
2002 Arizona Youth Survey

Gender Study



REPORT PROVIDED BY:

Arizona Criminal Justice Commission

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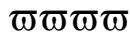
Governor's Division of Substance Abuse Prevention

Governor's Office for Children, Youth, and Families

2002 Arizona Youth Survey

Summary for

Male and Female Students 8th 10th and 12th Grades



This report summarizes some of the findings from the 2002 Arizona Youth Student Survey administered to 8th, 10th and 12th grade students during January, February and March 2002. The results are presented as overall results for the State. The survey was designed to assess school safety, adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors.

The participating schools were selected to ensure that students from all counties and who attend large and small schools were represented in the survey. Careful selection of the schools that were sampled and uniform administration of the survey have resulted in survey data that are valid and representative of the students in grades 8, 10, and 12 in Arizona. Table 1 contains the characteristics of the students who completed the survey from the State.

	Male		Female	
	Number	Percent	Number	Percent
Total Students	5877	100.0 %	6001	100.0 %
Grade				
8	2068	35.2 %	2131	35.5 %
10	2148	36.5 %	2129	35.5 %
12	1661	28.3 %	1741	29.0 %
Ethnicity				
White	3461	58.9 %	3504	58.4 %
African American.	215	3.7 %	186	3.1 %
Native American	363	6.2 %	329	5.5 %
Hispanic	1354	23.0 %	1491	24.8 %
Asian	180	3.1 %	185	3.1 %

¹Due to response rate, ethnicity numbers do not equal total student numbers.

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What is the Risk and Protective Factor Framework?

Risk- and protective-focused prevention is based on a simple premise: 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 attacks such as diets high in fats, lack of exercise, and smoking, a team of researchers at the University of Washington have defined a set of risk factors for drug abuse. The research team also found that some children exposed to multiple risk factors manage to avoid behavior problems later even though they were exposed to the same risks as children who exhibited behavior problems. Based on research, they identified protective factors and processes that work together to buffer children from the effects of high-risk exposure and lead to the development of healthy behaviors.

Risk factors include characteristics of community, family, and school environments, and characteristics of students and their peer groups, that are known to predict increased likelihood of a drug use, delinquency, and violent behaviors among youth (Hawkins, Catalano, & Miller, 1992; Hawkins, Arthur & Catalano, 1995; Brewer, Hawkins, Catalano, & Neckerman, 1995).

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 the Social Development Research Group include individual characteristics; social bonding to family, school, community, and peers; and healthy beliefs and clear standards for behavior.

TOOLS FOR ASSESSMENT AND PLANNING

2002 Arizona Youth Survey Report

Prepared by The Arizona Criminal Justice Commission

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, specific risk factors that are elevated and widespread can be identified and targeted by preventive interventions that also promote related protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring and tutoring interventions can be provided that will improve academic performance, and also increase opportunities and rewards for classroom participation.

Risk- and protective-focused drug abuse prevention is based on the work of J. David Hawkins, Ph.D., Richard F. Catalano, Ph.D.; and a team of researchers at the University of Washington in Seattle. Beginning in the early 1980's the group researched adolescent problem behaviors and identified risk factors for adolescent drug abuse and delinquency. Not surprisingly, they found that an interrelationship exists between adolescent drug abuse, delinquency, school dropout, teen pregnancy, and violence and were able to identify risk factors for these problems.

YOUTH AT RISK	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 and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

School Improvement Using Survey Data

How do I decide which intervention(s) to employ?

- o Strategies should be selected based on the risk factors that are high in your community and the protective factors which are low.
- o Strategies should be age appropriate and employed prior to the onset of the problem behavior.
- o Strategies chosen should address more than a single risk and protective factor.
- o No single strategy offers the solution.

**No
isolated
strategy
offers the
solution to
reducing
youth
problem
behaviors.**

How do I know whether or not the intervention was effective?

- o Participation in the bi-annual administration of the survey provides trend data necessary for determining the effectiveness of the implemented intervention(s) and also provides data for determining any new efforts that are needed.

HOW TO READ THE CHARTS

1. *Student responses for risk and protective factors, substance use, antisocial behavior and school safety questions are displayed by grade on the following pages.*
2. *The bars represent the percent of students in your school who reported elevated risk or protection, substance use or antisocial behaviors, or school safety concerns.*
3. *Scanning across these charts, you can easily determine which factors are more (or least) prevalent, thus identifying which of the factors are most important for your school or community to address.*
4. *Bars will be complemented by a small dot. This dot shows the comparison to all Arizona students sampled, and provides additional information for your school and community in determining the relative importance of each risk and protective factor. Additional explanations of cut-points, dots, and the 7-state norm line are located on the following page.*
5. *Actual percentages are provided in the data tables following the charts.*
6. *Brief definitions of the risk and protective factors can be found following the graphs.*

HOW TO READ THE CHARTS

In order to read the Risk and Protective Factor Charts, there are three features to keep in mind while scanning the chart: 1) **cut-points** help with distinguishing between students at risk and those not-at-risk, 2) **dots** indicating school rates compared to state rates, and 3) **dashed lines** showing comparisons to other state levels.

- **Cut-Points**

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. The Arizona Youth Survey, and other surveys designed for other states and areas, follow the PNA format and have the same goal of gathering information on the prevention needs of students, schools, communities, and states. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60 percent and then decreased to 40 percent one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

- **Dots**

The Dots on the charts represent the percentage of all of the youth surveyed from Arizona who reported ‘elevated risk’ or ‘elevated protection’. The comparison to the state-wide sample provides additional information for your community in determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

- **Dashed Line**

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Again, brief definitions of the risk and protective factors are provided in Table 2. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under Contacts for Prevention.

School Improvement Using Survey Data

Why the Arizona Youth Survey?

Data from the Arizona Youth Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

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 appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- Look across the charts – which items stand out as either much higher or much lower than the other?
- Compare your data with statewide and national data – differences of 5 percent 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 75 percent of high school students to drink alcohol regularly even when the statewide percentage is 90?

Use these data for planning.

- Substance use and antisocial behavior data – raise awareness about the problems and promote dialogue;
- Risk and protective factor data – identify exactly where the community needs to take action;
- Promising approaches – talk with resources listed on the last page of this report for ideas about programs that have proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low.

<i>MEASURE</i>	Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4
Risk Factors				
Protective Factors				
Substance Use				
Antisocial Behaviors				

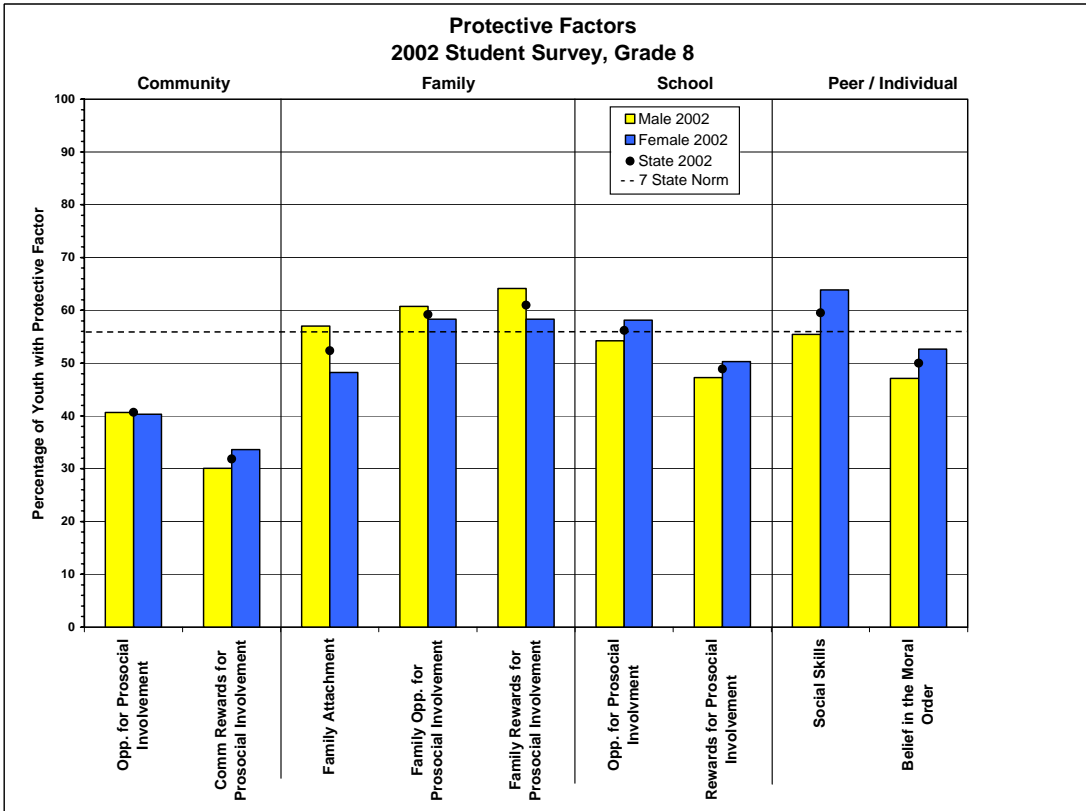
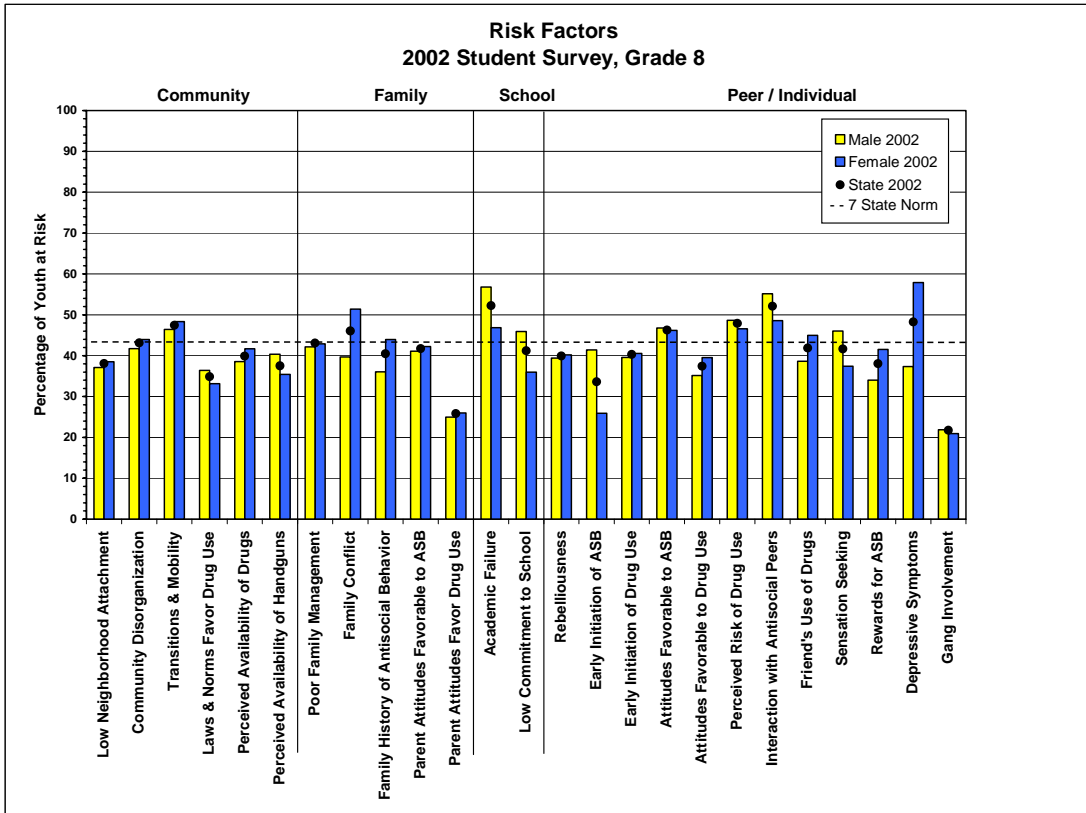
Table 2. Risk and Protective Factor Definitions

<i>Community Domain Risk Factors</i>	
<i>Community and Personal Transitions & Mobility</i>	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
<i>Community Disorganization</i>	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.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	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.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	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.
<i>Family Conflict</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Poor Family Discipline</i>	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.
<i>Poor Family Supervision</i>	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.
<i>Family Attachment</i>	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.
<i>Family Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	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.

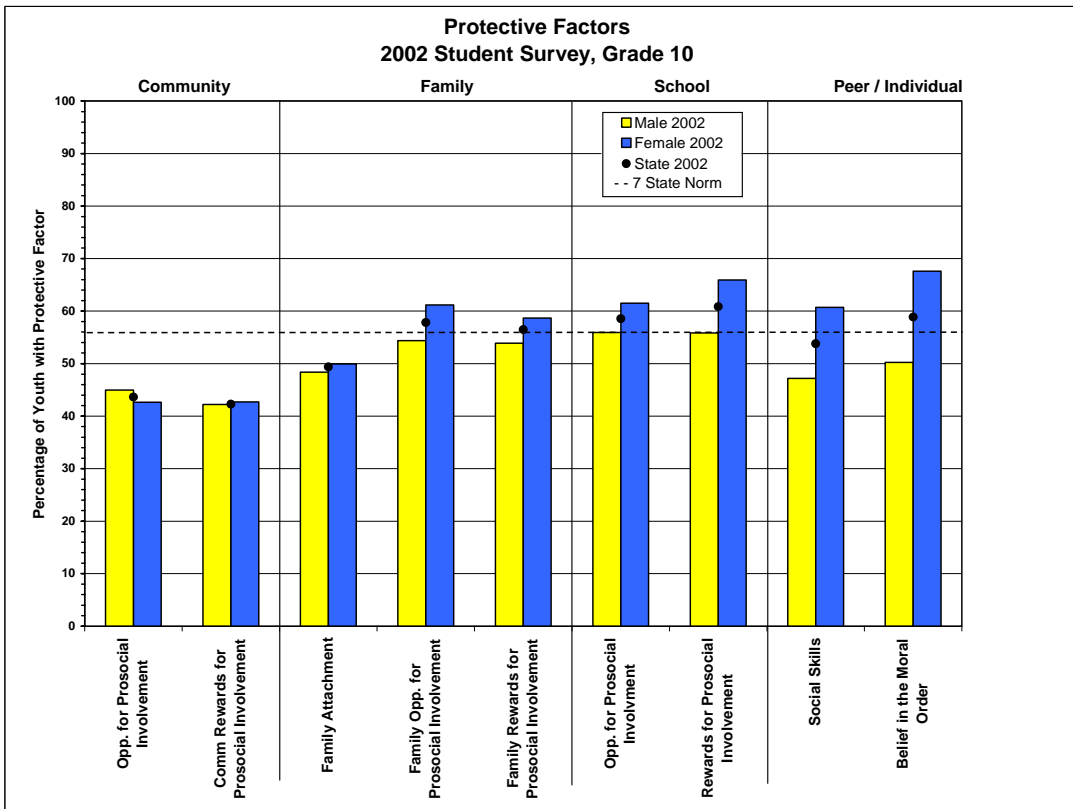
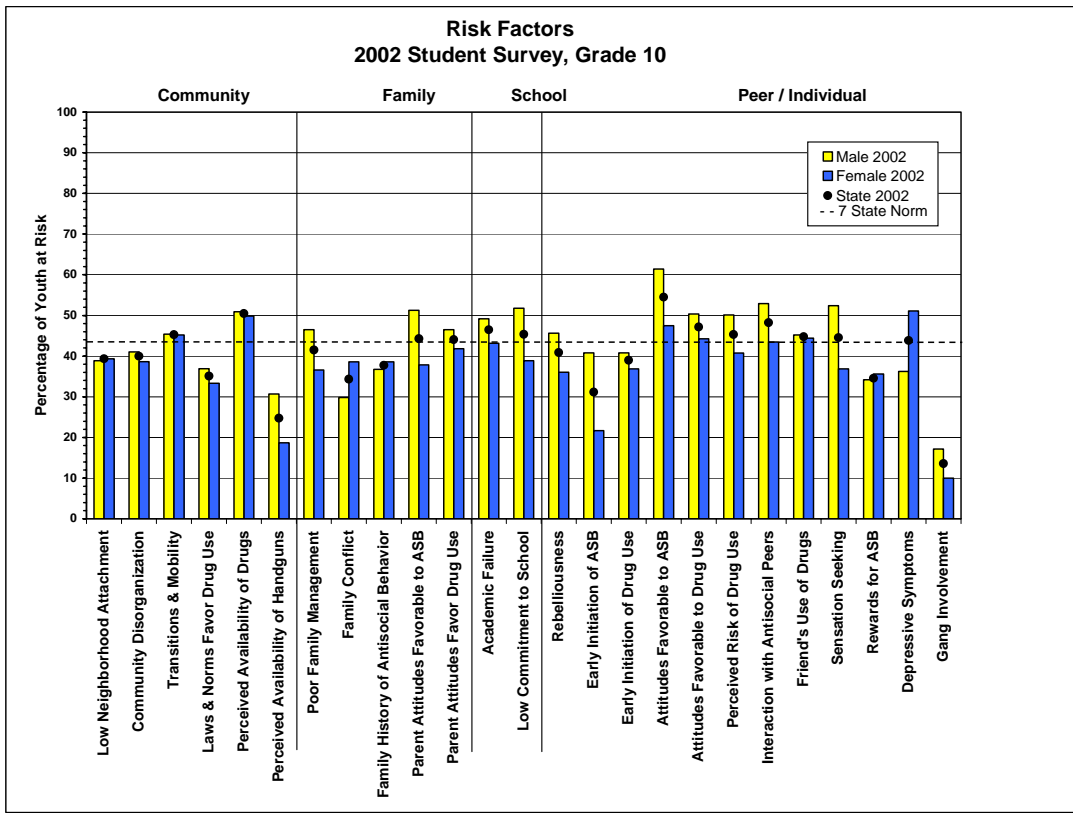
Table 2. Risk and Protective Factor Definitions (Continued)

<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically 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.
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
<i>Peer-Individual Risk Factors</i>	
<i>Favorable Attitudes Toward Antisocial Behavior</i>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Early Initiation of Problem Behavior</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>Favorable Attitudes Toward Drug Use</i>	Initiation of use of any substance is preceded by values favorable to its 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. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Low 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>Rewards for Antisocial Involvement</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.
<i>Sensation Seeking</i>	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<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.

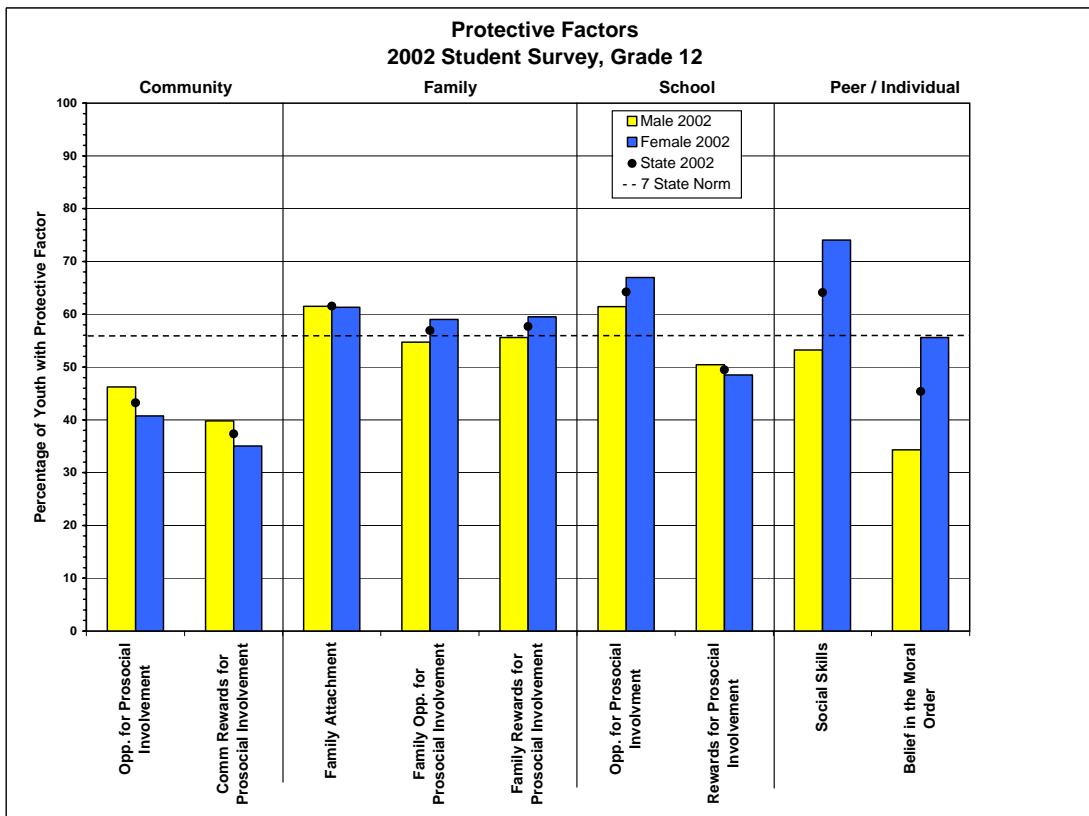
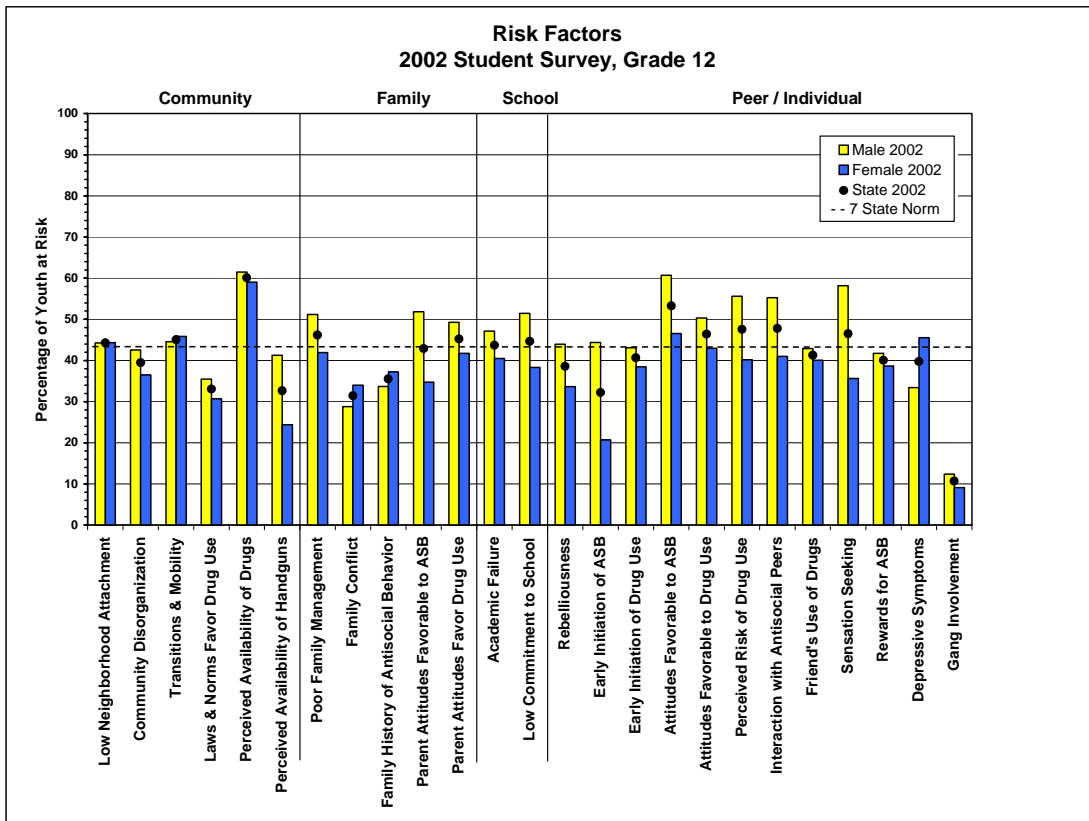
Risk and Protective Factor Profiles



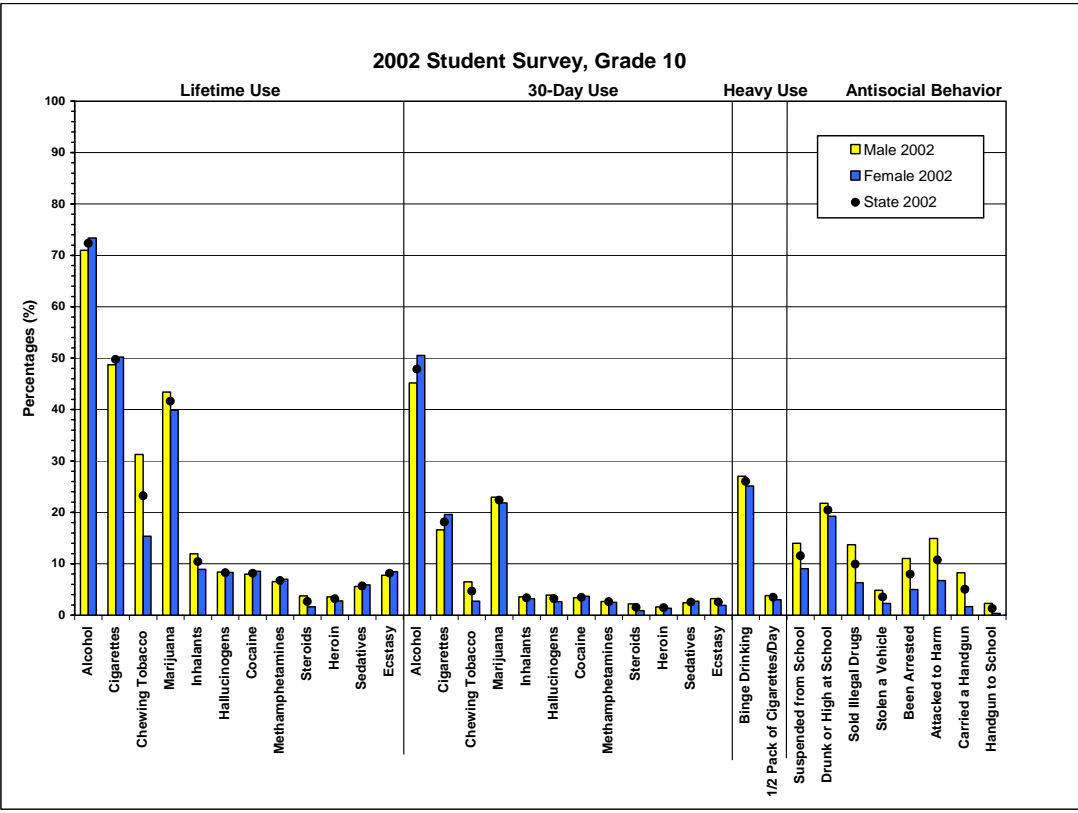
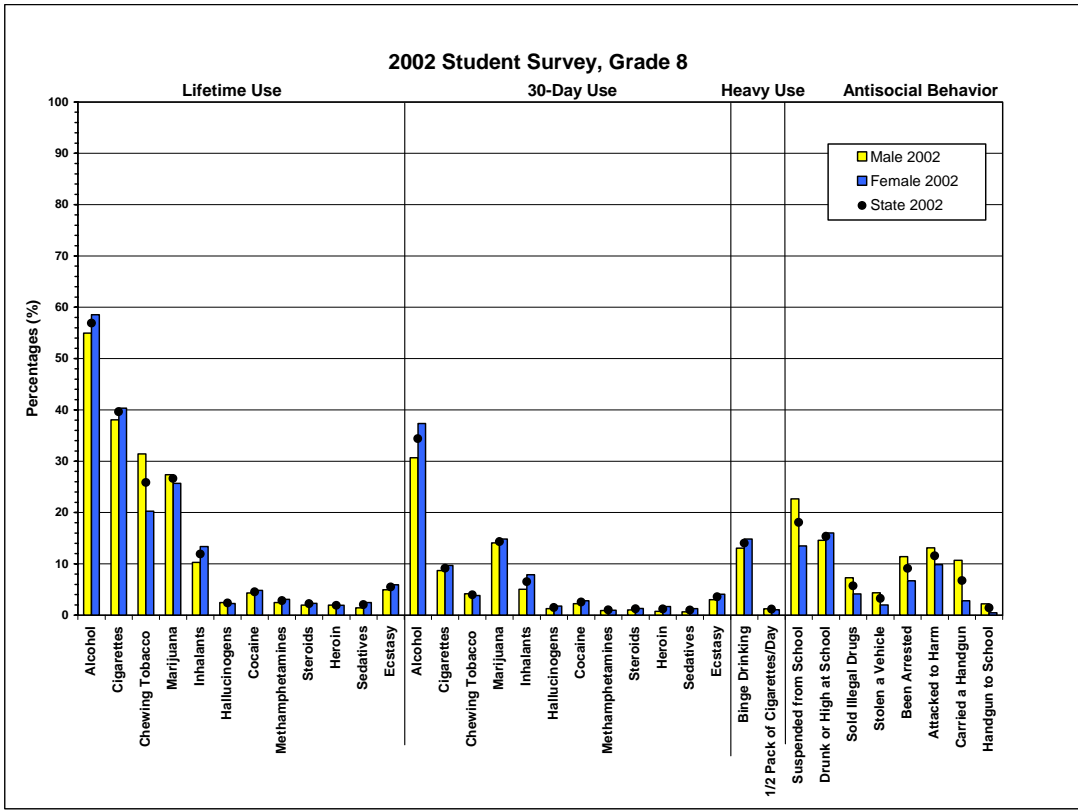
Risk and Protective Factor Profiles



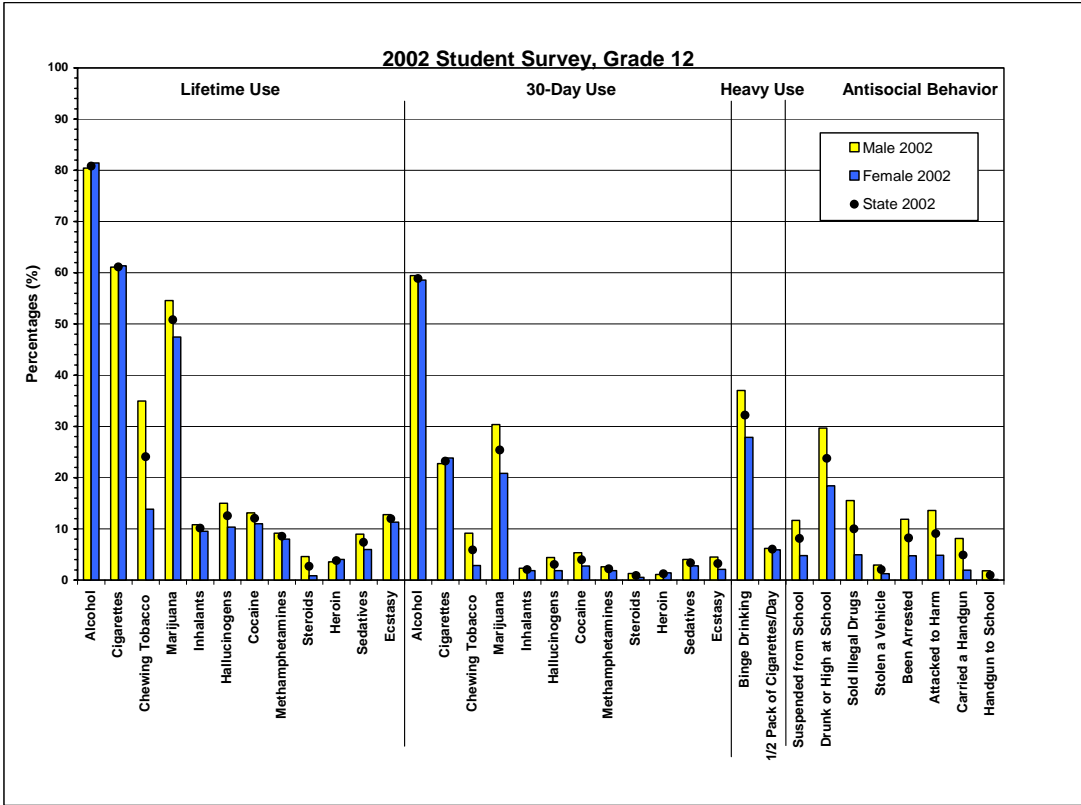
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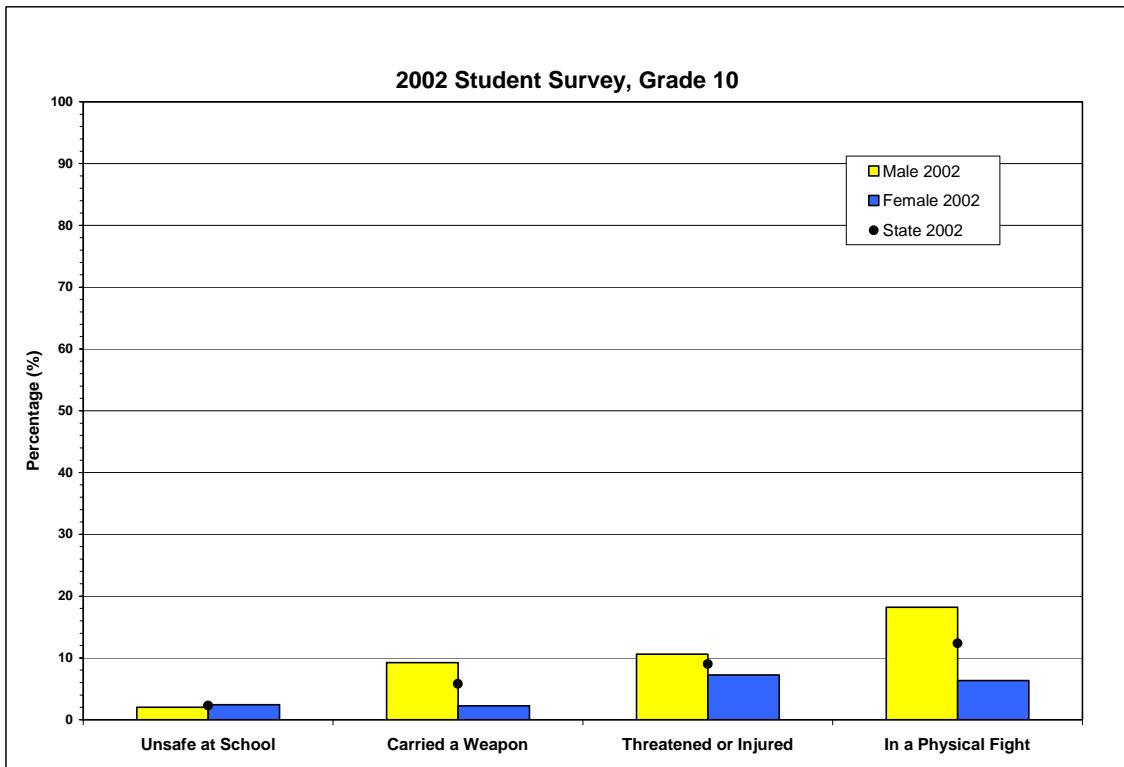
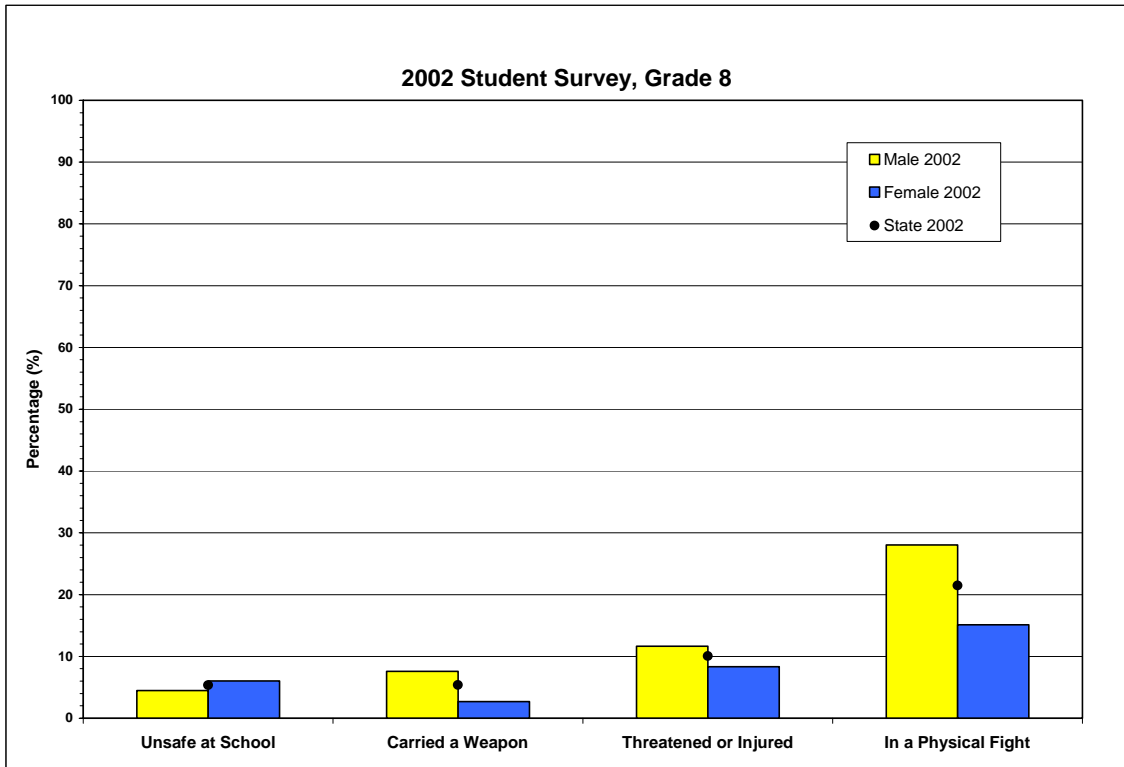
ATOD Use and Antisocial Behavior



ATOD Use and Antisocial Behavior



Community Safety Profile



Community Safety Profile

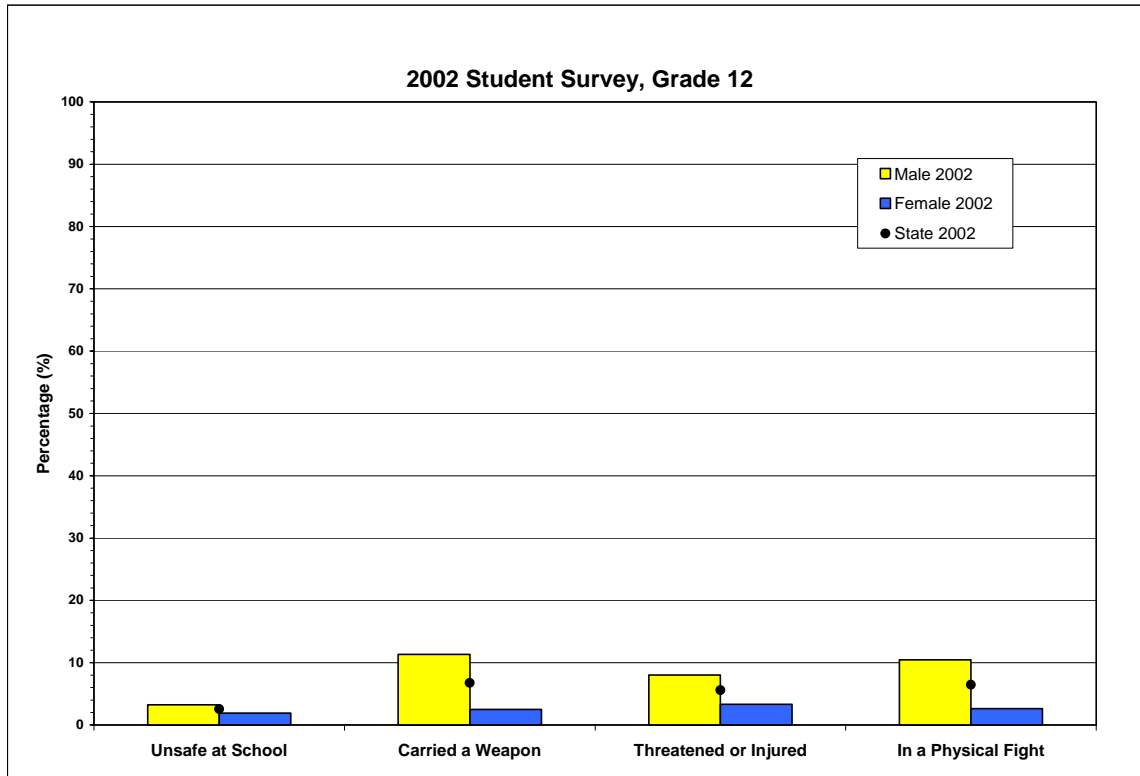


Table 3. Number of Students Who Completed the Survey									
Number of Youth	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
	5720	2068	2131	5472	2148	2129	4238	1661	1741

Table 4. Percentage of Students Reporting Risk									
Risk Factor	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Community Domain									
Low Neighborhood Attachment	38.1	37.1	38.5	39.3	38.9	39.4	44.3	44.2	44.3
Community Disorganization	43.1	41.7	44.0	40.0	41.0	38.6	39.5	42.6	36.5
Transitions & Mobility	47.4	46.4	48.4	45.3	45.4	45.2	45.1	44.6	45.9
Laws & Norms Favor Drug Use	34.9	36.4	33.2	35.1	36.9	33.3	33.1	35.5	30.7
Perceived Availability of Drugs	39.9	38.6	41.7	50.5	50.9	49.8	60.1	61.5	59.0
Perceived Availability of Handguns	37.5	40.3	35.4	24.7	30.7	18.7	32.7	41.3	24.4
Family Domain									
Poor Family Management	43.1	42.2	42.9	41.5	46.5	36.6	46.2	51.2	41.9
Family Conflict	46.1	39.7	51.4	34.3	29.8	38.6	31.4	28.8	34.0
Family History of Antisocial Behavior	40.5	36.0	43.9	37.7	36.8	38.6	35.5	33.7	37.3
Parent Attitudes Favorable to ASB	41.7	41.1	42.2	44.3	51.3	37.8	42.9	51.8	34.7
Parent Attitudes Favor Drug Use	25.8	25.0	26.0	44.0	46.5	41.8	45.2	49.3	41.7
School Domain									
Academic Failure	52.3	56.8	46.9	46.5	49.2	43.2	43.7	47.1	40.5
Low Commitment to School	41.2	45.9	36.0	45.4	51.8	38.9	44.6	51.5	38.3
Peer-Individual Domain									
Rebelliousness	40.0	39.4	40.2	40.9	45.6	36.1	38.6	43.9	33.7
Early Initiation of ASB	33.6	41.4	25.9	31.1	40.8	21.7	32.2	44.4	20.7
Early Initiation of Drug Use	40.3	39.6	40.6	39.0	40.8	36.8	40.6	43.1	38.5
Attitudes Favorable to ASB	46.3	46.8	46.2	54.5	61.4	47.5	53.3	60.7	46.6
Attitudes Favorable to Drug Use	37.4	35.1	39.5	47.2	50.4	44.2	46.4	50.3	43.0
Perceived Risk of Drug Use	47.9	48.6	46.6	45.3	50.1	40.8	47.6	55.6	40.2
Interaction with Antisocial Peers	52.1	55.2	48.6	48.2	52.9	43.5	47.8	55.3	41.0
Friend's Use of Drugs	41.9	38.7	45.0	44.8	45.2	44.4	41.3	42.9	40.1
Sensation Seeking	41.6	46.1	37.4	44.6	52.4	36.8	46.5	58.2	35.6
Rewards for ASB	38.0	34.0	41.5	34.6	34.2	35.6	40.1	41.7	38.7
Depressive Symptoms	48.2	37.4	57.9	43.8	36.2	51.1	39.7	33.4	45.6
Gang Involvement	21.7	21.9	20.9	13.6	17.1	10.0	10.7	12.4	9.1

Table 5. Percentage of Students Reporting Protection									
Protective Factor	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Community Domain									
Opp. for Prosocial Involvement	40.7	40.6	40.3	43.6	44.9	42.7	43.2	46.2	40.8
Comm Rewards for Prosocial Involvement	31.9	30.1	33.6	42.3	42.2	42.7	37.4	39.8	35.0
Family Domain									
Family Attachment	52.4	57.0	48.2	49.4	48.3	49.9	61.5	61.5	61.3
Family Opp. for Prosocial Involvement	59.2	60.7	58.3	57.8	54.4	61.2	56.9	54.7	59.0
Family Rewards for Prosocial Involvement	61.0	64.2	58.3	56.5	53.9	58.7	57.7	55.6	59.5
School Domain									
Opp. for Prosocial Involvement	56.2	54.3	58.1	58.6	55.9	61.5	64.2	61.4	67.0
Rewards for Prosocial Involvement	48.9	47.2	50.3	60.8	55.8	65.9	49.5	50.5	48.5
Peer-Individual Domain									
Social Skills	59.5	55.5	63.9	53.8	47.2	60.7	64.1	53.2	74.1
Belief in the Moral Order	50.0	47.1	52.6	58.9	50.2	67.6	45.4	34.3	55.6

Table 6. Percentage of Students Who Used ATODs During Their Lifetime

Drug Used	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Alcohol	56.9	55.0	58.6	72.3	71.0	73.4	80.8	80.4	81.4
Cigarettes	39.6	38.1	40.4	49.8	48.7	50.2	61.1	61.1	61.4
Chewing Tobacco	25.9	31.4	20.2	23.2	31.3	15.4	24.1	35.0	13.8
Marijuana	26.6	27.4	25.7	41.6	43.4	39.9	50.8	54.6	47.5
Inhalants	11.9	10.3	13.4	10.4	12.0	8.9	10.1	10.8	9.5
Hallucinogens	2.4	2.4	2.3	8.3	8.4	8.4	12.6	15.0	10.4
Cocaine	4.5	4.3	4.8	8.2	8.0	8.5	12.0	13.1	11.0
Amphetamines	2.9	2.4	3.1	6.8	6.5	7.0	8.6	9.2	8.0
Steroids	2.2	1.9	2.3	2.7	3.8	1.6	2.7	4.6	0.9
Heroin	1.9	2.0	1.9	3.2	3.6	2.8	3.8	3.6	4.0
Sedatives	2.1	1.4	2.5	5.7	5.6	5.9	7.4	9.0	5.9
Ecstasy	5.5	5.0	5.9	8.2	7.8	8.4	12.0	12.8	11.3
Any Drug	33.2	32.2	33.5	44.5	45.7	43.3	52.8	56.8	49.2

Table 7. Percentage of Students Who Used ATODs During the Past 30 Days

Drug Used	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Alcohol	34.4	30.7	37.3	47.9	45.2	50.5	58.9	59.4	58.6
Cigarettes	9.1	8.7	9.7	18.1	16.6	19.6	23.2	22.7	23.8
Chewing Tobacco	4.0	4.2	3.8	4.7	6.5	2.7	5.9	9.2	2.8
Marijuana	14.3	14.1	14.8	22.4	23.0	21.9	25.4	30.4	20.8
Inhalants	6.5	5.0	7.9	3.4	3.6	3.2	2.0	2.3	1.8
Hallucinogens	1.5	1.3	1.8	3.2	3.9	2.6	3.1	4.4	1.9
Cocaine	2.6	2.2	2.8	3.5	3.4	3.7	4.0	5.4	2.7
Amphetamines	1.0	0.9	0.9	2.6	2.7	2.5	2.2	2.6	1.8
Steroids	1.2	1.0	1.3	1.5	2.2	0.9	0.9	1.3	0.5
Heroin	1.2	0.8	1.7	1.4	1.6	1.3	1.3	1.1	1.4
Sedatives	1.0	0.6	1.3	2.6	2.4	2.7	3.4	4.0	2.8
Ecstasy	3.6	3.0	4.1	2.5	3.2	1.9	3.2	4.5	2.1
Any Drug	19.9	18.8	21.0	25.7	26.2	25.3	28.6	33.6	24.1

Table 8. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Alcohol	14.1	13.0	14.8	26.0	27.0	25.2	32.2	37.0	27.9
Cigarettes	1.2	1.2	1.1	3.5	3.8	3.0	6.0	6.2	5.9

Table 9. Percentage of Students With Antisocial Behavior in the Past Year

Behavior	Grade 8			Grade 10			Grade 12		
	State	Male	Female	State	Male	Female	State	Male	Female
Suspended from School	18.1	22.7	13.5	11.6	14.0	9.0	8.1	11.7	4.8
Drunk or High at School	15.4	14.6	16.0	20.5	21.8	19.3	23.8	29.7	18.4
Sold Illegal Drugs	5.7	7.3	4.1	9.9	13.7	6.3	10.0	15.5	4.9
Stolen a Vehicle	3.3	4.4	2.0	3.6	4.9	2.3	2.1	2.9	1.2
Been Arrested	9.1	11.4	6.7	8.0	11.0	5.0	8.2	11.9	4.7
Attacked to Harm	11.6	13.1	9.9	10.8	14.9	6.7	9.1	13.6	4.8
Carried a Handgun	6.7	10.7	2.8	5.0	8.3	1.7	4.9	8.1	1.9
Handgun to School	1.4	2.2	0.5	1.3	2.3	0.4	1.0	1.8	0.1

Table 10. Percentage of Students in the State and Your School Reporting Safety and School Issues

	Response	Grade 8			Grade 10			Grade 12		
		State	Male	Female	State	Male	Female	State	Male	Female
Safety										
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days	94.63	92.40	97.29	94.20	97.75	88.66	93.24	88.66	97.51
	1 day	1.82	2.99	0.51	0.99	0.85	2.06	1.22	2.06	0.44
	2-3 days	1.34	1.61	1.02	1.17	0.51	1.41	0.82	1.41	0.27
	4-5 days	0.51	0.62	0.29	0.39	0.21	0.78	0.60	0.78	0.43
	6 or more days	1.70	2.37	0.89	3.24	0.68	7.09	4.12	7.09	1.35
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?	0 days	94.66	95.52	93.97	97.71	97.55	96.74	97.42	96.74	98.07
	1 day	3.22	2.72	3.63	1.09	1.62	1.07	1.19	1.07	1.29
	2-3 days	1.16	0.90	1.50	0.74	0.77	0.58	0.47	0.58	0.38
	4-5 days	0.25	0.21	0.31	0.09	0.00	0.23	0.18	0.23	0.12
	6 or more days	0.71	0.66	0.58	0.37	0.06	1.38	0.74	1.38	0.13
During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times	89.96	88.34	91.66	91.00	92.76	91.96	94.42	91.96	96.68
	1 time	5.41	5.03	5.58	3.98	3.89	3.32	2.59	3.32	1.94
	2-3 times	2.75	4.04	1.68	3.35	2.77	2.09	1.44	2.09	0.85
	4-5 times	0.74	0.95	0.50	0.67	0.33	0.72	0.52	0.72	0.33
	6-7 times	0.25	0.29	0.14	0.09	0.02	0.24	0.12	0.24	0.00
	8-9 times	0.12	0.21	0.03	0.09	0.02	0.22	0.16	0.22	0.11
	10-11 times	0.00	0.00	0.00	0.12	0.06	0.11	0.05	0.11	0.00
	12 or more times	0.79	1.14	0.43	0.69	0.14	1.33	0.69	1.33	0.08
During the past 12 months, how many times were you in a physical fight on school property?	0 times	78.52	71.97	84.89	87.63	93.68	89.53	93.54	89.53	97.35
	1 time	12.65	15.51	9.66	7.27	4.49	5.38	3.56	5.38	1.82
	2-3 times	5.86	8.43	3.51	3.62	1.48	3.28	1.82	3.28	0.42
	4-5 times	1.23	1.65	0.92	0.52	0.13	0.49	0.34	0.49	0.20
	6-7 times	0.57	0.73	0.47	0.20	0.13	0.37	0.28	0.37	0.20
	8-9 times	0.05	0.08	0.03	0.10	0.02	0.30	0.14	0.30	0.00
	10-11 times	0.13	0.28	0.00	0.05	0.01	0.07	0.03	0.07	0.00
	12 or more times	0.98	1.36	0.52	0.60	0.06	0.59	0.29	0.59	0.00

CONTACTS FOR PREVENTION

Regional Prevention Contacts

Cochise, Graham, Greenlee, Pima and Santa Cruz Counties

Bill Burnett
Community Partnership of Southern Arizona (CPSA)
520-318-6907

Yuma and La Paz Counties

Martha Castenada
The EXCEL Group
520-341-9199

Apache, Coconino, Mohave, Navajo and Yavapai Counties

Petrice Post
Northern Arizona Regional Behavioral Health Authority (NARBHA)
520-214-2177

Gila and Pinal Counties

Heidi Haeder-Heild
Pinal Gila Behavioral Health Association (PGBHA)
480-982-1317

Maricopa County

Leticia D'Amore
ValueOptions
602-685-3947

Gila River Health Care Corporation (GRHCC)

Tom Cummins
520-562-3321

Pasqua Yaqui Tribe Behavioral Health

Luis P. Canez, Jr.
520-879-6060

Navajo Nation

Josepha Molina
928-871-6239

Other State and National Contacts:

Arizona Criminal Justice Commission

Kristen Roof /Steve Ballance
602-364-1394/602-364-1157
www.acjc.state.az.us

Arizona Department of Education

Student Services Division
602-542-8700
www.ade.az.gov

Arizona Department of Health Services

Division of Behavioral Health Services
Lisa Shumaker
602-364-4630
www.hs.state.az.us/bhs/ops

Arizona Prevention Resource Center

800-432-2772
www.azprevention.org

Center for Substance Abuse Prevention (CSAP)

www.samsha.gov/centers/csap/csap.html

Governor's Division of Children, Youth, and Families

602-542-3456
<http://www.governor.state.az.us/cyf/index.html>

Safe and Drug Free Schools and Communities

U.S. Department of Education
www.ed.gov/offices/OESE/SDFS

Substance Abuse and Mental Health Services Administration (SAMSHA)

www.samhsa.gov

Western Regional Center for the Application of Prevention Technologies (CAPT)

www.westcapt.org