents knows where I am and who I am with.	same as above	114
The rules in my family are clear	same as above	112
My family has clear rules about alcohol and drug use.	same as above	117
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	116

If you skipped school would you be caught by your parents?	same as above	120
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	119
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	113
People in my family have serious arguments.	same as above	131
We argue about the same things in my family over and over.	same as above	115
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	69
<i>Have any of your brothers or sisters ever:</i>		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	111a
smoked marijuana?	same as above	111b
smoked cigarettes?	same as above	111c
taken a handgun to school?	same as above	111d
been suspended or expelled from school?	same as above	111e
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	88a
sold or dealt drugs?	same as above	88b
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	88c
gotten drunk or high?	same as above	88d
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for <u>you</u> to:</i>		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	110a
smoke cigarettes?	same as above	110b
smoke marijuana?	same as above	110c

FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	110d
draw graffiti, or write things, or draw pictures on buildings or other property(without the owner's permission)?	same as above	110e
pick a fight with someone?	same as above	110f
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	121
Do you share your thoughts and feeling with your mother?	same as above	122
Do you feel very close to your father?	same as above	128
Do you share your thoughts and feeling with your father?	same as above	124
FAMILY: Opportunities for Prosocial Involvement		
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	129
My parents ask me what I think before most family decisions affecting me are made.	same as above	123
If I had a personal problem, I could ask my mom or dad for help.	same as above	127
FAMILY: Rewards for Prosocial Involvement		
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	108
How often do your parents tell you they're proud of you for something you've done?	same as above	109
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	125
Do you enjoy spending time with your father?	same as above	126
SCHOOL: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	20
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	16
SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	19

How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	22
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	21
<i>Now, thinking back over the past year in school, how often did you...</i>		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	18a
hate being in school?	same as above	18b
try to do your best work in school?	same as above	18c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"	None, 1, 2, 3, 4-5, 6-10, 11 or more	23
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	8
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	12
Teachers ask me to work on special classroom projects.	same as above	9
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	11
I have lots of chances to be part of class discussions or activities.	same as above	17
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	10
The school lets my parents know when I have done something well.	same as above	14
I feel safe at my school.	same as above	13
My teacher(s) praise me when I work hard in school.	same as above	15
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	76
I ignore the rules that get in my way.	same as above	78
I like to see how much I can get away with.	same as above	77

PEER-INDIVIDUALS: Early Initiation of Drug Use		
<i>How old were you when you first:</i>		
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26a
smoked a cigarette, even just a puff?	same as above	26b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	26c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	26d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
got suspended from school?	same as above	26f
got arrested?	same as above	26g
carried a handgun?	same as above	26h
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
<i>How wrong do you think it is for someone your age to...</i>		
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27a
steal anything worth more than \$5?	same as above	27b
pick a fight with someone?	same as above	27c
attack someone with the idea of seriously hurting them?	same as above	27d
stay away from school all day when their parents think they are at school?	same as above	27e
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
<i>How wrong do you think it is for someone your age to:</i>		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27f
smoke cigarettes?	same as above	27g
smoke marijuana?	same as above	27h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	27i
PEER-INDIVIDUALS: Intentions to Use (new scale for 2000)		
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for</i>		
I will smoke cigarettes.	NO!, no, yes, YES!	47a

I will drink beer, wine, or liquor.	same as above	47b
I will smoke marijuana.	same as above	47c
PEER-INDIVIDUALS: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	68a
Try marijuana once or twice?	same as above	68b
Smoke marijuana regularly?	same as above	68c
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	68d
PEER-INDIVIDUALS: Interaction with Antisocial Peers		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
been suspended from school?	None, 1, 2, 3, 4	24h
carried a handgun?	same as above	24j
sold illegal drugs?	same as above	24k
stolen or tried to steal a motor vehicle such as a car or motor-cycle?	same as above	24m
been arrested?	same as above	24n
dropped out of school?	same as above	24o
PEER-INDIVIDUALS: Friends' Use of Drugs		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
smoked cigarettes?	0, 1, 2, 3, 4	24b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	24c
used marijuana?	same as above	24e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	24g
PEER-INDIVIDUALS: Sensation Seeking		
<i>How many times have you done the following things?</i>		
Done what feels good no matter what.	Never , I've done it but not in the past year, Less than once a month, About once a month, 2 or 3 times a month, Once a week or more	29a
Done something dangerous because someone dared you to do it.	same as above	29b

Done crazy things even if they are a little dangerous.	same as above	29c
PEER-INDIVIDUALS: Rewards for Antisocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	25a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25c
used marijuana?	same as above	25e
carried a handgun?	same as above	25g
PEER-INDIVIDUALS: Gang Involvement		
<i>Think of your <u>four best friends</u> (the friends you feel closest to).</i>		
In the past year (12 months), how many of your best friends have been members of a gang?	0, 1, 2, 3, 4	24p
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	90
If you have ever belonged to a gang, did that gang have a name?	No, Yes, I have never belonged to a gang	92
How old were you when you first belonged to a gang?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26j
PEER-INDIVIDUALS: Depressive Symptoms		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	41
At times I think I am no good at all.	same as above	42
All in all, I am inclined to think that I am a failure.	same as above	43
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	44
PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	34

PEER-INDIVIDUALS: Social Skills		
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around."There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it's a joke and ask her to put the CD back	30
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends."She says, "No, you'll just get into trouble if you go out. Stay home tonight."What would you do now?	Leave the house anyway, Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out, Not say anything and start watching TV, Get into an argument with her	33
You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking, Say "Watch where you're going" and keep on walking, Swear at the person and walk away	31
You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say "No, thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	32
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	46
I think sometimes it's okay to cheat at school.	same as above	39
It is all right to beat up people if they start the fight.	same as above	45
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	133
PEER-INDIVIDUALS: Prosocial Involvement		
<i>How many times in the past year (12 months) have you...</i>		
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29e
done extra work on your own for school?	Same as above	29g
volunteered to do community service?	Same as above	29k

PEER-INDIVIDUALS: Rewards for Prosocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
worked hard in school?	Very good chance, Pretty good chance, Some chance, Little chance, No or very little chance	25b
defended someone who was being verbally abused at school?	Same as above	25d
regularly volunteered to do community service?	Same as above	25f
PEER-INDIVIDUALS: Interaction with Prosocial Peers		
<i>Think of your <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	24a
made the commitment to stay drug-free?	Same as above	24d
tried to do well in school?	Same as above	24f
liked school?	Same as above	24i
regularly attended religious services?	Same as above	24l
DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	70
During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?	0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days	71
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	72
During the past 30 days, on how many days did you smoke cigarettes?	0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days	73
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	48
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	49
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	75

On how many occasions (if any) have you used marijuana in your lifetime?	same as above	50
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	51
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+ bove	52
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	53
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	54
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	55
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	same as above	56
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	57
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	58
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	59
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in your lifetime?	same as above	60
On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them in the past 30 days?	same as above	61
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	62

On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	same as above	63
On how many occasions (if any) have you used heroin in your lifetime?	same as above	64
On how many occasions (if any) have you used heroin in the past 30 days?	same as above	65
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	66
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	67
OUTCOME: Antisocial Behavior		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29a
carried a handgun?	same as above	29b
sold illegal drugs?	same as above	29c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	29d
been arrested?	same as above	29f
attacked someone with the idea of seriously hurting them?	same as above	29h
been or high at school	same as above	29j
taken a handgun to school?	same as above	29l
FINAL QUESTION		
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	142
ADDITIONAL QUESTIONS		
It is important to think before you act.	NO!, no, yes, YES!	40
At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?	No, Yes	28

<i>How old were you when you first</i>		
used methamphetamines (meth, crystal, crank)?	same as above	26e
<i>How many times in the past year (12 months) have you:</i>		
attacked someone with a weapon?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29i
stolen or tried to steal something worth less than \$50?	same as above	29m
stolen or tried to steal something worth more than \$50?	same as above	29n
gone into or tried to go into a building to steal something?	same as above	29o
used a weapon or force to get money or other material items from someone?	same as above	29p
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, 1 time, 2-3 times, 4-5 times, 6-7 times, 8-9 times, 10-11 times, 12 or more times	35
During the past 12 months, how many times were you in a physical fight on school property?	0 times, 1 time, 2-3 times, 4-5 times, 6-7 times, 8-9 times, 10-11 times, 12 or more times	36
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 the way to or from school?	0 days, 1 day, 2-3 days, 4-5 days, 6 or more days	37
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, 1 day, 2-3 days, 4-5 days, 6 or more days	38
During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	I did not smoke cigarettes during the past 30 days, Less than 1 cigarette per day, 1 cigarette per day, 2 to 5 cigarettes per day, 6 to 10 cigarettes per day, 11 to 20 cigarettes per day, More than 20 cigarettes per day	74
If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	80

If you have ever belonged to a gang, what was the one major reason you joined?	Protection/safety, Friendship, Parent(s) are in a gang, Sibling(s) are in a gang, Make money, Other, I have never belonged to a gang	91
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>		
use LSD, cocaine, amphetamines or another illegal drug.	NO!, no, yes, YES!	47d
Are you currently on probation, or assigned a probation officer with Juvenile Court	No, Yes	89
To your knowledge, can someone (juvenile or adult) who carries a concealed but unloaded gun in the street be convicted of a weapons offense?	No, Yes	137
To your knowledge, can someone (juvenile or adult) who has ever been convicted of a felony legally carry a gun?	same as above	138
To your knowledge, are there federal penalties for carrying a gun?	same as above	139
Have you ever heard of Project Safe Neighborhoods (PSN)?	same as above	140
How did you hear about Project Safe Neighborhoods?	TV, Billboard, Radio, Other, Have not heard of PSN	141

Appendix E: Description of Profile Reports and Arizona State Profile

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 28 risk factor scales and 13 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the prevention needs assessment survey. In 2004, three protective factors were added to the peer/individual domain — Interaction with Prosocial Peers, Prosocial Involvement, and Rewards for Prosocial Involvement. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

In order to make the results of the 2004 Survey more useable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Arizona and specific areas of the state. Also, each report presents data from the 2002 and 2004 surveys, allowing the state, schools, counties and regions to identify changing rates over time. Profiles have been prepared for counties, regions, school districts, and individual schools.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison L.L.C. to help disseminate the results of the survey to a wider range of readers. The profile reports for the Arizona survey contain results from the 2002 and 2004 administrations. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school, county, region, and state levels. This Appendix contains an example of a complete profile report (grades 8, 10, and 12) and charts for Arizona males compared to females. Briefly, the report contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 8, 10, and 12; risk and protective factor charts for the four grades; school safety charts for the three grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a base line that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations; schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

For more information on the Arizona Youth Survey, how to conduct a student survey in your community, the risk and protective factor model of prevention, resource allocation, prevention's best practices, and program evaluation, contact the Arizona Criminal Justice Commission at (602) 364-1157.

2004 Arizona Youth Survey

Arizona State



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

2004 Arizona Youth Survey

Shining Light on Arizona Youth

Arizona Criminal Justice Commission

IN PARTNERSHIP WITH:

Administrative Office of the Courts

Arizona Department of Education

Arizona Department of Health Services

Arizona Department of Juvenile Corrections

Arizona Juvenile Justice Commission

Governor's Division for Substance Abuse Policy

Governor's Office for Children, Youth, and Families

Introduction

2004 Arizona Youth Survey Summary for Arizona State

This report summarizes some of the findings from the 2004 Arizona Youth Survey administered to 8th, 10th and 12th grade students during the spring of 2004. The results for your school are presented along with 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 invited to participate in the survey, and recruitment efforts were successful in obtaining participation by schools in all of the 15 counties. Students representing large and small schools and different ethnic and cultural groups participated in the survey. Careful planning and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona.

CONTENTS:

Introduction:

- *Demographics*
- *Risk & Protective Framework*

Tools for Assessment and Planning

How to Read the Charts

Data Charts:

- *Substance Use & Antisocial Behavior*
- *Risk & Protective Factor Profiles*
- *School Safety*

Risk and Protective Factor Definitions

Data Tables

Contacts for Prevention

Table 1 contains the characteristics of the students who completed the survey from your school and the State.

The Risk and Protective Factor Model of Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Table 1. Characteristics of Participants

	County		State	
	2002	2004	2002	2004
	Number	Percent	Number	Percent
Total Students			12203	100
	Number	Percent	Number	Percent
Grade			40960	100
8	3451	28.3	18812	45.9
10	4984	40.8	12558	30.7
12	3768	30.9	9590	23.4
Gender				
Male	5881	49.3	19172	47.5
Female	6043	50.7	21161	52.5
Ethnicity				
White	6198	51.8	19745	49.0
African American	292	2.4	1503	3.7
Native American	1237	10.3	2938	7.3
Hispanic	3630	30.3	13184	32.7
Asian	258*	2.2*	812	2.0
Pacific Islander			289	0.7

* 2002 categories Asian and Pacific Islander were combined as "Asian or Pacific Islander"

2004 Prevention Needs Assessment Risk and Protective Factors

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.

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

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that a relationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why the Arizona Youth Survey?

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

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

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

How to decide if a rate is “unacceptable.”

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide, and national data – differences of 5% between local and other data are probably significant.
- Determine the standards and values held within your community – For example: Is it acceptable in your community for 40% of high school students to drink alcohol regularly even when the statewide percentage is 50%?

Use these data for planning.

- Substance use and antisocial behavior data – raise awareness about the problems and promote dialogue
- Risk and protective factor data – identify exactly where the community needs to take action
- Promising approaches – talk with resources listed on the last page of this report for ideas about 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	Unacceptable Rate	Unacceptable Rate	Unacceptable Rate
#1	#2	#3	#4

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

<p>How do I decide which intervention(s) to employ?</p> <ul style="list-style-type: none"> Strategies should be selected based on the risk factors that are high in your community and the protective factors that are low. Strategies should be age appropriate and employed prior to the onset of the problem behavior. Strategies chosen should address more than a single risk and protective factor. No single prevention program offers the complete solution. 	<p>An isolated prevention program does not provide the complete solution to reducing youth problem behaviors. A comprehensive prevention strategy addresses ATOD use, antisocial behavior, and risk and protective factors.</p>	<p>How do I know whether or not the intervention was effective?</p> <p>Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.</p>
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How to Read the Charts Brief Overview

- Student responses for risk and protective factors, substance use, antisocial behavior and other questions are displayed by grade on the following pages.
- The bars represent the percentage of students in your school who reported elevated risk or protection, substance use, or antisocial behaviors. There are two bars presented for each factor, one showing the results from the 2002 Arizona Youth Survey and another showing the results from this 2004 survey.
- Scanning across these charts, you can easily determine which factors are more (or least) prevalent, thus identifying which of the factors are most important for your school or community to address.
- Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your school and community in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.
- Actual percentages of the information shown on the charts are provided in the data tables at the end of this profile report.
- Brief definitions of the risk and protective factors can be found following the profile charts.

How to Read the Charts: Cut-Points, Dots, and Dashed Lines

There are three components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the cut-points for the risk and protective factor scales, 2) the dots that indicate the state values, and 3) the dashed lines that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use; the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

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

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 45% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dots

The dots on the charts represent the percentage of all of the youth surveyed from Arizona who reported ‘elevated risk’ or ‘elevated protection’. The comparison to the state-wide sample provides additional information for your community in determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

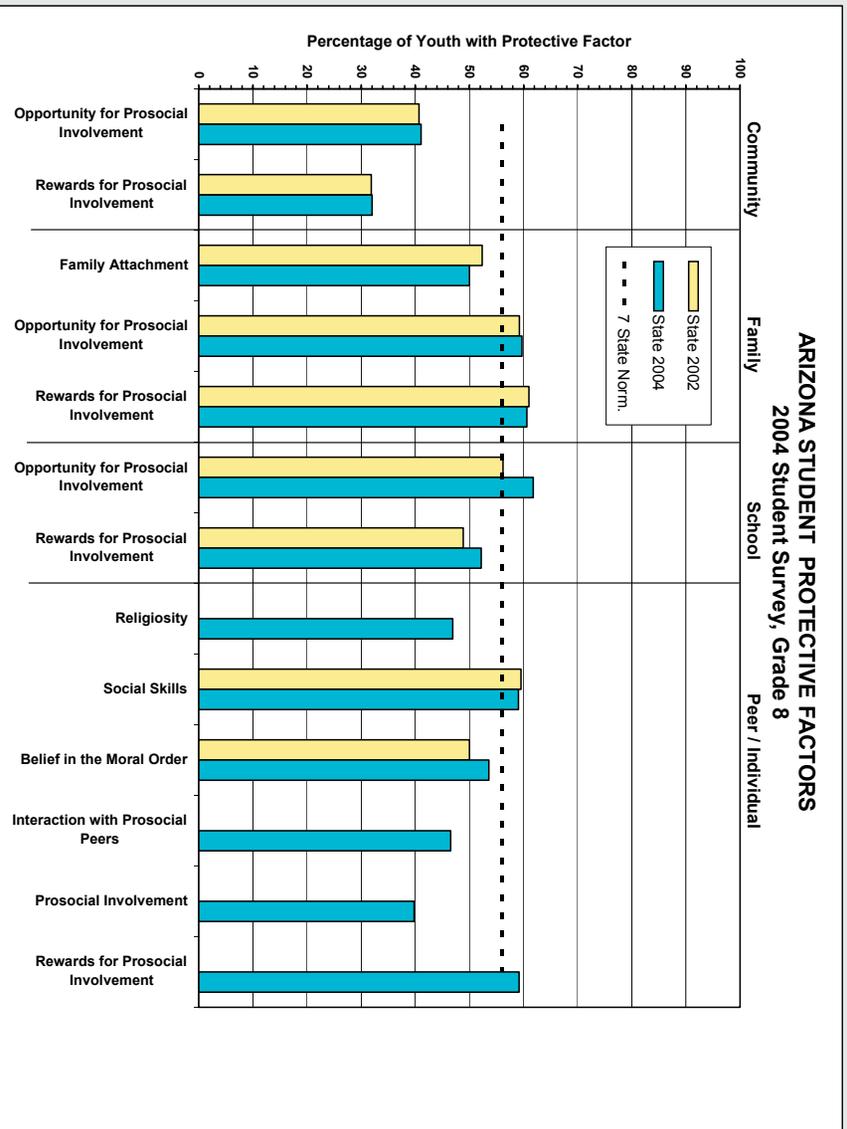
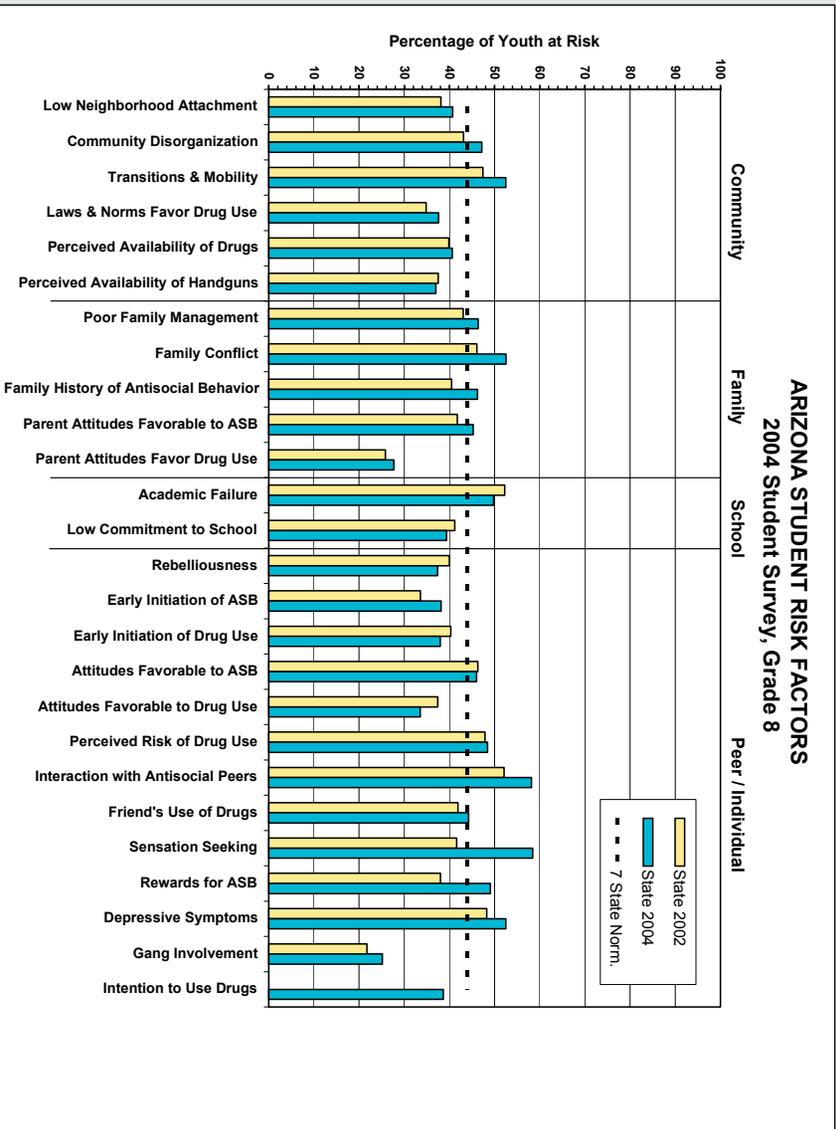
Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students.

Again, brief definitions of the risk and protective factors are provided 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.

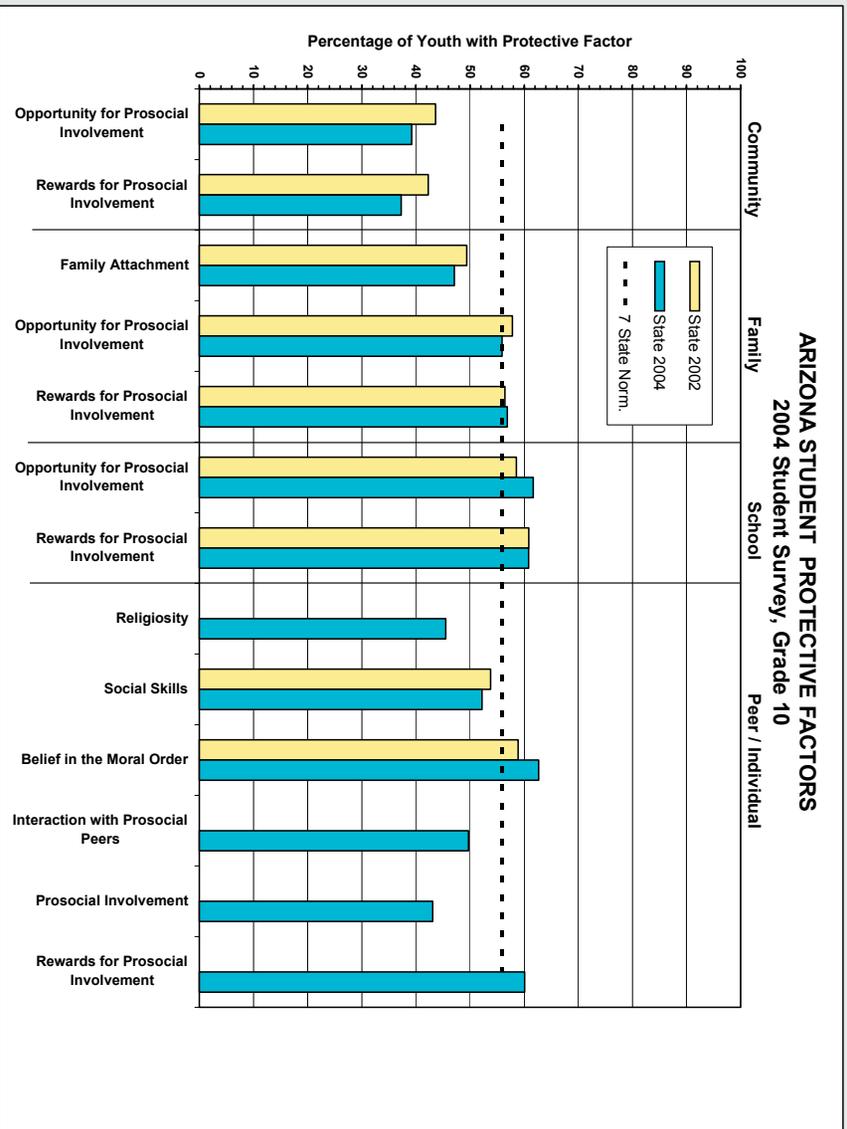
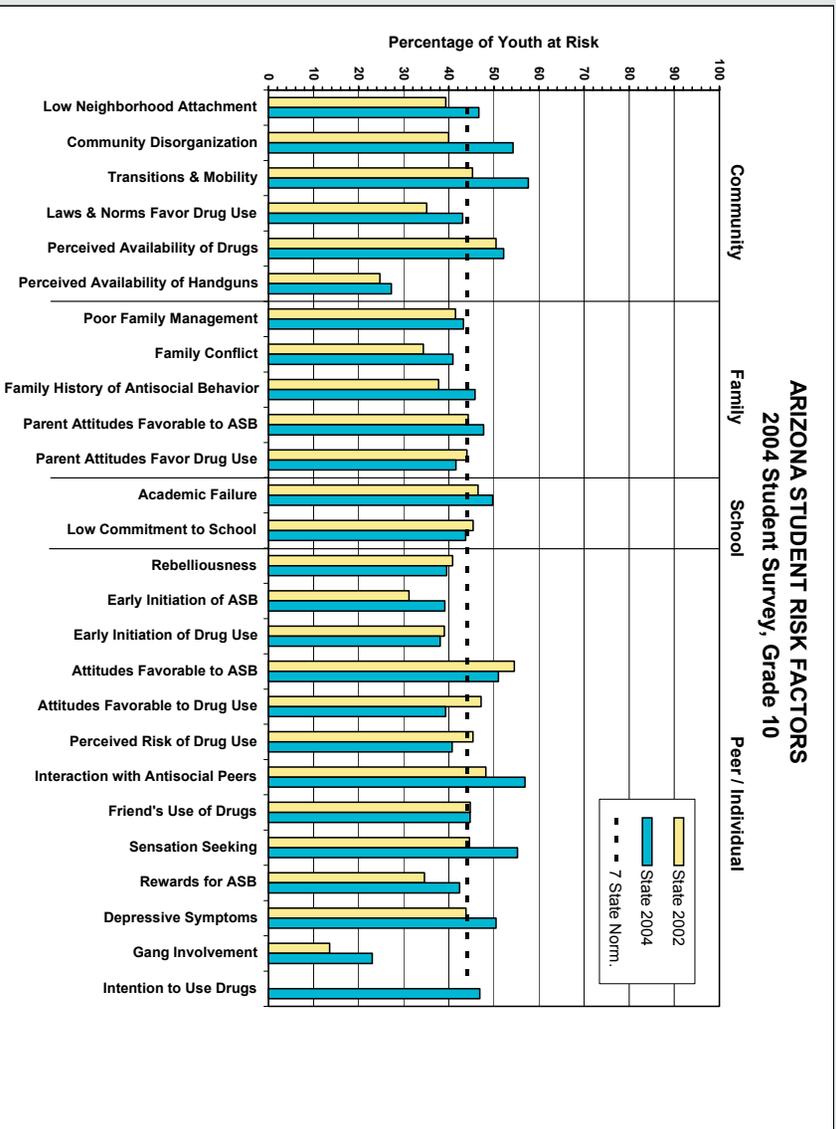
Risk and Protective Factor Profiles

Elevated Risk and Protection



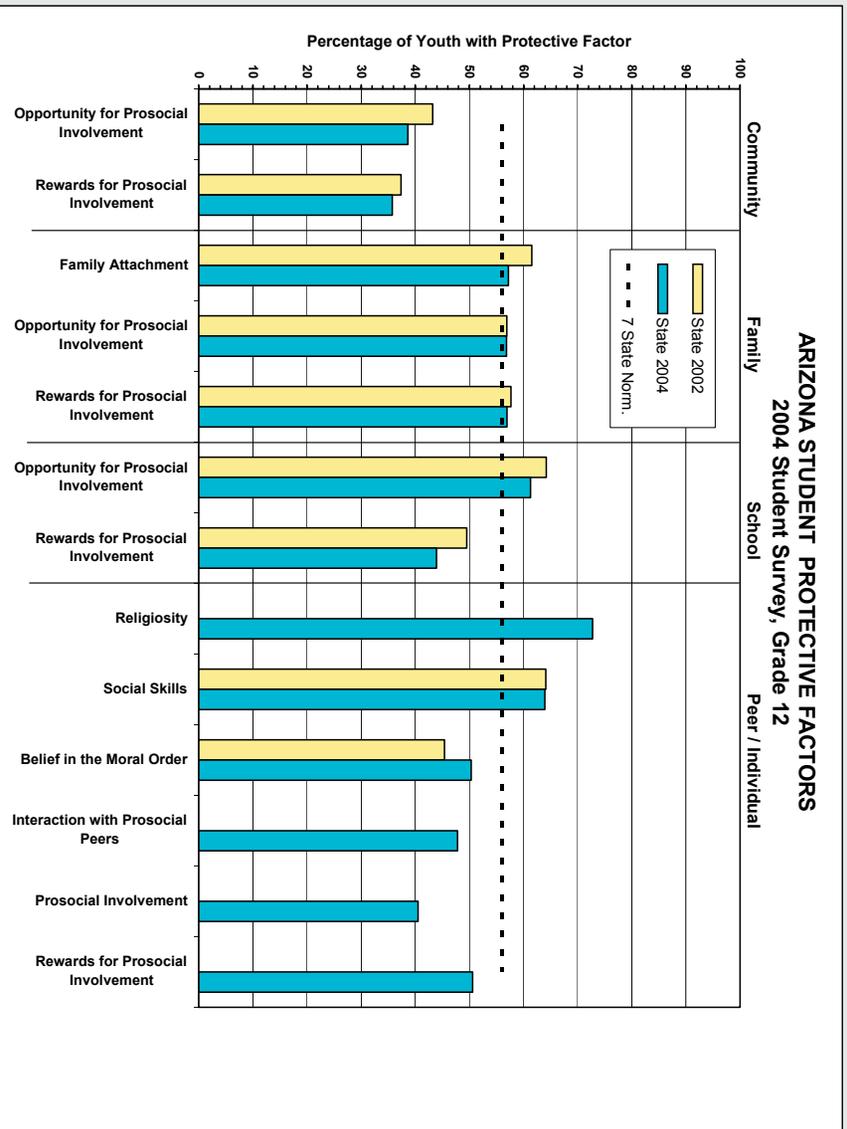
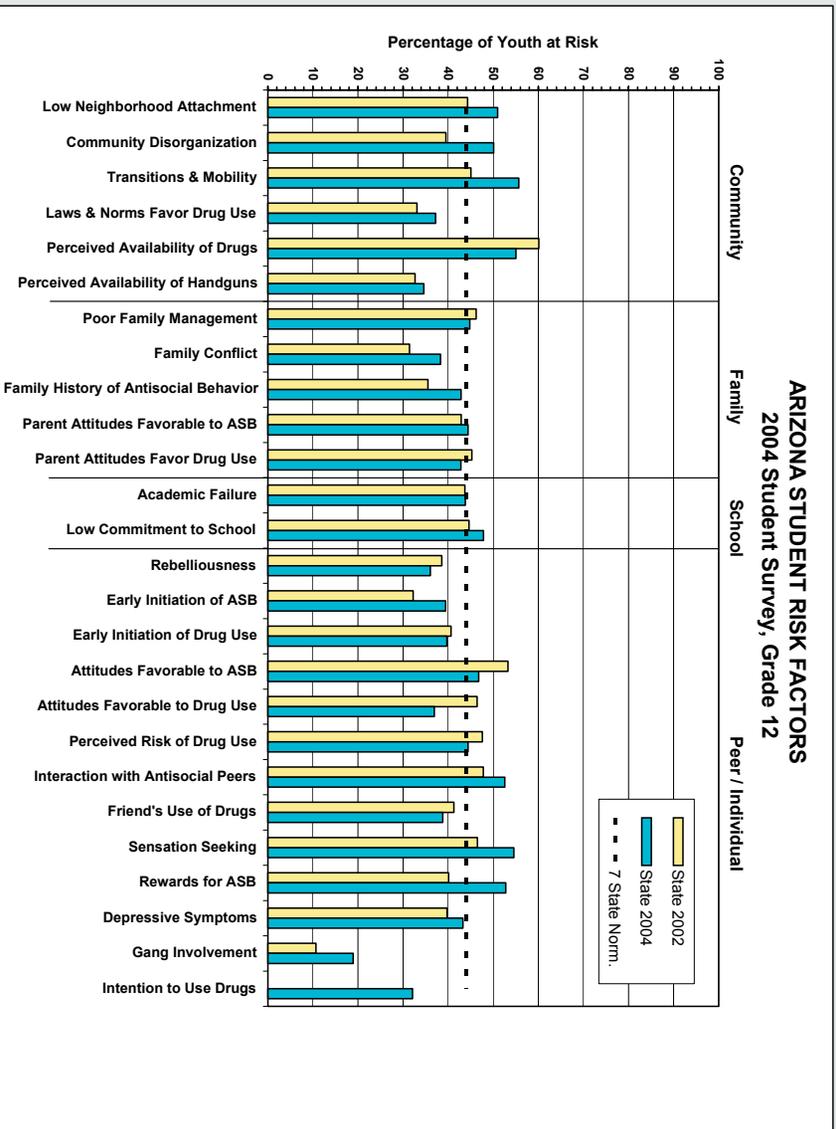
Risk and Protective Factor Profiles

Elevated Risk and Protection

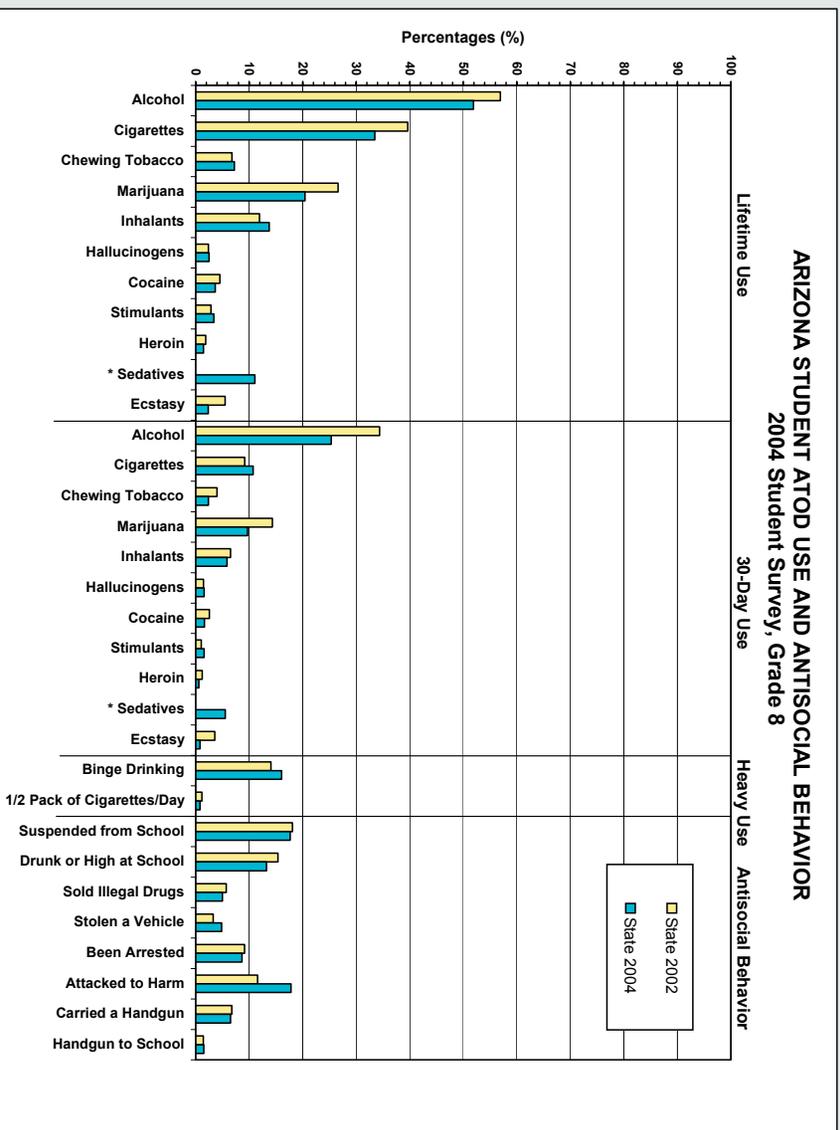


Risk and Protective Factor Profiles

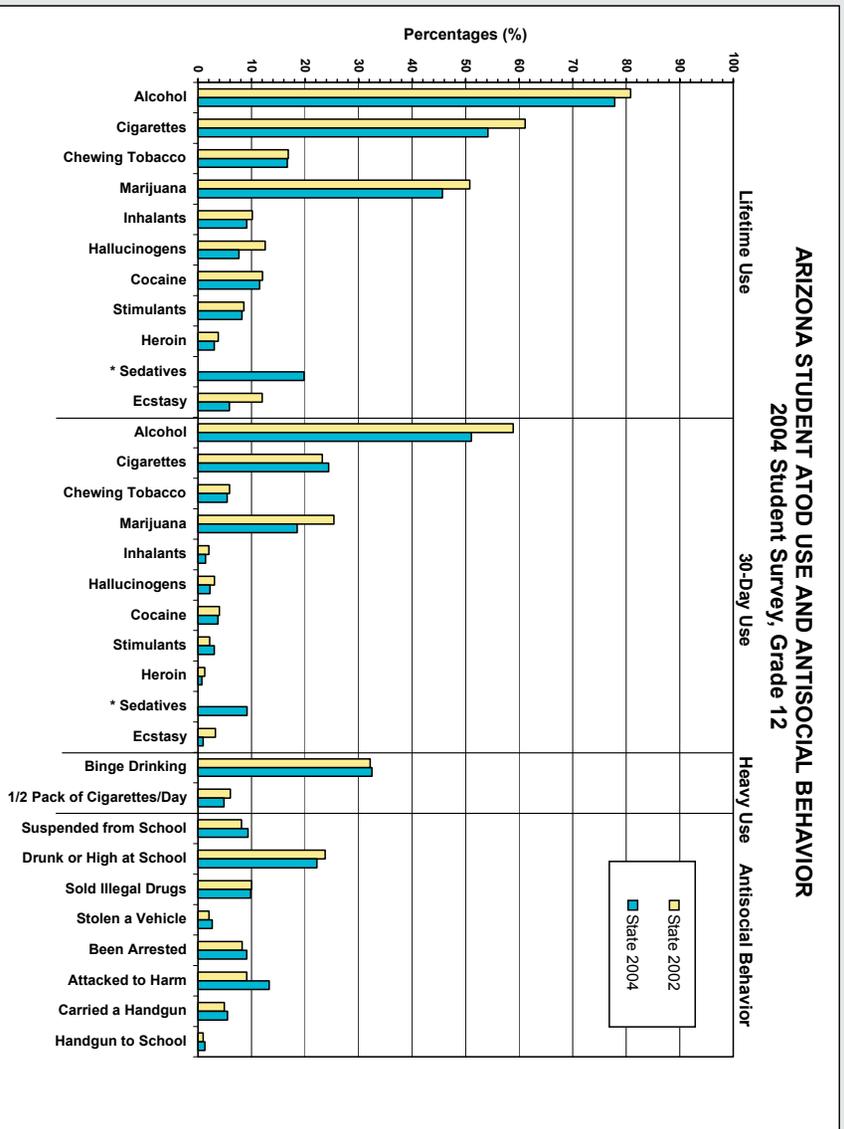
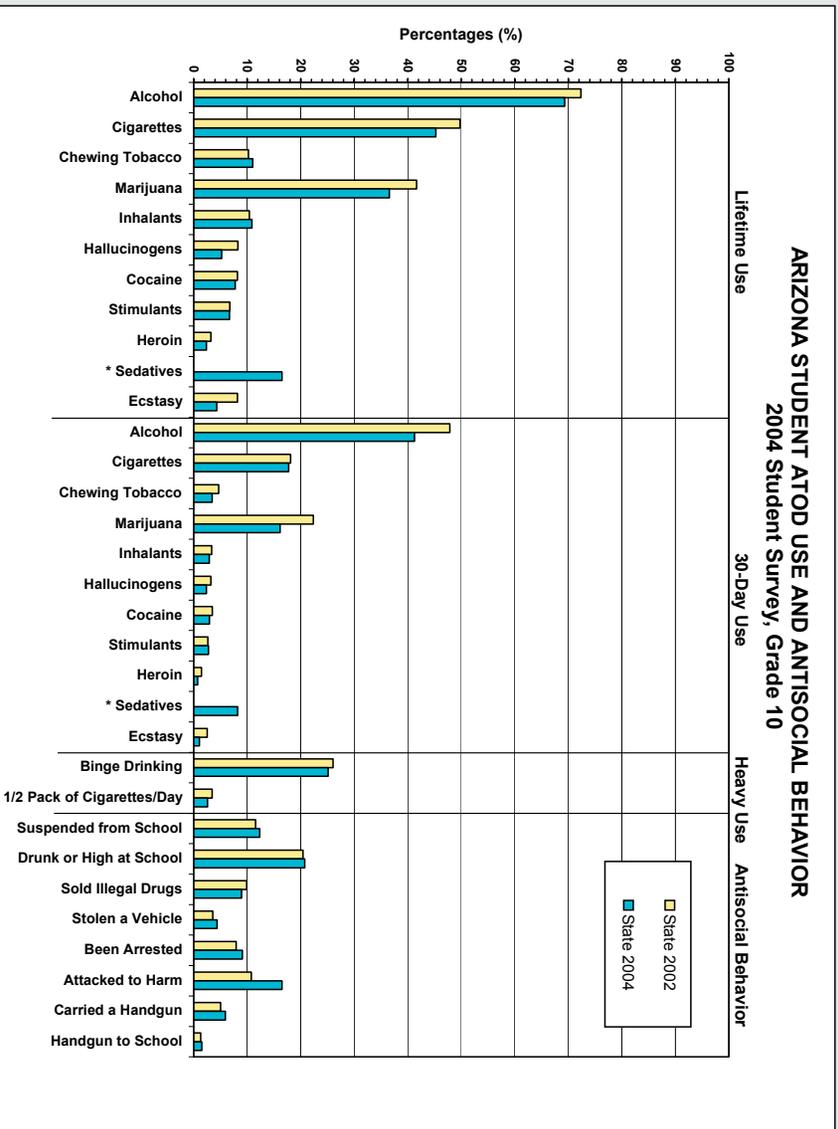
Elevated Risk and Protection



ATOD Use and Antisocial Behavior

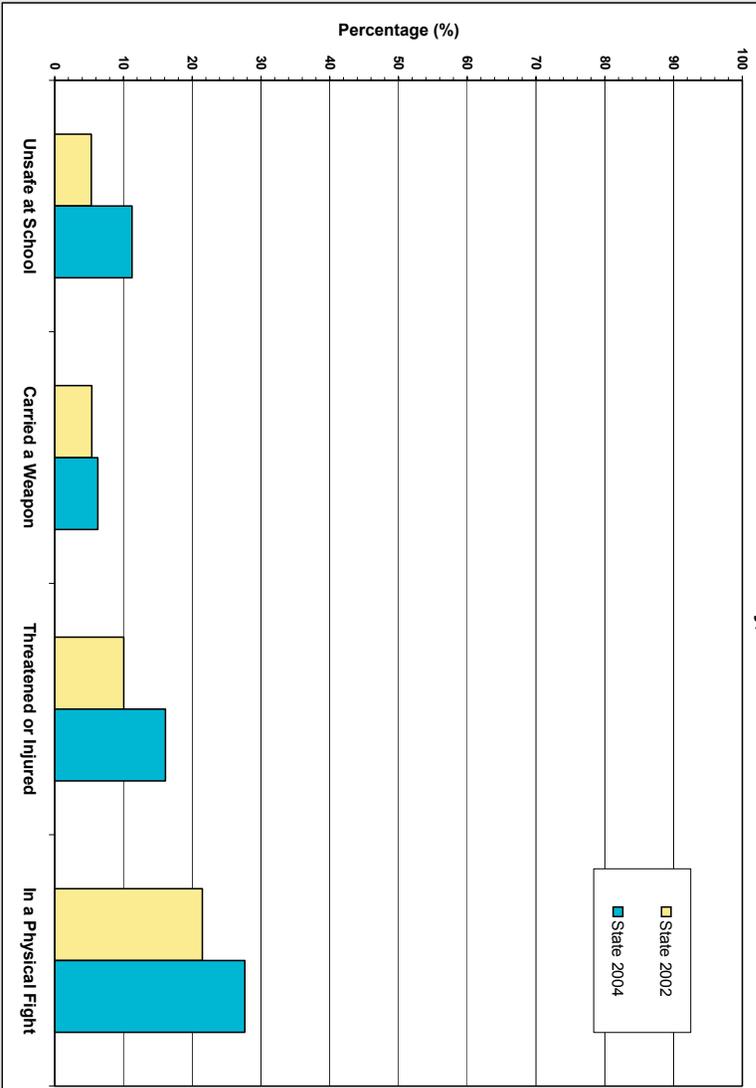


ATOD Use and Antisocial Behavior



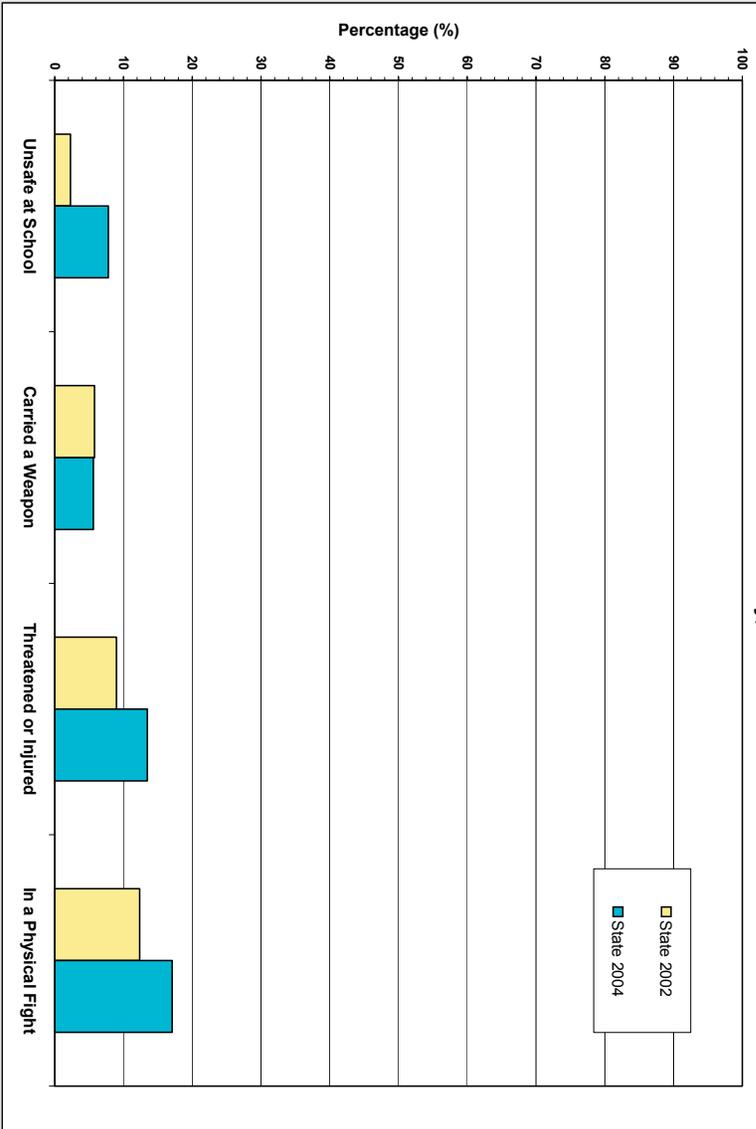
School Safety Profile

ARIZONA STUDENT SAFE SCHOOL FACTORS 2004 Student Survey, Grade 8



School Safety Profile

ARIZONA STUDENT SAFE SCHOOL FACTORS
2004 Student Survey, Grade 10



ARIZONA STUDENT SAFE SCHOOL FACTORS
2004 Student Survey, Grade 12

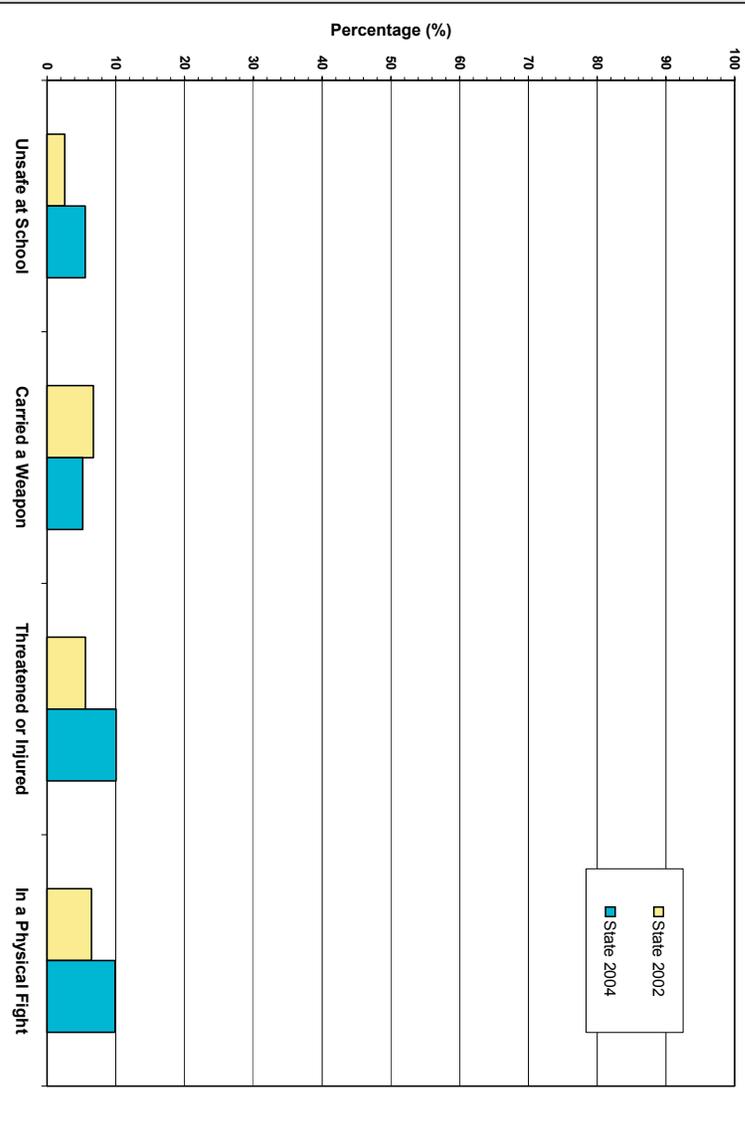


Table 2. Risk and Protective Factor Scale Definitions

<i>Community Domain Risk Factors</i>	
<i>Community and Personal Transitions & Mobility</i>	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood 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 Positive 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 Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<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>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>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>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 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 Positive 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 Positive 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.

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Attitudes Favorable Toward Antisocial Behavior and Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
Sensation Seeking	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
Intention to Use ATODs	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Prosocial Norms	Young people who view working hard in school and the community are less likely to engage in problem behavior.
Involvement with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

Year	Grade 8			Grade 10			Grade 12					
	County	State	2002	County	State	2004	County	State	2002	County	State	2004
Number of Youth	3451	18812	4984	12558	3768	9590						

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

Drug Used	Grade 8			Grade 10			Grade 12					
	County	State	2002	County	State	2004	County	State	2002	County	State	2004
Alcohol	56.9	51.9	72.3	69.3	80.8	77.9						
Cigarettes	39.6	33.5	49.8	45.3	61.1	54.2						
Chewing Tobacco	6.8	7.2	10.2	11.0	16.9	16.7						
Marijuana	26.6	20.4	41.6	36.6	50.8	45.7						
Inhalants	11.9	13.7	10.4	10.9	10.1	9.1						
Hallucinogens	2.4	2.5	8.3	5.3	12.6	7.6						
Cocaine	4.5	3.7	8.2	7.8	12.0	11.5						
Stimulants	2.9	3.4	6.8	6.7	8.6	8.2						
Heroin	1.9	1.5	3.2	2.4	3.8	3.0						
* Sedatives	*	11.0	*	16.5	*	19.8						
Ecstasy	5.5	2.4	8.2	4.3	12.0	5.9						
Any Drug	33.2	33.2	44.5	45.6	52.8	52.4						

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

Drug Used	Grade 8			Grade 10			Grade 12					
	County	State	2002	County	State	2004	County	State	2002	County	State	2004
Alcohol	34.4	25.3	47.9	41.3	58.9	51.1						
Cigarettes	9.1	10.7	18.1	17.7	23.2	24.4						
Chewing Tobacco	4.0	2.4	4.7	3.4	5.9	5.4						
Marijuana	14.3	9.7	22.4	16.2	25.4	18.5						
Inhalants	6.5	5.8	3.4	2.9	2.0	1.4						
Hallucinogens	1.5	1.6	3.2	2.4	3.1	2.3						
Cocaine	2.6	1.6	3.5	3.0	4.0	3.7						
Stimulants	1.0	1.6	2.6	2.8	2.2	3.0						
Heroin	1.2	0.6	1.4	0.7	1.3	0.7						
* Sedatives	*	5.5	*	8.2	*	9.2						
Ecstasy	3.6	0.8	2.5	1.1	3.2	1.0						
Any Drug	19.9	17.9	25.7	23.6	28.6	25.1						

Table 6. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Grade 8			Grade 10			Grade 12					
	County	State	2002	County	State	2004	County	State	2002	County	State	2004
Binge Drinking	14.1	16.0	26.0	25.1	32.2	32.5						
1/2 Pack of Cigarettes/Day	1.2	0.8	3.5	2.6	6.0	4.8						

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

Behavior	Grade 8			Grade 10			Grade 12					
	County	State	2002	County	State	2004	County	State	2002	County	State	2004
Suspended from School	18.1	17.7	11.6	12.3	8.1	9.3						
Drunk or High at School	15.4	13.2	20.5	20.8	23.8	22.2						
Sold Illegal Drugs	5.7	5.0	9.9	8.9	10.0	9.8						
Stolen a Vehicle	3.3	4.8	3.6	4.4	2.1	2.6						
Been Arrested	9.1	8.7	8.0	9.1	8.2	9.1						
Attacked to Harm	11.6	17.8	10.8	16.5	9.1	13.3						
Carried a Handgun	6.7	6.5	5.0	5.9	4.9	5.5						
Handgun to School	1.4	1.5	1.3	1.5	1.0	1.3						

* The 2002 sedative question only asked about tranquilizers, barbiturates, and tranquilizers and is not comparable to the 2004 question.

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 8		Grade 10		Grade 12							
	2002	2004	2002	2004	2002	2004						
Year	County	State	County	State	County	State						
Community Domain												
Low Neighborhood Attachment		38.1		40.7		39.3		46.7		44.3		51.0
Community Disorganization		43.1		47.2		40.0		54.2		39.5		50.1
Transitions & Mobility		47.4		52.5		45.3		57.6		45.1		55.7
Laws & Norms Favor Drug Use		34.9		37.6		35.1		43.1		33.1		37.2
Perceived Availability of Drugs		39.9		40.6		50.5		52.1		60.1		55.0
Perceived Availability of Handguns		37.5		37.0		24.7		27.3		32.7		34.6
Family Domain												
Poor Family Management		43.1		46.4		41.5		43.2		46.2		44.8
Family Conflict		46.1		52.5		34.3		40.9		31.4		38.3
Family History of Antisocial Behavior		40.5		46.2		37.7		45.8		35.5		42.9
Parent Attitudes Favorable to ASB		41.7		45.3		44.3		47.7		42.9		44.4
Parent Attitudes Favor Drug Use		25.8		27.7		44.0		41.6		45.2		42.8
School Domain												
Academic Failure		52.3		49.8		46.5		49.8		43.7		43.8
Low Commitment to School		41.2		39.4		45.4		43.7		44.6		47.9
Peer-Individual Domain												
Rebelliousness		40.0		37.4		40.9		39.5		38.6		36.0
Early Initiation of ASB		33.6		38.1		31.1		39.1		32.2		39.4
Early Initiation of Drug Use		40.3		38.0		39.0		38.1		40.6		39.7
Attitudes Favorable to ASB		46.3		46.0		54.5		51.0		53.3		46.8
Attitudes Favorable to Drug Use		37.4		33.5		47.2		39.3		46.4		36.9
Perceived Risk of Drug Use		47.9		48.5		45.3		40.7		47.6		44.4
Interaction with Antisocial Peers		52.1		58.2		48.2		56.9		47.8		52.6
Friends' Use of Drugs		41.9		44.2		44.8		44.7		41.3		38.8
Sensation Seeking		41.6		58.4		44.6		55.3		46.5		54.6
Rewards for ASB		38.0		49.1		34.6		42.4		40.1		52.8
Depressive Symptoms		48.2		52.5		43.8		50.5		39.7		43.3
Gang Involvement		21.7		25.1		13.6		23.0		10.7		18.9
Intention to Use Drugs		*		38.6		*		46.9		*		32.1

Protective Factor	Grade 8		Grade 10		Grade 12							
	County	State	County	State	County	State						
Community Domain												
Opportunity for Prosocial Involvement		40.7		41.1		43.6		39.2		43.2		38.6
Rewards for Prosocial Involvement		31.9		32.0		42.3		37.3		37.4		35.8
Family Domain												
Family Attachment		52.4		50.0		49.4		47.1		61.5		57.2
Opportunity for Prosocial Involvement		59.2		59.7		57.8		55.9		56.9		56.8
Rewards for Prosocial Involvement		61.0		60.6		56.5		56.9		57.7		56.9
School Domain												
Opportunity for Prosocial Involvement		56.2		61.8		58.6		61.7		64.2		61.3
Rewards for Prosocial Involvement		48.9		52.2		60.8		60.8		49.5		43.9
Peer-Individual Domain												
Religiosity		*		46.9		*		45.5		*		72.7
Social Skills		59.5		59.1		53.8		52.2		64.1		63.9
Belief in the Moral Order		50.0		53.6		58.9		62.7		45.4		50.3
Interaction with Prosocial Peers		*		46.5		*		49.7		*		47.8
Prosocial Involvement		*		39.8		*		43.1		*		40.5
Rewards for Prosocial Involvement		*		59.2		*		60.1		*		50.6

* not available, scale not included in 2002 survey

Table 10. Percentage of Students in the State and Your School Reporting Safety and School Issues

	Grade 8		Grade 10		Grade 12				
	Response	Year	County	State	County	State	County	State	
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		94.63	93.73	94.20	94.37	93.24	94.80	
	1 day		1.82	2.89	0.99	1.82	1.22	1.31	
	2-3 days		1.34	1.47	1.17	1.24	0.82	0.84	
	4-5 days		0.51	0.46	0.39	0.48	0.60	0.41	
	6 or more days		1.70	1.45	3.24	2.09	4.12	2.64	
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		94.66	88.75	97.71	92.21	97.42	94.44	
	1 day		3.22	6.11	1.09	4.02	1.19	2.64	
	2-3 days		1.16	3.13	0.74	1.95	0.47	1.56	
	4-5 days		0.25	0.71	0.09	0.65	0.18	0.64	
	6 or more days		0.71	1.31	0.37	1.16	0.74	0.72	
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		89.96	83.91	91.00	86.53	94.42	89.94	
	1 time		5.41	8.69	3.98	6.78	2.59	4.86	
	2-3 times		2.75	4.03	3.35	3.49	1.44	3.01	
	4-5 times		0.74	1.18	0.67	1.03	0.52	0.73	
	6-7 times		0.25	0.47	0.09	0.50	0.12	0.39	
	8-9 times		0.12	0.29	0.09	0.30	0.16	0.21	
	10-11 times		0.00	0.15	0.12	0.21	0.05	0.11	
	12 or more times		0.79	1.30	0.69	1.17	0.69	0.75	
	During the past 12 months, how many times were you in a physical fight on school property?	0 times		78.52	72.36	87.63	82.91	93.54	90.12
		1 time		12.65	14.38	7.27	9.53	3.56	5.76
		2-3 times		5.86	8.46	3.62	4.99	1.82	2.59
		4-5 times		1.23	2.36	0.52	1.14	0.34	0.60
6-7 times			0.57	0.69	0.20	0.34	0.28	0.19	
8-9 times			0.05	0.44	0.10	0.26	0.14	0.25	
10-11 times			0.13	0.23	0.05	0.18	0.03	0.13	
12 or more times			0.98	1.08	0.60	0.66	0.29	0.36	

Contacts For Prevention

Regional Prevention Contacts

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Navajo Nation

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Arizona Department of Education

Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Center for Violence Prevention & Community Safety

Violence Prevention Academy
Todd Armstrong, Ph.D., Director
602-543-6630

Arizona Prevention Resource Center

800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)

www.samsha.gov/centers/csap/csap.html

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

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Western Regional Center for the

Application of Prevention Technologies (CAPT)

www.westcapt.org

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Appendix F: Lifetime and 30-Day ATOD use for Participating Counties

Lifetime ATOD Use by County (2004)												
	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Apache	59.3	67.9	36.6	55.4	10.8	6.7	12.8	9.4	11.4	5.5	3.1	60.0
Cochise	69.7	46.5	12.1	30.7	14.5	4.1	8.6	5.9	15.8	4.9	2.1	43.4
Coconino	68.1	54.8	18.6	44.7	11.5	6.9	8.4	8.2	19.1	6.2	3.0	53.0
Gila	70.7	49.9	21.1	41.3	9.8	5.4	7.9	5.8	13.6	3.3	2.1	48.5
Graham	62.7	45.7	14.3	36.7	16.0	3.3	8.7	7.1	16.6	2.9	3.5	49.3
Greenlee	73.0	62.0	29.9	35.1	17.2	4.9	7.0	10.2	18.0	2.4	1.2	47.3
La Paz	65.1	44.8	12.0	30.9	14.1	5.5	5.9	7.0	11.2	3.6	1.4	38.0
Maricopa	60.7	37.2	8.4	28.1	11.1	4.2	5.7	4.7	14.5	3.4	2.0	38.3
Mohave	71.7	44.7	9.9	37.2	12.8	5.0	6.7	6.1	17.7	3.8	1.3	46.8
Navajo	61.1	57.6	21.6	44.5	12.7	7.1	11.6	10.4	12.8	5.1	2.3	53.0
Pima	65.4	40.7	7.7	33.2	11.8	4.2	6.9	4.7	15.9	4.1	2.3	43.8
Pinal	67.9	50.0	12.0	40.8	15.9	6.4	10.2	9.0	15.1	4.8	3.1	49.6
Santa Cruz	74.3	54.5	11.7	25.0	11.8	3.8	8.9	4.5	13.8	3.9	1.4	38.0
Yavapai	64.9	47.4	15.0	30.2	14.5	4.4	6.6	7.5	15.8	3.2	2.2	41.1
Yuma	57.3	38.8	8.8	18.4	9.9	3.6	4.8	4.9	11.3	2.6	1.5	32.3

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.

30-day ATOD Use by County (2004)

	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Apache	31.8	30.2	14.4	24.6	2.8	4.2	3.7	3.9	5.6	2.1	0.6	30.4
Cochise	40.1	17.0	3.5	11.7	5.2	1.8	4.0	2.8	7.3	1.4	0.7	21.3
Coconino	41.6	25.1	5.5	20.2	2.1	2.5	3.0	2.9	9.5	0.8	0.8	27.9
Gila	43.2	19.4	8.8	16.5	3.2	3.2	3.1	3.3	7.2	1.4	0.9	23.6
Graham	36.8	17.1	4.6	15.5	4.7	1.9	3.1	3.3	9.3	0.6	1.0	28.1
Greenlee	39.5	27.8	12.7	13.3	5.7	2.1	2.5	3.7	7.3	0.8	0.0	23.0
La Paz	36.3	13.4	3.4	12.2	3.6	2.8	1.9	3.9	5.3	1.4	0.3	18.1
Maricopa	35.0	14.2	2.7	12.6	3.7	1.7	2.1	1.8	7.0	0.8	0.7	19.8
Mohave	42.3	18.2	2.0	15.0	3.7	1.8	1.7	2.4	9.9	0.5	0.7	23.1
Navajo	32.1	23.6	6.8	20.5	3.1	3.1	3.8	4.1	5.1	1.0	0.4	26.9
Pima	36.4	13.4	2.4	14.7	4.4	1.7	2.7	2.1	7.5	1.0	0.6	22.9
Pinal	39.1	19.6	3.7	18.9	4.6	4.0	3.4	4.5	7.9	1.4	1.0	25.7
Santa Cruz	43.9	25.8	4.3	9.7	4.2	2.2	4.8	2.2	7.6	1.3	0.7	19.4
Yavapai	35.3	17.1	3.8	10.7	5.3	1.5	1.8	2.5	7.3	0.6	0.7	20.3
Yuma	30.1	13.7	3.2	8.4	3.9	1.7	2.0	1.9	5.2	0.8	0.7	16.5

* The 2002 sedative question only asked about quaaludes, barbituates, and tranquilizers and is not comparable to the 2004 question.