



City of Grand Island

Tuesday, September 05, 2006

Study Session

Item -2

Presentation of NE Risk & Protective Factors Student Survey

Randy See, Prevention Project Coordinator with the Central Nebraska Council on Alcoholism will present information regarding the NE Risk & Protective Factors Student Survey.

Staff Contact: Randy See, Prevention Project Coordinator

**Nebraska Risk and Protective Factor
Student Survey Results for 2005**

**All Grand Island Public &
Private Schools Profile Report**



**Administered by the Nebraska Health and
Human Services System and the
Nebraska Department of Education for
Nebraska Partners in Prevention**

Introduction

2005 All Grand Island Public & Private Schools Risk and Protective Factor Student Survey Report

This report summarizes the findings from the 2005 Nebraska Risk and Protective Factor Student Survey, the second implementation of a biennial survey of students in grades 6, 8, 10, and 12. The survey was designed to assess adolescent substance use, antisocial behavior, and many of the risk and protective factors that predict adolescent problem behaviors. The Nebraska survey is adapted from a national, scientifically validated survey and contains information on the risk and protective factors that are 1) locally actionable, 2) can not be obtained through any other source, and 3) are more highly correlated with substance abuse. 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, as well as data from this survey.

Table 1 contains the characteristics of the students who completed the survey from your community (e.g. school district, county). When using the information in this report, please pay attention to the number and percentage

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of students who participated from your community. If 70% or more of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than 70% participated, a review of who participated should be completed prior to generalizing the results to the entire community.

The survey was sponsored by Nebraska Partners in Prevention (NePiP), and was administered by the Nebraska Health and Human Services System Division of Behavioral Health Services and the Nebraska Department of Education, with assistance from the NePiP Data Monitoring Work Group, the State Survey Design Work Group, the Pacific Institute for Research and Evaluation, and Bach Harrison, L.L.C.

Risk and Protective Factors

Many states and local communities 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

Table 1. Characteristics of Participants

Year of Survey	2003		2005			
	District		District		State	
	Number	Percent	Number	Percent	Number	Percent
Total Students	1099	100	1855	100	27625	100
Grade						
6	547	49.8	542	29.2	5906	21.4
8	552	50.2	516	27.8	7044	25.5
10	0	n/a	435	23.5	8009	29.0
12	0	n/a	362	19.5	6666	24.1
Gender						
Male	531	48.3	935	50.4	13550	49.0
Female	467	42.5	895	48.2	13519	48.9
Ethnicity						
Hispanic	302	21.2	520	22.5	2993	9.8
African American	29	2.0	51	2.2	505	1.6
Asian	26	1.8	38	1.6	286	0.9
American Indian	66	4.6	63	2.7	1065	3.5
Pacific Islander	2	0.1	9	0.4	101	0.3
White	744	52.2	1246	53.9	23356	76.2
Other	257	18.0	386	16.7	2335	7.6

Additional Information on Risk and Protective Factors

Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

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 your community, factors that are particularly high (or low) can be identified. These factors may be especially important ones to address. 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 at the right shows the links between 16 risk factors and the five problem behaviors examined by Drs. Hawkins and Catalano. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

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

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use and antisocial behavior charts, 2) risk factor charts, 3) protective factor charts, 4) charts indicating sources and contexts for use of alcohol and cigarettes, and 5) charts indicating contexts for gambling. This is the first year that the contexts for gambling questions were included in the NRPFS. All of the other charts show the results of your community's 2005 data compared to the overall state data. If your school or community participated in the 2003 NRPFS, then comparison data for 2003 will also be included in the charts. The actual percentages from the charts are presented in a table format at the end of this report.

Substance Use and Antisocial Behavior Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout the report) and other problem behaviors of students. The bars on each chart represent the percentage of students in the selected grades who reported the behavior. For example, for the overall state, approximately 70 percent of students in high school reported that they 'ever used alcohol'. This means that 70 percent of the high school students reported that they had tried alcohol at least once in their lifetime. The four sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **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 level of experimentation with a particular substance.
- **30-day use** is a measure of the percentage of students who used the particular substance at least once in the 30 days prior to taking the survey and is a more sensitive indication of the level of current use of the substance.
- **Binge drinking** (five or more drinks in a row during the two weeks prior to the survey) and **30-day use of a pack or more of cigarettes per day** are measures of heavy use of alcohol and tobacco.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the antisocial behaviors

listed in the charts **in the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.

- **Dots** are used on the charts to show the overall state average for all of the youth in each grade who participated in the 2005 survey. The dots allow a community to compare the results from their youth to youth in grades 6, 8, 10, and 12 throughout the state who participated in the survey. Information about other students in the state can be helpful in determining the seriousness of a given level of problem behavior. For example, if the percentage of students in your community engaging in a problem behavior is significantly higher than the state average, it is most likely an issue of concern and merits attention.

Risk and Protective Factor Charts

In order to make the results of the 2005 Nebraska Risk and Protective Factor Student Survey more useable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. Students are defined as being at risk if their score for that factor exceeds the score that was at the 44th percentile in a large study conducted in seven different states. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. Students are defined as having a protective factor when their score for the protective factor exceeds the 56th percentile score for the seven-state study. The seven-state values are shown on the charts as a dashed line. As with the Substance Use and Antisocial Behavior Charts, the dots on the Risk and Protective Factor Charts show the average of all youth who were surveyed in the state.

Sources and Places of Alcohol and Cigarette Use Charts

The percentage of students who obtained alcohol and cigarettes from specific sources and the percentage who used alcohol and cigarettes in specific places in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol (for alcohol questions) or cigarettes (cigarette questions) in the past year. Also included in the charts is the percentage of students who reported that an adult was present when they used alcohol or cigarettes.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Risk and Protective Factor Survey?

Data from the Nebraska Risk and Protective Factor Student Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues. The risk and protective factor profiles provided by this survey reflect underlying conditions that can be addressed through specific types of interventions that have been proven to be effective in either reducing risk(s) or enhancing protection(s). The steps for conducting a comprehensive and effective prevention planning process are outlined in detail in the Nebraska Partners in Prevention “Evidence-Based Planning Toolkit”, which can be downloaded at www.nebraskaprevention.gov, or obtained in print form by contacting the Nebraska Behavioral Health Prevention Program at (402) 479-5573. This toolkit can help your school and community identify, prioritize and address specific needs; make key decisions regarding allocation of resources; and select and implement effective strategies that will result in sustainable outcomes.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community’s highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is unacceptable.

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for 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** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.
- **Science-Based and Promising Strategies** – The Nebraska Partners in Prevention “Guidance Document for Science-Based and Promising Substance Abuse Prevention Strategies”, provides information on science-based and promising policies, practices and programs that have been proven effective in decreasing substance abuse. This document is available for download at www.nebraskaprevention.gov or by contacting the Nebraska Behavioral Health Prevention Program at (402) 479-5573.

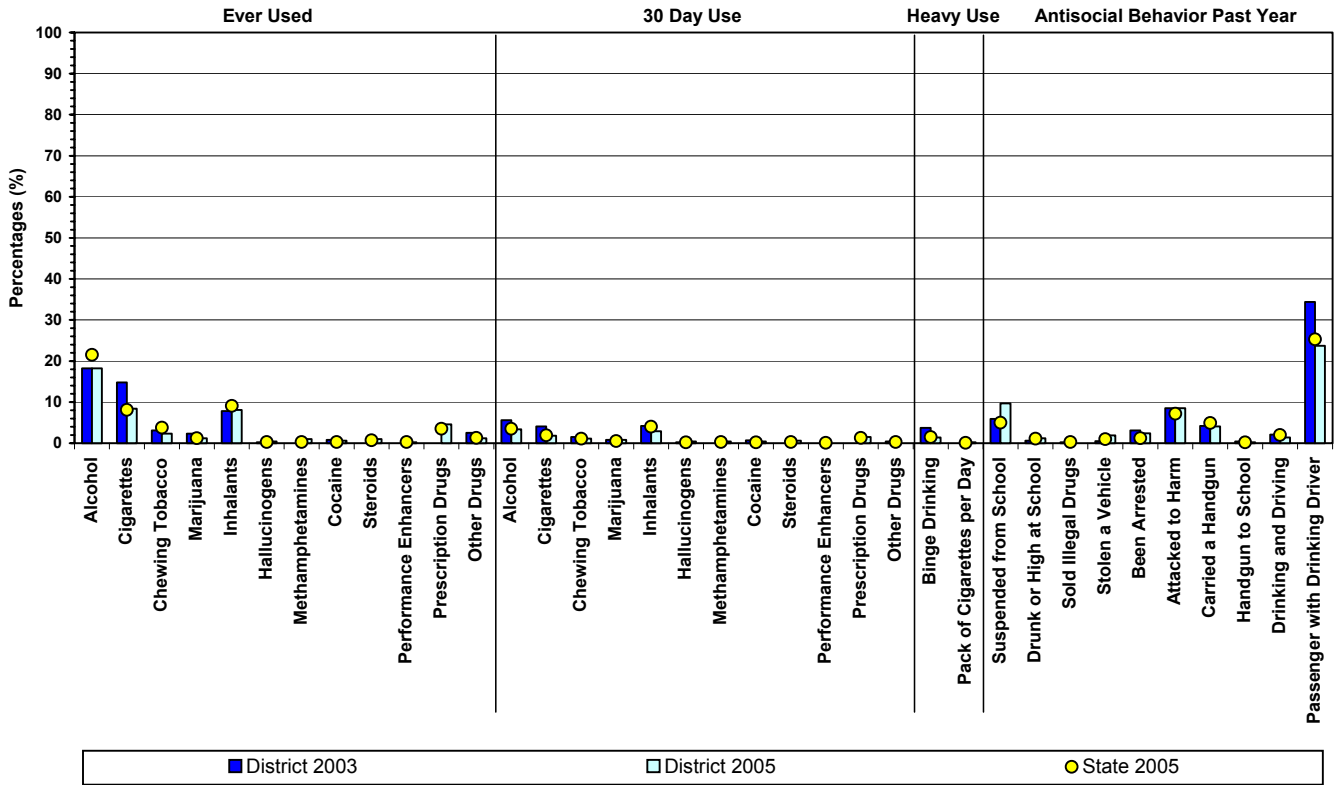
MEASURE

- Risk Factors
- Protective Factors
- Substance Use
- Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

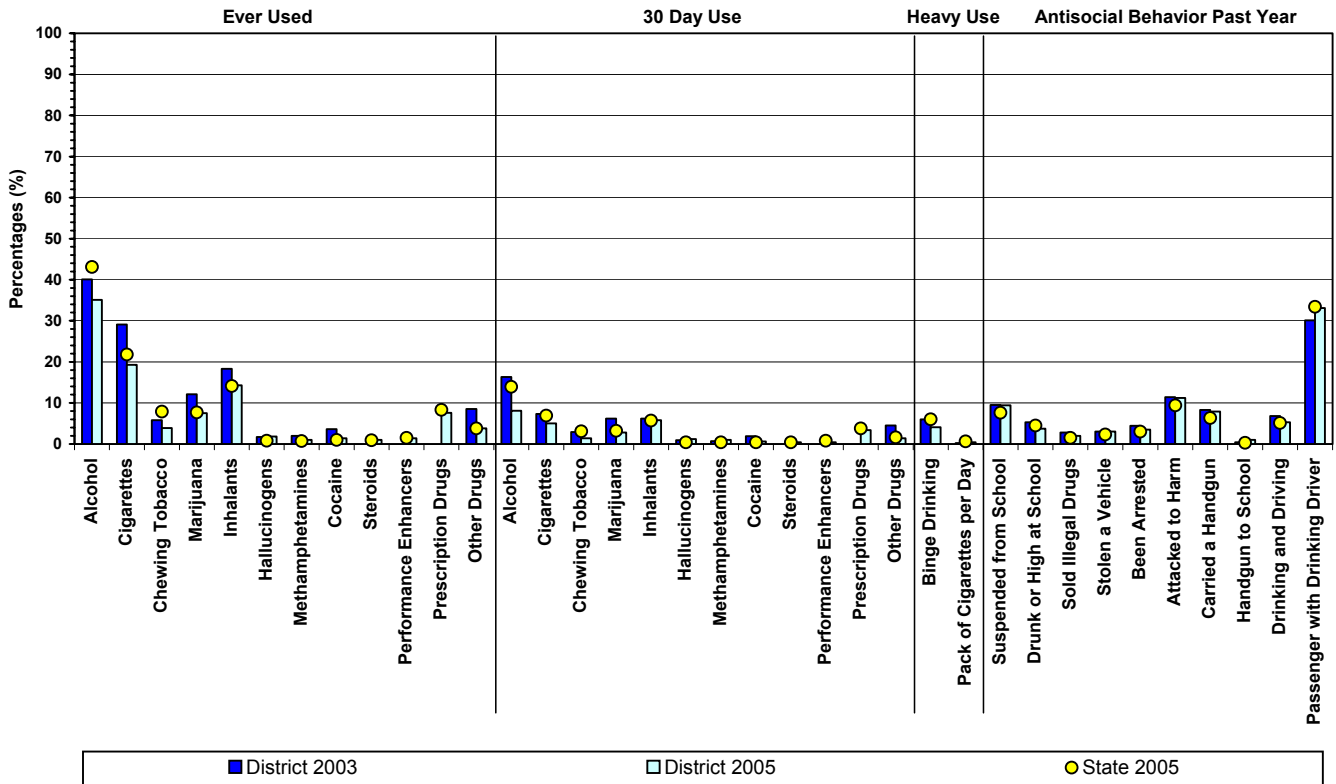
ATOD USE AND ANTISOCIAL BEHAVIOR

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



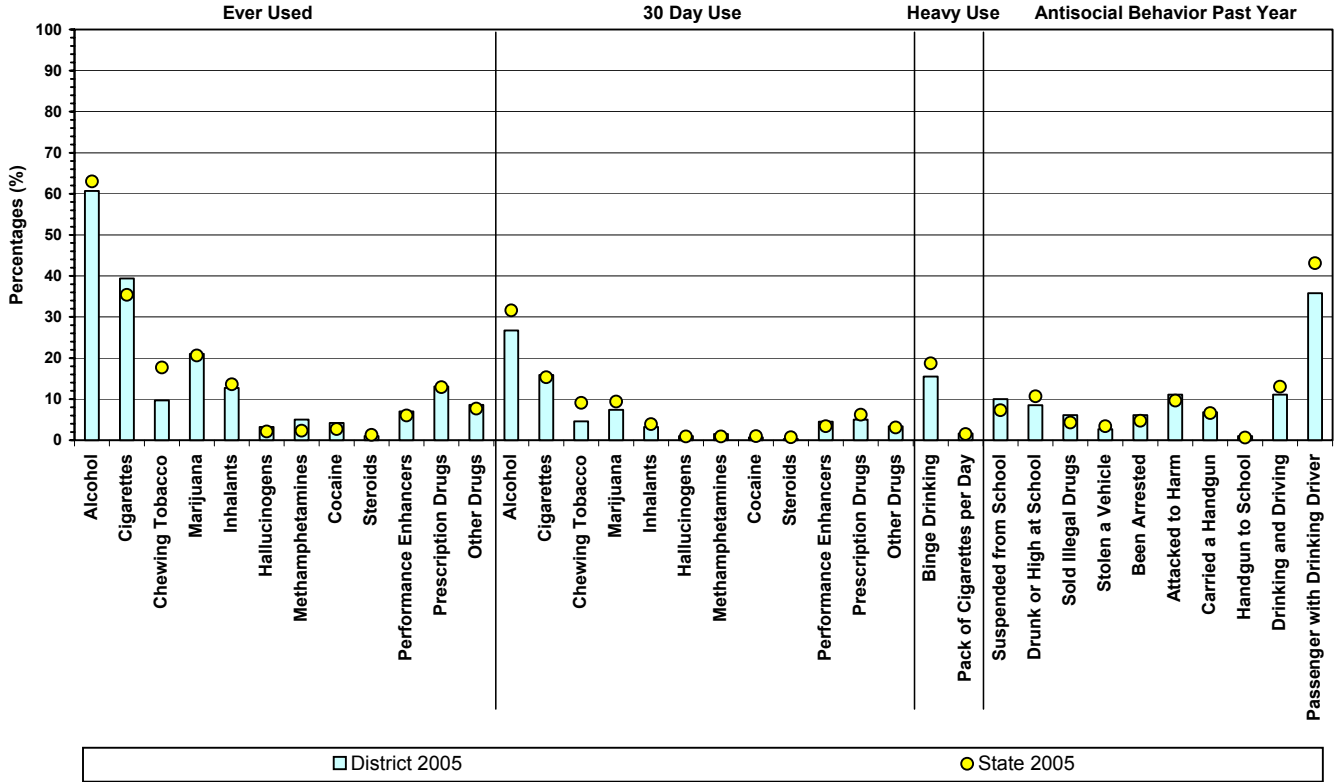
ATOD USE AND ANTISOCIAL BEHAVIOR

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 8



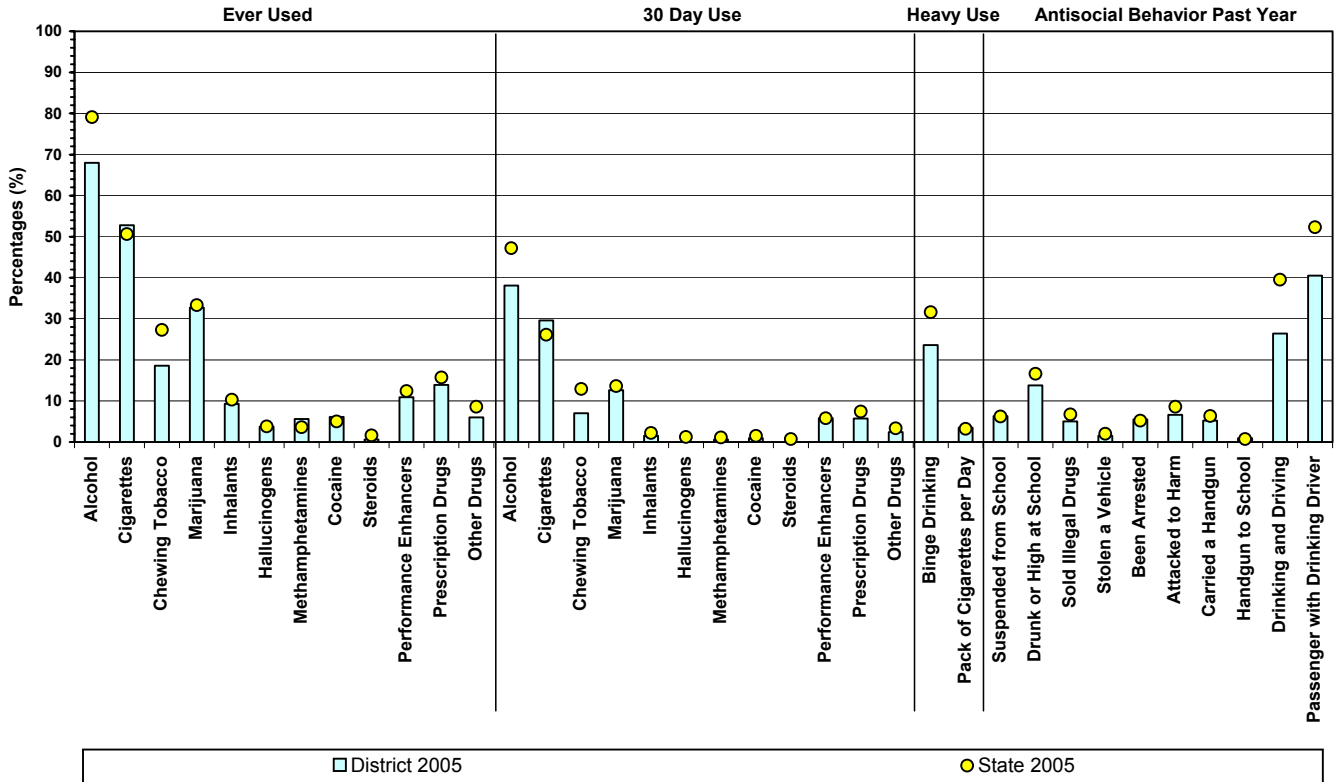
ATOD USE AND ANTISOCIAL BEHAVIOR

2005 All Grand Island Public & Private Schools Student Survey, Grade 10



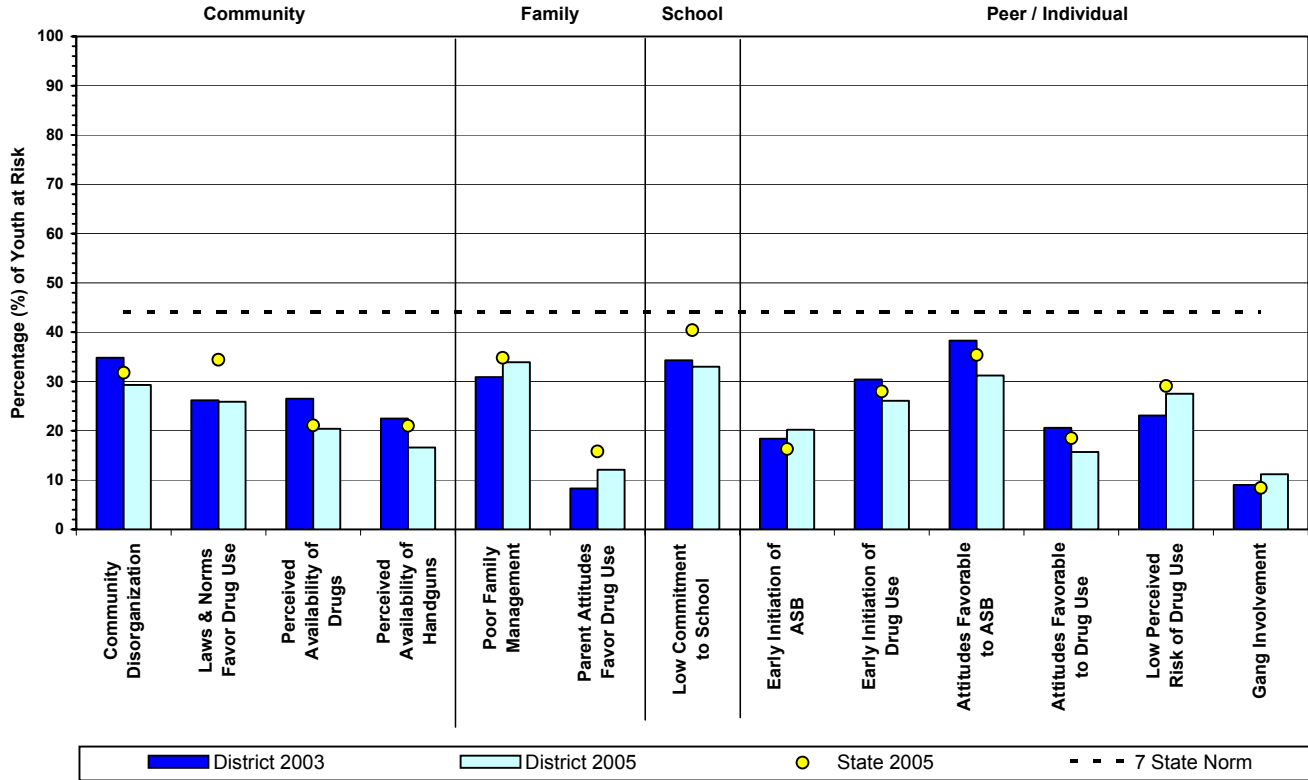
ATOD USE AND ANTISOCIAL BEHAVIOR

2005 All Grand Island Public & Private Schools Student Survey, Grade 12



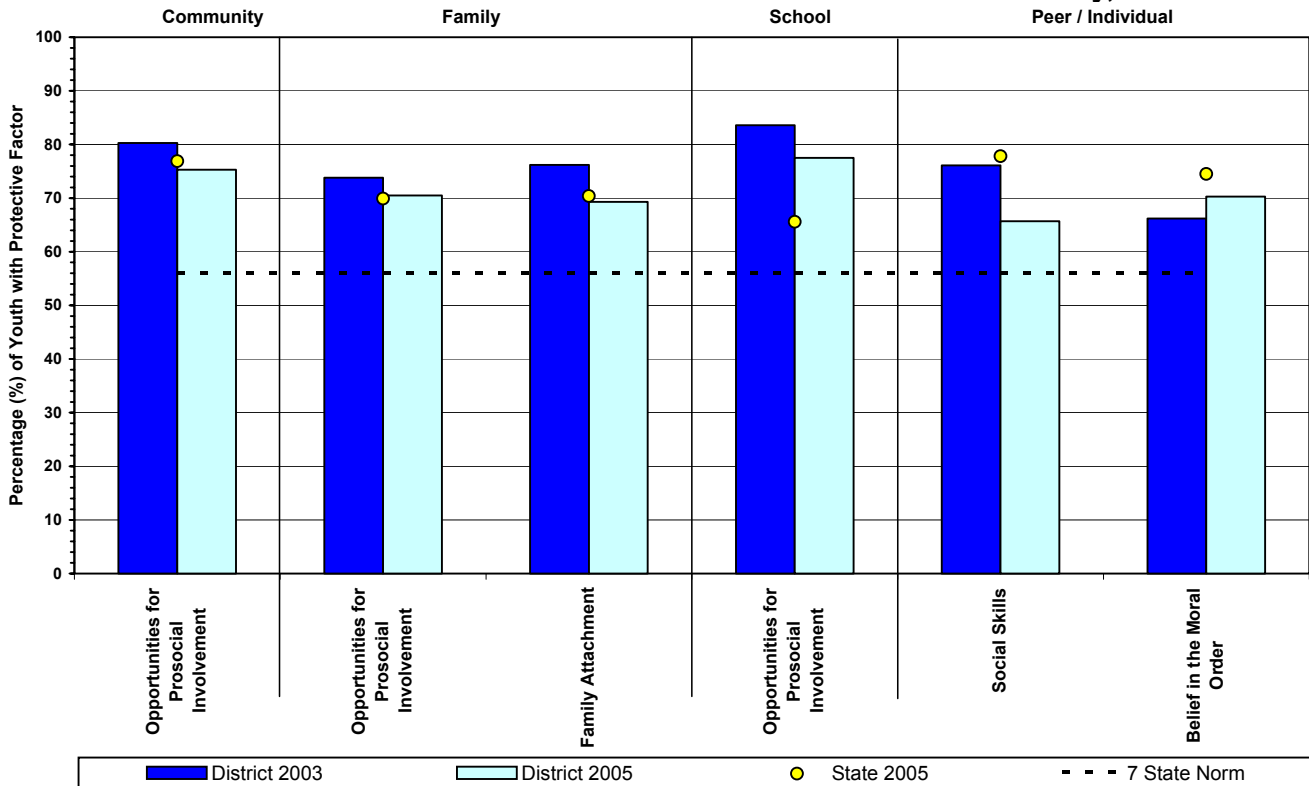
RISK PROFILE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



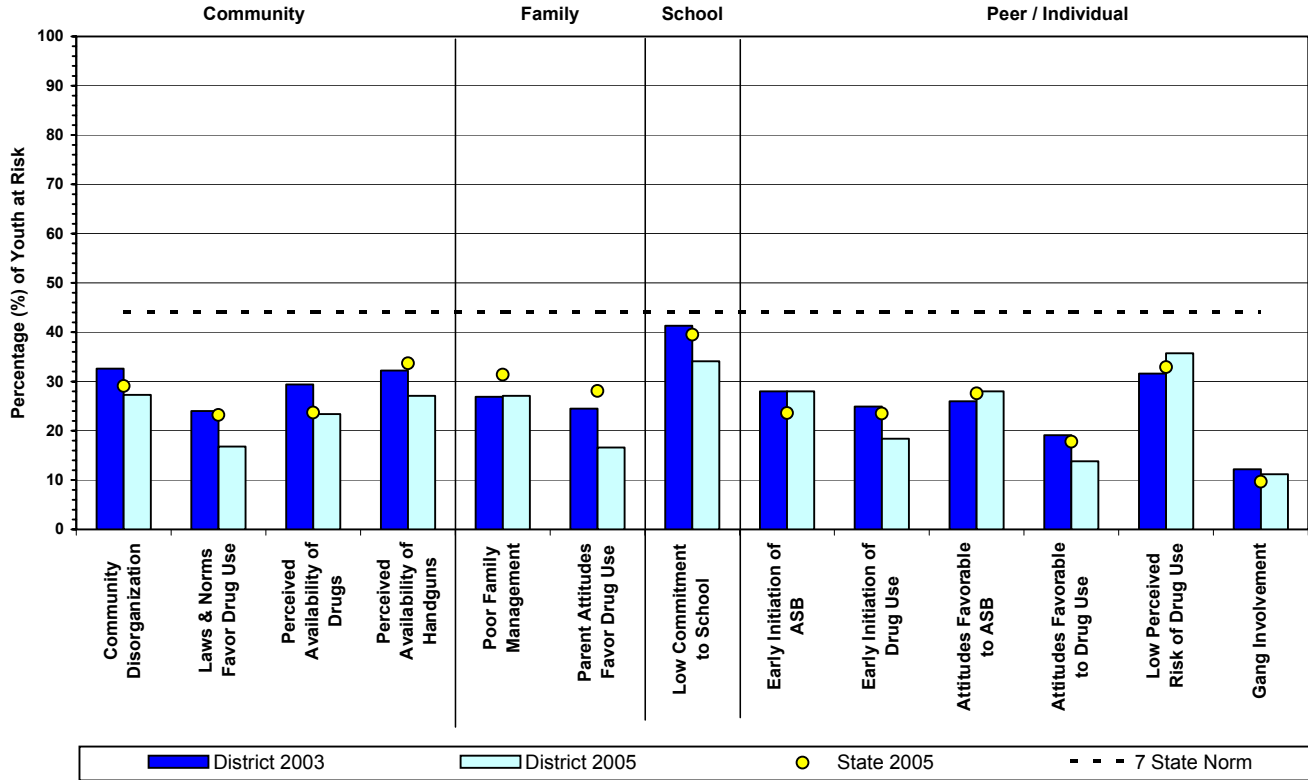
PROTECTIVE PROFILE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



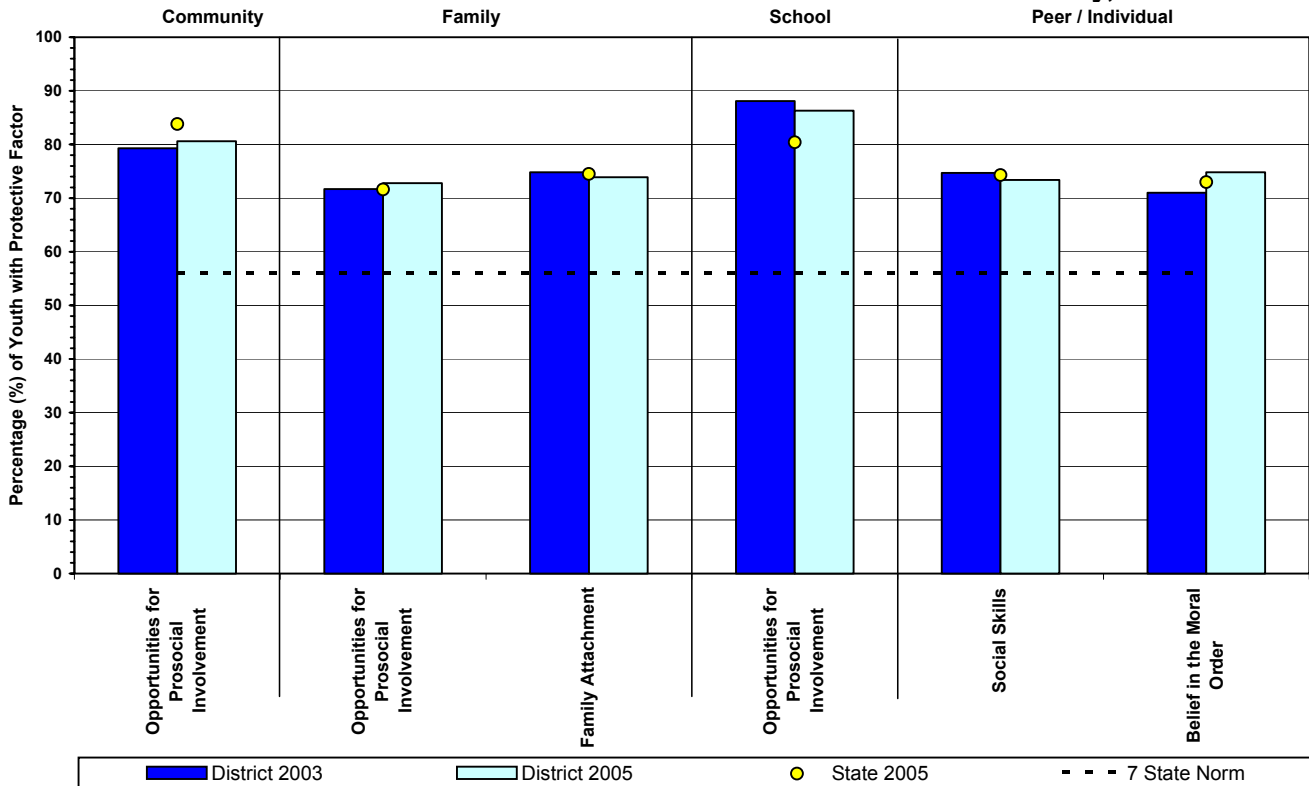
RISK PROFILE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 8



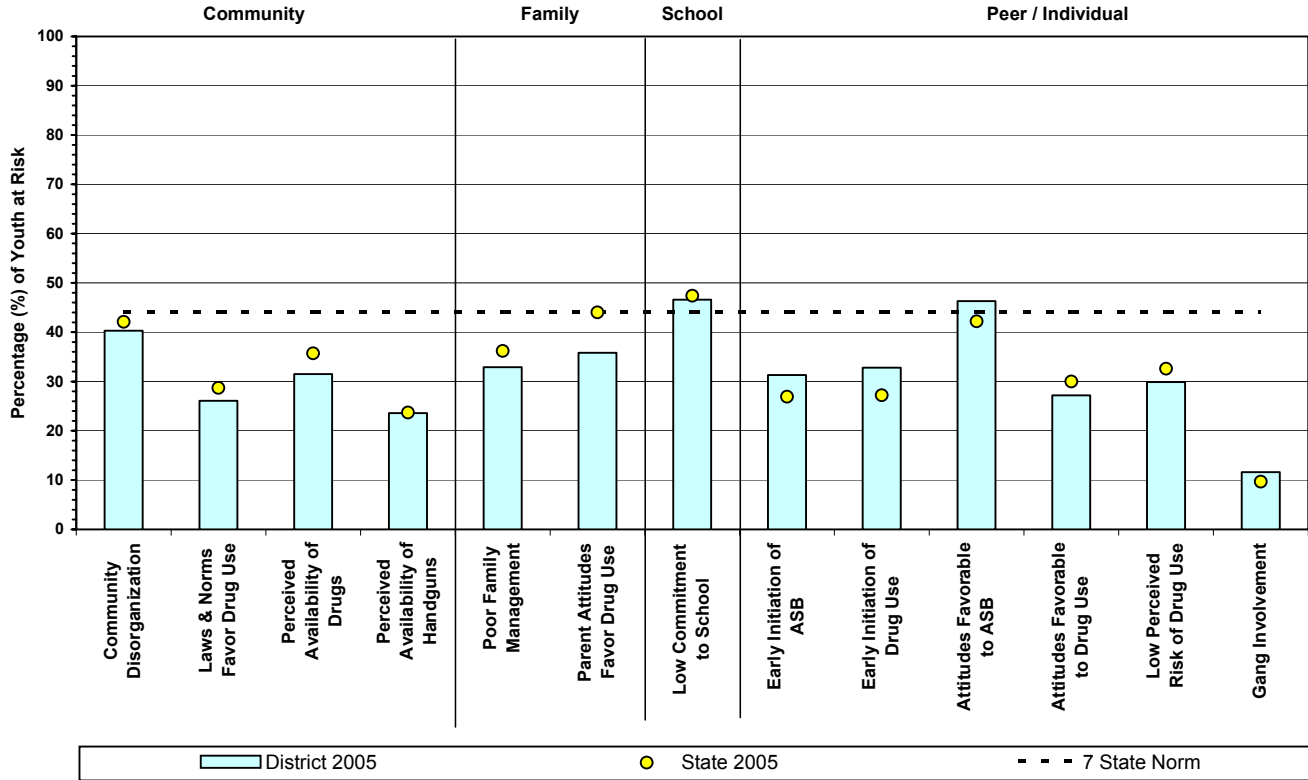
PROTECTIVE PROFILE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 8



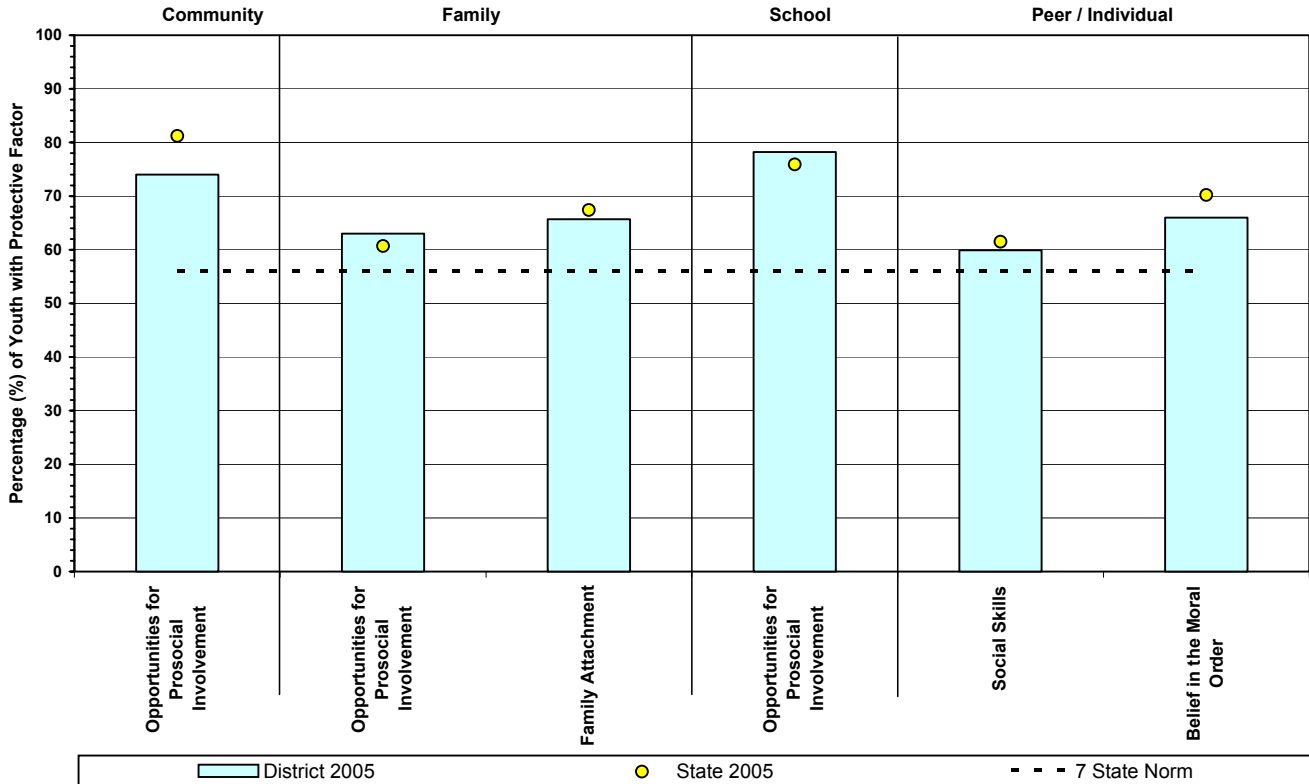
RISK PROFILE

2005 All Grand Island Public & Private Schools Student Survey, Grade 10



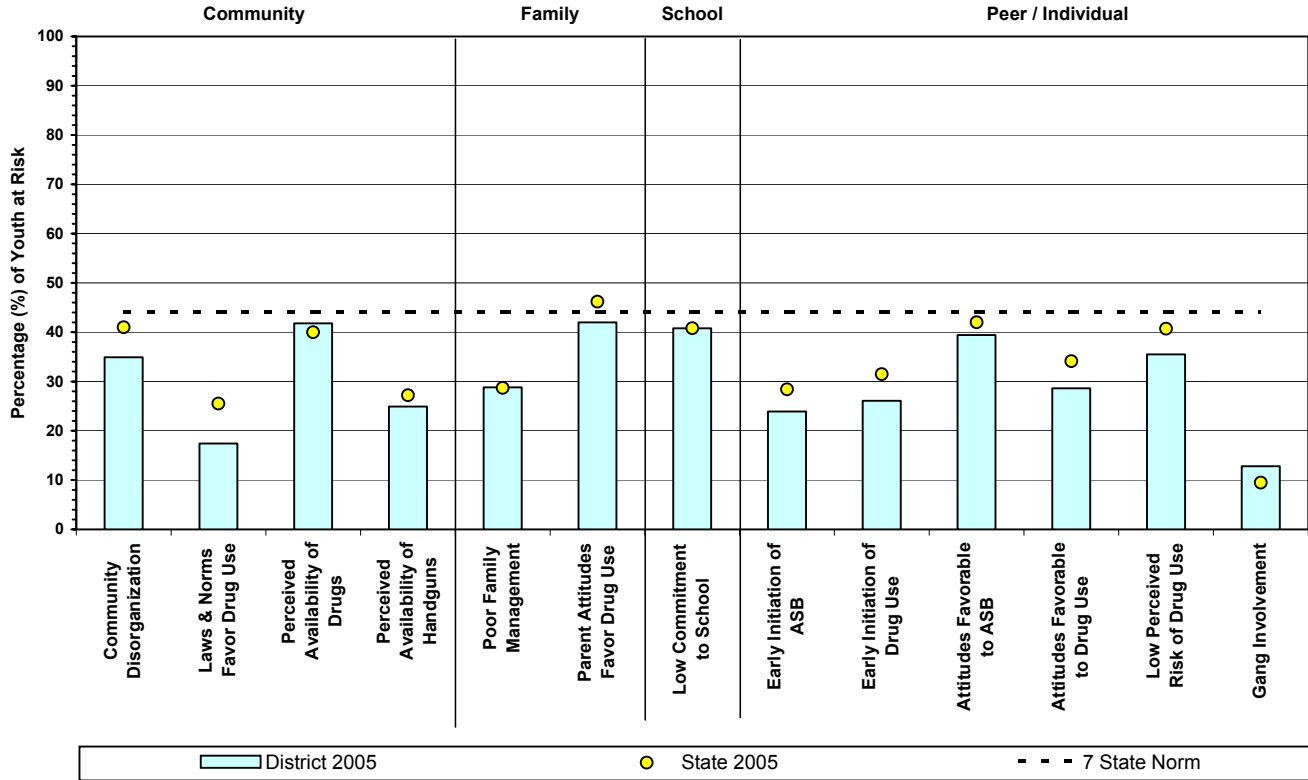
PROTECTIVE PROFILE

2005 All Grand Island Public & Private Schools Student Survey, Grade 10



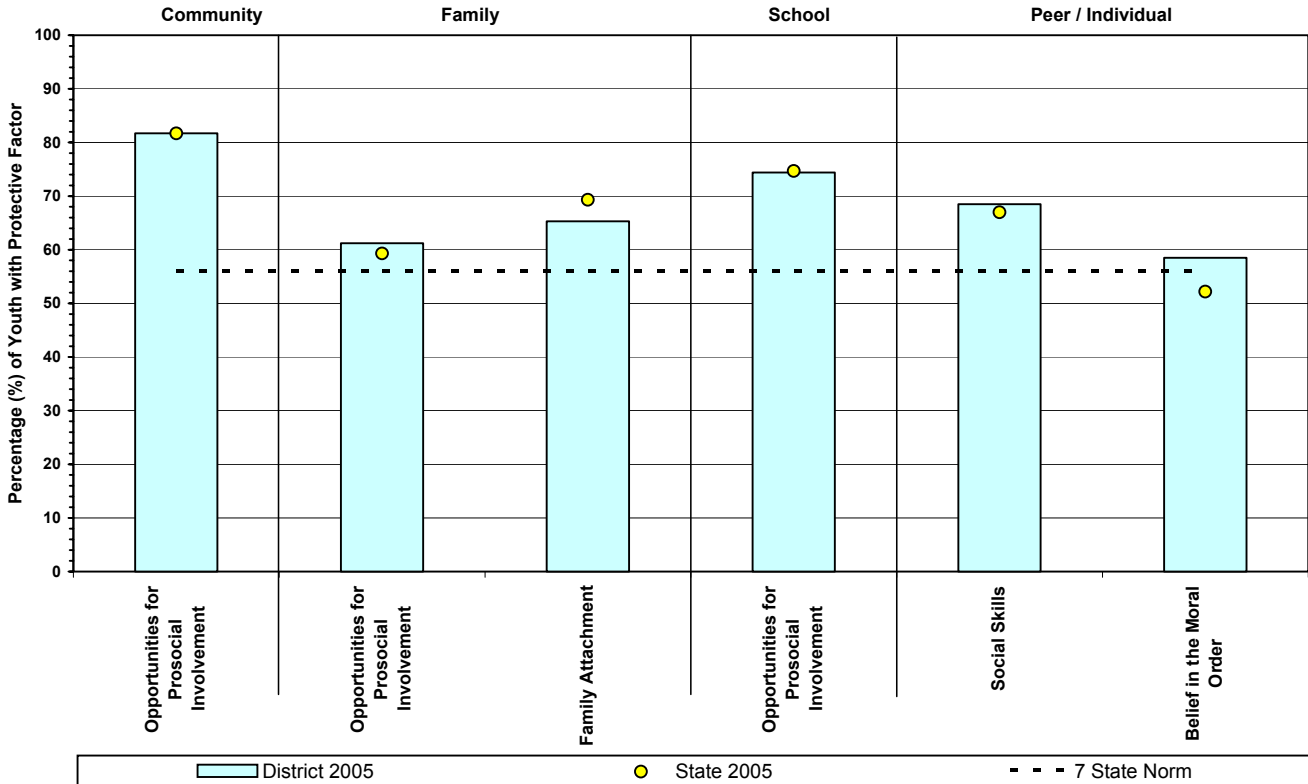
RISK PROFILE

2005 All Grand Island Public & Private Schools Student Survey, Grade 12



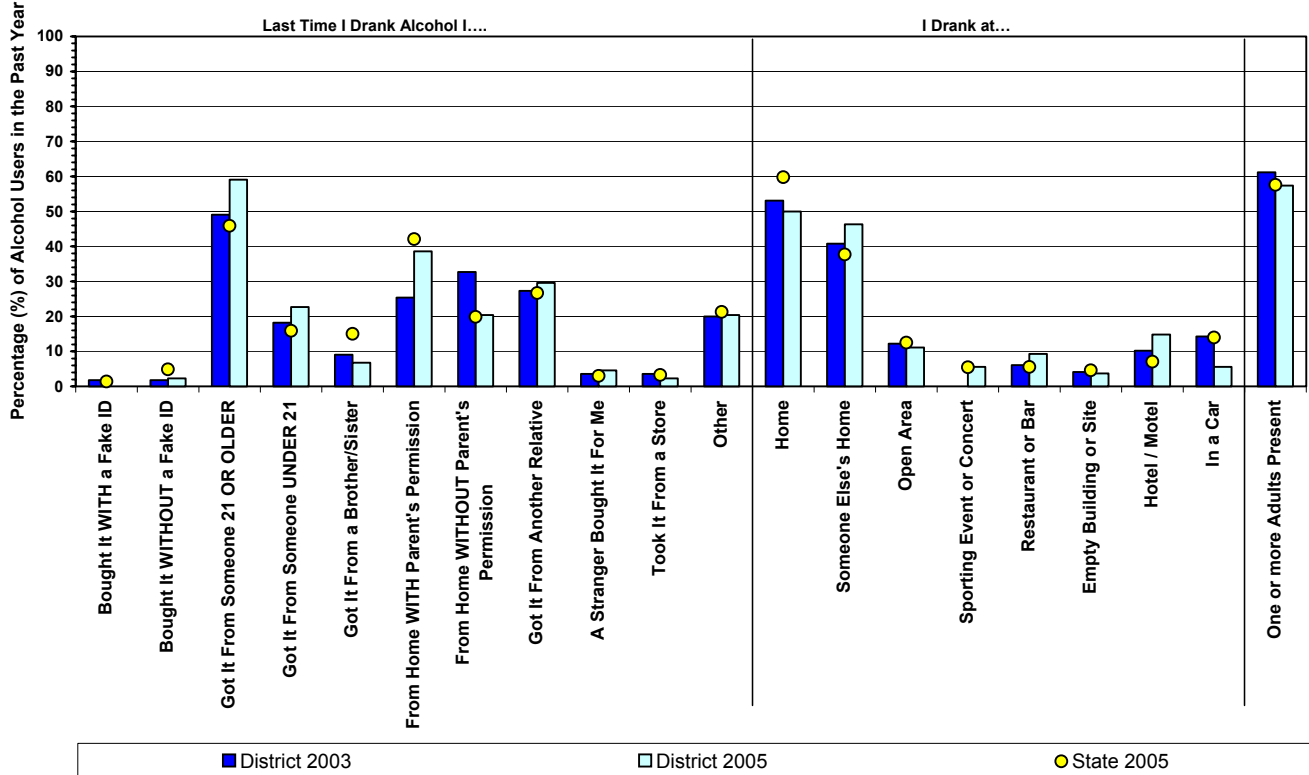
PROTECTIVE PROFILE

2005 All Grand Island Public & Private Schools Student Survey, Grade 12



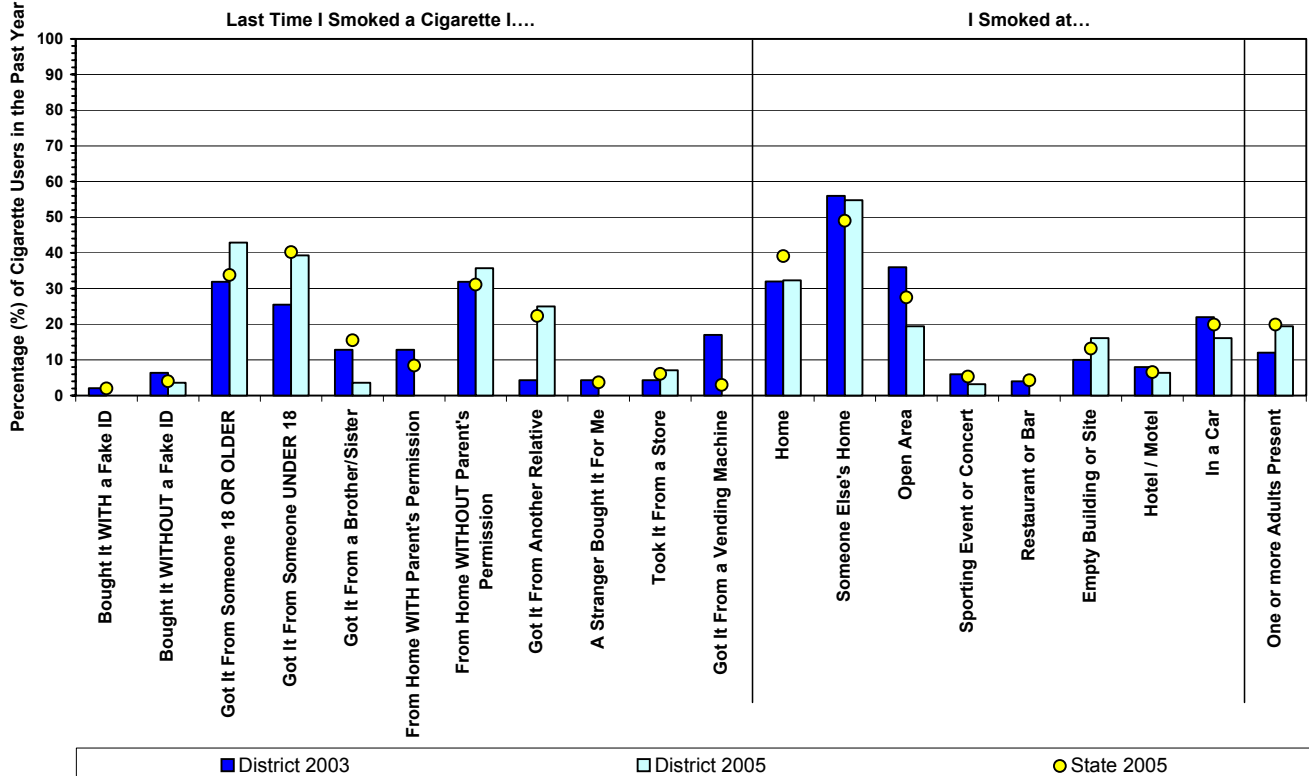
SOURCES AND PLACES OF ALCOHOL USE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



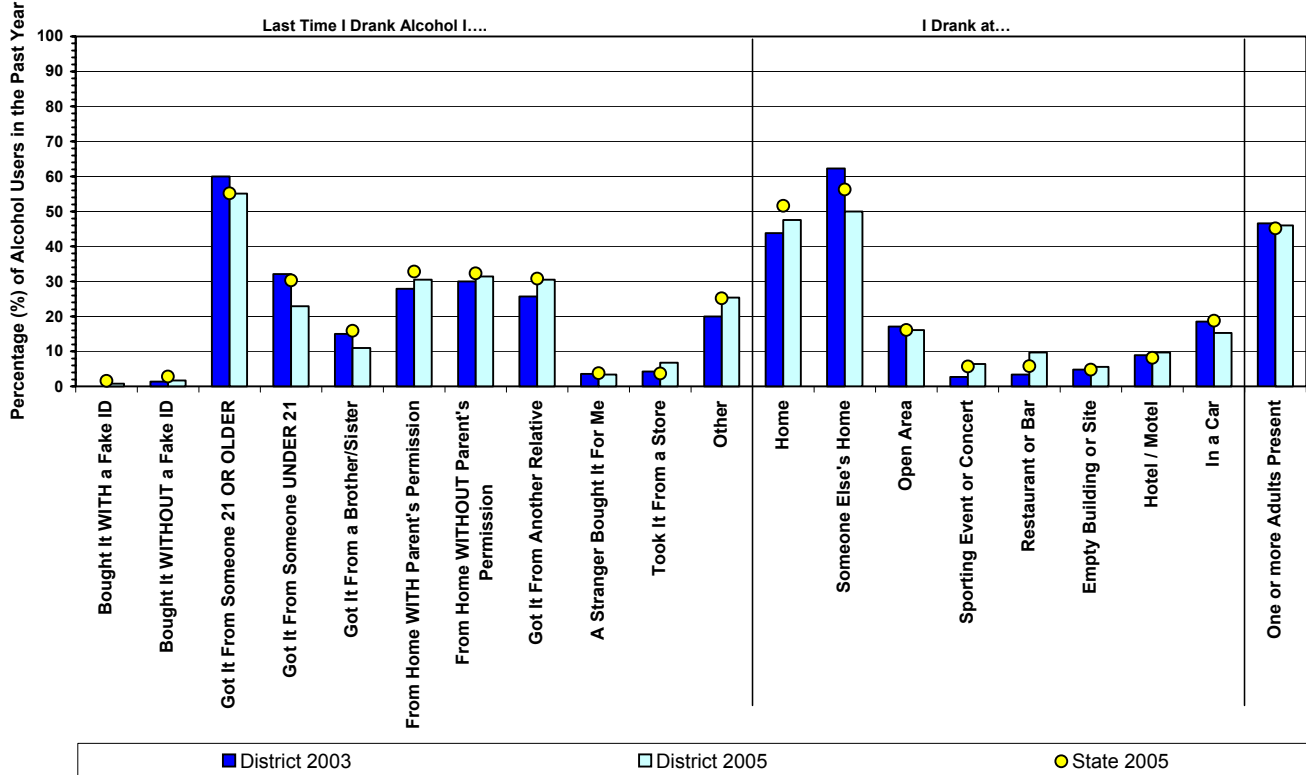
SOURCES AND PLACES OF CIGARETTE USE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



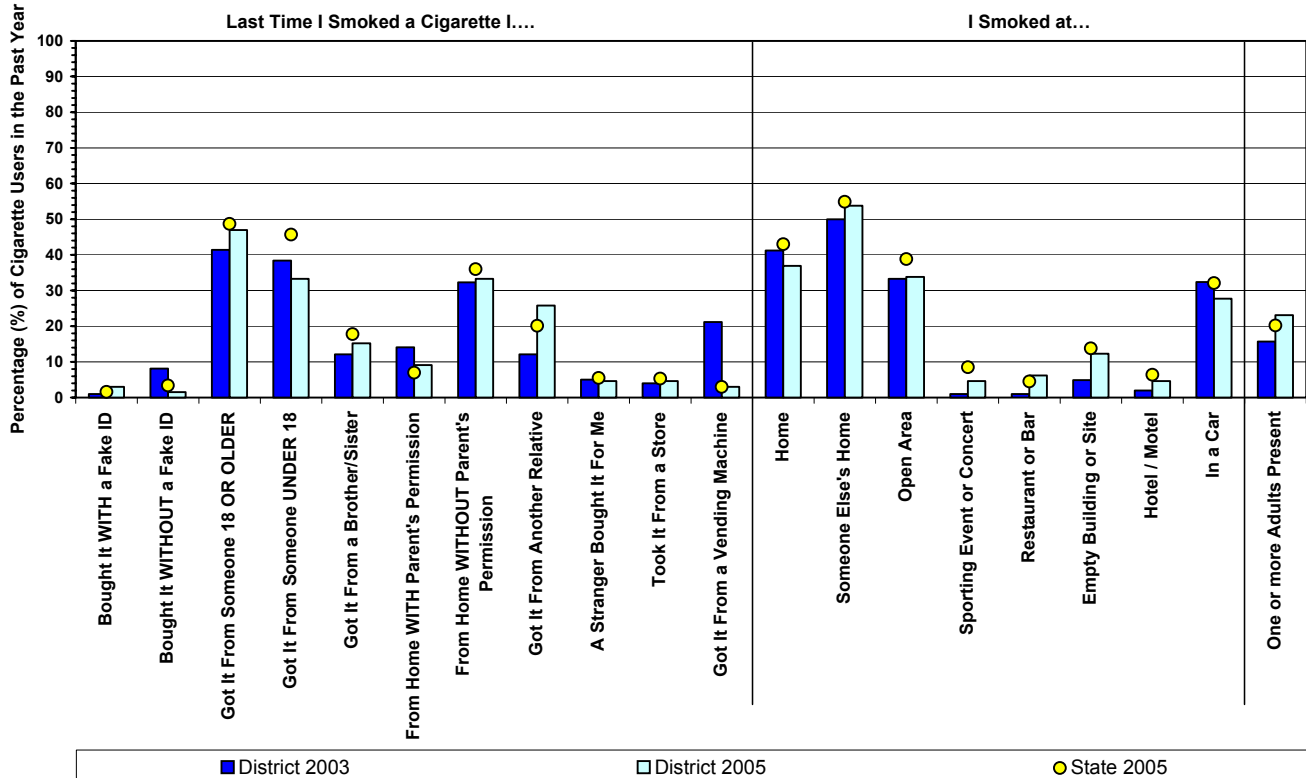
SOURCES AND PLACES OF ALCOHOL USE

2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 8



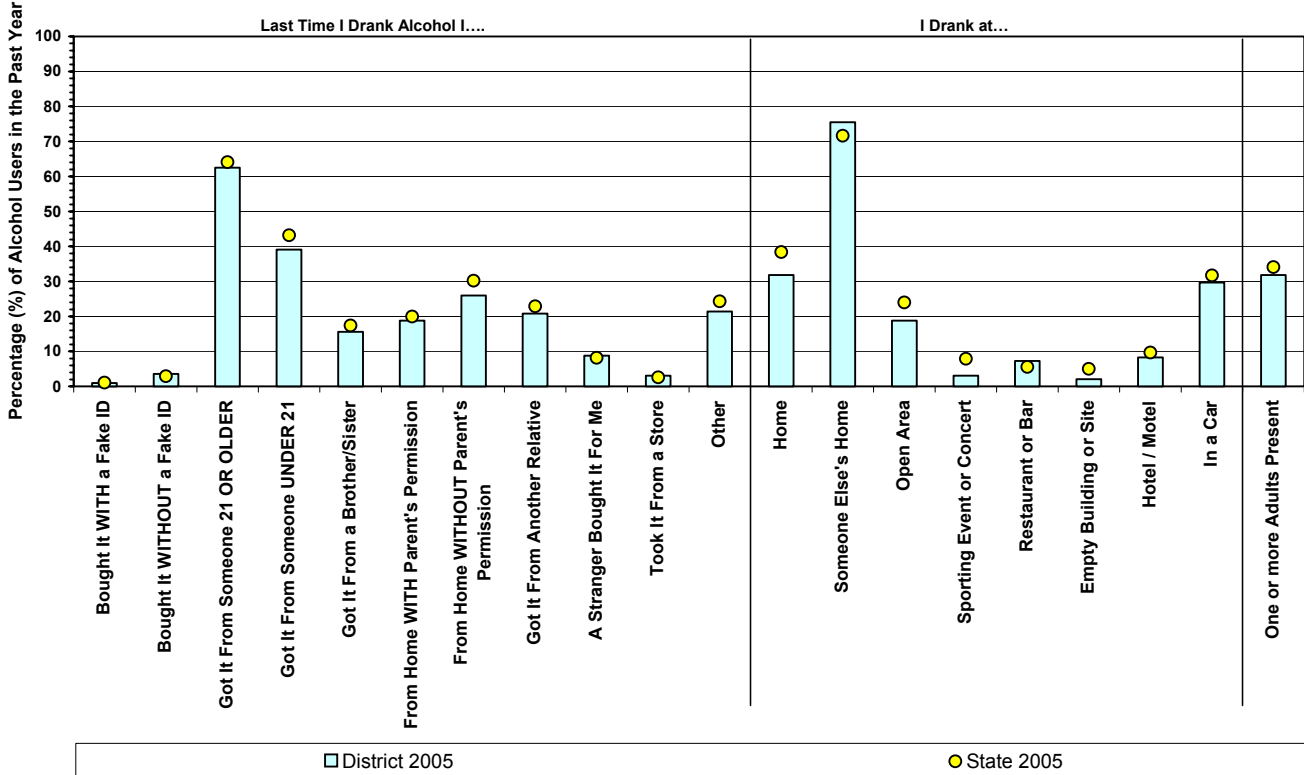
SOURCES AND PLACES OF CIGARETTE USE

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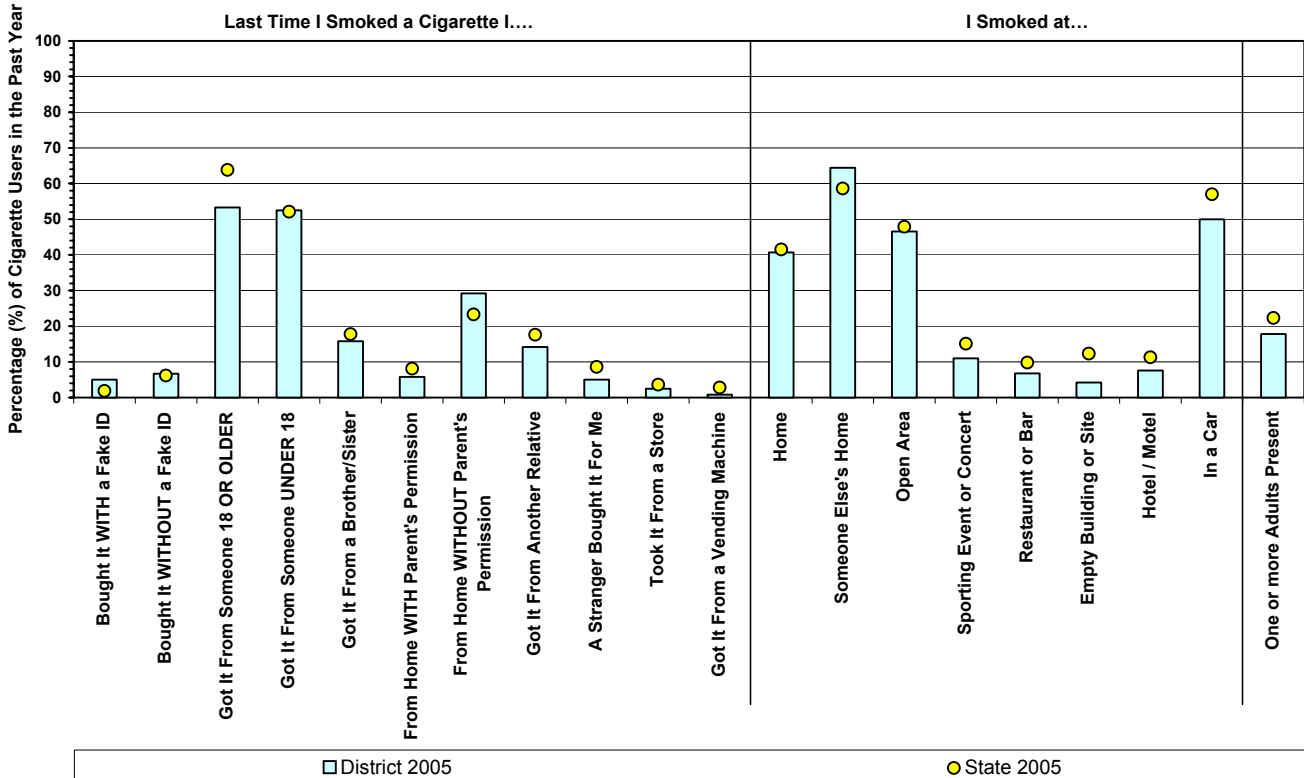
SOURCES AND PLACES OF ALCOHOL USE

2005 All Grand Island Public & Private Schools Student Survey, Grade 10



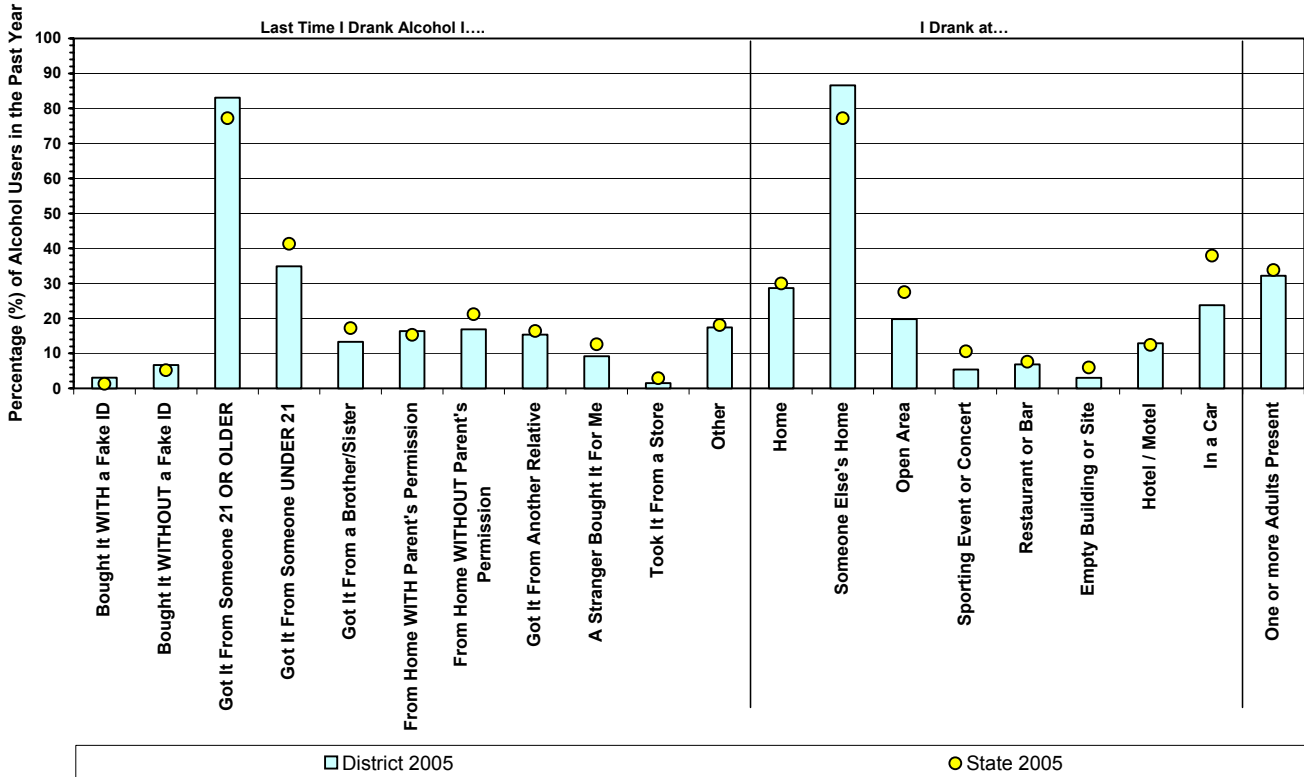
SOURCES AND PLACES OF CIGARETTE USE

2005 All Grand Island Public & Private Schools Student Survey, Grade 10



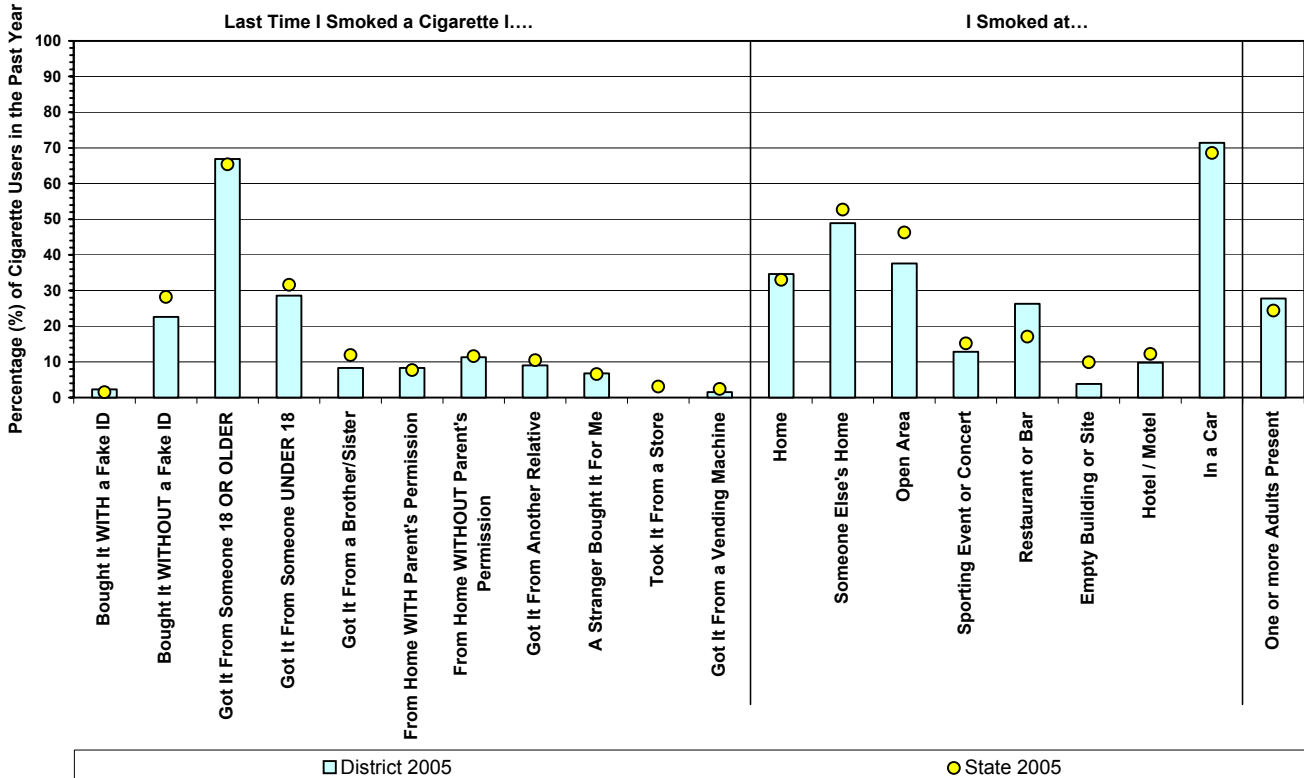
SOURCES AND PLACES OF ALCOHOL USE

2005 All Grand Island Public & Private Schools Student Survey, Grade 12

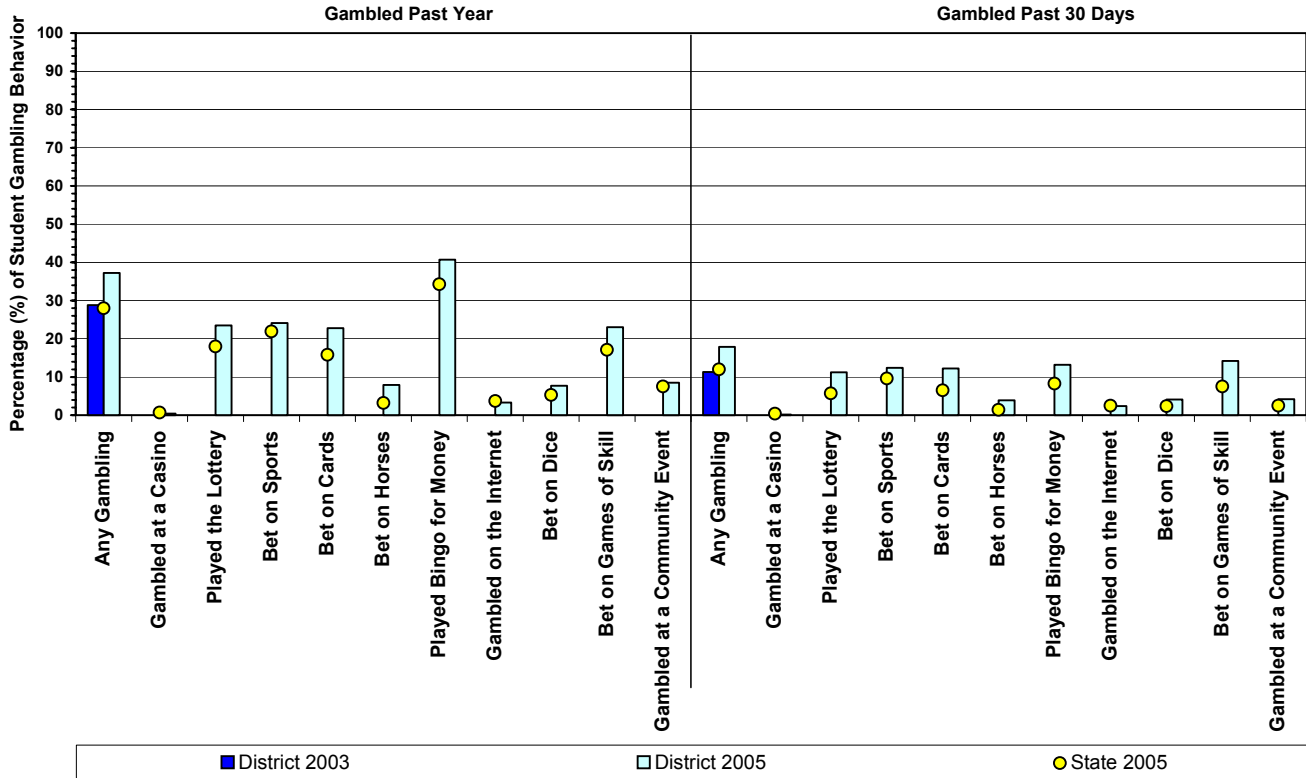


SOURCES AND PLACES OF CIGARETTE USE

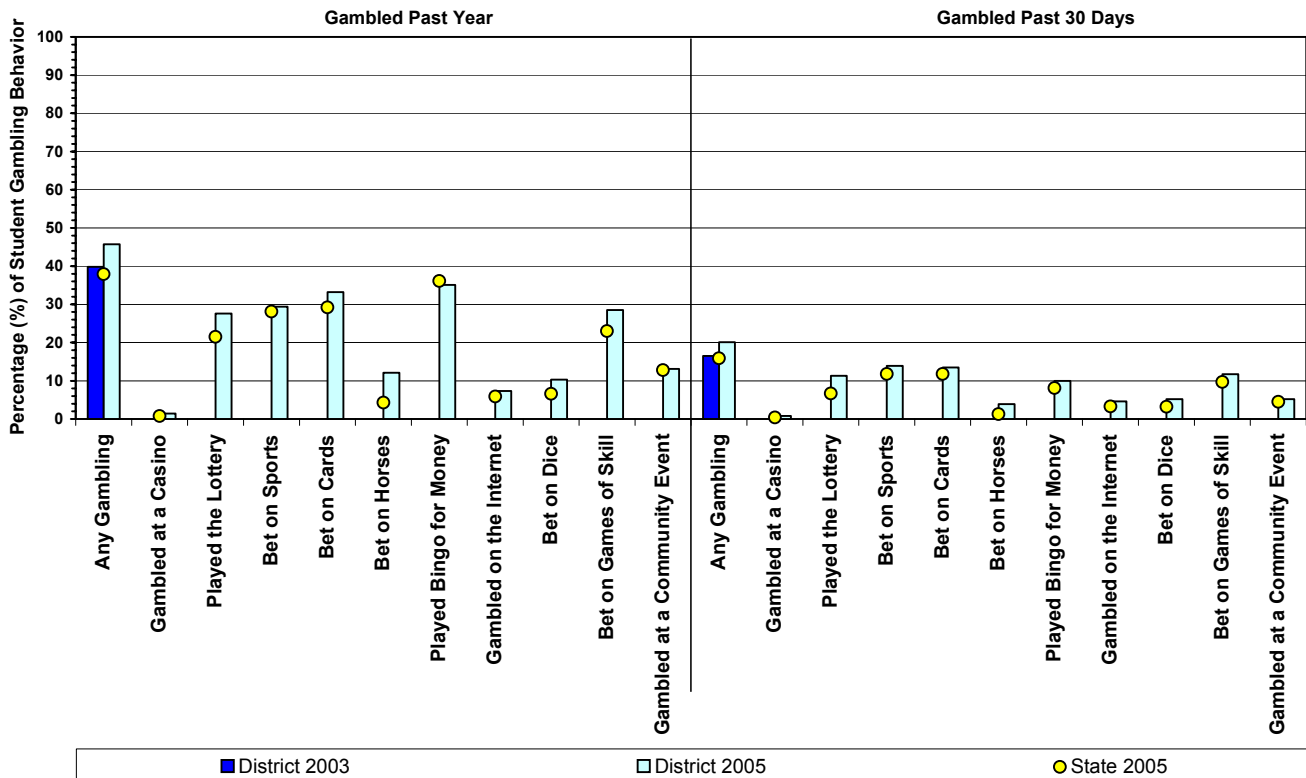
2005 All Grand Island Public & Private Schools Student Survey, Grade 12



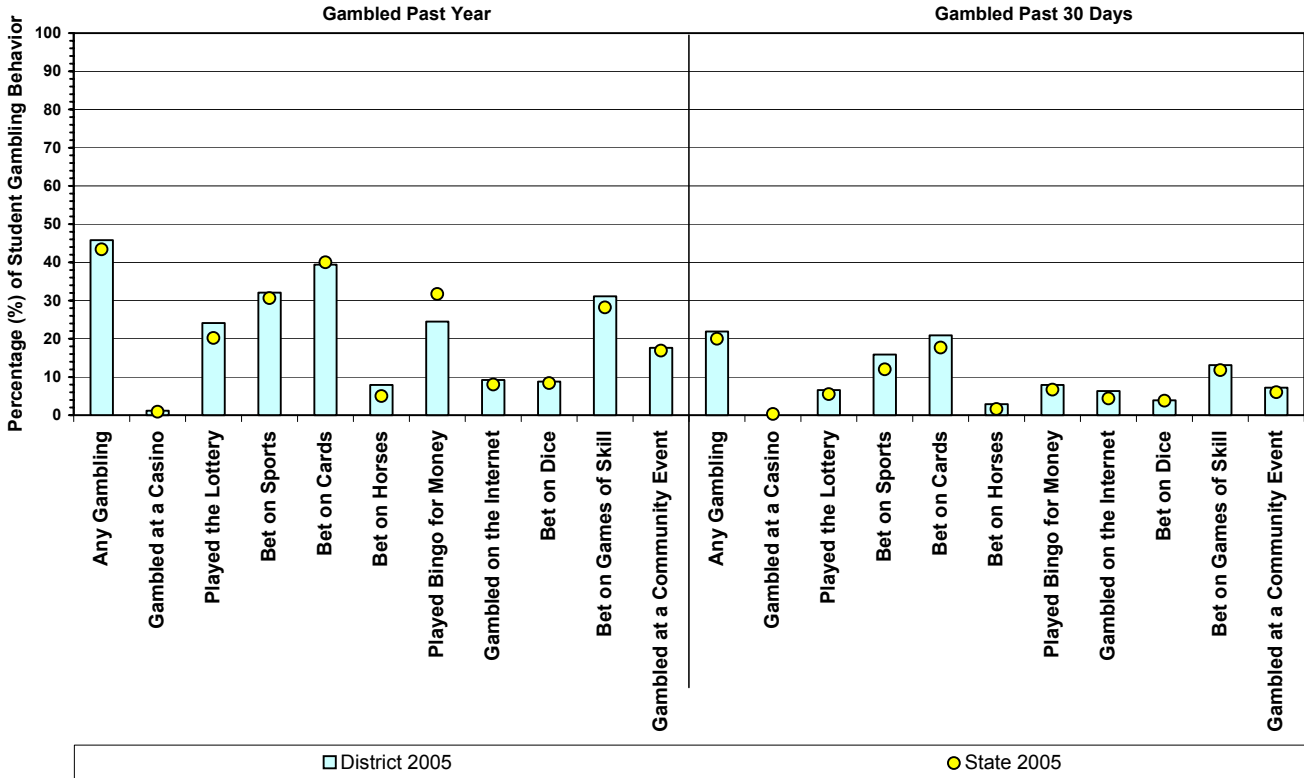
PAST YEAR AND 30 DAY GAMBLING BEHAVIOR 2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 6



PAST YEAR AND 30 DAY GAMBLING BEHAVIOR 2003 and 2005 All Grand Island Public & Private Schools Student Survey, Grade 8



PAST YEAR AND 30 DAY GAMBLING BEHAVIOR
2005 All Grand Island Public & Private Schools Student Survey, Grade 10



PAST YEAR AND 30 DAY GAMBLING BEHAVIOR
2005 All Grand Island Public & Private Schools Student Survey, Grade 12

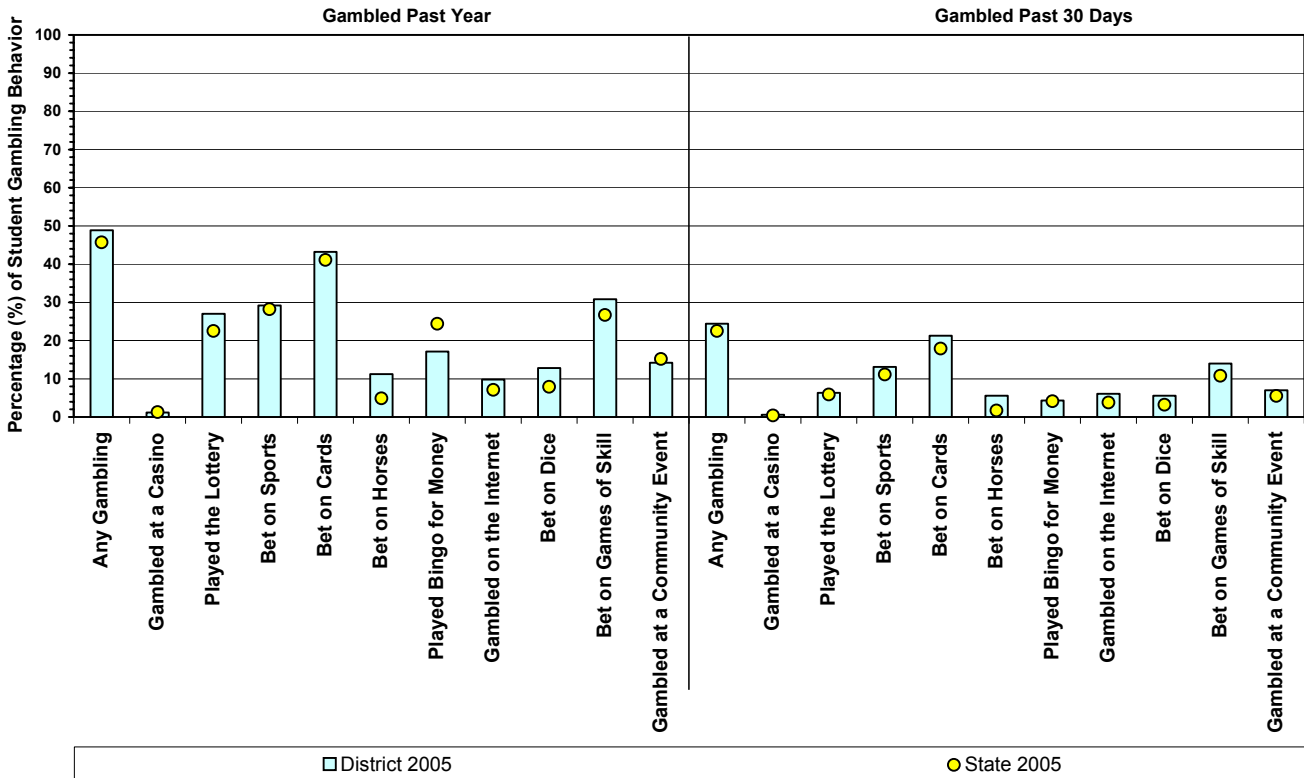


Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles	
Additional risk factor measures based upon archival data can be found on the Nebraska prevention web site http://www.nebraskaprevention.gov/pdf/socialindicatormeasures.pdf pages 52-53	
Community Domain Risk Factors	
Community Disorganization	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
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	
Opportunities for Positive Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
Family Domain Risk Factors	
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.
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 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 Positive 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.
School Domain Risk Factors	
Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.

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

<i>Peer-Individual Risk Factors</i>	
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	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.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	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.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Social Skills</i>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	547	542	5906	552	516	7044	n/a	435	8009	n/a	362	6666

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	Alcohol	18.2	18.2	21.5	40.1	35.1	43.1	n/a	60.7	63.0	n/a	68.0
Cigarettes	14.8	8.4	8.1	29.1	19.3	21.8	n/a	39.4	35.4	n/a	52.8	50.6
Chewing Tobacco	3.1	2.3	3.8	5.8	3.9	7.9	n/a	9.7	17.7	n/a	18.6	27.3
Marijuana	2.3	1.2	1.2	12.1	7.5	7.7	n/a	21.0	20.6	n/a	32.7	33.3
Inhalants	7.8	8.1	9.1	18.3	14.3	14.1	n/a	12.7	13.6	n/a	9.3	10.3
Hallucinogens	0.2	0.4	0.3	1.7	1.8	0.8	n/a	3.2	2.1	n/a	3.7	3.8
Methamphetamines	0.0	1.0	0.3	2.0	1.0	0.7	n/a	5.0	2.3	n/a	5.6	3.6
Cocaine	0.8	0.6	0.3	3.6	1.4	1.0	n/a	4.2	2.7	n/a	6.1	5.0
Steroids	n/a	1.0	0.7	n/a	1.0	0.9	n/a	1.0	1.3	n/a	0.6	1.6
Performance Enhancers	n/a	0.2	0.3	n/a	1.4	1.5	n/a	7.0	6.0	n/a	10.9	12.4
Prescription Drugs	n/a	4.6	3.5	n/a	7.6	8.3	n/a	13.1	12.9	n/a	13.9	15.7
Other Drugs	2.5	1.2	1.3	8.5	3.8	3.8	n/a	8.6	7.7	n/a	6.0	8.6
Any Drug	12.9	14.0	14.4	26.8	24.3	26.0	n/a	39.8	37.6	n/a	50.2	47.6

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
	Alcohol	5.6	3.4	3.5	16.3	8.1	13.9	n/a	26.7	31.6	n/a	38.1
Cigarettes	4.1	1.8	1.9	7.3	5.0	6.9	n/a	15.9	15.3	n/a	29.6	26.1
Chewing Tobacco	1.5	1.1	1.1	2.9	1.4	3.1	n/a	4.6	9.1	n/a	7.0	12.9
Marijuana	0.8	0.8	0.5	6.2	2.8	3.2	n/a	7.4	9.4	n/a	12.6	13.6
Inhalants	4.2	2.9	4.0	6.2	5.8	5.7	n/a	3.2	3.9	n/a	1.5	2.2
Hallucinogens	0.2	0.4	0.2	0.9	1.2	0.4	n/a	1.0	0.9	n/a	0.0	1.2
Methamphetamines	0.0	0.4	0.3	0.7	1.0	0.4	n/a	1.5	0.9	n/a	0.6	1.1
Cocaine	0.7	0.4	0.2	1.9	0.6	0.4	n/a	0.7	1.0	n/a	0.9	1.5
Steroids	n/a	0.6	0.3	n/a	0.4	0.4	n/a	0.3	0.7	n/a	0.0	0.7
Performance Enhancers	n/a	0.0	0.1	n/a	0.4	0.8	n/a	4.5	3.4	n/a	5.8	5.8
Prescription Drugs	n/a	1.5	1.3	n/a	3.4	3.8	n/a	5.0	6.2	n/a	5.7	7.4
Other Drugs	0.4	0.0	0.3	4.5	1.4	1.6	n/a	3.4	3.1	n/a	2.4	3.3
Any Drug	6.3	5.6	6.6	12.7	11.5	12.6	n/a	18.9	19.6	n/a	23.2	24.3

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

Drug Used	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Binge Drinking	3.7	1.4	1.5	6.0	4.1	6.0	n/a	15.5	18.7	n/a	23.6	31.6
Pack of Cigarettes per Day	0.0	0.2	0.1	0.2	0.4	0.6	n/a	1.6	1.5	n/a	3.5	3.2

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

Behavior	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Suspended from School	5.9	9.7	5.0	9.5	9.4	7.6	n/a	10.0	7.3	n/a	6.3	6.2
Drunk or High at School	0.6	1.2	1.1	5.3	3.7	4.5	n/a	8.5	10.7	n/a	13.8	16.6
Sold Illegal Drugs	0.2	0.0	0.3	2.8	2.0	1.5	n/a	6.1	4.3	n/a	5.0	6.7
Stolen a Vehicle	0.5	1.9	1.0	3.0	3.0	2.3	n/a	2.7	3.4	n/a	1.5	2.0
Been Arrested	3.1	2.4	1.2	4.4	3.5	3.0	n/a	6.1	4.7	n/a	5.5	5.2
Attacked to Harm	8.5	8.5	7.2	11.4	11.2	9.4	n/a	11.1	9.6	n/a	6.6	8.6
Carried a Handgun	4.2	4.1	4.9	8.3	7.9	6.3	n/a	6.8	6.6	n/a	5.2	6.3
Handgun to School	0.4	0.2	0.2	0.4	1.0	0.3	n/a	1.0	0.6	n/a	0.9	0.7
Drinking and Driving	2.1	1.4	2.0	6.8	5.3	5.1	n/a	11.1	13.0	n/a	26.4	39.5
Passenger with Drinking Driver	34.4	23.7	25.3	30.1	33.1	33.4	n/a	35.8	43.1	n/a	40.5	52.3

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Community Domain												
Community Disorganization	34.8	29.3	31.8	32.6	27.3	29.1	n/a	40.3	42.1	n/a	34.9	41.0
Laws & Norms Favor Drug Use	26.2	25.9	34.4	24.0	16.8	23.2	n/a	26.1	28.7	n/a	17.4	25.5
Perceived Availability of Drugs	26.5	20.4	21.1	29.4	23.4	23.7	n/a	31.5	35.7	n/a	41.8	40.0
Perceived Availability of Handguns	22.5	16.6	21.0	32.2	27.1	33.7	n/a	23.6	23.7	n/a	24.9	27.2
Family Domain												
Poor Family Management	30.9	33.9	34.8	26.9	27.1	31.4	n/a	32.9	36.2	n/a	28.8	28.7
Parent Attitudes Favor Drug Use	8.3	12.1	15.8	24.5	16.6	28.1	n/a	35.8	44.0	n/a	42.0	46.2
School Domain												
Low Commitment to School	34.3	33.0	40.4	41.3	34.1	39.5	n/a	46.6	47.4	n/a	40.8	40.8
Peer-Individual Domain												
Early Initiation of ASB	18.4	20.2	16.3	28.0	28.0	23.6	n/a	31.3	26.9	n/a	23.9	28.4
Early Initiation of Drug Use	30.4	26.1	28.0	24.9	18.4	23.5	n/a	32.8	27.2	n/a	26.1	31.5
Attitudes Favorable to ASB	38.3	31.2	35.4	26.0	28.0	27.6	n/a	46.3	42.2	n/a	39.4	42.0
Attitudes Favorable to Drug Use	20.6	15.7	18.5	19.1	13.8	17.8	n/a	27.2	30.0	n/a	28.6	34.1
Low Perceived Risk of Drug Use	23.1	27.5	29.1	31.6	35.7	32.9	n/a	29.9	32.6	n/a	35.5	40.7
Gang Involvement	9.0	11.2	8.4	12.2	11.2	9.7	n/a	11.6	9.7	n/a	12.8	9.5

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
Community Domain												
Opportunities for Prosocial Involvement	80.3	75.3	76.9	79.3	80.6	83.8	n/a	74.0	81.2	n/a	81.7	81.7
Family Domain												
Opportunities for Prosocial Involvement	73.8	70.5	69.9	71.7	72.8	71.6	n/a	63.0	60.7	n/a	61.2	59.3
Family Attachment	76.2	69.3	70.4	74.8	73.9	74.5	n/a	65.7	67.4	n/a	65.3	69.3
School Domain												
Opportunities for Prosocial Involvement	83.6	77.5	65.6	88.1	86.3	80.4	n/a	78.2	75.9	n/a	74.4	74.7
Peer-Individual Domain												
Social Skills	76.1	65.7	77.8	74.7	73.4	74.3	n/a	59.9	61.5	n/a	68.5	67.0
Belief in the Moral Order	66.2	70.3	74.5	71.0	74.8	73.0	n/a	66.0	70.2	n/a	58.5	52.2

Table 10. Percentage of Students Reporting Alcohol Use

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
The last time I drank alcohol I...												
Bought It WITH a Fake ID	1.8	0.0	1.4	0.0	0.8	1.6	n/a	1.0	1.1	n/a	3.1	1.3
Bought It WITHOUT a Fake ID	1.8	2.3	4.9	1.4	1.7	2.8	n/a	3.6	2.9	n/a	6.7	5.2
Got It From Someone 21 OR OLDER	49.1	59.1	45.9	60.0	55.1	55.2	n/a	62.5	64.1	n/a	83.1	77.2
Got It From Someone UNDER 21	18.2	22.7	15.9	32.1	22.9	30.3	n/a	39.1	43.2	n/a	34.9	41.3
Got It From a Brother/Sister	9.1	6.8	15.0	15.0	11.0	15.9	n/a	15.6	17.4	n/a	13.3	17.2
From Home WITH Parent's Permission	25.4	38.6	42.1	27.9	30.5	32.8	n/a	18.8	20.0	n/a	16.4	15.3
From Home WITHOUT Parent's Permission	32.7	20.4	19.9	30.0	31.4	32.3	n/a	26.0	30.2	n/a	16.9	21.2
Got It From Another Relative	27.3	29.6	26.7	25.7	30.5	30.8	n/a	20.8	22.9	n/a	15.4	16.4
A Stranger Bought It For Me	3.6	4.6	3.0	3.6	3.4	3.8	n/a	8.8	8.2	n/a	9.2	12.6
Took It From a Store	3.6	2.3	3.3	4.3	6.8	3.7	n/a	3.1	2.6	n/a	1.5	2.9
Other	20.0	20.4	21.3	20.0	25.4	25.2	n/a	21.4	24.3	n/a	17.4	18.1
On the last day I had alcohol, I drank at...												
Home	53.1	50.0	59.8	43.8	47.6	51.6	n/a	31.8	38.4	n/a	28.7	30.0
Someone Else's Home	40.8	46.3	37.7	62.3	50.0	56.3	n/a	75.5	71.6	n/a	86.6	77.2
Open Area	12.2	11.1	12.5	17.1	16.1	16.1	n/a	18.8	24.0	n/a	19.8	27.5
Sporting Event or Concert	0.0	5.6	5.5	2.7	6.4	5.7	n/a	3.1	7.9	n/a	5.4	10.6
Restaurant or Bar	6.1	9.3	5.6	3.4	9.7	5.8	n/a	7.3	5.6	n/a	6.9	7.6
Empty Building or Site	4.1	3.7	4.6	4.8	5.6	4.8	n/a	2.1	5.0	n/a	3.0	6.0
Hotel / Motel	10.2	14.8	7.1	8.9	9.7	8.2	n/a	8.3	9.7	n/a	12.9	12.4
In a Car	14.3	5.6	14.0	18.5	15.3	18.8	n/a	29.7	31.7	n/a	23.8	37.9
One or more Adults Present	61.2	57.4	57.6	46.6	46.0	45.2	n/a	31.8	34.1	n/a	32.2	33.8

Table 11. Percentage of Students Reporting Cigarette Use

Risk Factor	Grade 6			Grade 8			Grade 10			Grade 12		
	District		State	District		State	District		State	District		State
	2003	2005	2005	2003	2005	2005	2003	2005	2005	2003	2005	2005
The last time I smoked a cigarette I...												
Bought It WITH a Fake ID	2.1	0.0	2.0	1.0	3.0	1.6	n/a	5.0	1.9	n/a	2.3	1.5
Bought It WITHOUT a Fake ID	6.4	3.6	4.0	8.1	1.5	3.4	n/a	6.7	6.2	n/a	22.6	28.2
Got It From Someone 18 OR OLDER	31.9	42.9	33.8	41.4	47.0	48.7	n/a	53.3	63.8	n/a	66.9	65.4
Got It From Someone UNDER 18	25.5	39.3	40.2	38.4	33.3	45.7	n/a	52.5	52.1	n/a	28.6	31.6
Got It From a Brother/Sister	12.8	3.6	15.5	12.1	15.2	17.8	n/a	15.8	17.8	n/a	8.3	11.9
From Home WITH Parent's Permission	12.8	0.0	8.4	14.1	9.1	7.0	n/a	5.8	8.1	n/a	8.3	7.7
From Home WITHOUT Parent's Permission	31.9	35.7	31.1	32.3	33.3	36.0	n/a	29.2	23.3	n/a	11.3	11.6
Got It From Another Relative	4.3	25.0	22.3	12.1	25.8	20.1	n/a	14.2	17.6	n/a	9.0	10.5
A Stranger Bought It For Me	4.3	0.0	3.7	5.0	4.6	5.5	n/a	5.0	8.6	n/a	6.8	6.6
Took It From a Store	4.3	7.1	6.1	4.0	4.6	5.3	n/a	2.5	3.6	n/a	0.0	3.1
Got It From a Vending Machine	17.0	0.0	3.0	21.2	3.0	3.0	n/a	0.8	2.8	n/a	1.5	2.4
On the last day I smoked, I smoked at...												
Home	32.0	32.3	39.1	41.2	36.9	43.0	n/a	40.7	41.5	n/a	34.6	33.0
Someone Else's Home	56.0	54.8	49.0	50.0	53.8	54.9	n/a	64.4	58.6	n/a	48.9	52.7
Open Area	36.0	19.4	27.5	33.3	33.8	38.8	n/a	46.6	47.9	n/a	37.6	46.3
Sporting Event or Concert	6.0	3.2	5.3	1.0	4.6	8.5	n/a	11.0	15.1	n/a	12.8	15.2
Restaurant or Bar	4.0	0.0	4.3	1.0	6.2	4.5	n/a	6.8	9.8	n/a	26.3	17.1
Empty Building or Site	10.0	16.1	13.2	4.9	12.3	13.8	n/a	4.2	12.3	n/a	3.8	9.9
Hotel / Motel	8.0	6.4	6.6	2.0	4.6	6.4	n/a	7.6	11.3	n/a	9.8	12.2
In a Car	22.0	16.1	19.9	32.4	27.7	32.1	n/a	50.0	57.0	n/a	71.4	68.6
One or more Adults Present	12.0	19.4	19.9	15.7	23.1	20.2	n/a	17.8	22.3	n/a	27.8	24.4

Table 12. Percentage of Students Engaging in Gambling Behavior

Risk Factor	Grade 6		Grade 8		Grade 10		Grade 12	
	District	State	District	State	District	State	District	State
	2005	2005	2005	2005	2005	2005	2005	2005
Gambling Past Year								
Any Gambling	37.2	28.0	45.7	37.9	45.8	43.4	48.9	45.7
Gambled at a Casino	0.4	0.7	1.4	0.8	1.2	0.9	1.2	1.3
Played the Lottery	23.5	18.0	27.6	21.5	24.1	20.2	27.0	22.5
Bet on Sports	24.1	21.9	29.4	28.1	32.1	30.6	29.2	28.2
Bet on Cards	22.8	15.8	33.2	29.2	39.4	40.0	43.2	41.1
Bet on Horses	7.9	3.2	12.1	4.3	7.9	5.0	11.2	4.9
Played Bingo for Money	40.7	34.3	35.1	36.1	24.5	31.7	17.1	24.4
Gambled on the Internet	3.3	3.7	7.3	5.9	9.2	8.0	9.8	7.1
Bet on Dice	7.7	5.3	10.3	6.6	8.8	8.4	12.8	7.9
Bet on Games of Skill	23.0	17.1	28.5	23.0	31.1	28.2	30.8	26.7
Gambled at a Community Event	8.5	7.5	13.1	12.8	17.6	16.9	14.2	15.2
Gambling Past 30 Days								
Any Gambling	17.9	12.0	20.1	15.9	21.9	20.0	24.4	22.5
Gambled at a Casino	0.2	0.4	0.8	0.4	0.0	0.3	0.6	0.4
Played the Lottery	11.2	5.7	11.3	6.7	6.6	5.5	6.3	5.9
Bet on Sports	12.4	9.6	13.9	11.8	15.9	12.0	13.1	11.1
Bet on Cards	12.2	6.5	13.5	11.8	20.9	17.7	21.3	17.9
Bet on Horses	3.9	1.4	3.9	1.3	2.9	1.6	5.6	1.7
Played Bingo for Money	13.2	8.3	10.0	8.1	7.9	6.7	4.3	4.1
Gambled on the Internet	2.4	2.5	4.6	3.3	6.3	4.4	6.1	3.8
Bet on Dice	4.1	2.4	5.2	3.2	3.9	3.8	5.6	3.2
Bet on Games of Skill	14.2	7.5	11.7	9.7	13.1	11.8	14.0	10.8
Gambled at a Community Event	4.2	2.5	5.2	4.5	7.2	6.0	7.0	5.5

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