2017 New York
Prevention Needs Assessment Survey
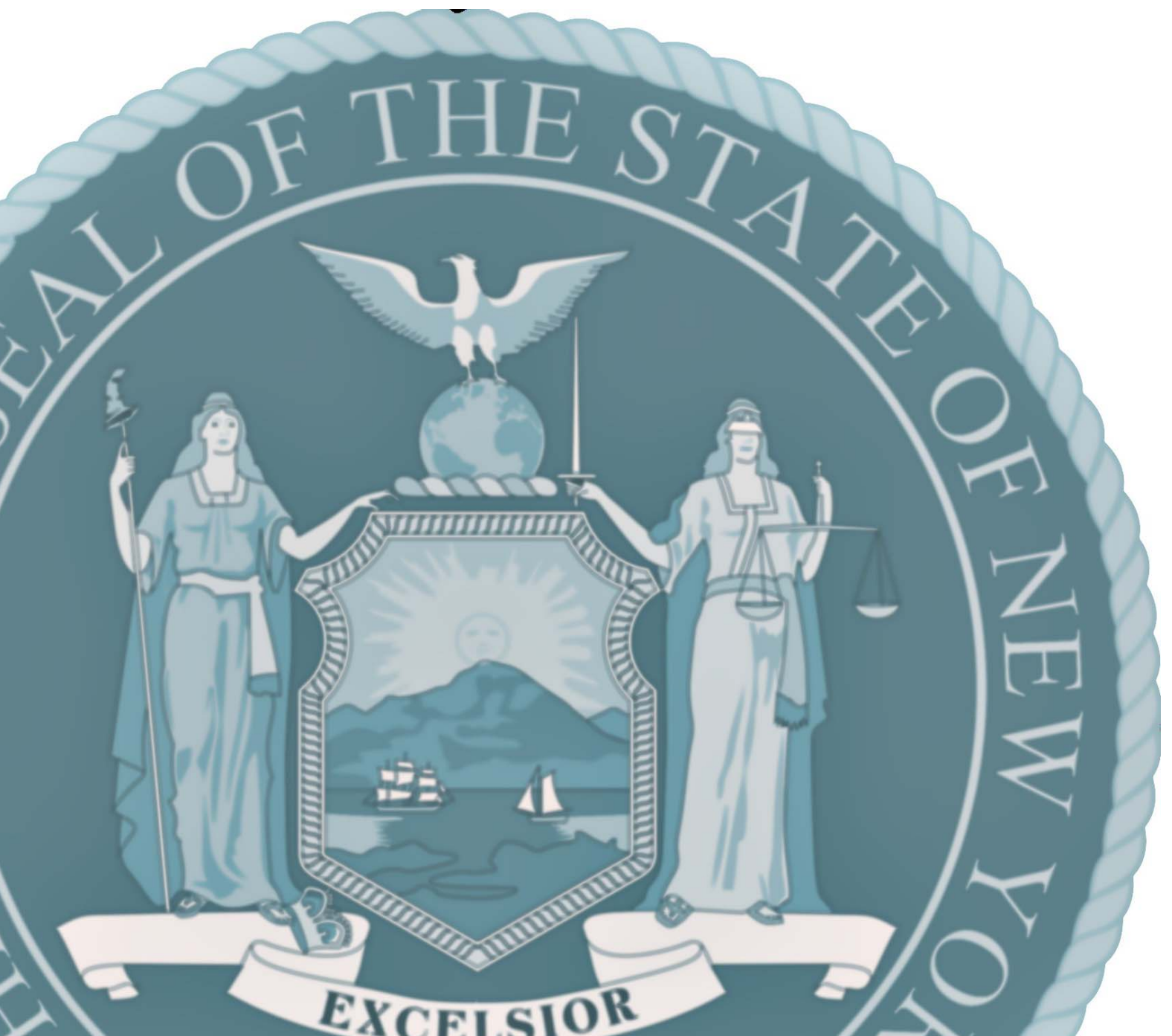
Introduction

2017 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2017. The results are presented along with comparisons to national data sources such as the Monitoring the Future Survey (only grades 8, 10, and 12 are surveyed) and the Bach Harrison Norm (BH Norm), which consists of a large, weighted, nationwide sample.

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

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

Contents:

percentage of students who participated from your community. The sample size for this survey administration was 761 students. If 60% or more of the students sample participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 60% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors.

Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they

Table 1. Characteristics of Participants								
Student Totals								
Total Students	**Manhasset Union Free School District**							
	2011		**2013**		**2015**		**2017**	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	641	100	646	100	705	100	718	100
Grade								
8	222	34.6	224	34.7	257	36.5	233	32.5
10	222	34.6	197	30.5	251	35.6	253	35.2
12	197	30.7	225	34.8	197	27.9	232	32.3
Gender								
Male	325	51.0	310	48.1	348	49.5	350	48.8
Female	312	49.0	334	51.9	355	50.5	367	51.2
Ethnicity								
Native American	7	1.1	2	0.3	2	0.3	4	0.6
Asian	80	12.5	91	14.2	116	16.5	143	20.0
African American	8	1.3	11	1.7	14	2.0	14	2.0
Pacific Islander	1	0.2	2	0.3	3	0.4	0	0.0
Hispanic	14	2.2	23	3.6	27	3.8	26	3.6
White	480	75.1	465	72.3	484	68.9	457	63.8
Multi-racial or Other	49	7.7	49	7.6	56	8.0	72	10.1

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

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

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

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include social bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior. Research on risk and protective factors has important implications for prevention efforts.

The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem.

By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance. The chart to the right shows the links between the 20 risk factors and the six problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Risk Factors for Adolescent Problem Behavior	Problem Behaviors					
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Community						
Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✔	✔			✔	
Perceived Availability of Drugs	✔	✔				
Family						
Poor Family Management	✔	✔	✔	✔	✔	✔
Family Conflict	✔	✔	✔	✔	✔	✔
Sibling Drug Use	✔	✔	✔	✔	✔	✔
Exposure to Adult Antisocial Behavior	✔	✔	✔	✔	✔	✔
Parent Attitudes Favor Antisocial Behavior	✔	✔			✔	✔
Parent Attitudes Favor Drug Use	✔	✔			✔	✔
School						
Academic Failure	✔	✔	✔	✔	✔	✔
Low Commitment to School	✔	✔	✔	✔	✔	✔
Peer / Individual						
Early Initiation of Antisocial Behavior	✔	✔	✔	✔	✔	✔
Early Initiation of Drug Use	✔	✔	✔	✔	✔	✔
Attitudes Favorable to Antisocial Behavior	✔	✔	✔	✔	✔	
Attitudes Favorable to Drug Use	✔	✔	✔	✔	✔	
Perceived Risk of Drug Use	✔	✔	✔	✔	✔	
Interaction with Antisocial Peers	✔	✔	✔	✔	✔	✔
Friend's Use of Drugs	✔	✔	✔	✔	✔	✔
Rewards for Antisocial Behavior	✔	✔	✔	✔	✔	✔
Depressive Symptoms	✔			✔		✔
Gang Involvement	✔	✔			✔	✔

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

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

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

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

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

have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. SAMHSA developed an internet tool located at www.samhsa.gov/nrepp for identifying Best Practice Programs. Another way to access the resources is from this address www.nrepp.samhsa.gov.

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

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

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

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

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

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

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

Validity Measures

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

1. In response to a question about whether or not they had been honest in completing the survey, the students indicated that they were "Not Honest At All" in completing the survey.
2. The students indicated that they had used a non-existent, fictitious drug in their lifetime or in the past 30 days.
3. The students reported an impossibly high level of multiple drug use (having used substances on 120 or more occasions in the past 30 days).
4. The students indicated past-month use rates that were higher than lifetime use rates. The student can make one mistake, which is then recoded so that the lifetime is equal to the 30 day value.
5. The students reported an age that was inconsistent with their grade or their school; for example, a 10 year-old 12th grader or 19 year old 6th grader.

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

How to Read the Charts

There are four types of charts presented in this report:

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

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

Understanding the Format of the Charts

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

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

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

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

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

Cut-Points

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

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

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

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

Lifetime, 30 Day & Heavy ATOD Use Charts

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

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

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

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

How to Read the Charts (cont'd)

Antisocial Behavior, Driving and Alcohol, and Gambling Charts

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

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

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

Risk and Protective Factor Charts

Risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. The scales, defined in Table 2, are grouped into four domains: community, family, school, and peer/individual. The risk and protective factor charts show the percentage of students at risk and with protection for each of the scales. Along with the scales, there are bars that show the percentage of High Risk Youth and percentage of High Protection Youth. High Risk Youth is defined as the percentage of students who have more than a specified number of risk factors operating in their lives. The number of factors is listed on the charts and tables. High Protection Youth is defined as the percentage of students who have more than a specified number of protective factors operating in their lives and is also listed on the tables and graphs.

Additional Tables

Additional Tables in this Report

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

After that is Table 12, CSAP questions. It contains information required by communities with CSAP Grants, such as the parent attitudes regarding drinking, police response to drinking, and problems associated with drinking.

After Table 12 is Table 13, Drug Free Communities Report. It contains information required by communities with Drug Free Communities Grants, such as the perception of the risks of ATOD use, perception of parent and peer disapproval of ATOD use, past 30-day use, and average age of first use.

Next is Table 14, Youth Perceptions of Substance Use. Youth often overestimate the percentage of their peers who are using substances. Youth perceptions of the percentage of their peers who use cigarettes, alcohol, marijuana, and other illegal drugs are shown in these tables.

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

What are the numbers telling you?

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

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

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

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

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

How to identify high priority problem areas

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

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

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

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

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

Use these data for planning.

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

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

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

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

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

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2017 Manhasset Union Free School District Student Survey, Grade 8
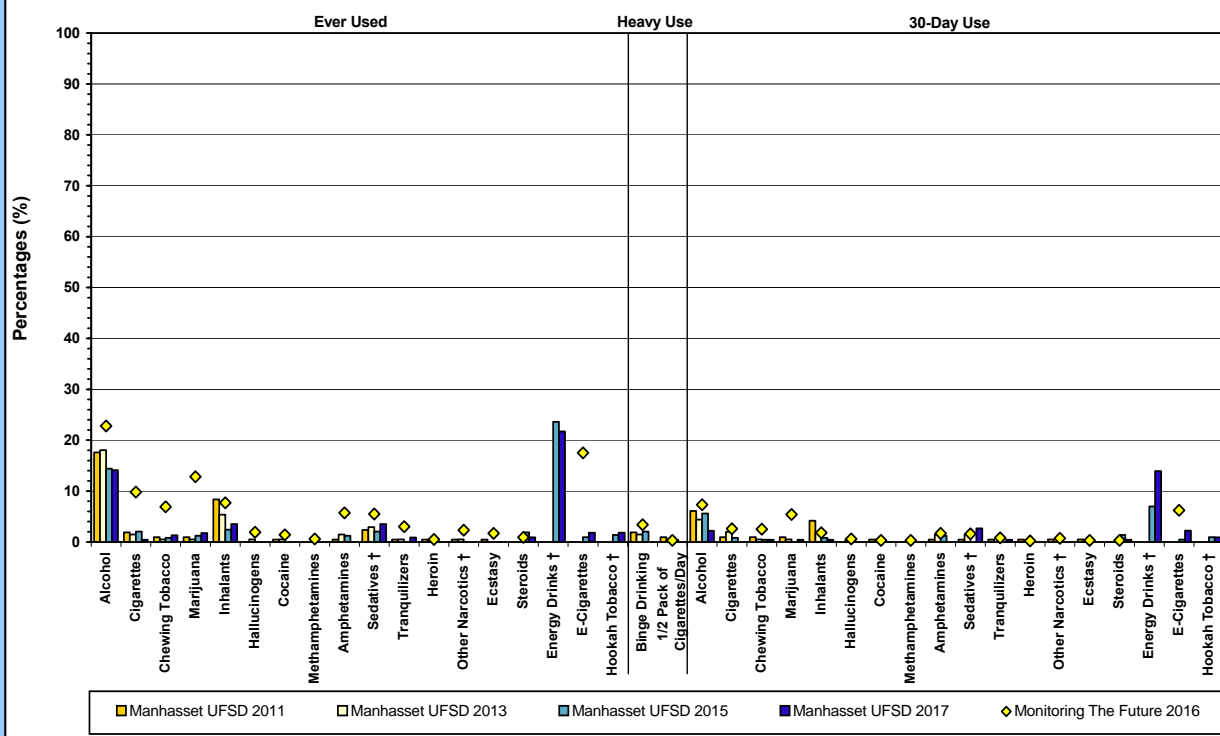
† Sedatives and Other Narcotics are 2014 values. MTF does not collect data on those substances.

ANTISOCIAL BEHAVIOR AND GAMBLING
2017 Manhasset Union Free School District Student Survey, Grade 8
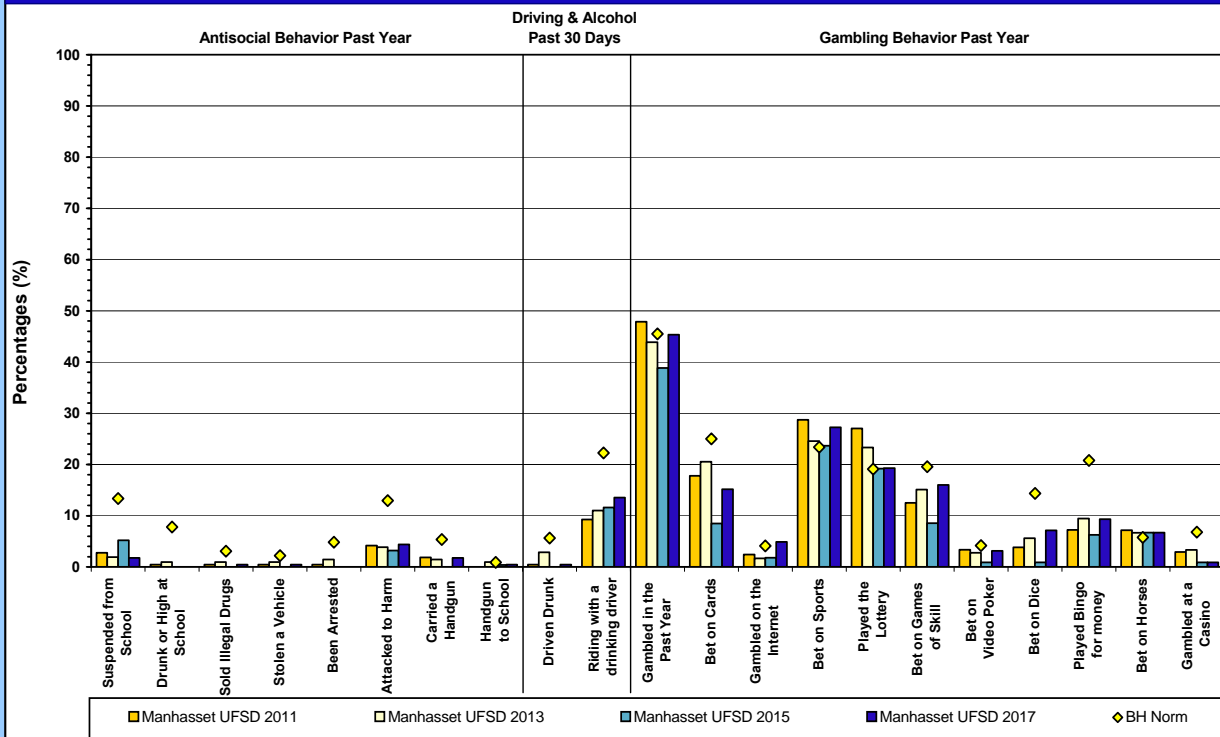
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2017 Manhasset Union Free School District Student Survey, Grade 10
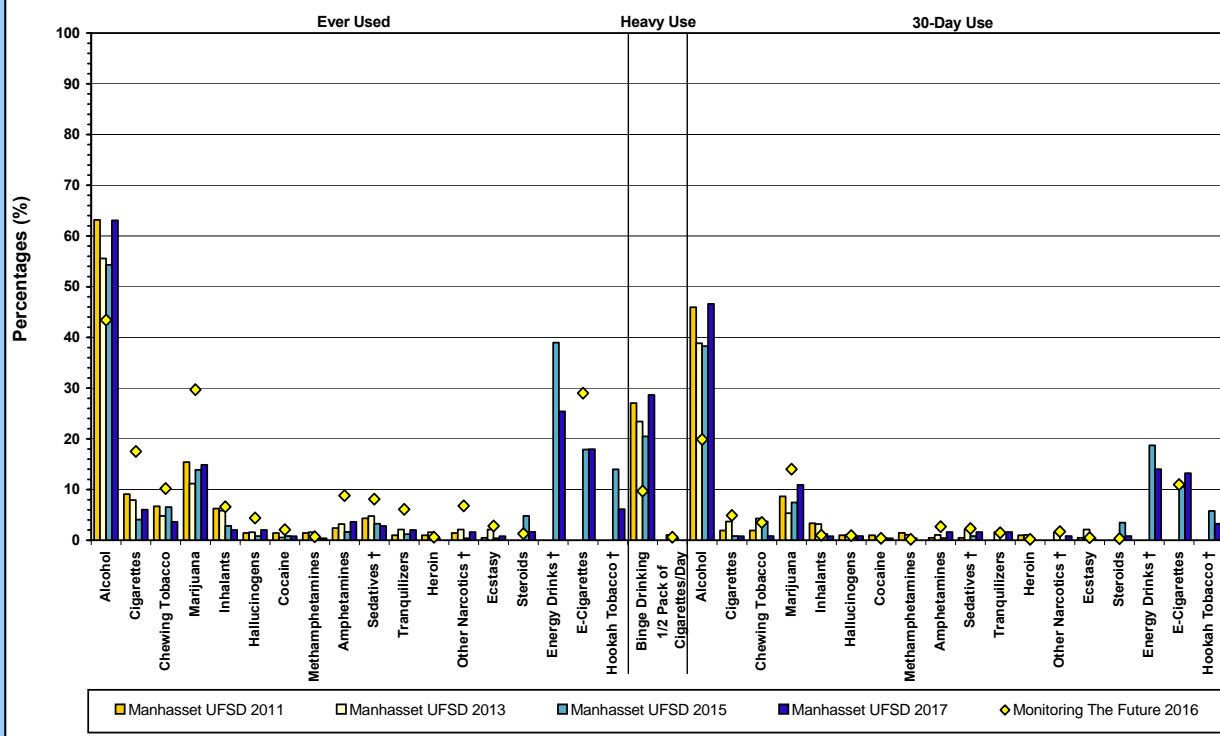
† Sedatives and Other Narcotics are 2014 values. MTF does not collect data on those substances.

ANTISOCIAL BEHAVIOR AND GAMBLING
2017 Manhasset Union Free School District Student Survey, Grade 10

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2017 Manhasset Union Free School District Student Survey, Grade 12

Legend: Manhasset UFSD 2011, Manhasset UFSD 2013, Manhasset UFSD 2015, Manhasset UFSD 2017, Monitoring The Future 2016

† MTF does not collect data on those substances.

ANTISOCIAL BEHAVIOR AND GAMBLING
2017 Manhasset Union Free School District Student Survey, Grade 12

Legend: Manhasset UFSD 2011, Manhasset UFSD 2013, Manhasset UFSD 2015, Manhasset UFSD 2017, BH Norm
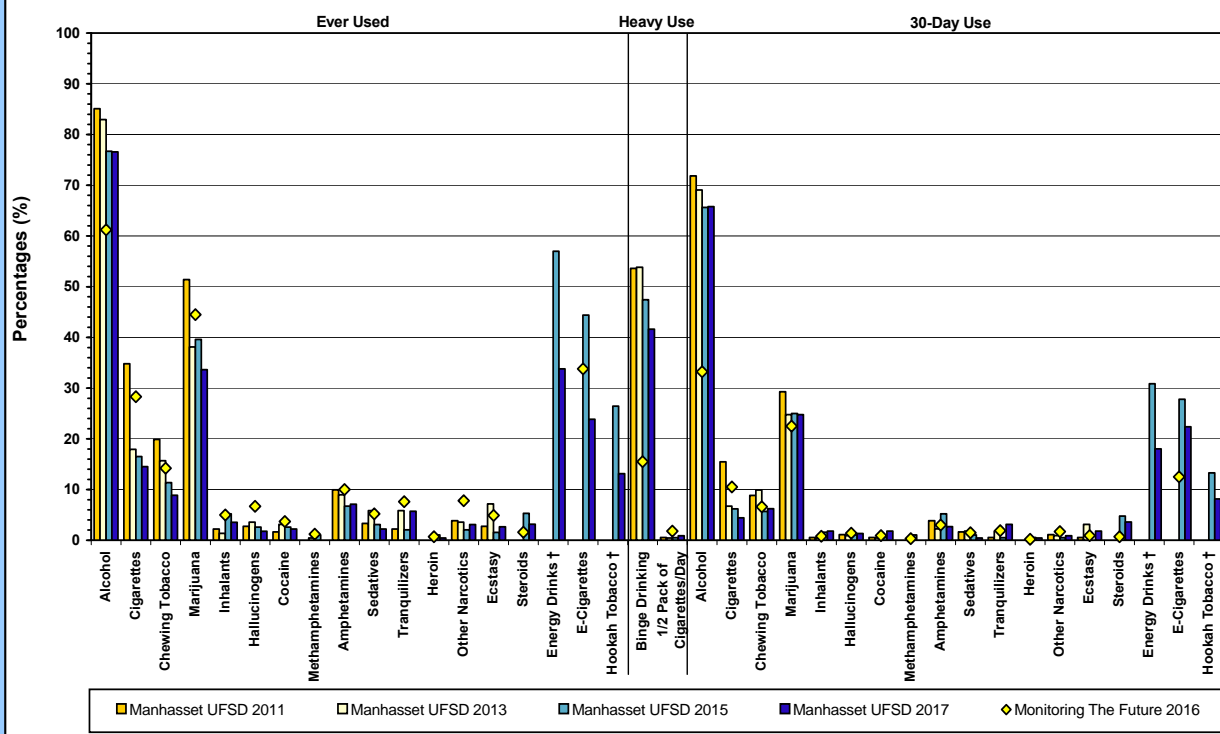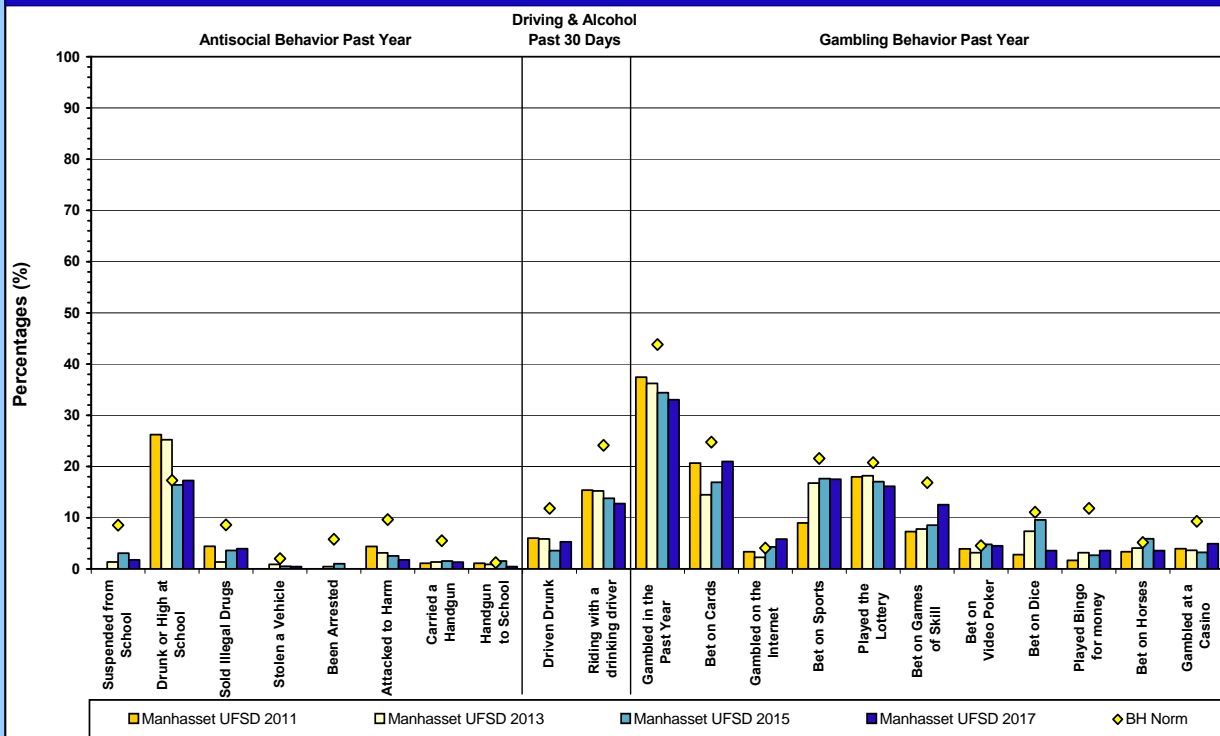
Risk and Protective Factor Profiles

RISK PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 8

* High Risk Youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
  (6th grade: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

PROTECTIVE PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 8
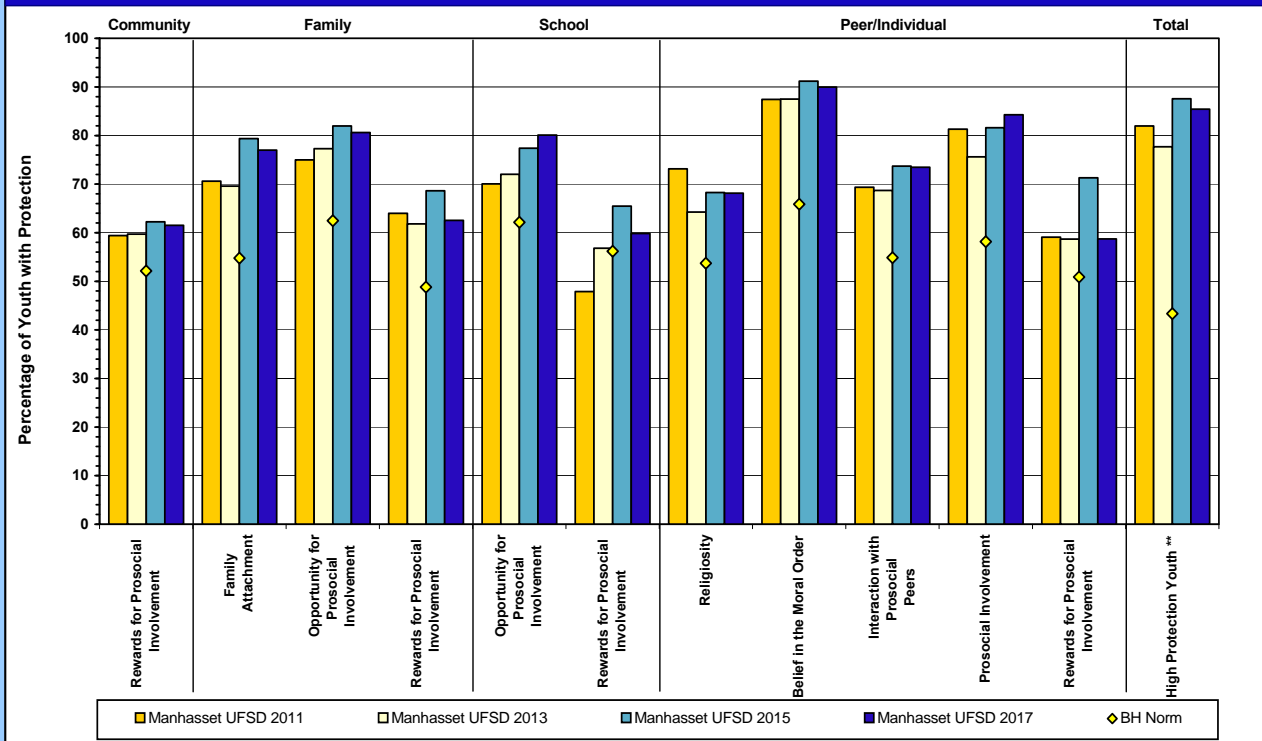
** High Protection Youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
   (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors).

Risk and Protective Factor Profiles

RISK PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 10
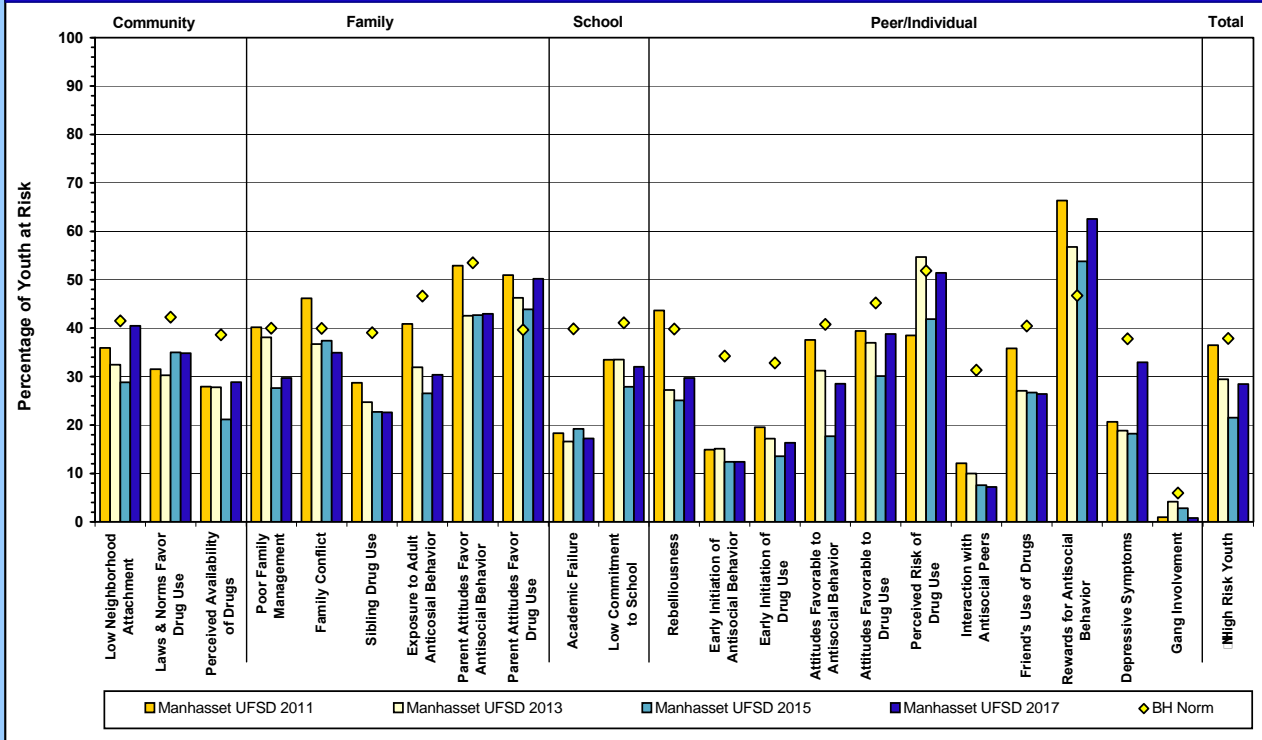
* High Risk Youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
  (6th grade: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

PROTECTIVE PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 10
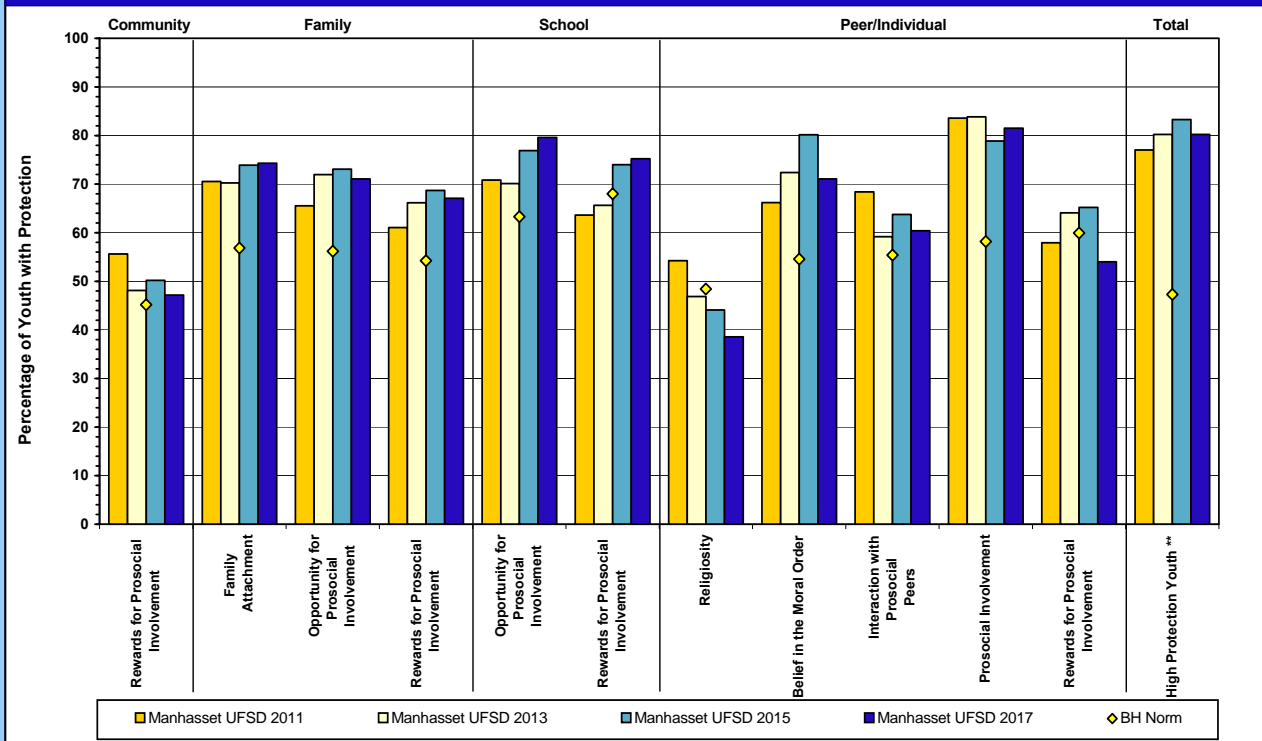
** High Protection Youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
  (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors).

Risk and Protective Factor Profiles

RISK PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 12
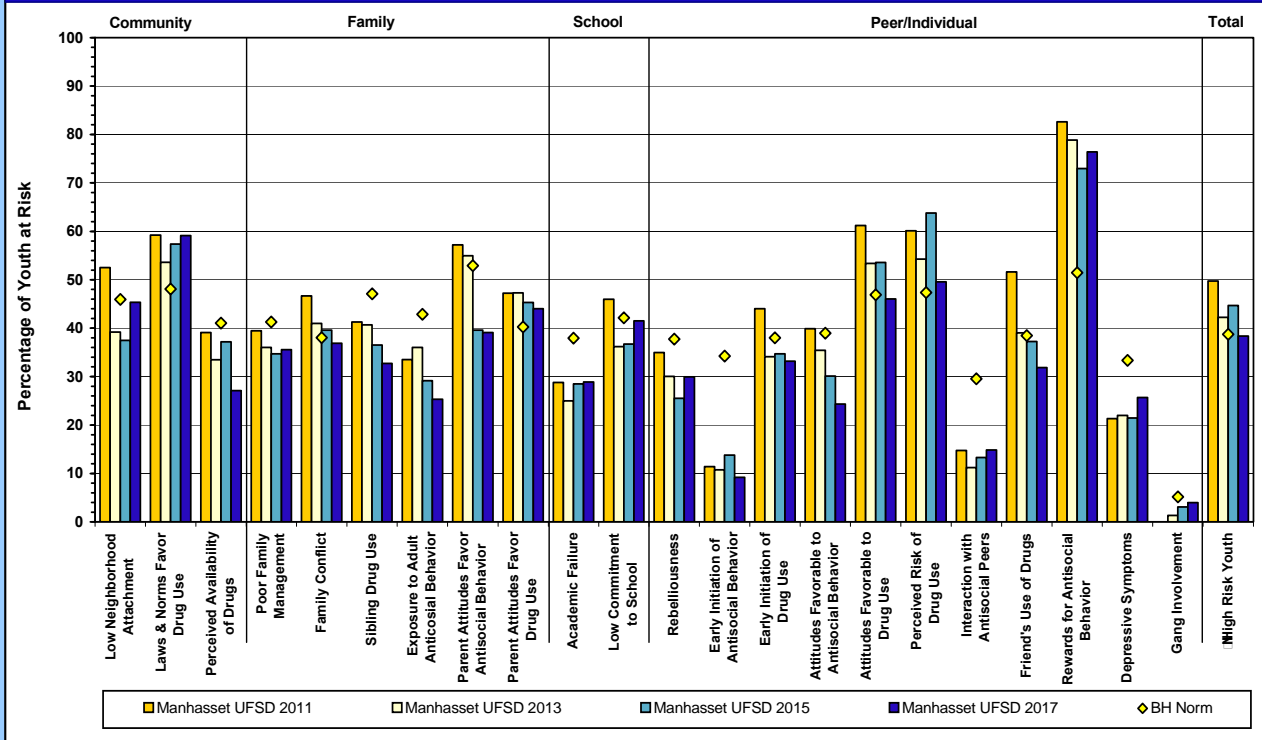
* High Risk Youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
  (6th grade: 5 or more risk factors, 7th-9th grades: 6 or more factors, 10th-12th grades: 7 or more factors)

PROTECTIVE PROFILE
2017 Manhasset Union Free School District Student Survey, Grade 12
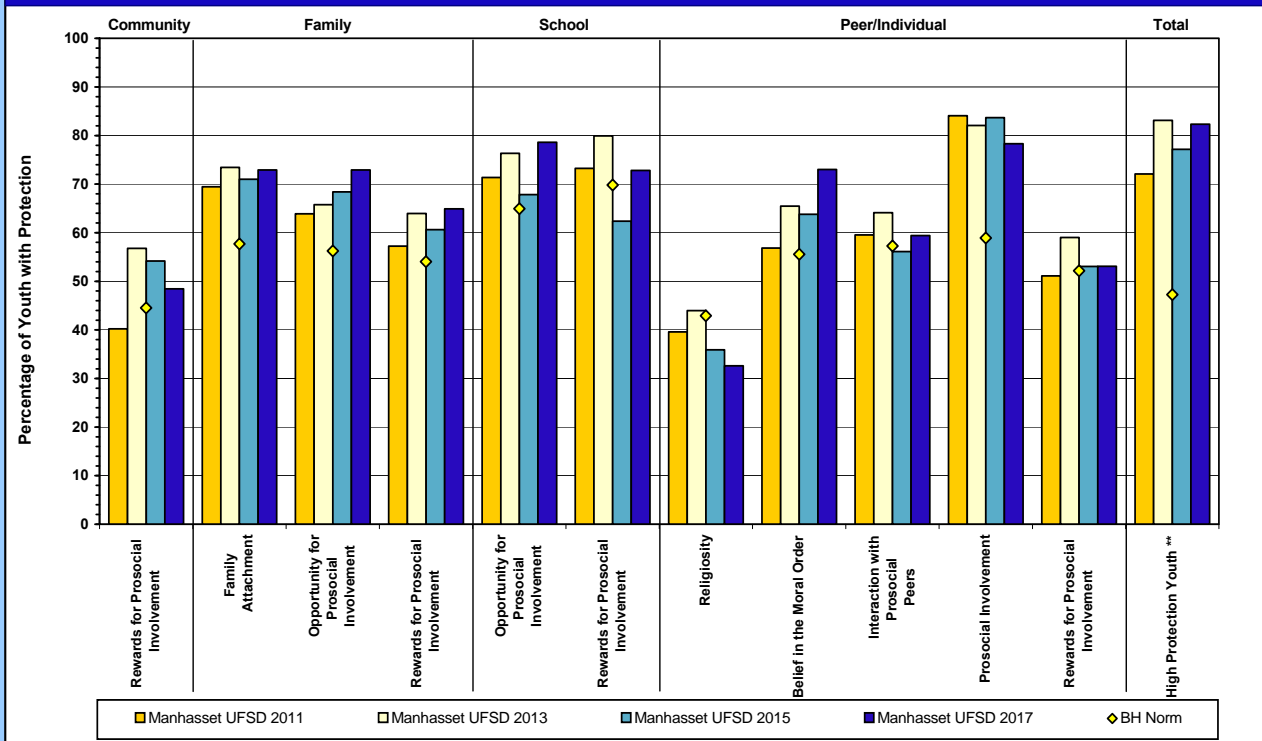
** High Protection Youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
  (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors).

Risk and Protective Scale Definitions

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

Community Domain Risk Factors

Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
Perceived Availability of Drugs	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents.

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.
Sibling Drug Use and Exposure to Adult Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Parental Attitudes Favorable Toward Antisocial Behavior and Parental Attitudes	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.

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
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

Risk and Protective Scale Definitions

Table 2. 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

Early Initiation of Antisocial Behavior and Early Initiation of Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Attitudes Favorable Toward Antisocial Behavior and Attitudes Favorable Toward Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.

Peer-Individual Protective Factors

Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
Interaction with Prosocial Peers	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
Prosocial Involvement	Participation in positive school and community activities helps provide protection for youth.
Rewards for Prosocial Involvement	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Data Tables

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 8					Grade 10					Grade 12				
	2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016
	222	224	257	233	†	222	197	251	253	†	197	225	197	232	†

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

In your lifetime, on how many occasions (if any) have you (One or more occasions)		Grade 8					Grade 10					Grade 12				
		2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	17.6	18.0	14.4	14.1	22.8	63.2	55.6	54.3	63.1	43.4	85.1	83.0	76.7	76.5	61.2
Cigarettes	smoked cigarettes?	1.9	1.5	2.0	0.4	9.8	9.1	7.9	4.1	6.0	17.5	34.8	17.9	16.5	14.5	28.3
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	0.9	0.5	0.8	1.3	6.9	6.7	4.8	6.5	3.6	10.2	19.9	15.7	11.3	8.8	14.2
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.9	0.5	1.2	1.8	12.8	15.4	11.2	13.9	14.9	29.7	51.4	38.1	39.6	33.6	44.5
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	8.3	5.4	2.4	3.5	7.7	6.3	5.9	2.9	2.0	6.6	2.2	1.3	5.2	3.5	5.0
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)?	0.0	0.5	0.0	0.0	1.9	1.4	1.6	0.8	2.0	4.4	2.8	3.6	2.6	1.8	6.7
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	0.5	0.5	0.0	0.0	1.4	1.4	0.5	0.8	0.8	2.1	1.7	3.1	2.6	2.2	3.7
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.0	0.0	0.0	0.0	0.6	1.4	1.6	0.4	0.4	0.7	0.0	0.4	1.0	0.0	1.2
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.5	1.5	1.2	0.0	5.7	2.4	3.2	1.6	3.6	8.8	9.9	9.0	6.7	7.1	10.0
Sedatives †	used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	2.3	2.9	2.0	3.5	5.5	4.3	4.8	3.3	2.8	8.1	3.3	5.8	3.1	2.2	5.2
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	0.5	0.5	0.0	0.9	3.0	1.0	2.1	1.2	2.0	6.1	2.2	5.8	2.1	5.7	7.6
Heroin	used heroin?	0.5	0.5	0.0	0.0	0.5	1.0	1.6	0.4	0.0	0.6	0.0	0.0	1.0	0.4	0.7
Other Narcotics †	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	0.5	0.5	0.0	0.0	2.3	1.4	2.1	0.4	1.6	6.8	3.9	3.6	2.1	3.1	7.8
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.5	0.0	0.0	0.0	1.7	0.5	2.1	0.4	0.8	2.8	2.8	7.2	1.6	2.7	4.9
Steroids	used steroids without a doctor telling you to take them?	n/a	n/a	1.9	0.9	0.9	n/a	n/a	4.8	1.6	1.3	n/a	n/a	5.3	3.2	1.6
Energy Drinks †	had an energy drink (such as Red Bull, Monster, or Rockstar)?	n/a	n/a	23.6	21.7	n/a	n/a	n/a	38.9	25.4	n/a	n/a	n/a	57.0	33.8	n/a
E-Cigarettes	used ecigarettes (electronic cigarettes)?	n/a	n/a	1.0	1.8	17.5	n/a	n/a	17.9	18.0	29.0	n/a	n/a	44.4	23.9	33.8
Hookah Tobacco †	smoked tobacco out of a hookah?	n/a	n/a	1.4	1.8	n/a	n/a	n/a	14.0	6.1	n/a	n/a	n/a	26.5	13.1	n/a

† See the Monitoring The Future website (www.monitoringthefuture.org).
The substances in blue are 2014 values. MTF does not have values for "Energy Drinks" or "Hookah Tobacco" use.

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

In the past 30 days, on how many occasions (if any) have you (One or more occasions)		Grade 8					Grade 10					Grade 12				
		2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	6.1	4.4	5.6	2.2	7.3	45.9	38.8	38.3	46.6	19.9	71.8	69.1	65.6	65.8	33.2
Cigarettes	smoked cigarettes?	0.9	2.0	0.8	0.0	2.6	1.9	3.7	0.8	0.8	4.9	15.5	6.7	6.2	4.4	10.5
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	0.9	0.5	0.4	0.4	2.5	1.9	4.3	3.7	0.8	3.5	8.8	9.9	5.7	6.2	6.6
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.9	0.5	0.0	0.4	5.4	8.7	5.3	7.4	10.9	14.0	29.3	24.8	25.0	24.8	22.5
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.2	2.0	0.8	0.4	1.8	3.4	3.2	1.2	0.8	1.0	0.6	0.4	1.6	1.8	0.8
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)?	0.0	0.5	0.0	0.0	0.6	1.0	1.1	0.4	0.8	0.9	1.1	0.9	1.0	1.3	1.4
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	0.5	0.5	0.0	0.0	0.3	1.0	0.0	0.4	0.4	0.4	0.6	0.4	0.5	1.8	0.9
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.0	0.0	0.0	0.0	0.3	1.5	1.1	0.4	0.0	0.2	0.0	0.0	1.0	0.0	0.3
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.5	1.5	1.2	0.0	1.7	0.5	1.1	0.4	1.6	2.7	3.9	2.2	5.2	2.7	3.0
Sedatives †	used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them?	0.5	1.5	0.0	2.7	1.6	0.5	2.1	0.8	1.6	2.3	1.7	1.8	1.0	0.4	1.5
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	0.5	0.0	0.0	0.4	0.8	0.0	1.6	0.0	1.6	1.5	0.6	1.8	0.5	3.1	1.9
Heroin	used heroin?	0.5	0.0	0.0	0.0	0.2	1.0	1.1	0.0	0.0	0.2	0.0	0.0	0.5	0.4	0.2
Other Narcotics †	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	0.5	0.0	0.0	0.0	0.7	0.0	1.6	0.0	0.8	1.7	1.1	0.9	0.5	0.9	1.7
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.5	0.0	0.0	0.0	0.3	0.5	2.1	0.4	0.0	0.5	0.6	3.1	0.0	1.8	0.9
Steroids	used steroids without a doctor telling you to take them?	n/a	n/a	1.4	0.4	0.3	n/a	n/a	3.5	0.8	0.3	n/a	n/a	4.8	3.6	0.7
Energy Drinks †	had an energy drink (such as Red Bull, Monster, or Rockstar)?	n/a	n/a	7.0	13.9	n/a	n/a	n/a	18.7	14.0	n/a	n/a	n/a	30.9	18.0	n/a
E-Cigarettes	used ecigarettes (electronic cigarettes)?	n/a	n/a	0.5	2.2	6.2	n/a	n/a	10.5	13.2	11.0	n/a	n/a	27.8	22.4	12.5
Hookah Tobacco †	smoked tobacco out of a hookah?	n/a	n/a	1.0	0.9	n/a	n/a	n/a	5.8	3.3	n/a	n/a	n/a	13.3	8.1	n/a

† See the Monitoring The Future website (www.monitoringthefuture.org).
The substances in blue are 2014 values. MTF does not have values for "Energy Drinks" or "Hookah Tobacco" use.

Data Tables

Table 6. Percentage of Students With Problem ATOD Use

		Grade 8					Grade 10					Grade 12				
		2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016	2011	2013	2015	2017	MTF 2016
Problem Use																
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	1.9	1.5	2.0	0.0	3.4	27.1	23.4	20.5	28.6	9.7	53.6	53.8	47.4	41.6	15.5
1/2 Pack of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.9	0.5	0.4	0.0	0.3	0.0	1.1	0.4	0.0	0.6	0.6	0.4	0.5	0.9	1.8
Alcohol and Driving																
Drinking and Driving	During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	0.5	2.9	0.0	0.4	5.6	2.8	1.6	0.8	0.4	5.3	6.0	5.9	3.6	5.3	11.8
Riding with a Drinking Driver	During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	9.3	11.0	11.6	13.5	22.3	23.2	10.9	12.9	11.2	24.0	15.4	15.2	13.8	12.8	24.1

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

How many times in the past year (12 months) have you: (*One or more times*)	Grade 8					Grade 10					Grade 12				
	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm
Been Suspended from School	2.8	1.9	5.2	1.7	13.4	2.8	2.1	1.6	2.4	11.2	0.0	1.3	3.1	1.8	8.5
Been Drunk or High at School	0.5	1.0	0.0	0.0	7.8	4.2	5.7	4.5	2.4	14.7	26.2	25.2	16.4	17.3	17.3
Sold Illegal Drugs	0.5	1.0	0.0	0.4	3.1	0.5	1.6	1.6	1.6	7.2	4.4	1.4	3.6	4.0	8.6
Stolen or Tried to Steal a Motor Vehicle	0.5	1.0	0.0	0.4	2.2	0.0	1.1	0.4	0.0	2.7	0.0	0.9	0.5	0.4	2.0
Been Arrested	0.5	1.4	0.0	0.0	4.8	0.0	2.1	0.4	0.8	6.0	0.0	0.4	1.0	0.0	5.8
Attacked Someone with the Idea of Seriously Hurting Them	4.2	3.8	3.2	4.4	12.9	3.8	2.6	2.0	2.4	11.8	4.4	3.1	2.6	1.8	9.6
Carried a Handgun	1.9	1.4	0.0	1.7	5.4	0.9	1.0	0.4	1.2	5.5	1.1	1.4	1.5	1.3	5.5
Carried a Handgun to School	0.0	1.0	0.4	0.4	0.9	0.9	0.5	0.8	0.8	1.2	1.1	0.9	1.5	0.4	1.2

Data Tables

Table 8. Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: ('A few times' or more)	Grade 8					Grade 10					Grade 12				
	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm
Gambled in the Past Year	47.8	43.9	38.8	45.3	45.5	43.8	46.0	28.9	37.0	43.8	37.4	36.2	34.4	33.0	43.8
Bet on Cards	17.8	20.6	8.5	15.2	25.0	21.2	15.5	12.1	19.9	24.7	20.7	14.5	16.9	21.0	24.7
Gambled on the Internet	2.4	1.7	1.8	4.9	4.1	2.0	2.1	3.0	3.7	4.1	3.4	2.3	4.3	5.8	4.1
Bet on Sports	28.7	24.6	23.7	27.2	23.4	21.7	24.9	19.6	16.9	23.0	9.0	16.7	17.6	17.5	21.6
Played the Lottery	27.1	23.3	19.2	19.3	19.1	22.7	21.1	14.8	19.6	18.3	18.0	18.2	17.0	16.1	20.8
Bet on Games of Skill	12.5	15.1	8.5	16.0	19.6	8.4	8.6	7.0	11.4	18.4	7.3	7.8	8.6	12.6	16.9
Bet on Video Poker	3.3	2.8	0.9	3.1	4.2	3.9	3.7	2.2	2.4	4.0	3.9	3.2	4.8	4.5	4.5
Bet on Dice	3.8	5.6	0.9	7.1	14.3	3.0	19.4	1.7	2.4	12.5	2.8	7.3	9.6	3.6	11.1
Played Bingo for money	7.2	9.4	6.3	9.3	20.8	5.4	4.8	3.9	2.9	15.9	1.7	3.2	2.7	3.6	11.8
Bet on Horses	7.2	6.7	6.7	6.7	5.8	6.9	6.4	4.3	4.9	5.5	3.4	4.1	5.9	3.6	5.2
Gambled at a Casino	2.9	3.3	0.9	0.9	6.8	3.4	3.2	0.9	1.6	7.7	3.9	3.7	3.2	4.9	9.3

Data Tables

Table 9. Percentage of Students Reporting Protection

Protective Factors	Grade 8					Grade 10					Grade 12				
	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm
Community Domain															
Rewards for Prosocial Involvement	59.4	59.7	62.2	61.5	52.1	55.6	48.1	50.2	47.2	45.2	40.2	56.8	54.2	48.4	44.5
Family Domain															
Family Attachment	70.6	69.6	79.3	77.0	54.8	70.5	70.2	73.9	74.3	56.8	69.4	73.4	71.0	72.9	57.7
Opportunity for Prosocial Involvement	75.0	77.3	82.0	80.6	62.5	65.6	72.0	73.1	71.1	56.2	63.9	65.8	68.4	72.9	56.2
Rewards for Prosocial Involvement	64.0	61.8	68.6	62.6	48.8	61.1	66.1	68.7	67.1	54.3	57.2	64.0	60.6	64.9	54.0
School Domain															
Opportunity for Prosocial Involvement	70.0	72.0	77.4	80.1	62.1	70.8	70.1	76.9	79.6	63.3	71.4	76.3	67.9	78.6	64.9
Rewards for Prosocial Involvement	47.9	56.8	65.5	59.8	56.2	63.6	65.6	74.0	75.2	68.0	73.2	79.9	62.4	72.8	69.8
Peer-Individual Domain															
Religiosity	73.1	64.3	68.3	68.1	53.7	54.2	46.9	44.1	38.6	48.4	39.6	43.9	35.9	32.6	42.9
Belief in the Moral Order	87.4	87.5	91.2	90.0	65.8	66.2	72.4	80.2	71.1	54.6	56.8	65.5	63.8	73.0	55.6
Interaction with Prosocial Peers	69.3	68.7	73.7	73.5	54.9	68.4	59.2	63.7	60.4	55.4	59.6	64.1	56.1	59.4	57.3
Prosocial Involvement	81.3	75.6	81.6	84.3	58.1	83.6	83.9	78.9	81.5	58.2	84.1	82.1	83.7	78.3	58.9
Rewards for Prosocial Involvement	59.1	58.7	71.3	58.7	50.9	57.9	64.1	65.2	54.0	59.9	51.1	59.0	53.1	53.1	52.2
High Protection															
High Protection Youth **	82.0	77.7	87.5	85.4	43.3	77.0	80.2	83.3	80.2	47.3	72.1	83.1	77.2	82.3	47.3

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

Data Tables

Table 10. Percentage of Students Reporting Risk

Risk Factors	Grade 8					Grade 10					Grade 12				
	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm	2011	2013	2015	2017	BH Norm
Community Domain															
Low NeighborhoodAttachment	18.7	23.0	16.3	19.0	34.0	35.9	32.4	28.8	40.5	41.5	52.5	39.2	37.5	45.3	45.9
Laws & Norms Favor Drug Use	24.9	20.9	15.2	26.5	40.0	31.5	30.3	35.0	34.8	42.3	59.2	53.6	57.4	59.1	48.1
Perceived Availability of Drugs	19.5	19.3	15.0	20.2	36.9	27.9	27.8	21.2	28.9	38.6	39.1	33.5	37.2	27.1	41.0
Family Domain															
Poor Family Management	31.5	32.7	27.9	31.7	40.4	40.2	38.1	27.6	29.7	40.0	39.4	36.0	34.7	35.6	41.2
Family Conflict	25.7	32.2	25.8	28.8	35.3	46.2	36.7	37.4	34.9	39.9	46.7	41.0	39.6	36.9	38.0
Sibling Drug Use	28.4	29.5	29.2	30.3	43.3	28.7	24.7	22.7	22.6	39.1	41.3	40.7	36.5	32.7	47.1
Exposure to Adult Anticosial Behavior	23.4	20.5	25.3	20.6	39.9	40.9	31.9	26.6	30.4	46.6	33.5	36.0	29.2	25.3	42.9
Parent Attitudes Favor Antisocial Behavior	38.7	27.6	37.2	42.7	49.1	52.9	42.6	42.7	43.0	53.5	57.2	55.0	39.6	39.1	52.9
Parent Attitudes Favor Drug Use	19.8	12.6	19.8	25.1	23.7	51.0	46.3	43.9	50.2	39.6	47.2	47.3	45.3	44.0	40.3
School Domain															
Academic Failure	21.9	16.6	19.3	10.5	37.2	18.3	16.6	19.2	17.2	39.8	28.8	25.0	28.5	28.9	37.9
Low Commitment to School	35.9	35.5	27.5	35.1	45.1	33.5	33.5	27.9	32.0	41.1	45.9	36.2	36.7	41.5	42.1
Peer-Individual Domain															
Rebelliousness	23.6	22.0	15.2	17.0	34.5	43.7	27.2	25.1	29.7	39.8	35.0	30.0	25.5	30.0	37.7
Early Initiation of Antisocial Behavior	13.9	13.1	10.7	10.0	32.2	14.9	15.1	12.4	12.4	34.2	11.4	10.8	13.8	9.2	34.2
Early Initiation of Drug Use	16.7	18.2	11.9	11.7	31.9	19.5	17.2	13.5	16.3	32.8	44.0	34.1	34.7	33.2	38.0
Attitudes Favorable to Antisocial Behavior	19.2	16.3	13.7	21.8	34.7	37.6	31.3	17.7	28.5	40.8	39.9	35.4	30.1	24.3	39.0
Attitudes Favorable to Drug Use	14.4	12.0	13.6	17.0	33.0	39.4	37.0	30.1	38.8	45.2	61.2	53.4	53.6	46.0	46.9
Perceived Risk of Drug Use	20.5	18.4	22.8	29.3	37.9	38.5	54.7	41.9	51.4	51.9	60.1	54.3	63.8	49.6	47.4
Interaction with Antisocial Peers	10.2	8.4	8.0	3.5	30.0	12.1	10.0	7.6	7.2	31.3	14.8	11.2	13.3	14.8	29.6
Friend's Use of Drugs	10.2	12.7	8.8	5.2	39.2	35.8	27.1	26.7	26.4	40.4	51.6	39.0	37.2	31.9	38.5
Rewards for Antisocial Behavior	25.6	25.8	17.5	28.3	35.1	66.4	56.8	53.8	62.5	46.7	82.6	78.8	73.0	76.4	51.5
Depressive Symptoms	18.1	15.4	15.6	24.5	34.8	20.7	18.8	18.2	32.9	37.8	21.3	22.0	21.4	25.7	33.4
Gang Involvement	1.4	3.3	1.6	1.3	6.9	0.9	4.2	2.8	0.8	5.9	0.0	1.3	3.1	4.0	5.2
High Rish															
High Risk Youth *	21.2	16.5	15.2	22.7	34.3	36.5	29.4	21.5	28.5	37.9	49.7	42.2	44.7	38.4	38.7

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

Table 11. Sources and Places of Student Alcohol Use

If you drank alcohol (not just a sip or taste) in the past year (12 months), how did you get it?	Grade 8				Grade 10				Grade 12				Total			
	2011	2013	2015	2017	2011	2013	2015	2017	2011	2013	2015	2017	2011	2013	2015	2017
Sample size *	34	23	27	28	136	94	121	154	151	179	148	164	321	296	296	346
I bought it myself from a store.	5.9	13.0	0.0	7.1	8.8	7.4	9.1	5.8	43.7	29.6	48.0	45.7	24.9	21.3	27.7	24.9
I got it at a party.	41.2	43.5	51.9	35.7	80.1	86.2	84.3	75.3	91.4	89.9	85.8	90.2	81.3	85.1	82.1	79.2
I gave someone else money to buy it for me.	2.9	17.4	3.7	10.7	50.0	56.4	47.9	53.9	76.8	68.2	66.9	59.8	57.6	60.5	53.4	53.2
I got it from someone I know age 21 or older.	17.6	47.8	22.2	46.4	42.6	37.2	30.6	39.0	51.7	43.0	47.3	40.2	44.2	41.6	38.2	40.2
I got if from someone I know under age 21.	5.9	34.8	14.8	17.9	61.8	62.8	56.2	63.0	77.5	77.7	72.3	64.0	63.2	69.6	60.5	59.8
I got it from a family member or relative other than my parents.	23.5	34.8	29.6	42.9	36.0	31.9	24.0	31.2	33.8	32.4	32.4	39.0	33.6	32.4	28.7	35.8
I got it from home with my parents' permission.	41.2	43.5	33.3	42.9	28.7	14.9	19.0	24.7	27.2	27.4	28.4	34.1	29.3	24.7	25.0	30.6
I got it from home without my parents' permission.	14.7	26.1	25.9	3.6	41.9	36.2	29.8	43.5	51.7	48.0	40.5	38.4	43.6	42.6	34.8	37.9
I got it in another way.	8.8	26.1	25.9	7.1	12.5	7.4	5.8	5.8	9.3	9.5	5.4	6.7	10.6	10.1	7.4	6.4

During the past year (12 months) did you drink alcohol at any of the following places?	Grade 8				Grade 10				Grade 12				Total			
	2011	2013	2015	2017	2011	2013	2015	2017	2011	2013	2015	2017	2011	2013	2015	2017
Sample size *	41	26	36	29	128	92	120	155	152	181	145	164	321	299	301	348
At my home or someone else's home without any parent permission.	22.0	26.9	27.8	6.9	74.2	76.1	64.2	66.5	76.3	82.9	73.1	62.8	68.5	75.9	64.1	59.8
At my home with my parent's permission.	65.9	61.5	61.1	55.2	33.6	26.1	36.7	36.8	50.7	43.6	42.8	56.7	45.8	39.8	42.5	47.7
At someone else's home with their parent's permission.	9.8	11.5	8.3	17.2	35.9	40.2	30.8	46.5	57.9	68.0	70.3	64.6	43.0	54.5	47.2	52.6
At an open area like a park, beach, or back road.	4.9	7.7	11.1	20.7	39.1	53.3	46.7	40.0	52.6	47.5	58.6	43.9	41.1	45.8	48.2	40.2
At public events such as a sporting event, festival, or concert.	12.2	19.2	11.1	17.2	44.5	60.9	50.0	49.0	69.1	65.7	71.7	60.4	52.0	60.2	55.8	51.7
At a restaurant, bar, or a nightclub.	17.1	23.1	13.9	10.3	26.6	25.0	17.5	14.2	65.8	39.2	55.2	53.7	43.9	33.4	35.2	32.5
In a car.	2.4	3.8	2.8	0.0	29.7	21.7	19.2	23.9	38.2	39.2	46.9	31.7	30.2	30.8	30.6	25.6
At a school dance, a game, or other event.	4.9	3.8	5.6	3.4	25.0	15.2	11.7	6.5	34.9	27.1	26.2	18.9	27.1	21.4	17.9	12.1
At school during the day.	2.4	0.0	2.8	0.0	3.9	5.4	1.7	1.9	13.2	9.4	6.9	6.7	8.1	7.4	4.3	4.0
Near school.	2.4	3.8	0.0	3.4	10.9	5.4	5.0	3.2	18.4	13.8	15.2	16.5	13.4	10.4	9.3	9.5
In another place.	12.2	23.1	19.4	10.3	23.4	18.5	9.2	17.4	17.8	13.8	19.3	20.7	19.3	16.1	15.3	18.4

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

Table 13. Drug Free Communities Report *

Outcomes	Definition	Grade 8		Grade 10		Grade 12		Total †		Male		Female	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
How much do you think people risk harming themselves (physically or in other ways) if they: *(Moderate risk or Great Risk)*	take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	80.3	229	71.8	248	74.8	226	75.5	703	71.8	340	79.0	362
	have five or more drinks of an alcoholic beverage once or twice a week?	87.6	225	77.0	243	71.0	224	78.5	692	74.0	331	82.5	360
	smoke 1 or more packs of cigarettes per day	87.8	229	90.0	249	85.4	226	87.8	704	84.1	340	91.2	363
	smoke marijuana once or twice a week?	87.4	223	61.6	245	48.0	221	65.6	689	59.2	331	71.4	357
	use prescription drugs that are not prescribed to them?	92.4	225	89.4	245	86.5	223	89.5	693	87.1	333	91.6	359
How wrong do your parents feel it would be for YOU to: *(Wrong or Very Wrong)*	have one or two drinks of an alcoholic beverage nearly every day?	95.6	225	93.8	243	87.9	224	92.5	692	89.5	333	95.3	358
	smoke cigarettes	97.8	223	97.6	245	90.5	222	95.4	690	93.3	330	97.2	359
	smoke marijuana	98.2	221	96.8	248	90.6	223	95.2	692	94.0	331	96.4	360
	use prescription drugs not prescribed to you?	96.4	222	97.2	246	90.0	221	94.6	689	92.1	331	96.9	357
How wrong do your friends feel it would be for you to: *(Wrong or Very Wrong)*	have one or two drinks of an alcoholic beverage nearly every day?	93.3	224	80.8	245	74.4	223	82.8	692	76.7	331	88.3	360
	smoke cigarettes	96.4	224	82.0	244	76.1	222	84.8	690	79.1	330	90.0	359
	smoke marijuana	94.2	224	67.1	246	41.7	223	67.7	693	61.6	333	73.3	359
	use prescription drugs not prescribed to you?	95.1	224	89.8	244	81.5	222	88.8	690	84.6	332	92.7	357
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?	Neither Approve nor Disapprove	3.1	7	19.2	47	30.0	67	17.5	121	22.7	75	12.8	46
	Somewhat Disapprove	4.9	11	24.5	60	21.5	48	17.2	119	17.8	59	16.7	60
	Strongly Disapprove	19.3	43	24.1	59	22.4	50	22.0	152	18.1	60	25.6	92
	Don't know or can't say	72.6	162	32.2	79	26.0	58	43.3	299	41.4	137	44.8	161
	DFC COMET reporting	24.2	54	48.6	119	43.9	98	39.2	271	36.0	119	42.3	152
Past 30 day use of (at least one use in the Past 30 Days):	Alcohol	2.2	227	46.6	249	65.8	225	38.4	701	35.8	338	40.9	362
	Cigarettes	0.0	227	0.8	249	4.4	226	1.7	702	2.1	338	1.4	363
	Marijuana	0.4	226	10.9	247	24.8	226	12.0	699	16.6	337	7.8	361
	Prescription Drugs	3.1	227	4.4	249	4.9	226	4.1	702	5.6	338	2.8	363
		Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number
Average Age of Onset **	Alcohol	11.3	42	13.9	157	14.4	179	13.9	378	13.5	176	14.2	202
	Cigarettes	10.5	4	14.3	16	15.3	43	14.7	63	14.7	41	14.8	22
	Marijuana	11.4	5	14.3	36	15.1	88	14.8	129	14.5	82	15.1	47

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

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

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

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DFC and Youth Perception Tables

Table 14. Youth Perceptions of Substance Use

Now think about all the students in your grade at school. How many of them do you think:	Substance	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
a. smoke one or more cigarettes a day?	None (0%)	152	65.8	82	32.7	60	26.3	294	41.4
	Few (1-10%)	69	29.9	128	51.0	111	48.7	308	43.4
	Some (11-30%)	8	3.5	29	11.6	35	15.4	72	10.1
	Half or less (31-50%)	1	0.4	4	1.6	9	3.9	14	2.0
	Half or more (51-70%)	0	0.0	3	1.2	5	2.2	8	1.1
	Most (71-90%)	0	0.0	3	1.2	5	2.2	8	1.1
	Almost All (91-100%)	1	0.4	2	0.8	3	1.3	6	0.8
b. drank alcohol sometime in the past month?	None (0%)	86	37.4	26	10.4	22	9.6	134	18.9
	Few (1-10%)	87	37.8	21	8.4	8	3.5	116	16.4
	Some (11-30%)	32	13.9	15	6.0	11	4.8	58	8.2
	Half or less (31-50%)	9	3.9	31	12.4	14	6.1	54	7.6
	Half or more (51-70%)	9	3.9	57	22.8	34	14.9	100	14.1
	Most (71-90%)	4	1.7	66	26.4	62	27.2	132	18.6
	Almost All (91-100%)	3	1.3	34	13.6	77	33.8	114	16.1
c. used marijuana sometime in the past month?	None (0%)	153	66.2	41	16.5	30	13.2	224	31.6
	Few (1-10%)	62	26.8	61	24.5	21	9.2	144	20.3
	Some (11-30%)	9	3.9	68	27.3	40	17.5	117	16.5
	Half or less (31-50%)	3	1.3	36	14.5	47	20.6	86	12.1
	Half or more (51-70%)	2	0.9	23	9.2	37	16.2	62	8.8
	Most (71-90%)	0	0.0	13	5.2	27	11.8	40	5.6
	Almost All (91-100%)	2	0.9	7	2.8	26	11.4	35	4.9
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	179	77.5	64	25.7	43	18.9	286	40.4
	Few (1-10%)	47	20.3	109	43.8	89	39.0	245	34.6
	Some (11-30%)	4	1.7	38	15.3	42	18.4	84	11.9
	Half or less (31-50%)	0	0.0	17	6.8	22	9.6	39	5.5
	Half or more (51-70%)	0	0.0	10	4.0	10	4.4	20	2.8
	Most (71-90%)	0	0.0	8	3.2	12	5.3	20	2.8
	Almost All (91-100%)	1	0.4	3	1.2	10	4.4	14	2.0

Extra Questions

Question	Response	Manhasset Union Free School District							
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
How much do you think people risk harming themselves physically or in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?	No Risk	4	1.8	13	5.3	17	7.6	34	4.9
	Slight Risk	24	10.7	43	17.7	48	21.4	115	16.6
	Moderate Risk	68	30.2	104	42.8	84	37.5	256	37.0
	High Risk	129	57.3	83	34.2	75	33.5	287	41.5
How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?	No Risk	8	3.6	31	12.7	43	19.5	82	11.9
	Slight Risk	20	9.0	63	25.7	72	32.6	155	22.5
	Moderate Risk	52	23.3	77	31.4	57	25.8	186	27.0
	High Risk	143	64.1	74	30.2	49	22.2	266	38.6
How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?	No Risk	6	2.7	7	2.9	13	5.8	26	3.8
	Slight Risk	11	4.9	19	7.8	17	7.6	47	6.8
	Moderate Risk	44	19.6	55	22.4	44	19.7	143	20.6
	High Risk	164	72.9	164	66.9	149	66.8	477	68.8
How wrong do your parents feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?	Not at all wrong	5	2.2	6	2.5	12	5.4	23	3.3
	A little bit wrong	5	2.2	9	3.7	15	6.7	29	4.2
	Wrong	25	11.1	32	13.2	41	18.3	98	14.2
	Very Wrong	190	84.4	196	80.7	156	69.6	542	78.3
How wrong do your parents feel it would be for you to smoke tobacco?	Not at all wrong	4	1.8	2	0.8	11	5.0	17	2.5
	A little bit wrong	1	0.4	4	1.6	10	4.5	15	2.2
	Wrong	14	6.3	16	6.5	30	13.5	60	8.7
	Very Wrong	204	91.5	223	91.0	171	77.0	598	86.7
How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?	Not at all wrong	4	1.8	4	1.6	14	6.3	22	3.2
	A little bit wrong	4	1.8	3	1.2	8	3.6	15	2.2
	Wrong	26	11.7	17	6.9	18	8.1	61	8.9
	Very Wrong	188	84.7	222	90.2	181	81.9	591	85.8
How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?	Not at all wrong	6	2.7	16	6.5	21	9.4	43	6.2
	A little bit wrong	9	4.0	31	12.7	36	16.1	76	11.0
	Wrong	46	20.5	63	25.7	52	23.3	161	23.3
	Very Wrong	163	72.8	135	55.1	114	51.1	412	59.5

Table 15. Extra Questions

Extra Questions

Table 15. (Contd.) Extra Questions

Question	Response	Manhasset Union Free School District							
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
How wrong do your friends feel it would be for you to smoke tobacco?	Not at all wrong	5	2.2	18	7.4	23	10.4	46	6.7
	A little bit wrong	3	1.3	26	10.7	30	13.5	59	8.6
	Wrong	36	16.1	48	19.7	43	19.4	127	18.4
	Very Wrong	180	80.4	152	62.3	126	56.8	458	66.4
How wrong do your friends feel it would be for you to smoke marijuana?	Not at all wrong	6	2.7	39	15.9	68	30.5	113	16.3
	A little bit wrong	7	3.1	42	17.1	62	27.8	111	16.0
	Wrong	33	14.7	55	22.4	38	17.0	126	18.2
	Very Wrong	178	79.5	110	44.7	55	24.7	343	49.5
How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?	Not at all wrong	5	2.2	8	3.3	17	7.7	30	4.3
	A little bit wrong	6	2.7	17	7.0	24	10.8	47	6.8
	Wrong	42	18.8	46	18.9	46	20.7	134	19.4
	Very Wrong	171	76.3	173	70.9	135	60.8	479	69.4
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?	Neither Approve nor Disapprove	14	6.2	23	9.4	26	11.7	63	9.1
	Somewhat Disapprove	23	10.2	45	18.4	41	18.4	109	15.7
	Strongly Disapprove	168	74.7	146	59.6	133	59.6	447	64.5
	Don't know or can't say	20	8.9	31	12.7	23	10.3	74	10.7
How wrong do your friends feel it would be for you to vape nicotine or flavoring with an e-cigarette?	Not at all wrong	7	3.1	47	19.2	67	30.0	121	17.5
	A little bit wrong	11	4.9	60	24.5	48	21.5	119	17.2
	Wrong	43	19.3	59	24.1	50	22.4	152	22.0
	Very Wrong	162	72.6	79	32.2	58	26.0	299	43.3

Contacts for Prevention

NATIONAL RESOURCES

United States Department of Health and
Human Services (USDHHS)
Substance Abuse and Mental Health
Service Administration (SAMHSA)
1 Choke Cherry Rd., Rm. 8-1054
Rockville, Maryland 20857
240-276-2000
info@samhsa.hhs.org
www.samhsa.gov
(From this web-site, the programs and
services provided by the Center for
Substance Abuse Prevention, Center for
Substance Abuse Treatment, and Center for
Mental Health Services can be accessed)

Center for Substance Abuse Prevention
(CSAP)
1 Choke Cherry Rd., Ste 4-1057
Rockville, Maryland 20857
240-276-2420
info@samhsa.hhs.org
http://prevention.samhsa.gov/

CSAP's Centers for the Advancement of
Prevention Technologies (all five CSAP
Centers can be accessed through this web
site)
http://captus.samhsa.gov/home.cfm
National Institutes of Health (NIH)
6001 Executive Blvd., Rm. 5213
Bethesda, Maryland 20892-9561
301-443-1124
http://www.nida.nih.gov/

STATE RESOURCES

New York State
Office of Alcoholism and Substance Abuse
Services (OASAS),
Division of Prevention and Treatment
prevention@oasas.state.ny.us
www.oasas.state.ny.us

**This Report Was Prepared
by Bach Harrison L.L.C.**
R. Steven Harrison, Ph.D.
R. Paris Bach-Harrison, B.F.A.
Taylor C. Bryant, B.A.
801-359-2064
http://www.bach-harrison.com