

2011 New York Prevention Needs Assessment Survey



Survey Results for: Manhasset Union Free School District

Sponsored by:
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2011 Prevention Needs Assessment Survey Profile Report

This report summarizes the findings from the Prevention Needs Assessment (PNA) Survey that was conducted during 2011. 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. 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 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 have found that children who live in families with high levels of conflict are

Table 1. Characteristics of Participants

| Student Totals | | | | |
|-----------------------|--------------------------------------|---------|--------|---------|
| Total Students | Manhasset Union Free School District | | | |
| | 2009 | | 2011 | |
| | Number | Percent | Number | Percent |
| | 344 | 100 | 910 | 100 |
| Grade | | | | |
| 6 | 125 | 36.3 | 269 | 29.6 |
| 8 | 112 | 32.6 | 222 | 24.4 |
| 10 | 107 | 31.1 | 222 | 24.4 |
| 12 | 0 | 0.0 | 197 | 21.6 |
| Gender | | | | |
| Male | 170 | 49.4 | 448 | 49.7 |
| Female | 174 | 50.6 | 454 | 50.3 |
| Ethnicity | | | | |
| Native American | 3 | 0.9 | 8 | 0.9 |
| Asian | 44 | 13.0 | 111 | 12.2 |
| African American | 11 | 3.3 | 11 | 1.2 |
| Pacific Islander | 0 | 0.0 | 21 | 2.3 |
| Hispanic | 13 | 3.8 | 2 | 0.2 |
| White | 251 | 74.3 | 671 | 74.0 |
| Multi-racial or Other | 16 | 4.7 | 83 | 9.2 |

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

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 19 risk factors and the five 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 | Problem Behaviors | | | | |
|---|-------------------|-------------|----------------|-----------------|----------|
| | Substance Abuse | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
| Community | | | | | |
| 1. Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime | ✓ | ✓ | | | ✓ |
| 2. Availability of Drugs & Firearms | ✓ | ✓ | | | ✓ |
| 3. Transitions and Mobility * | ✓ | ✓ | | ✓ | |
| 4. Low Neighborhood Attachment | ✓ | ✓ | | | ✓ |
| 5. Community Disorganization | ✓ | ✓ | | | ✓ |
| 6. Extreme Economic Deprivation * | ✓ | ✓ | ✓ | ✓ | ✓ |
| Family | | | | | |
| 7. Family History of the Problem Behavior | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. Family Conflict | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. Family Management Problems | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. Parental Attitudes Favorable Towards Drugs / Other Problem Behavior | ✓ | ✓ | | | ✓ |
| School | | | | | |
| 11. Academic Failure | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. Lack of Commitment to School | ✓ | ✓ | ✓ | ✓ | ✓ |
| Peer / Individual | | | | | |
| 13. Early Initiation of Drug Use & Other Problem Behaviors | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. Early & Persistent Antisocial Behavior | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. Alienation & Rebelliousness | ✓ | ✓ | | ✓ | |
| 16. Friends Who Use Drugs & Engage in Problem Behaviors | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. Favorable Attitudes Toward Drug Use & Other Problem Behaviors | ✓ | ✓ | ✓ | ✓ | |
| 18. Gang Involvement | ✓ | ✓ | | | ✓ |
| 19. 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 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 they play 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.

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 for 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 involm. (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.) | | | |

How to Read the Charts

There are four types of charts presented in this report:

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

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

Understanding the Format of the Charts

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

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

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

The diamonds represent national data from either the Monitoring the Future (MTF) Survey or the Bach Harrison Norm (BH Norm). The BH Norm was developed by Bach Harrison L.L.C. to provide states and communities with the ability to compare their results on risk, protection, and antisocial measures with more national measures. Survey participants from eight statewide surveys and five large regional surveys across the nation were combined into a database of approximately 460,000 students. The results were weighted to make the contribution of each state and region proportional

to its share of the national population. Bach Harrison analysts then calculated rates for antisocial behavior and for students at risk and with protection. The results appear on the charts as BH Norm. In order to keep the BH Norm relevant, it is updated approximately every two years as new data become available.

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

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*.

ASB and Gambling Charts

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

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.

How to Read the Charts and Tables

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. For 6th grade students, it is the percentage of students who have 6 or more risk factors, for 7th to 9th grade it is 7 or more risk factors, and for 10th to 12th grade, it is 8 or more risk factors. High Protection Youth is defined as the percentage of students in grades 6 and 7 who have 3 or more protective factors operating in their lives and 4 or more for all other grades.

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 the 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 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.

Alternating with 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.

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:

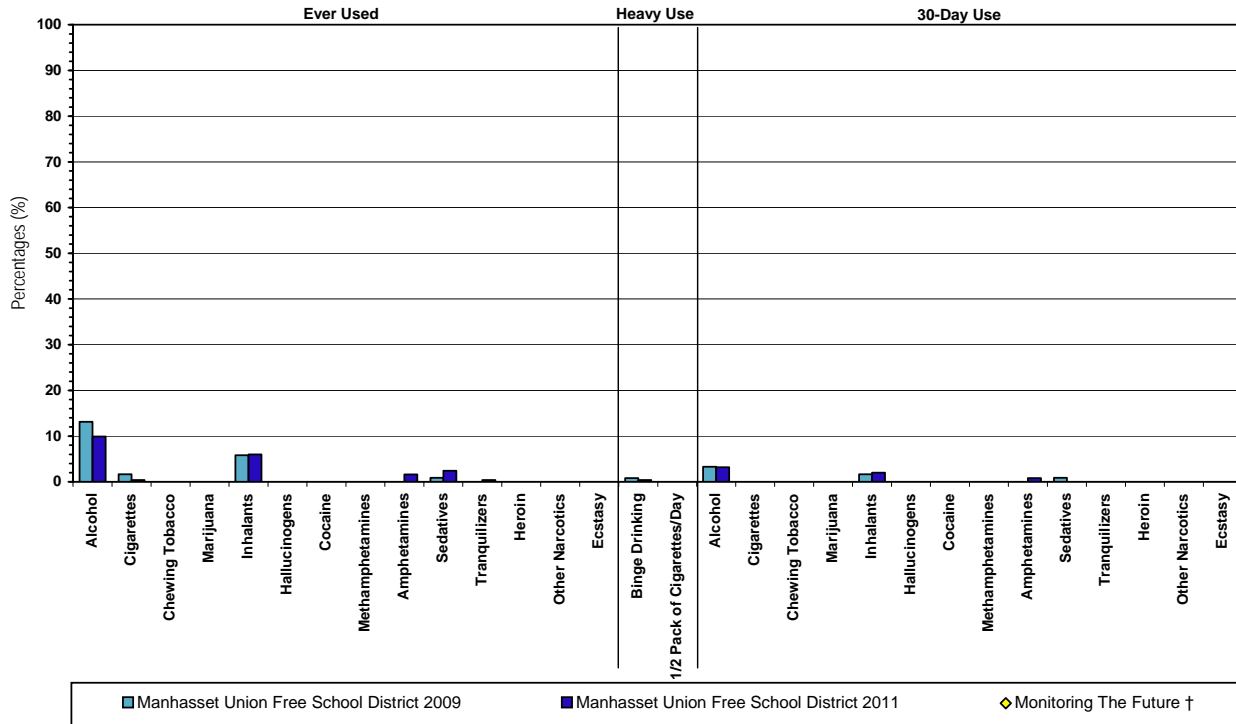
1. Programs must be chosen based on objective data about problem behaviors in the communities served. The OPNA reports these data in the substance use and antisocial behavior charts and tables presented on the following pages.

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.

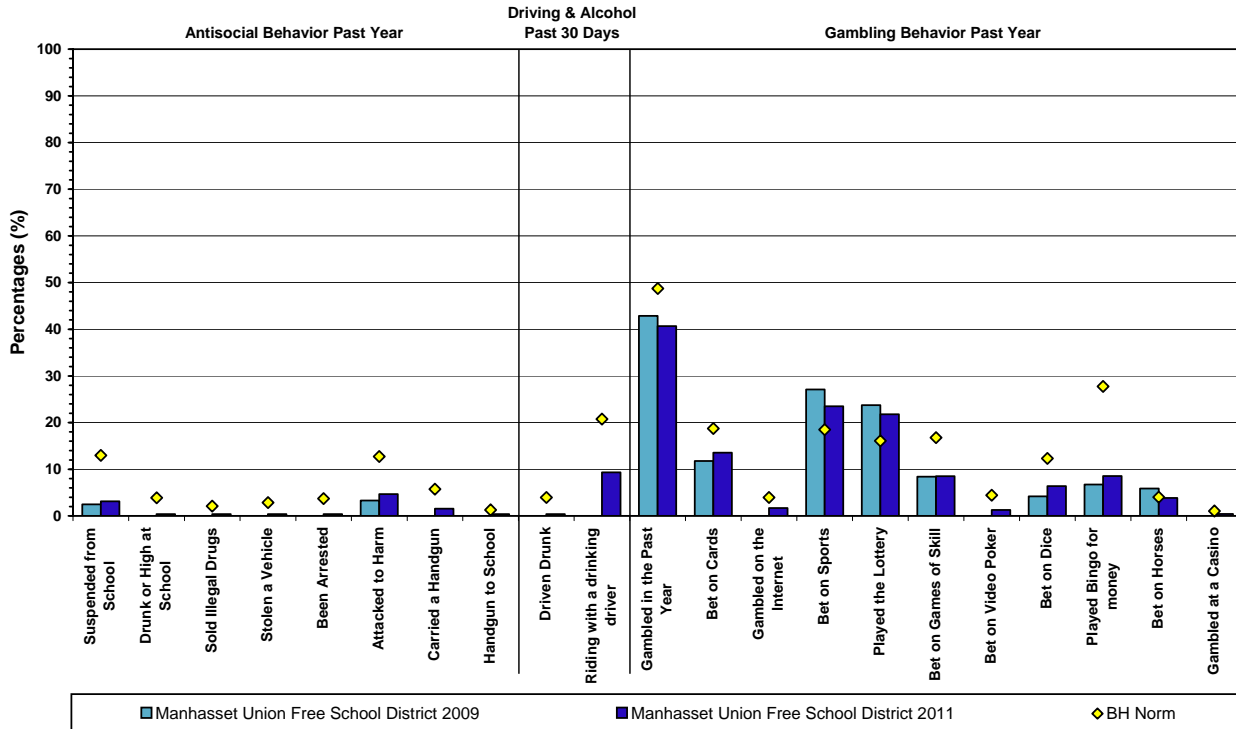
Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2011 Manhasset Union Free School District Student Survey, Grade 6



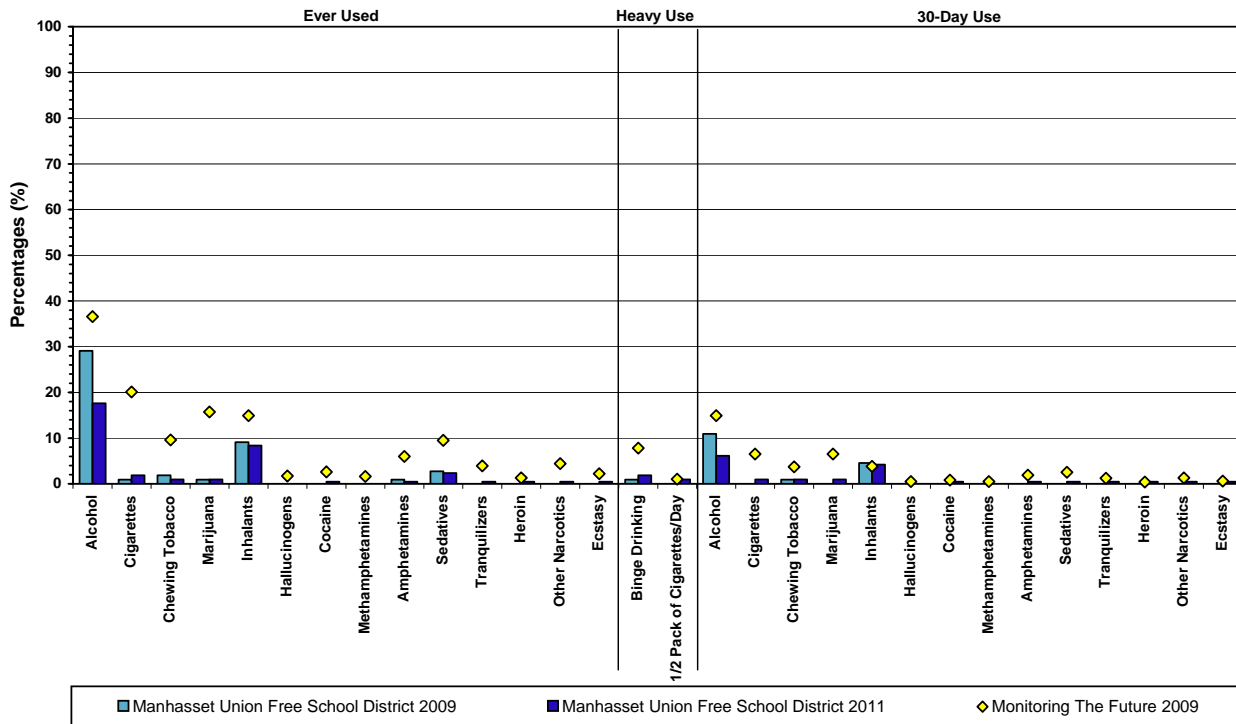
† Monitoring The Future only surveys grades 8, 10, and 12.

ANTISOCIAL BEHAVIOR AND GAMBLING 2011 Manhasset Union Free School District Student Survey, Grade 6

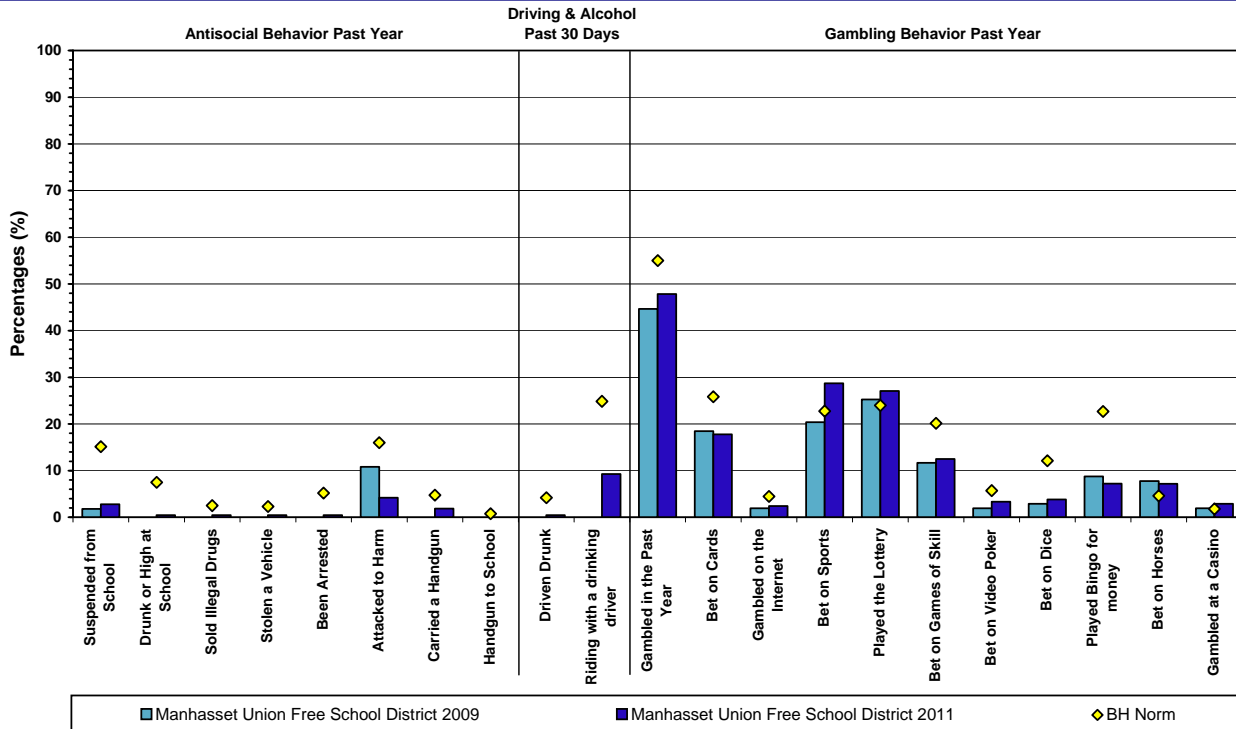


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2011 Manhasset Union Free School District Student Survey, Grade 8

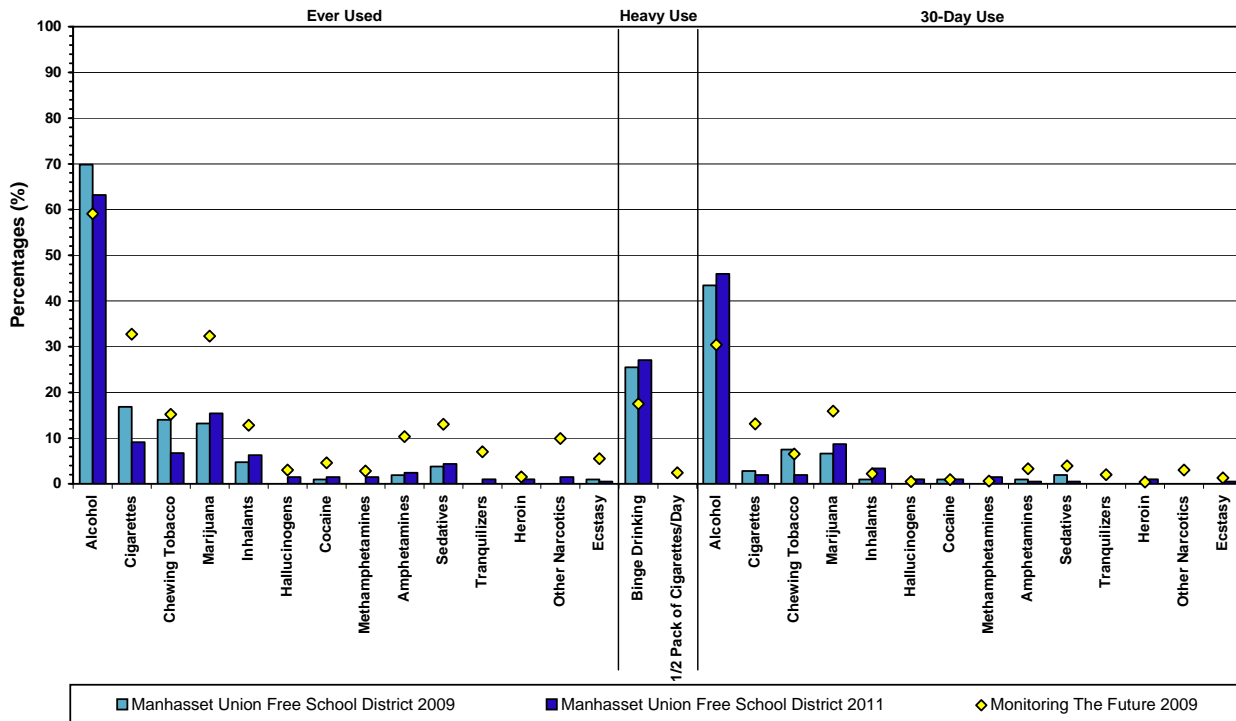


ANTISOCIAL BEHAVIOR AND GAMBLING
2011 Manhasset Union Free School District Student Survey, Grade 8

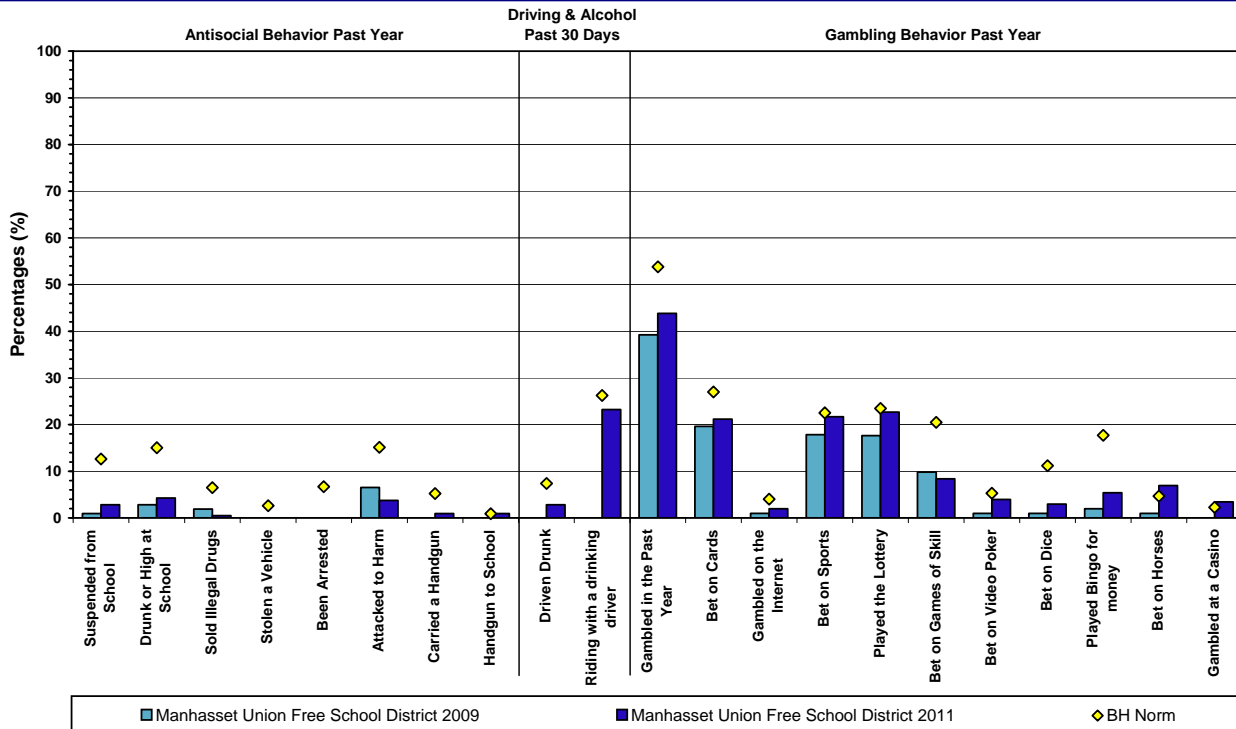


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2011 Manhasset Union Free School District Student Survey, Grade 10

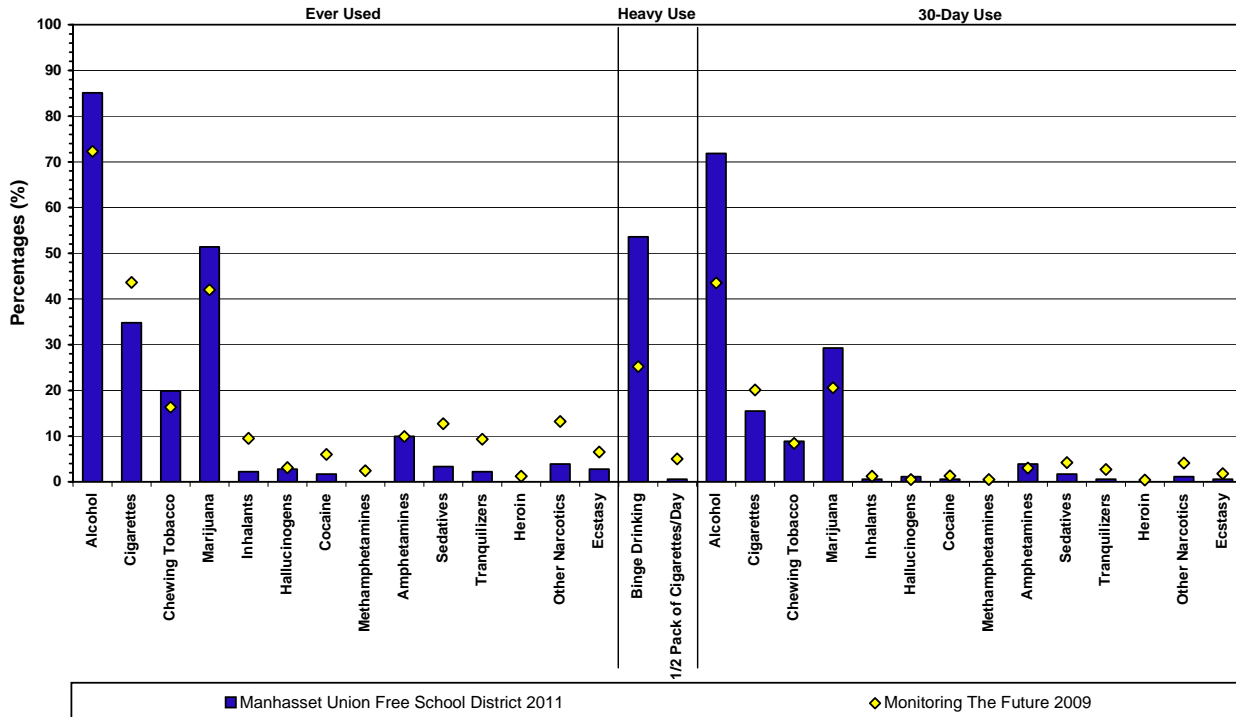


ANTISOCIAL BEHAVIOR AND GAMBLING
2011 Manhasset Union Free School District Student Survey, Grade 10

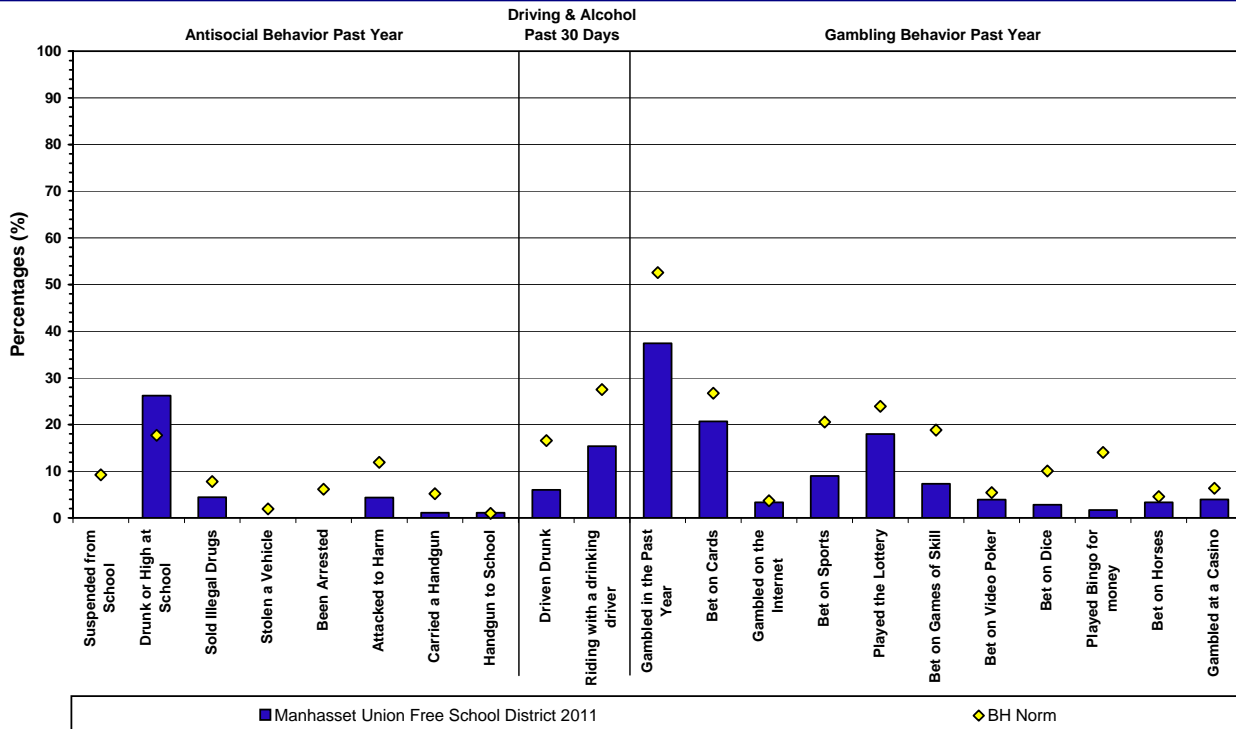


Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE
2011 Manhasset Union Free School District Student Survey, Grade 12



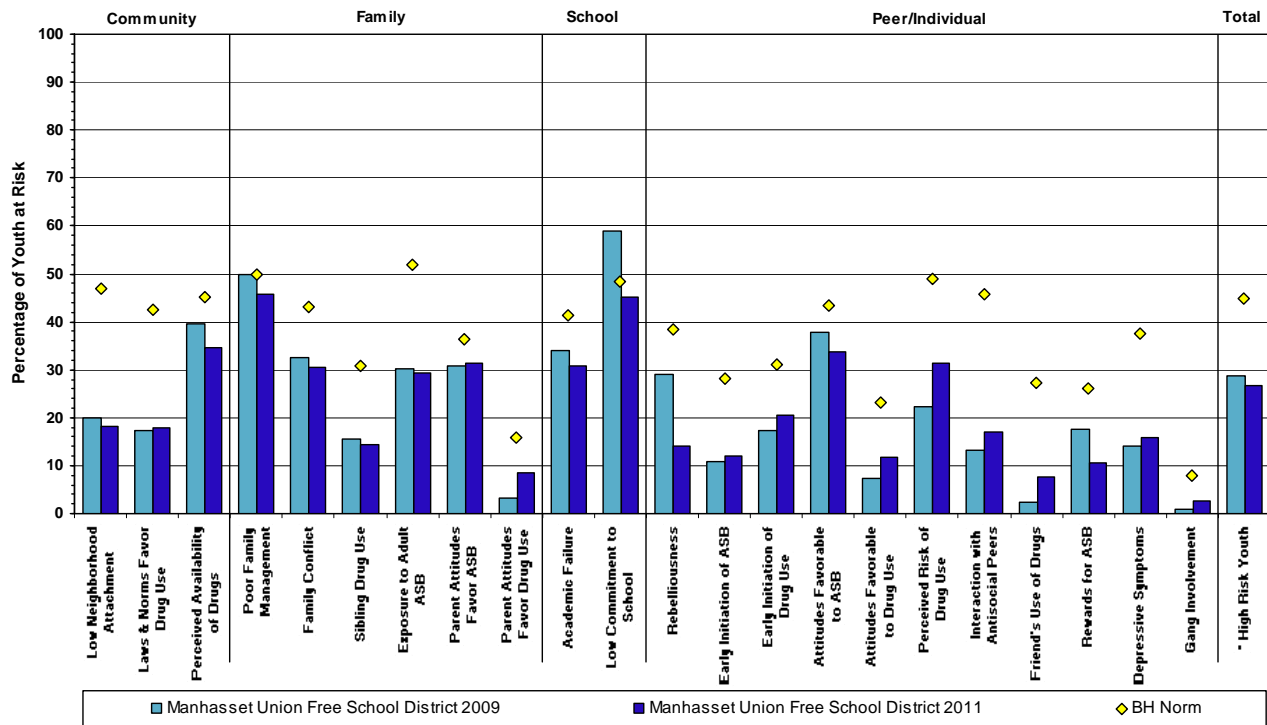
ANTISOCIAL BEHAVIOR AND GAMBLING
2011 Manhasset Union Free School District Student Survey, Grade 12



Risk and Protective Factor Profiles

RISK PROFILE

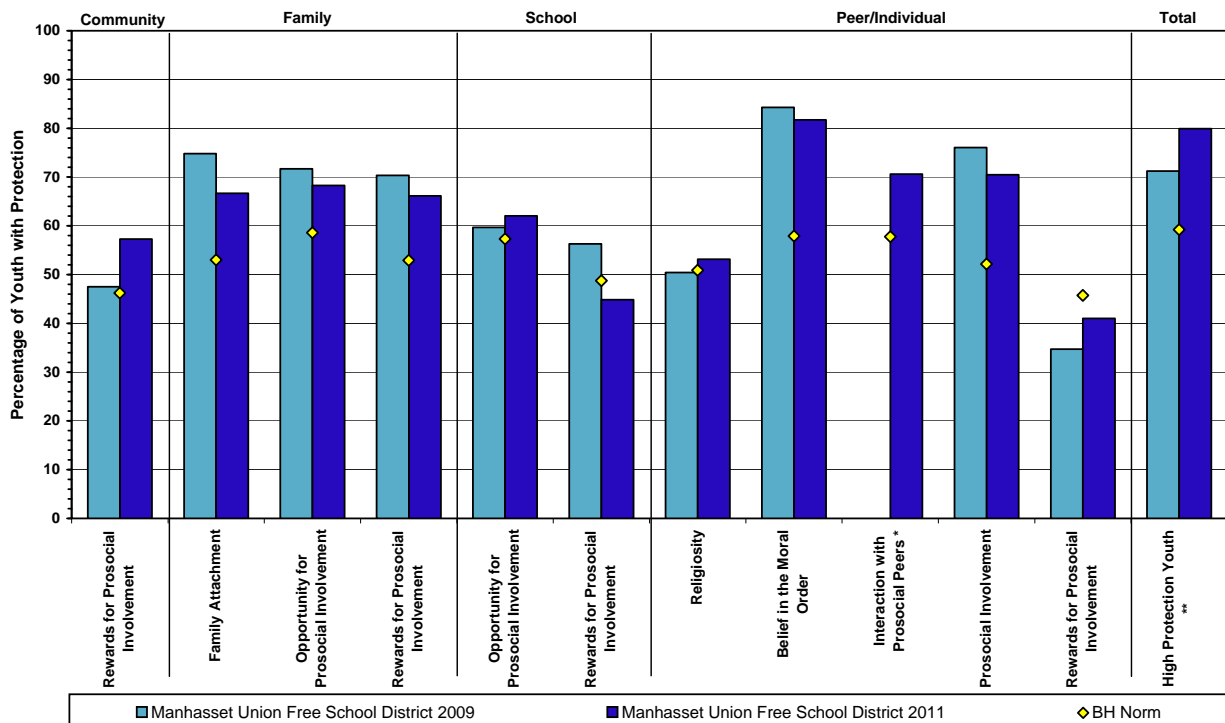
2011 Manhasset Union Free School District Student Survey, Grade 6



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

PROTECTIVE PROFILE

2011 Manhasset Union Free School District Student Survey, Grade 6

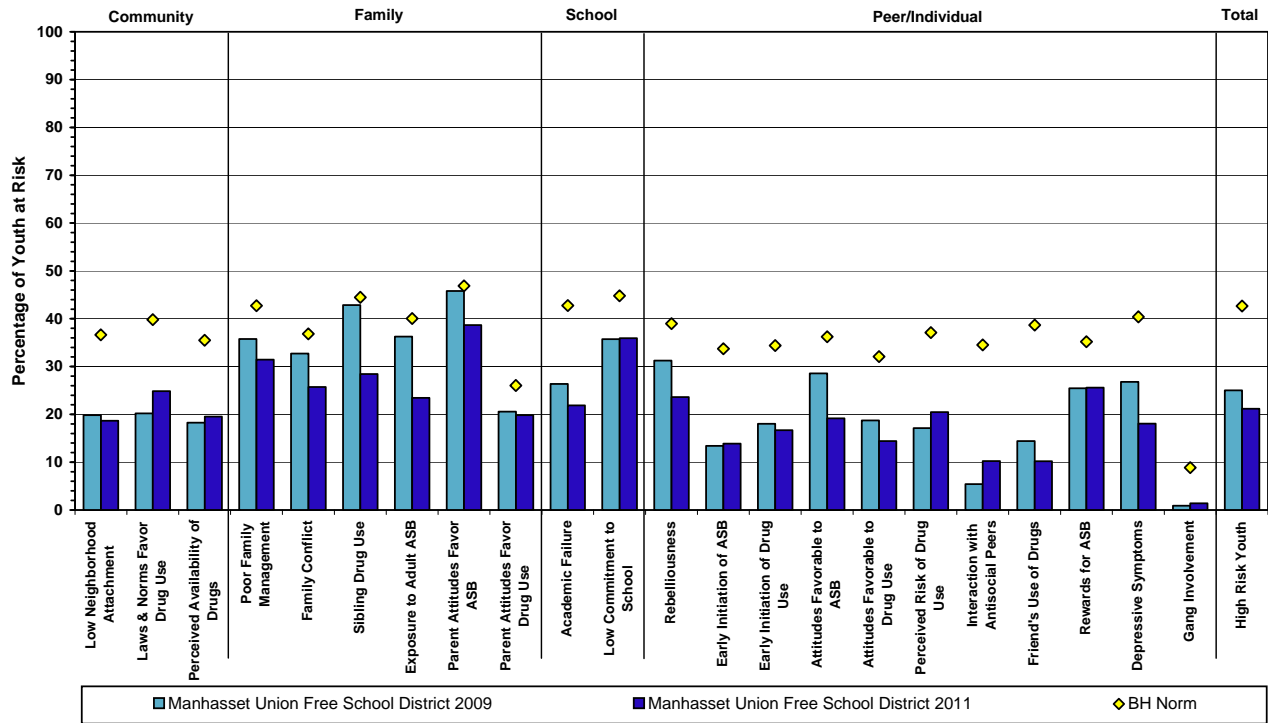


** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

Risk and Protective Factor Profiles

RISK PROFILE

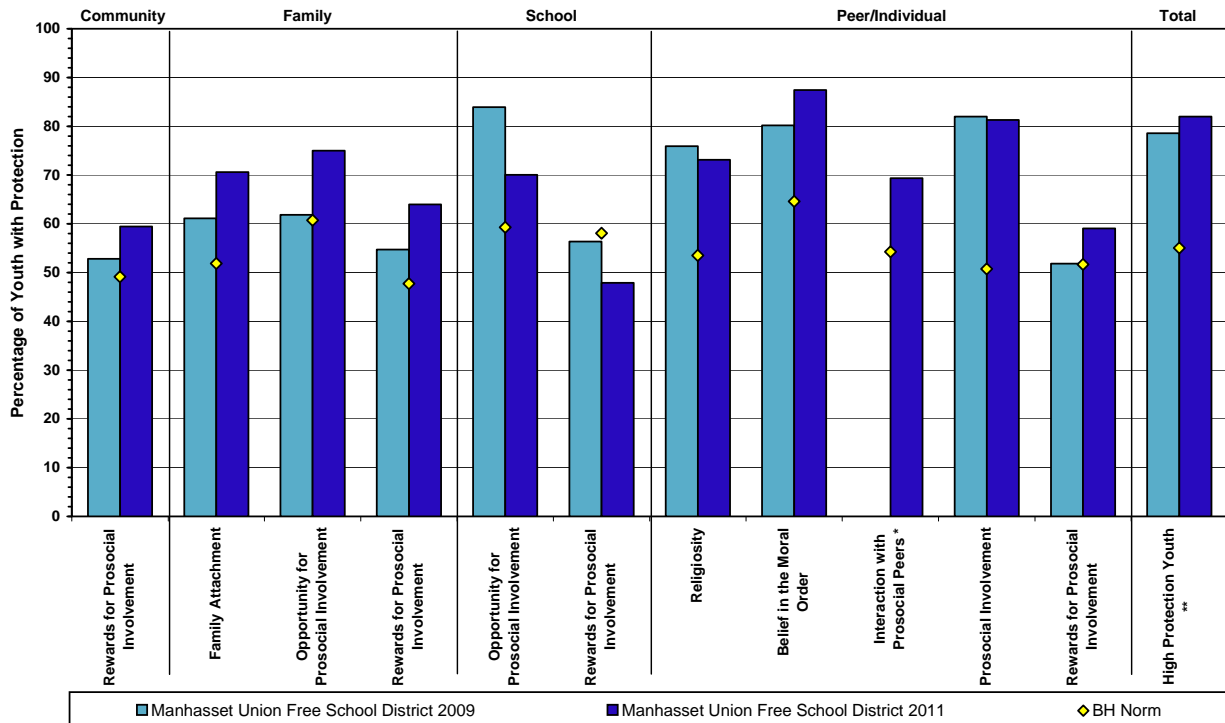
2011 Manhasset Union Free School District Student Survey, Grade 8



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

PROTECTIVE PROFILE

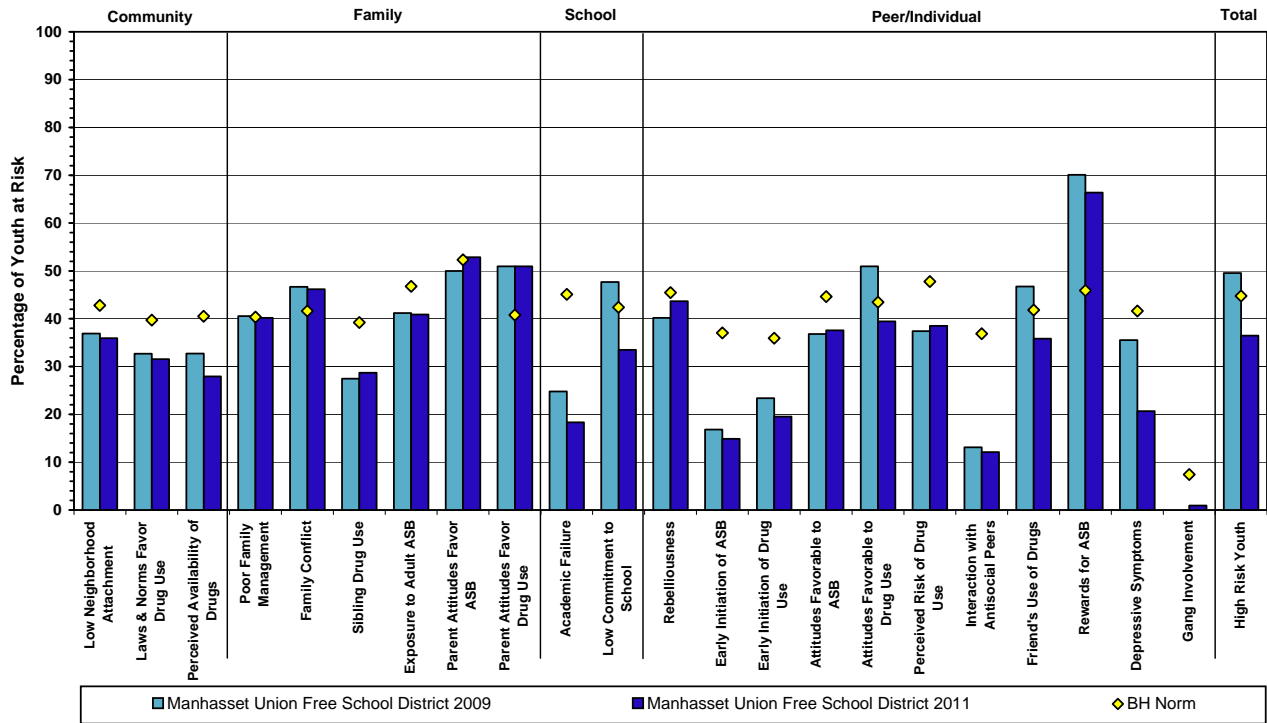
2011 Manhasset Union Free School District Student Survey, Grade 8



** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

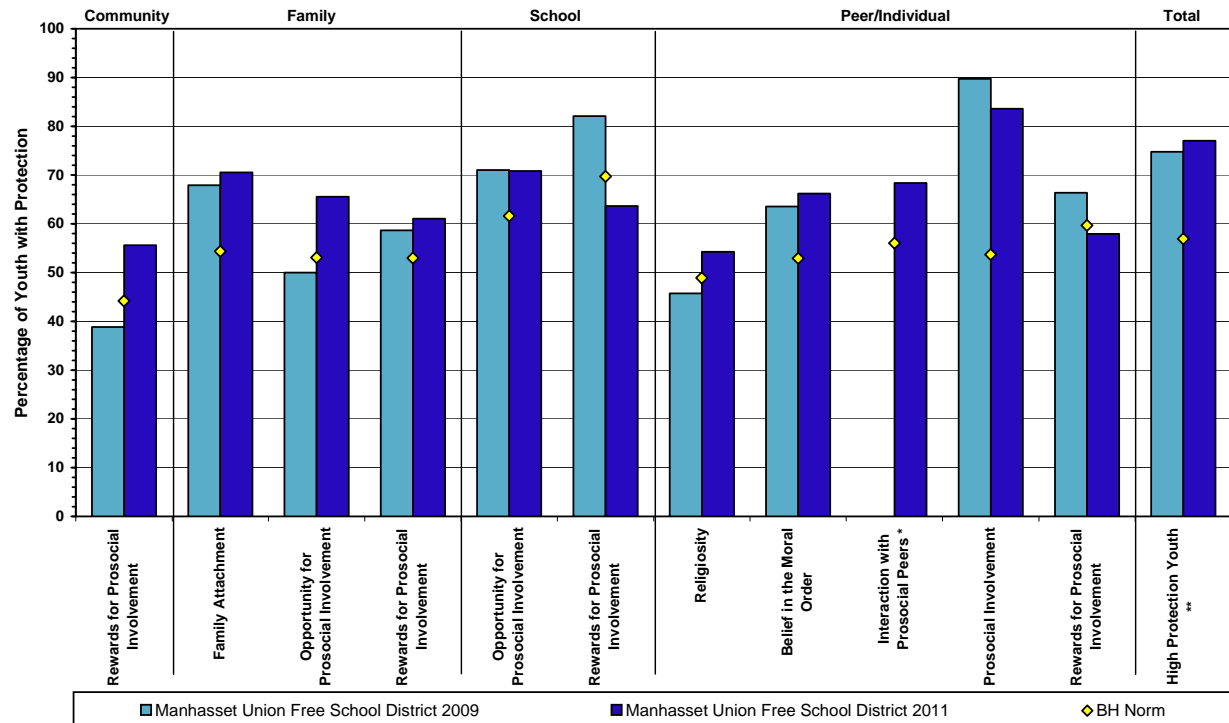
Risk and Protective Factor Profiles

RISK PROFILE 2011 Manhasset Union Free School District Student Survey, Grade 10



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

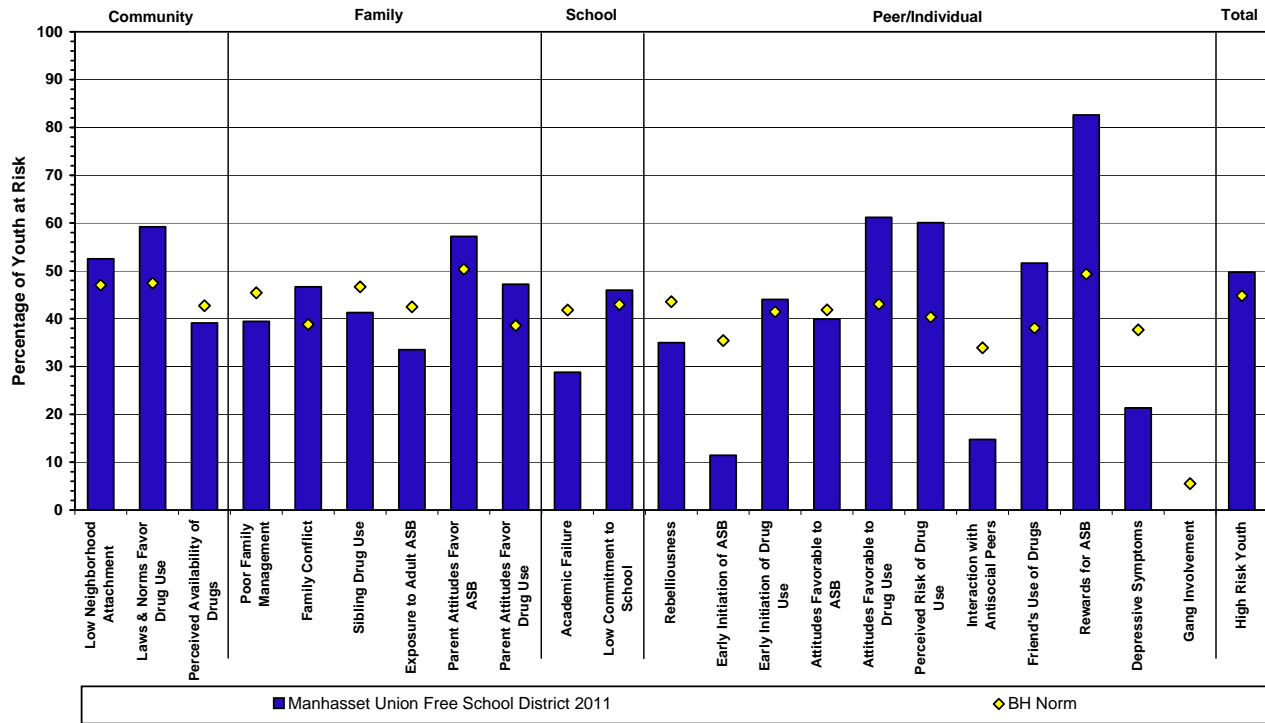
PROTECTIVE PROFILE 2011 Manhasset Union Free School District Student Survey, Grade 10



** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

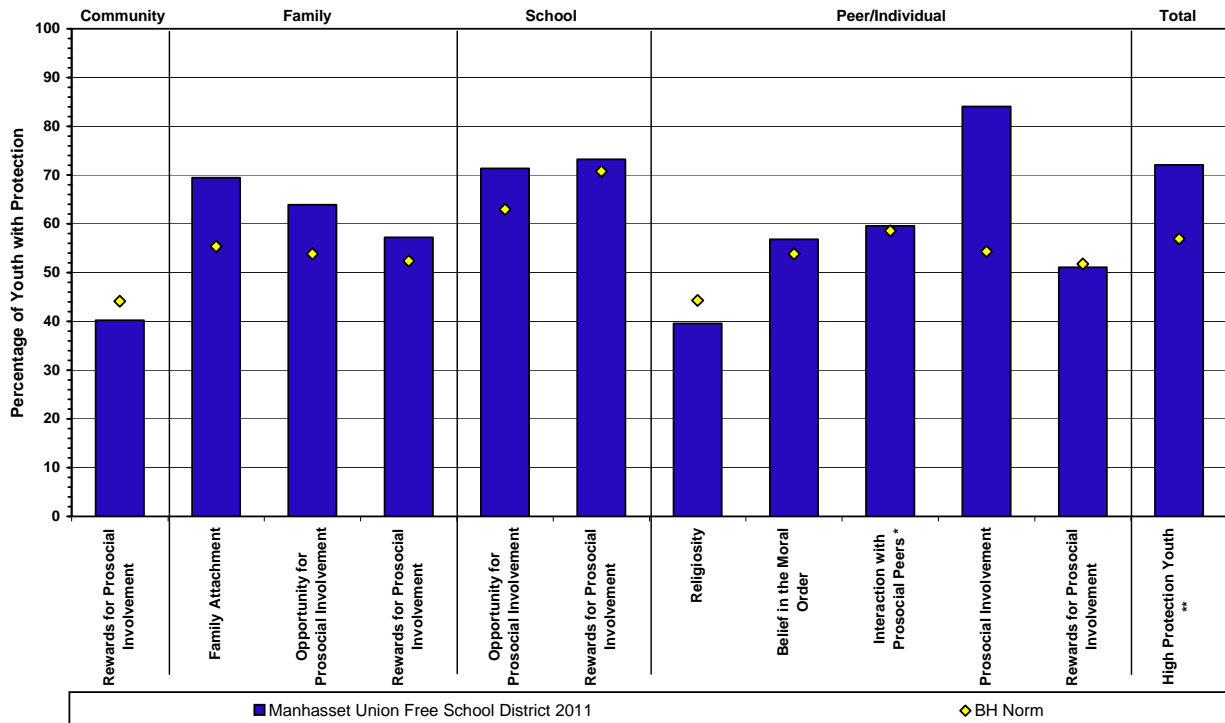
Risk and Protective Factor Profiles

RISK PROFILE 2011 Manhasset Union Free School District Student Survey, Grade 12



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

PROTECTIVE PROFILE 2011 Manhasset Union Free School District Student Survey, Grade 12



** High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th and 7th grades: 3 or more protective factors, 8th-12th grades: 4 or more factors). Prior to 2010, original values are reported.

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

| Community Domain Risk Factors | |
|--|---|
| Low Neighborhood Attachment | Research has shown that youth who don't like the neighborhoods in which they live are more likely to become involved in juvenile crime and drug selling. |
| Laws and Norms Favorable Toward Drug Use | Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high |
| Perceived Availability of Drugs | The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. |
| Community Domain Protective Factors | |
| Rewards for Prosocial Involvement | Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use. |
| Family Domain Risk Factors | |
| Poor Family Management | Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's beh |
| 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 Favorable Toward 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 (o |
| Family Domain Protective Factors | |
| Family Attachment | Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors. |
| Opportunities for Prosocial Involvement | Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors. |
| Rewards for Prosocial Involvement | When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors. |
| School Domain Risk Factors | |
| Academic Failure | Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors. |
| Low Commitment to School | Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as rel |

Risk and Protective Scale Definitions

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

| School Domain Protective Factors | |
|---|---|
| Opportunities for Prosocial Involvement | When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors. |
| Rewards for Prosocial Involvement | When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors. |
| Peer-Individual Risk Factors | |
| Rebelliousness | Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for dev |
| 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, an |
| 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 |
| 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 youn |
| Rewards for Antisocial Behavior | Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use. |
| Depressive Symptoms | Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and youth problem behaviors. |
| Gang Involvement | Youth who belong to gangs are more at risk for antisocial behavior and drug use. |
| Peer-Individual Protective Factors | |
| Religiosity | Young people who regularly attend religious services are less likely to engage in problem behaviors. |
| Belief in the Moral Order | Young people who have a belief in what is "right" or "wrong" are less likely to use drugs. |
| Interaction with Prosocial Peers | Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use. |
| Prosocial Involvement | Participation in positive school and community activities helps provide protection for youth. |
| Rewards for Prosocial Involvement | Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior. |

Data Tables

Table 3. Number of Students Who Completed the Survey

| Number of Youth | Grade 6 | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|-----------------|---------|------|---------|------|----------|----------|------|----------|----------|----------|
| | 2009 | 2011 | 2009 | 2011 | MTF 2009 | 2009 | 2011 | MTF 2009 | 2011 | MTF 2009 |
| | 125 | 269 | 112 | 222 | † | 107 | 222 | † | 197 | † |

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 6 | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|---|--|---------|------|---------|------|----------|----------|------|----------|----------|----------|
| | | 2009 | 2011 | 2009 | 2011 | MTF 2009 | 2009 | 2011 | MTF 2009 | 2011 | MTF 2009 |
| Alcohol | had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips? | 13.1 | 9.9 | 29.1 | 17.6 | 36.6 | 69.8 | 63.2 | 59.1 | 85.1 | 72.3 |
| Cigarettes | smoked cigarettes? | 1.6 | 0.4 | 0.9 | 1.9 | 20.1 | 16.8 | 9.1 | 32.7 | 34.8 | 43.6 |
| Chewing Tobacco | used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)? | 0.0 | 0.0 | 1.8 | 0.9 | 9.6 | 14.0 | 6.7 | 15.2 | 19.9 | 16.3 |
| Marijuana | used marijuana (grass, pot) or hashish (hash, hash oil)? | 0.0 | 0.0 | 0.9 | 0.9 | 15.7 | 13.2 | 15.4 | 32.3 | 51.4 | 42.0 |
| Inhalants | sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high? | 5.8 | 6.0 | 9.1 | 8.3 | 14.9 | 4.7 | 6.3 | 12.8 | 2.2 | 9.5 |
| Hallucinogens | used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)? | 0.0 | 0.0 | 0.0 | 0.0 | 1.7 | 0.0 | 1.4 | 3.0 | 2.8 | 3.1 |
| Cocaine | used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)? | 0.0 | 0.0 | 0.0 | 0.5 | 2.6 | 0.9 | 1.4 | 4.6 | 1.7 | 6.0 |
| Methamphetamines | used methamphetamines (meth, speed, crank, crystal meth)? | 0.0 | 0.0 | 0.0 | 0.0 | 1.6 | 0.0 | 1.4 | 2.8 | 0.0 | 2.4 |
| Amphetamines | used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them? | 0.0 | 1.6 | 0.9 | 0.5 | 6.0 | 1.9 | 2.4 | 10.3 | 9.9 | 9.9 |
| 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? | 0.8 | 2.4 | 2.7 | 2.3 | 9.5 | 3.8 | 4.3 | 13.0 | 3.3 | 12.7 |
| Tranquilizers | used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them? | 0.0 | 0.4 | 0.0 | 0.5 | 3.9 | 0.0 | 1.0 | 7.0 | 2.2 | 9.3 |
| Heroin | used heroin? | 0.0 | 0.0 | 0.0 | 0.5 | 1.3 | 0.0 | 1.0 | 1.5 | 0.0 | 1.2 |
| Other Narcotics | used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them? | 0.0 | 0.0 | 0.0 | 0.5 | 4.4 | 0.0 | 1.4 | 9.9 | 3.9 | 13.2 |
| Ecstasy | used MDMA ('X', 'E', or ecstasy)? | 0.0 | 0.0 | 0.0 | 0.5 | 2.2 | 0.9 | 0.5 | 5.5 | 2.8 | 6.5 |

† See the Monitoring The Future website (www.monitoringthefuture.org)

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 6 | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|---|--|---------|------|---------|------|----------|----------|------|----------|----------|----------|
| | | 2009 | 2011 | 2009 | 2011 | MTF 2009 | 2009 | 2011 | MTF 2009 | 2011 | MTF 2009 |
| Alcohol | had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips? | 3.3 | 3.2 | 10.9 | 6.1 | 14.9 | 43.4 | 45.9 | 30.4 | 71.8 | 43.5 |
| Cigarettes | smoked cigarettes? | 0.0 | 0.0 | 0.0 | 0.9 | 6.5 | 2.8 | 1.9 | 13.1 | 15.5 | 20.1 |
| Chewing Tobacco | used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)? | 0.0 | 0.0 | 0.9 | 0.9 | 3.7 | 7.5 | 1.9 | 6.5 | 8.8 | 8.4 |
| Marijuana | used marijuana (grass, pot) or hashish (hash, hash oil)? | 0.0 | 0.0 | 0.0 | 0.9 | 6.5 | 6.6 | 8.7 | 15.9 | 29.3 | 20.6 |
| Inhalants | sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high? | 1.7 | 2.0 | 4.5 | 4.2 | 3.8 | 0.9 | 3.4 | 2.2 | 0.6 | 1.2 |
| Hallucinogens | used LSD (acid) or other hallucinogens (like PCP, mescaline, peyote, "shrooms" or psilocybin)? | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.0 | 1.0 | 0.5 | 1.1 | 0.5 |
| Cocaine | used cocaine (like cocaine powder) or "crack" (cocaine in chunk or rock form)? | 0.0 | 0.0 | 0.0 | 0.5 | 0.8 | 0.9 | 1.0 | 0.9 | 0.6 | 1.3 |
| Methamphetamines | used methamphetamines (meth, speed, crank, crystal meth)? | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 0.0 | 1.5 | 0.6 | 0.0 | 0.5 |
| Amphetamines | used prescription stimulants or amphetamines (such as Adderall, Ritalin, or Dexedrine) without a doctor telling you to take them? | 0.0 | 0.8 | 0.0 | 0.5 | 1.9 | 0.9 | 0.5 | 3.3 | 3.9 | 3.0 |
| Sedatives | used prescription sedatives including barbiturates or sleeping pills (such as phenobarbital, Tuinal, Seconal, Ambien, Lunesta, or Sonata) without a doctor telling you to take them? | 0.8 | 0.0 | 0.0 | 0.5 | 2.5 | 1.9 | 0.5 | 3.9 | 1.7 | 4.2 |
| Tranquilizers | used prescription tranquilizers (such as Librium, Valium, Xanax, Ativan, Soma, or Klonopin) without a doctor telling you to take them? | 0.0 | 0.0 | 0.0 | 0.5 | 1.2 | 0.0 | 0.0 | 2.0 | 0.6 | 2.7 |
| Heroin | used heroin? | 0.0 | 0.0 | 0.0 | 0.5 | 0.4 | 0.0 | 1.0 | 0.4 | 0.0 | 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? | 0.0 | 0.0 | 0.0 | 0.5 | 1.3 | 0.0 | 0.0 | 3.0 | 1.1 | 4.1 |
| Ecstasy | used MDMA ('X', 'E', or ecstasy)? | 0.0 | 0.0 | 0.0 | 0.5 | 0.6 | 0.0 | 0.5 | 1.3 | 0.6 | 1.8 |

Data Tables

Table 6. Percentage of Students With Problem ATOD Use

| | | Grade 6 | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|-------------------------------|---|---------|------|---------|------|----------|----------|------|----------|----------|----------|
| | | 2009 | 2011 | 2009 | 2011 | MTF 2009 | 2009 | 2011 | MTF 2009 | 2011 | MTF 2009 |
| 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) | 0.8 | 0.4 | 0.9 | 1.9 | 7.8 | 25.5 | 27.1 | 17.5 | 53.6 | 25.2 |
| 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 | 0.0 | 0.0 | 0.9 | 1.0 | 0.0 | 0.0 | 2.4 | 0.6 | 5.0 |
| 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? | n/a | 0.4 | n/a | 0.5 | 4.2 | n/a | 2.8 | 7.4 | 6.0 | 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? | n/a | 9.3 | n/a | 9.3 | 24.9 | n/a | 23.2 | 26.3 | 15.4 | 27.5 |

* Questions not asked prior to 2010.

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 6 | | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|--|---------|------|---------|---------|------|---------|----------|------|---------|----------|---------|
| | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2011 | BH Norm |
| Been Suspended from School | 2.5 | 3.1 | 13.0 | 1.8 | 2.8 | 15.1 | 0.9 | 2.8 | 12.6 | 0.0 | 9.2 |
| Been Drunk or High at School | 0.0 | 0.4 | 3.9 | 0.0 | 0.5 | 7.5 | 2.8 | 4.2 | 15.0 | 26.2 | 17.7 |
| Sold Illegal Drugs | 0.0 | 0.4 | 2.1 | 0.0 | 0.5 | 2.5 | 1.9 | 0.5 | 6.5 | 4.4 | 7.8 |
| Stolen or Tried to Steal a Motor Vehicle | 0.0 | 0.4 | 2.9 | 0.0 | 0.5 | 2.3 | 0.0 | 0.0 | 2.6 | 0.0 | 1.9 |
| Been Arrested | 0.0 | 0.4 | 3.7 | 0.0 | 0.5 | 5.2 | 0.0 | 0.0 | 6.7 | 0.0 | 6.1 |
| Attacked Someone with the Idea of Seriously Hurting Them | 3.3 | 4.7 | 12.7 | 10.8 | 4.2 | 16.0 | 6.5 | 3.8 | 15.1 | 4.4 | 11.9 |
| Carried a Handgun | 0.0 | 1.6 | 5.7 | 0.0 | 1.9 | 4.8 | 0.0 | 0.9 | 5.2 | 1.1 | 5.2 |
| Carried a Handgun to School | 0.0 | 0.4 | 1.3 | 0.0 | 0.0 | 0.8 | 0.0 | 0.9 | 0.9 | 1.1 | 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 6 | | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|---|---------|------|---------|---------|------|---------|----------|------|---------|----------|---------|
| | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2011 | BH Norm |
| Gambled in the Past Year | 42.9 | 40.7 | 48.7 | 44.7 | 47.8 | 55.0 | 39.2 | 43.8 | 53.8 | 37.4 | 52.6 |
| Bet on Cards | 11.8 | 13.6 | 18.7 | 18.4 | 17.8 | 25.8 | 19.6 | 21.2 | 27.0 | 20.7 | 26.7 |
| Gambled on the Internet | 0.0 | 1.7 | 4.0 | 1.9 | 2.4 | 4.5 | 1.0 | 2.0 | 4.0 | 3.4 | 3.7 |
| Bet on Sports | 27.1 | 23.5 | 18.5 | 20.4 | 28.7 | 22.8 | 17.8 | 21.7 | 22.5 | 9.0 | 20.5 |
| Played the Lottery | 23.7 | 21.8 | 16.1 | 25.2 | 27.1 | 24.0 | 17.6 | 22.7 | 23.5 | 18.0 | 23.9 |
| Bet on Games of Skill | 8.4 | 8.5 | 16.8 | 11.7 | 12.5 | 20.1 | 9.8 | 8.4 | 20.5 | 7.3 | 18.8 |
| Bet on Video Poker | 0.0 | 1.3 | 4.4 | 1.9 | 3.3 | 5.7 | 1.0 | 3.9 | 5.3 | 3.9 | 5.4 |
| Bet on Dice | 4.2 | 6.4 | 12.3 | 2.9 | 3.8 | 12.1 | 1.0 | 3.0 | 11.2 | 2.8 | 10.0 |
| Played Bingo for money | 6.7 | 8.5 | 27.7 | 8.7 | 7.2 | 22.7 | 2.0 | 5.4 | 17.7 | 1.7 | 14.0 |
| Bet on Horses | 5.9 | 3.8 | 4.0 | 7.8 | 7.2 | 4.6 | 1.0 | 6.9 | 4.7 | 3.4 | 4.6 |
| Gambled at a Casino | 0.0 | 0.4 | 1.0 | 1.9 | 2.9 | 1.8 | 0.0 | 3.4 | 2.3 | 3.9 | 6.3 |

Table 9. Percentage of Students Reporting Protection

| Protective Factors | Grade 6 | | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|---------------------------------------|---------|------|---------|---------|------|---------|----------|------|---------|----------|---------|
| | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2011 | BH Norm |
| Community Domain | | | | | | | | | | | |
| Rewards for Prosocial Involvement | 47.5 | 57.3 | 46.2 | 52.8 | 59.4 | 49.2 | 38.8 | 55.6 | 44.2 | 40.2 | 44.1 |
| Family Domain | | | | | | | | | | | |
| Family Attachment | 74.8 | 66.7 | 53.0 | 61.1 | 70.6 | 51.9 | 67.9 | 70.5 | 54.3 | 69.4 | 55.4 |
| Opportunity for Prosocial Involvement | 71.7 | 68.3 | 58.6 | 61.8 | 75.0 | 60.7 | 50.0 | 65.6 | 53.1 | 63.9 | 53.8 |
| Rewards for Prosocial Involvement | 70.3 | 66.1 | 52.9 | 54.7 | 64.0 | 47.7 | 58.7 | 61.1 | 53.0 | 57.2 | 52.4 |
| School Domain | | | | | | | | | | | |
| Opportunity for Prosocial Involvement | 59.7 | 62.0 | 57.3 | 83.9 | 70.0 | 59.3 | 71.0 | 70.8 | 61.6 | 71.4 | 62.9 |
| Rewards for Prosocial Involvement | 56.3 | 44.8 | 48.7 | 56.4 | 47.9 | 58.1 | 82.1 | 63.6 | 69.7 | 73.2 | 70.8 |
| Peer-Individual Domain | | | | | | | | | | | |
| Religiosity | 50.4 | 53.1 | 50.9 | 75.9 | 73.1 | 53.5 | 45.7 | 54.2 | 48.9 | 39.6 | 44.3 |
| Belief in the Moral Order | 84.3 | 81.7 | 57.9 | 80.2 | 87.4 | 64.6 | 63.6 | 66.2 | 52.9 | 56.8 | 53.8 |
| Interaction with Prosocial Peers * | n/a | 70.6 | 57.8 | n/a | 69.3 | 54.3 | n/a | 68.4 | 56.0 | 59.6 | 58.5 |
| Prosocial Involvement | 76.0 | 70.5 | 52.2 | 82.0 | 81.3 | 50.7 | 89.7 | 83.6 | 53.7 | 84.1 | 54.3 |
| Rewards for Prosocial Involvement | 34.7 | 41.0 | 45.7 | 51.8 | 59.1 | 51.7 | 66.4 | 57.9 | 59.7 | 51.1 | 51.8 |
| High Protection | | | | | | | | | | | |
| High Protection Youth ** | 71.2 | 79.9 | 59.2 | 78.6 | 82.0 | 55.1 | 74.8 | 77.0 | 56.9 | 72.1 | 56.9 |

* Interaction with Prosocial Peers was not included prior to 2010.

** 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). Because the High Protection score is based on all current Protective Factors, no value can be calculated for 2008. What is reported is the original 2008 value.

Data Tables

Table 10. Percentage of Students Reporting Risk

| Risk Factors | Grade 6 | | | Grade 8 | | | Grade 10 | | | Grade 12 | |
|-----------------------------------|---------|------|---------|---------|------|---------|----------|------|---------|----------|---------|
| | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2009 | 2011 | BH Norm | 2011 | BH Norm |
| Community Domain | | | | | | | | | | | |
| Low Neighborhood Attachment | 20.0 | 18.2 | 47.0 | 19.8 | 18.7 | 36.6 | 36.9 | 35.9 | 42.8 | 52.5 | 47.0 |
| Laws & Norms Favor Drug Use | 17.2 | 17.9 | 42.4 | 20.2 | 24.9 | 39.8 | 32.7 | 31.5 | 39.7 | 59.2 | 47.4 |
| Perceived Availability of Drugs | 39.5 | 34.5 | 45.1 | 18.3 | 19.5 | 35.5 | 32.7 | 27.9 | 40.5 | 39.1 | 42.7 |
| Family Domain | | | | | | | | | | | |
| Poor Family Management | 50.0 | 45.8 | 49.8 | 35.8 | 31.5 | 42.7 | 40.6 | 40.2 | 40.3 | 39.4 | 45.4 |
| Family Conflict | 32.5 | 30.6 | 43.2 | 32.7 | 25.7 | 36.8 | 46.7 | 46.2 | 41.6 | 46.7 | 38.8 |
| Sibling Drug Use | 15.7 | 14.4 | 30.8 | 42.9 | 28.4 | 44.5 | 27.5 | 28.7 | 39.2 | 41.3 | 46.6 |
| Exposure to Adult ASB | 30.2 | 29.4 | 52.0 | 36.3 | 23.4 | 40.0 | 41.2 | 40.9 | 46.8 | 33.5 | 42.5 |
| Parent Attitudes Favor ASB | 30.8 | 31.3 | 36.3 | 45.8 | 38.7 | 46.9 | 50.0 | 52.9 | 52.3 | 57.2 | 50.3 |
| Parent Attitudes Favor Drug Use | 3.3 | 8.4 | 15.8 | 20.6 | 19.8 | 26.0 | 50.9 | 51.0 | 40.8 | 47.2 | 38.6 |
| School Domain | | | | | | | | | | | |
| Academic Failure | 33.9 | 30.9 | 41.3 | 26.4 | 21.9 | 42.8 | 24.8 | 18.3 | 45.1 | 28.8 | 41.8 |
| Low Commitment to School | 58.9 | 45.1 | 48.5 | 35.7 | 35.9 | 44.8 | 47.7 | 33.5 | 42.4 | 45.9 | 42.9 |
| Peer-Individual Domain | | | | | | | | | | | |
| Rebelliousness | 28.9 | 14.1 | 38.4 | 31.3 | 23.6 | 39.0 | 40.2 | 43.7 | 45.5 | 35.0 | 43.6 |
| Early Initiation of ASB | 10.7 | 11.9 | 28.1 | 13.4 | 13.9 | 33.7 | 16.8 | 14.9 | 37.0 | 11.4 | 35.4 |
| Early Initiation of Drug Use | 17.4 | 20.4 | 31.0 | 18.0 | 16.7 | 34.4 | 23.4 | 19.5 | 35.9 | 44.0 | 41.4 |
| Attitudes Favorable to ASB | 37.7 | 33.9 | 43.5 | 28.6 | 19.2 | 36.2 | 36.8 | 37.6 | 44.6 | 39.9 | 41.9 |
| Attitudes Favorable to Drug Use | 7.4 | 11.7 | 23.1 | 18.8 | 14.4 | 32.1 | 50.9 | 39.4 | 43.5 | 61.2 | 43.1 |
| Perceived Risk of Drug Use | 22.3 | 31.4 | 49.1 | 17.1 | 20.5 | 37.1 | 37.4 | 38.5 | 47.8 | 60.1 | 40.3 |
| Interaction with Antisocial Peers | 13.1 | 17.1 | 45.7 | 5.4 | 10.2 | 34.5 | 13.1 | 12.1 | 36.8 | 14.8 | 33.9 |
| Friend's Use of Drugs | 2.5 | 7.7 | 27.4 | 14.4 | 10.2 | 38.7 | 46.7 | 35.8 | 41.8 | 51.6 | 38.1 |
| Rewards for ASB | 17.5 | 10.7 | 26.2 | 25.5 | 25.6 | 35.2 | 70.1 | 66.4 | 45.9 | 82.6 | 49.3 |
| Depressive Symptoms | 13.9 | 16.0 | 37.6 | 26.8 | 18.1 | 40.4 | 35.5 | 20.7 | 41.6 | 21.3 | 37.7 |
| Gang Involvement | 0.8 | 2.7 | 7.8 | 0.9 | 1.4 | 8.9 | 0.0 | 0.9 | 7.4 | 0.0 | 5.5 |
| High Risk | | | | | | | | | | | |
| High Risk Youth * | 28.8 | 26.8 | 44.9 | 25.0 | 21.2 | 42.6 | 49.5 | 36.5 | 44.7 | 49.7 | 44.8 |

* 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: 6 or more risk factors, 7th-9th grades: 7 or more factors, 10th-12th grades: 8 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 6 | Grade 8 | Grade 10 | Grade 12 |
|--|---------|---------|----------|----------|
| | 2011 | 2011 | 2011 | 2011 |
| Sample size * | 18 | 34 | 136 | 151 |
| I bought it myself from a store. | 5.6 | 5.9 | 8.8 | 43.7 |
| I got it at a party. | 16.7 | 41.2 | 80.1 | 91.4 |
| I gave someone else money to buy it for me. | 5.6 | 2.9 | 50.0 | 76.8 |
| I got it from someone I know age 21 or older | 22.2 | 17.6 | 42.6 | 51.7 |
| I got it from someone I know under age 21. | 11.1 | 5.9 | 61.8 | 77.5 |
| I got it from a family member or relative other than my parents. | 33.3 | 23.5 | 36.0 | 33.8 |
| I got it from home with my parents' permission. | 83.3 | 41.2 | 28.7 | 27.2 |
| I got it from home without my parents' permission. | 11.1 | 14.7 | 41.9 | 51.7 |
| I got it in another way. | 16.7 | 8.8 | 12.5 | 9.3 |

| During the past year (12 months) did you drink alcohol at any of the following places? | Grade 6 | Grade 8 | Grade 10 | Grade 12 |
|--|---------|---------|----------|----------|
| | 2011 | 2011 | 2011 | 2011 |
| Sample size * | 30 | 41 | 128 | 152 |
| At my home or someone else's home without any parent permission. | 10.0 | 22.0 | 74.2 | 76.3 |
| At my home with my parent's permission. | 90.0 | 65.9 | 33.6 | 50.7 |
| At someone else's home with their parent's permission. | 10.0 | 9.8 | 35.9 | 57.9 |
| At an open area like a park, beach, or back road. | 6.7 | 4.9 | 39.1 | 52.6 |
| At public events such as a sporting event, festival, or concert. | 16.7 | 12.2 | 44.5 | 69.1 |
| At a restaurant, bar, or a nightclub. | 20.0 | 17.1 | 26.6 | 65.8 |
| In a car | 3.3 | 2.4 | 29.7 | 38.2 |
| At a school dance, a game, or other event. | 6.7 | 4.9 | 25.0 | 34.9 |
| At school during the day. | 3.3 | 2.4 | 3.9 | 13.2 |
| Near school. | 3.3 | 2.4 | 10.9 | 18.4 |
| In another place. | 20.0 | 12.2 | 23.4 | 17.8 |

* 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.

DFC and Youth Perception Tables

Table 12. Drug Free Communities Report *

| Outcomes | Definition | Substance | Manhasset Union Free School District 2009 | | | | | | | | | | | |
|--|---|------------|---|--------|---------|--------|----------|--------|---------|--------|---------|--------|---------|--------|
| | | | Grade 6 | | Grade 8 | | Grade 10 | | Total † | | Male | | Female | |
| | | | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Perception of Risk <i>(People are at Moderate or Great Risk of harming themselves if they...)</i> | drink 1 or two drinks nearly every day | Alcohol | 87.6 | 121 | 87.4 | 111 | 84.1 | 107 | 86.4 | 339 | 86.2 | 167 | 86.6 | 172 |
| | smoke 1 or more packs or cigarettes per day | Cigarettes | 94.2 | 121 | 93.7 | 111 | 93.5 | 107 | 93.8 | 339 | 93.4 | 167 | 94.2 | 172 |
| | smoke marijuana regularly | Marijuana | 96.7 | 120 | 97.3 | 111 | 84.1 | 107 | 92.9 | 338 | 92.8 | 166 | 93.0 | 172 |
| Perception of Parent Disapproval <i>(Parents feel it would be Wrong or Very Wrong to...)</i> | drink beer, wine, or hard liquor regularly | Alcohol | 100.0 | 119 | 95.3 | 106 | 80.2 | 106 | 92.1 | 331 | 93.8 | 161 | 90.6 | 170 |
| | smoke cigarettes | Cigarettes | 100.0 | 121 | 98.1 | 107 | 96.2 | 105 | 98.2 | 333 | 97.5 | 163 | 98.8 | 170 |
| | smoke marijuana | Marijuana | 100.0 | 121 | 98.1 | 107 | 96.2 | 105 | 98.2 | 333 | 97.5 | 163 | 98.8 | 170 |
| Perception of Peer Disapproval <i>(I think it is Wrong or Very Wrong for someone my age to...)</i> | drink beer, wine, or hard liquor regularly | Alcohol | 100.0 | 122 | 93.8 | 112 | 44.3 | 106 | 80.6 | 340 | 85.1 | 168 | 76.2 | 172 |
| | smoke cigarettes | Cigarettes | 100.0 | 122 | 100.0 | 112 | 88.7 | 106 | 96.5 | 340 | 97.6 | 168 | 95.3 | 172 |
| | smoke marijuana | Marijuana | 100.0 | 122 | 99.1 | 112 | 82.1 | 106 | 94.1 | 340 | 95.2 | 168 | 93.0 | 172 |
| Past 30-Day Use | at least one use in the Past 30 Days | Alcohol | 3.3 | 122 | 10.9 | 110 | 43.4 | 106 | 18.3 | 338 | 19.3 | 166 | 17.4 | 172 |
| | | Cigarettes | 0.0 | 122 | 0.0 | 109 | 2.8 | 107 | 0.9 | 338 | 0.0 | 166 | 1.7 | 172 |
| | | Marijuana | 0.0 | 120 | 0.0 | 110 | 6.6 | 106 | 2.1 | 336 | 2.4 | 165 | 1.8 | 171 |
| | | | Age | Number | Age | Number | Age | Number | Age | Number | Age | Number | Age | Number |
| Average Age of Onset ** | average age | Alcohol | 10.4 | 21 | 11.8 | 36 | 13.6 | 75 | 12.6 | 132 | 12.2 | 69 | 12.9 | 63 |
| | | Cigarettes | 10.5 | 2 | 11.3 | 4 | 13.7 | 19 | 13.0 | 25 | 12.1 | 8 | 13.5 | 17 |
| | | Marijuana | . | 0 | 13.0 | 1 | 14.7 | 13 | 14.6 | 14 | 14.7 | 10 | 14.3 | 4 |

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

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

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

DFC and Youth Perception Tables

Table 13. Youth Perceptions of Substance Use

| Now think about all the students in your grade at school. How many of them do you think: | Substance | Manhasset Union Free School District 2009 | | | | | | | |
|--|-----------------------|---|---------|---------|---------|----------|---------|--------|---------|
| | | Grade 6 | | Grade 8 | | Grade 10 | | Total | |
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| a. smoke one or more cigarettes a day? | None (0%) | 118 | 96.7 | 74 | 66.1 | 9 | 8.6 | 201 | 59.3 |
| | Few (1-10%) | 3 | 2.5 | 30 | 26.8 | 67 | 63.8 | 100 | 29.5 |
| | Some (11-30%) | 1 | 0.8 | 4 | 3.6 | 21 | 20.0 | 26 | 7.7 |
| | Half or less (31-50%) | 0 | 0.0 | 3 | 2.7 | 4 | 3.8 | 7 | 2.1 |
| | Half or more (51-70%) | 0 | 0.0 | 1 | 0.9 | 3 | 2.9 | 4 | 1.2 |
| | Most (71-90%) | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Almost All (91-100%) | 0 | 0.0 | 0 | 0.0 | 1 | 1.0 | 1 | 0.3 |
| b. drank alcohol sometime in the past month? | None (0%) | 94 | 77.0 | 23 | 20.5 | 0 | 0.0 | 117 | 34.5 |
| | Few (1-10%) | 20 | 16.4 | 52 | 46.4 | 1 | 1.0 | 73 | 21.5 |
| | Some (11-30%) | 6 | 4.9 | 26 | 23.2 | 3 | 2.9 | 35 | 10.3 |
| | Half or less (31-50%) | 2 | 1.6 | 4 | 3.6 | 5 | 4.8 | 11 | 3.2 |
| | Half or more (51-70%) | 0 | 0.0 | 5 | 4.5 | 32 | 30.5 | 37 | 10.9 |
| | Most (71-90%) | 0 | 0.0 | 2 | 1.8 | 45 | 42.9 | 47 | 13.9 |
| | Almost All (91-100%) | 0 | 0.0 | 0 | 0.0 | 19 | 18.1 | 19 | 5.6 |
| c. used marijuana sometime in the past month? | None (0%) | 122 | 100.0 | 88 | 78.6 | 2 | 1.9 | 212 | 62.4 |
| | Few (1-10%) | 0 | 0.0 | 19 | 17.0 | 34 | 32.1 | 53 | 15.6 |
| | Some (11-30%) | 0 | 0.0 | 1 | 0.9 | 36 | 34.0 | 37 | 10.9 |
| | Half or less (31-50%) | 0 | 0.0 | 3 | 2.7 | 23 | 21.7 | 26 | 7.6 |
| | Half or more (51-70%) | 0 | 0.0 | 1 | 0.9 | 6 | 5.7 | 7 | 2.1 |
| | Most (71-90%) | 0 | 0.0 | 0 | 0.0 | 5 | 4.7 | 5 | 1.5 |
| | Almost All (91-100%) | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| d. used an illegal drug in the past month (not including marijuana)? | None (0%) | 121 | 100.0 | 86 | 76.8 | 21 | 19.8 | 228 | 67.3 |
| | Few (1-10%) | 0 | 0.0 | 22 | 19.6 | 56 | 52.8 | 78 | 23.0 |
| | Some (11-30%) | 0 | 0.0 | 2 | 1.8 | 18 | 17.0 | 20 | 5.9 |
| | Half or less (31-50%) | 0 | 0.0 | 1 | 0.9 | 7 | 6.6 | 8 | 2.4 |
| | Half or more (51-70%) | 0 | 0.0 | 1 | 0.9 | 4 | 3.8 | 5 | 1.5 |
| | Most (71-90%) | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | Almost All (91-100%) | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

DFC and Youth Perception Tables

Table 14. Drug Free Communities Report *

| Outcomes | Definition | Substance | Manhasset Union Free School District 2011 | | | | | | | | | | | | | |
|--|---|------------|---|--------|---------|--------|----------|--------|----------|--------|---------|--------|---------|--------|---------|--------|
| | | | Grade 6 | | Grade 8 | | Grade 10 | | Grade 12 | | Total † | | Male | | Female | |
| | | | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Perception of Risk <i>(People are at Moderate or Great Risk of harming themselves if they...)</i> | drink 1 or two drinks nearly every day | Alcohol | 79.9 | 254 | 80.5 | 215 | 80.8 | 213 | 68.9 | 180 | 78.0 | 862 | 69.4 | 422 | 86.1 | 432 |
| | smoke 1 or more packs or cigarettes per day | Cigarettes | 89.5 | 257 | 91.2 | 215 | 95.3 | 213 | 95.6 | 183 | 92.6 | 868 | 91.3 | 423 | 93.8 | 437 |
| | smoke marijuana regularly | Marijuana | 90.9 | 254 | 91.2 | 215 | 83.6 | 213 | 59.0 | 183 | 82.4 | 865 | 77.4 | 421 | 87.2 | 436 |
| Perception of Parent Disapproval <i>(Parents feel it would be Wrong or Very Wrong to...)</i> | drink beer, wine, or hard liquor regularly | Alcohol | 97.6 | 249 | 94.3 | 212 | 79.8 | 208 | 59.4 | 180 | 84.3 | 849 | 83.4 | 410 | 85.2 | 431 |
| | smoke cigarettes | Cigarettes | 100.0 | 248 | 98.6 | 212 | 98.1 | 207 | 94.4 | 180 | 98.0 | 847 | 98.8 | 410 | 97.2 | 429 |
| | smoke marijuana | Marijuana | 99.6 | 247 | 99.1 | 212 | 96.6 | 208 | 89.4 | 179 | 96.6 | 846 | 95.9 | 410 | 97.2 | 428 |
| Perception of Peer Disapproval <i>(I think it is Wrong or Very Wrong for someone my age to...)</i> | drink beer, wine, or hard liquor regularly | Alcohol | 96.5 | 257 | 90.7 | 215 | 55.9 | 213 | 33.0 | 182 | 71.7 | 867 | 72.4 | 424 | 70.8 | 435 |
| | smoke cigarettes | Cigarettes | 99.2 | 257 | 98.1 | 215 | 94.8 | 213 | 70.5 | 183 | 91.8 | 868 | 92.0 | 424 | 91.5 | 436 |
| | smoke marijuana | Marijuana | 98.8 | 253 | 98.6 | 215 | 84.0 | 213 | 54.4 | 182 | 85.7 | 863 | 84.0 | 419 | 87.4 | 436 |
| Past 30-Day Use | at least one use in the Past 30 Days | Alcohol | 3.2 | 251 | 6.1 | 213 | 45.9 | 209 | 71.8 | 181 | 28.9 | 854 | 26.0 | 415 | 32.0 | 431 |
| | | Cigarettes | 0.0 | 251 | 0.9 | 214 | 1.9 | 209 | 15.5 | 181 | 4.0 | 855 | 2.7 | 415 | 5.1 | 432 |
| | | Marijuana | 0.0 | 250 | 0.9 | 215 | 8.7 | 208 | 29.3 | 181 | 8.5 | 854 | 8.3 | 412 | 9.0 | 434 |
| Average Age of Onset ** | average age | Alcohol | 10.4 | 52 | 11.4 | 58 | 13.7 | 140 | 14.2 | 151 | 13.1 | 401 | 12.6 | 202 | 13.7 | 196 |
| | | Cigarettes | 10.0 | 4 | 10.4 | 7 | 13.2 | 27 | 14.9 | 62 | 14.0 | 100 | 13.7 | 44 | 14.2 | 55 |
| | | Marijuana | 10.0 | 2 | 10.0 | 1 | 14.4 | 33 | 15.6 | 96 | 15.2 | 132 | 15.1 | 67 | 15.2 | 64 |

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

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

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

DFC and Youth Perception Tables

Table 15. Youth Perceptions of Substance Use

| Now think about all the students in your grade at school. How many of them do you think: | Substance | Manhasset Union Free School District 2011 | | | | | | | | | |
|--|-----------------------|---|---------|---------|---------|----------|---------|----------|---------|--------|---------|
| | | Grade 6 | | Grade 8 | | Grade 10 | | Grade 12 | | Total | |
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| a. smoke one or more cigarettes a day? | None (0%) | 258 | 97.0 | 145 | 67.1 | 38 | 17.5 | 15 | 8.1 | 456 | 51.6 |
| | Few (1-10%) | 3 | 1.1 | 57 | 26.4 | 116 | 53.5 | 100 | 54.1 | 276 | 31.2 |
| | Some (11-30%) | 2 | 0.8 | 6 | 2.8 | 37 | 17.1 | 48 | 25.9 | 93 | 10.5 |
| | Half or less (31-50%) | 0 | 0.0 | 4 | 1.9 | 15 | 6.9 | 8 | 4.3 | 27 | 3.1 |
| | Half or more (51-70%) | 0 | 0.0 | 3 | 1.4 | 9 | 4.1 | 6 | 3.2 | 18 | 2.0 |
| | Most (71-90%) | 0 | 0.0 | 0 | 0.0 | 2 | 0.9 | 3 | 1.6 | 5 | 0.6 |
| | Almost All (91-100%) | 3 | 1.1 | 1 | 0.5 | 0 | 0.0 | 5 | 2.7 | 9 | 1.0 |
| b. drank alcohol sometime in the past month? | None (0%) | 223 | 84.8 | 95 | 44.2 | 15 | 6.9 | 6 | 3.2 | 339 | 38.5 |
| | Few (1-10%) | 36 | 13.7 | 75 | 34.9 | 10 | 4.6 | 5 | 2.7 | 126 | 14.3 |
| | Some (11-30%) | 0 | 0.0 | 19 | 8.8 | 10 | 4.6 | 2 | 1.1 | 31 | 3.5 |
| | Half or less (31-50%) | 1 | 0.4 | 8 | 3.7 | 26 | 12.0 | 6 | 3.2 | 41 | 4.7 |
| | Half or more (51-70%) | 0 | 0.0 | 6 | 2.8 | 46 | 21.2 | 23 | 12.4 | 75 | 8.5 |
| | Most (71-90%) | 0 | 0.0 | 7 | 3.3 | 63 | 29.0 | 69 | 37.3 | 139 | 15.8 |
| | Almost All (91-100%) | 3 | 1.1 | 5 | 2.3 | 47 | 21.7 | 74 | 40.0 | 129 | 14.7 |
| c. used marijuana sometime in the past month? | None (0%) | 258 | 97.7 | 165 | 76.7 | 27 | 12.4 | 9 | 4.9 | 459 | 52.2 |
| | Few (1-10%) | 3 | 1.1 | 36 | 16.7 | 48 | 22.1 | 13 | 7.1 | 100 | 11.4 |
| | Some (11-30%) | 0 | 0.0 | 6 | 2.8 | 50 | 23.0 | 28 | 15.2 | 84 | 9.5 |
| | Half or less (31-50%) | 0 | 0.0 | 3 | 1.4 | 43 | 19.8 | 40 | 21.7 | 86 | 9.8 |
| | Half or more (51-70%) | 0 | 0.0 | 3 | 1.4 | 29 | 13.4 | 49 | 26.6 | 81 | 9.2 |
| | Most (71-90%) | 0 | 0.0 | 1 | 0.5 | 15 | 6.9 | 27 | 14.7 | 43 | 4.9 |
| | Almost All (91-100%) | 3 | 1.1 | 1 | 0.5 | 5 | 2.3 | 18 | 9.8 | 27 | 3.1 |
| d. used an illegal drug in the past month (not including marijuana)? | None (0%) | 253 | 96.6 | 176 | 81.5 | 51 | 23.5 | 24 | 13.0 | 504 | 57.3 |
| | Few (1-10%) | 7 | 2.7 | 34 | 15.7 | 101 | 46.5 | 73 | 39.5 | 215 | 24.4 |
| | Some (11-30%) | 0 | 0.0 | 3 | 1.4 | 25 | 11.5 | 40 | 21.6 | 68 | 7.7 |
| | Half or less (31-50%) | 0 | 0.0 | 1 | 0.5 | 16 | 7.4 | 27 | 14.6 | 44 | 5.0 |
| | Half or more (51-70%) | 0 | 0.0 | 0 | 0.0 | 12 | 5.5 | 7 | 3.8 | 19 | 2.2 |
| | Most (71-90%) | 0 | 0.0 | 1 | 0.5 | 8 | 3.7 | 7 | 3.8 | 16 | 1.8 |
| | Almost All (91-100%) | 2 | 0.8 | 1 | 0.5 | 4 | 1.8 | 7 | 3.8 | 14 | 1.6 |

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

Information@lists.nida.nih.gov

<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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