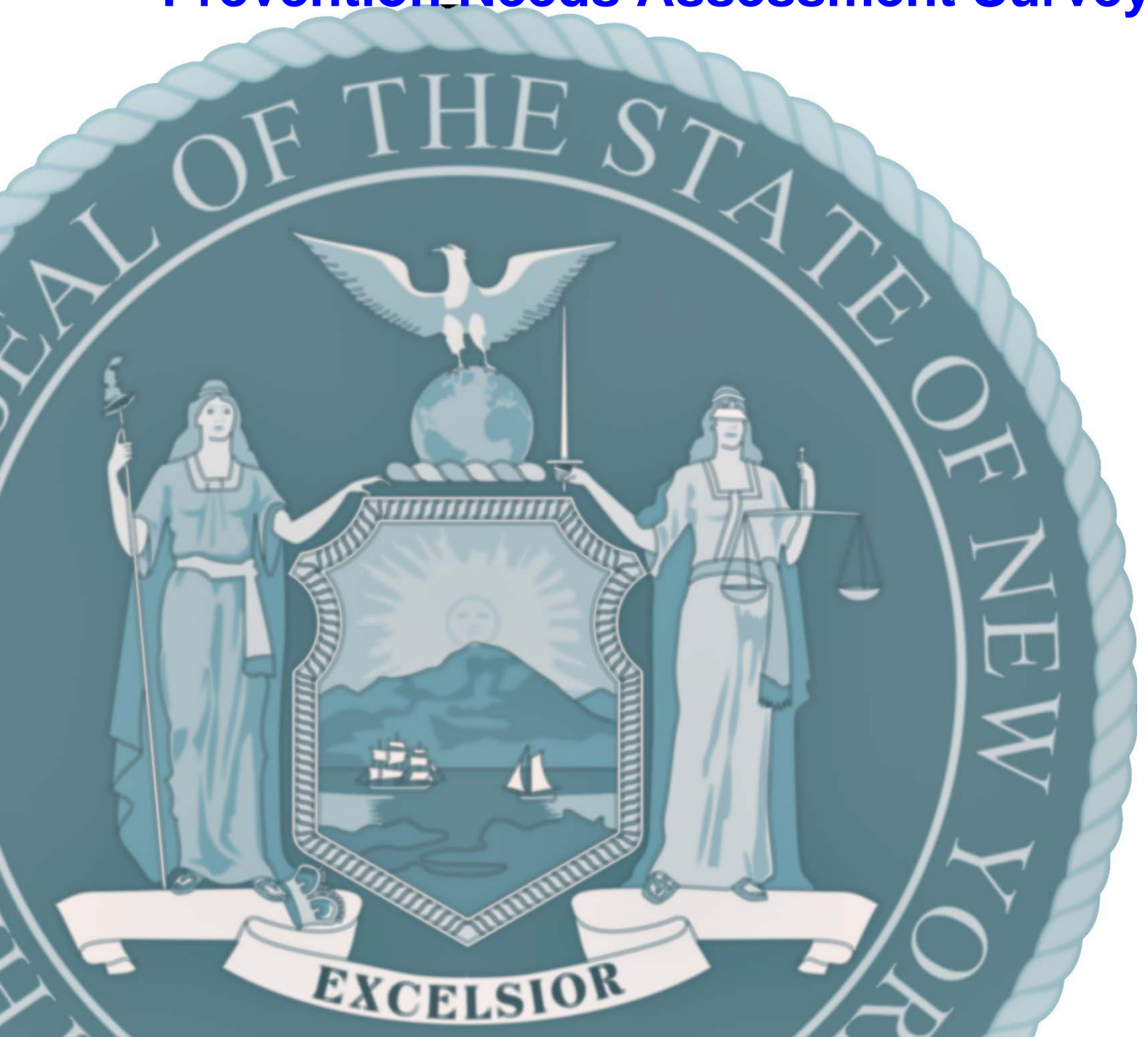


2014 New York Prevention Needs Assessment Survey



Survey Results for:
Lancaster High School

Sponsored by:
WNY Prevention Resource Center
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Batavia, New York 14020
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2014 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2014. 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

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percentage of students who participated from your community. The sample size for this survey administration was 1,511 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	Lancaster High School				Erie County	
	2010		2014		Number	Percent
	Number	Percent	Number	Percent		
Total Students	1168	100	1047	100	2577	100
Grade						
8	435	37.2	392	37.4	1013	39.3
10	409	35.0	371	35.4	916	35.5
12	324	27.7	284	27.1	648	25.1
Gender						
Male	567	48.7	502	48.1	1205	47.0
Female	597	51.3	542	51.9	1358	53.0
Ethnicity						
Native American	11	0.9	5	0.5	55	2.1
Asian	10	0.9	14	1.3	44	1.7
African American	13	1.1	5	0.5	31	1.2
Pacific Islander	5	0.4	2	0.2	7	0.3
Hispanic	18	1.5	11	1.1	36	1.4
White	1067	91.7	975	93.3	2294	89.5
Multi-racial or Other	40	3.4	33	3.2	96	3.7

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.

Risk and Protective Factors

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						
Availability of Drugs	✓				✓	
Availability of Firearms		✓			✓	
Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓	
Media Portrayals of the Behavior	✓				✓	
Transitions and Mobility	✓	✓		✓		✓
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓	
Extreme Economic Deprivation	✓	✓	✓	✓	✓	
Family						
Family History of the Problem Behavior	✓	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓	
School						
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓	
Peer / Individual						
Early & Persistent Antisocial Behavior	✓	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	✓	
Gang Involvement	✓	✓			✓	
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓	
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	✓	
Early Imitation of the Problem Behavior	✓	✓	✓	✓	✓	
Constitutional Factors	✓	✓			✓	✓

Building a Strategic Prevention Framework

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



Building a Strategic Prevention Framework (cont'd)

culturally appropriate, and can be sustained over time. The Western Center for the Application of Prevention Technology has developed an internet tool located at <http://casat.unr.edu/bestpractices/search.php> for identifying Best Practice Programs. Another resource for evidence-based prevention practices is SAMHSA's National Registry of Evidence-based Programs and Practices 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.

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.

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*.

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 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 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 table indicates the sample size for each grade surveyed to help clarify the value of the data.

After the Student Alcohol Tables are tables containing information required by communities with CSAP Grants, such as the parent attitudes regarding drinking, police response to drinking, and problems associated with drinking.

After the CSAP questions are tables containing 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.

After the DFC Tables are the Youth Perception Tables. 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.

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use guidelines in choosing and implementing federally funded prevention and intervention programs. The results of the PNA Survey presented in this report can help your schools and community comply with the NCLB Act in three ways:

1. Programs must be chosen based on objective data about problem behaviors in the communities served. The PNA reports these data in the substance use and antisocial behavior charts and tables presented on the following pages.
2. NCLB-approved prevention programs can address not only substance use and antisocial behavior (ASB) outcomes, but also behaviors and attitudes demonstrated to be predictive of the youth problem behaviors. Risk and protective factor data from this report provide valuable information for choosing prevention programs.
3. Periodic evaluations of outcome measures must be conducted to evaluate the efficacy of ongoing programs. This report provides schools and communities the ability to compare past and present substance use and ASB 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 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.

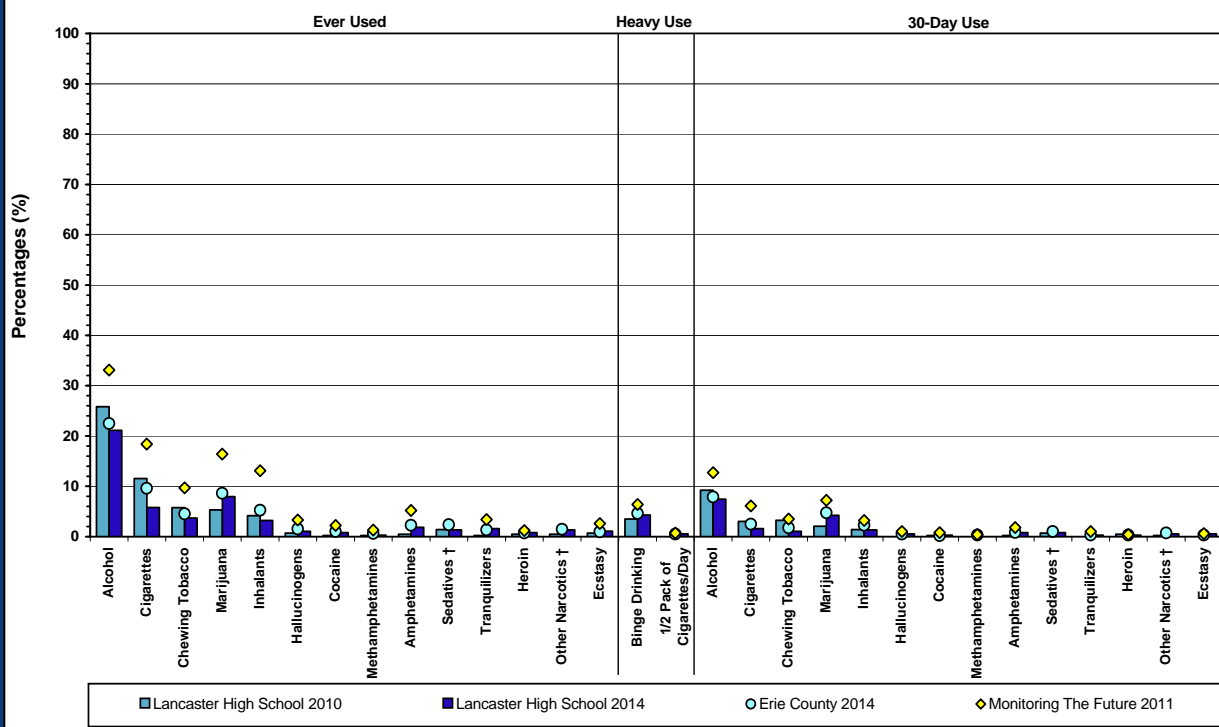
Risk and protective factor data can be used to identify exactly where the community needs to take action.

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

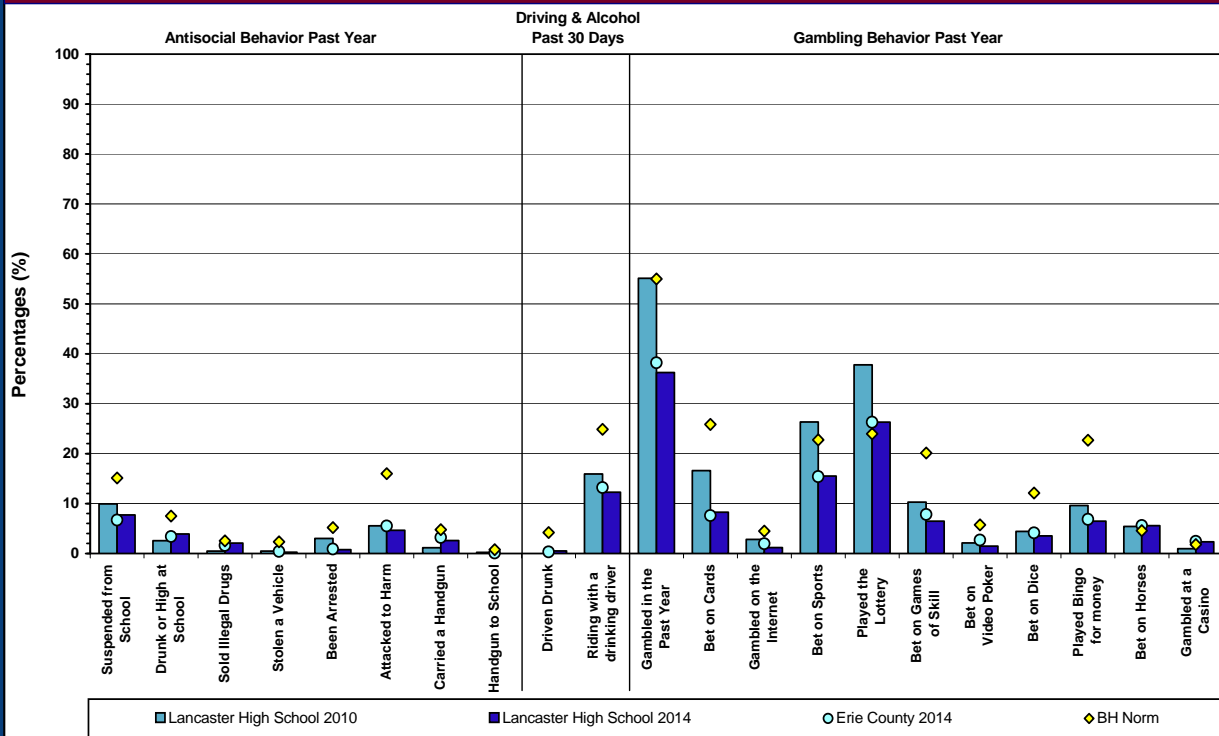
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2014 Lancaster High School Student Survey, Grade 8



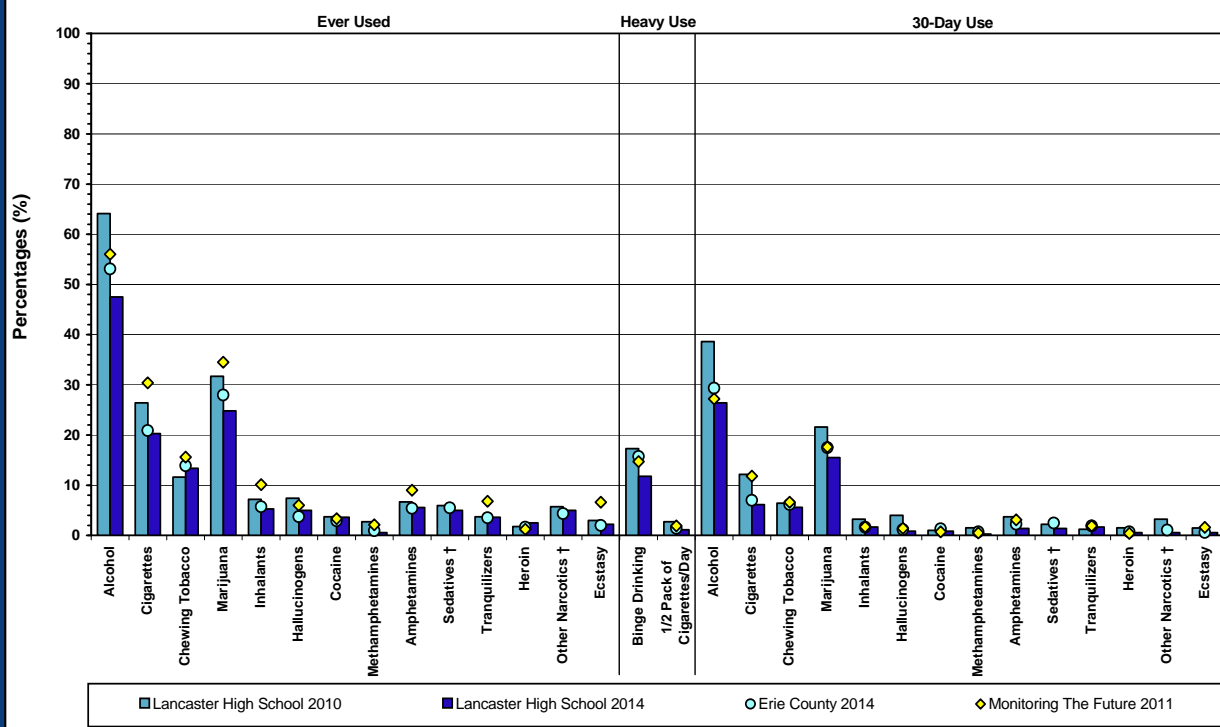
† Monitoring The Future does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

ANTISOCIAL BEHAVIOR AND GAMBLING
2014 Lancaster High School Student Survey, Grade 8



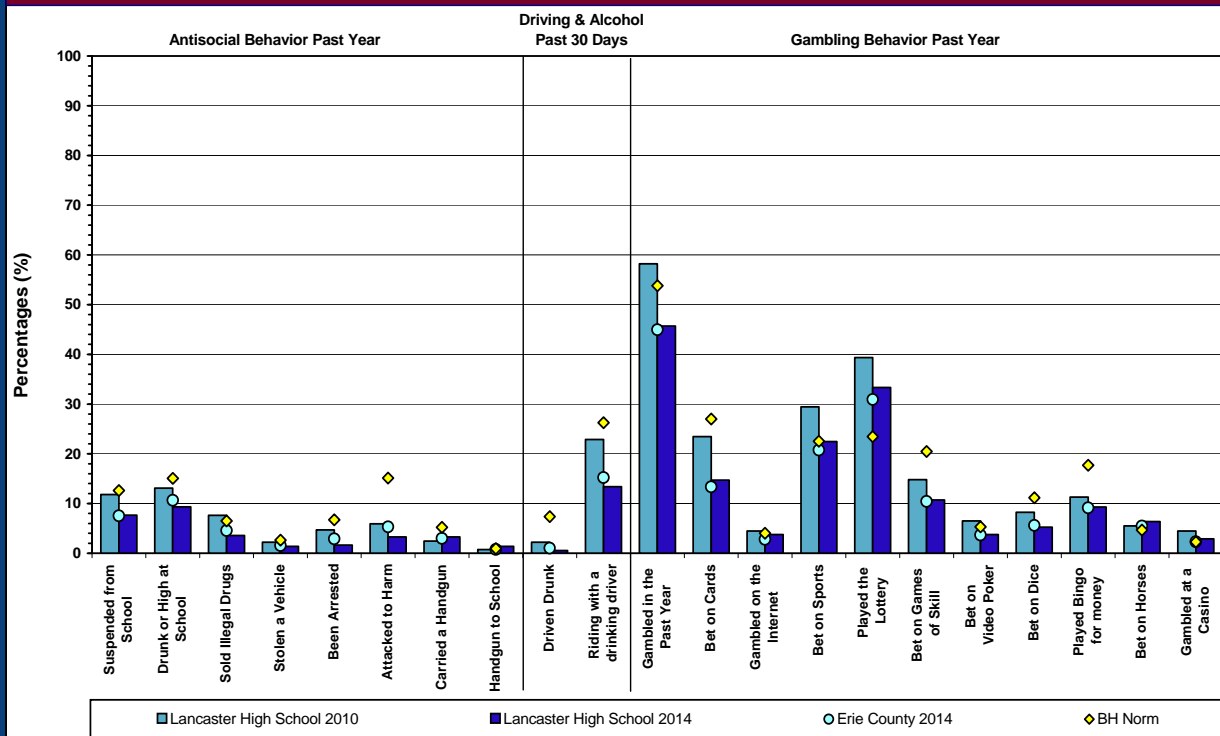
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2014 Lancaster High School Student Survey, Grade 10



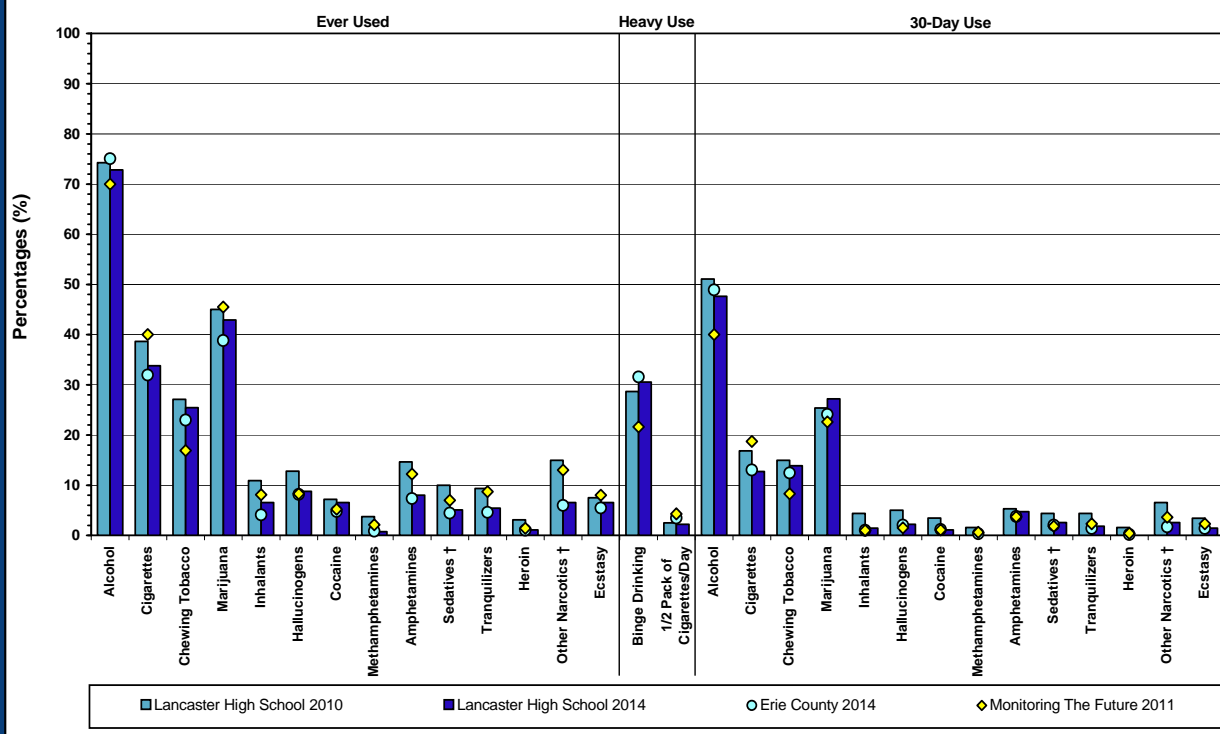
† Monitoring The Future does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

ANTISOCIAL BEHAVIOR AND GAMBLING
2014 Lancaster High School Student Survey, Grade 10



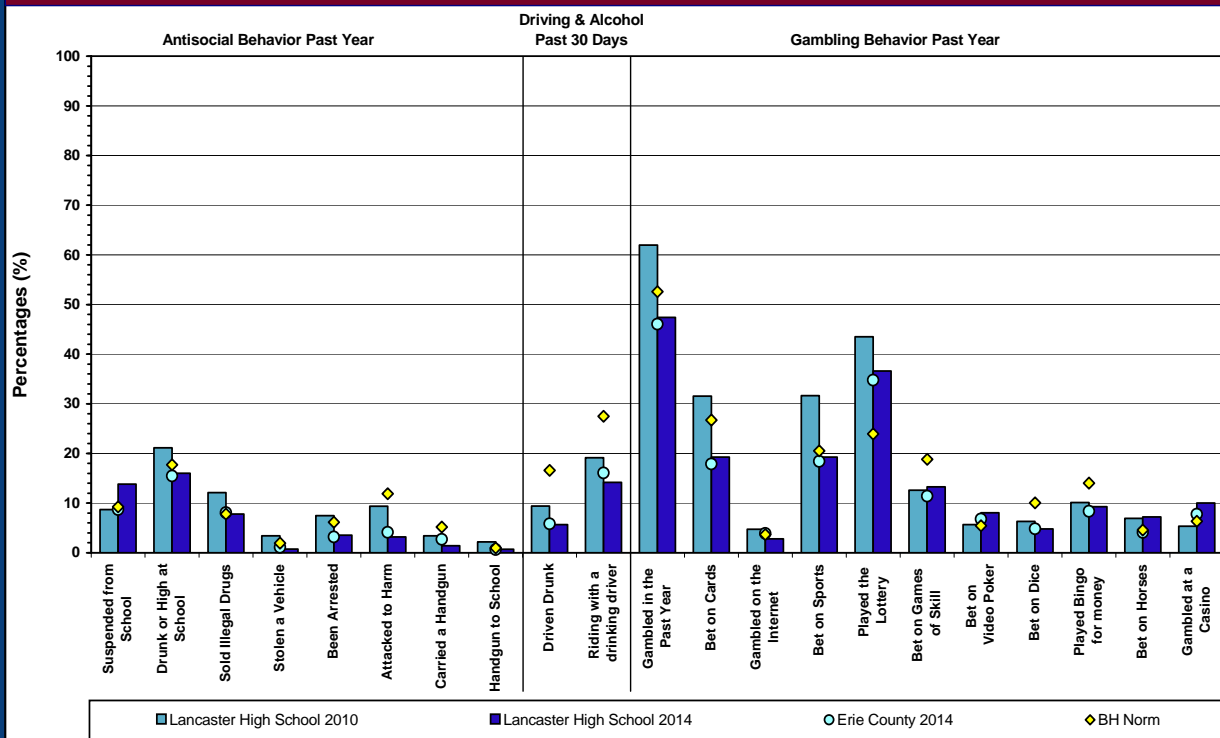
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2014 Lancaster High School Student Survey, Grade 12



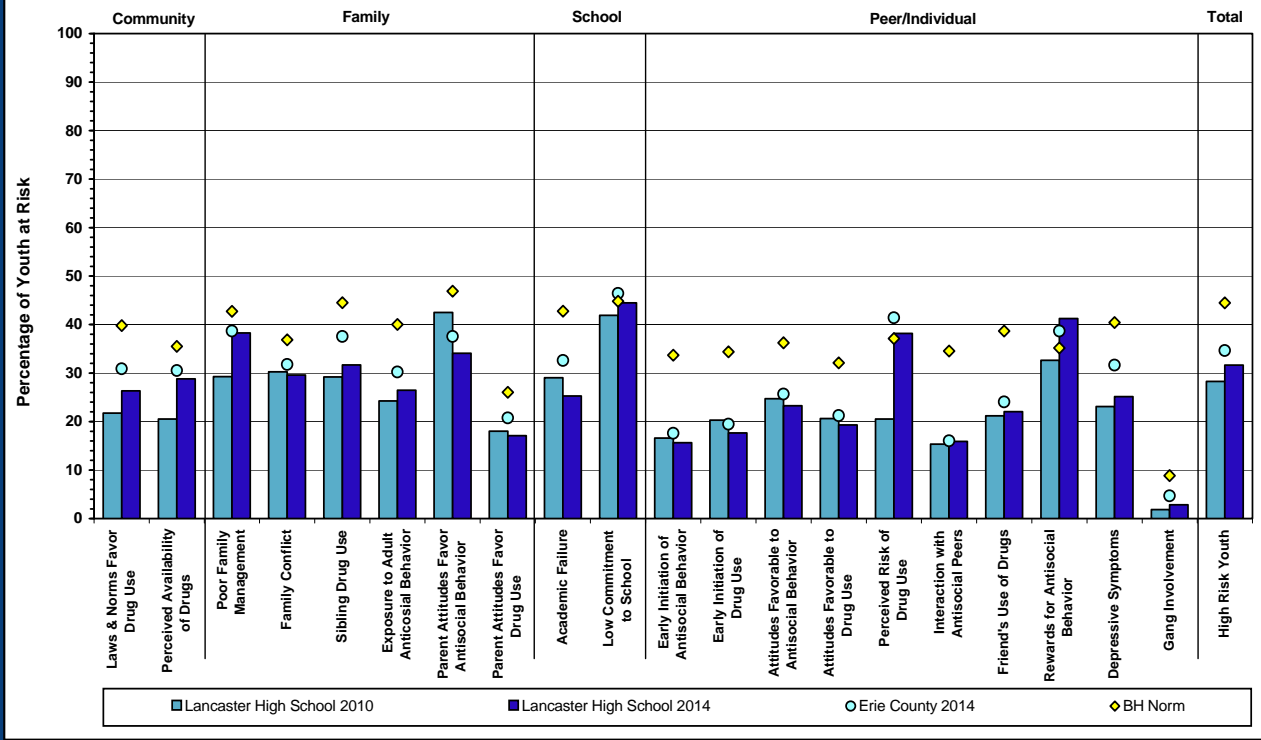
† Monitoring The Future does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

ANTISOCIAL BEHAVIOR AND GAMBLING
2014 Lancaster High School Student Survey, Grade 12



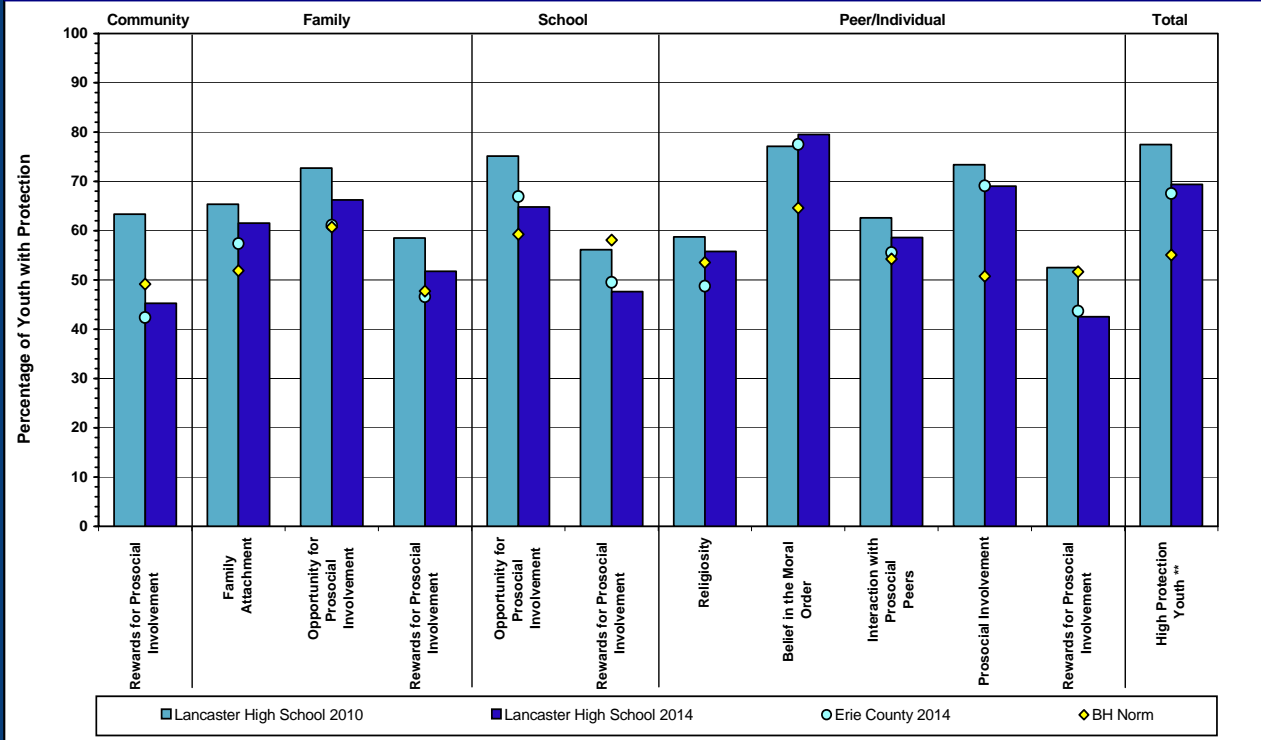
Risk and Protective Factor Profiles

RISK PROFILE 2014 Lancaster High School 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)

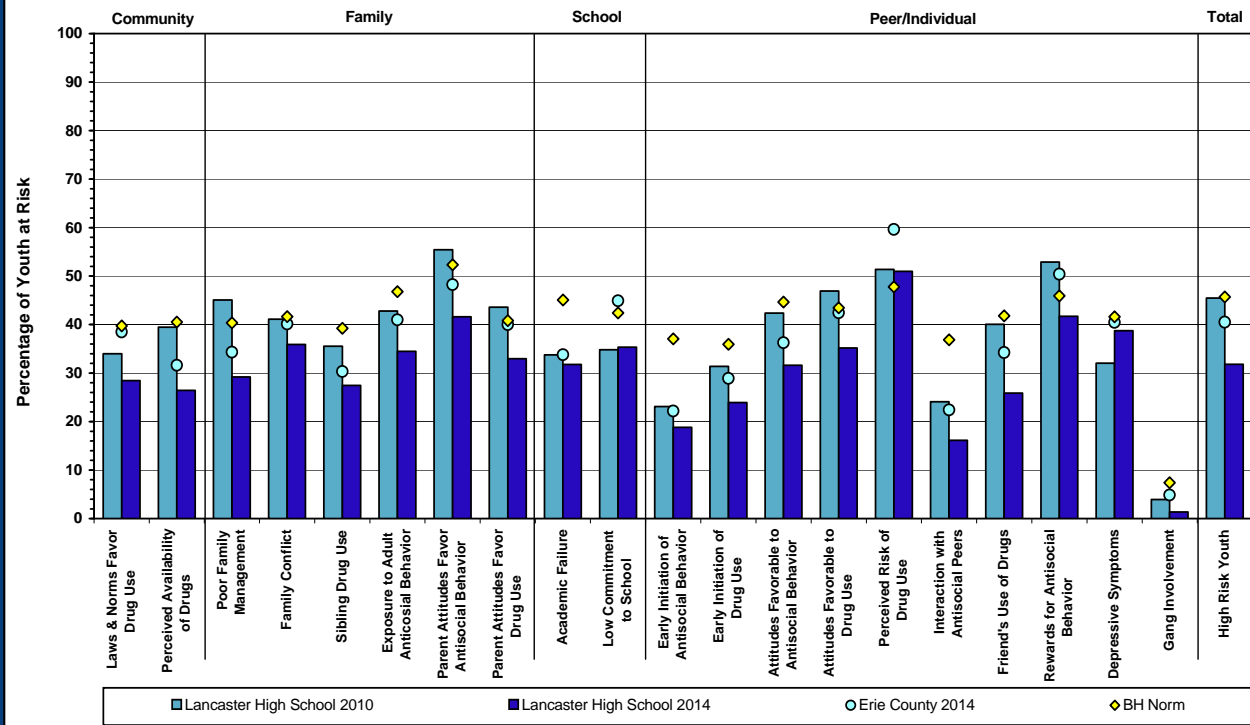
PROTECTIVE PROFILE 2014 Lancaster High School Student Survey, Grade 8



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

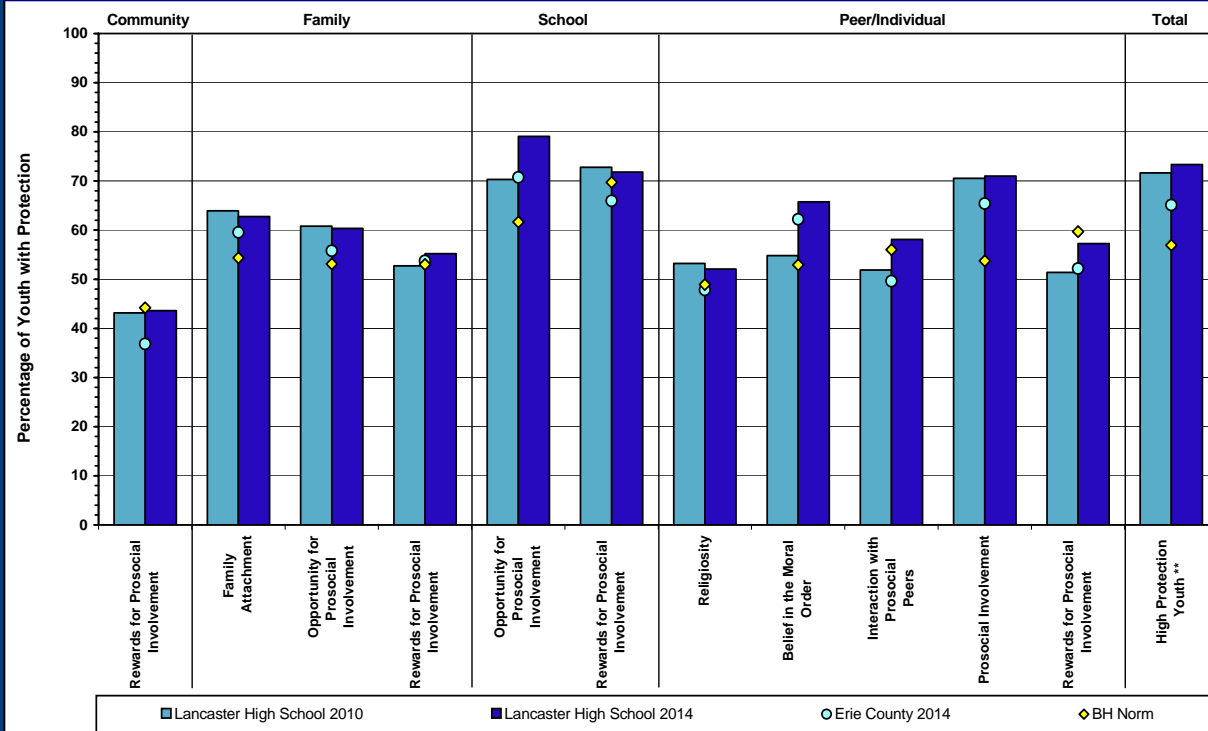
Risk and Protective Factor Profiles

RISK PROFILE 2014 Lancaster High School 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)

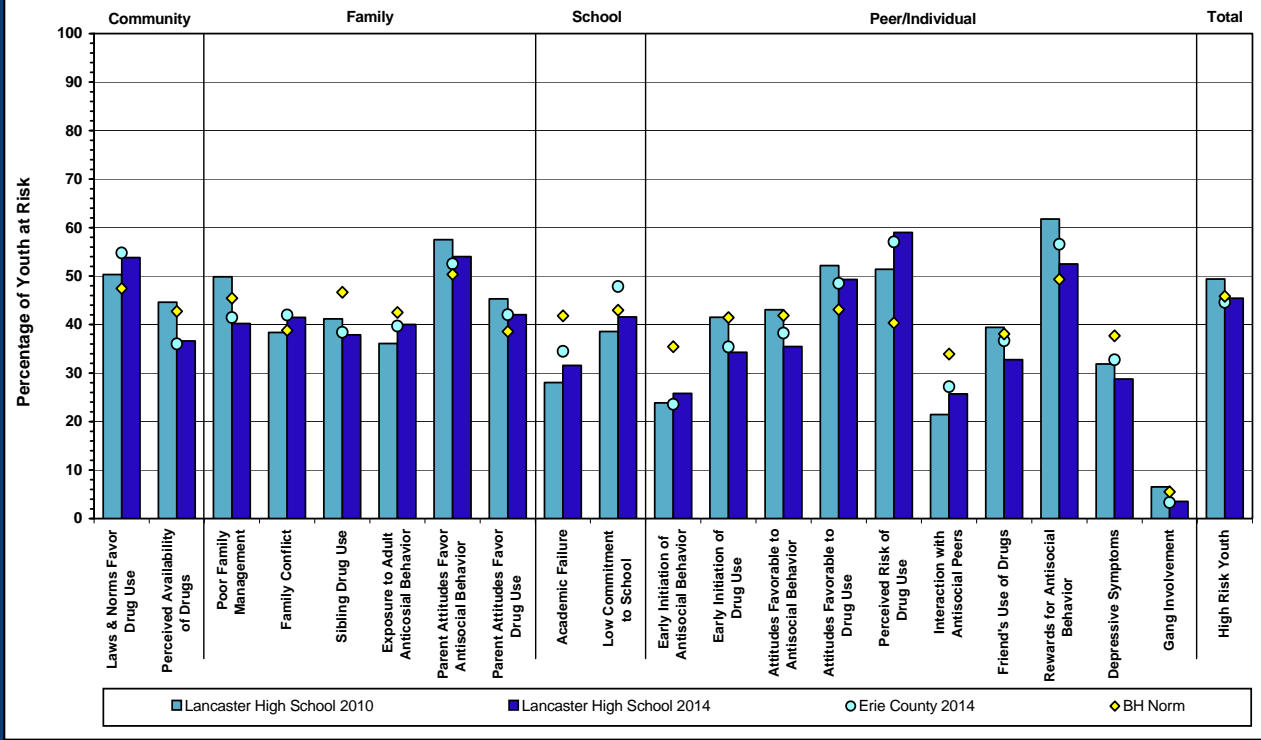
PROTECTIVE PROFILE 2014 Lancaster High School Student Survey, Grade 10



** High Protection Youth are defined as youth with : 6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors.

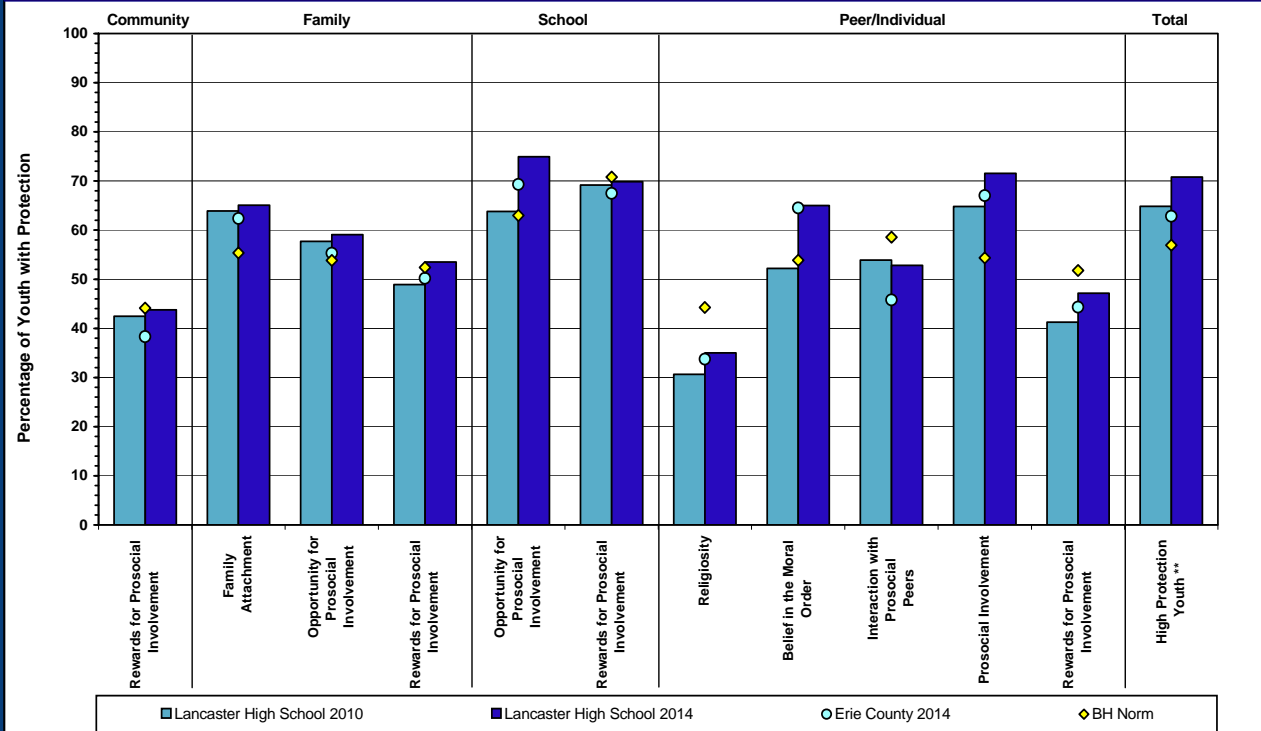
Risk and Protective Factor Profiles

RISK PROFILE 2014 Lancaster High School 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 2014 Lancaster High School Student Survey, Grade 12



** High Protection Youth are defined as youth with : 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

<i>Community Domain Risk Factors</i>	
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.
<i>Community Domain Protective Factors</i>	
Rewards for Prosocial Involvement	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
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.
<i>Family Domain Protective Factors</i>	
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.
<i>School Domain Risk Factors</i>	
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

<i>School Domain Protective Factors</i>	
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.
<i>Peer-Individual Risk Factors</i>	
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.
<i>Peer-Individual Protective Factors</i>	
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			
	2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011
	435	392	1013	†	409	371	916	†	324	284	648	†

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			
		2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011
		Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	25.8	21.1	22.5	33.1	64.1	47.5	53.1	56.0	74.2	72.8
Cigarettes	smoked cigarettes?	11.5	5.8	9.6	18.4	26.4	20.3	20.9	30.4	38.6	33.8	32.0	40.0
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	5.8	3.7	4.5	9.7	11.6	13.4	13.9	15.6	27.1	25.5	23.0	16.9
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	5.3	7.9	8.6	16.4	31.7	24.8	28.0	34.5	45.0	42.9	38.8	45.5
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	4.1	3.2	5.2	13.1	7.2	5.3	5.7	10.1	10.9	6.5	4.1	8.1
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)?	0.7	1.1	1.5	3.3	7.4	5.0	3.7	6.0	12.8	8.8	8.2	8.3
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	0.2	0.8	1.0	2.2	3.7	3.6	2.9	3.3	7.2	6.5	4.8	5.2
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.2	0.3	0.6	1.3	2.7	0.6	0.9	2.1	3.7	0.7	0.9	2.1
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.5	1.9	2.3	5.2	6.7	5.6	5.4	9.0	14.6	8.0	7.3	12.2
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?	1.4	1.3	2.4	n/a	5.9	5.0	5.5	n/a	10.0	5.1	4.4	7.0
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	0.2	1.6	1.3	3.4	3.7	3.6	3.5	6.8	9.3	5.4	4.6	8.7
Heroin	used heroin?	0.5	0.8	0.7	1.2	1.7	2.5	1.6	1.2	3.1	1.1	1.0	1.4
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	1.3	1.4	n/a	5.7	5.0	4.3	n/a	15.0	6.5	6.0	13.0
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.7	1.1	0.9	2.6	3.0	2.2	2.0	6.6	7.5	6.5	5.5	8.0

† See the Monitoring The Future website (www.monitoringthefuture.org). MTF only surveys grades 8, 10 and 12, and does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

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			
		2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	9.2	7.4	7.9	12.7	38.6	26.4	29.4	27.2	51.1	47.6	48.9	40.0
Cigarettes	smoked cigarettes?	3.0	1.6	2.5	6.1	12.1	6.1	7.0	11.8	16.8	12.7	13.0	18.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	3.2	1.1	1.8	3.5	6.4	5.6	6.1	6.6	15.0	13.9	12.5	8.3
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	2.1	4.2	4.7	7.2	21.6	15.5	17.5	17.6	25.4	27.2	24.1	22.6
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	1.4	1.3	2.3	3.2	3.2	1.7	1.6	1.7	4.4	1.5	1.0	1.0
Hallucinogens	used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)?	0.0	0.5	0.5	1.0	4.0	0.8	1.2	1.4	5.0	2.2	2.0	1.5
Cocaine	used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)?	0.2	0.3	0.2	0.8	1.0	0.8	1.3	0.7	3.4	1.1	1.2	1.1
Methamphetamines	used methamphetamines (meth, speed, crank, crystal meth)?	0.0	0.0	0.3	0.4	1.5	0.3	0.7	0.5	1.6	0.0	0.3	0.6
Amphetamines	used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them?	0.2	0.8	0.8	1.8	3.7	1.4	2.2	3.1	5.3	4.7	3.8	3.7
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?	0.7	0.8	1.0	n/a	2.2	1.4	2.5	n/a	4.4	2.5	2.1	1.8
Tranquilizers	used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them?	0.0	0.3	0.3	1.0	1.2	1.7	1.9	1.9	4.4	1.8	1.4	2.3
Heroin	used heroin?	0.5	0.3	0.3	0.4	1.5	0.6	0.7	0.4	1.6	0.0	0.2	0.4
Other Narcotics †	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	0.2	0.5	0.7	n/a	3.2	0.6	1.1	n/a	6.5	2.5	1.7	3.6
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.0	0.5	0.3	0.6	1.5	0.6	0.6	1.6	3.4	1.5	1.4	2.3

† See the Monitoring The Future website (www.monitoringthefuture.org).
MTF only surveys grades 8, 10 and 12, and does not publish 8th or 10th grade "Sedatives" or "Other Narcotics" values.

Data Tables

Table 6. Percentage of Students With Problem ATOD Use

		Grade 8				Grade 10				Grade 12			
		2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011	2010	2014	Erie County 2014	MTF 2011
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)	3.5	4.3	4.6	6.4	17.3	11.8	15.7	14.7	28.7	30.5	31.6	21.6
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)	0.0	0.5	0.5	0.7	2.7	1.1	1.4	1.9	2.5	2.2	3.5	4.3
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?	0.0	0.5	0.3	4.2	2.2	0.5	1.0	7.4	9.4	5.7	5.8	16.6
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?	15.9	12.3	13.2	24.9	22.9	13.4	15.2	26.3	19.1	14.2	16.1	27.5

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			
	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm
Been Suspended from School	9.9	7.7	6.7	15.1	11.8	7.7	7.5	12.6	8.7	13.8	8.7	9.2
Been Drunk or High at School	2.5	3.9	3.4	7.5	13.1	9.3	10.6	15.0	21.1	16.0	15.4	17.7
Sold Illegal Drugs	0.5	2.1	1.6	2.5	7.6	3.6	4.5	6.5	12.1	7.8	8.1	7.8
Stolen or Tried to Steal a Motor Vehicle	0.5	0.3	0.4	2.3	2.2	1.4	1.6	2.6	3.4	0.7	1.1	1.9
Been Arrested	3.0	0.8	0.9	5.2	4.7	1.6	2.9	6.7	7.5	3.5	3.2	6.1
Attacked Someone with the Idea of Seriously Hurting Them	5.6	4.7	5.5	16.0	5.9	3.3	5.3	15.1	9.4	3.2	4.1	11.9
Carried a Handgun	1.2	2.6	3.2	4.8	2.5	3.3	3.0	5.2	3.4	1.4	2.7	5.2
Carried a Handgun to School	0.2	0.0	0.1	0.8	0.7	1.4	0.8	0.9	2.2	0.7	0.6	1.0

Data Tables

Table 8. Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: (<i>'A few times' or more</i>)	Grade 8				Grade 10				Grade 12			
	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm
Gambled in the Past Year	55.1	36.2	38.2	55.0	58.2	45.7	45.0	53.8	61.9	47.4	46.0	52.6
Bet on Cards	16.6	8.2	7.6	25.8	23.4	14.7	13.3	27.0	31.5	19.3	17.9	26.7
Gambled on the Internet	2.8	1.2	1.9	4.5	4.5	3.8	2.8	4.0	4.7	2.8	3.9	3.7
Bet on Sports	26.3	15.5	15.4	22.8	29.4	22.4	20.8	22.5	31.6	19.3	18.4	20.5
Played the Lottery	37.8	26.3	26.3	24.0	39.3	33.3	30.9	23.5	43.5	36.6	34.8	23.9
Bet on Games of Skill	10.3	6.5	7.8	20.1	14.8	10.7	10.4	20.5	12.6	13.3	11.4	18.8
Bet on Video Poker	2.1	1.5	2.7	5.7	6.5	3.8	3.7	5.3	5.7	8.0	6.8	5.4
Bet on Dice	4.4	3.5	4.1	12.1	8.3	5.2	5.6	11.2	6.3	4.8	4.8	10.0
Played Bingo for money	9.6	6.5	6.8	22.7	11.3	9.3	9.1	17.7	10.1	9.3	8.3	14.0
Bet on Horses	5.4	5.6	5.6	4.6	5.5	6.4	5.5	4.7	6.9	7.2	4.1	4.6
Gambled at a Casino	0.9	2.3	2.4	1.8	4.5	2.9	2.3	2.3	5.4	10.0	7.8	6.3

Data Tables

Table 9. Percentage of Students Reporting Protection

Protective Factors	Grade 8				Grade 10				Grade 12			
	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm
Community Domain												
Rewards for Prosocial Involvement	63.3	45.3	42.3	49.2	43.1	43.6	36.8	44.2	42.5	43.8	38.3	44.1
Family Domain												
Family Attachment	65.3	61.5	57.4	51.9	63.9	62.7	59.5	54.3	63.9	65.1	62.3	55.4
Opportunity for Prosocial Involvement	72.7	66.2	61.1	60.7	60.8	60.3	55.8	53.1	57.7	59.0	55.3	53.8
Rewards for Prosocial Involvement	58.5	51.7	46.6	47.7	52.7	55.2	53.7	53.0	48.9	53.5	50.2	52.4
School Domain												
Opportunity for Prosocial Involvement	75.1	64.8	66.9	59.3	70.3	79.1	70.7	61.6	63.8	74.9	69.3	62.9
Rewards for Prosocial Involvement	56.1	47.6	49.5	58.1	72.8	71.8	65.9	69.7	69.2	69.9	67.5	70.8
Peer-Individual Domain												
Religiosity	58.7	55.8	48.7	53.5	53.2	52.1	47.8	48.9	30.6	35.0	33.7	44.3
Belief in the Moral Order	77.1	79.5	77.5	64.6	54.8	65.7	62.2	52.9	52.2	65.0	64.5	53.8
Interaction with Prosocial Peers	62.6	58.6	55.5	54.3	51.9	58.1	49.6	56.0	53.9	52.8	45.8	58.5
Prosocial Involvement	73.4	69.0	69.1	50.7	70.5	71.0	65.4	53.7	64.8	71.5	67.0	54.3
Rewards for Prosocial Involvement	52.5	42.5	43.7	51.7	51.4	57.2	52.2	59.7	41.3	47.1	44.3	51.8
High Protection												
High Protection Youth **	77.5	69.4	67.5	55.1	71.6	73.3	65.1	56.9	64.8	70.8	62.8	56.9

** 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			
	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm	2010	2014	Erie County 2014	BH Norm
Community Domain												
Laws & Norms Favor Drug Use	21.7	26.3	30.9	39.8	34.0	28.4	38.5	39.7	50.3	53.8	54.8	47.4
Perceived Availability of Drugs	20.5	28.8	30.5	35.5	39.5	26.4	31.6	40.5	44.6	36.6	36.0	42.7
Family Domain												
Poor Family Management	29.3	38.3	38.7	42.7	45.0	29.2	34.3	40.3	49.8	40.2	41.4	45.4
Family Conflict	30.3	29.6	31.8	36.8	41.1	35.9	40.1	41.6	38.4	41.5	41.9	38.8
Sibling Drug Use	29.2	31.7	37.5	44.5	35.5	27.5	30.3	39.2	41.2	37.9	38.4	46.6
Exposure to Adult Anticosial Behavior	24.2	26.5	30.2	40.0	42.8	34.5	41.0	46.8	36.1	40.0	39.7	42.5
Parent Attitudes Favor Antisocial Behavior	42.5	34.1	37.6	46.9	55.4	41.6	48.2	52.3	57.5	54.0	52.5	50.3
Parent Attitudes Favor Drug Use	18.0	17.1	20.8	26.0	43.6	33.0	40.0	40.8	45.3	42.0	42.0	38.6
School Domain												
Academic Failure	29.0	25.3	32.6	42.8	33.7	31.8	33.8	45.1	28.0	31.6	34.5	41.8
Low Commitment to School	41.9	44.5	46.4	44.8	34.8	35.3	44.9	42.4	38.6	41.5	47.8	42.9
Peer-Individual Domain												
Early Initiation of Antisocial Behavior	16.6	15.6	17.6	33.7	23.1	18.8	22.2	37.0	23.8	25.8	23.5	35.4
Early Initiation of Drug Use	20.3	17.6	19.4	34.4	31.4	23.9	28.9	35.9	41.5	34.3	35.4	41.4
Attitudes Favorable to Antisocial Behavior	24.7	23.3	25.7	36.2	42.4	31.6	36.3	44.6	43.0	35.5	38.2	41.9
Attitudes Favorable to Drug Use	20.6	19.3	21.2	32.1	46.9	35.1	42.4	43.5	52.2	49.3	48.5	43.1
Perceived Risk of Drug Use	20.5	38.2	41.4	37.1	51.4	51.0	59.6	47.8	51.4	59.0	57.0	40.3
Interaction with Antisocial Peers	15.3	15.9	16.0	34.5	24.1	16.1	22.4	36.8	21.4	25.7	27.2	33.9
Friend's Use of Drugs	21.2	22.1	24.0	38.7	40.0	25.9	34.2	41.8	39.4	32.7	36.7	38.1
Rewards for Antisocial Behavior	32.6	41.2	38.7	35.2	52.9	41.7	50.4	45.9	61.8	52.5	56.6	49.3
Depressive Symptoms	23.1	25.1	31.6	40.4	32.0	38.7	40.5	41.6	31.9	28.8	32.7	37.7
Gang Involvement	1.8	2.8	4.7	8.9	3.9	1.4	4.8	7.4	6.5	3.5	3.3	5.5
High Risk												
High Risk Youth *	28.3	31.6	34.6	44.5	45.5	31.8	40.5	45.7	49.4	45.4	44.6	45.8

* 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).

Student Alcohol Table

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		
	2010	2014	Erie County 2014	2010	2014	Erie County 2014	2010	2014	Erie County 2014	2010	2014	Erie County 2014
Sample size *	90	63	168	232	148	430	230	196	448	552	407	1,046
I bought it myself from a store.	3.3	3.2	2.4	2.6	5.4	4.2	12.2	16.8	11.8	6.7	10.6	7.2
I got it at a party.	58.9	41.3	49.4	69.8	68.9	67.4	87.0	79.6	79.0	75.2	69.8	69.5
I gave someone else money to buy it for me.	20.0	15.9	17.9	40.5	35.8	36.7	60.9	59.2	55.1	45.7	44.0	41.6
I got it from someone I know age 21 or older.	32.2	49.2	40.5	48.7	54.7	53.5	71.3	68.9	70.5	55.4	60.7	58.7
I got it from someone I know under age 21.	31.1	25.4	29.2	45.7	44.6	45.1	51.7	50.5	49.6	45.8	44.5	44.5
I got it from a family member or relative other than my parents.	32.2	49.2	40.5	32.8	34.5	33.3	39.6	45.9	45.3	35.5	42.3	39.6
I got it from home with my parents' permission.	27.8	46.0	36.3	32.3	31.8	30.2	36.1	38.8	39.5	33.2	37.3	35.2
I got it from home without my parents' permission.	48.9	47.6	45.8	50.9	39.9	47.9	43.0	37.8	35.3	47.3	40.0	42.2
I got it at work.	n/a	1.6	1.2	n/a	1.4	0.9	n/a	8.2	7.4	n/a	4.7	3.7
I bought it over the internet.	n/a	4.8	2.4	n/a	2.0	0.7	n/a	2.0	2.0	n/a	2.5	1.5
I got it in another way.	11.1	19.0	17.9	16.4	10.8	10.7	15.7	7.7	8.9	15.2	10.6	11.1

During the past year (12 months) did you drink alcohol at any of the following places?	Grade 8			Grade 10			Grade 12			Total		
	2010	2014	Erie County 2014	2010	2014	Erie County 2014	2010	2014	Erie County 2014	2010	2014	Erie County 2014
Sample size *	89	64	177	231	156	429	225	191	427	545	411	1,033
At my home or someone else's home without any parent permission.	59.6	51.6	52.0	74.5	66.0	66.7	75.1	68.1	63.7	72.3	64.7	62.9
At my home with my parent's permission.	38.2	57.8	49.7	38.5	39.7	40.3	42.7	45.5	50.1	40.2	45.3	46.0
At someone else's home with their parent's permission.	16.9	23.4	19.8	29.4	30.8	30.5	55.6	58.6	59.0	38.2	42.6	40.5
At an open area like a park, beach, or back road.	20.2	9.4	15.3	30.7	26.3	27.5	41.3	34.0	33.7	33.4	27.3	28.0
At public events such as a sporting event, festival, or concert.	16.9	12.5	11.3	25.1	23.1	24.7	46.2	40.8	41.0	32.5	29.7	29.1
At a restaurant, bar, or a nightclub.	6.7	6.3	5.1	10.4	10.3	6.8	25.8	22.0	19.7	16.1	15.1	11.8
In a car.	10.1	6.3	7.9	20.8	15.4	18.6	33.8	20.4	22.5	24.4	16.3	18.4
At a school dance, a game, or other event.	6.7	7.8	9.0	13.9	10.3	14.0	26.2	15.2	14.5	17.8	12.2	13.4
At school during the day.	4.5	6.3	4.5	4.3	9.6	7.2	11.1	6.3	6.6	7.2	7.5	6.5
Near school.	4.5	9.4	8.5	8.2	5.8	7.2	12.0	4.7	8.9	9.2	5.8	8.1
In another place.	23.6	18.8	24.9	26.0	23.7	24.9	26.2	25.7	21.5	25.7	23.8	23.5

* 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.

CSAP Questions

Table 12. CSAP Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>For the following for questions, during the past 12 months, have you talked with at least one of your parents (by parents, we mean either your biological parents, adoptive parents, stepparents, foster parents, or other adult caregivers whether or not they live with you) about :</i>									
The dangers of underage drinking?	Yes	194	55.7	182	52.3	108	43.2	484	51.2
	No	154	44.3	166	47.7	142	56.8	462	48.8
The dangers of tobacco or drug abuse?	Yes	217	62.2	196	56.3	116	46.2	529	55.8
	No	132	37.8	152	43.7	135	53.8	419	44.2
When parents find out their kids have been drinking they may discuss it, take away privileges, add chores, take away cell phones, use of the car, etc. In the past 12 months, if your parents found out you were drinking, how did they usually respond? (Select one option).	I didn't drink.	307	84.6	221	62.4	102	39.4	630	64.5
	I drank but I was not caught.	19	5.2	80	22.6	75	29.0	174	17.8
	I was caught but there were no consequences.	7	1.9	16	4.5	43	16.6	66	6.8
	There were minor consequences.	5	1.4	17	4.8	23	8.9	45	4.6
	There were major consequences.	25	6.9	20	5.6	16	6.2	61	6.3
If the police caught you drinking, which of the following would most likely happen? (Select one option).	There would be no consequence.	18	5.1	23	6.5	25	9.5	66	6.8
	I would be given a warning and then let go.	30	8.5	51	14.5	56	21.4	137	14.1
	I would be taken home to my parents.	181	51.0	199	56.5	118	45.0	498	51.4
	I would be arrested but would get no penalty.	45	12.7	27	7.7	21	8.0	93	9.6
	I would be arrested and the court would impose a penalty.	81	22.8	52	14.8	42	16.0	175	18.1
<i>For the following for questions, during the past 12 months, how many times has each of the following things happened?</i>									
You had problems at school or work because you had been drinking.	Never	359	98.6	348	98.0	252	96.9	959	98.0
	Once	2	0.5	6	1.7	6	2.3	14	1.4
	Twice	3	0.8	0	0.0	2	0.8	5	0.5
	Three or four times	0	0.0	0	0.0	0	0.0	0	0.0
	Five or more times	0	0.0	1	0.3	0	0.0	1	0.1

Table 12. (Contd.) CSAP Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>For the following for questions, during the past 12 months, how many times has each of the following things happened?</i>									
You had problems with your friends because you had been drinking.	Never	357	99.2	339	95.8	242	93.1	938	96.3
	Once	3	0.8	8	2.3	11	4.2	22	2.3
	Twice	0	0.0	5	1.4	5	1.9	10	1.0
	Three or four times	0	0.0	1	0.3	1	0.4	2	0.2
	Five or more times	0	0.0	1	0.3	1	0.4	2	0.2
You had problems with someone you were dating because you had been drinking.	Never	358	99.4	338	95.5	240	92.3	936	96.1
	Once	0	0.0	11	3.1	11	4.2	22	2.3
	Twice	2	0.6	3	0.8	3	1.2	8	0.8
	Three or four times	0	0.0	1	0.3	5	1.9	6	0.6
	Five or more times	0	0.0	1	0.3	1	0.4	2	0.2
You were hung over.	Never	346	96.1	290	82.2	169	65.0	805	82.7
	Once	4	1.1	26	7.4	24	9.2	54	5.5
	Twice	4	1.1	13	3.7	21	8.1	38	3.9
	Three or four times	3	0.8	11	3.1	22	8.5	36	3.7
	Five or more times	3	0.8	13	3.7	24	9.2	40	4.1
You were sick to your stomach or threw up after drinking.	Never	352	97.5	320	90.9	189	73.3	861	88.7
	Once	5	1.4	18	5.1	37	14.3	60	6.2
	Twice	2	0.6	7	2.0	21	8.1	30	3.1
	Three or four times	1	0.3	5	1.4	7	2.7	13	1.3
	Five or more times	1	0.3	2	0.6	4	1.6	7	0.7
You got into a sexual situation that you later regretted because you had been drinking.	Never	355	98.6	338	95.5	230	88.8	923	94.9
	Once	3	0.8	11	3.1	19	7.3	33	3.4
	Twice	2	0.6	2	0.6	5	1.9	9	0.9
	Three or four times	0	0.0	1	0.3	1	0.4	2	0.2
	Five or more times	0	0.0	2	0.6	4	1.5	6	0.6
You got into a physical fight because you had been drinking.	Never	357	99.2	338	95.8	236	91.5	931	95.9
	Once	2	0.6	10	2.8	12	4.7	24	2.5
	Twice	1	0.3	2	0.6	7	2.7	10	1.0
	Three or four times	0	0.0	2	0.6	1	0.4	3	0.3
	Five or more times	0	0.0	1	0.3	2	0.8	3	0.3
You were drunk at school or work.	Never	358	99.2	340	96.6	242	93.4	940	96.7
	Once	0	0.0	5	1.4	11	4.2	16	1.6
	Twice	0	0.0	1	0.3	4	1.5	5	0.5
	Three or four times	1	0.3	2	0.6	1	0.4	4	0.4
	Five or more times	2	0.6	4	1.1	1	0.4	7	0.7

DFC and Youth Perception Tables

Table 13. Drug Free Communities Report *

Outcomes	Definition	Grade 8		Grade 10		Grade 12		Total †		Male		Female	
		Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.	Per.	Num.
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?	78.3	373	74.8	361	65.1	278	73.4	1012	70.9	481	75.6	529
	have five or more drinks of an alcoholic beverage once or twice a week?	85.4	371	80.9	362	69.6	276	79.5	1009	76.9	481	81.7	526
	smoke 1 or more packs of cigarettes per day.	84.9	371	90.8	360	82.2	276	86.3	1007	88.5	478	84.3	527
	smoke marijuana once or twice a week?	76.3	371	58.6	360	44.4	277	61.2	1008	59.5	479	62.7	526
	use prescription drugs that are not prescribed to them?	90.9	373	86.7	361	82.9	275	87.2	1009	86.7	481	87.6	526
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?	98.3	363	97.7	348	92.3	260	96.5	971	95.9	464	97.0	506
	smoke cigarettes	98.3	363	97.2	352	91.3	264	96.0	979	95.7	467	96.3	511
	smoke marijuana	97.8	361	94.3	352	86.6	262	93.5	975	92.0	465	95.1	509
	use prescription drugs not prescribed to you?	98.6	363	98.0	347	96.6	261	97.8	971	97.6	464	98.0	506
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?	86.9	389	75.5	367	59.2	282	75.3	1038	73.6	497	76.8	539
	smoke cigarettes	92.8	389	84.5	367	63.5	282	81.9	1038	81.5	497	82.2	538
	smoke marijuana	87.4	389	73.2	366	54.8	281	73.6	1036	73.9	494	73.1	539
	use prescription drugs not prescribed to you?	94.9	389	89.6	367	83.3	282	89.9	1038	90.5	497	89.2	539
How do you feel about someone your age having one or two drinks of an alcoholic beverage nearly every day?	Neither Approve nor Disapprove	14.9	56	20.8	75	23.7	66	19.4	197	23.3	113	15.9	84
	Somewhat Disapprove	11.9	45	15.0	54	21.9	61	15.8	160	15.3	74	16.3	86
	Strongly Disapprove	64.2	242	58.3	210	49.3	137	58.0	589	55.1	267	60.6	320
	Don't know or can't say	9.0	34	5.8	21	5.0	14	6.8	69	6.4	31	7.2	38
Past 30 day use of (at least one use in the Past 30 Days):	Alcohol	7.4	376	26.4	360	47.6	275	25.1	1011	25.6	485	24.8	524
	Cigarettes	1.6	377	6.1	359	12.7	275	6.2	1011	4.9	486	7.5	522
	Marijuana	4.2	377	15.5	361	27.2	272	14.5	1010	14.7	483	14.3	525
	Prescription Drugs	0.8	379	4.2	361	8.0	276	3.9	1016	2.9	488	5.0	525
Average Age of Onset **		Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.	Age	Num.
	Alcohol	11.7	107	13.5	194	14.5	213	13.6	514	13.4	252	13.7	262
	Cigarettes	12.0	26	13.1	84	14.6	105	13.7	215	13.6	101	13.8	114
	Marijuana	12.2	31	13.7	90	14.9	124	14.1	245	13.9	122	14.3	123

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

**For Average Age of Onset, "Num." 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.

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%)	52	13.3	31	8.4	34	12.0	117	11.2
	Few (1-10%)	130	33.3	45	12.2	37	13.1	212	20.4
	Some (11-30%)	133	34.1	128	34.8	84	29.7	345	33.1
	Half or less (31-50%)	43	11.0	94	25.5	64	22.6	201	19.3
	Half or more (51-70%)	22	5.6	47	12.8	40	14.1	109	10.5
	Most (71-90%)	7	1.8	19	5.2	21	7.4	47	4.5
	Almost All (91-100%)	3	0.8	4	1.1	3	1.1	10	1.0
b. drank alcohol sometime in the past month?	None (0%)	59	15.1	25	6.8	26	9.2	110	10.6
	Few (1-10%)	121	31.0	32	8.7	8	2.8	161	15.5
	Some (11-30%)	103	26.4	64	17.4	20	7.1	187	18.0
	Half or less (31-50%)	50	12.8	88	23.9	37	13.1	175	16.8
	Half or more (51-70%)	35	9.0	77	20.9	65	23.0	177	17.0
	Most (71-90%)	16	4.1	64	17.4	93	32.9	173	16.6
	Almost All (91-100%)	6	1.5	18	4.9	34	12.0	58	5.6
c. used marijuana sometime in the past month?	None (0%)	64	16.4	30	8.2	29	10.2	123	11.8
	Few (1-10%)	109	27.9	66	18.0	24	8.5	199	19.1
	Some (11-30%)	106	27.2	93	25.4	44	15.5	243	23.4
	Half or less (31-50%)	52	13.3	75	20.5	64	22.5	191	18.4
	Half or more (51-70%)	29	7.4	51	13.9	67	23.6	147	14.1
	Most (71-90%)	21	5.4	36	9.8	42	14.8	99	9.5
	Almost All (91-100%)	9	2.3	15	4.1	14	4.9	38	3.7
d. used an illegal drug in the past month (not including marijuana)?	None (0%)	90	23.0	42	11.4	38	13.4	170	16.3
	Few (1-10%)	155	39.6	151	41.1	106	37.3	412	39.5
	Some (11-30%)	83	21.2	87	23.7	65	22.9	235	22.6
	Half or less (31-50%)	26	6.6	42	11.4	32	11.3	100	9.6
	Half or more (51-70%)	22	5.6	27	7.4	27	9.5	76	7.3
	Most (71-90%)	9	2.3	11	3.0	12	4.2	32	3.1
	Almost All (91-100%)	6	1.5	7	1.9	4	1.4	17	1.6

Extra Questions

Table 15. Extra Questions

Question	Response	Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
You see some students pushing and threatening another student. What would you most likely do? (Check only one)	Join in the bullying	7	2.1	5	1.6	9	3.9	21	2.4
	Threaten or push the bully	29	8.7	27	8.4	28	12.2	84	9.5
	Tell the bully(s) to stop	106	31.9	113	35.3	76	33.0	295	33.4
	Support the target after the bullying is over	14	4.2	21	6.6	11	4.8	46	5.2
	Tell a teacher or adult	124	37.3	111	34.7	60	26.1	295	33.4
	Nothing	52	15.7	43	13.4	46	20.0	141	16.0
You hear some students making fun of or saying cruel things to another student. What would you most likely do? (Check only one)	Join in the bullying	7	2.1	4	1.3	6	2.6	17	1.9
	Threaten or push the bully	22	6.7	16	5.0	26	11.4	64	7.3
	Tell the bully(s) to stop	141	43.3	131	41.2	97	42.4	369	42.3
	Support the target after the bullying is over	14	4.3	29	9.1	12	5.2	55	6.3
	Tell a teacher or adult	95	29.1	92	28.9	41	17.9	228	26.1
	Nothing	47	14.4	46	14.5	47	20.5	140	16.0
In the current school year, starting in September, has any STUDENT at school made you feel frightened, angry or hurt by something they said, or through intimidation or abuse?	Yes	101	31.0	91	28.6	35	15.8	227	26.2
	No	225	69.0	227	71.4	187	84.2	639	73.8
In the current school year, starting in September, has any ADULT at school made you feel frightened, angry or hurt by something they said, or through intimidation or abuse?	Yes	49	14.9	50	16.0	27	12.3	126	14.7
	No	279	85.1	262	84.0	192	87.7	733	85.3
In the current school year, starting in September, have YOU made another student feel frightened, angry or hurt by something you did, something you said, or through intimidation or abuse?	Yes	38	11.6	42	13.6	27	12.4	107	12.5
	No	289	88.4	266	86.4	191	87.6	746	87.5
In the past 30 days how many times did you receive a threatening or harassing text message?	0 times	262	79.9	265	83.6	190	84.1	717	82.3
	1 time	42	12.8	37	11.7	26	11.5	105	12.1
	2-5 times	20	6.1	10	3.2	7	3.1	37	4.2
	6-10 times	2	0.6	3	0.9	2	0.9	7	0.8
	More than 10 times	2	0.6	2	0.6	1	0.4	5	0.6
In the past 30 days how many times did you receive any text message with sexual content or pictures?	0 times	240	73.4	203	64.6	133	60.7	576	67.0
	1 time	36	11.0	49	15.6	29	13.2	114	13.3
	2-5 times	33	10.1	37	11.8	27	12.3	97	11.3
	6-10 times	5	1.5	13	4.1	12	5.5	30	3.5
	More than 10 times	13	4.0	12	3.8	18	8.2	43	5.0

Extra Questions

Table 15. (Contd.) Extra Questions

Question	Response								
		Grade 8		Grade 10		Grade 12		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
<i>In the current school year, starting in September, has any STUDENT at school made you feel frightened, angry or hurt by something they did, something they said, or through intimidation or abuse because of. . .</i>									
your skin color or racial background	Yes	22	6.9	10	3.2	15	6.9	47	5.6
	No	296	93.1	299	96.8	203	93.1	798	94.4
your cultural or ethnic background	Yes	17	5.3	10	3.2	20	9.1	47	5.5
	No	303	94.7	301	96.8	199	90.9	803	94.5
your family's nationality	Yes	17	5.3	12	3.8	13	6.0	42	4.9
	No	301	94.7	301	96.2	205	94.0	807	95.1
your religious beliefs or practices	Yes	21	6.6	15	4.8	16	7.3	52	6.1
	No	296	93.4	297	95.2	202	92.7	795	93.9
a disability you may have	Yes	14	4.4	15	4.8	14	6.4	43	5.1
	No	304	95.6	296	95.2	204	93.6	804	94.9
your sexual orientation (gay, straight, transgender, etc.)	Yes	17	5.4	17	5.4	14	6.4	48	5.7
	No	300	94.6	295	94.6	204	93.6	799	94.3
your sex (male, female)	Yes	23	7.3	19	6.1	14	6.4	56	6.6
	No	293	92.7	290	93.9	204	93.6	787	93.4
your appearance (weight, height, etc.)	Yes	85	27.3	75	24.8	35	17.2	195	23.9
	No	226	72.7	227	75.2	169	82.8	622	76.1
your neighborhood or where you live	Yes	13	4.2	18	6.0	13	6.3	44	5.4
	No	298	95.8	284	94.0	193	93.7	775	94.6
the amount of money your family has	Yes	28	9.0	26	8.7	17	8.3	71	8.7
	No	283	91.0	274	91.3	188	91.7	745	91.3
any other reason	Yes	59	19.2	49	16.5	32	15.8	140	17.3
	No	249	80.8	248	83.5	171	84.2	668	82.7

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)
National Institute on Drug Abuse (NIDA)
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

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