2010 Arizona Youth Survey

Provided by the Arizona Criminal Justice Commission

2010 Arizona Youth Survey
Shining Light on Arizona Youth

Arizona Criminal Justice Commission
in partnership with

- Arizona Department of Gaming's Office of Problem Gambling
- Arizona Department of Health Services, Division of Behavioral Health
- Arizona Department of Health Services, Tobacco Education and Prevention Program
- Arizona Parent's Commission on Drug Education and Prevention
- Governor's Office for Children, Youth and Families

Acknowledgements

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 2010 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 including:

Leslie Bloom, *The Partnership for Drug Free America, AZ Affiliate*

Allie Bones, *Arizona Coalition Against Domestic Violence*

Tim Christensen, *Office of Problem Gambling*

Janet Garcia, *Valley of the Sun United Way*

Michelle Gayles, *Valley of the Sun United Way*

Charles Katz, *Arizona State University*

Elise Mickkelsen, *Office of Problem Gambling*

Richard Porter, *Arizona Department of Health Services*

Rick Pyper, *Office of Problem Gambling*

Gowri Shetty, *Arizona Department of Health Services*

Lisa Shumaker, *Arizona Department of Health Services*

Wendy Wolfersteig, *Arizona State University*

Additionally, the success of the 2010 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.

Table of Contents

- Introduction
- The Risk and Protective Factor Model of Prevention
- The Charts and Tables in this Report
- The Community Data Project
- The Arizona Substance Abuse Partnership
- School and Community Improvement Using Survey Data
- Data Charts:
  - *Lifetime and 30 Day ATOD Use*
  - *Problem Substance Use and Antisocial Behavior*
  - *Gambling*
  - *Risk & Protective Factor Profiles*
  - *Where Youth Obtained Alcohol*
  - *School Safety*
- Risk and Protective Factor Scale Definitions
- Data Tables
- Appendix
- Contacts for Prevention

Introduction

2010 Arizona Youth Survey
State of Arizona Summary Report

This report summarizes all findings from the 2010 Arizona Youth Survey (AYS) administered to 8th, 10th, and 12th grade students during spring 2010. The results for the state of Arizona are presented along with comparisons to past years' results for the state of Arizona. The survey was designed to assess school safety, adolescent substance use, antisocial behavior and the risk and protective factors that predict these adolescent problem behaviors.

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

Table 1 contains the characteristics of the students from the state of Arizona who completed the survey. 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, 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.

Table 1. Characteristics of Participants

	State 2006		State 2008		State 2010	
	Number	Percent	Number	Percent	Number	Percent
Students by Grade						
8	26,872	44.5	25,695	46.9	27,592	43.3
10	19,581	32.4	16,089	29.4	19,489	30.6
12	13,948	23.1	12,950	23.7	16,703	26.2
All Students Surveyed*	60,401	100.0	54,734	100.0	63,784	100.0
Students by Gender						
Male	28,381	48.2	26,213	48.8	30,645	49.0
Female	30,505	51.8	27,514	51.2	31,928	51.0

Table 2. Race/Ethnicity of Participants

Hispanic				
Student marked 'Yes' to *Are you Hispanic or Latino?* and marked their race as:	State 2008		State 2010	
	Number	Percent	Number	Percent
Native American	970	4.5	1,207	4.9
African American	555	2.6	657	2.6
Asian	165	0.8	206	0.8
Pacific Islander	192	0.9	280	1.1
White	4,290	19.9	5,772	23.2
Multi-Racial	890	4.1	1,021	4.1
Race Unmarked	14,463	67.2	15,726	63.2
Non-Hispanic				
Student marked 'No' to *Are you Hispanic or Latino?* and marked their race as:	State 2008		State 2010	
	Number	Percent	Number	Percent
Native American	1,964	6.4	2,517	6.8
African American	1,579	5.1	2,129	5.7
Asian	1,029	3.4	1,551	4.2
Pacific Islander	286	0.9	372	1.0
White	23,257	75.8	27,180	73.2
Multi-Racial	2,298	7.5	2,539	6.8
Race Unmarked	271	0.9	824	2.2
Totals				
	State 2008		State 2010	
	Number	Percent	Number	Percent
Hispanic Students	21,525	39.3	24,869	39.0
Non-Hispanic Students	30,684	56.1	37,112	58.2
*Total Students***	54,734	100.0	63,784	100.0

* Grades with fewer than 20 students participating are not included in this report. However, students from grades not making the cutoff **are** included in *All Students Surveyed*. This means the number of students reported in *All Students Surveyed* may exceed the sum of individual grades. (*All Students Surveyed* will match the grade total in reports with data drawn from a single grade.)

** As a small percentage of students skipped the question *Are you Hispanic or Latino?* (at the state level, 1,803 students, or 2.8% of the total), the sum of Hispanic and Non-Hispanic students is less than *Total Students*.

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 communities with physical deterioration and high rates of adult crime are more likely to become involved in delinquency and drug use than children who live in organized neighborhoods.

The chart below shows the links between the 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 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.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help the state of Arizona 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. Lifetime and 30 day ATOD use
2. Heavy substance use and antisocial behavior
3. Gambling
4. Risk profiles
5. Protective profiles
6. Where youth acquired alcohol
7. School safety

Data from the charts are also presented in Tables 4 through 12. The additional data found in Tables 13 through 15 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 2010 AYS.

- **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 last three administrations of the AYS: 2006, 2008, and 2010. 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**. The dots on the charts represent the percentage of all of the youth surveyed across Arizona who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future (MTF) Survey or the Bach Harrison Norm.

  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 are lower than the Bach Harrison Norm are probably the factors that your community should consider addressing when planning prevention programs.

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 more sensitive indicator of the level of current use of the substance.

Heavy Substance Use and Antisocial Behavior

- **Heavy substance use** is measured in two different ways: binge drinking (having five or more drinks in a row during the two weeks prior to the survey) and use of one-half a pack or more of cigarettes per day.
- **Drinking and Driving** - youth indicating drinking alcohol and driving, or riding with a driver who had been drinking alcohol in the past 30 days.
- **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.

Charts and Tables in this Report (cont'd)

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, bought a raffle ticket, played bingo, gambled on the Internet, bet on a dice game, bet on a game of personal skill and bet on horse or other animal races. The chart also shows the percentage of students who engaged in any gambling behavior during the past year.

Risk and Protective Factor Profiles

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 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.

Where Youth Obtained Alcohol

This chart displays data regarding the ways that students obtained alcohol in the past 30 days. The data focus on a subgroup of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) It is important to note that the charts represent a subgroup of users and not the entire survey population. Additionally, the smaller the sample, the more dramatic the influence of a student's responses. For example, if only one student in a particular grade reported where he/she obtained alcohol, each category would show up as either 0% or 100%. The chart legend indicates the sample size for each grade surveyed to help clarify the value of the data.

School Safety

The school safety profile charts contain the percentages of students who felt unsafe at school or on the way to school, were threatened or injured with a weapon at school, were in a physical fight at school, carried a weapon to school or were picked on or bullied at school. The complete questions and values for each response option can be seen in Table 12.

Additional Data in this Report

In addition to data presented in the charts and Tables 4 through 12, Tables 13 through 15 contain information useful for prevention planning.

Table 13 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, past 30-day use, and average age of first use.

Tables 14 and 15 contain questions new to the 2010 AYS on subjects of interest to prevention providers.

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 web site, individuals will have 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 will be offered, including data tables, graphs, and maps to cover a variety of reporting and visualization needs. The web site will be 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 comprehensive picture of the characteristics and needs of Arizona's communities. Having data that are specific to the users geographic area of interest will not only lead to an enhanced understanding of the community issues related to drugs and crime, but it will also maximize 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. Currently, the web site is under construction, but we anticipate it will be ready by end of summer 2010. Please visit us then at:

www.azcjc.gov/ACJC.Web/sac/CommunDataPrj.aspx

The Arizona Substance Abuse Partnership

The Arizona Substance Abuse Partnership (ASAP) was established by Executive Order in June 2007. Currently chaired by the governor's policy advisor on Health and Human Services, ASAP serves as the single statewide council on substance abuse issues. ASAP brings together stakeholders at the federal, state, tribal, and local levels to improve coordination of efforts; address identified gaps in prevention, treatment, enforcement, and recovery efforts; and improve funding allocation. ASAP utilizes data and practical expertise to develop effective methods for integrating and expanding services across Arizona, thereby maximizing available resources. ASAP also studies current policy and recommends relevant legislation for the Arizona Legislature's consideration.

It is ASAP's mission to ensure community-driven, agency-supported outcomes to prevent and reduce the negative impacts of alcohol, tobacco, and other drugs by building and sustaining partnerships between professionals in the prevention, treatment, recovery, and enforcement arenas. Through coordination and collaboration among its members and their respective agencies and organizations, ASAP strives to ensure that substance abuse is addressed in a comprehensive manner and funding is spent efficaciously and efficiently.

ASAP's 2010 strategic plan identifies five strategic focus areas: 1) child welfare/children of incarcerated parents/drug-endangered children; 2) law enforcement and drug trafficking; 3) prescription drugs; 4) underage drinking; and 5) community partnerships.

There are currently four sub-committees that assist ASAP in meeting its goals:

- **Underage Drinking Prevention Committee (UAD) –** This subcommittee addresses the problem of underage drinking in Arizona by implementing a statewide underage drinking initiative that assesses statewide epidemiological data, resources, strategies and policies, and builds relationships with tribes, youth, law enforcement, government agencies, and community coalitions. By combining resources, practice, and research, the committee collaborates across state systems to reduce underage drinking.
- **Substance Abuse Epidemiology Work Group (Epi) –** This work group produces a biennial *Substance Abuse Epidemiology Profile*, which highlights trends and new substance abuse data in Arizona and an annual summary profile, entitled *The Impact of Substance Abuse: A Snapshot of Arizona.* The *Substance Abuse Epidemiology Profile* is a comprehensive, informative, and functional profile of substance abuse in the state for use by community coalitions, agencies, and individuals in relevant fields. Currently, Epi conducts analyses of individual substance abuse issues, responds to ad hoc data requests and brings data to bear on ASAP's policy decisions around its strategic plan and focus areas.
- **Arizona Methamphetamine Task Force (AMTF) –**The Arizona Methamphetamine Task Force was created in August 2006 in response to Arizona's decade-long increase in the number of individuals regularly using methamphetamine and the increase in the resulting social and economic costs associated with the drug. The AMTF was instructed to approach Arizona's methamphetamine problem holistically, focusing equally on enforcement, prevention, treatment, and recovery. Specifically, the AMTF was charged with identifying specific, action-oriented recommendations to eradicate methamphetamine use in Arizona and build safe and healthy communities throughout the state. The AMTF brings together representatives from state agencies, local government, businesses, and community groups to develop collaborative efforts among the treatment, prevention, and law enforcement systems to assess and address the impact of methamphetamine statewide through information sharing, resource allocation, services coordination, and the development of statewide policy recommendations sensitive to the needs of local and tribal communities.
- **The Community Advisory Board –** The Community Advisory Board (CAB) brings together representatives from community coalitions around the state to improve substance abuse prevention, treatment, recovery, and enforcement policies and programs. The CAB provides an essential link between communities, ASAP and its sub-committees. The CAB brings the community voice to the ASAP table; reports on important community issues that informs ASAP's work; helps communities improve their capacity to identify emerging trends, as well as take action and report on them to the proper institutions/authorities; takes the data available through the Epidemiology Work Group and ASAP back to coalitions and communities to effectively target prevention, treatment, recovery, and enforcement activities; serves as a resource for communities and the state to identify the most effective ways to reduce substance abuse through collaborative efforts and by targeting limited resources where they are most needed; and elevates and recognizes the important work being carried out at the community level to ensure that state-level responses are cognizant of the impact of policies on individual communities.

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 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 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.

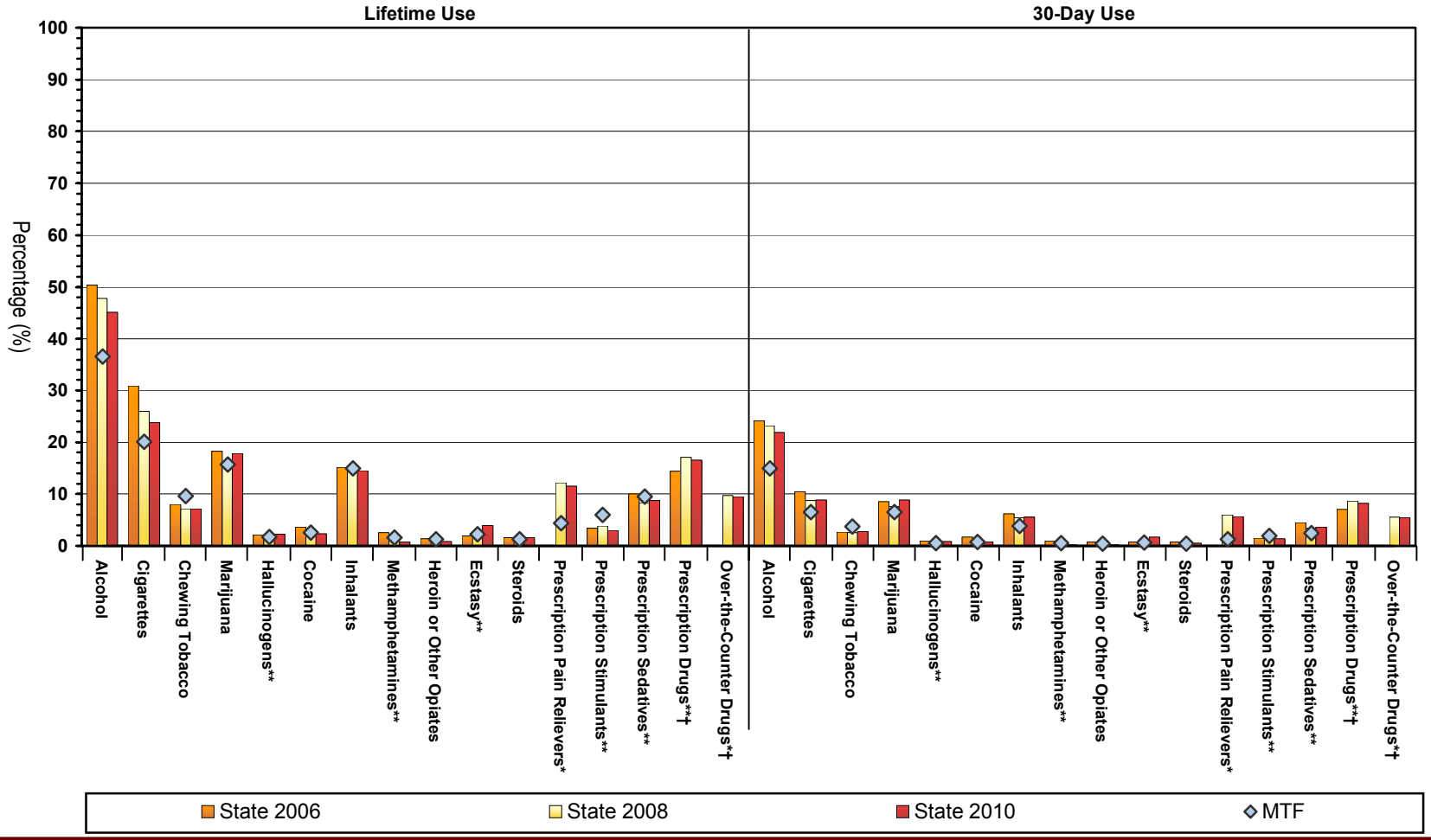
- **Look across the charts** – which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide, and/or national data** – differences of 5% between local and other data are probably significant.
- **Prioritize problems for your area** – Make an assessment of the rates you've identified. Which 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.

- **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.

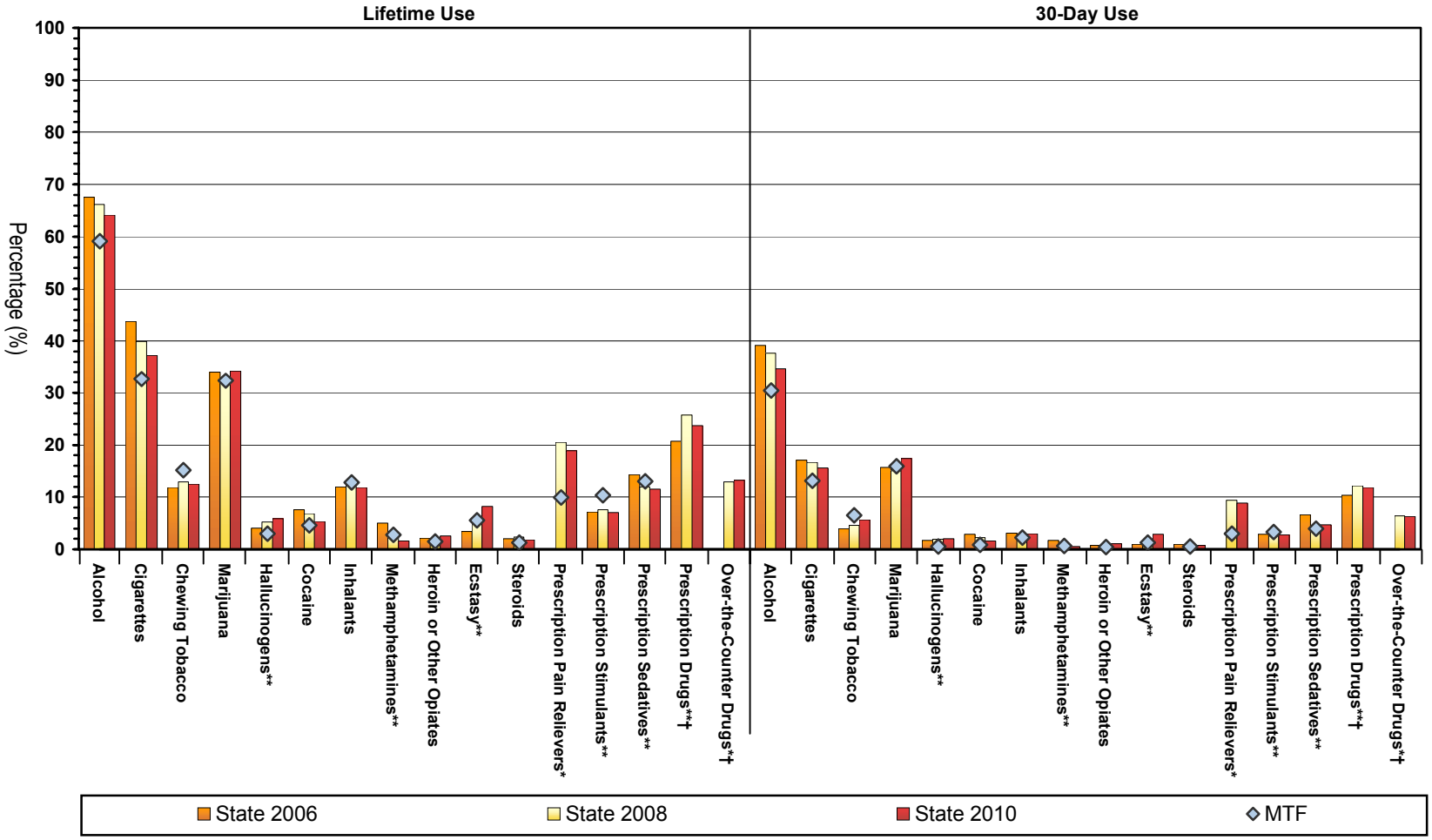
	Sample	Priority Rate 1	Priority Rate 2	Priority Rate 3
Risk Factors	6th grd Fav. Attitude to Drugs (Peer/Indiv. Scale) @ 15% (8% > 8-state av.)			
Protective Factors	10th grd - Rewards for prosocial involvm. (School Domain) 40% (down 5% from 2 yrs ago & 16% below state av.)			
30-day Substance Abuse	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:)			

LIFETIME & 30 DAY ATOD USE
2010 State of Arizona, Grade 8



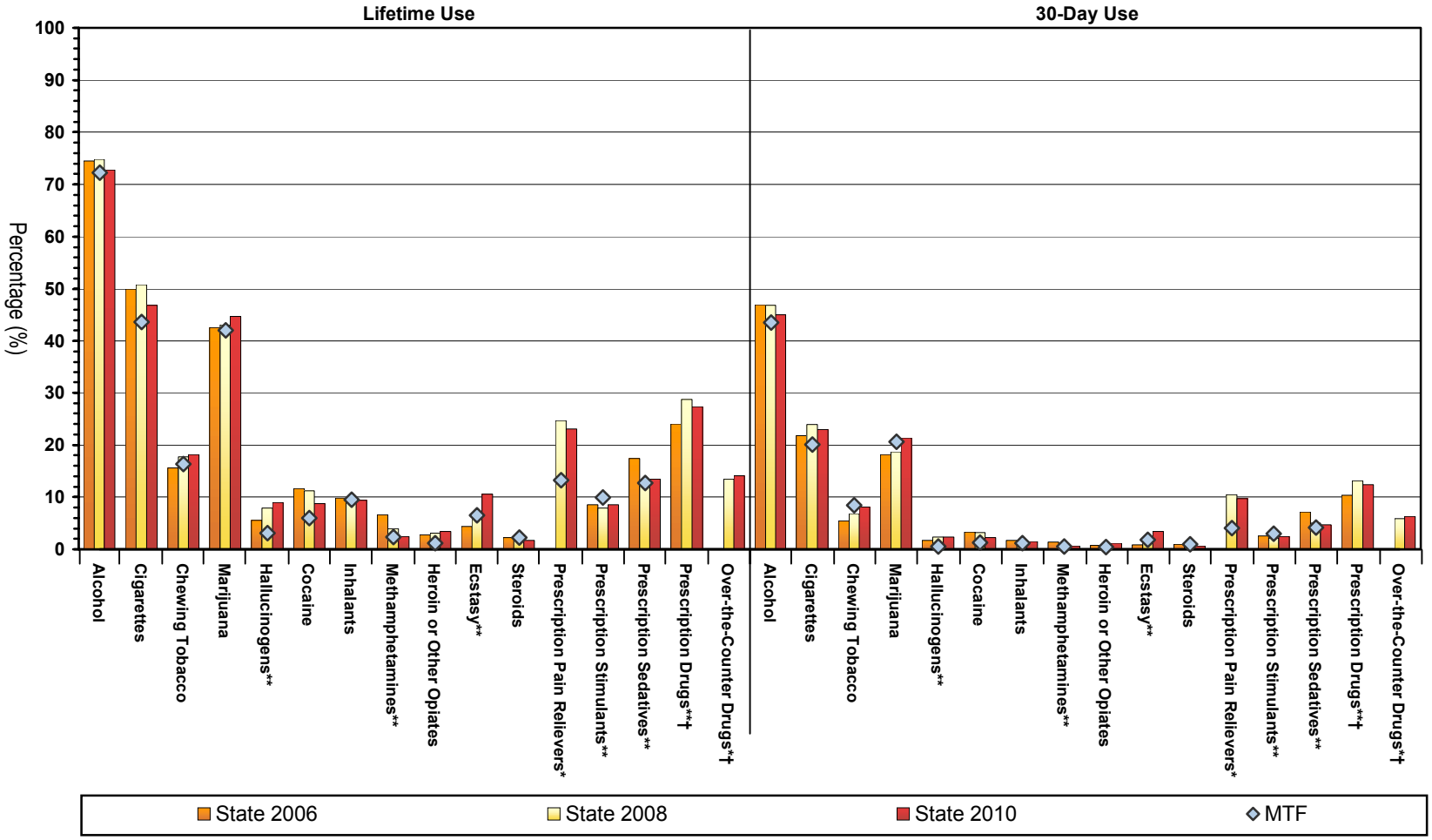
* Substance categories that were not measured and reported in survey administrations prior to 2008.
** Denotes a change in the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
† No equivalent category for these substances in the Monitoring the Future survey.

LIFETIME & 30 DAY ATOD USE
2010 State of Arizona, Grade 10



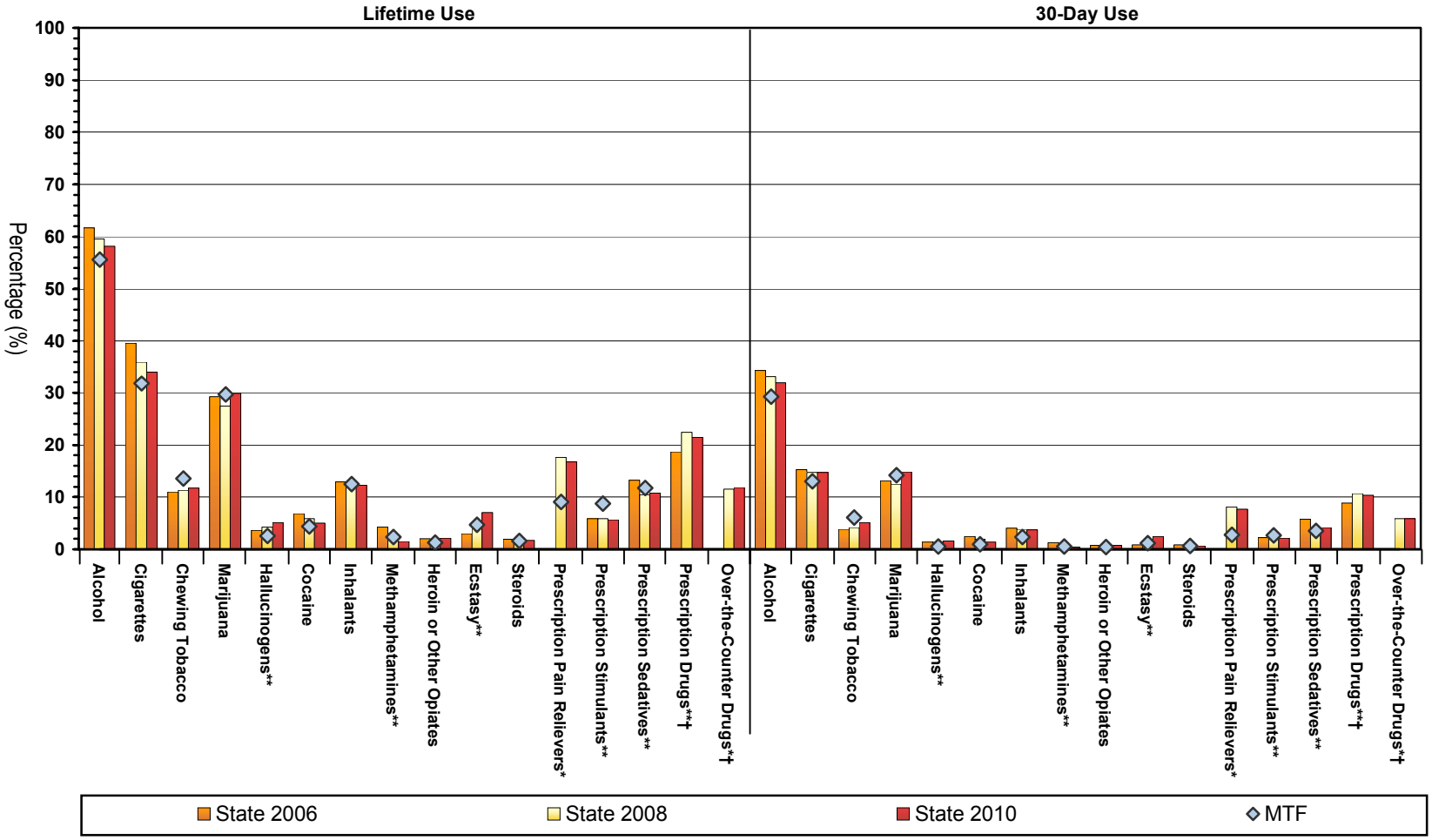
* Substance categories that were not measured and reported in survey administrations prior to 2008.
** Denotes a change in the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
† No equivalent category for these substances in the Monitoring the Future survey.

LIFETIME & 30 DAY ATOD USE
2010 State of Arizona, Grade 12



* Substance categories that were not measured and reported in survey administrations prior to 2008.
** Denotes a change in the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
† No equivalent category for these substances in the Monitoring the Future survey.

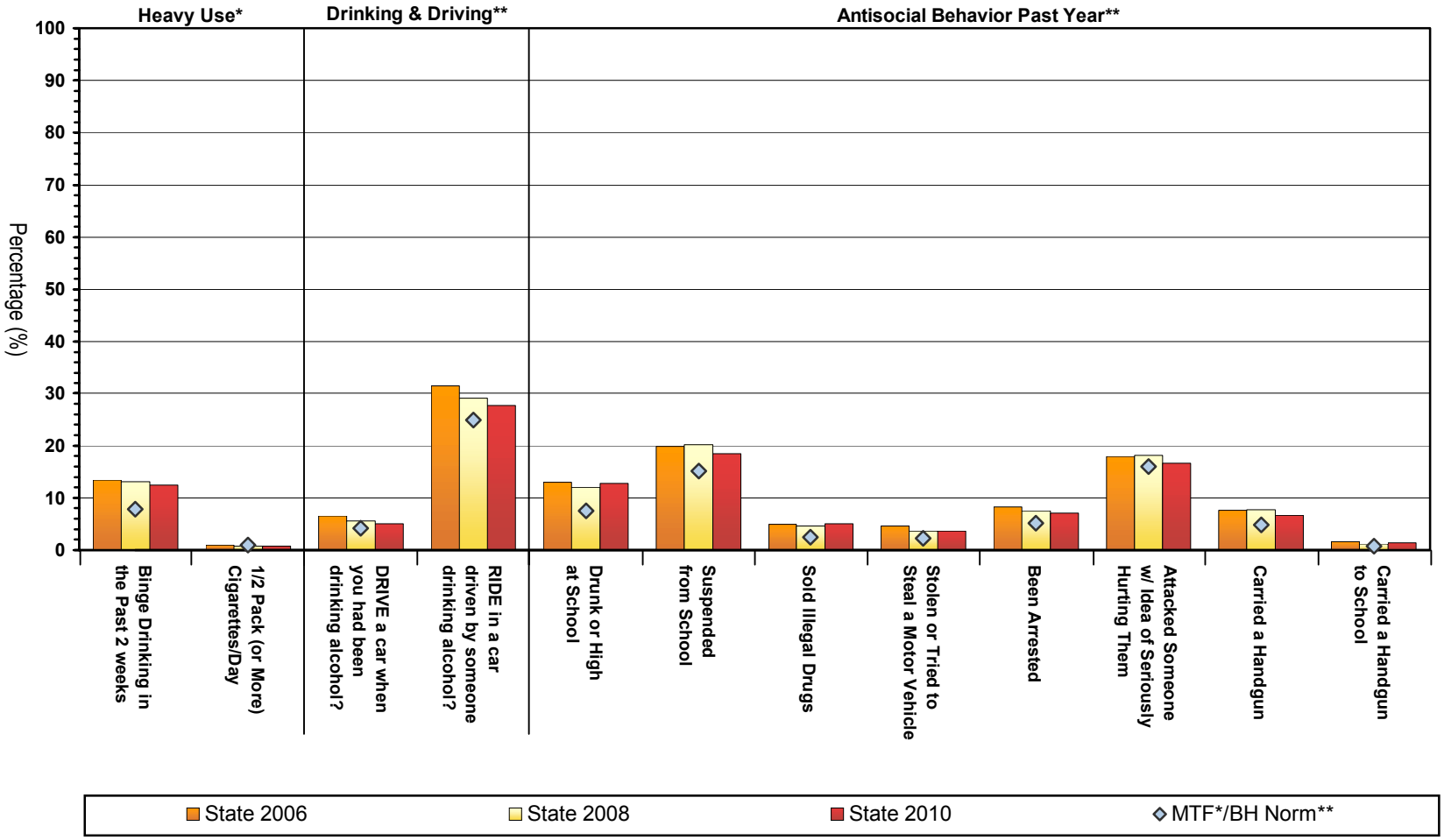
LIFETIME & 30 DAY ATOD USE
2010 State of Arizona, All Students Surveyed



* Substance categories that were not measured and reported in survey administrations prior to 2008.
** Denotes a change in the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
† No equivalent category for these substances in the Monitoring the Future survey.

Heavy Substance Use and Antisocial Behavior

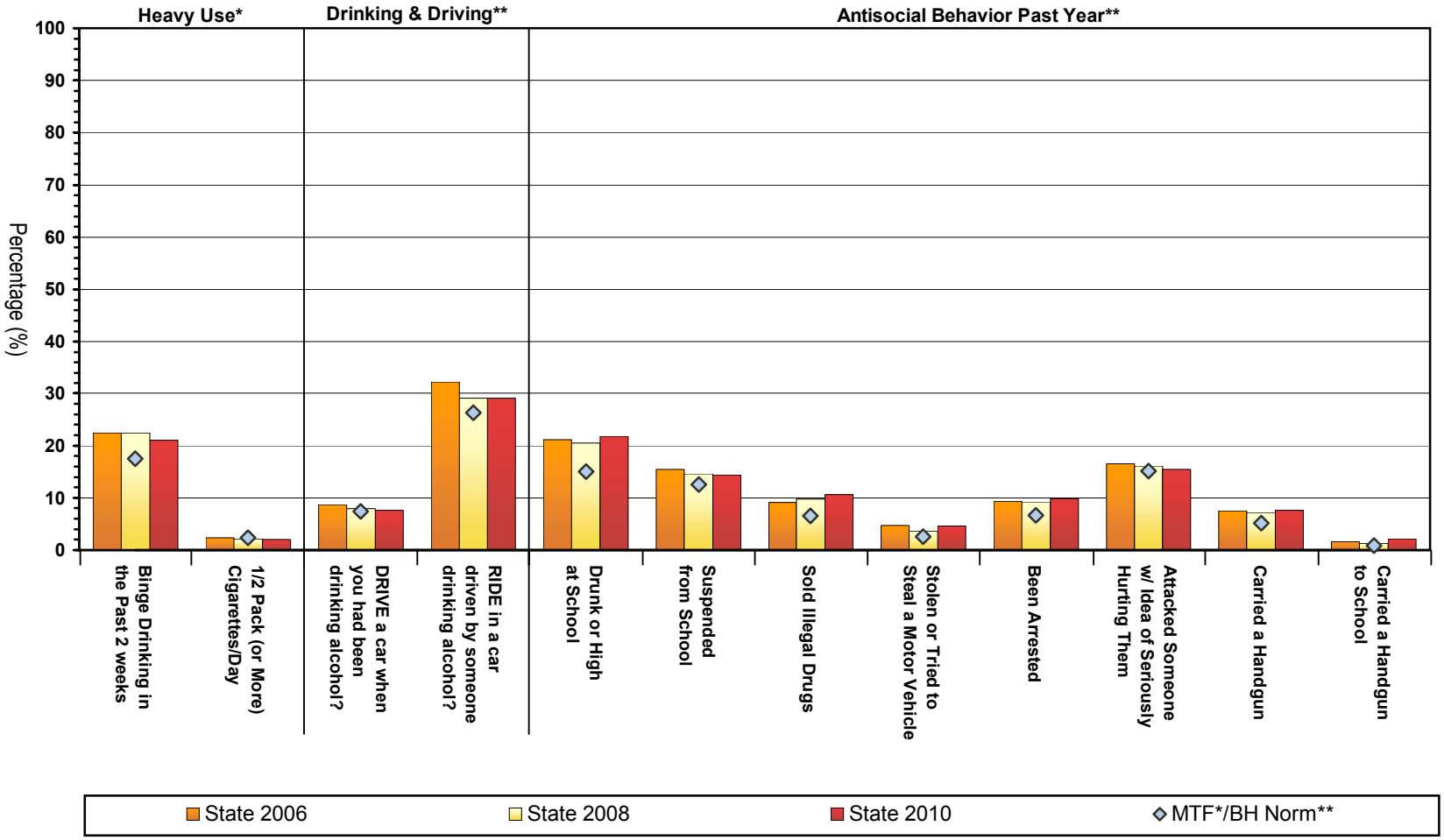
HEAVY USE, DRINKING & DRIVING, & ANTISOCIAL BEHAVIOR
2010 State of Arizona, Grade 8



* National Comparison data for *Heavy Use* category are Monitoring the Future values.
** National Comparison data for *Drinking & Driving* and *Antisocial Behavior* category are Bach Harrison Norm values.

Heavy Substance Use and Antisocial Behavior

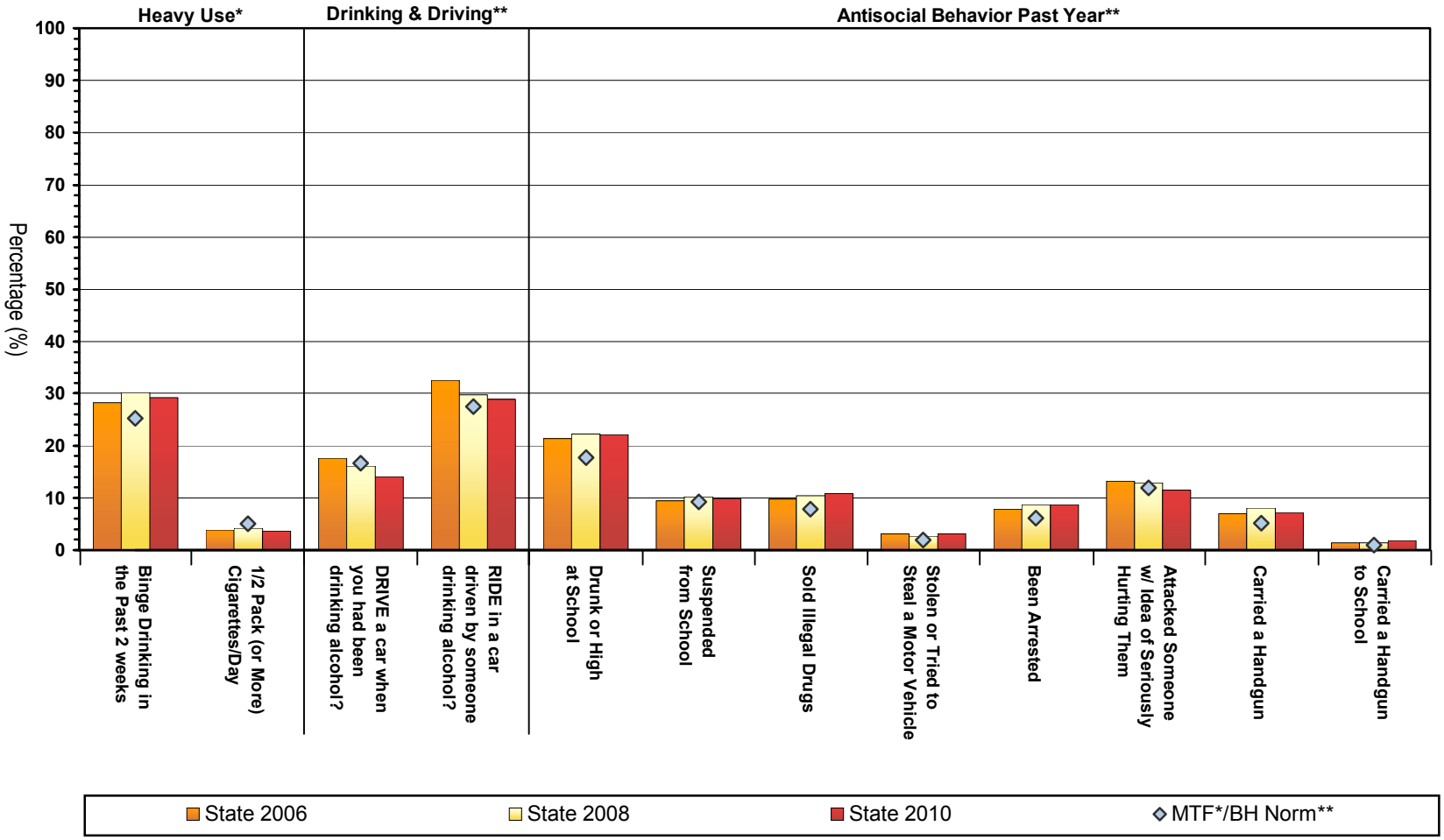
HEAVY USE, DRINKING & DRIVING, & ANTISOCIAL BEHAVIOR
2010 State of Arizona, Grade 10



* National Comparison data for *Heavy Use* category are Monitoring the Future values.
** National Comparison data for *Drinking & Driving* and *Antisocial Behavior* category are Bach Harrison Norm values.

Heavy Substance Use and Antisocial Behavior

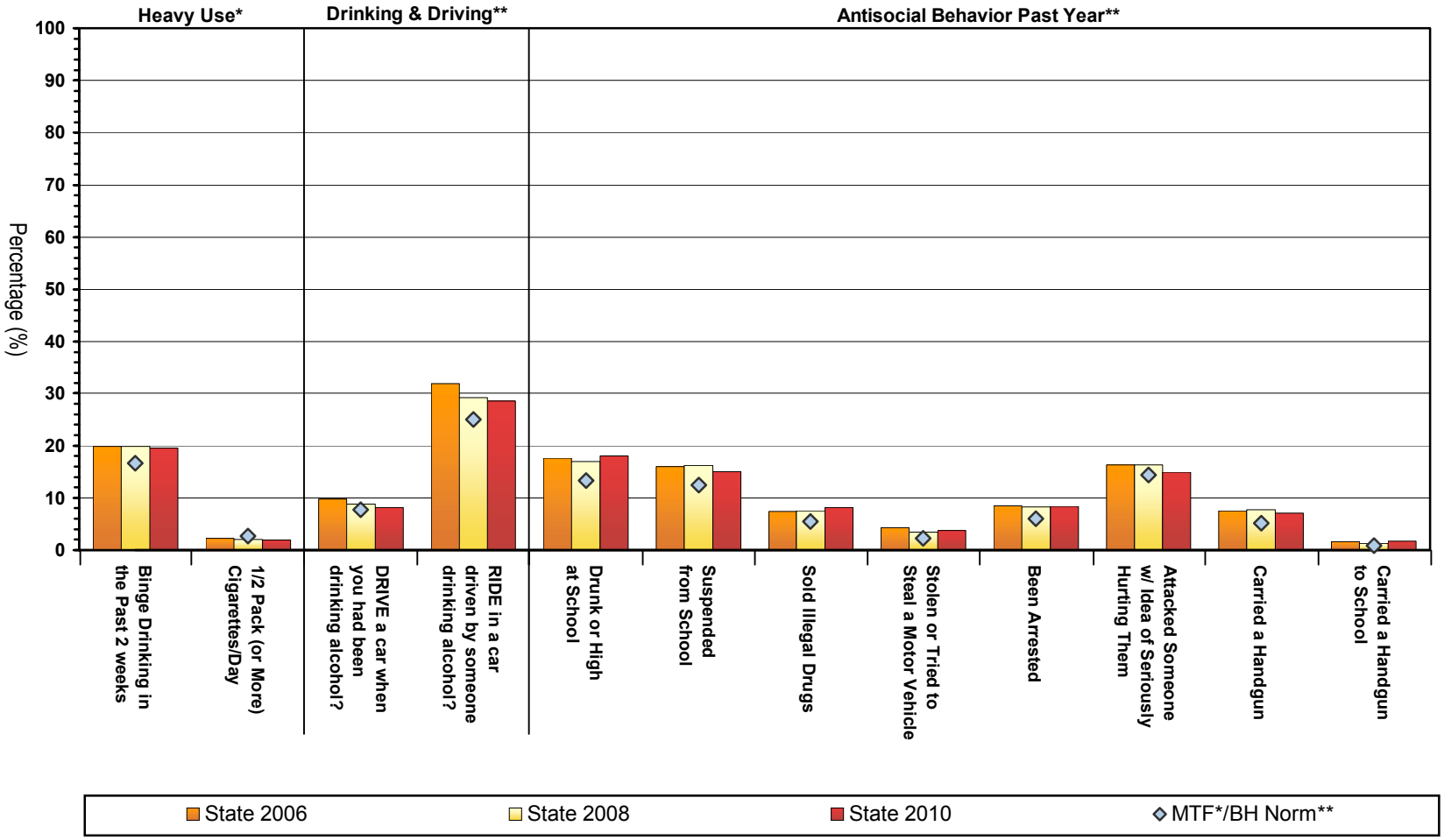
HEAVY USE, DRINKING & DRIVING, & ANTISOCIAL BEHAVIOR
2010 State of Arizona, Grade 12



* National Comparison data for *Heavy Use* category are Monitoring the Future values.
** National Comparison data for *Drinking & Driving* and *Antisocial Behavior* category are Bach Harrison Norm values.

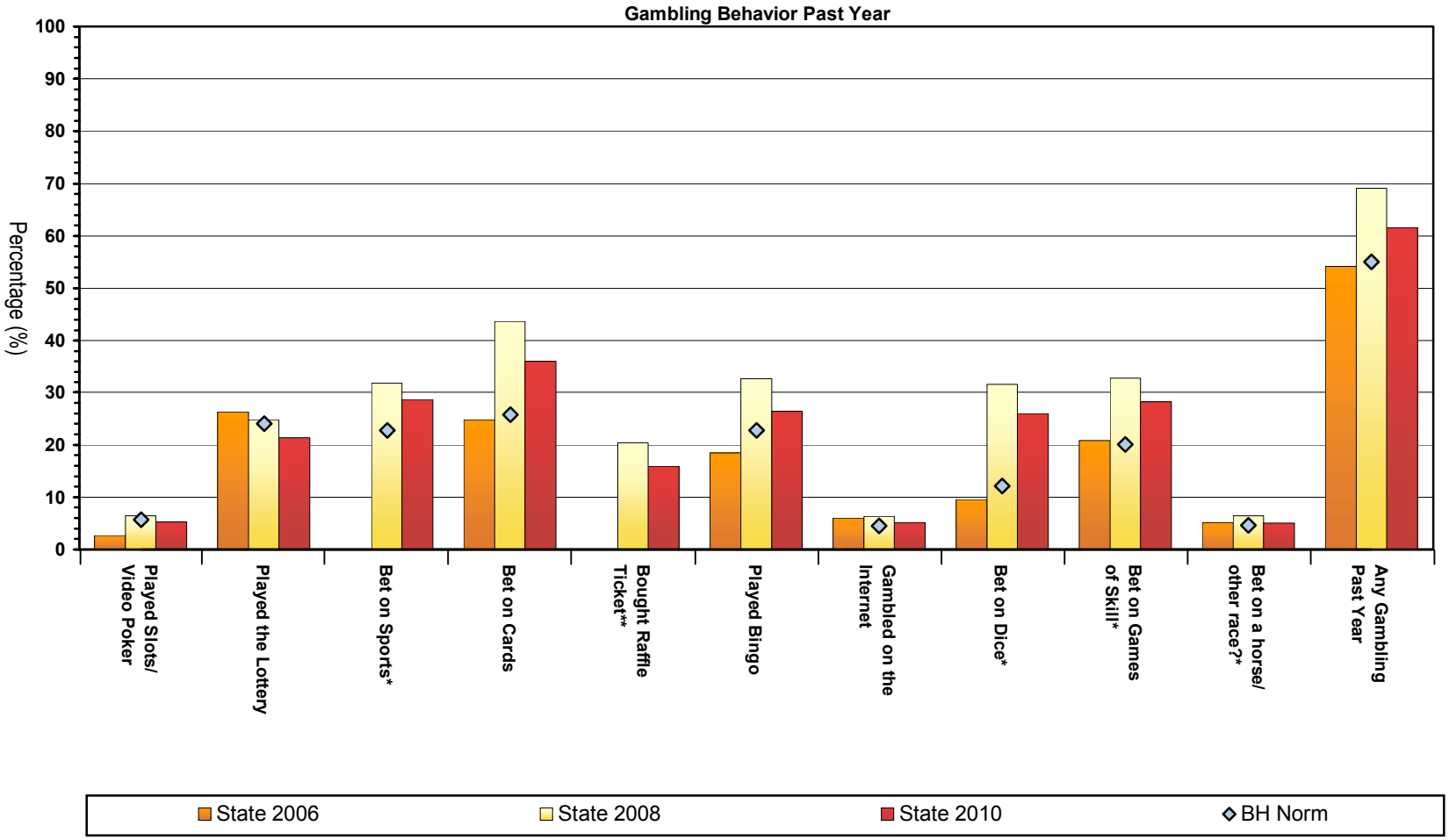
Heavy Substance Use and Antisocial Behavior

HEAVY USE, DRINKING & DRIVING, & ANTISOCIAL BEHAVIOR
2010 State of Arizona, All Students Surveyed



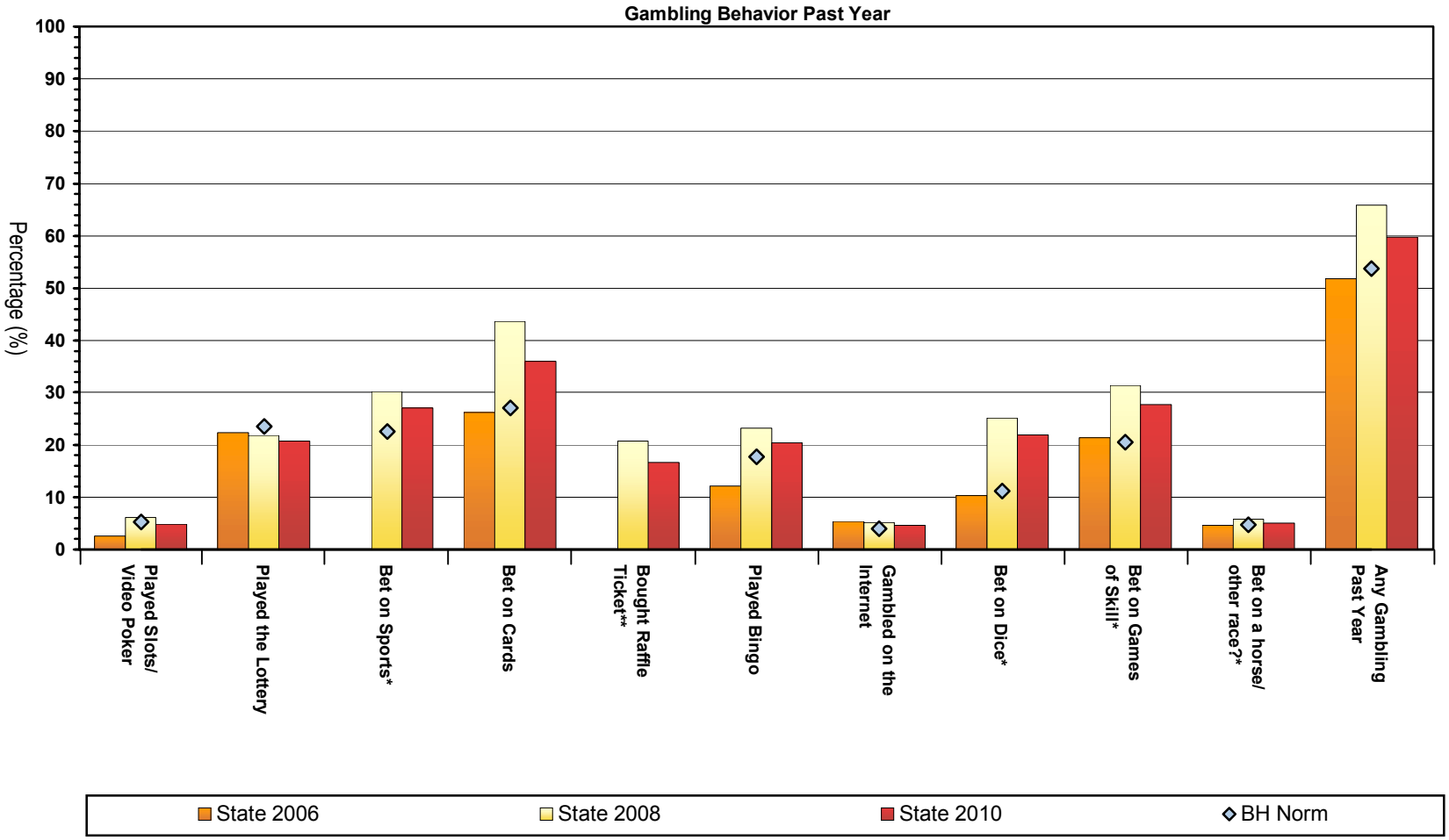
* National Comparison data for *Heavy Use* category are Monitoring the Future values.
** National Comparison data for *Drinking & Driving* and *Antisocial Behavior* category are Bach Harrison Norm values.

GAMBLING
2010 State of Arizona, Grade 8



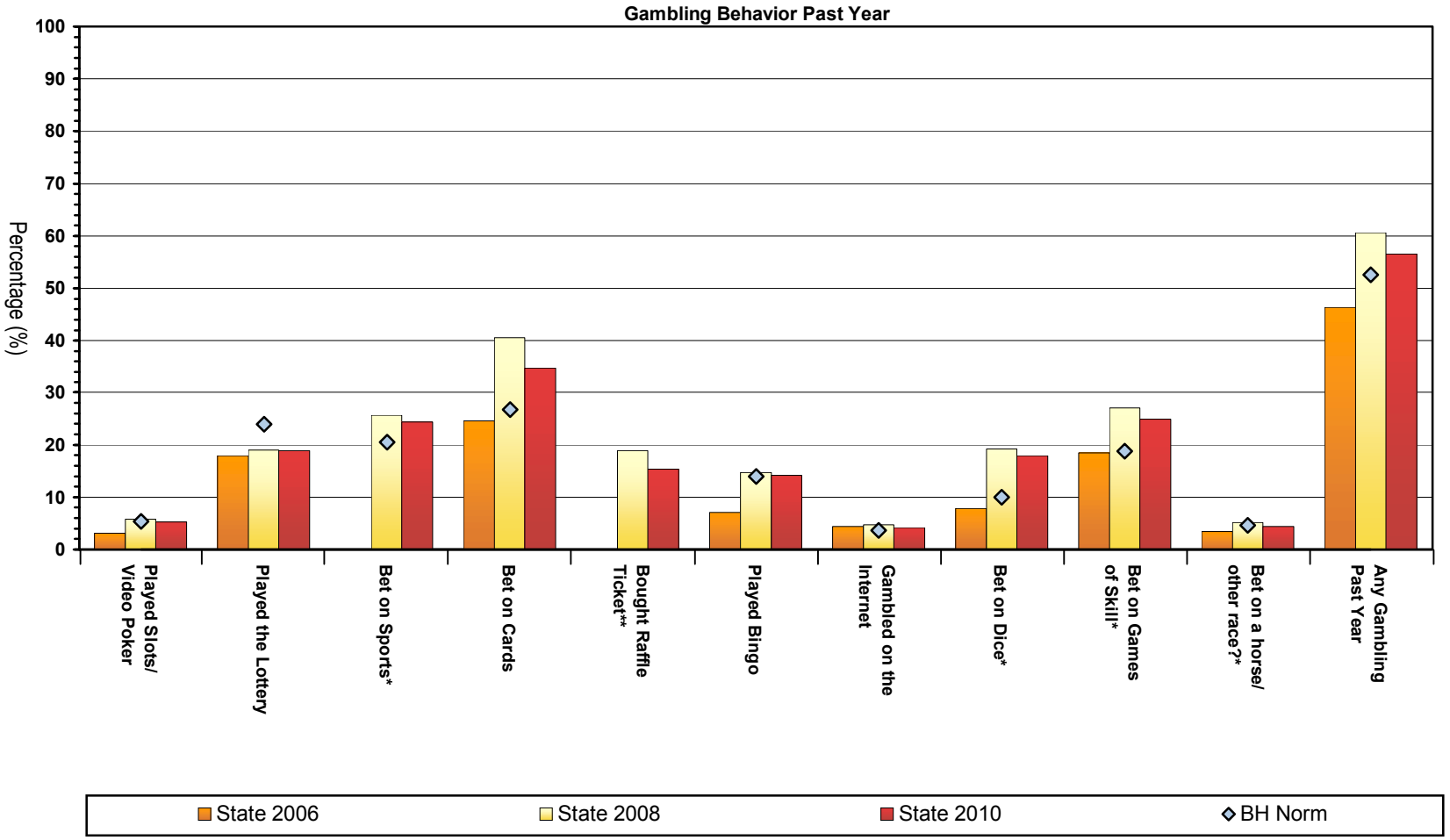
* Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
** National Comparison data for *Bought a raffle ticket* are not available.

GAMBLING
2010 State of Arizona, Grade 10



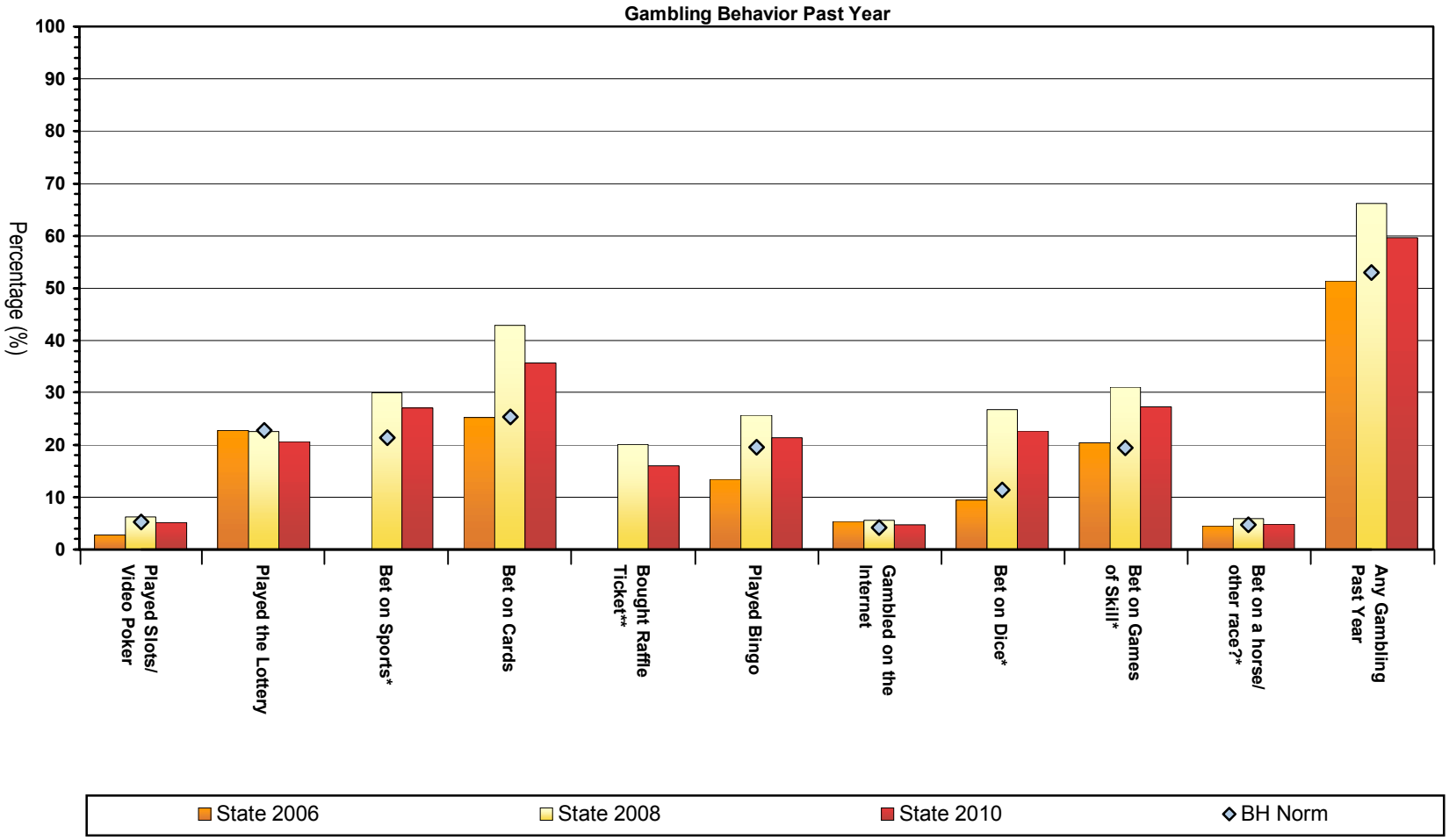
* Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
** National Comparison data for *Bought a raffle ticket* are not available.

GAMBLING
2010 State of Arizona, Grade 12



* Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
** National Comparison data for *Bought a raffle ticket* are not available.

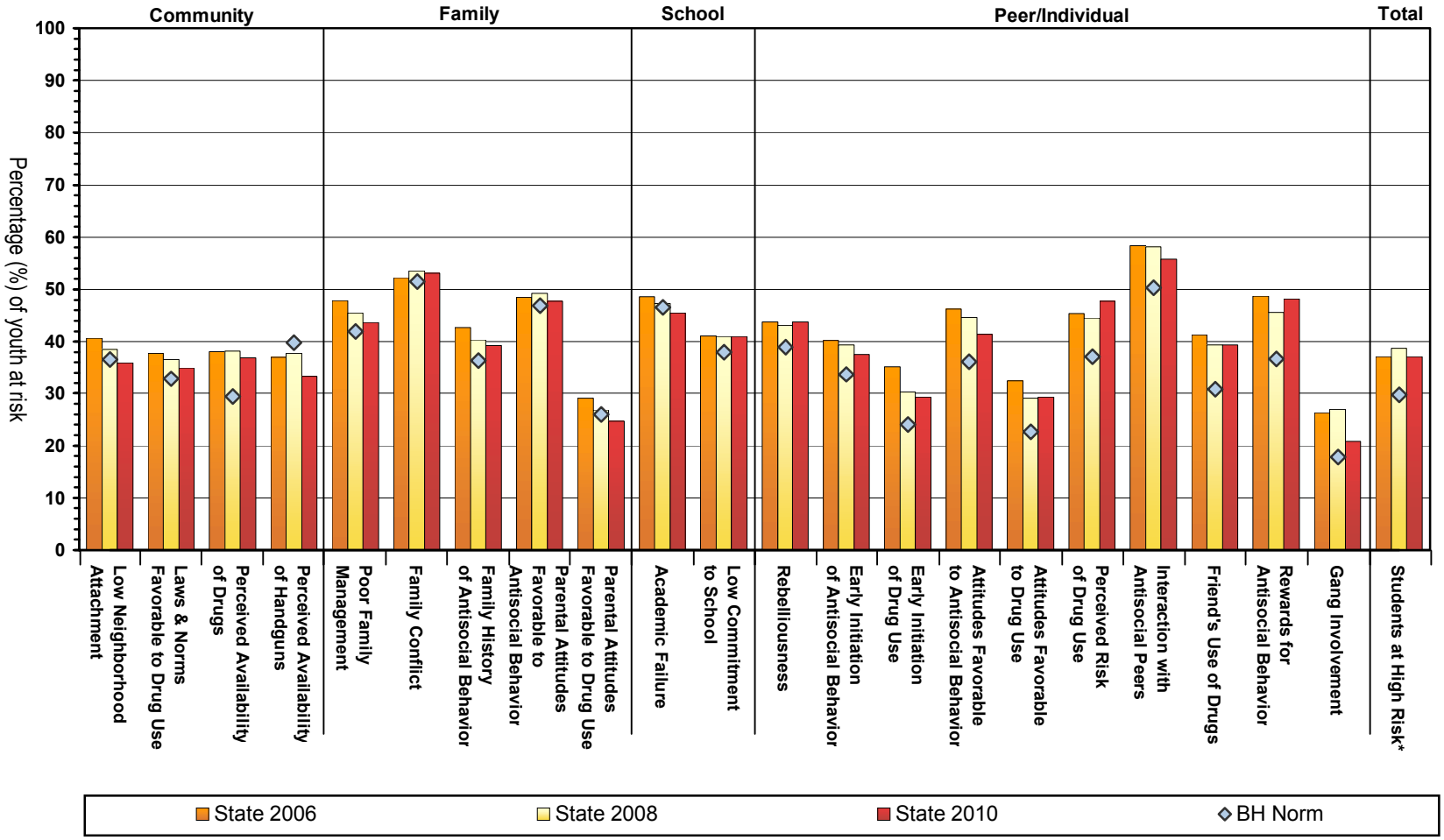
GAMBLING
2010 State of Arizona, All Students Surveyed



* Denotes a change in the wording of the question between 2008 and prior administrations. Non-comparable data are omitted from charts. Consult appendix for a detailed explanation.
** National Comparison data for *Bought a raffle ticket* are not available.

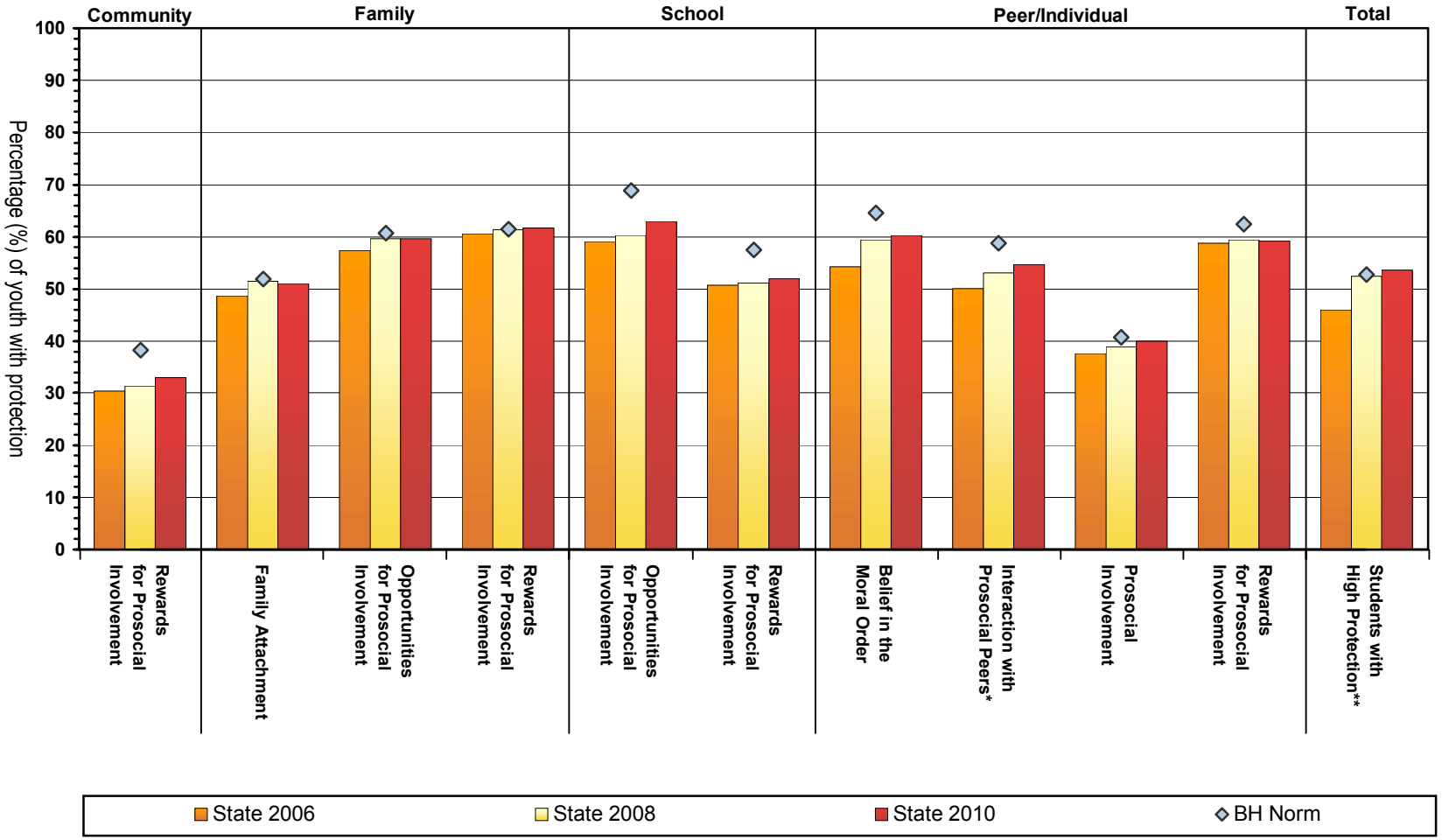
Risk and Protective Factor Profiles

RISK PROFILE
2010 State of Arizona, 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.)

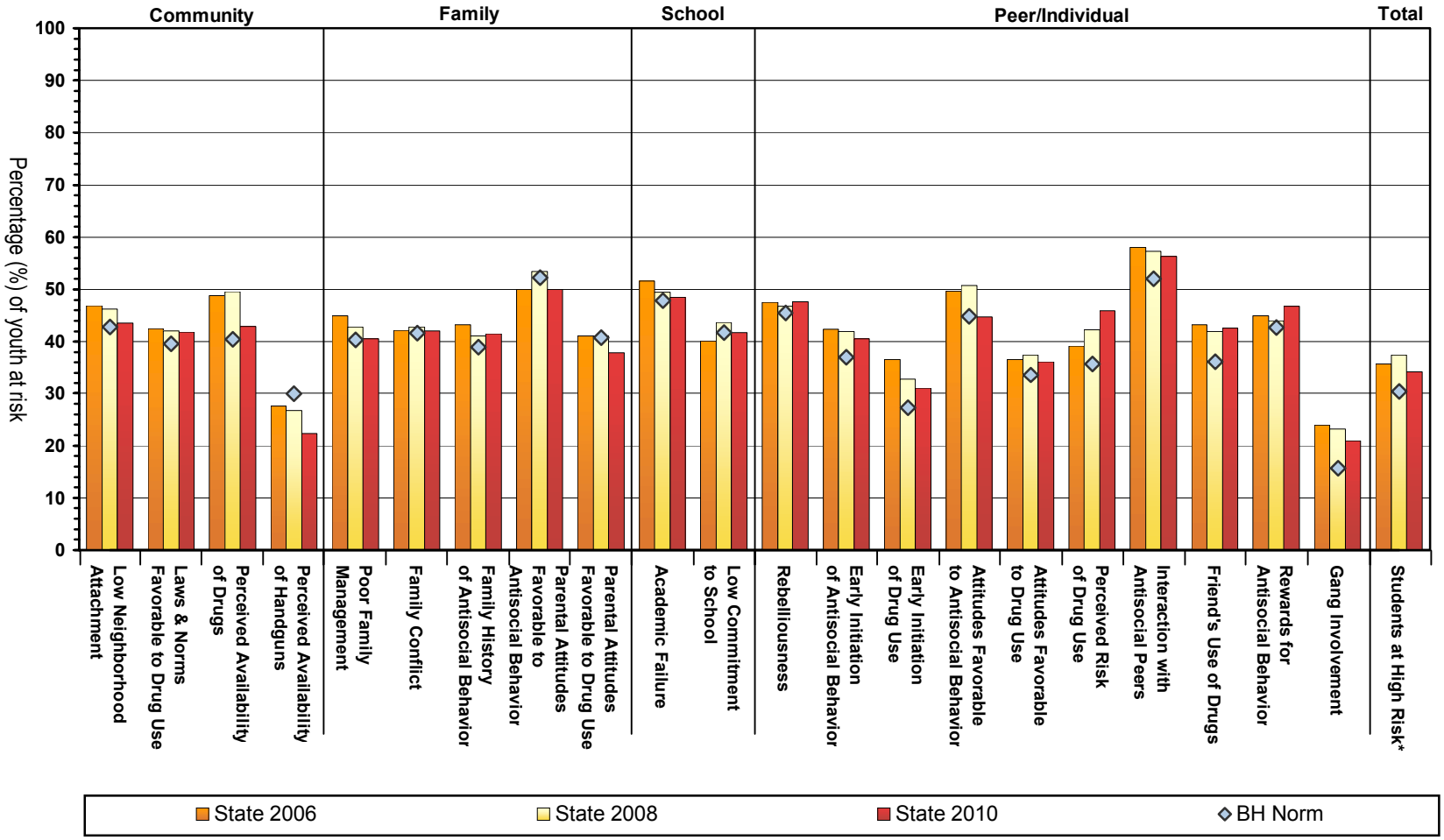
PROTECTIVE PROFILE
2010 State of Arizona, Grade 8



* Denotes a change in the wording of the question between 2010 and a prior administration. Consult appendix for a detailed explanation.
** High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives.
NOTE: Prior to the 2010 administration, this value was defined as the percentage of students who had five or more protective factors operating in their lives. In order to provide the best comparability across years, 2006/2008 data were recalculated using the new definition.

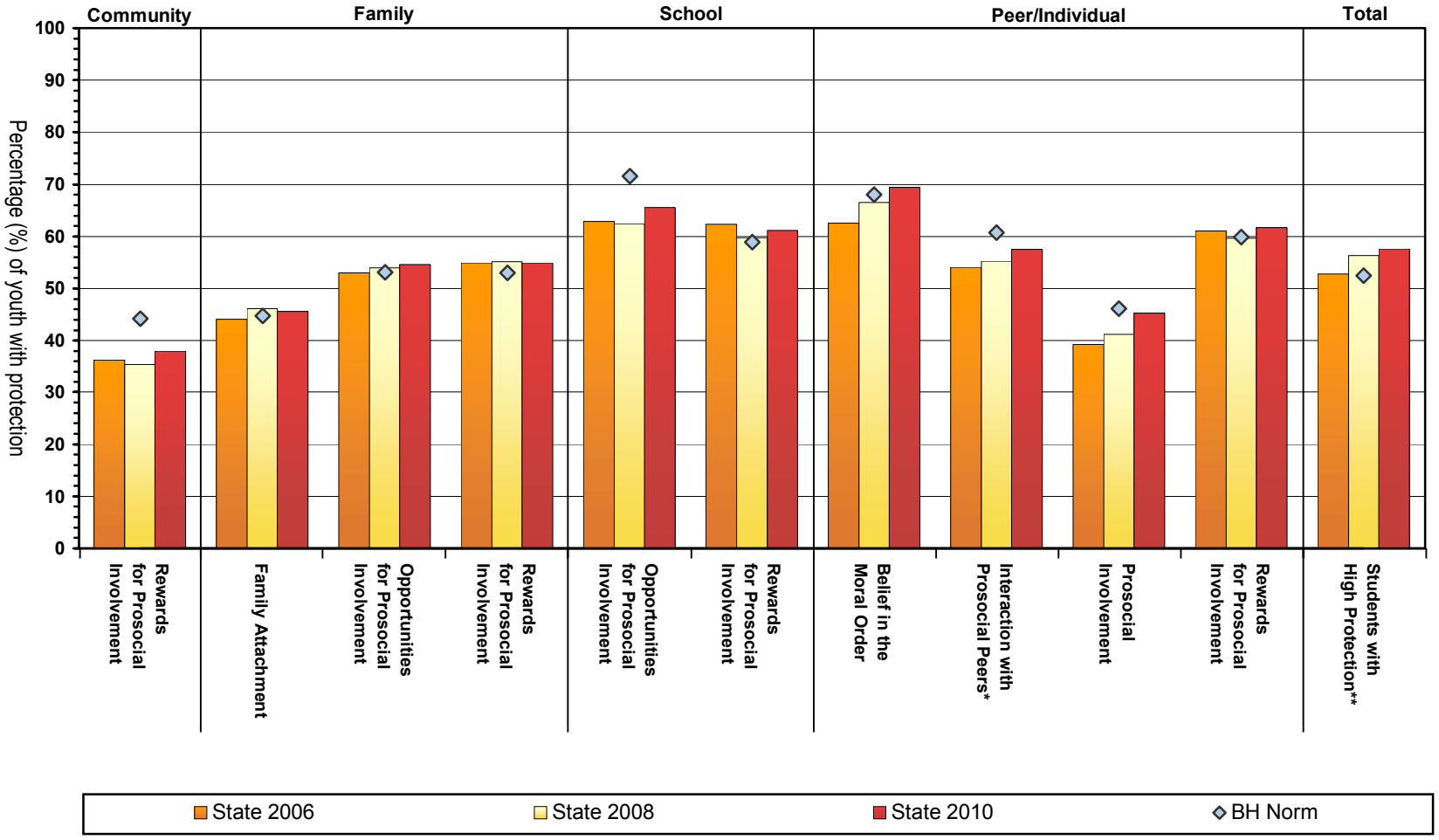
Risk and Protective Factor Profiles

RISK PROFILE
2010 State of Arizona, 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.)

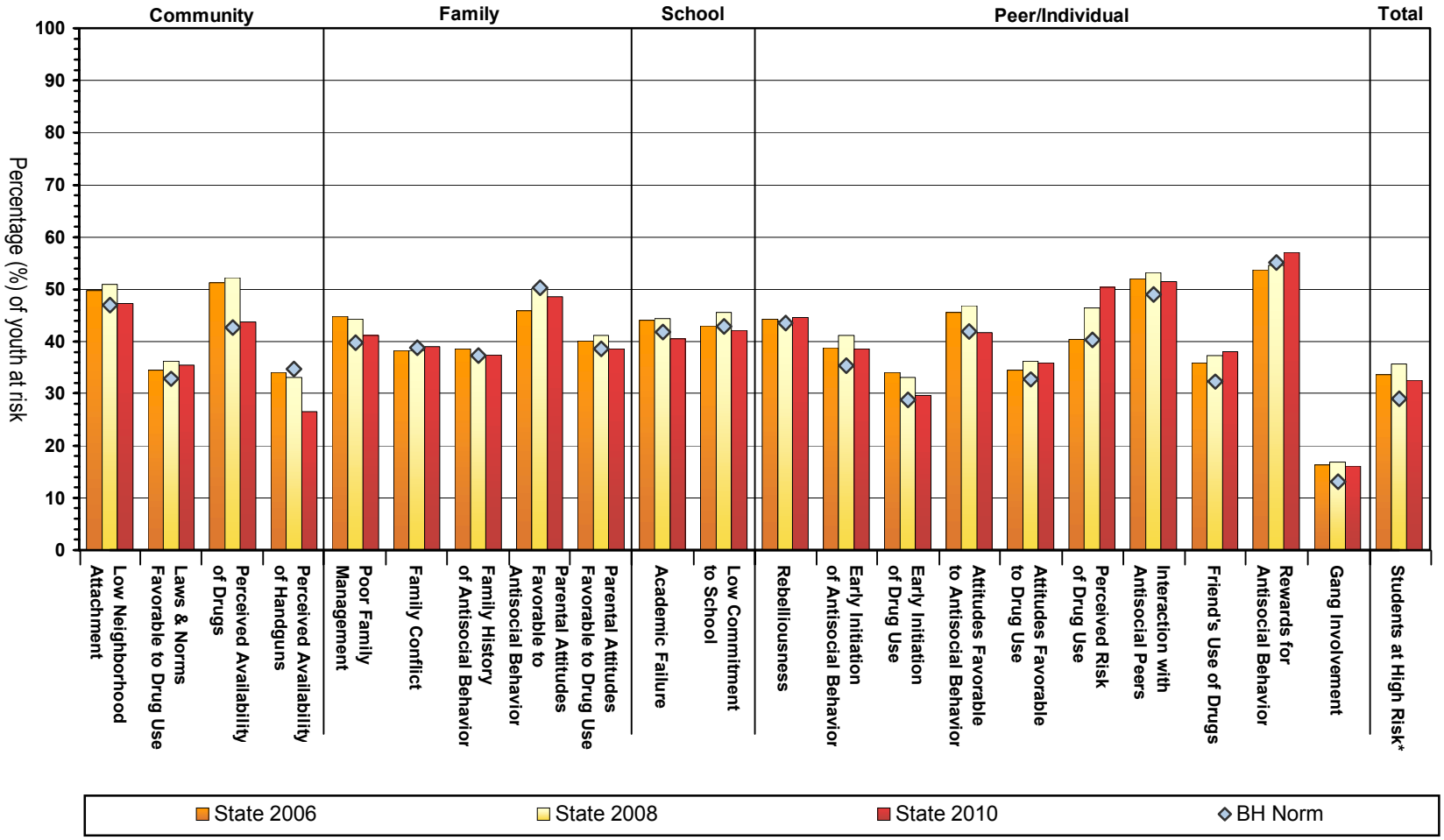
PROTECTIVE PROFILE
2010 State of Arizona, Grade 10



* Denotes a change in the wording of the question between 2010 and a prior administration. Consult appendix for a detailed explanation.
** High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives.
NOTE: Prior to the 2010 administration, this value was defined as the percentage of students who had five or more protective factors operating in their lives. In order to provide the best comparability across years, 2006/2008 data were recalculated using the new definition.

Risk and Protective Factor Profiles

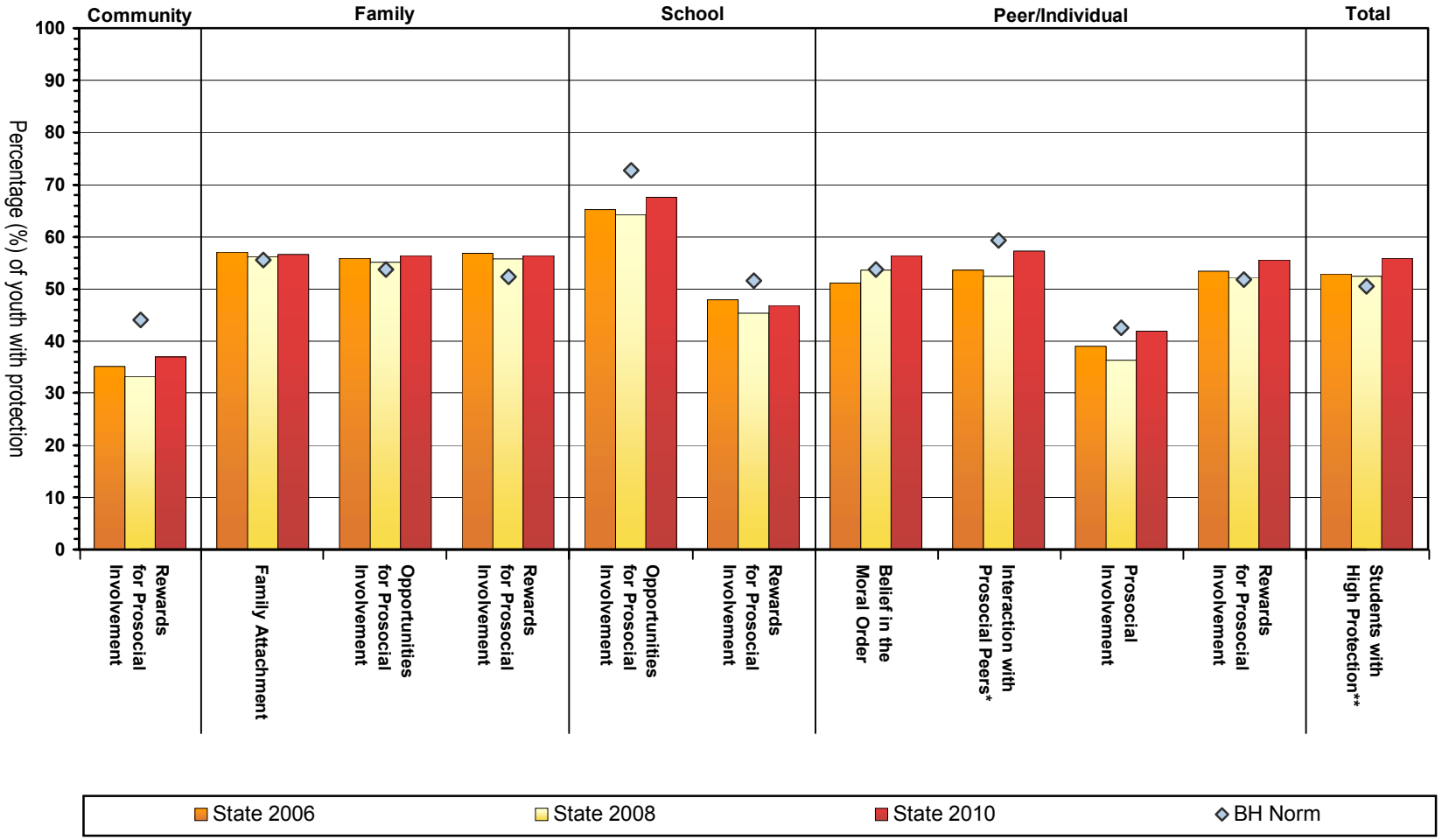
RISK PROFILE
2010 State of Arizona, Grade 12



* 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.)

Risk and Protective Factor Profiles

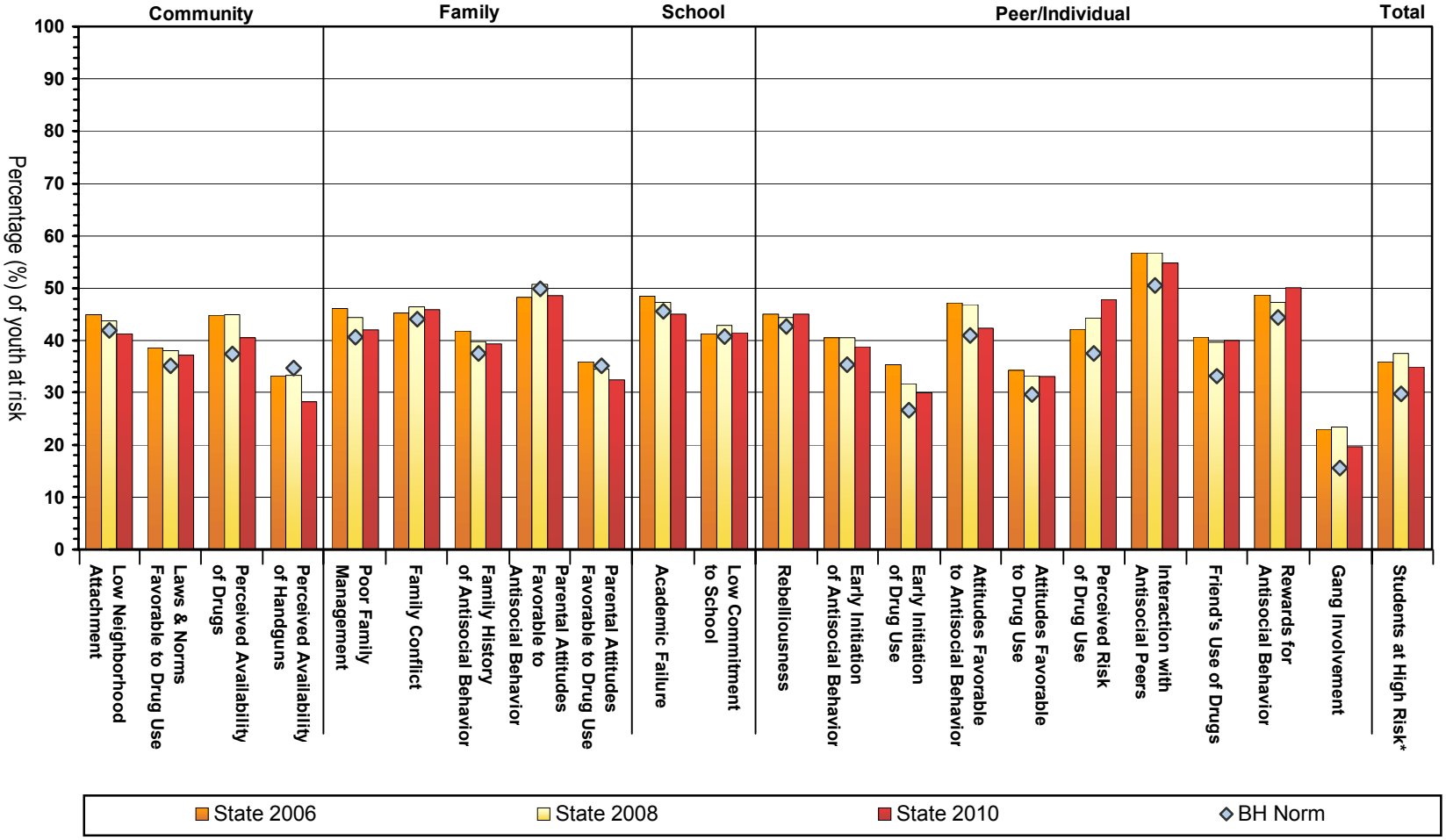
PROTECTIVE PROFILE
2010 State of Arizona, Grade 12



* Denotes a change in the wording of the question between 2010 and a prior administration. Consult appendix for a detailed explanation.
** High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives.
NOTE: Prior to the 2010 administration, this value was defined as the percentage of students who had five or more protective factors operating in their lives. In order to provide the best comparability across years, 2006/2008 data were recalculated using the new definition.

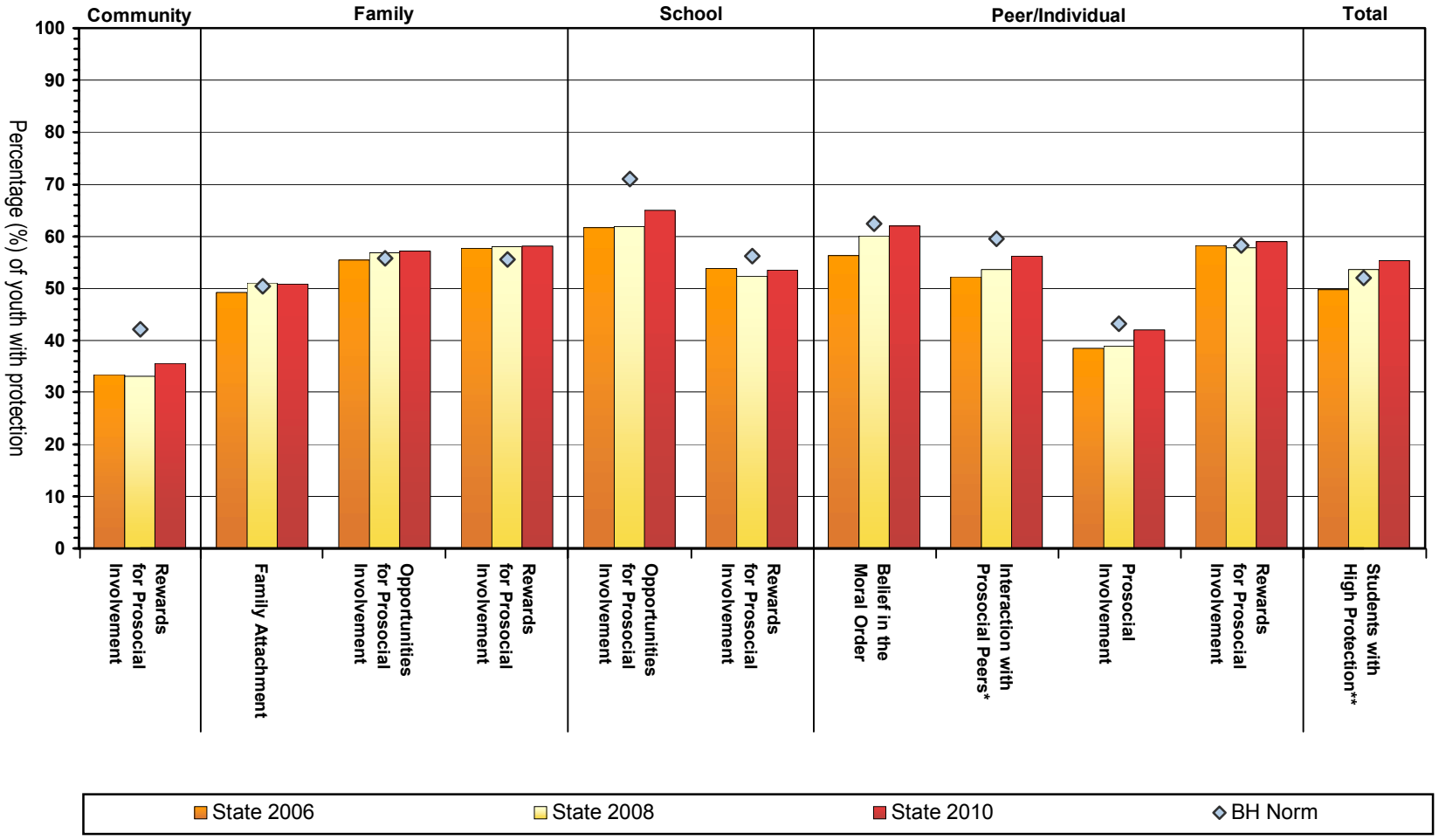
Risk and Protective Factor Profiles

RISK PROFILE
2010 State of Arizona, All Students Surveyed



* 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.)

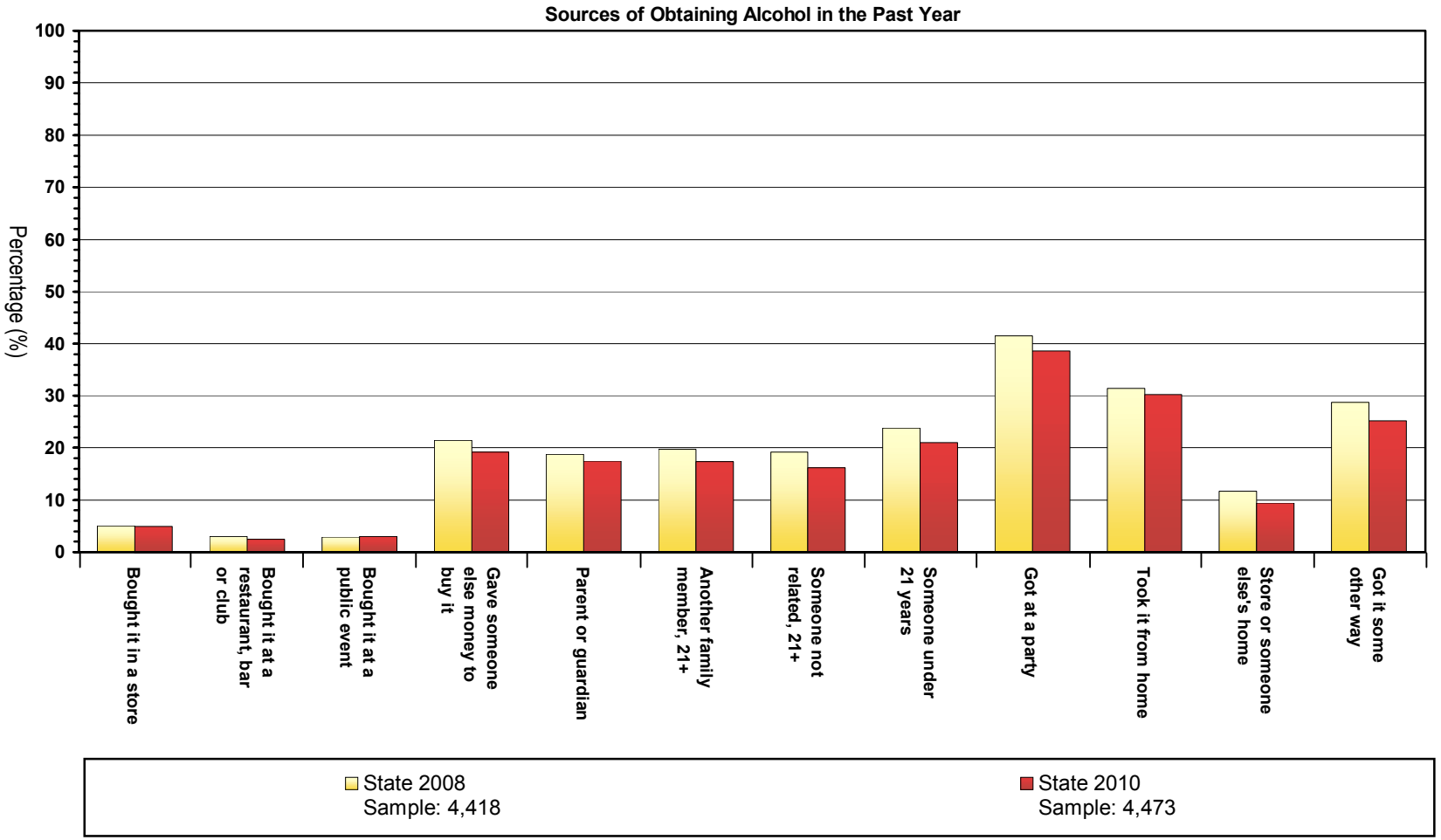
PROTECTIVE PROFILE
2010 State of Arizona, All Students Surveyed



* Denotes a change in the wording of the question between 2010 and a prior administration. Consult appendix for a detailed explanation.
** High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives.
NOTE: Prior to the 2010 administration, this value was defined as the percentage of students who had five or more protective factors operating in their lives. In order to provide the best comparability across years, 2006/2008 data were recalculated using the new definition.

Sources of Alcohol

WHERE YOUTH OBTAINED ALCOHOL*
2010 State of Arizona, Grade 8

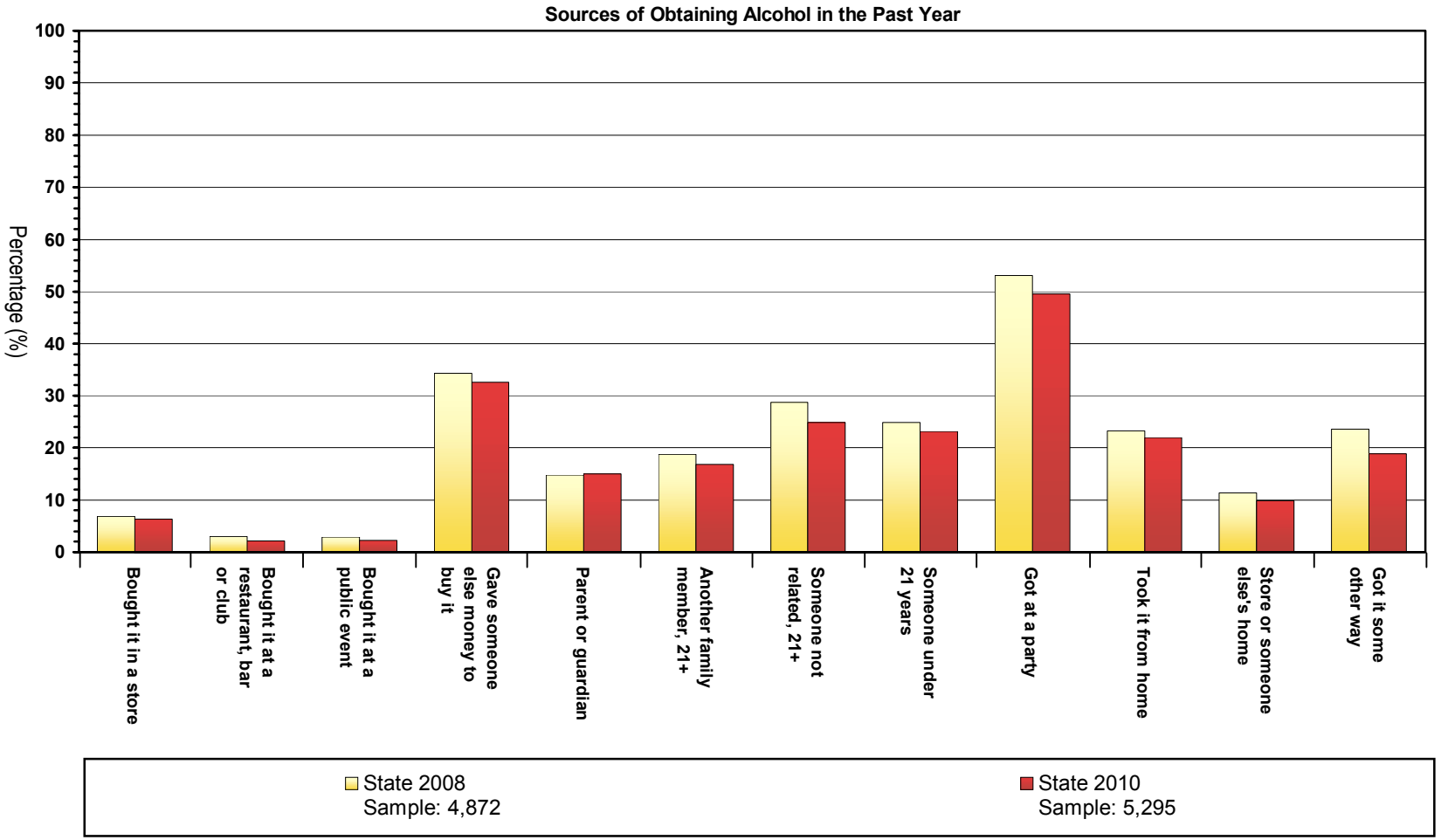


* Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all surveys ask where youth obtained alcohol, no BH Norm value is reported.

** 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*
2010 State of Arizona, Grade 10

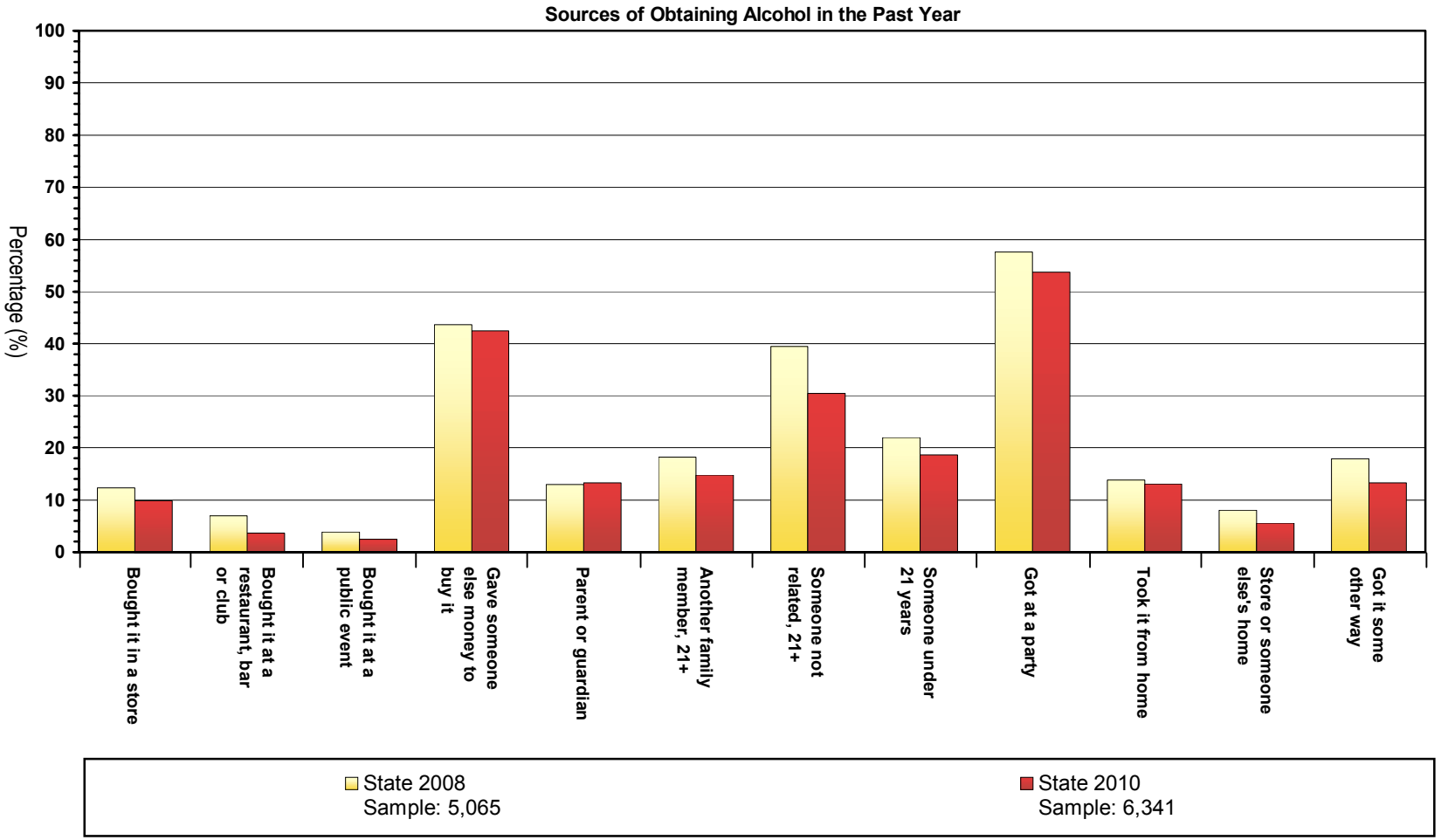


* Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all surveys ask where youth obtained alcohol, no BH Norm value is reported.

** 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*
2010 State of Arizona, Grade 12

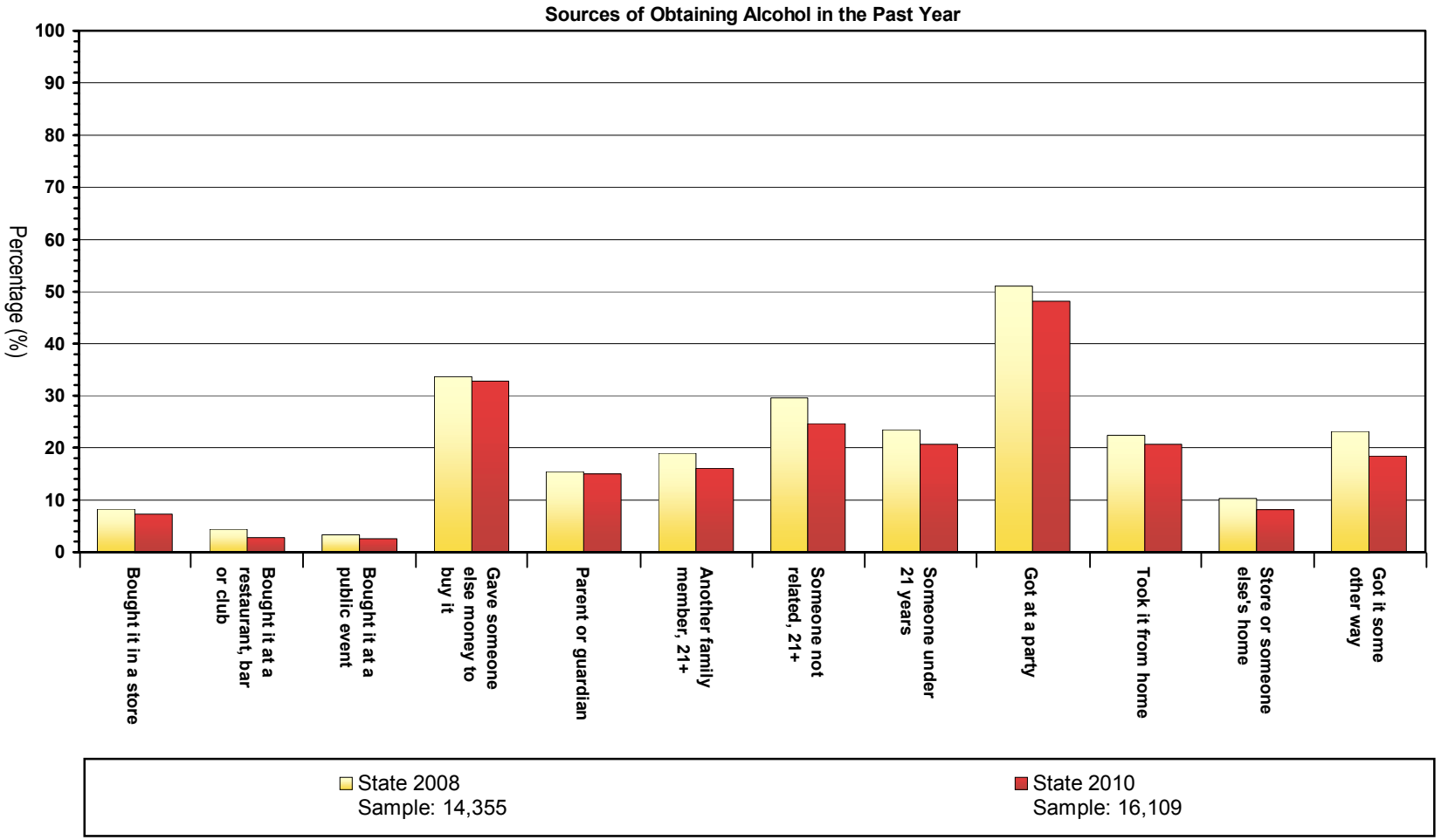


* Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all surveys ask where youth obtained alcohol, no BH Norm value is reported.

** 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

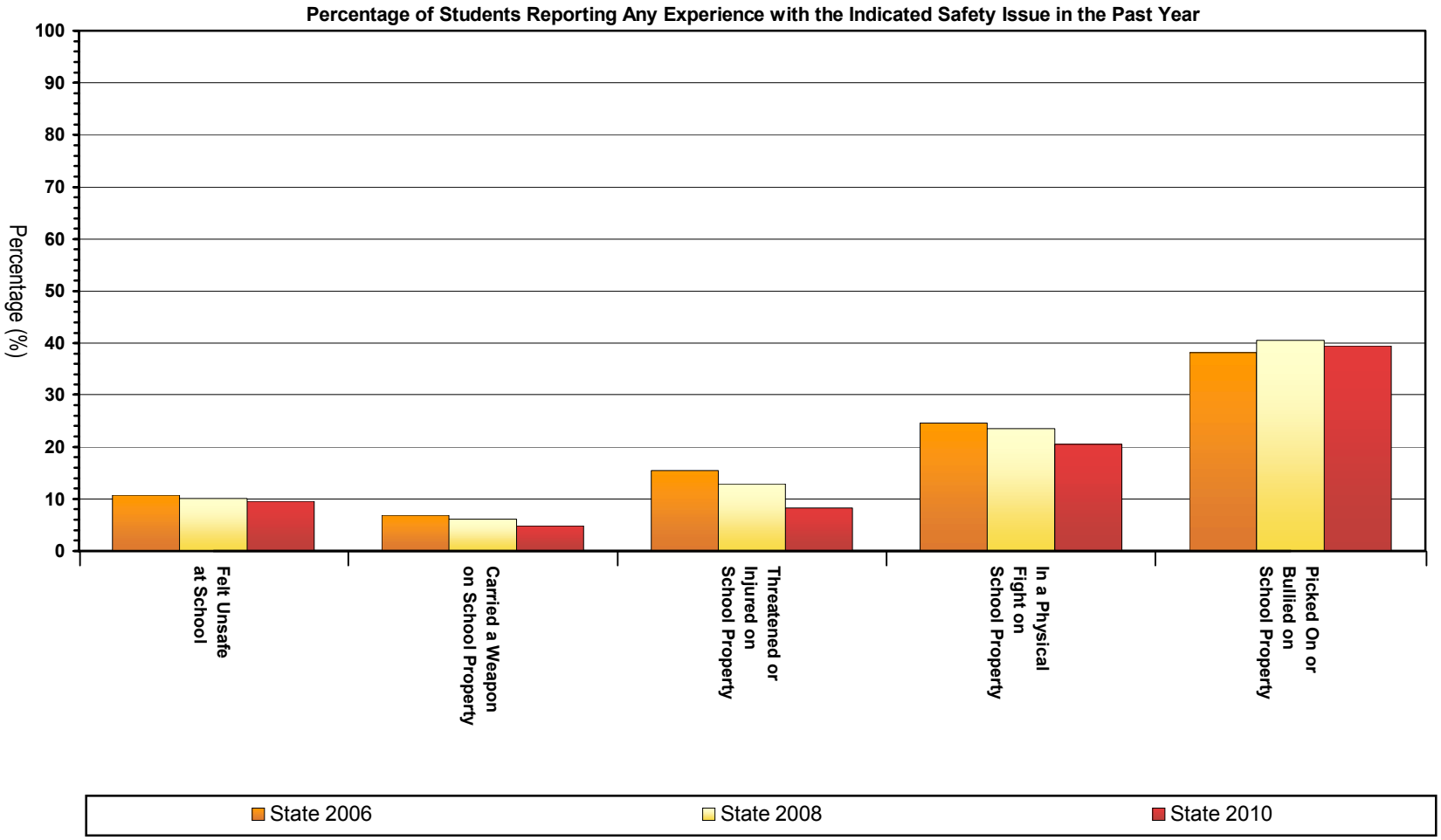
WHERE YOUTH OBTAINED ALCOHOL*
2010 State of Arizona, All Students Surveyed



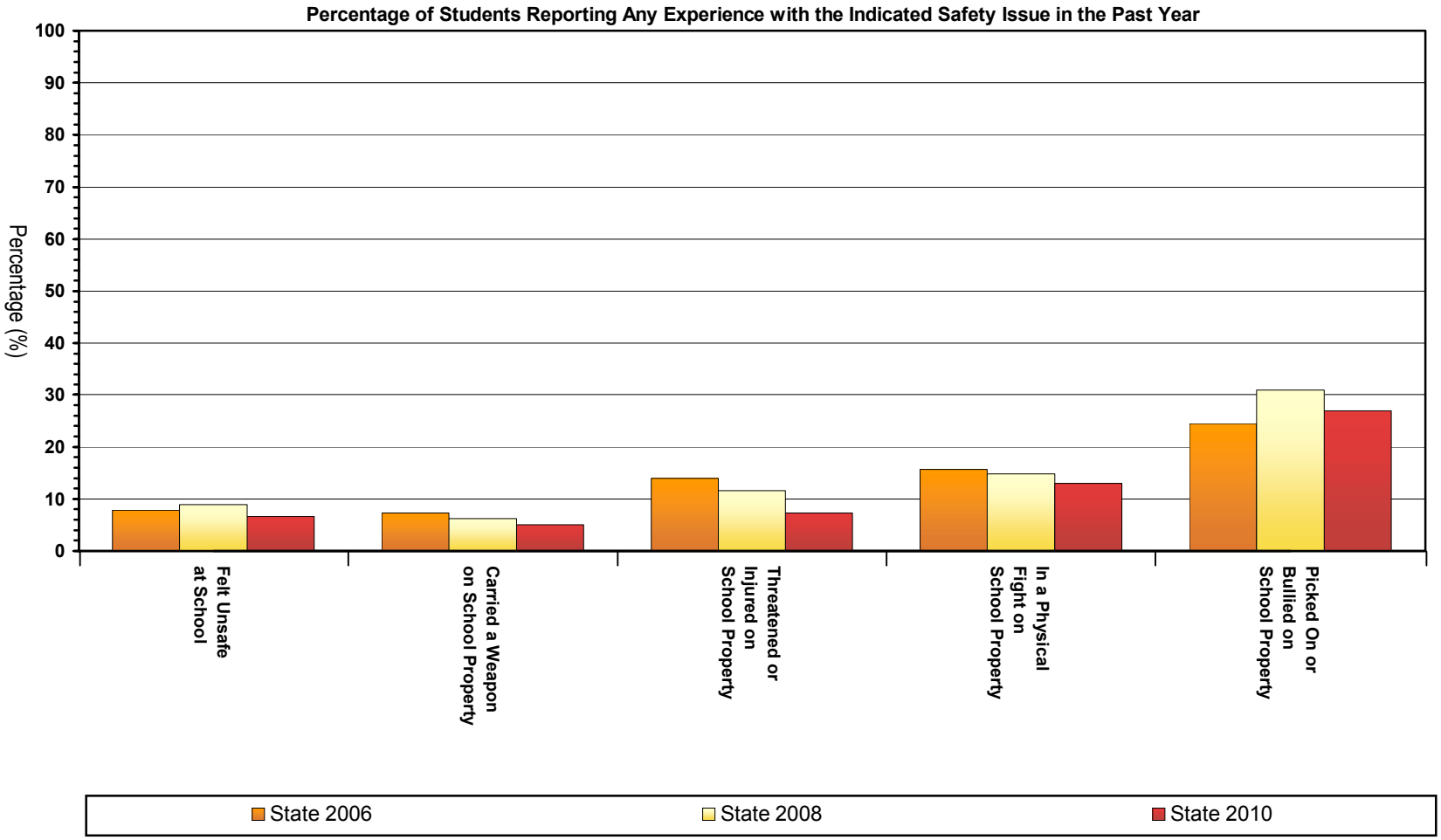
* Prior to 2008, the AYS did not survey where youth obtained alcohol. Also, because not all surveys ask where youth obtained alcohol, no BH Norm value is reported.

** 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.

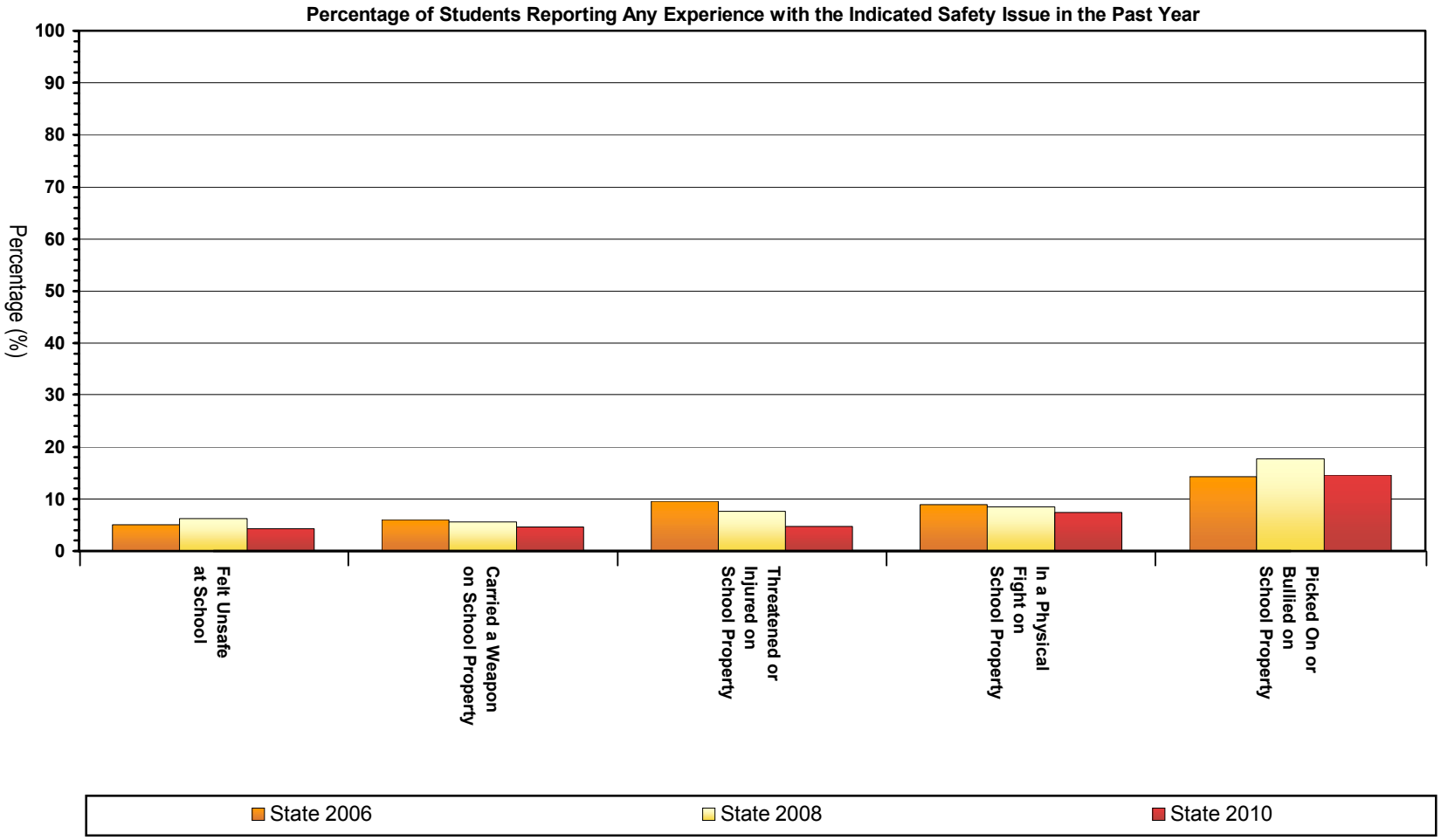
SCHOOL SAFETY PROFILE
2010 State of Arizona, Grade 8



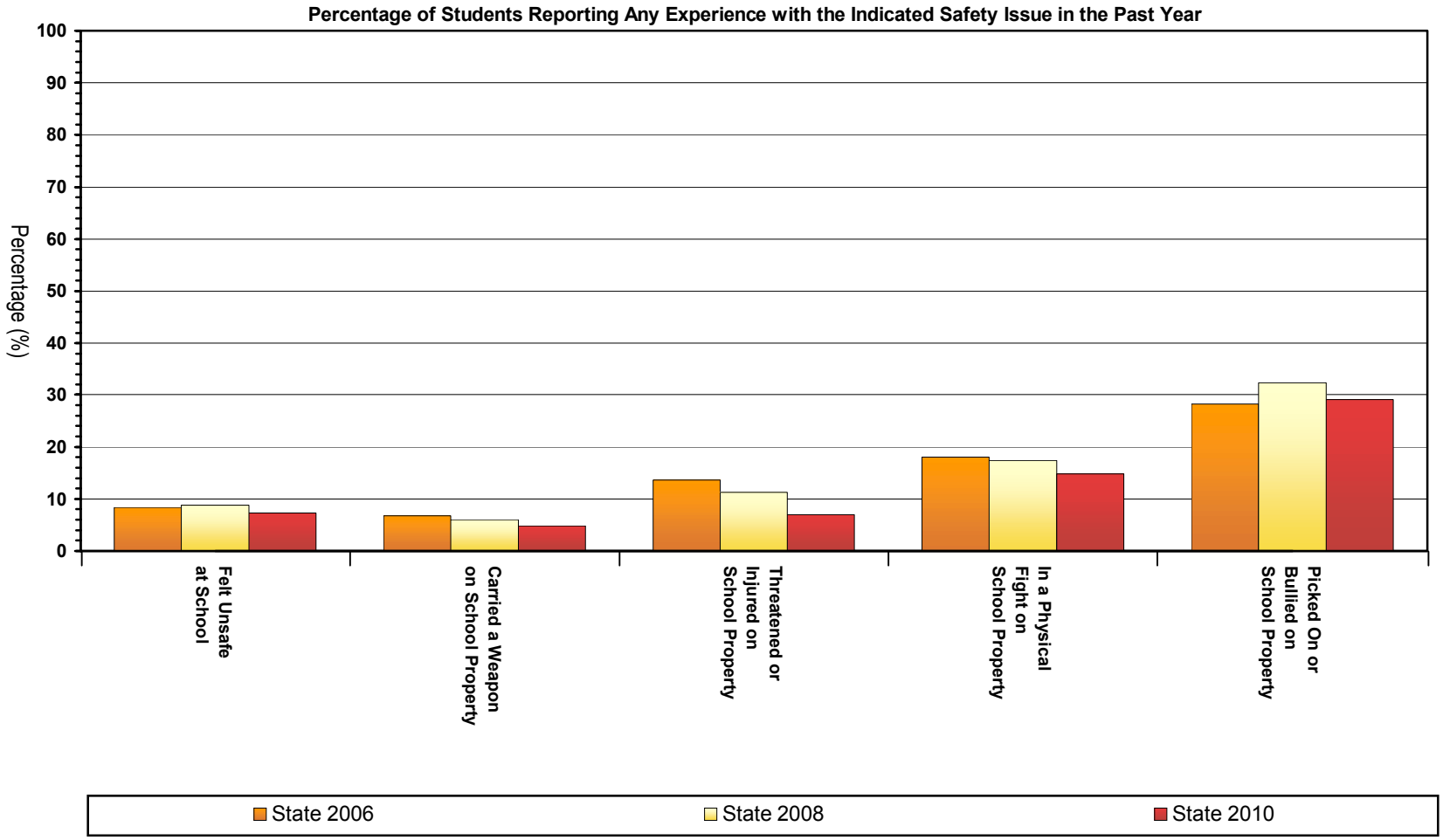
SCHOOL SAFETY PROFILE
2010 State of Arizona, Grade 10



SCHOOL SAFETY PROFILE
2010 State of Arizona, Grade 12



SCHOOL SAFETY PROFILE
2010 State of Arizona, All Students Surveyed



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 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				All Students Surveyed††			
		State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	50.4	47.8	45.1	36.6	67.6	66.2	64.1	59.1	74.5	74.8	72.8	72.3	61.7	59.6	58.2	55.6
Cigarettes	smoked cigarettes?	30.8	25.9	23.8	20.1	43.8	39.9	37.2	32.7	50.0	50.8	46.9	43.6	39.6	36.0	34.0	31.8
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	8.0	7.1	7.1	9.6	11.8	12.9	12.5	15.2	15.6	17.7	18.1	16.3	11.0	11.3	11.7	13.6
Marijuana	used marijuana?	18.3	16.2	17.8	15.7	34.0	32.5	34.3	32.3	42.6	43.1	44.7	42.0	29.2	27.4	29.9	29.7
Hallucinogens*	used LSD or other hallucinogens?	2.1	1.9	2.2	1.7	4.1	5.2	5.9	3.0	5.6	7.9	9.0	3.1	3.6	4.3	5.1	2.6
Cocaine	used cocaine or crack?	3.6	2.7	2.3	2.6	7.6	6.8	5.3	4.6	11.6	11.2	8.8	6.0	6.8	5.9	5.0	4.4
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	15.2	14.3	14.5	14.9	11.9	12.6	11.8	12.8	9.8	9.2	9.4	9.5	12.9	12.6	12.3	12.5
Methamphetamines*	used methamphetamines (meth, crystal meth)?	2.6	1.2	0.7	1.6	5.0	2.4	1.6	2.8	6.6	4.0	2.5	2.4	4.3	2.2	1.5	2.3
Heroin or Other Opiates	used heroin or other opiates?	1.4	1.0	0.9	1.3	2.1	2.0	2.6	1.5	2.8	3.1	3.4	1.2	2.0	1.8	2.1	1.3
Ecstasy*	used Ecstasy ('X', 'E', or MDMA)?	1.9	2.2	3.9	2.2	3.4	4.9	8.2	5.5	4.4	7.0	10.6	6.5	3.0	4.2	7.0	4.7
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	1.6	1.7	1.6	1.3	2.0	2.3	1.8	1.3	2.2	2.4	1.7	2.2	1.9	2.0	1.7	1.6
Prescription Pain Relievers**	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	12.2	11.5	4.4	n/a	20.5	18.9	9.9	n/a	24.6	23.1	13.2	n/a	17.6	16.8	9.1
Prescription Stimulants*	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	3.4	3.8	3.0	6.0	7.1	7.6	7.0	10.3	8.5	7.9	8.5	9.9	5.9	5.9	5.7	8.7
Prescription Sedatives*	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	10.0	8.3	8.7	9.5	14.3	12.0	11.5	13.0	17.4	13.2	13.4	12.7	13.2	10.5	10.8	11.7
Prescription Drugs*†	combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)	14.4	17.1	16.5	n/a	20.7	25.7	23.7	n/a	24.0	28.7	27.3	n/a	18.7	22.4	21.5	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?	n/a	9.7	9.5	n/a	n/a	12.9	13.2	n/a	n/a	13.4	14.1	n/a	n/a	11.5	11.8	n/a

* Denotes a change in the wording of the question between 2010 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 2010 (also denoted by 'n/a' in the data column).

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

†† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

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				All Students Surveyed††			
		State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.1	23.2	21.9	14.9	39.2	37.7	34.7	30.4	47.0	46.8	45.0	43.5	34.4	33.1	31.9	29.2
Cigarettes	smoked cigarettes?	10.5	8.7	8.9	6.5	17.1	16.6	15.6	13.1	21.8	23.9	22.9	20.1	15.3	14.7	14.7	13.0
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.7	2.6	2.8	3.7	4.0	4.6	5.7	6.5	5.4	6.8	8.1	8.4	3.8	4.2	5.1	6.1
Marijuana	used marijuana?	8.5	7.6	8.9	6.5	15.7	15.1	17.4	15.9	18.1	18.7	21.3	20.6	13.1	12.5	14.8	14.2
Hallucinogens*	used LSD or other hallucinogens?	1.0	0.8	0.9	0.5	1.7	1.9	2.0	0.5	1.7	2.4	2.4	0.5	1.4	1.5	1.6	0.5
Cocaine	used cocaine or crack?	1.7	1.0	0.8	0.8	2.9	2.2	1.6	0.9	3.3	3.2	2.2	1.3	2.5	1.9	1.4	1.0
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	6.2	5.4	5.6	3.8	3.1	3.0	3.0	2.2	1.7	1.6	1.5	1.2	4.1	3.8	3.7	2.4
Methamphetamines*	used methamphetamines (meth, crystal meth)?	1.0	0.4	0.2	0.5	1.7	0.6	0.5	0.6	1.4	0.8	0.6	0.5	1.3	0.6	0.4	0.5
Heroin or Other Opiates	used heroin or other opiates?	0.7	0.4	0.3	0.4	0.7	0.7	1.1	0.4	0.8	1.0	1.2	0.4	0.7	0.6	0.8	0.4
Ecstasy*	used Ecstasy ('X', 'E', or MDMA)?	0.8	0.8	1.7	0.6	1.0	1.5	2.9	1.3	0.9	2.0	3.4	1.8	0.9	1.3	2.5	1.2
Steroids	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	0.8	0.7	0.5	0.4	1.0	1.0	0.7	0.5	1.0	1.0	0.6	1.0	0.9	0.8	0.6	0.6
Prescription Pain Relievers**	used prescription pain relievers (such as Vicodin, OxyContin, Percocet or Codeine) without a doctor telling you to take them?	n/a	6.0	5.7	1.3	n/a	9.4	8.9	3.0	n/a	10.5	9.7	4.1	n/a	8.1	7.7	2.8
Prescription Stimulants*	used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	1.5	1.6	1.4	1.9	2.9	2.9	2.8	3.3	2.6	2.1	2.5	3.0	2.2	2.1	2.1	2.7
Prescription Sedatives*	used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	4.5	3.4	3.6	2.5	6.6	4.5	4.7	3.9	7.1	5.0	4.7	4.2	5.8	4.1	4.2	3.5
Prescription Drugs*†	combined results of prescription stimulant, sedative and pain reliever questions (see appendix for details)	7.0	8.6	8.2	n/a	10.3	12.2	11.8	n/a	10.4	13.1	12.4	n/a	8.9	10.7	10.4	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?	n/a	5.6	5.4	n/a	n/a	6.4	6.3	n/a	n/a	5.9	6.3	n/a	n/a	5.9	5.9	n/a

* Denotes a change in the wording of the question between 2010 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 2010 (also denoted by 'n/a' in the data column).

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

†† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

Table 6. Percentage of Students With Heavy ATOD Use

Drinking and Driving

During the past 30 days, how many times did you: (One or more times)	Grade 8				Grade 10				Grade 12				All Students Surveyed*			
	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm
DRIVE a car or other vehicle when you had been drinking alcohol?	6.5	5.6	5.0	4.2	8.7	7.9	7.6	7.4	17.6	16.1	14.1	16.6	9.8	8.8	8.2	7.7
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	31.4	29.1	27.7	24.9	32.2	29.1	29.1	26.3	32.5	29.7	28.9	27.5	31.9	29.2	28.5	25.0

Heavy Use

		Grade 8				Grade 10				Grade 12				All Students Surveyed*			
		State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF	State 2006	State 2008	State 2010	MTF
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)	13.4	13.1	12.4	7.8	22.4	22.4	21.0	17.5	28.2	30.2	29.2	25.2	19.9	19.9	19.5	16.6
1/2 Pack (or more) of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	1.0	0.7	0.7	1.0	2.4	2.1	2.0	2.4	3.9	4.2	3.6	5.0	2.2	2.0	1.9	2.7

Table 7. 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				All Students Surveyed*			
	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm
Been Drunk or High at School	13.0	12.0	12.8	7.5	21.1	20.5	21.8	15.0	21.4	22.2	22.1	17.7	17.6	16.9	18.0	13.3
Been Suspended from School	19.8	20.2	18.5	15.1	15.5	14.6	14.4	12.6	9.4	10.2	9.9	9.2	16.0	16.2	15.0	12.4
Sold Illegal Drugs	4.9	4.6	5.0	2.5	9.1	9.8	10.6	6.5	9.8	10.4	10.8	7.8	7.4	7.5	8.2	5.5
Stolen or Tried to Steal a Motor Vehicle	4.6	3.6	3.7	2.3	4.7	3.7	4.6	2.6	3.1	2.7	3.1	1.9	4.3	3.4	3.8	2.3
Been Arrested	8.3	7.5	7.1	5.2	9.3	9.2	9.9	6.7	7.8	8.7	8.7	6.1	8.5	8.3	8.4	6.0
Attacked Someone with the Idea of Seriously Hurting Them	17.9	18.1	16.6	16.0	16.5	16.1	15.5	15.1	13.2	12.9	11.5	11.9	16.3	16.3	14.9	14.4
Carried a Handgun	7.6	7.7	6.7	4.8	7.5	7.2	7.6	5.2	7.0	8.1	7.2	5.2	7.5	7.7	7.1	5.1
Carried a Handgun to School	1.6	1.2	1.4	0.8	1.6	1.3	2.1	0.9	1.4	1.4	1.8	1.0	1.6	1.3	1.7	0.9

* State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

Table 8. 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				All Students Surveyed†			
	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm
Any Gambling	54.2	69.1	61.6	55.0	51.8	65.9	59.8	53.8	46.3	60.6	56.5	52.6	51.4	66.2	59.7	53.0
Played a slot machine, poker machine or other gambling machine?	2.7	6.4	5.3	5.7	2.6	6.1	4.8	5.3	3.1	5.8	5.3	5.4	2.8	6.2	5.2	5.3
Played the lottery or scratch-off tickets?	26.3	24.8	21.4	24.0	22.3	21.8	20.7	23.5	17.9	19.0	18.9	23.9	22.8	22.5	20.6	22.7
Bet on sports?*	n/a	31.8	28.6	22.8	n/a	30.2	27.0	22.5	n/a	25.6	24.4	20.5	n/a	29.9	27.0	21.4
Played cards?	24.8	43.7	36.1	25.8	26.2	43.7	36.0	27.0	24.6	40.6	34.8	26.7	25.2	42.9	35.7	25.3
Bought a raffle ticket?**	n/a	20.4	15.9	n/a	n/a	20.7	16.6	n/a	n/a	18.9	15.3	n/a	n/a	20.1	16.0	n/a
Played bingo?	18.5	32.6	26.4	22.7	12.1	23.2	20.4	17.7	7.1	14.7	14.2	14.0	13.4	25.6	21.4	19.5
Gambled on the Internet?	6.0	6.3	5.1	4.5	5.4	5.1	4.6	4.0	4.4	4.7	4.2	3.7	5.4	5.6	4.7	4.2
Played a dice game?*	n/a	31.5	26.0	12.1	n/a	25.1	21.9	11.2	n/a	19.2	17.9	10.0	n/a	26.7	22.6	11.4
Bet on a game of personal skill such as pool or a video game?*	20.8	32.7	28.2	20.1	21.4	31.3	27.7	20.5	18.5	27.0	24.9	18.8	20.4	31.0	27.2	19.4
Bet on a horse or other animal race?*	n/a	6.4	5.0	4.6	n/a	5.8	5.0	4.7	n/a	5.1	4.4	4.6	n/a	5.9	4.8	4.7

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

** National Comparison data for *Bought a raffle ticket* are not available.

† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12				All Students Surveyed**			
	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm
Community Domain																
Low Neighborhood Attachment	40.7	38.5	35.9	36.6	46.9	46.2	43.6	42.8	49.8	51.0	47.3	47.0	45.0	43.8	41.3	42.0
Laws & Norms Favorable to Drug Use	37.8	36.6	35.0	32.8	42.5	42.1	41.8	39.6	34.6	36.3	35.5	32.8	38.6	38.1	37.2	35.2
Perceived Availability of Drugs	38.1	38.2	36.9	29.4	48.8	49.6	42.9	40.5	51.3	52.2	43.8	42.7	44.8	45.0	40.6	37.5
Perceived Availability of Handguns	37.0	37.8	33.4	39.8	27.6	26.7	22.3	29.9	34.1	33.1	26.5	34.8	33.2	33.4	28.2	34.8
Family Domain																
Poor Family Management	47.9	45.5	43.7	41.9	45.0	42.8	40.6	40.3	44.8	44.3	41.2	39.8	46.1	44.4	42.1	40.7
Family Conflict	52.2	53.5	53.1	51.5	42.2	42.8	42.1	41.6	38.3	38.3	39.1	38.8	45.3	46.5	45.9	44.1
Family History of Antisocial Behavior	42.7	40.3	39.3	36.4	43.2	41.1	41.5	39.0	38.6	37.3	37.4	37.3	41.8	39.8	39.4	37.6
Parental Attitudes Favorable to ASB	48.5	49.3	47.7	46.9	50.0	53.4	50.0	52.3	45.9	50.2	48.6	50.3	48.3	50.8	48.6	49.9
Parental Attitudes Favorable to Drug Use	29.1	26.8	24.7	26.0	41.1	41.1	37.9	40.8	40.1	41.2	38.6	38.6	35.9	34.6	32.4	35.2
School Domain																
Academic Failure	48.6	47.3	45.5	46.6	51.6	49.5	48.5	47.9	44.1	44.4	40.6	41.8	48.5	47.3	45.1	45.6
Low Commitment to School	41.1	41.0	41.0	38.0	40.1	43.7	41.7	41.7	43.0	45.6	42.2	42.9	41.3	42.9	41.5	40.8
Peer-Individual Domain																
Rebelliousness	43.8	43.1	43.8	39.0	47.5	46.8	47.6	45.5	44.3	44.0	44.6	43.6	45.1	44.4	45.1	42.7
Early Initiation of ASB	40.2	39.4	37.6	33.7	42.4	42.0	40.6	37.0	38.8	41.2	38.6	35.4	40.6	40.6	38.8	35.4
Early Initiation of Drug Use	35.2	30.3	29.3	24.0	36.6	32.7	31.0	27.3	34.1	33.1	29.6	28.8	35.4	31.7	29.9	26.6
Attitudes Favorable to ASB	46.2	44.6	41.4	36.2	49.7	50.7	44.7	44.9	45.6	46.9	41.7	41.9	47.2	46.9	42.4	41.0
Attitudes Favorable to Drug Use	32.4	29.1	29.3	22.6	36.6	37.4	36.2	33.6	34.6	36.3	35.9	32.7	34.3	33.2	33.1	29.6
Perceived Risk of Drug Use	45.4	44.5	47.8	37.1	39.2	42.3	45.9	35.7	40.5	46.5	50.4	40.3	42.2	44.3	47.9	37.6
Interaction with Antisocial Peers	58.4	58.2	55.8	50.3	58.1	57.3	56.3	52.0	52.0	53.2	51.5	49.0	56.8	56.8	54.8	50.5
Friend's Use of Drugs	41.3	39.4	39.4	30.8	43.2	41.9	42.6	36.2	35.9	37.3	38.1	32.3	40.7	39.7	40.0	33.2
Rewards for ASB	48.7	45.6	48.2	36.7	45.0	44.0	46.8	42.7	53.8	54.6	57.1	55.1	48.7	47.3	50.1	44.4
Gang Involvement	26.3	26.9	20.8	17.8	23.9	23.2	20.9	15.7	16.3	16.8	16.1	13.1	23.0	23.4	19.6	15.6
Total Risk																
Students at High Risk*	37.1	38.7	37.1	29.7	35.7	37.5	34.2	30.4	33.7	35.7	32.5	29.0	35.9	37.6	35.0	29.7

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

** State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Table 10. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12				All Students Surveyed†			
	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm	State 2006	State 2008	State 2010	BH Norm
Community Domain																
Rewards for Prosocial Involvement	30.4	31.3	32.9	38.3	36.3	35.4	38.0	44.2	35.2	33.2	37.0	44.1	33.5	33.0	35.6	42.2
Family Domain																
Family Attachment	48.7	51.5	51.1	51.9	44.1	46.1	45.6	44.7	57.1	56.2	56.6	55.6	49.3	51.1	50.9	50.4
Opportunities for Prosocial Involvement	57.4	59.7	59.7	60.7	53.0	54.0	54.6	53.1	55.9	55.2	56.4	53.8	55.5	56.9	57.2	55.8
Rewards for Prosocial Involvement	60.6	61.4	61.7	61.5	54.9	55.1	54.9	53.0	56.9	55.8	56.4	52.4	57.7	58.1	58.2	55.6
School Domain																
Opportunities for Prosocial Involvement	59.1	60.3	63.0	68.9	62.9	62.4	65.6	71.6	65.2	64.3	67.6	72.8	61.7	61.9	65.0	71.0
Rewards for Prosocial Involvement	50.7	51.2	52.0	57.5	62.3	59.8	61.2	58.9	48.0	45.4	46.9	51.6	53.9	52.4	53.5	56.2
Peer-Individual Domain																
Belief in the Moral Order	54.3	59.4	60.3	64.6	62.6	66.5	69.4	68.0	51.2	53.6	56.4	53.8	56.3	60.1	62.0	62.5
Interaction with Prosocial Peers*	50.1	53.1	54.7	58.8	54.1	55.3	57.5	60.7	53.7	52.5	57.3	59.3	52.2	53.6	56.2	59.6
Prosocial Involvement	37.7	39.0	40.0	40.8	39.3	41.2	45.3	46.1	39.1	36.4	41.9	42.6	38.5	39.0	42.1	43.2
Rewards for Prosocial Involvement	58.8	59.4	59.2	62.5	61.1	59.7	61.7	59.9	53.4	52.2	55.6	51.8	58.3	57.8	59.0	58.3
Total Protection																
Students with High Protection**	46.0	52.5	53.6	52.8	52.8	56.3	57.6	52.5	52.9	52.5	55.9	50.5	49.8	53.6	55.4	52.0

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

** High Protection youth are defined as the percentage of students who have four or more protective factors operating in their lives. NOTE: Prior to the 2010 administration, this value was defined as the percentage of students who had *five* or more protective factors operating in their lives. In order to provide the best comparability across years, 2006/2008 data were recalculated using the new definition.

† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Table 11. 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		All Students Surveyed†	
	State 2008	State 2010	State 2008	State 2010	State 2008	State 2010	State 2008	State 2010
*Sample size***	*4,418*	*4,473*	*4,872*	*5,295*	*5,065*	*6,341*	*14,355*	*16,109*
I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station	5.0	4.9	6.9	6.3	12.3	9.9	8.2	7.3
I bought it at a restaurant, bar, or club	3.0	2.5	3.0	2.1	7.0	3.6	4.4	2.8
I bought it at a public event such as a concert or sporting event	2.9	3.0	2.9	2.2	3.9	2.5	3.3	2.6
I gave someone else money to buy it for me	21.4	19.2	34.4	32.6	43.7	42.5	33.7	32.8
My parent or guardian gave it to me	18.7	17.5	14.8	15.0	13.0	13.3	15.4	15.0
Another family member who is 21 or older gave it to me	19.7	17.3	18.7	16.8	18.2	14.8	18.9	16.1
Someone not related to me who is 21 or older gave it to me	19.2	16.2	28.7	24.8	39.5	30.4	29.6	24.6
Someone under the age of 21 gave it to me	23.8	21.0	24.8	23.1	22.0	18.6	23.5	20.7
I got it at a party	41.5	38.7	53.1	49.6	57.6	53.8	51.1	48.2
I took it from home	31.4	30.2	23.2	21.9	13.8	13.1	22.4	20.7
I took it from a store or someone else's home	11.7	9.4	11.3	9.8	8.0	5.6	10.3	8.1
I got it some other way	28.7	25.2	23.6	18.8	17.9	13.3	23.1	18.4

* Prior to 2008, the AYS did not survey where youth obtained alcohol.

** 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.

† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

Table 12. Percentage of Students Reporting School Safety Issues

Question		Grade 8			Grade 10			Grade 12			All Students Surveyed**		
		State 2006	State 2008	State 2010	State 2006	State 2008	State 2010	State 2006	State 2008	State 2010	State 2006	State 2008	State 2010
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	84.5	87.1	91.7	86.1	88.4	92.7	90.5	92.4	95.3	86.4	88.7	93.0
	1 time	7.7	6.6	4.5	6.7	5.9	3.7	4.4	3.9	2.4	6.6	5.8	3.7
	2-3 times	4.2	3.5	2.2	3.9	3.0	1.9	3.0	2.0	1.3	3.8	3.0	1.9
	4-5 times	1.3	1.0	0.6	1.2	0.8	0.5	0.6	0.6	0.3	1.1	0.8	0.5
	6-7 times	0.5	0.4	0.2	0.5	0.4	0.3	0.3	0.2	0.1	0.4	0.4	0.2
	8-9 times	0.3	0.3	0.2	0.3	0.3	0.2	0.3	0.2	0.1	0.3	0.2	0.1
	10-11 times	0.3	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.2	0.1
	12 or more times	1.2	0.9	0.5	1.3	1.1	0.6	0.7	0.7	0.3	1.1	0.9	0.5
During the past 12 months, how many times were you in a physical fight on school property?	0 times	75.4	76.5	79.5	84.3	85.2	87.0	91.1	91.5	92.6	82.0	82.6	85.2
	1 time	13.1	12.9	11.0	8.9	8.8	7.3	5.5	5.0	4.3	10.0	9.8	8.1
	2-3 times	7.1	6.9	6.2	4.4	3.9	3.6	2.1	2.1	1.8	5.0	4.9	4.2
	4-5 times	2.1	1.7	1.7	1.0	0.7	0.9	0.4	0.4	0.4	1.4	1.1	1.1
	6-7 times	0.6	0.6	0.5	0.2	0.4	0.3	0.1	0.3	0.2	0.4	0.5	0.4
	8-9 times	0.4	0.4	0.3	0.3	0.2	0.3	0.2	0.2	0.2	0.3	0.3	0.2
	10-11 times	0.3	0.3	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1
	12 or more times	1.0	0.7	0.7	0.7	0.7	0.5	0.4	0.4	0.4	0.8	0.6	0.6
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?*	0 times	61.8	59.4	60.5	75.5	69.1	73.1	85.7	82.3	85.4	71.8	67.7	70.9
	1 time	19.2	13.2	12.8	12.9	10.3	9.1	7.9	6.6	5.3	14.5	10.8	9.7
	2-3 times	14.0	11.5	11.1	8.8	9.6	8.4	4.9	5.7	4.7	10.2	9.5	8.6
	4-5 times		4.3	4.7		3.2	3.0		1.5	1.7		3.3	3.3
	6-7 times		1.9	1.8		1.4	1.2		0.8	0.7		1.5	1.3
	8-9 times		1.2	1.1		1.1	0.7		0.5	0.3		1.0	0.8
	10-11 times		0.8	0.7		0.6	0.5		0.3	0.2		0.6	0.5
	12 or more times	5.0	7.7	7.3	2.8	4.6	4.2	1.6	2.4	1.8	3.5	5.5	4.9
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	89.3	89.9	90.5	92.2	91.1	93.3	95.0	93.8	95.7	91.6	91.2	92.7
	1 day	6.0	5.8	5.2	4.1	5.1	3.6	2.6	3.3	2.2	4.6	5.0	4.0
	2-3 days	2.8	2.7	2.6	2.1	2.2	1.8	1.2	1.8	1.1	2.2	2.3	2.0
	4-5 days	0.7	0.6	0.7	0.5	0.6	0.4	0.4	0.4	0.3	0.6	0.5	0.5
	6 or more days	1.2	1.0	0.9	1.1	1.0	0.8	0.7	0.7	0.6	1.1	0.9	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	93.1	93.9	95.2	92.7	93.8	95.0	94.0	94.4	95.4	93.2	94.0	95.2
	1 day	3.1	3.1	2.3	2.4	2.2	1.8	1.4	1.5	1.4	2.5	2.4	1.9
	2-3 days	1.6	1.3	1.2	1.5	1.2	1.0	0.9	1.1	0.9	1.4	1.2	1.1
	4-5 days	0.6	0.5	0.3	0.7	0.5	0.4	0.6	0.5	0.4	0.6	0.5	0.4
	6 or more days	1.6	1.2	1.0	2.7	2.2	1.8	3.0	2.6	2.0	2.3	1.9	1.5

* In 2006 the choices for this question were *Never*, *Once*, *Several Times* and *Very Often.*

** State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Data Tables

Table 13. Drug Free Communities Report - National Outcome Measures (NOMs)

Outcome	Definition	Substance	Grade 8		Grade 10		Grade 12		All Students Surveyed†		Male ††		Female ††	
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
Perception of Risk* *(People are at Moderate or Great Risk of harming themselves if they...)*	drink 1 or two drinks nearly every day	Alcohol	61.1	25,078	63.4	17,676	65.1	15,677	62.8	58,431	57.3	27,699	68.2	29,687
	smoke 1 or more packs of cigarettes per day	Cigarettes	82.6	25,264	86.5	17,801	89.1	15,758	85.6	58,823	83.6	27,858	87.5	29,914
	smoke marijuana regularly	Marijuana	77.7	24,262	68.8	17,215	63.1	15,310	71.0	56,787	65.5	26,898	76.4	28,883
Perception of Parent Disapproval* *(Parents feel it would be Wrong or Very Wrong to...)*	drink beer, wine, or hard liquor regularly	Alcohol	91.9	24,147	85.6	17,330	77.4	15,350	86.1	56,827	85.2	26,855	86.9	28,945
	smoke cigarettes	Cigarettes	96.7	23,902	94.5	17,236	87.6	15,225	93.6	56,363	92.7	26,610	94.4	28,736
	smoke marijuana	Marijuana	96.0	24,374	92.7	17,549	89.7	15,482	93.3	57,405	92.4	27,216	94.1	29,141
Perception of Peer Disapproval* *(I think it is Wrong or Very Wrong for someone my age to...)*	drink beer, wine, or hard liquor regularly	Alcohol	78.3	27,255	65.4	19,163	58.2	16,569	69.1	62,987	68.6	30,183	69.6	31,640
	smoke cigarettes	Cigarettes	86.5	27,183	77.3	19,103	65.5	16,507	78.2	62,793	77.4	30,089	78.9	31,547
	smoke marijuana	Marijuana	84.1	27,170	71.5	19,107	65.1	16,504	75.3	62,781	72.8	30,089	77.7	31,536
Past 30-Day Use*	at least one use in the past 30 days	Alcohol	21.9	26,309	34.7	18,401	45.0	16,178	31.9	60,888	30.8	28,969	32.9	30,817
		Cigarettes	8.9	25,543	15.6	17,928	22.9	15,817	14.7	59,288	15.5	28,085	13.8	30,147
		Marijuana	8.9	26,139	17.4	18,233	21.3	16,047	14.8	60,419	16.3	28,725	13.3	30,603
Average Age of Onset**														
			Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample	Percent	Sample
(How old were you when you first...)	had more than a sip or two of beer, wine or hard liquor?	Alcohol	49.9	27,011	67.1	18,965	75.2	16,452	61.8	62,428	61.1	29,921	62.5	31,376
		Average age:	11.8 years		13.2 years		14.3 years		13.1 years		12.9 years		13.2 years	
	smoked a cigarette, even just a puff?	Cigarettes	25.3	27,080	40.2	19,001	50.1	16,468	36.4	62,549	37.5	29,956	35.2	31,455
		Average age:	11.7 years		12.9 years		14.0 years		12.9 years		12.8 years		13.1 years	
	smoked marijuana?	Marijuana	17.7	27,130	35.2	19,020	45.9	16,484	30.5	62,634	32.5	30,001	28.5	31,491
		Average age:	12.3 years		13.5 years		14.6 years		13.6 years		13.5 years		13.8 years	

* For Past 30-Day Use, Perception of Risk, and Perception of Parental/Peer Disapproval, 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.

** For Average Age of Onset, the "Sample" column represents the overall sample size: the total number of people that responded to the questions about Age of Onset. This includes responses that are not used to calculate the average age of onset (i.e., youth that have never used alcohol, tobacco, and marijuana). The "Percent" column represents the percentage of youth in the sample reporting any age of first use for the specified substance. "Average age" is calculated by averaging the ages of first use of students reporting any use.

† State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

†† 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 14. Additional Data for Prevention Planning

In the last 30 days, about how many times were you offered:		Grade 8	Grade 10	Grade 12	All Students Surveyed*
		State 2010	State 2010	State 2010	State 2010
alcohol?	Never	71.4	52.3	41.6	57.7
	Once	12.3	14.2	13.2	13.1
	2-3 times	9.5	17.3	21.3	15.0
	4-6 times	3.4	7.7	10.7	6.7
	7-10 times	1.0	2.9	4.9	2.6
	More than 10 times	2.4	5.7	8.3	4.9
cigarettes?	Never	80.6	68.4	62.7	72.2
	Once	8.7	10.3	10.3	9.6
	2-3 times	5.2	8.6	9.6	7.4
	4-6 times	2.2	3.9	4.8	3.4
	7-10 times	1.0	2.3	2.8	1.9
	More than 10 times	2.4	6.5	9.8	5.6
marijuana?	Never	75.4	58.7	56.9	65.4
	Once	8.1	11.1	11.0	9.7
	2-3 times	6.5	10.3	10.7	8.7
	4-6 times	3.5	6.2	6.3	5.1
	7-10 times	1.9	3.6	3.7	2.9
	More than 10 times	4.7	10.2	11.4	8.2
other drugs?	Never	88.4	81.4	81.7	84.5
	Once	5.4	7.5	7.3	6.6
	2-3 times	2.7	4.8	4.8	3.9
	4-6 times	1.2	2.2	2.2	1.8
	7-10 times	0.6	1.2	1.2	0.9
	More than 10 times	1.7	2.9	2.9	2.4
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	64.9	63.0	67.0	64.9
	Once	13.6	12.7	10.9	12.6
	2-3 times	10.3	11.9	10.8	10.9
	4-6 times	3.5	4.5	4.2	4.0
	7-10 times	1.5	1.9	2.0	1.7
	More than 10 times	6.2	6.0	5.1	5.8

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	All Students Surveyed*
		State 2010	State 2010	State 2010	State 2010
say "No" without giving a reason why?	Never	30.9	33.4	33.8	32.4
	Once	14.2	17.4	17.2	16.0
	Twice	5.8	8.9	10.3	8.0
	Three times	2.7	4.1	5.5	3.9
	Four or more times	5.3	8.8	10.4	7.7
	I never got offers	41.1	27.3	22.8	32.0
give an explanation or excuse to turn down the offer?	Never	35.7	38.7	39.4	37.6
	Once	10.9	13.9	15.2	13.0
	Twice	5.4	8.2	10.2	7.5
	Three times	2.7	4.6	5.2	3.9
	Four or more times	4.4	7.3	7.4	6.1
	I never got offers	41.0	27.3	22.5	31.9
decide to leave the situation without accepting the offer?	Never	37.3	45.1	50.9	43.3
	Once	10.2	12.3	11.4	11.1
	Twice	3.7	5.2	5.2	4.6
	Three times	2.4	2.9	3.2	2.8
	Four or more times	4.6	6.3	5.9	5.5
	I never got offers	41.8	28.1	23.4	32.8
use some other way to not accept the alcohol or drugs?	Never	40.7	49.7	55.3	47.4
	Once	8.2	9.9	9.6	9.1
	Twice	3.3	4.2	4.3	3.8
	Three times	1.9	2.6	2.4	2.3
	Four or more times	3.8	5.2	4.6	4.4
	I never got offers	42.1	28.3	23.7	33.0

* State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Table 15. Additional Data for Prevention Planning (Cont'd)

How many times in the past year (12 months) have you:		Grade 8	Grade 10	Grade 12	All Students Surveyed*
		State 2010	State 2010	State 2010	State 2010
been hit, slapped, pushed, shoved, kicked, or any other way physically assaulted by your boyfriend or girlfriend?	Never	82.8	81.9	83.6	82.7
	1 or 2 times	8.4	8.0	7.6	8.1
	3 to 5 times	3.3	3.4	3.1	3.3
	6 to 9 times	1.6	1.7	1.5	1.6
	10 to 19 times	1.7	2.1	1.6	1.8
	20 to 29 times	0.5	0.6	0.6	0.6
	30 to 39 times	0.2	0.3	0.2	0.2
	40+ times	1.5	1.9	1.7	1.7
seen someone punched with a fist, kicked, choked or beaten up?	Never	29.2	31.1	42.1	33.2
	1 or 2 times	28.6	26.7	25.6	27.2
	3 to 5 times	18.8	19.0	16.7	18.3
	6 to 9 times	9.4	9.9	7.0	8.9
	10 to 19 times	5.8	6.4	4.4	5.6
	20 to 29 times	2.6	2.4	1.5	2.2
	30 to 39 times	0.9	0.9	0.5	0.8
	40+ times	4.7	3.6	2.3	3.7
seen someone attacked with a weapon other than a gun, such as a knife, bat, bottle, or chain?	Never	81.3	81.7	85.9	82.6
	1 or 2 times	10.4	9.9	8.0	9.6
	3 to 5 times	3.5	3.4	2.5	3.2
	6 to 9 times	1.6	1.6	1.2	1.5
	10 to 19 times	1.6	1.8	1.2	1.6
	20 to 29 times	0.4	0.4	0.3	0.4
	30 to 39 times	0.3	0.2	0.2	0.2
	40+ times	0.9	1.1	0.7	0.9
seen someone shot or shot at?	Never	87.2	87.7	89.8	88.1
	1 or 2 times	7.7	7.1	6.1	7.1
	3 to 5 times	2.1	1.9	1.7	1.9
	6 to 9 times	0.9	0.9	0.7	0.8
	10 to 19 times	0.8	1.2	0.8	0.9
	20 to 29 times	0.3	0.3	0.1	0.2
	30 to 39 times	0.2	0.2	0.1	0.1
	40+ times	0.9	0.9	0.6	0.8

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	All Students Surveyed
	State 2010	State 2010	State 2010	State 2010
I've never used prescription drugs to get high	88.1	81.7	78.5	83.6
Friends	5.5	11.2	14.0	9.5
Family/Relatives	2.2	3.7	4.2	3.2
Parties	2.5	4.9	5.5	4.0
Home (e.g., Medicine Cabinet)	2.9	5.0	5.2	4.1
Doctor/Pharmacy	1.3	2.8	4.4	2.6
School	1.6	3.7	3.6	2.8
Other	1.8	3.0	3.1	2.5
Over the Internet	0.3	0.4	0.3	0.3
Outside the United States (e.g., Mexico, Canada)	0.7	1.0	1.3	1.0

* State and national data for *All Students Surveyed* are drawn from grades 8, 10 and 12. Depending on which grades were surveyed in a particular report, (*ie* 8 and 10 only), caution should be exercised when comparing rates.

Appendix

Appendix - Comparability of survey administrations

Issue	2006 AYS	2008/2010 AYS	Notes regarding changes
Drug Category	*On how many occasions (if any) have you:*	*On how many occasions (if any) have you:*	
Hallucinogens	Used LSD or other psychedelics?	Used LSD or other hallucinogens?	Substituted "hallucinogens" for "psychedelics" in 2008 and beyond. Comparable across years.
Meth	Used methamphetamines (meth, speed, crank, crystal meth)?	Used methamphetamines (meth, crystal, crank)?	2006 and 2008/2010 provide slightly different examples, but are cautiously comparable.
Prescription stimulants	Used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	Used prescription stimulants (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2006 and 2008/2010 provide slightly different examples, but are cautiously comparable.
Prescription sedatives	Used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	Used prescription sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills)?	In 2008 AYS added descriptor "prescription" and removed qualifier "without a doctor telling you to take them." 2006 data are cautiously comparable to 2008/2010.
Ecstasy	Used MDMA ('X', 'E', or ecstasy)?	Used ecstasy ('X', 'E', or MDMA)?	2008/2010 AYS uses "ecstasy" as the primary descriptor, moving "MDMA" to examples. Comparable across years.
Prescription drugs	Combined results of *On how many occasions have you:* used prescription drugs (such as Valium, Xanax, Ritalin, Adderall, Oxycontin, or sleeping pills) without a doctor telling you to take them? used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them? used stimulants, other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them?	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?	In 2006 there was a prescription drugs question with several examples (some of which overlapped examples from the standalone stimulant and sedative questions). In 2008/2010, the single prescription drug question was dropped, and a new question about prescription pain relievers was added. Rather than discontinuing reporting *Prescription Drugs*, the prescription sedative, stimulant and pain reliever questions were combined to create a single measure. In order to provide the best comparability across years, 2006 data were similarly recalculated into a composite, adding results from the standalone stimulant and sedative questions to the dedicated *Prescription Drugs* question.
Gambling Category	*How often during the past 12 months have you:*	*How often have you done the following for money, possessions, or anything of value:*	
Sports betting	Bet on team sports?	Bet on sports?	2006 not comparable to later data.
Race betting	Bet money on horse races?	Bet on a horse race or other animal race?	2006 not comparable to later data.
Dice	Bet on dice games such as craps?	Played a dice game?	2006 not comparable to later data.
Games of skill	Bet on games of personal skill such as pool, darts, or bowling?	Bet on a game of personal skill such as pool or a video game?	Comparable across years.
Protective Scale: Peer-Individual	*Think of your four best friends (the friends you feel closest to). In the past year, how many of your best friends have:* *(Scale is calculated based on the average response [0, 1, 2, 3 or 4 friends] to the following questions)*		*Regularly attended religious services* was removed from the AYS in 2008. 2006 has been recalculated to match 2008/2010 AYS and are now comparable across all years. Due to this recalculation, current reports may differ slightly from past reports.
Interaction with Prosocial Peers	...participated in clubs, organizations and activities at school? ...made the commitment to stay drug-free? ...tried to do well in school? ...liked school? *...regularly attended religious services? (not used in 2008/2010)*		

Contacts for Prevention

Regional Prevention Contacts

Apache, Coconino, Mohave, Navajo, and Yavapai Counties
Rachel Peterson
Northern Arizona Regional Behavioral Health Authority (NARBHA)
928-226-6394

Cochise, Graham, Greenlee, Gila, La Paz, Pinal, Yuma and Santa Cruz Counties
Linda Weinberg
Cenpatico Behavioral Health of Arizona
866-495-6738

Maricopa County
Juan Aristizabal
Magellan Health Services of Arizona
602-797-8256

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

Gila River Indian Community
Julie Jimenez
Gila River Regional Behavioral Health Authority
520-562-3321 ext. 7031

Pascua Yaqui Tribe
Ralph Cota
Centered Spirit Program
480-768-2063

Other State and National Contacts:

Arizona Criminal Justice Commission
Michelle Neitch/Phillip Stevenson
602-364-1173/602-364-1157
www.azcjc.gov

Arizona Department of Education
School Safety and Prevention
www.ade.az.gov/sa/health/

Arizona Department of Gaming's Office of Problem Gambling
Elise Mikkelsen
602-266-8299 ext. 351
www.problemgambling.az.gov

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

Center for Violence Prevention and Community Safety
Charles Katz
602-496-1471
http://cvpcs.asu.edu/

Governor's Office of Children, Youth, and Families
602-542-4043
www.governor.state.az.us/cyf/index.html

Partnership for a Drug Free America, Arizona Affiliate
Shelly Mowrey
602-264-5700
www.partnerupaz.org

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

Center for Substance Abuse Prevention (CSAP)
www.prevention.samhsa.gov

Office of Juvenile Justice and Delinquency Prevention
Model Programs Guide
www2.dsgonline.com/mpg/

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

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

Western Regional Center for the Application of Prevention Technologies (CAPT)
casat.unr.edu/westcapt.html

Bach Harrison, L.L.C.
R. Steven Harrison, Ph.D.
801-359-2064
www.bach-harrison.com