2014 Arizona Youth Survey

Gila County

Provided by the Arizona Criminal Justice Commission

Acknowlegements

The Arizona Criminal Justice Commission's Statistical Analysis Center thanks Bach Harrison, L.L.C. for their professionalism and contributions during the administration of the 2014 Arizona Youth Survey. In addition we thank the Arizona Department of Gaming, Office of Problem Gambling for their continued financial support of the Arizona Youth Survey. We also benefited from the expertise, guidance, and assistance provided by our colleagues at the Arizona Criminal Justice Commission and from input received from many individuals working for agencies throughout the state.

Additionally, the success of the 2014 Arizona Youth Survey could not have been achieved without the support and participation of school superintendents, principals, prevention coordinators, and teachers throughout the state. Finally, we extend our thanks to the students who responded to the survey. Their thoughtful participation resulted in a wealth of information that can be used to improve the circumstances in which they live and learn.

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Introduction

2014 Arizona Youth Survey
Gila County Summary Report

This report summarizes findings from the 2014 Arizona Youth Survey (AYS) administered to 8th, 10th, and 12th grade students during spring 2014. The results for Gila county are presented along with comparisons to 2010 and 2012 survey results, where applicable, as well as to the overall results for the state. The survey was designed to assess school safety, adolescent substance use, antisocial behavior, and the risk and protective factors that are correlated with these adolescent problem behaviors.

Table 1. Characteristics of Participants

	County 2010		County 2012		County 2014		State 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Students By Grade								
Grade 8	289	40.5	435	47.3	71	18.0	22,675	47.0
Grade 10	224	31.4	282	30.7	215	54.6	14,028	29.1
Grade 12	201	28.2	202	22.0	108	27.4	11,541	23.9
All Students Surveyed*	714	100.0	919	100.0	394	100.0	48,244	100.0
Students By Gender								
Male	308	43.8	455	50.2	190	49.0	23,460	49.1
Female	395	56.2	451	49.8	198	51.0	24,353	50.9

Table 2. Race/Ethnicity of Participants

Hispanic								
Student marked 'Yes' to Are you Hispanic or Latino? and marked their race as:	County 2010		County 2012		County 2014		State 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Native American	19	6.6	16	5.3	10	6.3	989	5.3
African American	14	4.9	7	2.3	4	2.5	574	3.1
Asian	1	0.4	5	1.7	1	0.6	169	0.9
Pacific Islander	1	0.4	0	0.0	3	1.9	220	1.2
White	90	31.3	137	45.5	75	47.2	6,067	32.5
Multi-Racial	12	4.2	17	5.7	9	5.7	1,027	5.5
Race Unmarked	151	52.4	119	39.5	57	35.9	9,603	51.5
Non-Hispanic								
Student marked 'No' to Are you Hispanic or Latino? and marked their race as:	County 2010		County 2012		County 2014		State 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Native American	192	48.9	184	32.3	66	31.7	1,274	4.5
African American	2	0.5	6	1.1	3	1.4	1,790	6.4
Asian	4	1.0	10	1.8	9	4.3	1,459	5.2
Pacific Islander	2	0.5	2	0.4	1	0.5	260	0.9
White	167	42.5	334	58.6	113	54.3	20,587	73.4
Multi-Racial	20	5.1	29	5.1	15	7.2	2,413	8.6
Race Unmarked	6	1.5	5	0.9	1	0.5	268	1.0
Totals								
	County 2010		County 2012		County 2014		State 2014	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Hispanic Students	288	40.3	301	32.8	159	40.4	18,649	38.7
Non-Hispanic Students	393	55.0	570	62.0	208	52.8	28,051	58.1
*Total Students***	714	100.0	919	100.0	394	100.0	48,244	100.0

* As a small percentage of students skipped the question Are you Hispanic or Latino? (at the state level, 1,544 students, or 3.2% of the total), the sum of Hispanic and Non-Hispanic students is less than Total Students.

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

Tables 1 and 2 describe the characteristics of the students who completed the survey from your county and the state of Arizona. Because not every student answered all of the questions, the number of students in the gender and ethnicity/race categories often will be less than the total number of students.

To better understand the diversity of Arizona's youth population, respondents were asked separate questions about their ethnicity (Hispanic vs. Non-Hispanic) and their race (Caucasian, African-American, Native American, or Alaska Native, etc.). This method for obtaining ethnicity and race information provides more comprehensive data on youth cultural and racial self-identification, and a more nuanced understanding of Arizona's diverse youth population.

Whenever data are obtained from a sample of students instead of the entire population, it is important to recognize the strengths and weaknesses of the data. One easy way to investigate the quality of the sample is to look at the basic demographic characteristics of the students who participated in the survey and compare them to what is known about the entire population of students. This will give the user of these data a basic understanding of the degree to which the sample data can be generalized to the entire population.

It is important to note that even when the characteristics of the sample do not match well to the characteristics of the population this does not mean the data lose their usefulness. The data included in this report describes the level of risk and protective factors, substance use, antisocial behavior, and delinquency of those youth who participated in the survey, which can be used to inform the development of school and community-based prevention and intervention activities that may benefit both the youth who participate in the survey and those who did not.

The Risk and Protective Factor Model of Prevention

Prevention is a science. The Risk and Protective Factor Model of Prevention is a proven way of reducing substance abuse and its related consequences. This model 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, and of students and their peer groups known to predict increased likelihood of drug use, delinquency, school dropout, and violent behaviors among youth. For example, children who live in families with high levels of conflict are more likely to become involved in delinquency and drug use than children who live in families characterized by low levels of family conflict.

The chart below shows the links between 19 risk factors and five problem behaviors. The check marks indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

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

Research on risk and protective factors also has important implications for children's academic success, positive youth development, and prevention of health and behavior problems. In order to promote academic success and positive youth development and to prevent problem behaviors, **it is necessary to address the factors that predict these outcomes.** By measuring risk and protective factors in a population, specific risk factors that are elevated and widespread can be identified and targeted by policies, programs, and actions shown to reduce those risk factors and to promote protective factors.

Many risk and protective factors 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 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.

Risk Factors

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

Source: Communities That Care (CTC) prevention model, Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Administration (SAMSHA)

Charts and Tables in this Report

There are seven types of charts presented in this report:

1. Risk profiles
2. Protective profiles
3. Lifetime and 30-day Alcohol, Tobacco, and Other Drug (ATOD) use
4. Binge drinking and antisocial behavior
5. School safety and cyber-bullying
6. Gambling
7. Where youth acquired alcohol, marijuana, and prescription drugs

Data from the charts are also presented in Tables 4 through 14 that appear at the end of this report. The additional data found in Tables 15 through 17 are explained at the end of this section.

Understanding the Format of the Charts

There are several graphical elements common to all the charts. Understanding the format of the charts and what these elements represent is essential in interpreting the results of the 2014 AYS.

- **The Bars** on substance use and antisocial behavior charts represent the percentage of students who reported a given behavior. For the risk and protective charts, research has determined cutoff scores for each scale where the likelihood of youth problem behaviors were increased (youth at risk) or reduced (youth having protection). The bars on the risk and protective factor charts represent the percentage of students scoring above the cutoff, reflecting elevated risk or protection in that category.

  Each set of differently colored bars represents one of the last three administrations of the AYS: 2010, 2012, and 2014. By looking at the percentages over time, it is possible to identify trends in substance use and antisocial behavior. By studying the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

- **Dots, Diamonds, and Triangles.** The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds and triangles represent national data from the Monitoring the Future (MTF) Survey and the Bach Harrison Norm, respectively.

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

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

Risk and Protective Factor Profiles

Risk and protective factor scales measure specific aspects of a youth's life experience that can be used to predict whether they will engage in problem behaviors. The scales, defined in Table 3, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales.

Lifetime and 30-Day ATOD Use

- **Lifetime use** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a proxy for the level of current use of the substance.

Charts and Tables in this Report (cont'd)

Binge Drinking and Antisocial Behavior

- **Binge Drinking** is measured as having five or more drinks in a row during the two weeks prior to the survey.
- **Impaired Driving** is measured by youth drinking alcohol and driving in the past 30 days, or riding with a driver in the past 30 days who had been drinking alcohol.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report any involvement during the past year with the eight antisocial behaviors listed in the charts.

School Safety and Cyber-Bullying

The school safety and cyber-bullying profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school, were picked on or bullied at school, bullied another student, or were harassed or mistreated while online or using an electronic device. The complete questions and values for each response option can be seen in Table 10.

Gambling

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

Where Youth Obtained Alcohol, Marijuana and Prescription Drugs

These charts display data regarding the ways that students obtained alcohol, marijuana and prescription drugs in the past 30 days. Each chart focuses on a subgroup of students who indicated at least one means of obtaining alcohol, marijuana, or prescription drugs. (Students reporting no use of the relevant substance are not represented in these data.) The smaller the size of the subgroup (known as the sample size), the larger the influence of a student's responses (e.g., if only one student in a particular grade reported where they obtained alcohol, each category would show up as either 0% or 100%). The chart legends indicate the sample size for each grade surveyed to help readers know when caution should be taken as a result of a small sample.

Additional Data in this Report

In addition to data presented in the charts and Tables 4 through 14, Tables 15 through 17 contain information useful for prevention planning and grant reporting.

Table 15 contains the information that is required by communities with Drug Free Communities Grants, such as the perception of the risk of ATOD use, perception of parent and peer disapproval of ATOD use, and past 30-day use.

The Community Data Project

Supported by a grant from the Arizona Governor's Office for Children, Youth and Families, the Community Data Project is a multi-agency effort to create a central repository for Arizona's substance abuse and crime data. Through a user-friendly website, the public has access to a one-stop portal where they can select the type of data they need, specific demographic characteristics, and their geographic level of interest. Various output options are offered, including data tables, graphs, and maps to cover a variety of reporting and visualization needs. The web site is a useful tool for practitioners and policymakers who are addressing substance abuse, juvenile delinquency, and crime and the criminal justice system by providing them with a picture of the characteristics and needs of Arizona's communities. Having data that are specific to the user's geographic area of interest not only leads to an enhanced understanding of the community issues related to drugs and crime, but also maximizes data-for-decision-making capabilities for things such as the appropriate program content, identification of at-risk target areas and populations, grant writing and reporting, monitoring progress of prevention and intervention initiatives over time, and determining resource allocation. Please visit the Community Data Project at:

www.bach-harrison.com/arizonadataproject/Indicators.aspx

The Arizona Substance Abuse Partnership and Substance Abuse Epidemiology Work Group

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) is the single statewide council on substance abuse prevention, treatment, enforcement, and recovery issues. The ASAP is chaired by the Acting Director of Governor Janice K. Brewer's Office for Children, Youth and Families (GOCYF) and staff support is provided by the GOCYF. The body is composed of representatives from state governmental bodies, federal entities and community organizations, and is used as the conduit through which its Substance Abuse Epidemiology Work Group (Epi Work Group) facilitates data-driven decisions and solutions to the critical substance abuse problems facing Arizona.

The ASAP is tasked with developing and utilizing a shared-planning process that encourages state and local partnerships to maximize existing resources and with building the capacity of local communities to meet their identified needs. Further, the body is tasked with integrating strategies across systems to leverage existing funding and with increasing access to services at the community level. Specifically, the ASAP has the following duties and responsibilities:

a. Compile and summarize information and data on substance misuse and abuse and associated consequences and correlates, including mental illness and emerging trends, through a collaborative and cooperative data-sharing process. Identify and address data gaps in order to provide Arizona with a comprehensive picture of substance misuse and abuse in the state.

b. Utilize evaluation and research reports to promote the most effective and evidence-based programs, policies and practices across the state and make recommendations for modification as needed.

c. Encourage state and local partnerships to engage in shared planning processes and build the capacity of local communities to meet identified needs and maximize resources.

d. Identify and share effective practices to integrate strategies across systems that will leverage existing funding and increase access to services at the community level.

e. Analyze current state and federal laws and programs governing substance misuse and abuse prevention, treatment, and enforcement and recommend any changes that would enhance the effectiveness of these laws or programs.

f. Recommend specific drug and alcohol related policy and budget line-items for consideration by Arizona state agencies and/or the Arizona Legislature.

Substance Abuse Epidemiology Work Group

The Substance Abuse Epidemiology Work Group (Epi Work Group) operates under the authority of the Arizona Governor's Office for Children, Youth and Families (GOCYF) and the direction of the Arizona Substance Abuse Partnership (ASAP) in conformance with Executive Order 2007-12 signed by the Governor of Arizona on June 13, 2007 and continued by Executive Order 2013-05 on May 28, 2013.

Arizona's Epi Work Group was formed in 2004 as a requirement of the Strategic Prevention Framework State Incentive Grant (SPF SIG) received by Arizona from the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Prevention (CSAP) and became an official standing work group of the Arizona Substance Abuse Partnership via Executive Order 2007-12 and Executive Order 2013-05.

In the past, the Epi Work Group was responsible for releasing a biennial comprehensive, informative and functional profile of substance use indicators for use by practitioners, policymakers, coalitions, agencies, individuals in relevant fields, and other key stakeholders. In order to publish the first Arizona Substance Abuse Epidemiology Profile in 2005, the Epi Work Group identified indicators of substance use and consequence patterns and thoroughly analyzed available data.

In 2007, the second edition expanded upon the first report in that it contained a broader array of epidemiological data, including measures of tobacco-related mortality and morbidity, outlined differential consequences and/or consumption patterns by gender and race and ethnicity, and provided a more complete assessment of methamphetamine use and its effects on Arizona's adults and youth. The 2007 report also uncovered gaps in Arizona's data systems, including the need for data on the relationship between child welfare and substance use, sub-county data, substance-specific data, measures of the severity of substance use, and tribal data. The Epi Work Group and the GOCYF have dedicated themselves to addressing these data gaps in order to lay a solid foundation for reducing the state's substance use problem and to provide

an accurate depiction of the impact of substance use on Arizona and its populace.

Recently, the Arizona Substance Abuse Epidemiology Profile has been replaced by the Community Data Project (CDP). While not yet as comprehensive in scope as the Arizona Substance Abuse Epidemiology Profile, the CDP is an interactive, user-friendly, data-sharing website that provides data online, a customizable, cost-effective and user-driven alternative to the hard-bound profiles. The CDP website currently houses over 300 indicators of substance use/prevalence and associated consequences. Data are provided over time in graph, table, and map formats and are available at the county- and community-level, and by race and ethnicity, gender, and age (where applicable and available).

The Epi Work Group's mission is to provide communities, policymakers and local, state and tribal officials with data on the use, consequences and context of alcohol and illicit, over-the-counter, and prescription drugs to inform their substance abuse prevention and intervention strategies.

The Epi Work Group's principles are to:

- Establish a clear purpose and set of goals and objectives consistent with a public health model;
- Establish work plans that identify specific workgroup products, schedules, and milestones;
- Establish and maintain regular contacts with appropriate State advisory group(s) and key State decision-makers;
- Ensure an ongoing and meaningful exchange of data and information between the Epi Work Group, State leaders and SAMHSA;
- Emphasize outcomes;
- Support data-driven decision-making at the State-level and local-level;
- Provide community-oriented data for use in community planning, and for monitoring and evaluation purposes;
- Promote continual improvements in data gathering for assessments; and
- Use data sources that will provide multiple measures over time and meet data quality technical standards

The Epi Work Group functions as a work group of the ASAP, the single statewide council on substance abuse prevention, treatment, enforcement, and recovery issues. The ASAP is chaired by the Director of Governor Janice K. Brewer's Office for Children, Youth and Families; is composed of representatives from state governmental bodies, federal entities and community organizations; and is used as the conduit through which the Epi Work Group facilitates data-driven decisions and solutions to the critical substance abuse problems facing Arizona.

The ASAP utilizes the data and analysis provided by the Epi Work Group to devise strategies and solutions and to guide decisions about the allocation of resources, including the funding of prevention, treatment, recovery, and enforcement efforts, and to inform the public about the prevalence of substance use and associated consequences, such as mortality and morbidity.

The Epi Work Group has three major goals, which are to:

1. Maintain and update the Community Data Project, the interactive website for substance misuse and abuse and associated consequence and correlate data, including mental illness and emerging trends, through a collaborative and cooperative data-sharing process.
2. Identify data gaps and address them in order to provide Arizona with a comprehensive picture of substance misuse and abuse in the state.
3. Serve as a resource to the Arizona Substance Abuse Partnership and member agencies to support data-driven decision-making that makes the best use of the resources available to address substance misuse abuse and related issues in Arizona.

Staffed by the Governor's Office for Children, Youth and Families, the Epi Work Group is composed of statisticians, data analysts, academics, and holders of key datasets from various state agencies and universities who collaborate and advise on epidemiological reports and respond to data gaps and pressing substance use-related inquiries.

School and Community Improvement Using Survey Data

What are the numbers telling you?

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

- Which 3-5 risk factors appear to be higher than you would want when compared to the state or the Bach Harrison Norm?
- Which 3-5 protective factors appear to be lower than you would want when compared to the state or the Bach Harrison Norm?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
  - Which substances are your students using the most?
  - At which grades do you see unacceptable usage levels?
- Which 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 identify high priority problem areas.

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide, and/or national data** – differences of 5% between local and other data are probably significant.
- **Prioritize problems for your area** – Make an assessment of the rates you've identified. Which problem(s) can be realistically addressed with the funding available to your community? Which problem(s) fit best with the prevention resources at hand?
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

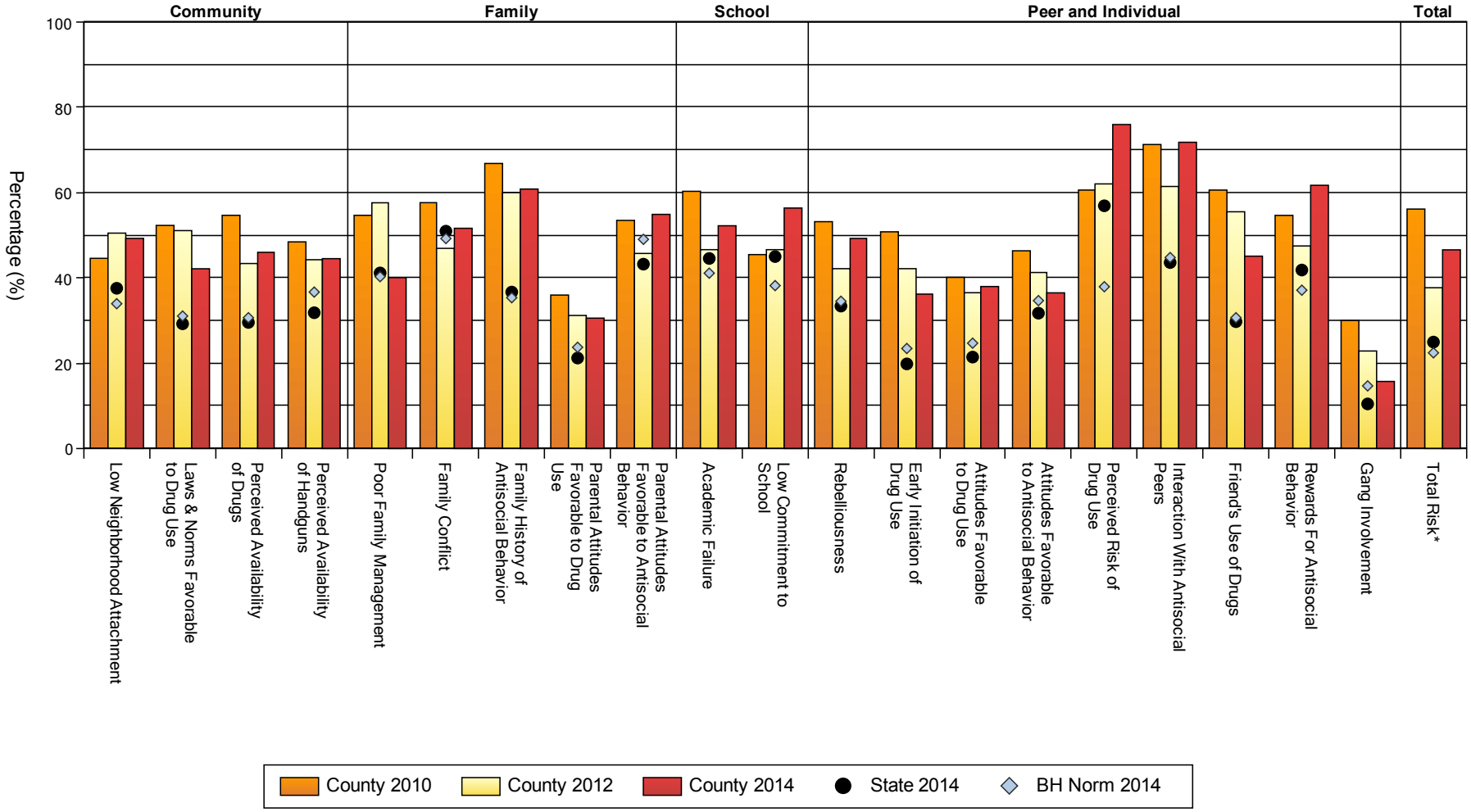
Use these data for planning.

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

	Sample notes	Priority rate 1	Priority rate 2	Priority rate 3
Risk factors	8th grade Favorable Attitude to Drugs (Peer/Indiv. Scale) @14% (8% > BH Norm.)			
Protective factors	10th grade School rewards for prosocial involvement down 7% from 2 yrs ago			
Substance abuse	8th grade 30-day Marijuana @7% (3% above state av.)			
Antisocial behavior	12th grade - Drunk/high at school @ 5% (same as state, but still too high)			

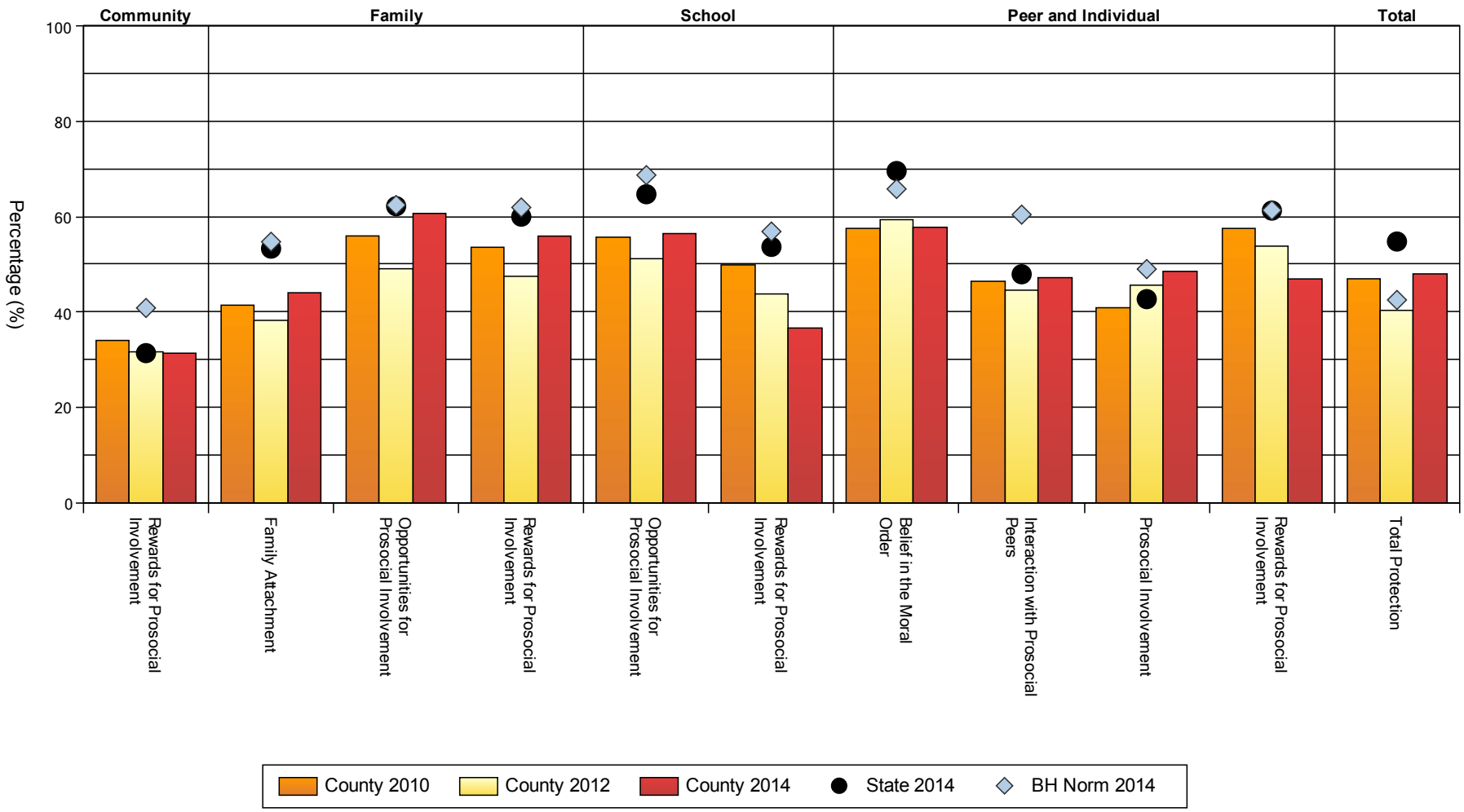
Risk and Protective Factor Profiles

RISK PROFILE
2014 Gila County, Grade 8



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th &12th grades: 9 or more risk factors.) Note that in 2010/2012, there were 21 possible risk scales for this Total Risk calculation and in 2014, there were 20 possible risk scales.

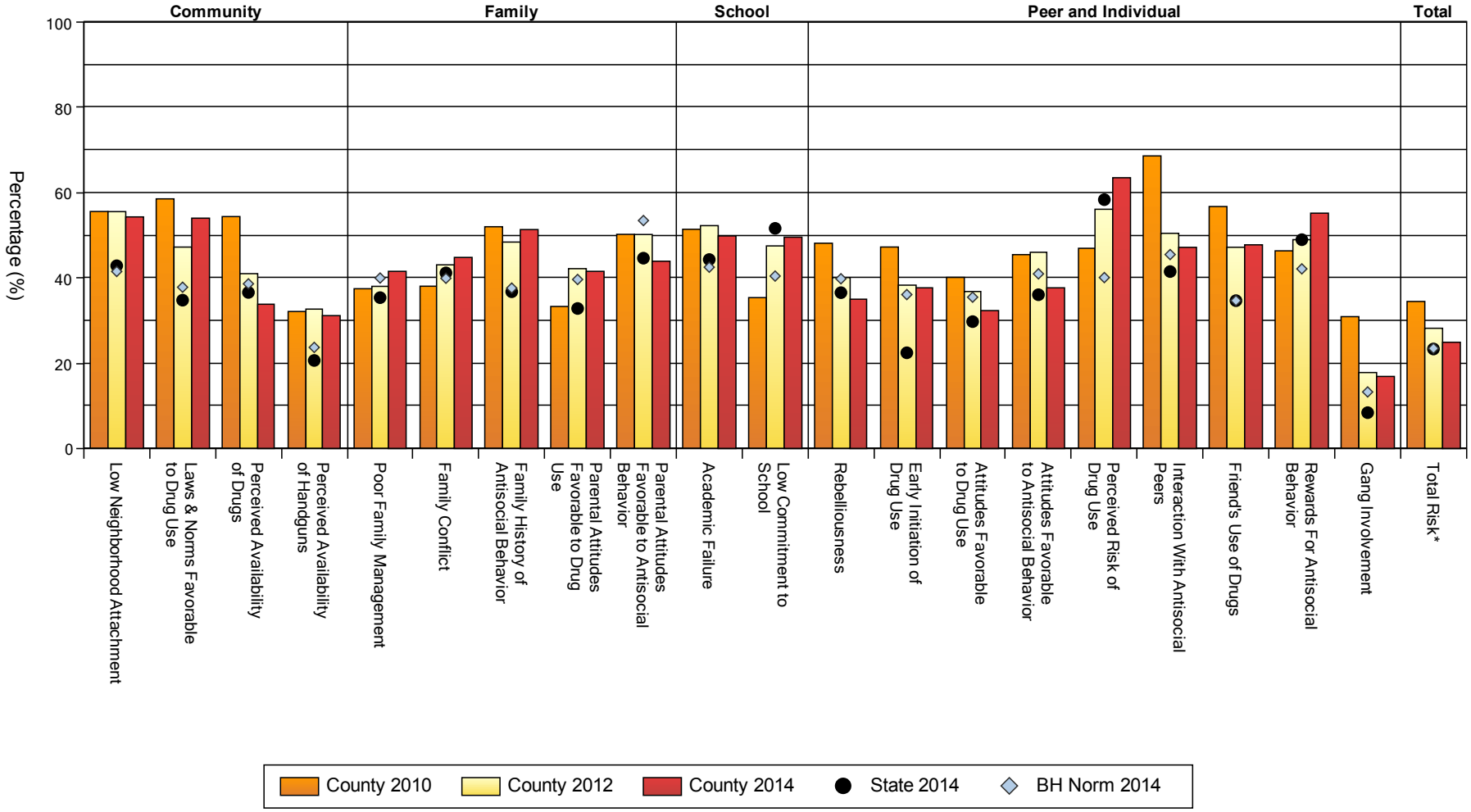
PROTECTIVE PROFILE
2014 Gila County, Grade 8



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

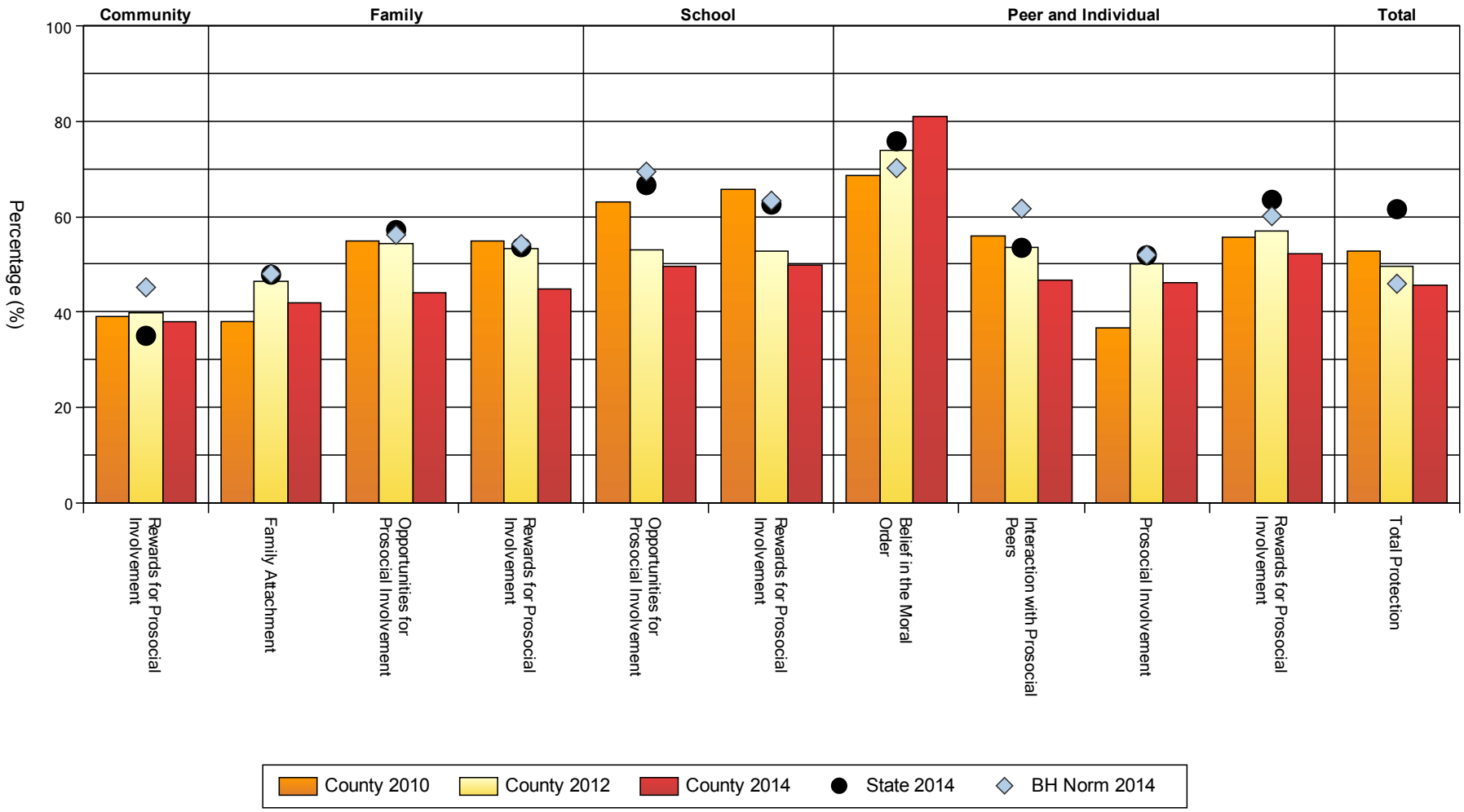
Risk and Protective Factor Profiles

RISK PROFILE
2014 Gila County, Grade 10



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th &12th grades: 9 or more risk factors.) Note that in 2010/2012, there were 21 possible risk scales for this Total Risk calculation and in 2014, there were 20 possible risk scales.

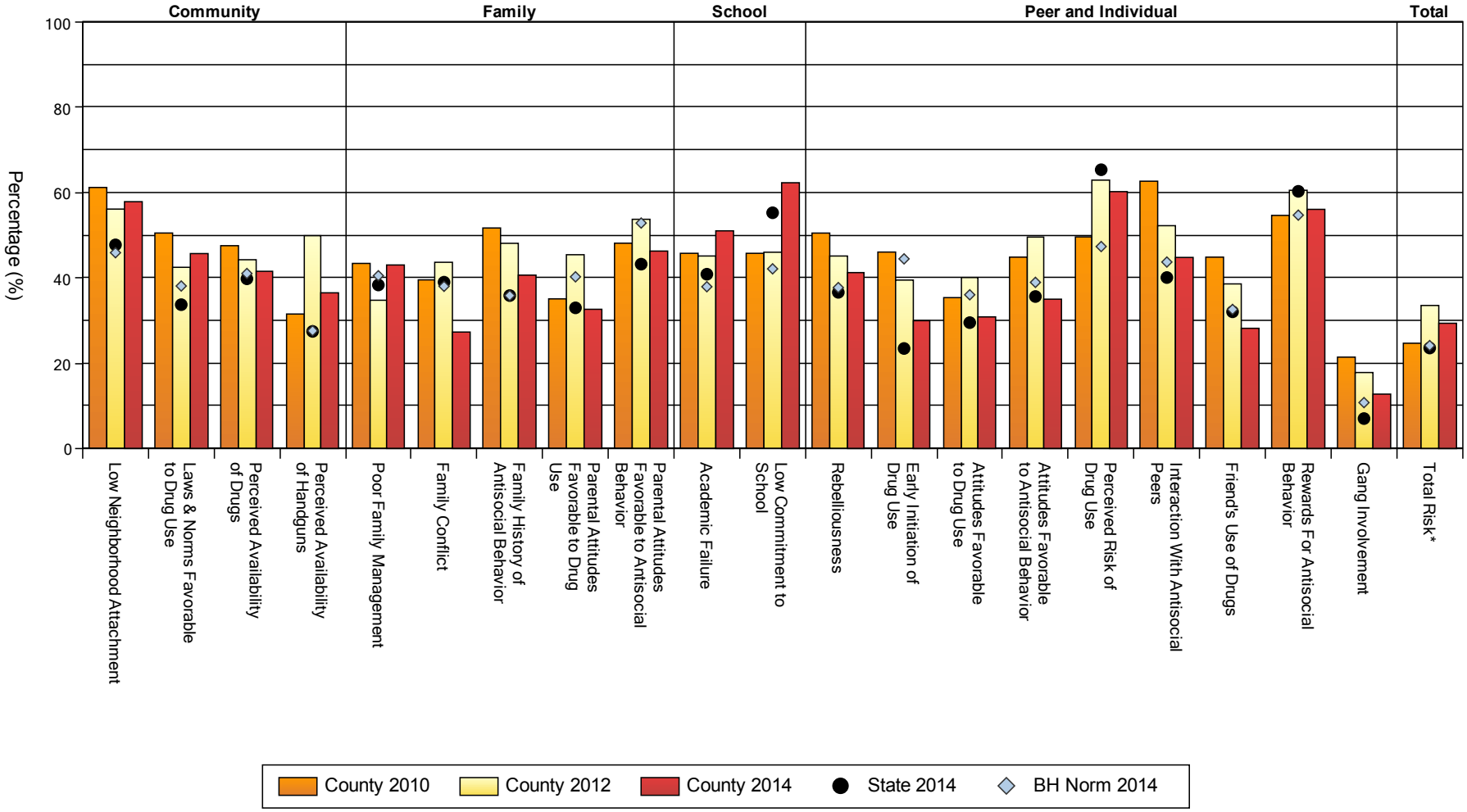
PROTECTIVE PROFILE
2014 Gila County, Grade 10



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

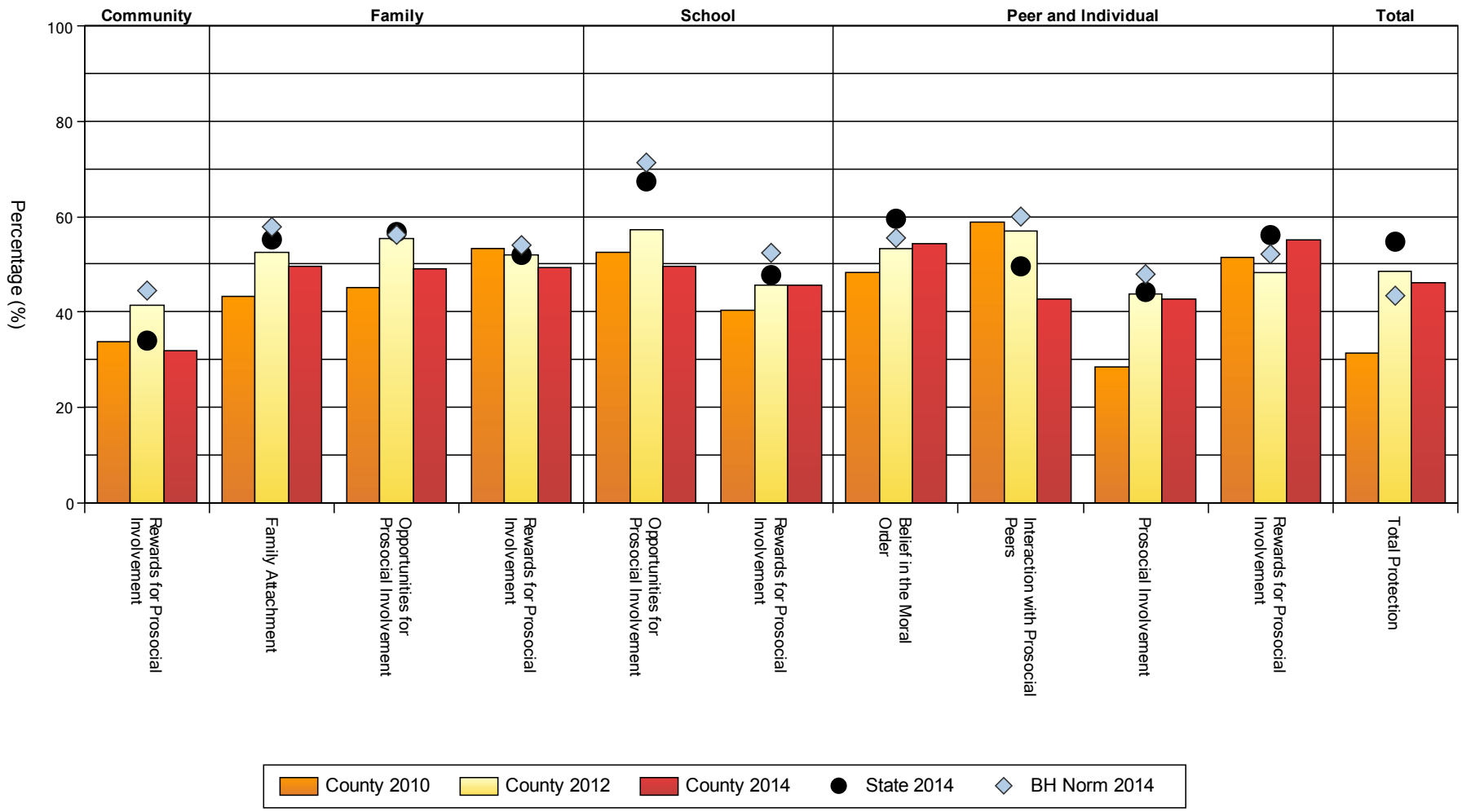
Risk and Protective Factor Profiles

RISK PROFILE
2014 Gila County, Grade 12



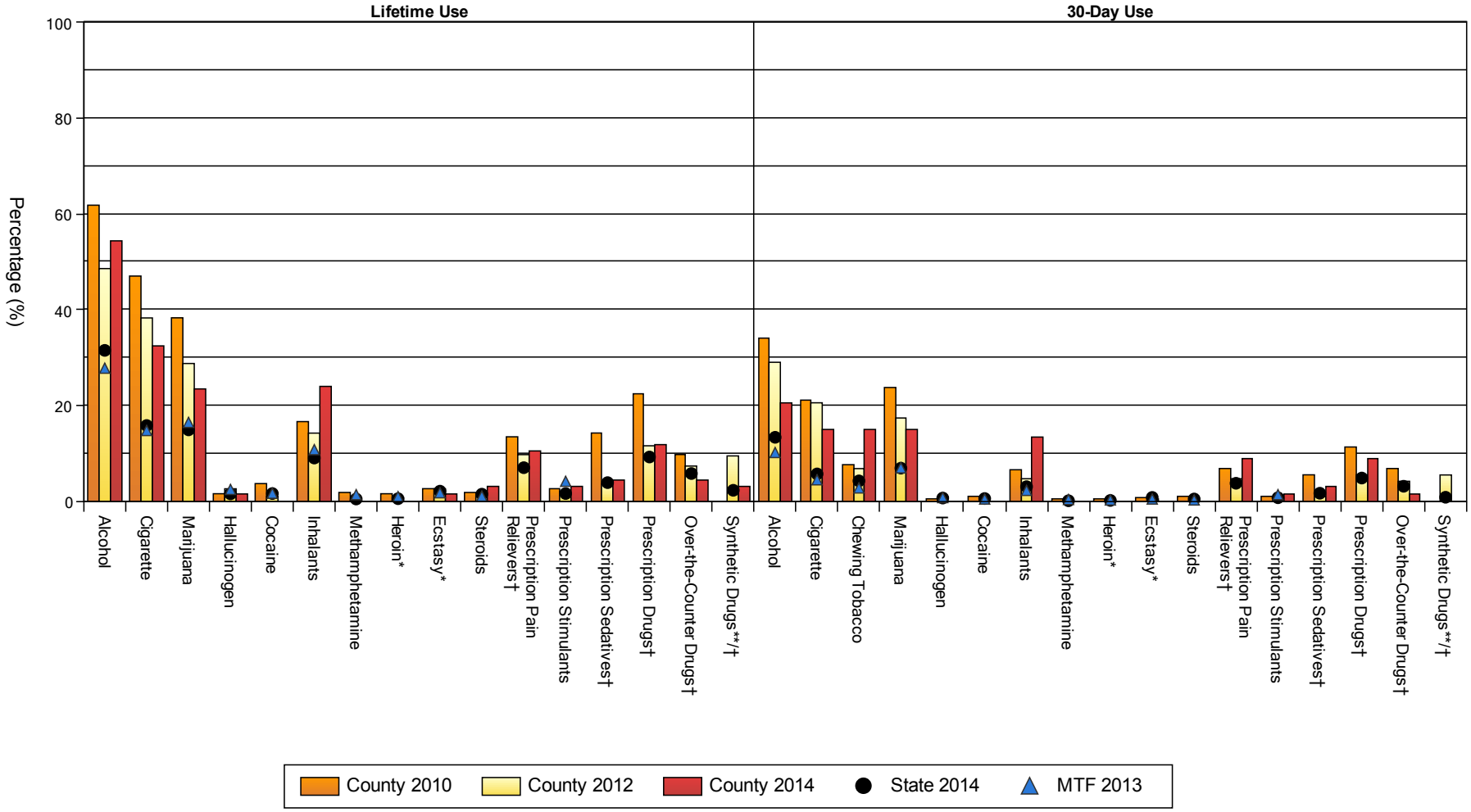
* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th &12th grades: 9 or more risk factors.) Note that in 2010/2012, there were 21 possible risk scales for this Total Risk calculation and in 2014, there were 20 possible risk scales.

PROTECTIVE PROFILE
2014 Gila County, Grade 12



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

LIFETIME & 30-DAY ATOD USE
2014 Gila County, Grade 8

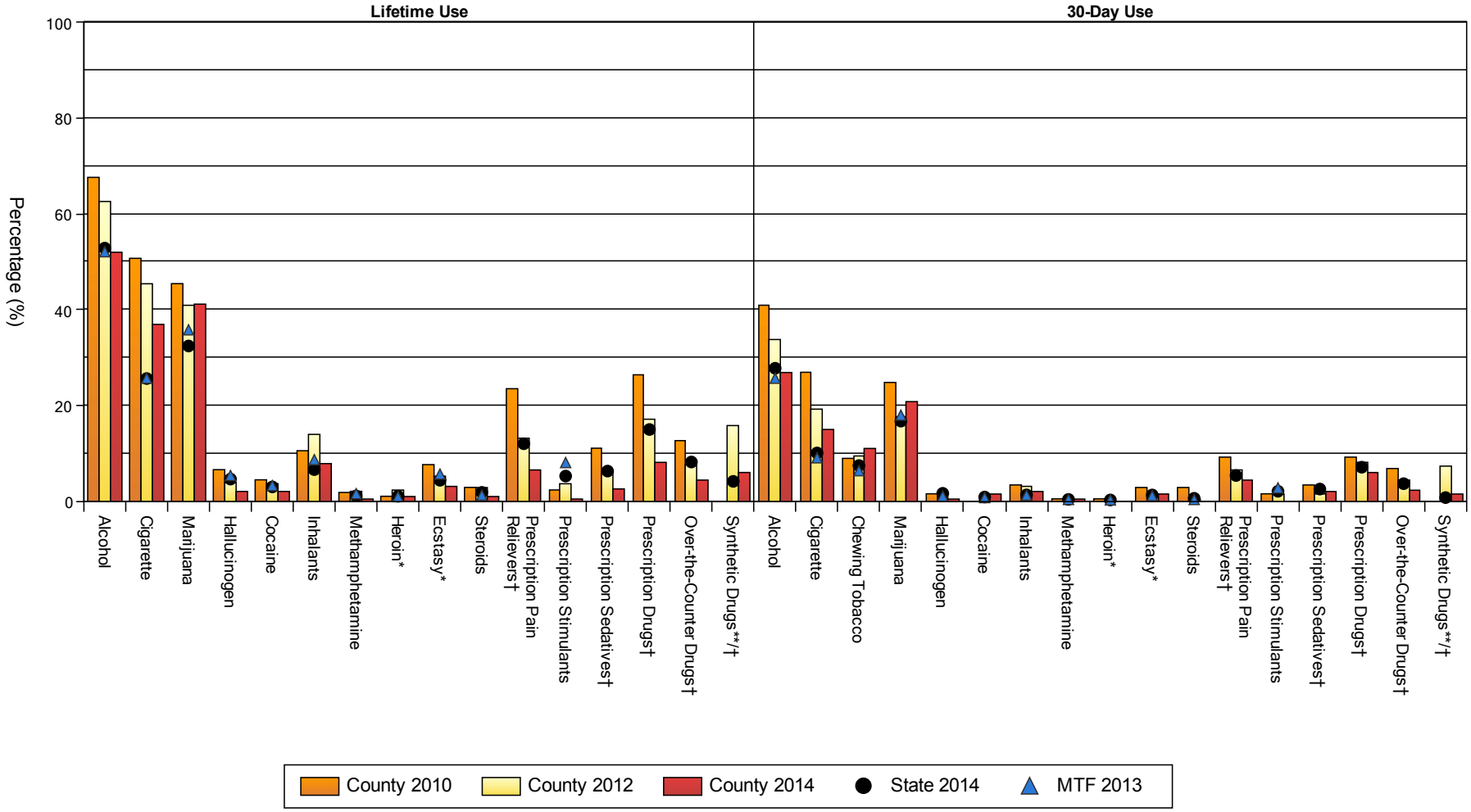


* Denotes a change in the wording of the question between 2014 and prior administrations. Consult appendix for a detailed explanation.

** Substance categories that were not measured and reported in one or more survey administrations prior to 2014.

† No equivalent category for these substances in the Monitoring the Future survey. In the case of Prescription Pain Relievers, MTF does not have reliable data for grades 8 and 10.

LIFETIME & 30-DAY ATOD USE
2014 Gila County, Grade 10



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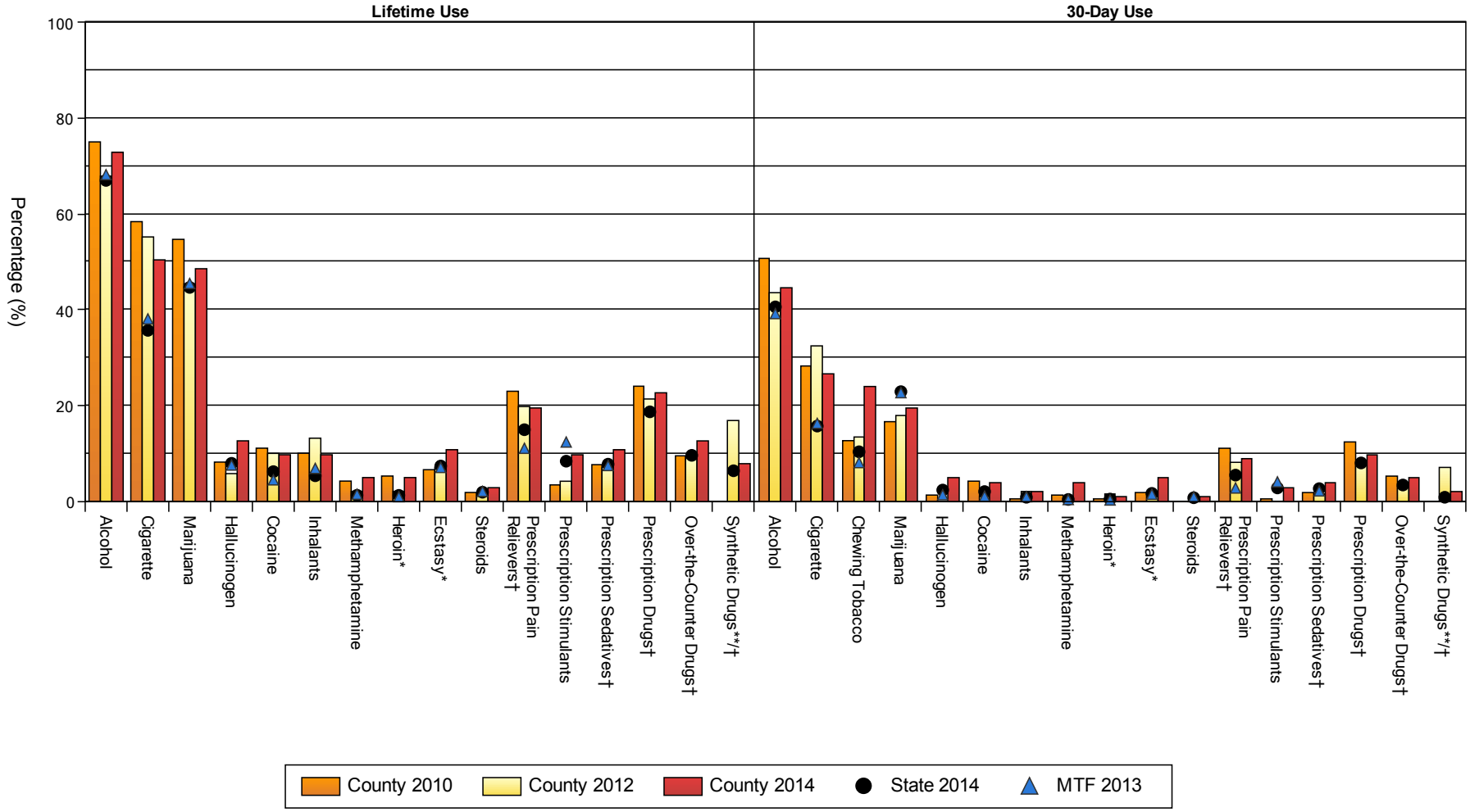
** Substance categories that were not measured and reported in one or more survey administrations prior to 2014.

† No equivalent category for these substances in the Monitoring the Future survey. In the case of Prescription Pain Relievers, MTF does not have reliable data for grades 8 and 10.

LIFETIME & 30-DAY ATOD USE
2014 Gila County, Grade 12



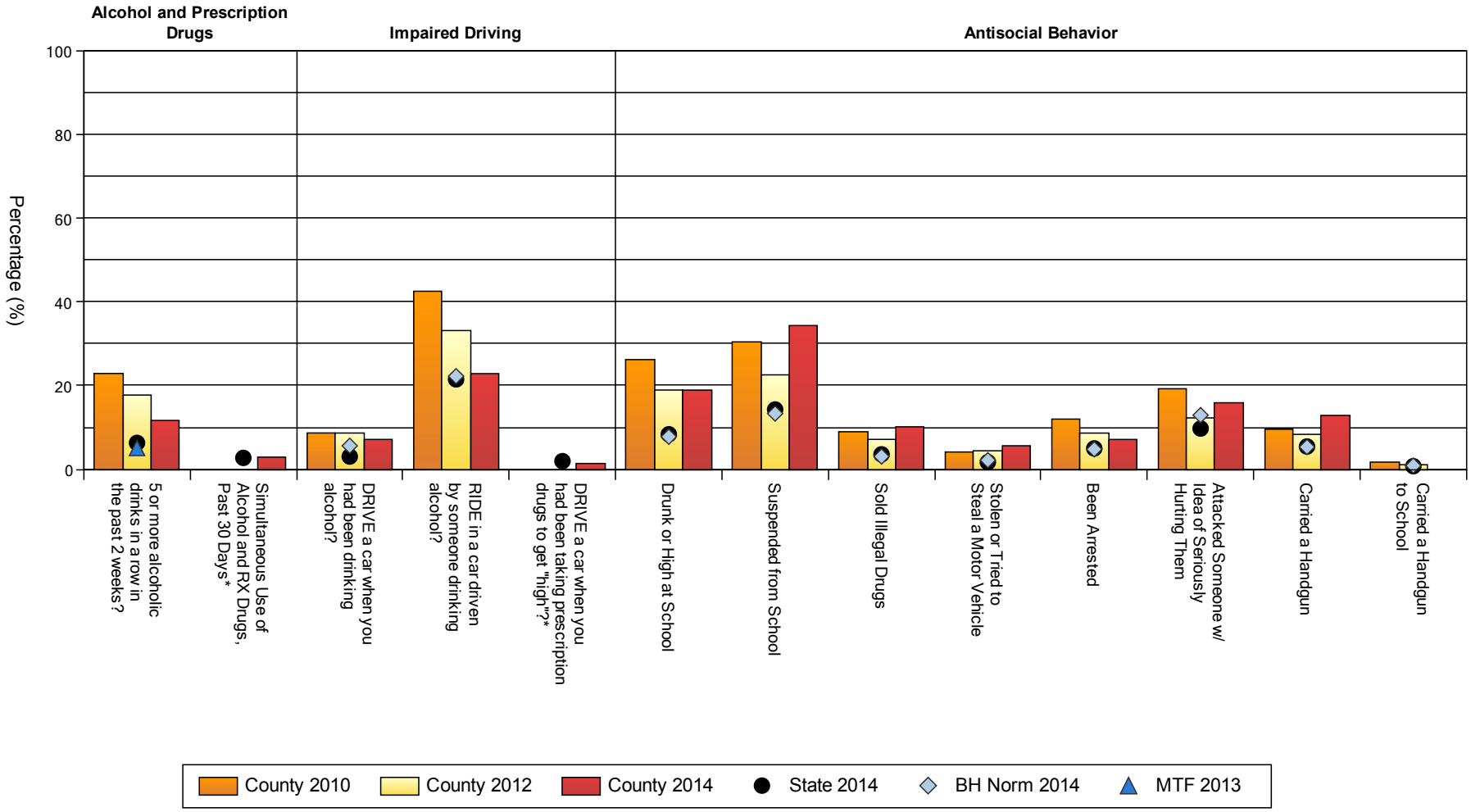
* Denotes a change in the wording of the question between 2014 and prior administrations. Consult appendix for a detailed explanation.

** Substance categories that were not measured and reported in one or more survey administrations prior to 2014.

† No equivalent category for these substances in the Monitoring the Future survey. In the case of Prescription Pain Relievers, MTF does not have reliable data for grades 8 and 10.

Heavy Substance Use and Antisocial Behavior

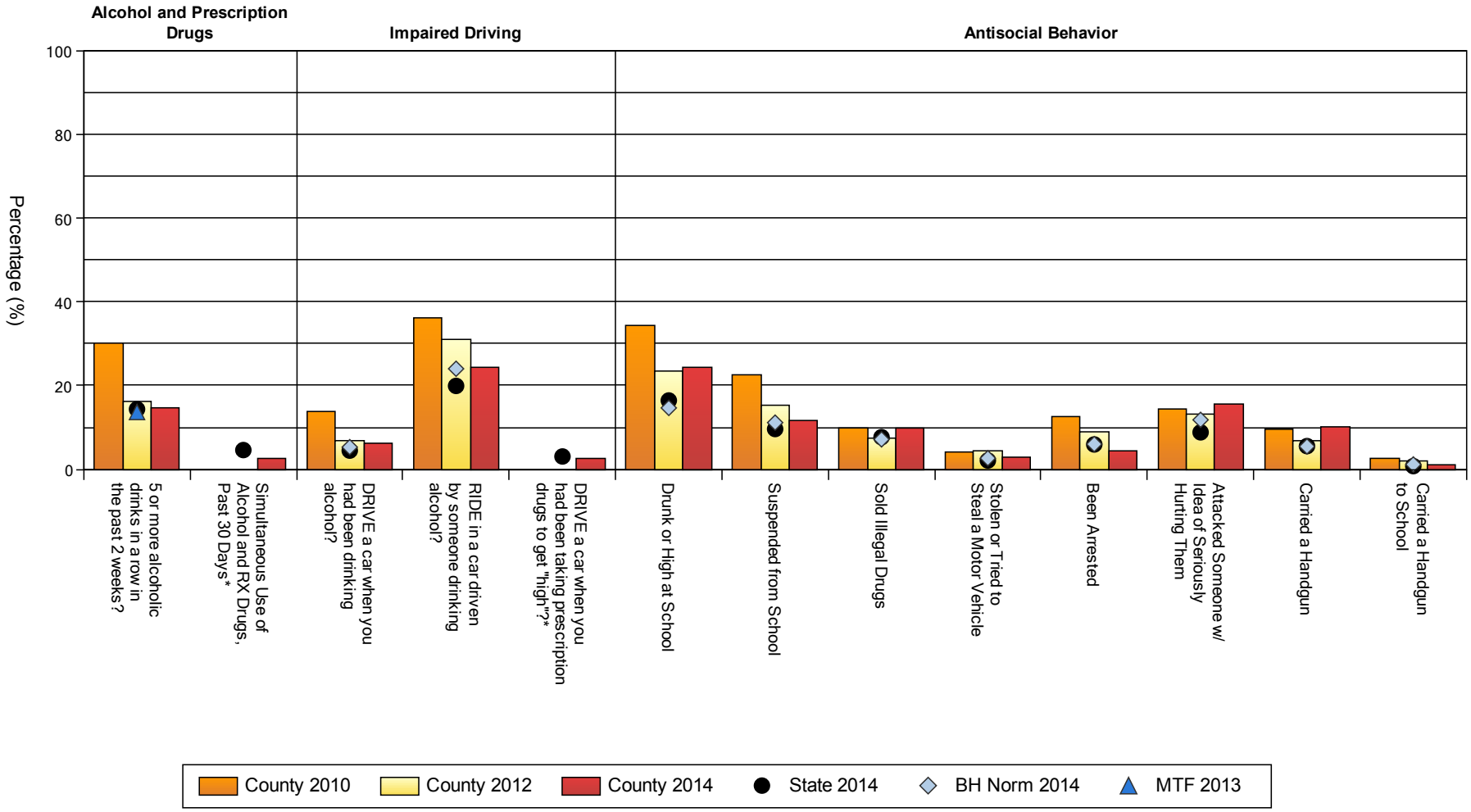
ALCOHOL & PRESCIPTION DRUGS, IMPAIRED DRIVING, & ANTISOCIAL BEHAVIOR
2014 Gila County, Grade 8



* Categories that were not measured and reported in one or more survey administrations prior to 2014.

Heavy Substance Use and Antisocial Behavior

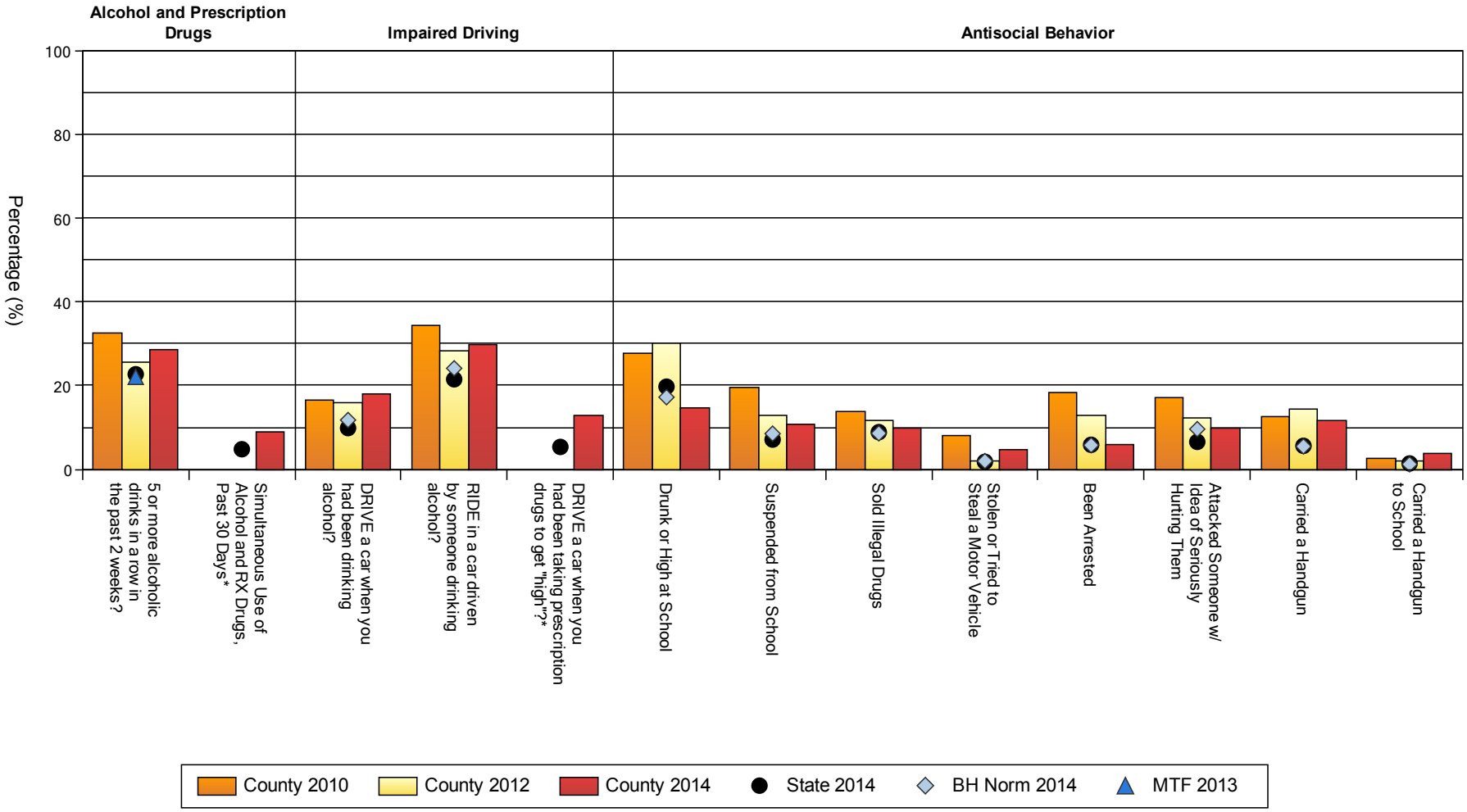
ALCOHOL & PRESCIPTION DRUGS, IMPAIRED DRIVING, & ANTISOCIAL BEHAVIOR
2014 Gila County, Grade 10



* Categories that were not measured and reported in one or more survey administrations prior to 2014.

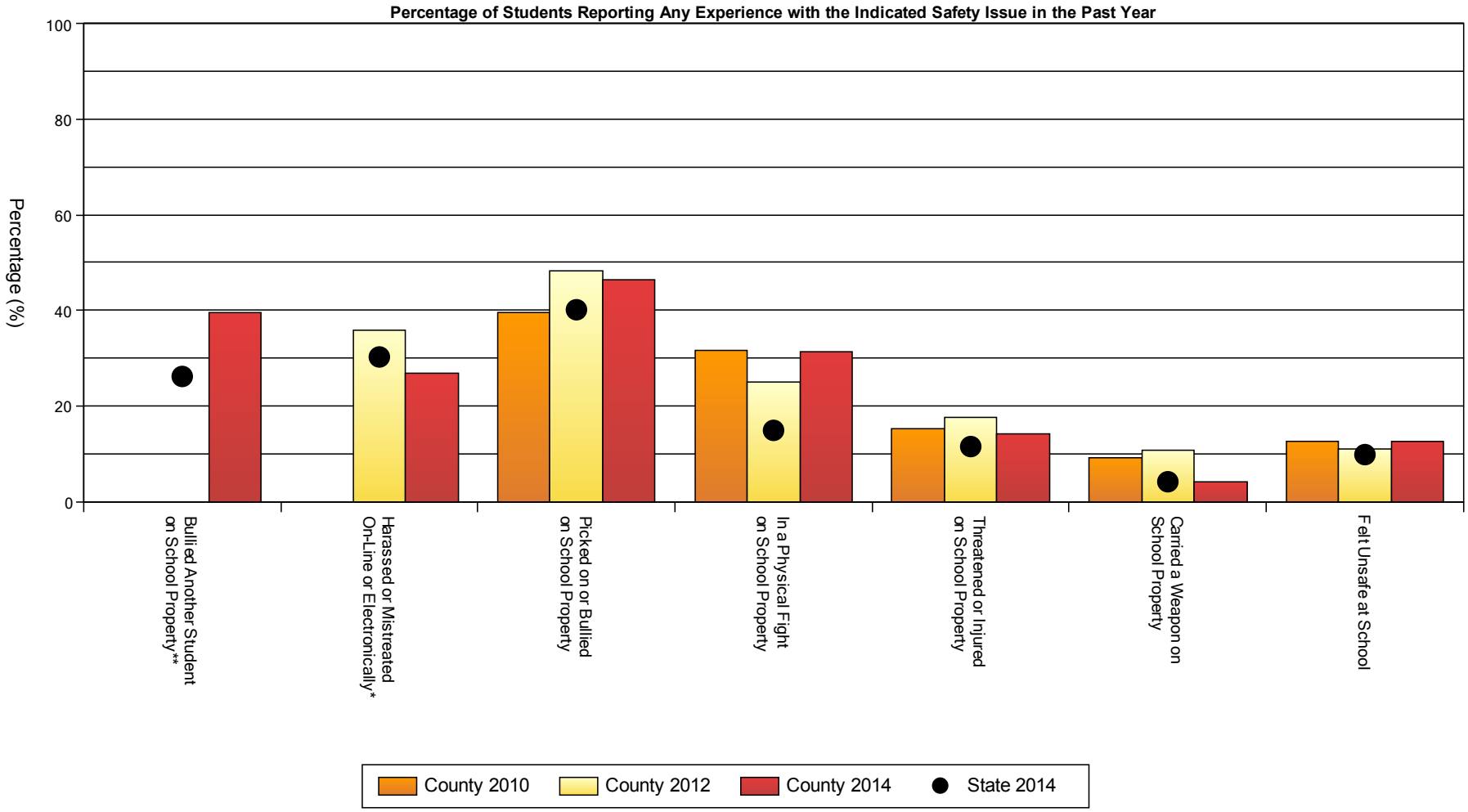
Heavy Substance Use and Antisocial Behavior

ALCOHOL & PRESCIPTION DRUGS, IMPAIRED DRIVING, & ANTISOCIAL BEHAVIOR
2014 Gila County, Grade 12



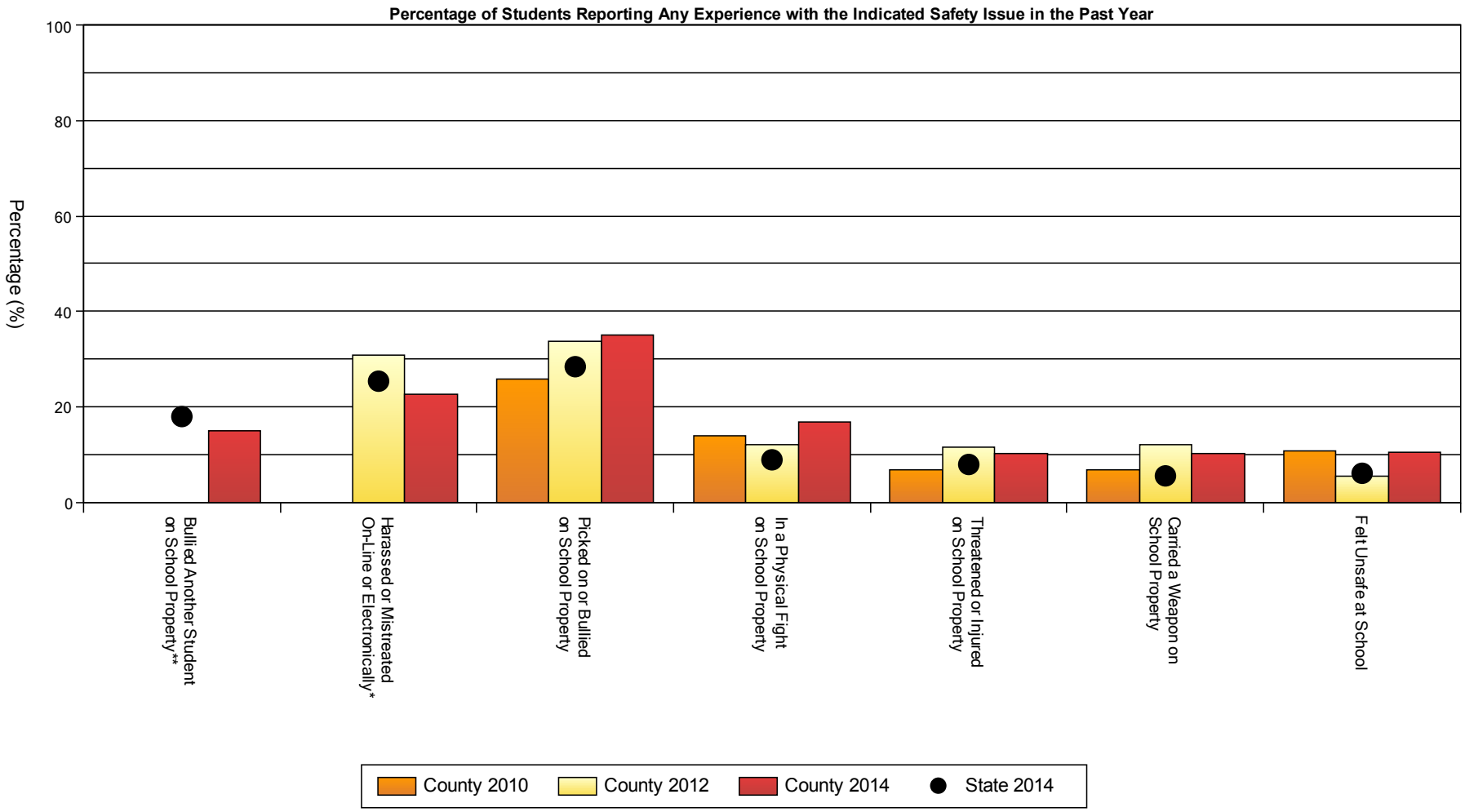
* Categories that were not measured and reported in one or more survey administrations prior to 2014.

SCHOOL SAFETY & CYBER-BULLYING
2014 Gila County, Grade 8



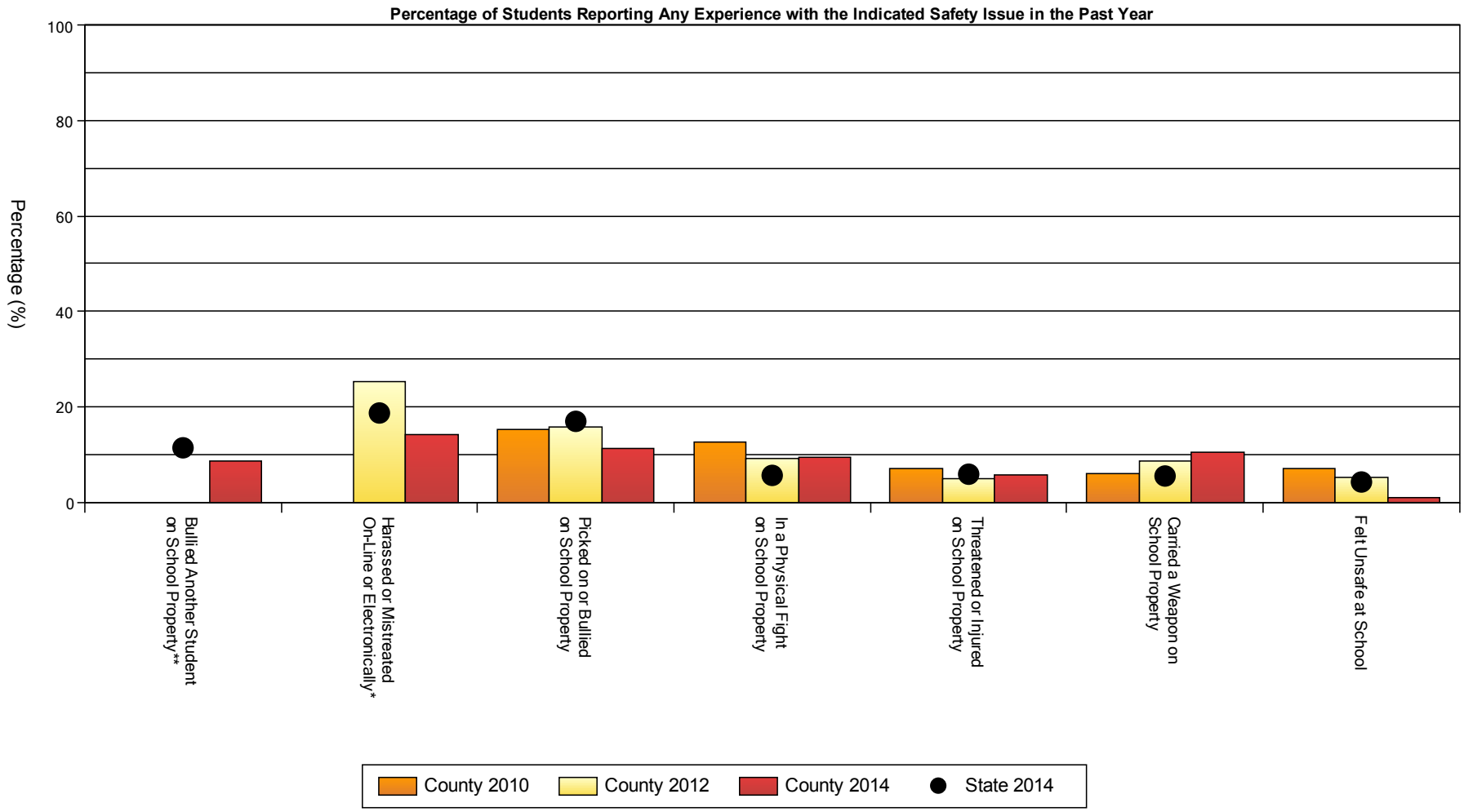
* Prior to 2012, the AYS did not ask respondents about online and electronic harassment.
** Prior to 2014, the AYS did not survey student reports of bullying against others.

SCHOOL SAFETY & CYBER-BULLYING
2014 Gila County, Grade 10



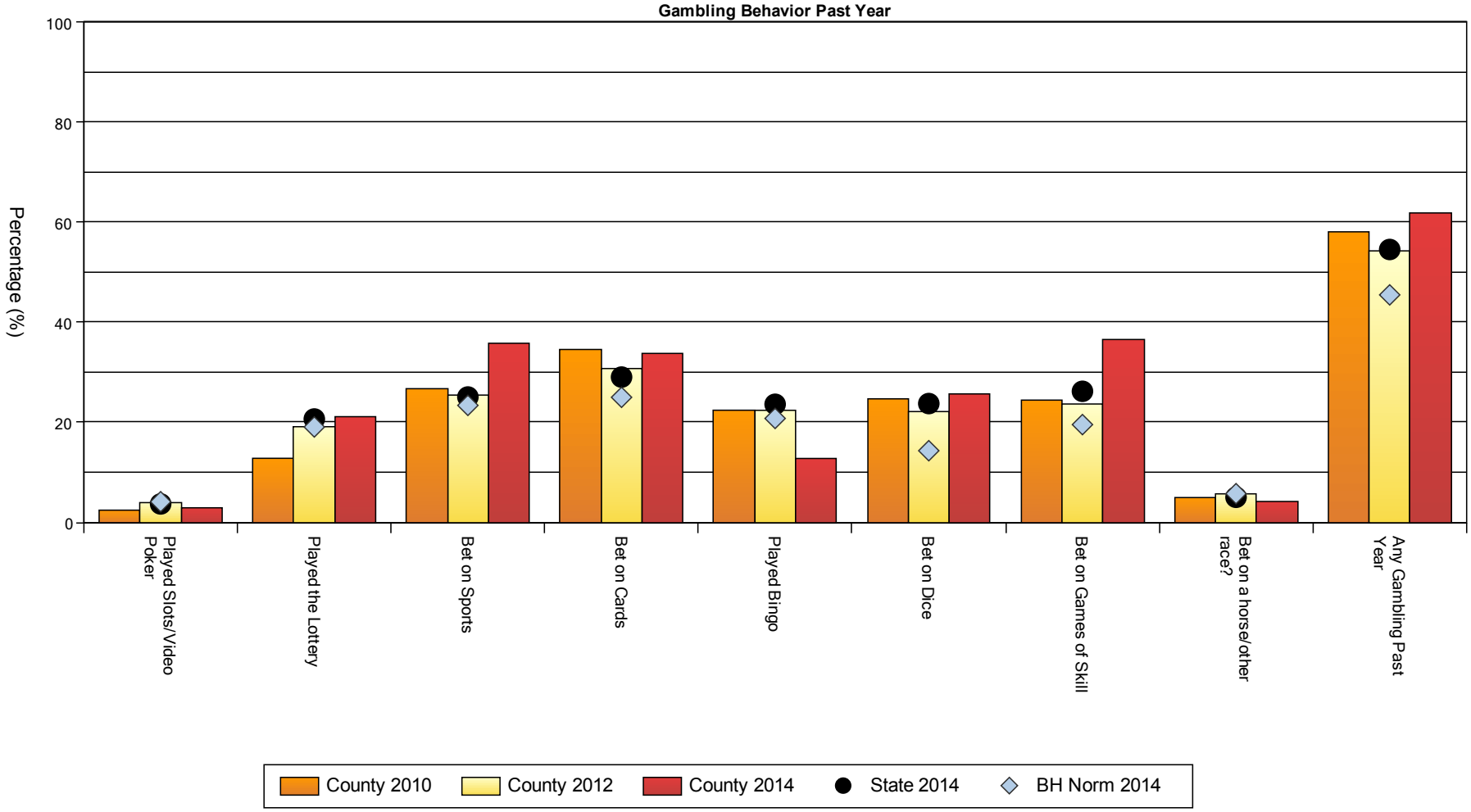
* Prior to 2012, the AYS did not ask respondents about online and electronic harassment.
** Prior to 2014, the AYS did not survey student reports of bullying against others.

SCHOOL SAFETY & CYBER-BULLYING
2014 Gila County, Grade 12

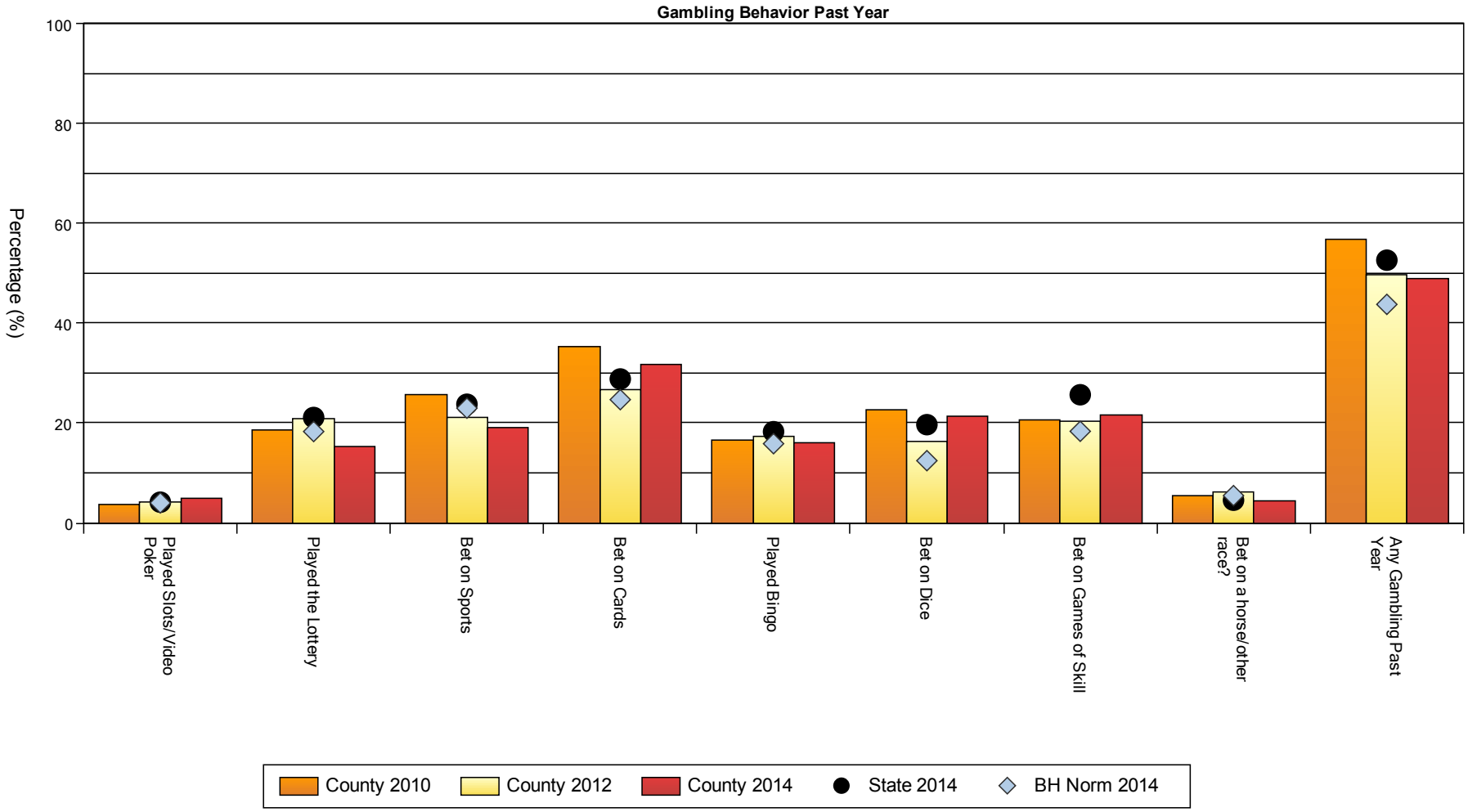


* Prior to 2012, the AYS did not ask respondents about online and electronic harassment.
** Prior to 2014, the AYS did not ask respondents if they had picked on or bullied other students.

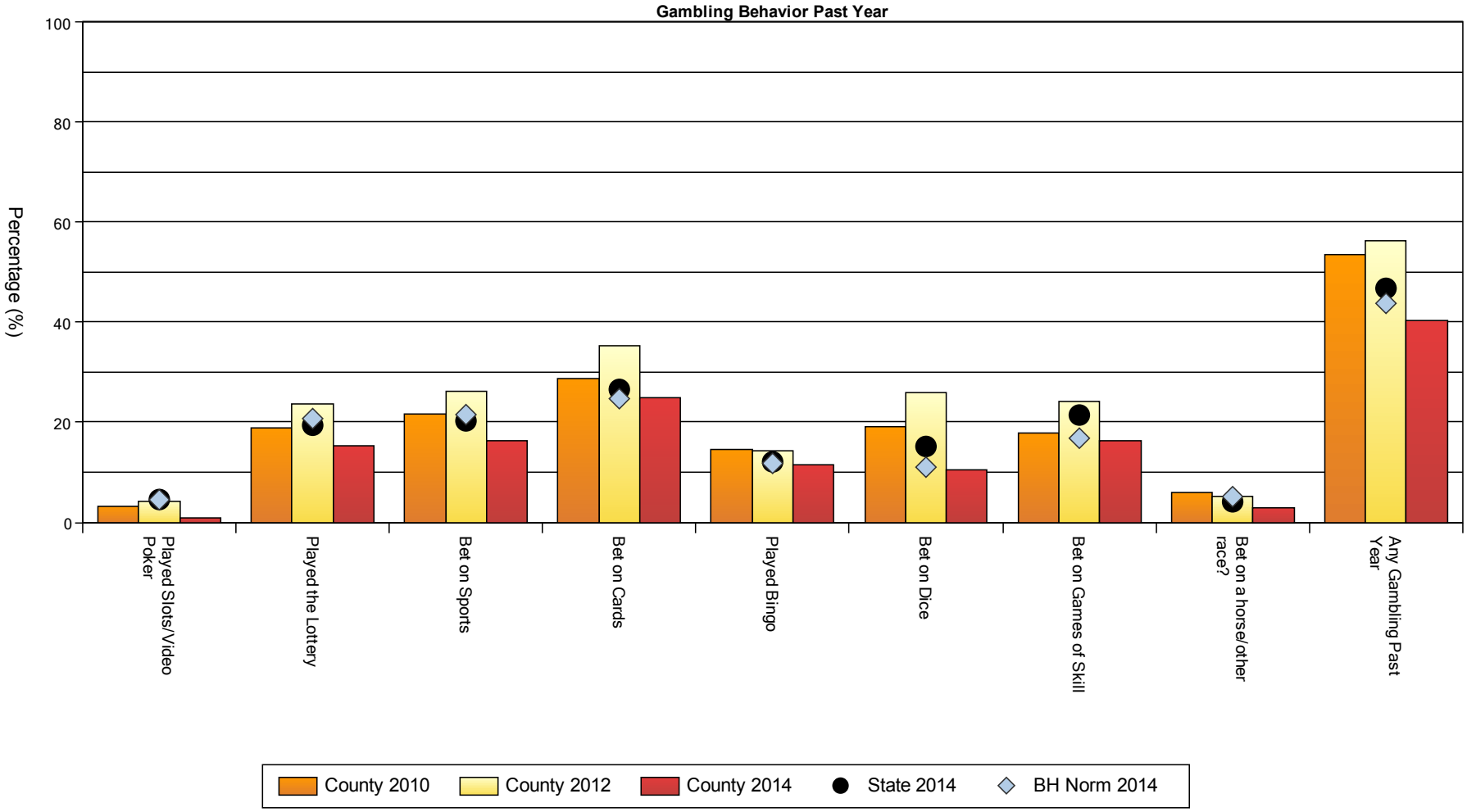
GAMBLING
2014 Gila County, Grade 8



GAMBLING
2014 Gila County, Grade 10

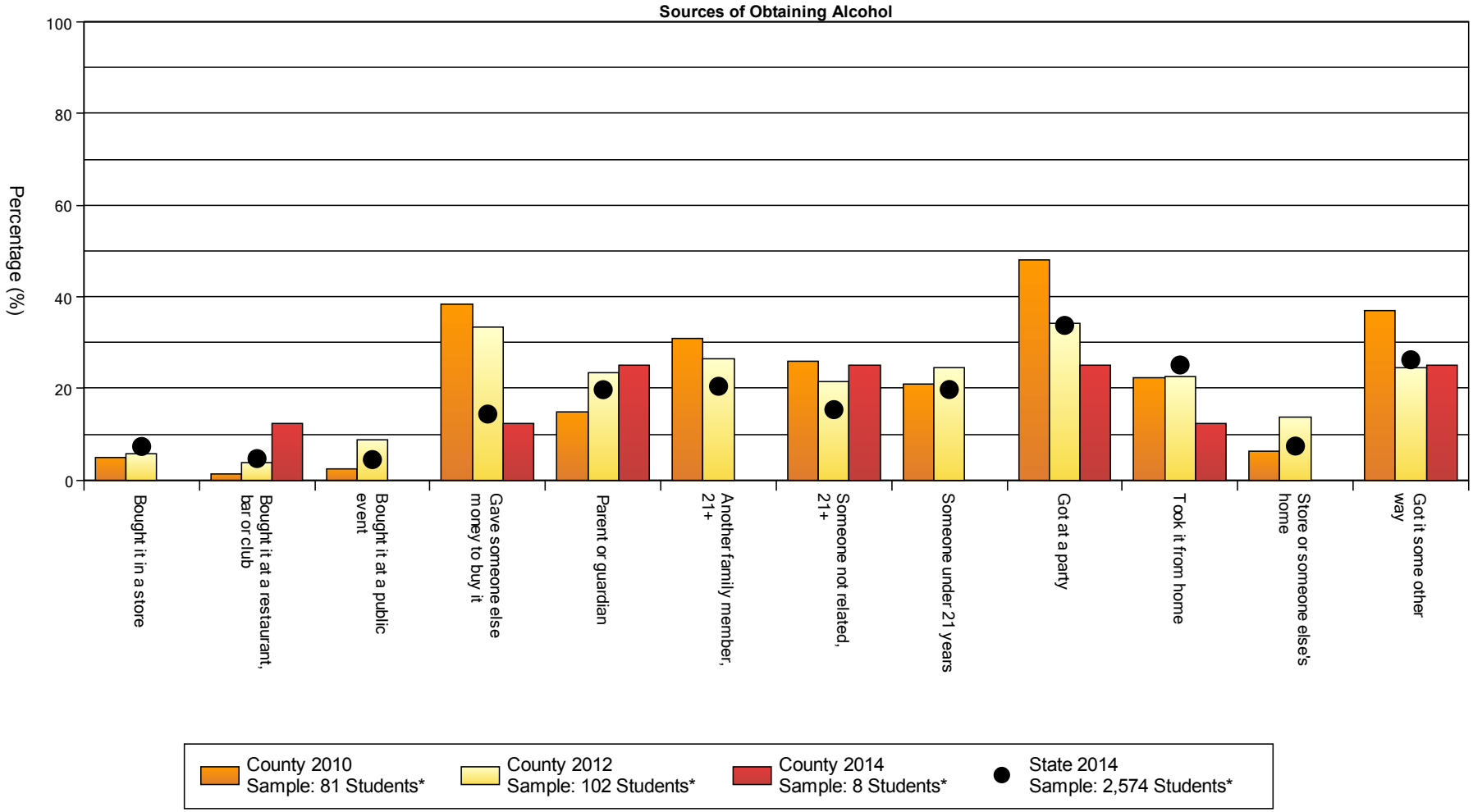


GAMBLING
2014 Gila County, Grade 12



Sources of Alcohol

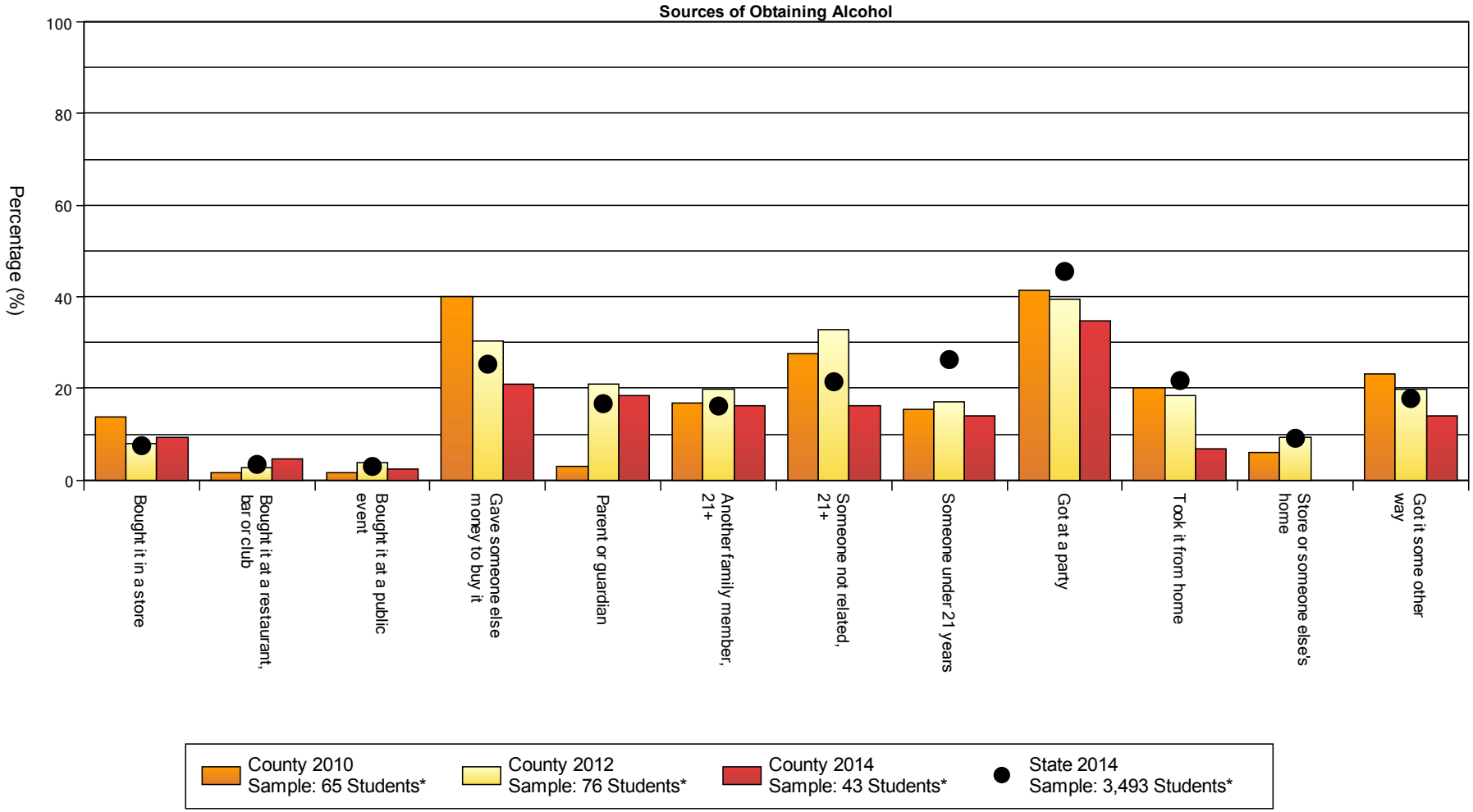
WHERE YOUTH OBTAINED ALCOHOL
2014 Gila County, Grade 8



* Sample size represents the number of students who indicated at least one means of obtaining alcohol. Students indicating they did not drink alcohol in the past 30 days are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Sources of Alcohol

WHERE YOUTH OBTAINED ALCOHOL
2014 Gila County, Grade 10



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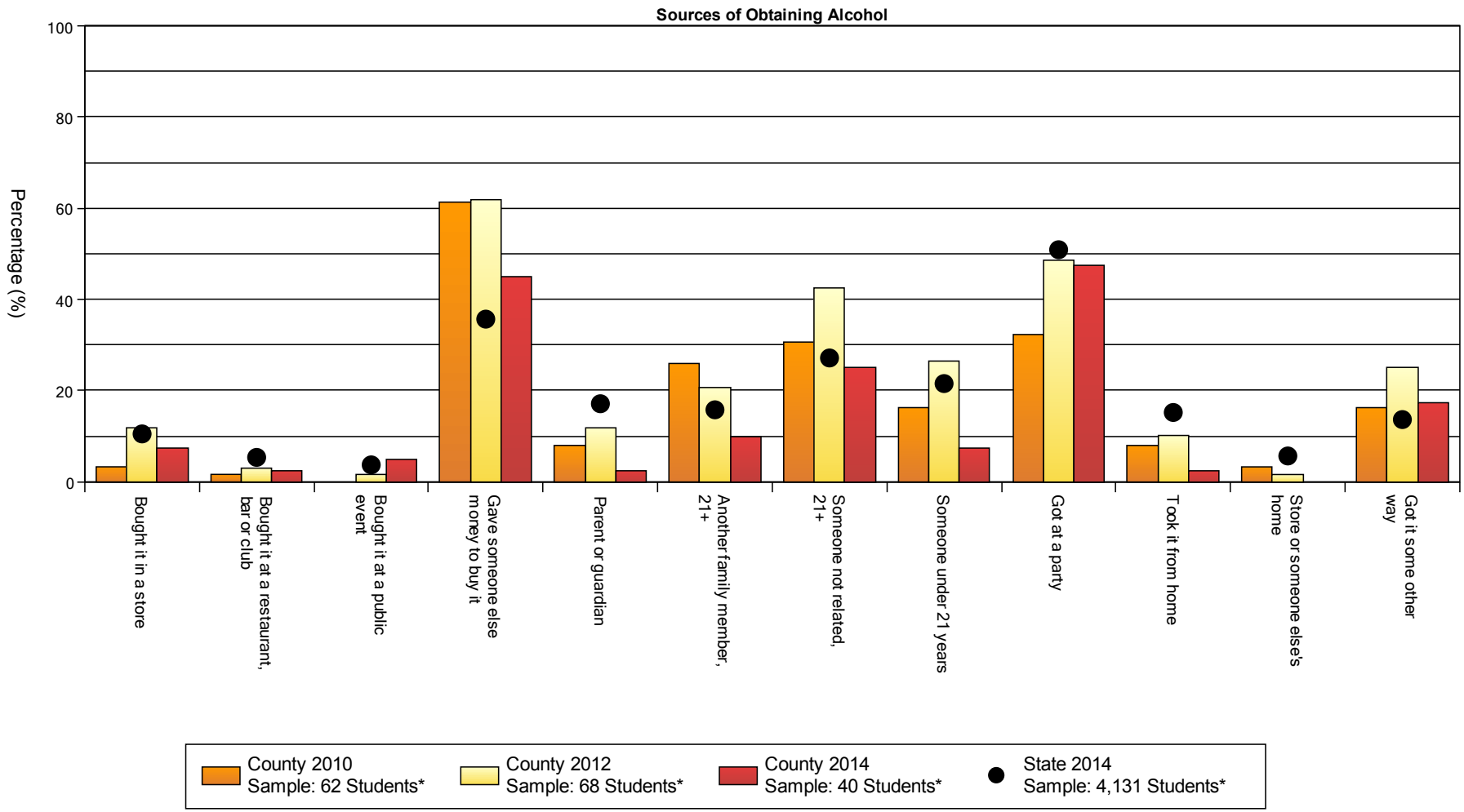
Sources of Alcohol

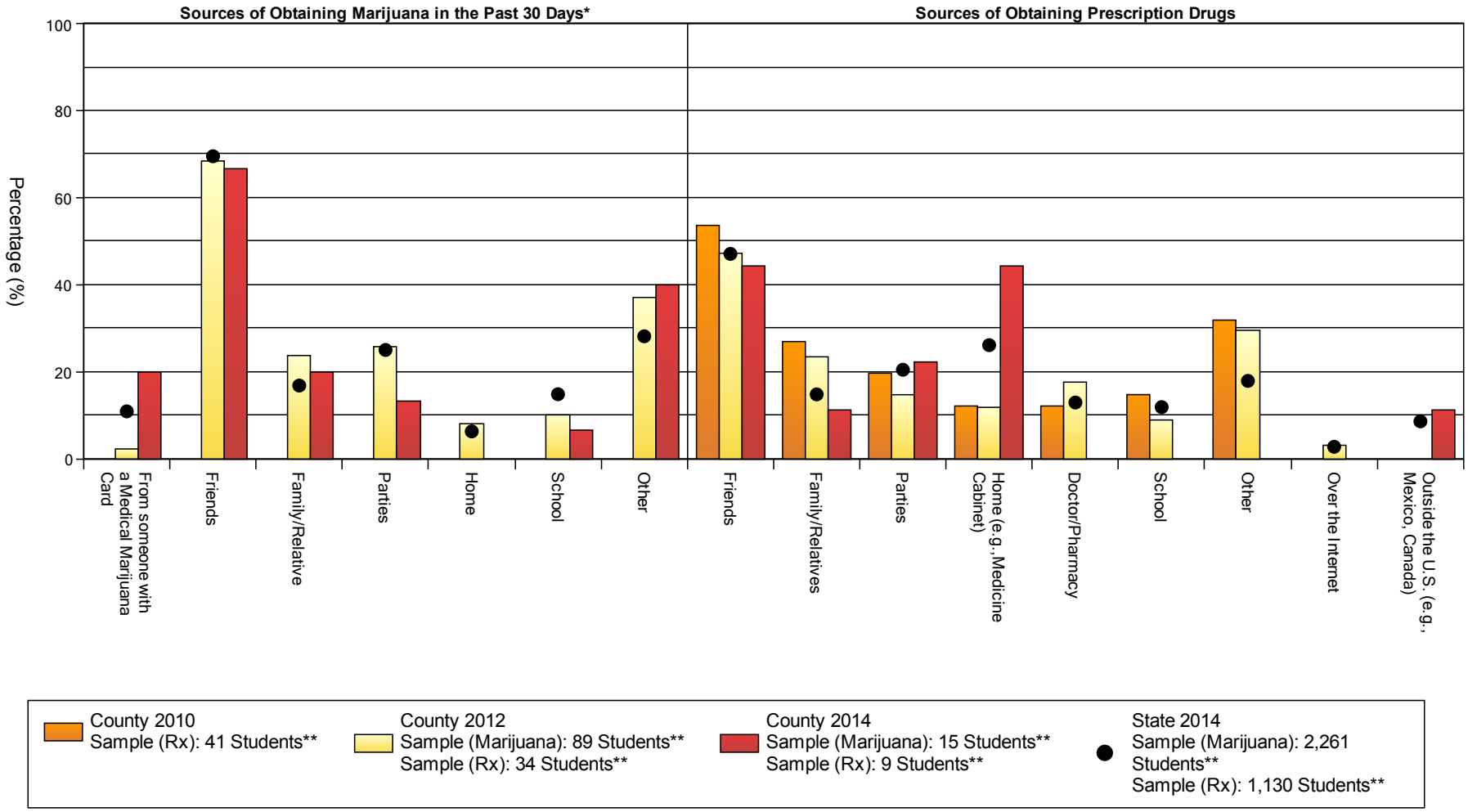
WHERE YOUTH OBTAINED ALCOHOL
2014 Gila County, Grade 12



* Sample size represents the number of students who indicated at least one means of obtaining alcohol. Students indicating they did not drink alcohol in the past 30 days are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Sources of Marijuana and Prescription Drugs

WHERE YOUTH OBTAINED MARIJUANA & PRESCRIPTION DRUGS*
2014 Gila County, Grade 8

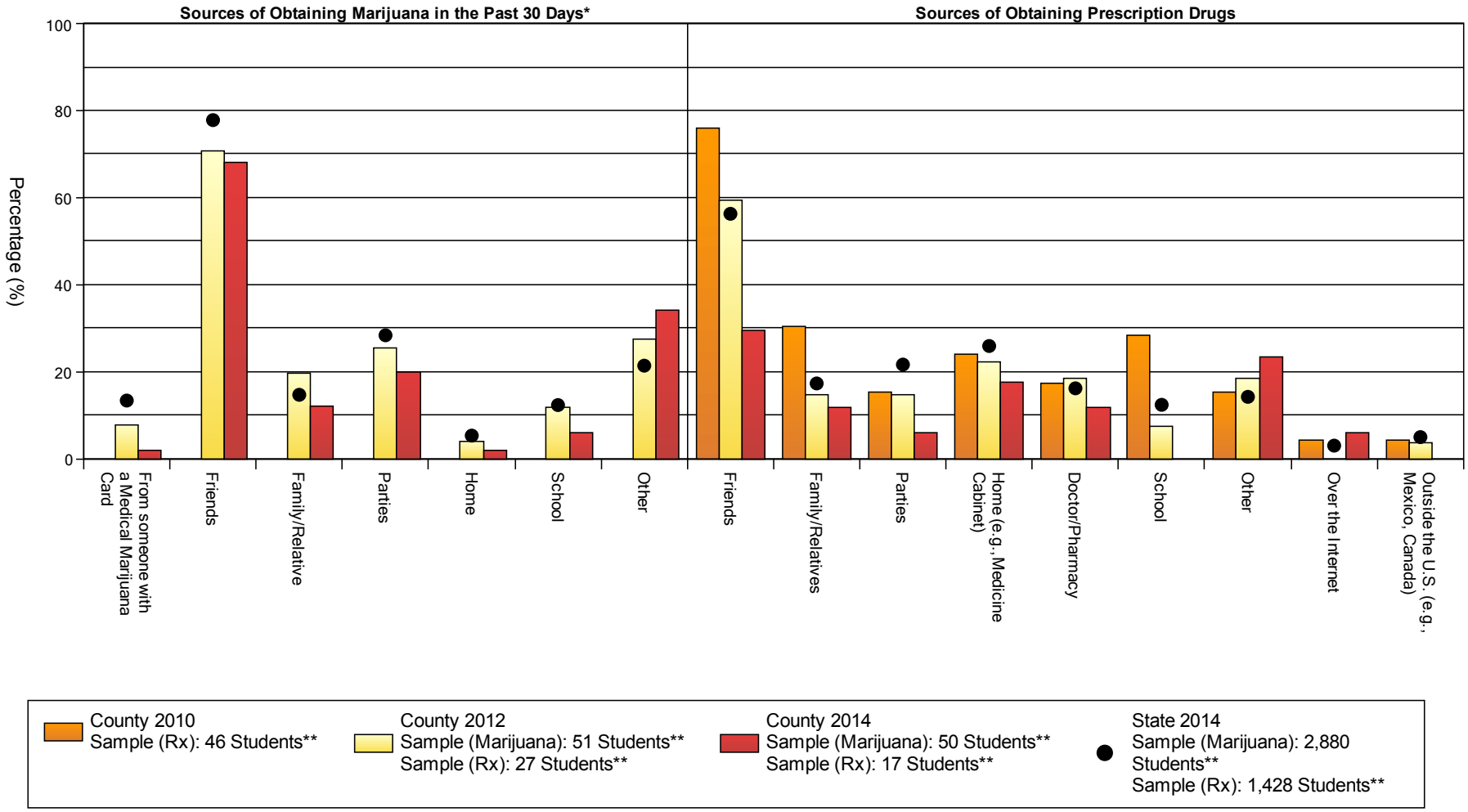


* Prior to 2012, the AYS did not survey where youth obtained marijuana.

** Sample size represents the number of students who indicated at least one means of obtaining marijuana/prescription drugs. Students indicating they did not use marijuana in the past 30 days or that they have never used prescription drugs to get high are not are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Sources of Marijuana and Prescription Drugs

WHERE YOUTH OBTAINED MARIJUANA & PRESCRIPTION DRUGS*
2014 Gila County, Grade 10

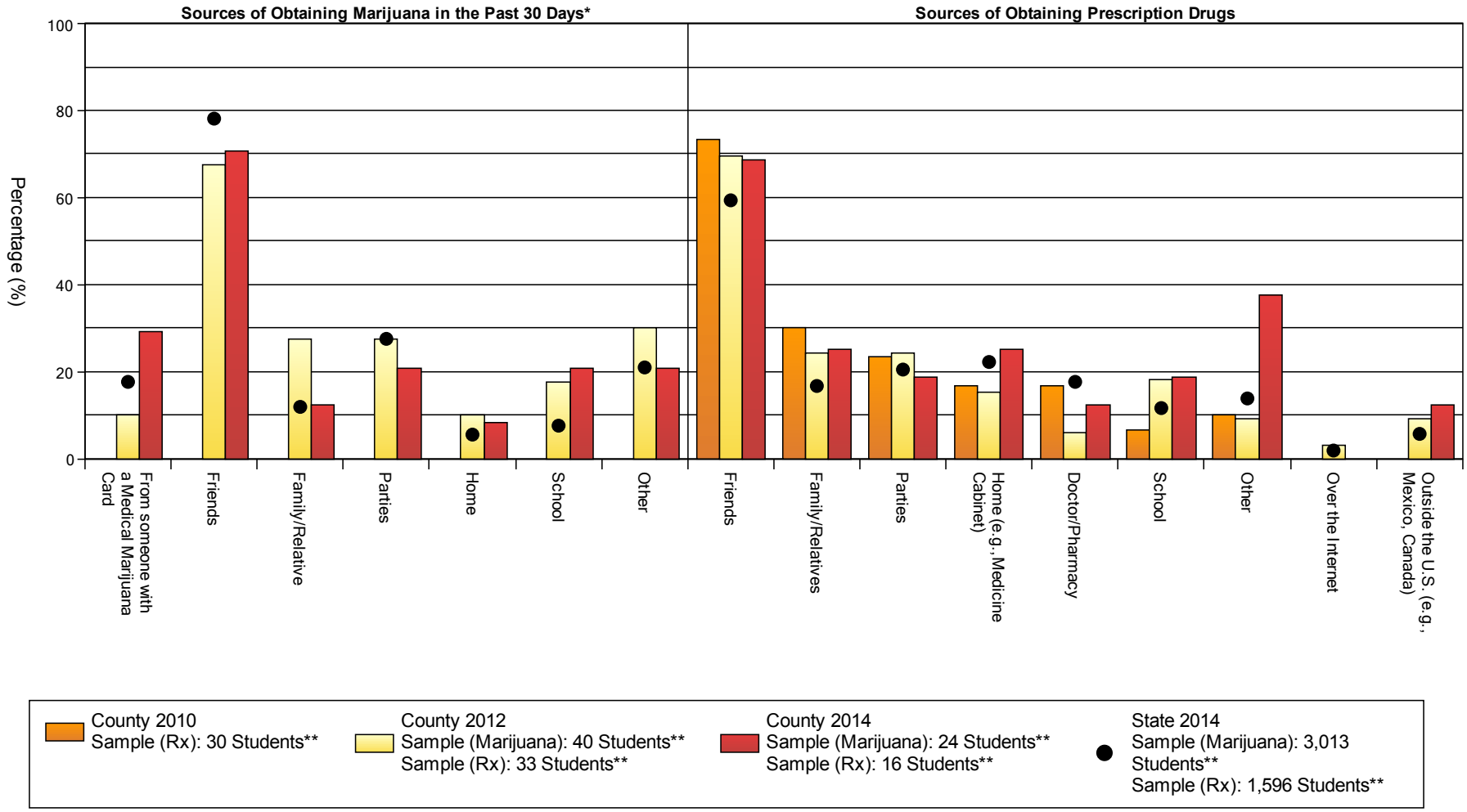


* Prior to 2012, the AYS did not survey where youth obtained marijuana.

** Sample size represents the number of students who indicated at least one means of obtaining marijuana/prescription drugs. Students indicating they did not use marijuana in the past 30 days or that they have never used prescription drugs to get high are not are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Sources of Marijuana and Prescription Drugs

WHERE YOUTH OBTAINED MARIJUANA & PRESCRIPTION DRUGS*
2014 Gila County, Grade 12



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Risk and Protective Scale Definitions

Table 3. Scales that Measure the Risk and Protective Factors Shown in the Profiles	
Community Domain Risk Factors	
Low Neighborhood Attachment	Research has shown that youth who don't like the neighborhoods in which they live are more likely to become involved in juvenile crime and drug selling.
Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
Perceived Availability of Drugs and Handguns	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.
Community Domain Protective Factors	
Rewards for Prosocial Involvement	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
Poor Family Management	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
Family Domain Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
Opportunities for Prosocial Involvement	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
Rewards for Prosocial Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
School Domain Risk Factors	
Academic Failure	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
Low Commitment to School	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 3. Scales that Measure the Risk and Protective Factors Shown in the Profiles	
School Domain Protective Factors	
Opportunities for Prosocial Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Prosocial Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.
Peer-Individual Risk Factors	
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
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.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Interaction with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Table 4. Percentage of Students at Risk

Risk Factor	Grade 8					Grade 10					Grade 12				
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014
Community															
Low Neighborhood Attachment	44.4	50.5	49.2	37.6	34.0	55.6	55.6	54.3	42.9	41.5	61.2	56.0	57.9	47.8	45.9
Laws & Norms Favorable to Drug Use	52.1	50.9	42.2	29.2	31.1	58.6	47.2	54.1	34.8	37.8	50.4	42.5	45.8	33.7	38.1
Perceived Availability of Drugs	54.5	43.2	46.0	29.6	30.7	54.3	40.9	33.7	36.6	38.6	47.6	44.3	41.7	39.8	41.0
Perceived Availability of Handguns	48.3	44.2	44.4	31.8	36.7	31.9	32.6	31.2	20.6	23.7	31.3	49.7	36.5	27.5	27.6
Family															
Poor Family Management	54.5	57.6	40.0	41.2	40.3	37.4	37.8	41.5	35.4	40.0	43.4	34.7	43.2	38.4	40.5
Family Conflict	57.6	47.0	51.7	51.0	49.3	38.0	43.0	44.7	41.2	39.9	39.5	43.7	27.4	39.0	38.0
Family History of Antisocial Behavior	66.8	60.0	60.9	36.7	35.4	51.8	48.5	51.2	36.8	37.6	51.8	48.0	40.7	35.9	35.9
Parental Attitudes Favorable to Drug Use	35.9	31.1	30.6	21.2	23.7	33.2	42.0	41.6	32.8	39.6	35.0	45.3	32.6	33.0	40.3
Parental Attitudes Favorable to Antisocial Behavior	53.4	45.7	54.8	43.2	49.1	50.3	50.2	43.9	44.6	53.5	48.1	53.8	46.3	43.2	52.9
School															
Academic Failure	60.2	46.5	52.2	44.6	41.1	51.2	52.1	50.0	44.3	42.5	45.6	45.1	51.0	40.9	37.9
Low Commitment to School	45.3	46.7	56.3	45.0	38.2	35.3	47.6	49.5	51.6	40.4	45.7	46.0	62.3	55.3	42.1
Peer and Individual															
Rebelliousness	53.0	42.1	49.3	33.4	34.5	48.2	39.9	35.0	36.6	39.8	50.5	45.1	41.2	36.6	37.7
Early Initiation of Drug Use	50.9	42.2	36.2	19.8	23.5	47.1	38.4	37.6	22.4	36.1	46.0	39.6	30.1	23.4	44.5
Attitudes Favorable to Drug Use	40.1	36.5	38.0	21.4	24.7	40.1	36.7	32.2	29.8	35.5	35.2	40.0	30.8	29.5	36.0
Attitudes Favorable to Antisocial Behavior	46.3	41.2	36.6	31.7	34.7	45.3	46.1	37.7	36.1	41.0	44.9	49.5	35.0	35.6	39.0
Perceived Risk of Drug Use	60.4	62.2	76.1	56.9	37.9	46.9	56.1	63.5	58.4	40.1	49.7	62.8	60.2	65.4	47.4
Interaction With Antisocial Peers	71.2	61.4	71.8	43.6	44.8	68.5	50.4	47.3	41.5	45.5	62.6	52.3	44.7	40.1	43.7
Friend's Use of Drugs	60.6	55.5	45.1	29.7	30.7	56.8	47.3	47.7	34.7	34.7	44.9	38.5	28.2	32.0	32.6
Rewards For Antisocial Behavior	54.7	47.3	61.8	41.9	37.1	46.2	49.1	55.1	49.0	42.1	54.6	60.4	56.2	60.3	54.7
Gang Involvement	29.8	22.7	15.6	10.4	14.7	31.0	17.8	16.8	8.4	13.3	21.4	17.7	12.6	7.0	10.7
Total															
Students at High Risk*	56.1	37.5	46.5	24.9	22.4	34.4	28.3	25.0	23.3	23.5	24.5	33.5	29.2	23.6	24.1

* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th &12th grades: 9 or more risk factors.) Note that in 2010/2012, there were 21 possible risk scales for this Total Risk calculation and in 2014, there were 20 possible risk scales.

Table 5. Percentage of Students Reporting Protection

Protective Factor	Grade 8					Grade 10					Grade 12				
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014
Community															
Rewards for Prosocial Involvement	34.1	31.5	31.3	31.4	40.9	39.1	39.8	37.9	35.0	45.2	33.9	41.4	31.9	34.0	44.5
Family															
Family Attachment	41.4	38.2	44.1	53.3	54.8	38.1	46.5	41.9	47.8	48.0	43.2	52.4	49.5	55.2	57.9
Opportunities for Prosocial Involvement	56.0	49.0	60.7	62.2	62.5	54.9	54.3	44.0	57.2	56.2	45.0	55.5	48.9	56.8	56.2
Rewards for Prosocial Involvement	53.6	47.4	55.9	60.0	61.9	54.9	53.2	44.8	53.6	54.3	53.3	51.9	49.5	52.0	54.0
School															
Opportunities for Prosocial Involvement	55.7	51.2	56.3	64.7	68.7	62.9	53.1	49.5	66.6	69.5	52.5	57.3	49.5	67.4	71.4
Rewards for Prosocial Involvement	49.8	43.8	36.6	53.7	56.9	65.6	52.7	49.8	62.5	63.4	40.3	45.7	45.7	47.8	52.4
Peer and Individual															
Belief in the Moral Order	57.6	59.3	57.7	69.6	65.8	68.7	73.8	80.9	75.8	70.2	48.3	53.4	54.5	59.6	55.6
Interaction with Prosocial Peers	46.5	44.7	47.1	47.9	60.5	55.9	53.5	46.8	53.5	61.7	58.9	56.9	42.7	49.6	60.0
Prosocial Involvement	40.9	45.5	48.6	42.7	49.0	36.8	50.0	46.1	51.9	52.0	28.4	43.9	42.7	44.2	47.9
Rewards for Prosocial Involvement	57.4	53.7	47.1	61.3	61.4	55.6	57.0	52.2	63.6	60.1	51.5	48.2	55.2	56.2	52.2
Total															
Students with High Protection*	47.1	40.3	47.9	54.8	42.6	52.7	49.6	45.8	61.6	46.0	31.3	48.5	46.2	54.8	43.4

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

Table 6. Percentage of Students Who Used ATODs One or More Occasions During Their Lifetime

In your lifetime, on how many occasions (if any) have you... (Percentage reporting use at least once.)		Grade 8					Grade 10					Grade 12				
		County 2010	County 2012	County 2014	State 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	MTF 2013
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	61.6	48.5	54.4	31.5	27.8	67.4	62.5	51.9	52.9	52.1	74.9	67.7	72.8	67.0	68.2
Cigarette	smoked cigarettes?	46.9	38.3	32.4	15.8	14.8	50.7	45.5	36.9	25.6	25.7	58.3	55.1	50.5	35.7	38.1
Marijuana	used marijuana?	38.4	28.8	23.5	14.9	16.5	45.5	40.8	41.3	32.4	35.8	54.5	45.3	48.5	44.7	45.5
Hallucinogen	used LSD or other hallucinogens?	1.4	2.5	1.5	1.6	2.5	6.7	4.0	2.1	4.7	5.4	8.1	5.8	12.7	8.0	7.6
Cocaine	used cocaine or crack?	3.6	1.0	0.0	1.6	1.7	4.3	3.6	2.1	3.0	3.3	11.0	10.1	9.8	6.2	4.5
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	16.5	14.2	23.9	9.0	10.8	10.5	14.0	8.0	6.6	8.7	9.9	13.2	9.8	5.4	6.9
Methamphetamine	used methamphetamines (meth, crystal meth)?	1.8	0.3	0.0	0.5	1.4	1.9	2.0	0.5	1.1	1.6	4.1	2.1	4.9	1.3	1.5
Heroin*	used heroin?	1.4	0.8	0.0	0.6	1.0	1.0	2.4	1.1	1.1	1.0	5.3	2.1	4.9	1.3	1.0
Ecstasy*	used Ecstasy ('X', 'E', MDMA, or 'Molly')?	2.5	2.5	1.5	2.1	1.8	7.7	5.2	3.2	4.4	5.7	6.4	7.0	10.8	7.4	7.1
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	1.8	1.0	3.0	1.5	1.1	2.9	2.8	1.1	1.9	1.3	1.8	1.6	2.9	1.9	2.1
Prescription pain relievers†	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	13.4	9.7	10.4	7.0	n/a	23.4	13.2	6.5	12.0	n/a	22.8	19.8	19.6	15.0	11.1
Prescription stimulants	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2.5	2.0	3.0	1.6	4.2	2.4	3.6	0.5	5.3	8.1	3.5	4.3	9.8	8.4	12.4
Prescription sedatives†	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	14.1	3.6	4.5	3.9	n/a	11.0	6.0	2.7	6.3	n/a	7.6	7.0	10.8	7.8	7.5
Prescription drugs†	combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)	22.4	11.5	11.9	9.3	n/a	26.3	17.2	8.1	15.0	n/a	24.0	21.4	22.5	18.7	n/a
Over-the-counter drugs†	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	9.7	7.4	4.5	5.8	n/a	12.5	7.7	4.3	8.2	n/a	9.4	9.1	12.7	9.6	n/a
Synthetic drugs**/†	used synthetic drugs (such as Bath Salts like Ivory Wave or White Lightning or herbal incense products like K2, Spice, or Gold)?	n/a	9.5	3.0	2.3	n/a	n/a	15.7	6.0	4.2	n/a	n/a	16.8	7.8	6.4	n/a

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

** Substance categories that were not measured and reported in one or more survey administrations prior to 2014 (also denoted by 'n/a' in the data column).

† No equivalent category for these substances in the Monitoring the Future survey. In the case of Prescription Pain Relievers, MTF does not have reliable data for grades 8 and 10.

Table 7. Percentage of Students Who Used ATODs One or More Occasions During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you... (Percentage reporting use at least once in the past 30 days.)		Grade 8					Grade 10					Grade 12				
		County 2010	County 2012	County 2014	State 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	MTF 2013
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	33.9	29.0	20.6	13.4	10.2	40.9	33.9	26.9	27.8	25.7	50.6	43.5	44.7	40.6	39.2
Cigarette	smoked cigarettes?	21.0	20.5	14.9	5.7	4.5	26.8	19.3	14.9	10.1	9.1	28.2	32.3	26.7	15.7	16.3
Chew ing tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	7.6	6.9	14.9	4.3	2.8	8.9	9.6	10.9	7.5	6.4	12.7	13.3	24.0	10.4	8.1
Marijuana	used marijuana?	23.7	17.3	14.9	6.9	7.0	24.9	17.7	20.7	16.8	18.0	16.6	18.0	19.6	22.9	22.7
Hallucinogen	used LSD or other hallucinogens?	0.4	1.0	0.0	0.7	0.8	1.4	1.6	0.5	1.7	1.1	1.2	0.0	4.9	2.4	1.4
Cocaine	used cocaine or crack?	1.1	0.3	0.0	0.6	0.5	0.0	0.8	1.6	0.9	0.8	4.1	1.1	4.0	2.1	1.1
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	6.5	4.8	13.4	3.1	2.3	3.3	3.2	2.1	1.3	1.3	0.6	2.1	2.0	0.9	1.0
Methamphetamine	used methamphetamines (meth, crystal meth)?	0.4	0.0	0.0	0.1	0.4	0.5	0.8	0.5	0.4	0.4	1.2	0.5	3.9	0.4	0.4
Heroin*	used heroin?	0.4	0.3	0.0	0.2	0.3	0.5	0.4	0.0	0.3	0.3	0.6	1.6	1.0	0.5	0.3
Ecstasy*	used Ecstasy ('X', 'E', MDMA, or 'Molly')?	0.7	0.5	0.0	0.8	0.5	2.9	1.6	1.6	1.3	1.2	1.8	1.1	4.9	1.7	1.5
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	1.1	0.0	0.0	0.5	0.3	2.9	0.4	0.0	0.6	0.4	0.0	0.5	1.0	0.8	1.0
Prescription pain relievers†	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	6.9	4.6	9.0	3.8	n/a	9.1	6.4	4.3	5.4	n/a	11.1	8.0	8.8	5.5	2.8
Prescription stimulants	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	1.1	0.5	1.5	0.8	1.4	1.4	1.6	0.0	2.1	2.8	0.6	0.0	3.0	2.8	4.1
Prescription sedatives†	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	5.4	1.0	3.0	1.7	n/a	3.3	1.6	2.2	2.6	n/a	1.8	1.6	3.9	2.7	2.2
Prescription drugs†	combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)	11.2	5.6	9.0	4.9	n/a	9.1	8.0	5.9	7.1	n/a	12.3	8.0	9.8	8.0	n/a
Over-the-counter drugs†	used over-the-counter drugs (such as cough syrup, cold medicine, or diet pills) for the purposes of getting high?	6.9	4.1	1.5	3.1	n/a	6.7	4.5	2.2	3.7	n/a	5.3	3.2	4.9	3.4	n/a
Synthetic drugs**/†	used synthetic drugs (such as Bath Salts like Ivory Wave or White Lightning or herbal incense products like K2, Spice, or Gold)?	n/a	5.5	0.0	0.9	n/a	n/a	7.3	1.6	0.8	n/a	n/a	7.0	2.0	0.9	n/a

* Denotes a change in the wording of the question between 2014 and prior administrations. Consult appendix for a detailed explanation.
** Substance categories that were not measured and reported in one or more survey administrations prior to 2014 (also denoted by 'n/a' in the data column).
† No equivalent category for these substances in the Monitoring the Future survey. In the case of Prescription Pain Relievers, MTF does not have reliable data for grades 8 and 10.

Table 8. Percentage of Students Who Used Alcohol & Prescription Drugs, & Reported Impaired Driving

Alcohol And Prescription Drugs

	Grade 8						Grade 10						Grade 12					
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013
How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	22.7	17.8	11.8	6.3	n/a	5.1	30.0	16.1	14.6	14.4	n/a	13.7	32.6	25.6	28.7	22.7	n/a	22.1
Drank beer, wine, or hard liquor at the same time you used prescription drugs during the past 30 days?*	n/a	n/a	3.0	2.7	n/a	n/a	n/a	n/a	2.7	4.6	n/a	n/a	n/a	n/a	8.9	4.8	n/a	n/a

Impaired Driving

During the past 30 days, how many times did you: (One or more times)	Grade 8						Grade 10						Grade 12					
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	MTF 2013
DRIVE a car when you had been drinking alcohol?	8.7	8.6	7.2	3.1	5.6	n/a	13.7	6.7	6.3	4.5	5.3	n/a	16.4	15.9	18.0	9.9	11.8	n/a
RIDE in a car driven by someone drinking alcohol?	42.5	33.3	22.9	21.5	22.3	n/a	36.1	31.1	24.2	19.9	24.0	n/a	34.4	28.4	29.7	21.5	24.1	n/a
DRIVE a car when you had been taking prescription drugs to get "high"?*	n/a	n/a	1.5	2.0	n/a	n/a	n/a	n/a	2.6	3.1	n/a	n/a	n/a	n/a	12.9	5.4	n/a	n/a

Table 9. Percentage of Students With Antisocial Behavior

How many times in the past year (12 months) have you: (One or more times)	Grade 8					Grade 10					Grade 12				
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014
Drunk or high at school	26.3	18.9	18.8	8.4	7.8	34.4	23.3	24.3	16.5	14.7	27.8	30.1	14.6	19.8	17.3
Suspended from school	30.3	22.4	34.3	14.3	13.4	22.6	15.4	11.8	9.6	11.2	19.6	12.8	10.7	7.1	8.5
Sold illegal drugs	8.8	7.2	10.1	3.6	3.1	10.0	7.6	9.9	7.7	7.2	13.8	11.6	9.9	8.9	8.6
Stolen or tried to steal a motor vehicle	4.2	4.3	5.7	1.7	2.2	4.1	4.6	3.0	2.1	2.7	8.0	2.0	4.9	1.8	2.0
Been arrested	11.8	8.7	7.1	5.0	4.8	12.6	9.1	4.4	6.0	6.0	18.4	12.8	5.8	5.9	5.8
Attacked someone with the idea of seriously hurting them	19.3	12.3	15.9	9.8	12.9	14.3	13.3	15.7	8.9	11.8	17.3	12.4	9.7	6.6	9.6
Carried a handgun	9.5	8.4	12.9	5.5	5.4	9.4	6.8	10.3	5.6	5.5	12.6	14.3	11.7	5.6	5.5
Carried a handgun to school	1.8	1.2	0.0	0.8	0.9	2.8	1.9	1.0	0.8	1.2	2.6	2.0	3.9	1.4	1.2

* Categories that were not measured and reported in one or more survey administrations prior to 2014 (also denoted by 'n/a' in the data column).

Table 10. Percentage of Students Reporting School Safety and Cyber-Bullying Issues

Question		Grade 8				Grade 10				Grade 12			
		County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 times	84.6	82.3	85.9	88.5	93.1	88.3	89.8	92.0	92.9	94.9	94.3	94.1
	1 time	7.5	8.6	7.0	5.2	3.7	5.1	5.8	3.4	4.4	1.5	3.8	2.3
	2-3 times	3.9	4.1	4.2	3.4	2.3	3.6	1.0	2.1	1.1	2.0	1.0	1.2
	4-5 times	2.1	1.7	2.8	1.0	0.0	0.4	1.0	0.6	0.5	0.0	0.0	0.6
	6-7 times	0.0	0.5	0.0	0.5	0.5	1.8	1.5	0.4	0.0	0.5	0.0	0.5
	8-9 times	0.7	0.5	0.0	0.3	0.0	0.0	0.5	0.2	1.1	0.5	0.0	0.2
	10-11 times	0.4	0.5	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.2
	12 or more times	0.7	1.9	0.0	1.1	0.5	0.7	0.5	1.0	0.0	0.5	1.0	0.9
During the past 12 months, how many times were you in a physical fight ON SCHOOL PROPERTY?	0 times	68.5	74.9	68.6	85.1	86.2	87.8	83.1	91.1	87.3	90.9	90.5	94.3
	1 time	13.3	12.3	21.4	8.3	8.8	5.5	9.7	4.5	8.3	4.0	3.8	2.5
	2-3 times	11.8	8.3	5.7	4.1	3.2	3.0	4.8	2.3	2.8	3.0	4.8	1.4
	4-5 times	3.6	2.6	1.4	1.0	0.0	1.5	1.0	0.6	0.6	0.5	0.0	0.4
	6-7 times	1.4	0.5	0.0	0.4	0.9	0.4	1.4	0.4	0.0	0.5	0.0	0.3
	8-9 times	0.4	0.2	1.4	0.3	0.5	0.4	0.0	0.2	0.6	0.0	0.0	0.2
	10-11 times	0.0	0.0	0.0	0.1	0.5	0.4	0.0	0.1	0.0	0.5	1.0	0.1
	12 or more times	1.1	1.2	1.4	0.7	0.0	1.1	0.0	0.7	0.6	0.5	0.0	0.7
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 times	60.4	51.7	53.5	59.8	74.2	66.3	64.9	71.6	84.6	84.3	88.6	83.0
	1 time	11.5	9.2	8.5	10.3	9.2	8.1	7.7	6.7	5.5	3.0	0.0	4.1
	2-3 times	12.2	12.0	11.3	12.0	8.3	7.3	10.6	9.3	6.0	7.6	5.7	5.9
	4-5 times	5.8	8.0	4.2	5.1	1.4	5.1	4.8	3.8	1.1	1.5	1.9	2.0
	6-7 times	1.4	3.5	4.2	2.5	0.0	2.6	1.9	1.8	0.0	0.0	1.0	1.0
	8-9 times	0.7	3.1	2.8	1.8	0.9	1.1	0.5	1.4	0.5	1.5	1.0	0.7
	10-11 times	0.4	0.0	2.8	0.7	0.5	0.0	0.0	0.5	0.0	0.0	1.0	0.3
	12 or more times	7.6	12.5	12.7	7.8	5.5	9.5	9.6	5.0	2.2	2.0	1.0	3.0
During the past 12 months, how often have you picked on or bullied another student ON SCHOOL PROPERTY?*	0 times	n/a	n/a	60.6	73.8	n/a	n/a	85.0	82.0	n/a	n/a	91.4	88.6
	1 time	n/a	n/a	15.5	10.5	n/a	n/a	6.3	6.2	n/a	n/a	1.9	3.3
	2-3 times	n/a	n/a	16.9	8.8	n/a	n/a	4.3	6.2	n/a	n/a	1.0	3.5
	4-5 times	n/a	n/a	1.4	2.3	n/a	n/a	1.4	1.6	n/a	n/a	0.0	1.2
	6-7 times	n/a	n/a	2.8	1.0	n/a	n/a	1.4	0.9	n/a	n/a	1.0	0.6
	8-9 times	n/a	n/a	0.0	0.7	n/a	n/a	0.0	0.4	n/a	n/a	1.9	0.4
	10-11 times	n/a	n/a	0.0	0.3	n/a	n/a	0.5	0.2	n/a	n/a	0.0	0.2
	12 or more times	n/a	n/a	2.8	2.5	n/a	n/a	1.0	2.4	n/a	n/a	2.9	2.2
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	87.5	88.8	87.3	90.1	89.3	94.5	89.4	93.9	92.9	94.9	99.0	95.7
	1 day	6.5	5.0	5.6	4.7	4.2	1.1	3.8	2.8	2.7	0.5	1.0	1.8
	2-3 days	4.3	4.0	2.8	3.3	3.7	2.6	4.8	2.0	2.7	3.6	0.0	1.2
	4-5 days	0.0	1.4	1.4	0.8	0.9	0.7	0.5	0.6	0.5	0.5	0.0	0.4
	6 or more days	1.8	0.7	2.8	1.0	1.9	1.1	1.4	0.8	1.1	0.5	0.0	0.8
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club ON SCHOOL PROPERTY?	0 days	90.7	89.2	95.8	95.8	93.1	87.8	89.9	94.4	94.0	91.2	89.5	94.5
	1 day	6.1	3.9	1.4	1.9	3.2	1.8	1.9	1.5	1.6	1.5	0.0	1.1
	2-3 days	0.0	1.4	0.0	0.8	1.4	1.1	1.0	1.1	1.1	2.1	1.0	1.1
	4-5 days	0.7	1.4	0.0	0.4	0.0	1.1	0.5	0.5	1.1	1.0	1.0	0.5
	6 or more days	2.5	4.1	2.8	1.1	2.3	8.1	6.8	2.5	2.2	4.1	8.6	2.8
During the past 12 months, how many times have you been harassed, mistreated, or made fun of by another person while on-line or through a cell phone or other electronic device?**	0 times	n/a	64.2	73.2	69.7	n/a	69.2	77.4	74.6	n/a	74.6	85.7	81.3
	1 time	n/a	9.2	12.7	8.7	n/a	9.5	6.3	6.6	n/a	7.1	3.8	4.7
	2-3 times	n/a	9.7	7.0	9.0	n/a	8.4	5.8	8.0	n/a	9.1	2.9	6.1
	4-5 times	n/a	4.5	0.0	3.8	n/a	4.4	2.4	3.3	n/a	4.1	2.9	2.3
	6-7 times	n/a	1.2	0.0	1.8	n/a	2.6	4.3	1.5	n/a	0.5	0.0	1.2
	8-9 times	n/a	1.9	0.0	1.4	n/a	1.5	0.0	1.3	n/a	1.0	0.0	0.7
	10-11 times	n/a	0.7	1.4	0.6	n/a	0.0	0.5	0.5	n/a	0.5	1.0	0.3
	12 or more times	n/a	8.5	5.6	5.0	n/a	4.4	3.4	4.2	n/a	3.0	3.8	3.4

* Prior to 2014, the AYS did not ask respondents if they had picked on or bullied other students.
** Prior to 2012, the AYS did not ask respondents about online and electronic harassment.

Table 11. Percentage of Students Gambling in the Past Year

How often have you done the following for money, possessions, or anything of value: (At least once in the past 12 months)	Grade 8					Grade 10					Grade 12				
	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014	County 2010	County 2012	County 2014	State 2014	BH Norm 2014
Any Gambling Past Year	58.0	54.3	62.0	54.6	45.5	56.8	49.6	49.0	52.6	43.8	53.5	56.3	40.4	46.8	43.8
Played at a slot machine, poker machine, or other gambling machine?	2.5	3.9	2.8	3.7	4.2	3.6	4.2	4.9	4.2	4.0	3.2	4.1	1.0	4.6	4.5
Played the lottery or scratch-off tickets?	12.9	19.0	21.1	20.7	19.1	18.6	20.8	15.2	21.1	18.3	18.9	23.6	15.4	19.4	20.8
Bet on sports?	26.8	25.4	35.7	25.1	23.4	25.7	21.2	19.2	23.8	23.0	21.7	26.2	16.3	20.3	21.6
Bet on cards?	34.5	30.8	33.8	29.1	25.0	35.3	26.7	31.8	28.9	24.7	28.8	35.2	25.0	26.6	24.7
Played bingo?	22.4	22.5	12.9	23.6	20.8	16.5	17.4	16.2	18.3	15.9	14.6	14.4	11.5	12.1	11.8
Played a dice game?	24.7	22.2	25.7	23.8	14.3	22.6	16.3	21.3	19.7	12.5	19.0	26.0	10.6	15.2	11.1
Bet on a game of personal skill such as pool or a video game?	24.5	23.7	36.6	26.2	19.6	20.5	20.5	21.6	25.7	18.4	17.8	24.1	16.3	21.5	16.9
Bet on a horse or other animal race?	5.1	5.6	4.2	5.0	5.8	5.5	6.2	4.4	4.6	5.5	5.9	5.1	2.9	4.1	5.2

Table 12. Where Youth Obtained Alcohol

If during the past 30 days you drank alcohol, how did you get it? (Mark all that apply)	Grade 8				Grade 10				Grade 12			
	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
*Sample size**	*81*	*102*	*8*	*2,574*	*65*	*76*	*43*	*3,493*	*62*	*68*	*40*	*4,131*
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station.	4.9	5.9	0.0	7.4	13.8	7.9	9.3	7.6	3.2	11.8	7.5	10.5
I bought it at a restaurant, bar, or club.	1.2	3.9	12.5	4.7	1.5	2.6	4.7	3.5	1.6	2.9	2.5	5.4
I bought it at a public event such as a concert or sporting event.	2.5	8.8	0.0	4.5	1.5	3.9	2.3	3.0	0.0	1.5	5.0	3.7
I gave someone else money to buy it for me.	38.3	33.3	12.5	14.5	40.0	30.3	20.9	25.3	61.3	61.8	45.0	35.7
My parent or guardian gave it to me.	14.8	23.5	25.0	19.8	3.1	21.1	18.6	16.7	8.1	11.8	2.5	17.1
Another family member who is 21 or older gave it to me.	30.9	26.5	0.0	20.5	16.9	19.7	16.3	16.2	25.8	20.6	10.0	15.8
Someone not related to me who is 21 or older gave it to me.	25.9	21.6	25.0	15.4	27.7	32.9	16.3	21.5	30.6	42.6	25.0	27.2
Someone under the age of 21 gave it to me.	21.0	24.5	0.0	19.8	15.4	17.1	14.0	26.3	16.1	26.5	7.5	21.6
I got it at a party.	48.1	34.3	25.0	33.8	41.5	39.5	34.9	45.6	32.3	48.5	47.5	50.9
I took it from home.	22.2	22.5	12.5	25.2	20.0	18.4	7.0	21.8	8.1	10.3	2.5	15.2
I took it from a store or someone else's home.	6.2	13.7	0.0	7.5	6.2	9.2	0.0	9.2	3.2	1.5	0.0	5.7
I got it some other way.	37.0	24.5	25.0	26.3	23.1	19.7	14.0	17.8	16.1	25.0	17.5	13.7

* Sample size represents the number of students who indicated at least one means of obtaining alcohol. Students indicating they did not drink alcohol in the past 30 days are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Table 13. Where Youth Obtained Marijuana*

If during the past 30 days you used marijuana, how did you get it? (Mark all that apply.)	Grade 8			Grade 10			Grade 12		
	County 2012	County 2014	State 2014	County 2012	County 2014	State 2014	County 2012	County 2014	State 2014
*Sample size***	*89*	*15*	*2,261*	*51*	*50*	*2,880*	*40*	*24*	*3,013*
I got it from someone with a medical marijuana card	2.2	20.0	10.9	7.8	2.0	13.4	10.0	29.2	17.7
Friends	68.5	66.7	69.5	70.6	68.0	77.8	67.5	70.8	78.2
Family/relatives	23.6	20.0	16.8	19.6	12.0	14.7	27.5	12.5	11.9
Parties	25.8	13.3	25.0	25.5	20.0	28.4	27.5	20.8	27.5
Home	7.9	0.0	6.3	3.9	2.0	5.3	10.0	8.3	5.5
School	10.1	6.7	14.8	11.8	6.0	12.3	17.5	20.8	7.6
Other	37.1	40.0	28.1	27.5	34.0	21.4	30.0	20.8	21.0

Table 14. Where Youth Obtained Prescription Drugs

If you have ever used prescription drugs in order to get high, not for a medical reason, how did you get them? (Mark all that apply.)	Grade 8				Grade 10				Grade 12			
	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
*Sample size***	*41*	*34*	*9*	*1,130*	*46*	*27*	*17*	*1,428*	*30*	*33*	*16*	*1,596*
Friends	53.7	47.1	44.4	47.1	76.1	59.3	29.4	56.3	73.3	69.7	68.8	59.4
Family/relatives	26.8	23.5	11.1	14.8	30.4	14.8	11.8	17.3	30.0	24.2	25.0	16.7
Parties	19.5	14.7	22.2	20.4	15.2	14.8	5.9	21.6	23.3	24.2	18.8	20.5
Home (e.g., medicine cabinet)	12.2	11.8	44.4	26.1	23.9	22.2	17.6	25.9	16.7	15.2	25.0	22.2
Doctor/pharmacy	12.2	17.6	0.0	12.9	17.4	18.5	11.8	16.2	16.7	6.1	12.5	17.7
School	14.6	8.8	0.0	11.9	28.3	7.4	0.0	12.4	6.7	18.2	18.8	11.7
Other	31.7	29.4	0.0	17.9	15.2	18.5	23.5	14.2	10.0	9.1	37.5	13.8
Over the Internet	0.0	2.9	0.0	2.7	4.3	0.0	5.9	3.0	0.0	3.0	0.0	1.9
Outside the U.S. (e.g., Mexico, Canada)	0.0	0.0	11.1	8.6	4.3	3.7	0.0	5.0	0.0	9.1	12.5	5.7

* Prior to 2012, the AYS did not survey where youth obtained marijuana.

** Sample size represents the number of students who indicated at least one means of obtaining marijuana/prescription drugs. Students indicating they did not use marijuana in the past 30 days or that they have never used prescription drugs to get high are not are not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Table 15. Drug Free Communities Report - National Outcome Measures (NOMs)

Outcome	Definition	Substance	Grade 8		Grade 10		Grade 12		Male**		Female**	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* (People are at Moderate or Great Risk of harming themselves if they...)	take five or more drinks of an alcoholic beverage (beer, wine, liquor) once or twice a week?	Binge drinking	73.1	67	71.9	178	74.5	98	68.4	155	76.5	183
	smoke one or more packs of cigarettes per day?	Tobacco	77.6	67	80.1	176	86.7	98	79.2	154	83.0	182
	smoke marijuana once or twice a week?	Marijuana	46.0	63	37.2	172	41.5	94	38.8	147	41.8	177
	use prescription drugs that are not prescribed to them?	Prescription drugs	76.1	67	80.3	178	78.6	98	74.8	155	82.0	183
Perception of Parental Disapproval* (Parents feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day?	Alcohol	90.2	61	89.5	172	86.3	95	85.9	149	91.4	174
	smoke cigarettes?	Tobacco	96.8	62	90.8	173	88.4	95	92.1	151	91.4	174
	smoke marijuana?	Marijuana	88.5	61	79.0	167	85.1	94	79.2	149	85.8	169
	use prescription drugs not prescribed to you?	Prescription drugs	100.0	62	96.6	174	95.8	95	95.4	152	98.9	174
Perception of Peer Disapproval* (Friends feel it would be Wrong or Very Wrong to...)	have one or two drinks of an alcoholic beverage nearly every day?	Alcohol	76.9	65	67.6	176	53.6	97	65.2	155	65.7	178
	smoke tobacco?	Tobacco	81.5	65	63.8	177	54.2	96	60.6	155	68.0	178
	smoke marijuana?	Marijuana	60.9	64	53.1	175	52.7	93	52.6	152	56.0	175
	use prescription drugs not prescribed to you?	Prescription drugs	87.7	65	83.1	177	84.2	95	82.6	155	85.9	177
Past 30-Day Use* (at least one use in the past 30 days)	had beer, wine, or hard liquor	Alcohol	20.6	68	26.9	186	44.7	103	36.1	166	25.3	186
	smoked cigarettes	Tobacco	14.9	67	14.9	194	26.7	101	19.7	173	16.8	184
	used marijuana	Marijuana	14.9	67	20.7	188	19.6	102	24.2	165	15.5	187
	used prescription pain relievers (such as Vicodin, OxyContin, Percocet, or Tylox) without a doctor's orders?	Prescription drugs	9.0	67	5.9	186	9.8	102	9.8	164	5.9	186

* For Perception of Risk, Perception of Parental/Peer Disapproval, and Past 30-Day Use, the "Sample" column represents the sample size - the number of people who answered the question and whose responses were used to determine the percentage. The "Percent" column represents the percentage of youth in the sample answering the question as specified in the definition.

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

Table 16. Additional Data for Prevention Planning

In the last 30 days, about how many times were you offered:		Grade 8				Grade 10				Grade 12			
		County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
alcohol?	Never	55.2	58.5	72.1	78.5	45.6	53.0	55.3	58.3	41.9	50.0	41.6	47.1
	Once	15.2	14.2	11.8	10.3	13.5	12.4	12.6	13.1	12.3	8.3	14.9	13.2
	2-3 times	18.8	11.7	8.8	6.7	21.4	18.5	17.4	15.2	17.3	18.2	16.8	19.4
	4-6 times	6.9	7.0	5.9	2.1	9.3	8.4	6.3	6.7	11.2	10.9	14.9	9.4
	7-10 times	1.8	2.5	0.0	0.7	4.2	2.0	3.2	2.3	3.4	5.2	5.0	3.4
	More than 10 times	2.2	6.2	1.5	1.7	6.0	5.6	5.3	4.4	14.0	7.3	6.9	7.5
cigarettes?	Never	66.3	69.6	77.9	86.5	55.9	67.1	66.0	79.6	58.7	58.9	72.3	73.9
	Once	16.3	10.5	11.8	6.8	8.5	10.4	12.6	8.4	7.8	11.5	6.9	9.2
	2-3 times	9.4	7.5	5.9	3.7	16.0	9.6	9.9	5.3	14.5	9.4	4.0	6.8
	4-6 times	2.9	3.7	0.0	1.2	7.5	4.0	3.1	2.5	7.8	6.8	7.9	3.1
	7-10 times	1.1	2.2	1.5	0.5	3.3	2.0	3.1	1.2	3.4	1.6	2.0	1.6
	More than 10 times	4.0	6.5	2.9	1.3	8.9	6.8	5.2	3.1	7.8	12.0	6.9	5.4
marijuana?	Never	59.4	62.0	64.7	75.5	50.9	57.3	53.2	57.5	59.2	61.3	60.8	54.1
	Once	12.7	10.1	4.4	8.3	11.2	10.1	6.8	11.4	9.5	8.9	6.9	10.5
	2-3 times	10.9	8.9	16.2	6.6	11.7	14.5	11.1	10.8	12.8	9.9	5.9	12.0
	4-6 times	4.3	5.3	0.0	3.3	11.2	6.5	11.1	6.7	5.0	5.2	5.9	6.8
	7-10 times	3.3	3.0	0.0	1.7	3.3	4.4	5.3	3.8	1.7	3.7	6.9	3.8
	More than 10 times	9.4	10.6	14.7	4.6	11.7	7.3	12.6	9.8	11.7	11.0	13.7	12.7
other drugs?	Never	90.2	86.6	83.6	88.4	85.4	87.5	84.1	82.6	82.0	82.9	82.2	82.1
	Once	6.2	5.3	6.0	5.5	5.6	4.4	7.4	7.6	5.1	5.7	4.0	6.7
	2-3 times	1.8	1.8	4.5	2.7	2.8	3.6	3.2	4.3	3.4	5.2	3.0	5.0
	4-6 times	0.4	2.0	1.5	1.1	3.8	2.4	1.1	2.0	2.8	3.1	2.0	2.1
	7-10 times	0.7	1.3	3.0	0.6	0.5	0.4	0.5	1.0	2.2	1.0	1.0	1.0
	More than 10 times	0.7	3.0	1.5	1.7	1.9	1.6	3.7	2.6	4.5	2.1	7.9	3.0
In the last 30 days, how often did you respond in the following ways when alcohol, cigarettes, marijuana or other drugs were offered to you?		Grade 8				Grade 10				Grade 12			
		County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
Say "No" w ithout giving a reason w hy.	Never	32.1	38.6	29.7	30.5	62.2	33.1	41.8	35.2	57.4	38.0	38.8	39.2
	Once	23.0	16.2	15.6	11.6	37.8	15.1	15.3	14.4	42.6	14.7	14.3	15.6
	Twice	8.0	5.1	12.5	4.6	0.0	8.6	5.1	6.9	0.0	9.8	9.2	7.6
	Three times	4.7	4.9	3.1	2.3	0.0	4.5	5.1	3.5	0.0	3.3	5.1	3.8
	Four or more times	5.5	5.1	9.4	4.6	0.0	9.8	7.3	6.3	0.0	10.3	11.2	6.7
	I never get offers	26.6	30.0	29.7	46.4	0.0	29.0	25.4	33.6	0.0	23.9	21.4	27.1
Give an explanation or excuse to turn dow n the offer.	Never	38.5	43.1	28.6	33.6	4.7	34.7	39.5	37.1	1.4	40.2	49.5	41.5
	Once	16.5	13.0	17.5	9.4	95.3	16.9	16.9	13.2	98.6	14.1	13.1	14.2
	Twice	8.8	6.2	7.9	4.3	0.0	8.7	6.8	7.0	0.0	7.1	4.0	8.1
	Three times	3.7	2.7	6.3	2.2	0.0	6.2	4.5	3.6	0.0	4.3	3.0	4.0
	Four or more times	7.0	3.8	7.9	3.7	0.0	6.2	6.2	5.4	0.0	12.0	6.1	5.2
	I never get offers	25.6	31.2	31.7	46.7	0.0	27.3	26.0	33.7	0.0	22.3	24.2	26.9
Decide to leave the situation w ithout accepting the offer.	Never	40.2	44.7	35.9	35.4	0.5	44.1	44.1	46.0	0.7	54.9	51.0	53.3
	Once	16.6	13.6	12.5	8.5	99.5	11.8	16.4	9.7	99.3	8.2	12.2	9.2
	Twice	8.5	4.4	6.3	3.2	0.0	4.1	5.1	3.9	0.0	3.8	2.0	3.9
	Three times	1.5	3.0	3.1	1.9	0.0	2.9	4.0	2.3	0.0	3.8	1.0	2.3
	Four or more times	7.0	3.5	9.4	3.7	0.0	8.2	5.1	4.0	0.0	4.9	9.2	3.7
	I never get offers	26.2	30.8	32.8	47.3	0.0	29.0	25.4	34.2	0.0	24.5	24.5	27.6
Use some other w ay to not accept the alcohol or drugs.	Never	40.8	50.3	37.5	38.2	0.5	46.5	53.1	49.7	0.0	55.7	55.1	57.0
	Once	17.6	9.6	15.6	6.8	99.5	9.8	11.9	7.8	100.0	5.9	8.2	7.6
	Twice	6.3	3.8	4.7	2.4	0.0	3.7	3.4	2.9	0.0	3.8	4.1	3.0
	Three times	1.5	1.9	3.1	1.5	0.0	3.3	1.7	1.7	0.0	1.1	1.0	1.8
	Four or more times	7.4	2.5	7.8	3.3	0.0	6.5	5.6	3.3	0.0	7.6	5.1	2.7
	I never get offers	26.5	32.0	31.3	47.8	0.0	30.2	24.3	34.6	0.0	25.9	26.5	27.9

Table 17. Additional Data for Prevention Planning (Cont'd)

How many times in the past year (12 months) have you:		Grade 8				Grade 10				Grade 12			
		County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014	County 2010	County 2012	County 2014	State 2014
been hit, slapped, pushed, shoved, kicked, or any other way physically assaulted by your boyfriend or girlfriend?	Never	74.0	80.2	87.1	87.7	74.9	85.9	84.3	89.1	68.5	81.6	85.4	89.6
	1 or 2 times	11.6	9.9	7.1	6.4	11.0	5.7	7.4	5.0	12.7	6.1	3.9	4.7
	3 to 5 times	6.3	3.1	4.3	2.5	6.4	3.8	3.4	2.6	3.6	4.6	1.9	2.0
	6 to 9 times	3.2	2.2	0.0	1.2	0.9	1.5	1.0	1.1	1.5	2.6	1.0	1.2
	10 to 19 times	1.4	0.5	0.0	0.7	2.3	1.1	1.5	0.6	6.1	1.0	2.9	0.8
	20 to 29 times	0.4	0.7	0.0	0.4	1.8	0.4	1.0	0.4	0.0	1.5	0.0	0.2
	30 to 39 times	0.0	1.2	0.0	0.2	0.0	0.4	0.0	0.1	1.5	0.0	0.0	0.2
	40+ times	3.2	2.2	1.4	1.0	2.7	1.1	1.5	1.1	6.1	2.6	4.9	1.3
seen someone punched with a fist, kicked, choked or beaten up?	Never	19.4	36.2	17.4	48.7	24.1	45.6	56.4	54.3	32.5	49.5	64.1	65.8
	1 or 2 times	28.9	24.4	26.1	26.4	22.7	18.6	15.7	22.6	25.4	18.4	12.6	17.9
	3 to 5 times	24.3	18.6	20.3	12.8	20.5	19.0	15.7	12.7	17.8	19.4	11.7	9.4
	6 to 9 times	7.7	9.7	8.7	5.4	13.2	8.0	3.4	5.2	9.6	5.6	4.9	3.1
	10 to 19 times	7.0	5.3	11.6	2.8	7.3	3.4	3.4	2.3	7.1	4.6	1.0	1.6
	20 to 29 times	6.0	1.2	5.8	1.2	3.6	2.3	2.0	1.0	2.0	2.0	0.0	0.7
	30 to 39 times	0.7	2.2	1.4	0.4	1.8	0.0	1.0	0.3	0.5	0.5	1.9	0.3
	40+ times	6.0	2.4	8.7	2.3	6.8	3.0	2.5	1.5	5.1	0.0	3.9	1.2
seen someone attacked with a weapon other than a gun, such as a knife, bat, bottle, or chain?	Never	70.0	84.5	91.4	89.8	71.6	87.5	84.7	92.4	76.8	86.7	87.3	94.5
	1 or 2 times	15.7	8.5	4.3	6.0	15.8	6.8	7.9	4.2	10.1	7.7	4.9	3.0
	3 to 5 times	4.9	1.9	2.9	1.9	4.5	1.5	2.0	1.4	4.5	1.5	2.0	0.9
	6 to 9 times	2.8	2.4	1.4	1.0	1.8	1.1	2.5	0.7	2.0	2.0	1.0	0.5
	10 to 19 times	2.8	1.2	0.0	0.4	0.9	0.4	0.5	0.5	3.0	1.5	2.0	0.3
	20 to 29 times	2.1	0.2	0.0	0.2	0.9	0.4	1.5	0.2	2.0	0.5	1.0	0.2
	30 to 39 times	0.3	0.5	0.0	0.1	0.0	0.0	0.5	0.1	0.5	0.0	0.0	0.1
	40+ times	1.4	0.7	0.0	0.6	4.5	2.3	0.5	0.4	1.0	0.0	2.0	0.5
seen someone shot or shot at?	Never	84.2	87.9	84.3	91.5	84.7	90.5	89.2	93.7	88.3	91.3	89.3	94.6
	1 or 2 times	8.1	6.5	8.6	5.4	7.7	4.9	4.9	3.8	6.1	3.6	4.9	3.2
	3 to 5 times	4.6	1.9	5.7	1.2	2.3	1.9	3.9	1.2	1.5	1.5	1.9	0.9
	6 to 9 times	1.1	1.2	0.0	0.7	1.4	0.8	0.5	0.5	0.5	1.5	1.0	0.3
	10 to 19 times	0.4	1.0	1.4	0.3	0.9	0.0	0.0	0.2	2.6	1.0	0.0	0.1
	20 to 29 times	0.7	0.2	0.0	0.2	0.0	0.4	0.0	0.1	0.0	0.0	0.0	0.2
	30 to 39 times	0.0	0.2	0.0	0.1	0.5	0.0	0.5	0.1	0.0	0.5	1.0	0.1
	40+ times	1.1	1.0	0.0	0.7	2.7	1.5	1.0	0.5	1.0	0.5	1.9	0.7
In the last 30 days, how often have you avoided people or places because you might be offered alcohol, cigarettes, marijuana, or other drugs?	Never	56.8	51.8	63.1	69.0	55.8	51.6	68.3	70.4	60.8	61.6	75.0	75.5
	Once	16.5	16.5	10.8	11.2	14.4	15.0	6.7	10.5	6.8	14.2	9.0	7.8
	2-3 times	11.0	12.7	13.8	9.6	6.5	15.9	7.8	10.4	16.5	9.5	8.0	10.3
	4-6 times	4.8	6.1	1.5	3.4	8.4	5.7	5.6	3.5	3.4	4.2	4.0	3.0
	7-10 times	2.9	3.6	0.0	0.9	4.7	2.4	1.7	1.0	0.6	1.6	1.0	0.8
	More than 10 times	8.1	9.4	10.8	5.9	10.2	9.3	10.0	4.1	11.9	8.9	3.0	2.6
During the past 12 months, how many times have you talked with your parents about strategies to avoid or resist people or places where you might be offered alcohol, prescription drugs, or other drugs?*	Never	n/a	n/a	51.5	48.0	n/a	n/a	68.6	57.8	n/a	n/a	74.3	68.2
	Once	n/a	n/a	16.2	17.8	n/a	n/a	11.9	15.7	n/a	n/a	9.9	12.9
	2-3 times	n/a	n/a	14.7	17.2	n/a	n/a	9.2	14.9	n/a	n/a	8.9	11.4
	4-6 times	n/a	n/a	5.9	6.8	n/a	n/a	2.7	4.7	n/a	n/a	2.0	3.4
	7-10 times	n/a	n/a	2.9	2.8	n/a	n/a	2.2	2.1	n/a	n/a	2.0	1.2
	More than 10 times	n/a	n/a	8.8	7.5	n/a	n/a	5.4	4.8	n/a	n/a	3.0	2.9
Compared to using illegal drugs (e.g. cocaine, meth, heroin), how harmful do you think it is for people to take prescription drugs (e.g. OxyContin, Vicodin, Valium, Xanax, Ritalin, Adderal, sleeping pills) without a doctor telling them to take them?*	A lot less harmful	n/a	n/a	3.3	7.6	n/a	n/a	7.4	6.0	n/a	n/a	11.2	6.2
	Less harmful	n/a	n/a	11.5	12.4	n/a	n/a	6.3	14.8	n/a	n/a	15.3	16.6
	No difference	n/a	n/a	14.8	27.6	n/a	n/a	26.1	34.3	n/a	n/a	31.6	35.5
	More harmful	n/a	n/a	31.1	21.5	n/a	n/a	23.9	21.1	n/a	n/a	11.2	19.8
	A lot more harmful	n/a	n/a	39.3	30.9	n/a	n/a	36.4	23.8	n/a	n/a	30.6	21.9

* Prior to 2014, the AYS did not survey these questions.

Appendix - Comparability of survey administrations and additional notes

Issue	Prior administration(s)	Current administration	Notes regarding changes
Drug Category	*On how many occasions (if any) have you:*	*On how many occasions (if any) have you:*	
Heroin	used heroin or other opiates? (2010)	used heroin? (2012/2014)	Cautiously comparable across years.
Ecstasy	used Ecstasy ('X', 'E', or MDMA)? (2010/2012)	used Ecstasy ('X', 'E', MDMA, or 'Molly')? (2014)	Added popular identifier "Molly" for clarification in 2014.
Synthetic Drugs	*n/a (2010)*	used synthetic drugs (such as Bath Salts like Ivory Wave or White Lighting or herbal incense products like K2, Spice, or Gold)? (2012/2014)	Added in 2012 to track potential emerging usage trends.
Prescription drugs	Combined results of *On how many occasions have you:* used prescription pain relievers (Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them? used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)? used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?		*Prescription Drugs* is the the measure of any student report use of prescription sedatives, prescription stimulants or prescription pain relievers, (three separate questions) combined to create a single measure.

Contacts for Prevention

Regional Prevention Contacts

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Arizona Department of Gaming's Office of Problem Gambling
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Arizona Department of Health Services
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Center for Violence Prevention and Community Safety
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Governor's Office of Children, Youth, and Families
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www.gocyf.az.gov

Partnership for a Drug Free America, Arizona Affiliate
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www.drugfreeaz.org

Center for the Study and Prevention of Violence (Blueprints for Healthy Youth Development)
www.colorado.edu/cspv/blueprints/

Center for Substance Abuse Prevention (CSAP)
www.samhsa.gov/about/csap.aspx

Office of Juvenile Justice and Delinquency Prevention
Model Programs Guide
www.ojjdp.gov/mpg/

Office of Justice Programs
Crime Solutions
www.crimesolutions.gov

Office of Safe and Drug-Free Schools
U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMHSA)
Evidence Based Practices
www.samhsa.gov/ebpwebguide/index.asp

Center for the Application of Substance Abuse Technologies (CASAT)
casat.unr.edu/westcapt.html

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